

CANTERBURY CHRIST CHURCH UNIVERSITY'S

FUTURE 360 FRAMEWORK

**FOR DEVELOPING ENTERPRISING,
PROFESSIONAL GRADUATES (2019-2024)**

INTRODUCTION

The **Future 360** Framework for Developing Enterprising, Professional Graduates (2019-2024) supports Canterbury Christ Church University's mission to be 'a leader in education, research and enterprise that supports the South East region's growth and economy, building on our heritage as a globally connected, dynamic and innovative University, delivering an excellent and inclusive experience that provides enterprising, professional graduates.'

Employability is one of the eight cross-cutting themes in the University's Strategic Framework (2015-22) and is one of the University's key performance indicators. The University set an institutional target in the Strategic Framework 2015-22 of achieving 65% in graduate level employment, and 94% in employment and/or further study, by 2020. Whilst the last DLHE figures showed graduate level employment at six months had improved for the fourth year running (currently 63.1%) and was on track to achieving the institutional target, the University's performance remained significantly below the sector average (73.6%). In addition, the University's Employment Indicator figure fell for the first time since 2012/13 (to 93%) and was below benchmark. Graduate employment is a key metric in the Teaching Excellence and Student Outcomes Framework and the current blue flag for highly skilled (graduate) employment was likely to recur. Furthermore, subject-level TEF data highlighted a number of subjects in the bottom 10% for employment and highly skilled employment.

In contrast, the longitudinal education outcomes (LEO) data suggests that our graduates achieve a higher than benchmark percentage for graduate employment long term. Whilst this data is encouraging, we should aim to enable our students to make this transition to graduate employment sooner. This Framework aims to create a curriculum based structure to support this transition.

An Integrated Approach to Graduate Employability is one of the nine principles of the Learning and Teaching Strategy 2015-2022. It states that:

- Curricula should enable students to gain the experience, skills and attributes necessary to shape their own future and success and which fully prepares them for a future we cannot clearly describe.
- Initiatives to support graduate employability should be embedded in the curricula, relevant to programmes and delivered by programme staff, supported by employability experts.
- Where appropriate, employers should contribute to curriculum development, teaching, learning and assessment.
- Staff involved in all parts of the student learning journey should collaborate with each other, students and employers to develop a range of national and international opportunities to maximise graduate employability.

In 2016, a decision was made by SMT that every programme should have an assessed 20-credit equivalent of Work-related Experience (WRE); a comprehensive set of Graduate Attributes was agreed <https://canterbury.ac.uk/graduate-attributes> and a Work Experience Fund (WEF) was piloted to support students in accessing additional work experience. Full information about these developments and other sources of employability support for academic staff can be found here: <https://canterbury.ac.uk/staff-careers>.

CREATING A FRAMEWORK FOR DEVELOPING ENTERPRISING, PROFESSIONAL GRADUATES

In 2018 the Senior Management Team established a cross-University working group to support the development of an employability framework.

The remit of the group was to draw together our vision, principles, ambition and offer in relation to employability and enterprise education (including entrepreneurship) within and outside of the curriculum, and to set out an integrated approach across the University. This framework would take into account the principles set out in the Learning and Teaching Strategy, as well as relevant priorities from the Strategic Plan for Research and Enterprise.

The Framework builds upon current best practice and relevant research from within the University and elsewhere to establish an operational response to the strategic objectives of increasing student employability and enterprise. The Framework provides students, academics and professional staff with a common language around employability and student enterprise education and a toolkit of core and optional elements that can form part of a flexible, portfolio approach for the whole University. The Framework reflects different levels of study, and provides academic staff with a degree of adaptability in relation to how they interpret and apply the Framework in their subject area.

Whilst the Framework provides flexibility in its application, it offers a set of clear building blocks that provide a scaffolded approach to help staff and students 'join up the dots' through experiential learning and reflective assessment. The Framework aims to make implicit skills and knowledge development explicit, and has a strong emphasis on encouraging employer engagement in the design and delivery of programmes, recognising that the greater the number of meaningful interactions with employers, the greater the chances of students progressing into graduate employment.

The Framework is underpinned by the University's Graduate Attributes and seeks to ensure that the development of these attributes and other employability skills is a demonstrable outcome of curriculum design and assessment.

The Framework recognises the value of extra-curricular activities in the development of employability and the importance of a fully coordinated approach within and outside of the curriculum. The Framework urges the bringing of such extra-curricular experiences and learning into curriculum based activities and assessment. Through opportunities for reflection, students will be able to articulate how their knowledge, experiences, attributes and skills are valuable to prospective employers and potential clients as they progress through their careers.

FUTURE 360 - A FRAMEWORK FOR DEVELOPING ENTERPRISING, PROFESSIONAL GRADUATES

FRAMEWORK OBJECTIVES

The Framework has three main objectives:

- To develop a shared understanding of what an embedded curriculum of employability and enterprise education (including entrepreneurship) contains and creating a common language across the university.
- To ensure that employability and enterprise education are embedded within the curriculum consistently across all programmes ensuring inclusivity and equal access of opportunity for all.
- To maximise the opportunities for students and academic staff to develop meaningful interactions with employers, creating a sustainable network of support and optimising the learning gained from this engagement.

The Framework builds upon best practice across Canterbury Christ Church, including the university-wide requirement for all undergraduate courses (GMS) to implement a minimum assessed 20 credit equivalent of work-related experience (WRE).

The Framework is informed by current employability and career development research (Tomlinson, 2017; Batistic, 2017, Hooley, 2017), the QAA's guidance on Enterprise and Entrepreneurship Education (2018) and the Department of Education's Careers Strategy (2017). Whilst the Careers Strategy and its promotion of the Gatsby Benchmarks is aimed at schools and FE colleges, its recommendations offer a useful lens through which to review current practice, particularly in light of the recommendations of the House of Commons Education Committee's Value for Money in Higher Education report (5 November 2018) which urges significant periods of work-related experience within undergraduate degree courses.

The Framework stipulates that all students should have increased opportunities for meaningful interactions with employers and a more compendious approach to employability, enterprise education and career development. The Framework is aligned to the HEA's Embedding Employability Framework and established career development, employability and connected curriculum models.

FRAMEWORK THEMES

The **Future 360** Framework builds upon three core employability and enterprise themes for student success:

- **Working on Your Self**
- **Working on Your Potential**
- **Working on Your Future**

Traditional career development theories (e.g. Law and Watts, 1977) state that in order for students to succeed in their future careers they need to have a solid understanding of who they are and what they have to offer (*Working on Your Self*); before applying this knowledge and developing their skills (*Working on Your Potential*); so as to be better placed to market and articulate their enhanced employability to future employers or investors and progress to successful graduate outcomes (*Working on Your Future*). (Figure 1.)

THE NINE TOPIC AREAS

Reflecting on Tomlinson’s Graduate Capital Model (2017) the **Future 360** Framework identifies nine subcategories or topic areas that sit under the overarching ‘**Working on...**’ themes. Breaking down the three themes into nine discrete areas of development will support staff in the design of programme and extra-curricular activities and provide more tangible learning goals for students.

Working on Your Self:

- Increasing self-awareness and reflection
- Enhancing your professionalism
- Developing an enterprising mindset

Working on your Potential:

- Improving your attributes and skills
- Marketing and promoting yourself
- Applying subject knowledge

Working on your Future:

- Exploring career possibilities
- Building sector awareness
- Searching for and securing opportunities

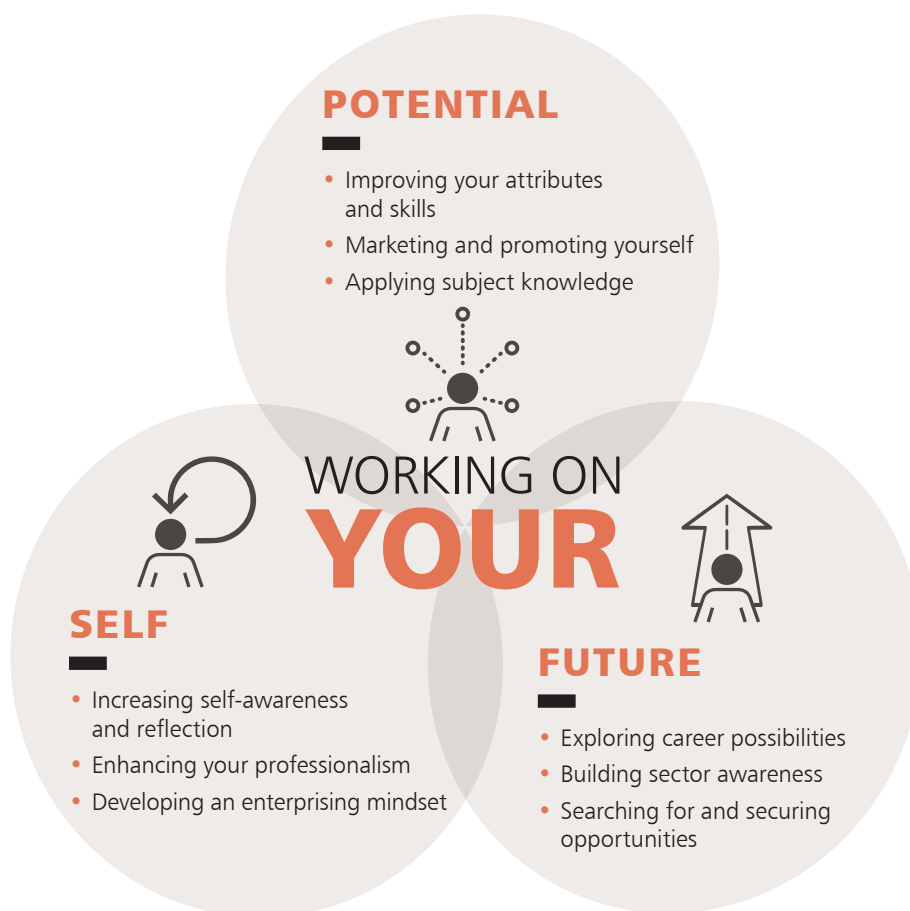


Figure 1 - Future 360 Model – The Canterbury Christ Church University Framework for Developing Enterprising, Professional Graduates (2019-2024)

MEASURING EMPLOYABILITY LEARNING GAIN

- Providing students with regular opportunities for self-reflection is a key to developing their employability (Knight and Yorke, 2004). The online programme 'Career Pulse' currently provides students and academics with a ready-made tool for such assessment that can be used alongside other forms of formative and summative assessment across programmes.
- The **Career Pulse** tool is part of the current provision offered on the **Careers and Enterprise Online Hub** and is already available to all students and academic programmes.
- The nine sub-categories closely align with topics supported through the curated employability programme available on the Careers and Enterprise Hub. Directing students and staff to these curated resources in support of planned curriculum and extra-curricular activities will enable students to continually reassess themselves against the sub-categories.
- Embedding Career Pulse assessments within curriculum design and assessment means that the University can develop real-time data reports in relation to student employability related learning gain across modules and programmes for academic review.
- Career Pulse data would also serve as a lead indicator to Graduate Outcomes and LEO data sets. Tracking student learning gain through these key employability and enterprise education areas across programmes and cohorts will help the university target future employability and enterprise education initiatives in response to this data and provide metrics to support future TEF submissions.

EMBEDDING THE FRAMEWORK WITHIN THE CURRICULUM

The **Future 360** Framework is a holistic model that provides a series of building blocks to scaffold student employability, enterprise and entrepreneurial knowledge and skills.

The three themes provide a clear framework for the development of employability and enterprise education. All three themes cut across the student

journey and elements of the nine topic areas can be offered at any level of study from foundation through to post-graduate, though the emphasis is on the undergraduate programme. Although some areas would be more relevant to students at level 4 than at level 6, the Framework allows for academic staff to decide where to place each element/category.

THREE UNDERPINNING ASSUMPTIONS

Key to the successful implementation of the Future 360 Framework are three underpinning assumptions that all programmes will embed opportunities for students to complete:

- **A range of meaningful interactions with employers**
- **An assessed 20-credit equivalent of Work Related Experience (WRE) in all undergraduate programmes**
- **Reflective assessments linked to Christ Church University's Graduate Attributes improving their personal development and employability.**

Meaningful interactions with employers

Central to the integration of the Framework are the number of opportunities students have to network with employers in order to improve their aspirations and social capital (Batistic, 2017). The Gatsby Benchmarks require that students at schools and FE colleges will have at least one 'meaningful encounter' with an employer every year from years 7-13. In order to develop higher level skills of metacognition and self-efficacy, the Framework advocates that all Canterbury Christ Church students should also have meaningful interactions with employers built into curriculum design as well as through extra-curricular opportunities. These interactions help students to identify what specific skills, knowledge and attributes they have to offer in the graduate workplace.

As a widening participation university, our student demographic often already has a rich background of work experience to draw upon through prior and part-time work. In order to maximise the learning from these extra-curricular activities, academics should seek to develop ways of capturing these experiences and allow students opportunities to apply their prior and current work experience to their subject knowledge. However, to ensure that all students benefit from such 'meaningful encounters', maximising the opportunities for these to occur within the curriculum is crucial to the success of the Framework and the future successful employment outcomes of our students.

One way could be to offer a Personal Development Plan (PDP) alongside formal assessment but experience shows that student engagement with such systems is limited if these PDPs are not part of formal assessment. It is, therefore, essential that opportunities to develop and reflect on these meaningful interactions with

employers are embedded within programmes.

Examples of how to increase employer engagement and ensure student engagement in programmes, beyond the required WRE element include:

- Events such as 'meet the employer' fairs which are fully supported by academics and be incorporated into programme activities.
- 'Live briefs' from employers for individual and group assessed work
- Pitch events with judging panels including employers
- Alumni and employers invited to mentor students to support specific programme projects.
- Students' prior or current part-time work-related experiences or volunteering activities are explored in class and form part of reflective assessments
- Students engage actively with employers through live briefs and consultancy/research projects.
- Students are encouraged to use their work-related experiences to inform their dissertation or final year assessments.
- Assignments involve the utilisation of work-related skills such as group work and presentations and students receive formative feedback on those skills from an invited industry guest.
- Alumni and employers help to facilitate workshops and lead sessions.
- Field trips to places of work relevant to the programme subject, with subsequent related activities for reflection.

Work-related Experience (WRE)

The **Working on Your Potential** theme actively supports the University's requirement for all undergraduate programmes to have at least an assessed 20-credit equivalent of [Work Related Experiences \(WRE\)](#) and all three themes encourage preparation for and reflection upon a full range of potential meaningful student interactions with employers both within and outside the curriculum. The Enterprise and Engagement team, with support from the Alumni team, will continue to support the building

of relationships with employers (especially SMEs and micro businesses in Kent and Medway) and alumni to increase the number of opportunities for students to engage with the world of work.

Evidence of how programmes intend to meet their WRE requirement is part of the programme approval process. Quality standard guidelines for employer interactions are provided as part of the WRE policy. WRE initiatives include live briefs, active research/consultancy and placements.

Reflective assessments

The success of the Framework lies in ensuring that the student is able, through experiential learning and reflective assessment to 'join up the dots'. Feedback from employers indicates that they are interested in a student's ability to articulate their skills and how they would apply them in a work content. Key activities to enhance this key element of employability include:

self-assessment tools, such as Career Pulse; reflective portfolios linked to their work-related experience (WRE) e.g. using technologies such as PebblePad; and work-related assignments such as business reports, poster presentations, research projects or dissertations that require students to use their knowledge of the workplace.

EXTRA-CURRICULAR AND ADDITIONAL STUDENT SUPPORT

The Framework builds upon curricular and extra-curricular activities by creating a cohesive narrative that binds everything currently offered together, and by establishing a strategic and operational mechanism for sharing best practice and advocating continuous improvement. It is vital that all related activities within and outside of the curriculum are explicitly aligned to the three themes to extract employability and enterprise education and support student meta-cognition.

Other mechanisms for student support such as the Personal Academic Tutor (PAT) system, the Faculty based Operations Administrators, and the wider University student support network should encourage students to engage with activities and opportunities for development and assessment with signposting to additional support and careers information, advice

and guidance resources available via the Careers and Enterprise Online Hub, at Careers and Enterprise Hub drop In areas, and through 1:1 careers guidance appointments.

Students should be actively encouraged to participate in extra-curricular activities such as volunteering, part-time work (e.g. through Unitemps), peer mentoring etc. to fully enhance their employability. On the 'join the dots' principle, they can be encouraged to draw on these activities as part of employability-related assessment work within the curriculum. Where students wish to explore more entrepreneurial routes, the University will try to creatively support such enterprises. The Work Experience Fund (WEF) is available to financially support widening participation students with such extra-curricular activities.

SUPPORT FOR ACADEMIC STAFF AND CURRICULUM DEVELOPMENT

The **Future 360** Framework provides a structure and common language for all programmes. The adoption of this common language allows for related activities within and outside of the curriculum to be clearly labelled and this will enhance students' connectivity and meta-cognition. In order to maximise student engagement and ensure inclusivity, activities that explore and enhance the nine areas are to be fully integrated within the curriculum, across all programmes. The overall aim of the Framework is to support colleagues in extracting employability and enterprise education from their current provision and identify areas for further development. This will require the coordinated support of a number of key professionals across the university in support of programme directors and module leaders, including: Learning and Teaching, Library and Learning Resources, Employability and Skills, Enterprise and Engagement, Alumni, Quality and Standards and the Faculty Directors of Learning and Teaching, Operations and Quality.

- Programme Directors, Module Leaders and lecturers can use the employability and student enterprise resources on the Careers and Enterprise Online Hub to support classroom and work-related activities.
- The Employability and Skills Team can provide advice to programme teams and individual academic leads on how to use these tools and offer consultation on developing other activities to support the Framework within the curriculum.
- Workshops for academic staff on ways to embed the Framework into your curriculum design and teaching practice are available through StaffSpace. These workshops can be delivered for school and programme teams.
- Additional support for developing programme activities to enhance skills, extract employability and enterprise opportunities, career planning and options for reflective assessment etc. is available from the Employability and Skills team, Learning and Teaching Enhancement Unit, Library and Learning Resources and Faculty Directors of Learning and Teaching.
- Employability and Skills Managers can be contacted at employability@canterbury.ac.uk
- Assistance with brokering relationships with employers to engage with curriculum-based activities, in support of the Framework, is available through the Enterprise and Engagement Team, alumni can be engaged through the Alumni team.
- Additional resources are available on Blackboard. Case studies can be found on PRISM <https://blogs.canterbury.ac.uk/prism/>.
- Extra and co-curricular employability and enterprise activities for students are provided by the Employability and Skills Team, Senior Academic Developers and Faculty Learning Technologists, Learning and Research Librarians and Student Learning Developers, IT and Student Health and Well Being. Workshops and other initiatives will be available throughout the academic year and during Personal Development Week. Many of these workshops and activities will be offered through the Careers and Enterprise Hub in Augustine House.

REVIEW

The Framework will inform curriculum design and the related service provision of the Employability and Skills and Enterprise and Engagement Teams, Learning and Teaching Enhancement Unit, Student Learning Development, Library Services and Research Development for the next five years.

A review will take place in 2021.

(Framework approved: Academic Board 17 June 2019)

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Tomlinson, M. (2017), Forms of graduate capital and their relationship to graduate employability, Education and Training. Vol. 59 Issue 4 pp 338-352

OTHER RESOURCES

Learning and Teaching Strategy 2015-2022

Strategic Plan for Research and Enterprise 2018-2023

HEA: Embedding Employability Framework

HEA: Framework for Student Success

Careers strategy: making the most of everyone's skills and talents, (December 2017), Department for Education

Compass Careers Benchmark Tool, the Careers and Enterprise Company (2017)

The Gatsby Benchmark toolkit – Gatsby Benchmark 5. Encounters with employers and employees

Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers, QAA (January 2018)

House of Commons Education Committee Value for money in higher education, Seventh Report of Session 2017-19 (Published 5 November 2018)

Planning for Success: Graduates' career planning and its effect on graduate outcomes – Research Report Department of Education (2017) Jan Shury, David Vivian, Catherine Turner, Christabel Downing – IFF Research

Future 360 The Canterbury Christ Church University Framework for Developing Enterprising, Professional Graduates (2019-2024)

Working on... your Potential. Future. Self. - A curriculum centred framework developing enterprising, professional graduates for the local community and beyond

Based on Graduate Capital Model, (*M. Tomlinson, 2017*), USEM Model, (*Knight & Yorke, HEA, 2004*), DOTS Model (*Law & Watts, 1977*). Inspired by UCL Connected Curriculum – Learning through Research and Enquiry (*Fung, 2015*) Informed by the Strategic Framework (2015-2020), Learning and Teaching Strategy (2015-2022), and the Strategic Plan for Research & Enterprise (2018-2023)

