UCL Pillars of Employability Curriculum Map to aid Programme Design
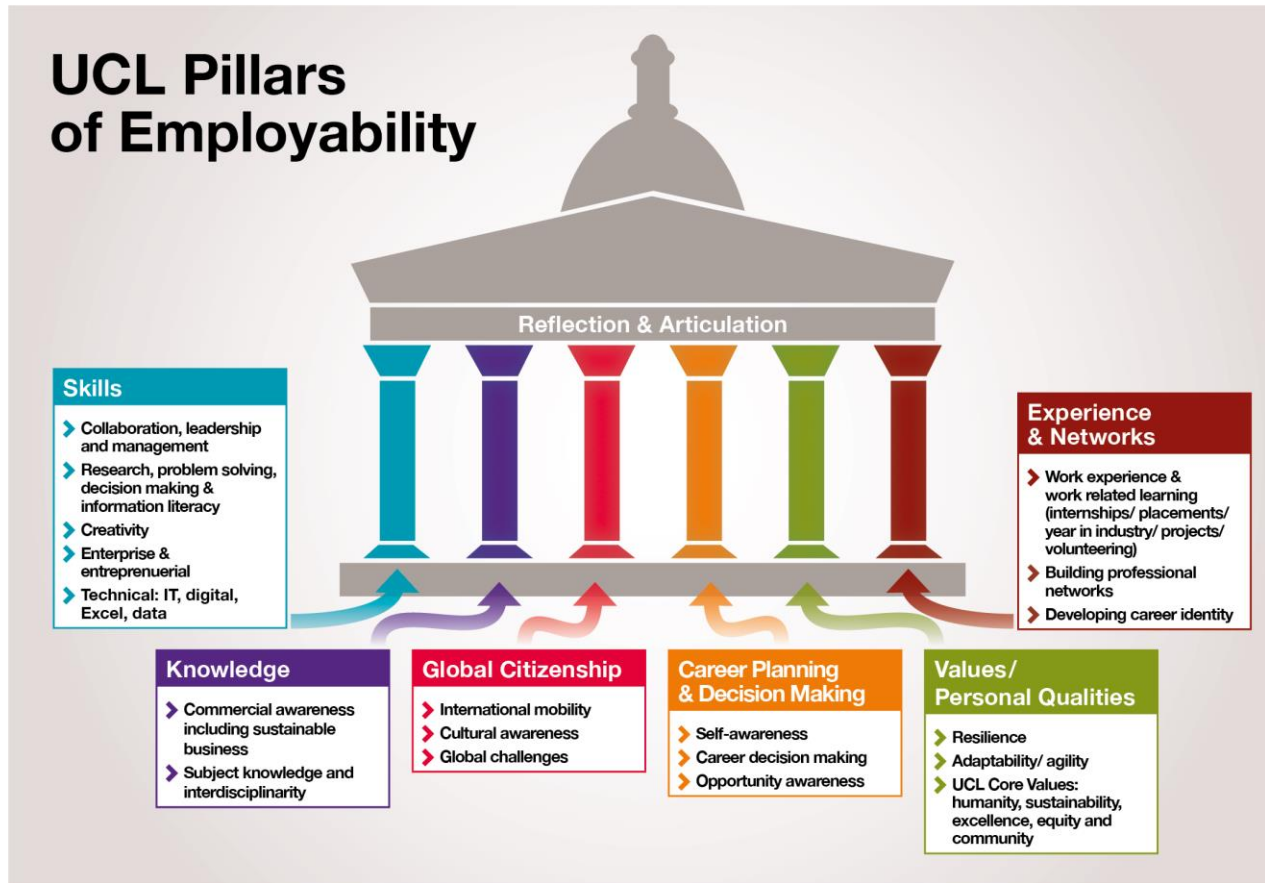

Introduction to UCL Pillars of Employability

UCL Pillars of Employability is a UCL bespoke employability framework which defines employability at UCL and explains the key learning that a UCL student should undertake to prepare them for their future careers and lifelong learning. It has been designed considering the latest research on employability and the UCL context. A full report with literature review accompanies the framework. A video introduction and interview with Arena is available on UCL Media Central.

The framework gives a starting point for discussion and reflection on your programme. We are aware that all programmes will have a different take on each element of the framework. The bullet points in each section are examples rather than an exhaustive list. All of the pillars should be underpinned by reflection and articulation for the student to be able to effectively communicate their employability "assets" to an employer.

Introduction to Employability Curriculum Map

The Employability Curriculum Map is rooted in the UCL Pillars of Employability and is a practical tool to help academics embed the pillars into their programmes and modules. This is inspired by the Royal Academy of Engineering Ethics Curriculum Map [1]and the learning outcomes are developed from the Harvard University competency dictionary[2] and Tomlinson (2017)[3]. It gives starting points as to how each element of the framework could be incorporated into programme design and delivery.

It includes learning outcomes for each aspect of the framework which could be adapted depending on QCF level. Similar to QAA's (2018) [4]report on enterprise and entrepreneurship education it also includes different learning and assessment strategies to distinguish between learning 'about', 'for' or 'through':

- "Learning about" includes learning through the study of a topic and there are example content themes given which are aimed at knowledge acquisition. QAA subject benchmarks statements[5] are also useful for generating learning outcomes particularly the sections "skills and practice" or "generic skills and attributes"
- "Learning for" involves a more practical goal such as learning how to be more entrepreneurial, how to write a CV or perform at interview
- "Learning through" involves the practical application of an activity. It requires the development of enhanced reflection skills and relates to practical activities, such as projects or placements

The QAA (2018) argues that these distinctions are important, as typically learning 'about' entrepreneurship (and employability) is embedded into programmes where examinations are the dominant assessment method. Learning 'for' and learning 'through' typically require different assessment methods. These three areas should be considered when mapping, developing and evaluating new programmes. UCL Arena [6]have lots of advice around assessment and an assessment load model for innovative assessments that use media other than the written word.

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[1] Royal Academy of Engineering (no date) *How do I teach ethics? Engineering curriculum map for Ethics*. Available at: http://epc.ac.uk/wp-content/uploads/2019/10/Ethics-Curriculum-Map.pdf (Accessed: 14 May 2020).

[2] Harvard University (no date) *Harvard University Competency Dictionary.* Available at: https://hms.harvard.edu/sites/default/files/assets/Sites/HR/files/Harvard%20University%20Competency%20Dictionary%20FY14%20-%20final.pdf (Accessed: 18 May 2020).

[3] Tomlinson, M.B. (2017) *'Forms of graduate capital and their relationship to graduate employability'*, Education + Training Vol.59 Issue:4, pp338-352

[4] QAA (2018) *Enterprise and entrepreneurship education: Guidance for UK higher education providers*. The Quality Assurance Agency. Available at: https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8 (Accessed 2 July 2020)

[5] QAA (2020) *Subject Benchmark Statements* https://www.qaa.ac.uk/quality-code/subject-benchmark-statements (Accessed 6 January 2021)
[6] UCL (2020) *Assessment Resources*. Available at: https://www.ucl.ac.uk/teaching-learning/assessment-resources (Accessed 6 January 2021)

How to use the UCL Pillars of Employability & Employability Curriculum Map

Programme Leaders/Module Leaders

1. **Review/audit**
   Examine your programme/module with the pillars in mind. Identify where each pillar is present. Which are the strongest elements?

2. **Make employability learning explicit and give opportunity for reflection**
   For the pillars that are present - is it clear/explicit to the students' which pillar (or elements of the pillar) they have covered? Are they aware of how this learning might develop their employability? Are there opportunities for students to reflect on and articulate their learning in these areas? The Employability Curriculum Map can be used for ideas to help students with this reflection and articulation.

3. **Fill any gaps**
   For the pillars that are missing in your programme - consider how you could incorporate learning outcomes, topics, learning activities/techniques or assessments that might fill this gap. Use the curriculum map to guide you if needed. Work with UCL Careers and UCL Arena to develop your ideas.

Employability Curriculum Map

NB learning outcomes mainly focussed on undergraduate level (QCF levels 4-6) but could be adapted for postgraduate taught programmes.

With thanks to UCL Arena, the Academic Communication Centre and the Digital Skills Development team for their inputs on the below.

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
Skills				
Collaboration - written and verbal communication/teamwork/interpersonal	- Participate in a group project/activity to move the team toward the completion of goals - Analyse preferred role in a team - Demonstrate confidence to talk to people they do not know - Communicate information verbally and in written form using appropriate tone and language - See UCL Academic Communication Centre (ACC) for individual tutorials, workshops and courses on written and oral communication, such	- Team roles (e.g. Belbin) - Communication styles (e.g. Merrill and Reid) - Effective presentations - Use of appropriate digital communication and collaboration tools (e.g. Microsoft Outlook, Teams, SharePoint, GitHub etc.)	- Successful teamwork in future career - Writing for an audience and/or specific purpose (e.g. business report, policy paper, blog, article, conference poster) - Being able to present to an audience	- Group project with formative/summative assessment - Problem/team-based learning - Self-assessment and peer assessment of individual/team performance - Role play - Authentic assessments such as writing a policy paper, blog, doing a presentation or producing a vlog (see UCL assessment load model & resources on designing effective online assessment) - Field work -

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
	as essays, reports, presentations			
Leadership & management - of self/others/resources/projects/time/organisation	- Identify an individual or team goal and motivate self/team to achieve goal - Manage resources (people, time, money) effectively - Share appropriate responsibilities to appropriate individuals - Identify priorities and appropriate timescales for own and others work	- Leadership theories & styles (e.g. Adair action centred leadership)	- Successful management of self and others in future career - Sustainable resource management	- Group/individual project with formative/summative assessment - Problem/team-based learning - Self-assessment and peer assessment of individual/team performance
Research, problem solving & decision making – systems thinking/analytical and critical thinking	- Identify and understand problems - Compare and analyse data from different sources to draw conclusions and develop appropriate solutions - See UCL ACC for support with analytical and critical skills such as critical reading and argumentation	- Research methods - Ways of making decisions e.g. weighted matrix, system 1/system 2 (Kahneman), 6 thinking hats (de Bono), SWOT analysis	- Promoting research led decision making in whatever field the student enters - Being able to critically analyse information sources and understand multiple perspectives	- Problem/team-based learning - Conducting own research - Field work

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
Creativity	- Identify alternative ways to view problems and evaluate multiple solutions without being constrained by the thoughts or approaches of others - Utilise many diverse sources for inspiration and ideas - See UCL Innovation & Enterprise course on Creative Thinking & Ideation	- The design process/ideation - Group creativity techniques - Growth mind-set - Creating digital artefacts	- Encouraging creative actions in future career - Effective idea generation and re-framing problems - Artistic expression	- Student choice of assessment e.g. blog/vlog/video/poster\ /infographic/podcast - Problem/team-based learning - Creating portfolios - Presentations/perform ances
Enterprise See: UCL Innovation & Enterprise	- See UCL Innovation & Enterprise courses for exploring entrepreneurship and building a business/social enterprise for example learning outcomes	- Case studies of start ups	- Understanding what's involved in starting a business or social enterprise and developing commercial awareness	- Case studies - Pitching & presenting - Dragons den exercises/competitions
Information and media literacy See: LibrarySkills@UCL	- See LibrarySkills@UCL for learning outcomes around searching, evaluating and communicating information and referencing	- Referencing - Searching for information - Deep fakes and AI generated text - Impact of image editing – how different stories can be told	- Critically evaluating information and its reliability/validity	- Conducting literature reviews - Writing research reports and dissertations - Evaluative comparisons and judgements around the

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	- See UCL ACC for support with writing literature reviews - Find, evaluate and manage digital information relevant to the topics of study - Understand implications of copyright and Creative Commons licensing			quality of information sources - Annotated bibliographies - Synthesising sources - Use of digital media to learn and communicate ideas, and to present the outcomes of learning (e.g., videos, presentations, wikis etc.)
Data literacy and coding See: UCL Information Services Division - Digital Skills Development	- See UCL Information Services Division - Digital Skills Development - Interpret data, draw conclusions and present recommendations - Handle data in a secure and ethical manner	- Data analysis tools and coding languages (e.g. Excel, SPSS, R, Matlab, Python etc.) - Data presentation and visualisation tools (as above and Tableau, Power BI etc.) - Ethical and statutory requirements for data management.	- Utilising digital tools and technologies required in the workplace - Being able to make data driven business decisions and share data in an ethical and legal way - Being able to keep own and others' data secure	- Analysing and presenting data (verbally or in writing) - Coursework involving data skills
Values/Personal Qualities				

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
Resilience and drive See: UCL Student Support and Wellbeing	- Establish strategies to manage life/work stresses effectively - Construct career contingency plan(s)	- Recognising signs of stress in self and others - Impacts and management of stress - Mindfulness - Ways to build resilience - Positive psychology	- Good mental health and wellbeing - Managing self and others	- Group projects and exercises - Problem/team-based learning
Adaptability	- Demonstrate the capacity to be adaptable, able to manage setbacks, changes and transitions - Recognise and capitalise on opportunities that arise	- Growth mind-set - Change management - Industry trends	- Coping with changing trends, innovations, shifts and setbacks in the work place - Building resilience	- Role plays/group exercises with curve ball - Group projects and exercises - Problem/team-based learning - Working autonomously
UCL Core Values: humanity, sustainability, excellence, equity, and community	- Give examples of ethical issues related to their subject - See Royal Academy of Engineering Ethics Curriculum Map for more learning outcomes	- Ethics approval processes for research - Company values - Corporate social responsibility - Equality and diversity - Accessibility of digital content	- Professional and ethical conduct in the workplace - Bringing about change	- Gaining ethical approval for research - Case studies - Debates/dilemmas - Action learning sets
Knowledge				

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
Commercial awareness including sustainable business	- Assess the culture of key organisations in their chosen sector - Examine what is new or changing in the graduate job market	- PESTLE/SWOT analysis - Circular economy - Sustainable development goals - Key business concepts including profit/loss/revenue/market size/market share/competitor analysis /marketing - Sustainable finance	- Understanding how businesses are run - Choosing the right organisation to ensure fit with personal values	- Case studies - Conducting company research using library databases
Subject/industry specific knowledge & interdisciplinarity	- Apply subject discipline knowledge and concepts - Analyse intersection with other subject disciplines and incorporate reading from other disciplines	- Real life problems - UCL Grand Challenges - Sustainable development goals	- Problem solving - Creativity - Avoiding silos	- Group projects with students from different disciplines - Solving real life problems - Projects set by industry partners
Experience and Networks				
Internships/Placements/Work Experience/Work related learning/Volunteering	- Test career ideas through work experience and insights	- See commercial awareness topics above - Occupational standards	- Commercial awareness - Developing employability skills - Informing career choice	- Year in industry/placement/internship - Consultancy project (addressing real life/industry challenges with industry partner)

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See: - [UCL Careers Internships](#) - [UCL Academic Manual Chapter 8 – Academic partnerships including placement documentation](#) - [UCL Volunteering](#) - [UCL Community Engaged Learning](#)		- Goal setting/performance monitoring - Equality and diversity		- Project set by industry - [UCL Sustainability Living Lab](#) – real life sustainability challenges - [UCL Volunteering Community Research Initiative](#) (CRIS) (research for charity partners) - [Community engaged learning assignments](#)
Building professional networks & Developing a career identity See: - [UCL Careers events](#)	- Build a network of career contacts - Describe the key influencers in their field - Connect with the skills, qualities, conduct, culture and ideology of their intended profession - Describe the role of professional bodies or other relevant communities of practice	- The role of professional bodies and regulators - Communities of practice - Information interviews - Professional brand, online presence, digital footprint	- Forming professional identity	- Attending careers events and speaking to professionals - Guest lectures - Alumni/industry panel events - Interviewing relevant professionals - Being mentored by a professional - Attending (or presenting at) conferences or networking events
Global Citizenship				

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
International mobility, cultural awareness & global challenges See: - UCL Global Engagement Office - UCL Careers Global Internships Programme - UCL Study Abroad	- Demonstrate awareness and sensitivity to different cultural contexts and an international labour market - Function effectively across cultures - Contextualise behaviours and communication correctly - Interact and work effectively with people from different cultural backgrounds - Recognise the plurality of values and priorities underpinning choices and behaviours	- Equality and diversity - UCL Grand Challenges - Sustainable development goals - Byram's intercultural communication model - Hofstede's cultural dimensions - National Occupational standards for intercultural working (O'Regan)	- Working in diverse teams - Addressing equality and diversity issues in the workplace - Identifying and 'tuning in' with behavioural expectations in a given context - Using appropriate and approachable examples when communicating - Being aware of your own implicit biases - Being aware of culturally loaded language and concepts	- Study abroad exchange - Study abroad summer school/research project/internship/volunteering - Field work abroad - Multi-cultural reading lists - Guest lectures/panels giving diverse perspectives - Project addressing global challenges - Global case studies - Debates and dilemmas - Simulation based learning
Career planning and decision making				
Self-awareness	- Identify skills, attributes and experiences and evaluate gaps to be addressed - Evaluate own values and motivations	- Johari window model	- Self-confidence - Effective leadership - Career development	- Reflective writing/analysis, diary or blog - Careers guidance interview/coaching - Peer coaching exercise

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
	- Consider strengths and areas for development - Assess progress			- Employer mock interview - Assessment centre style activity with self/peer feedback - Self/peer assessment - 360 degree feedback
Career decision making	- Assess fit for roles and opportunities - Select possible career path(s)	- Ways of making decisions e.g. weighted matrix, system 1/system 2 (Kahneman), 6 thinking hats (de Bono), SWOT analysis - Theories of career decision making	- Effective decision making - Career happiness	- Careers guidance interview/coaching - Analysis of previous decisions
Opportunity awareness	- Interpret the labour market and search for opportunities	- How to source and analyse labour market information	- Effective decision making	- Attending careers events and speaking to professionals - Guest lectures - Alumni/industry panel events - Interviewing relevant professionals - Being mentored by a professional - Attending (or presenting at) conferences or networking events

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
				- Job study/labour market analysis - Analysing alumni destinations of your programme
Reflection and articulation				
Reflection	- Understand the benefits of reflection and its place in academic study, work and lifelong learning	- Reflection models e.g. Kolb experiential learning cycle/Gibbs' reflective cycle	- Achieve academic, career, and personal success as a lifelong learner.	- Reflective writing /reflective questions/forums posts/commenting on peers reflections - Self/peer assessment - Guided reflection following an activity - (reflective skills are integrated into ACC provision)
Articulation	- Produce high quality professional applications, CVs and cover letters - Perform well at interview - Articulate the skills and added value gained through their degree, work experience and	- The STAR technique for answering competency based interviews/application questions - What employers look for and shortlisting processes	- Selling yourself to an employer - CV/LinkedIn profile writing - Career development	- Mock interview conducted by careers consultant or employer - Assessment centre activity with self/peer/employer/career consultant feedback - Presentation - Portfolio building

	Learning Outcomes: Students should be able to…	Example Content/Topics *(Learning 'about')*	Practical goals *(Learning 'for')*	Process/Example techniques *(Learning 'through')*
	extra-curricular activities - Create an effective online presence			