PCR Employability Guidance

Periodic Curriculum Review

To be read with the PCR Protocol and the Self-Evaluation Document (PCR-SED)

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1 Introduction

1.1 Periodic Curriculum Review (PCR) asks programme teams: **what employability skills are included in your programme? Are these fit for purpose, or should others be included to improve progression?** This guidance supports programme teams in answering these questions as part of the self-evaluation.

1.2 The PCR will assess how well the academic programme learning outcomes are integrated with employability skills and support activities.

1.3 Under the PCR Protocol (paragraph 7.14), programme teams evaluate how the programme develops students' employability and transferable skills and connects with employment opportunities. Employability should be an embedded, ongoing effort, and any new initiatives planned should be described.

1.4 This guidance is to be read with the PCR Protocol. Responses are recorded in the Employability section of the Self-Evaluation Document (PCR-SED), questions 50 to 53 (Section 5).

2 The Graduate Employability Framework

2.1 There are five graduate attributes and skills (critical thinking; communication; digital and information literacy; professionalism and wellbeing; and sustainability and ethics) that should be mapped against learning outcomes across the degree programmes.

2.2 The attributes are surrounded by the five practices that support graduate employability: placement, internship and volunteering; curriculum development; programme accreditation; employer engagement; and co-curricular learning (Figure 1).

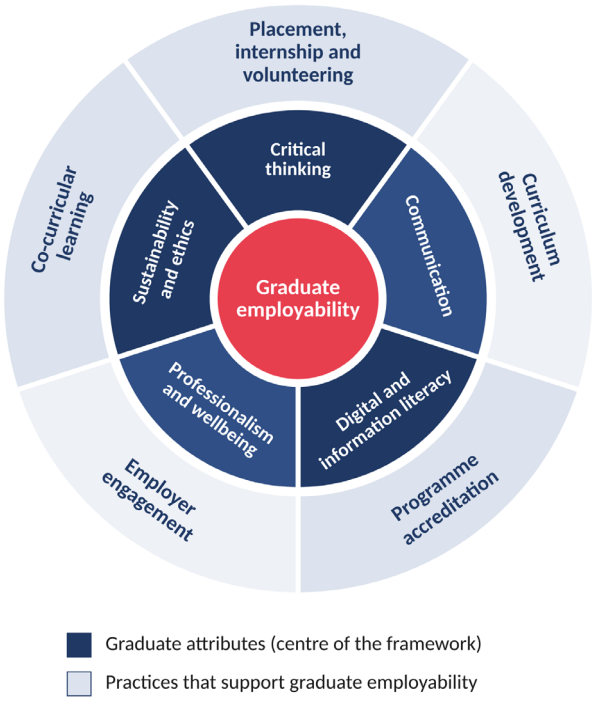


Figure 1: The graduate employability framework

3 Question 1: Graduate Attributes

3.1 At the centre of the framework sit five graduate attributes: critical thinking; communication; digital and information literacy; professionalism and wellbeing; and sustainability and ethics. **Are your programme learning outcomes mapped against all five attributes?**

3.2 Please complete a RAG rating for each attribute in the table below, citing the specific modules or co-curricular activities where the attribute is introduced and developed (Protocol, paragraph 7.14). The completed table is submitted at question 51 of the PCR-SED.

Graduate attribute	RED – not mapped	AMBER – some LOs mapped	GREEN – all LOs mapped	Where introduced and developed (modules / co-curricular activities)
Critical thinking				
Communication				
Digital and information literacy				
Professionalism and wellbeing				
Sustainability and ethics				

Mark the applicable rating for each attribute with an 'X'.

3.3 Where an attribute is rated Red or Amber, the self-evaluation should explain the position and set out any planned changes. Proposed changes to learning outcomes are described in Appendix 1 of the PCR-SED and reflected in the Curriculum and Assessment Mapping (Protocol, paragraphs 7.18 and 10.1).

4 Question 2: Employability Practices

4.1 The graduate attributes are surrounded by the five practices that support graduate employability. Programme teams should address the following questions, grouped by practice.

Practice	Questions to address
Placement, internship and volunteering	Do all your programmes offer a placement? If not, explain why. How does your programme support and encourage student internship and volunteering?
Curriculum development	How frequently do you review your programme curriculum for alignment with desirable industry graduate attributes and skills?
Programme accreditation	Is your programme accredited by a professional body? Describe the impact the professional body has on your curriculum and support for career choices. If your programme is not accredited, explain why any available accreditation has not been sought.
Employer engagement	To what extent are employers involved in curriculum delivery, for example via guest lectures or talks from guest speakers, to increase awareness of career choices and provide students with role models? To what extent are students given the opportunity to use learning resources offered by professional/employer organisations? What industry projects are offered within the programme, and how are employers involved in setting or assessing them (Protocol, paragraph 7.14)?
Co-curricular learning	What co-curricular activities support the development of the graduate attributes, and how does the programme support career development (for example, through the Professional Development Centre)?

5 Recording the Evaluation in the PCR-SED

5.1 The evaluation is recorded in the Employability section of the PCR-SED as follows.

PCR-SED	Content
Question 50	How are employability skills developed? Draw on the practices in Section 4 of this guidance.
Question 51	RAG rating of programme learning outcomes against the five graduate attributes (Section 3 of this guidance).
Question 52	How authentic assessments help the development of employability skills, using the Curriculum and Assessment Mapping Template.
Question 53	Whether the programme offers or supports placement activities and, if not, whether there is scope for doing this.

5.2 Responses should cross-reference the supporting evidence clearly (Protocol, paragraph 7.3). Employability is examined by the Panel as part of the industry-alignment dimension of PCR (Protocol, paragraphs 2.3 and 2.4).