Where are we now and where do we want to be?

Employability across disciplines: A roadmap for staff

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Abstract

Employability has become a key concern for all stakeholders involved in higher education. However, non-core and generic activities focusing on raising awareness may result in a low uptake among students or even result in disengagement (Macfarlane-Dick and Roy, 2006). A more flexible, hands-on and contextualised approach to designing, implementing and evaluating intervention activities is therefore needed; one that would account for the students' specific discipline-driven needs, and one addressing academic staff’s concerns about freeing up space in already overcrowded syllabi, increased workload, and impact on academic rigour and standards (Tibby, 2012).

Following the principles of inclusivity, collaboration and engagement (HEA, 2015), the project team designed and conducted relevant activities within earth sciences, humanities, psychology, and social sciences. The resulting database of innovative case studies provides a useful insight into the benefits and challenges in enhancing employability, from both the student’s and the academic’ perspective. Thanks to the strong focus on practical considerations at each stage of the process, the resource provides a clear roadmap that may help any interested academic to design their own interventions.
Background

Graduate attributes (GAs), professional literacy and employability are concepts that we have been discussing within the higher education context for a number of years but still face the struggle of how we communicate and engage our students around them. The complexities around the defining and distinguishing between the concepts presents one of the challenges, indicating a need for balancing between the narrow focus on skills and the wider approach that accounts for values, intellectual rigour and engagement (Yorke, 2006; Reddy et al, 2013).

Due to the complex nature of GAs, there is also diversity in approach and language used around them by institution but the University of Glasgow approach is distinctively research-informed, collegiate and consultative; it fostered connectivity between institutional (‘top-down’) strategy and enhancement and empowerment of local activities (‘bottom up’), including active engagement of student researchers. The Glasgow University Graduate Attributes matrix was created in February 2011 to provide staff with a framework for teaching and assessing transferable skills, and a model for students to benchmark their own skills against. The skills are outlined into 10 specific ‘attributes’ and further sub-categorised into three ‘dimensions’. These are outlined in Table 1 overleaf.
Table 1: University of Glasgow Graduate Attributes by dimension: Academic, Personal and Transferable. Further information and the matrix can be found: [https://www.gla.ac.uk/myglasgow/students/attributes/yourattributes/](https://www.gla.ac.uk/myglasgow/students/attributes/yourattributes/).

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Academic Dimension</th>
<th>Personal Dimension</th>
<th>Transferable Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specialists</td>
<td>Understand and respect the values, principles, methods and limitations of their discipline(s).</td>
<td>Possess a breadth and depth of knowledge within their disciplinary area(s).</td>
<td>Possess discipline-relevant professional skills, knowledge and competencies.</td>
</tr>
<tr>
<td>Investigative</td>
<td>Are intellectually curious and engage in the pursuit of new knowledge and understanding.</td>
<td>Are able to locate, analyse and synthesise information from a variety of sources and media.</td>
<td>Are able to investigate problems and provide effective solutions.</td>
</tr>
<tr>
<td>Independent and Critical Thinkers</td>
<td>Identify, define and assess complex issues and ideas in a researchable form.</td>
<td>Exercise critical judgement in evaluating sources of information and constructing meaning.</td>
<td>Apply creative, imaginative and innovative thinking and ideas to problem solving.</td>
</tr>
<tr>
<td>Resourceful and Responsible</td>
<td>Are experienced in self-directed learning and authentic research-led enquiry.</td>
<td>Are motivated, conscientious and self-sufficient individuals capable of substantial independent work.</td>
<td>Manage their personal performance to meet expectations and demonstrate drive, determination, and accountability.</td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>Articulate complex ideas with respect to the needs and abilities of diverse audiences.</td>
<td>Present their ideas clearly and concisely in high quality written and spoken English.</td>
<td>Communicate clearly and confidently, and listen and negotiate effectively with others.</td>
</tr>
<tr>
<td>Confident</td>
<td>Defend their ideas in dialogue with peers and challenge disciplinary assumptions.</td>
<td>Possess excellent interpersonal and social skills fostered within an internationalised community.</td>
<td>Demonstrate enthusiasm, leadership and the ability to positively influence others.</td>
</tr>
<tr>
<td>Adaptable</td>
<td>Experience multi-disciplinary and/or inter-disciplinary learning in an internationally renowned institution.</td>
<td>Respond flexibly and adapt their skills and knowledge to excel in unfamiliar situations.</td>
<td>Demonstrate resilience, perseverance and positivity in multi-tasking, dealing with change and meeting new challenges.</td>
</tr>
<tr>
<td>Experienced Collaborators</td>
<td>Engage with the scholarly community and respect others' views and perspectives.</td>
<td>Are experienced in working in groups and teams of varying sizes and in a variety of roles.</td>
<td>Conduct themselves professionally and contribute positively when working in a team.</td>
</tr>
<tr>
<td>Ethically and Socially Aware</td>
<td>Consider and act upon the ethical, social and global responsibilities of their actions.</td>
<td>Welcome exposure to the richness of multi-cultural and international experiences, opportunities and ways of thinking.</td>
<td>Have a practical and contemporary knowledge of relevant professional, ethical and legal frameworks.</td>
</tr>
<tr>
<td>Reflective Learners</td>
<td>Use feedback productively to reflect on their work, achievements and self-identity.</td>
<td>Set aspirational goals for continuing personal, professional and career development.</td>
<td>Identify and articulate their skills, knowledge and understandings confidently and in a variety of contexts.</td>
</tr>
</tbody>
</table>
Students’ awareness of and engagement with Graduate Attributes

One of the challenges facing the current higher education model is supporting high student numbers from diverse backgrounds in developing skills and knowledge, while ensuring students are aware of the rationale behind this development and applicability upon graduation. This requires an ongoing developmental process that relies on the graduate being a critical and empowered learner engaged in learning as a partner (Reddy et al., 2013). Our students need to be able to compete in a market made more competitive by the increased numbers of students participating in higher education. Numbers of students have increased by approximately 2.2 million since 1980 (Office for National Statistics, 2016) and by changing economic challenges, such as changes in growth industries and their demands, as well as the Volatile, Uncertain, Complex and Ambiguous (VUCA) job market. One of the most common complaints by employers is that graduates are technically very capable, but lack self-awareness of the skills they have gained both within and out with the curriculum as well as inadequate preparation of recruits (Docherty and Fernandez, 2014). Despite having various tools at disposal (e.g. HEAR report), students do not make the most of these opportunities or they are not offered consistently across the campus (Harris, 2017). These issues were made central to the investigative Project ‘Where am I now and where do I want to be?’ that this article reports on.

The Project

Using the Graduate Attributes student engagement strategy as a framework, we adopted the principle of placing GAs as a narrative of the student experience by providing Level 1 and Level 2 students with opportunities to engage with GAs in their timetabled classes. We were particularly interested in how we can use the matrix (Table 1) as a starting point to support student self-reflection and opportunities for self-assessment at the earlier years of the UG degree as we believed this may be helpful in students reflecting on their academic GAs and the wider student experience/extra-curricular activities. With this aim in mind, we devised a series of short self-reflection exercises for Psychology, Earth Sciences and Business UGs at Level 2. The exercises were embedded into the curriculum as practical classes. Their main aim was to identify specific attributes the development of which may require extra support and assist the students in coming up with an action plan to address that need. From a practical point of view, such an approach is viable in big classes, it encourages active student participation in employability across the whole cohort while the evaluation can help to design structured Careers support.

Following a successful implementation in Psychology, Earth Sciences and Business, the self-reflection exercises were also trialled in a number of Arts-based subjects, including Music, History, Film & TV, French and Portuguese. The cohorts ranged in size from a couple of dozen to over 300 students, and,
as noted above, the activities scaled well because most of the work was carried out in pairs or small groups. In feedback, students talked about finding it helpful to consider how best to plan their time to develop as a student, and to identify areas of their development that needed work. As with the exercises run in Psychology, Earth Sciences and Business, the exercises were run with Level 1 and 2 students, meaning that this was often the participants’ first exposure to the notion of graduate attributes. Students came away from the exercises with, at the very least, an understanding of the attributes identified by the institution and, in most cases, a list of actions they could undertake to develop their attributes further. The College of Arts has piloted novel attribute-development initiatives in the past (see Barr, 2017) but what is useful to note here is that the exercises, despite being developed within other disciplines, were equally effective in the Arts. Furthermore, they require no additional technology or specialised learning environment, meaning that they are highly transferable in nature. These reflective exercises were later built on and complemented by a number of Careers-led initiatives with a focus on employability skills, such as CV writing and interviewing.

A Roadmap for Staff

The second main aim of the project was to gather a richer sample of case studies to be included in a flexible, evidence- and practice-based online resource. The roadmap intends to provide a ‘one stop’ user-friendly guide to support academics interested in embedding GAs into the curriculum, especially in earlier years of the study cycle. We decided that a case-study approach would be the most relevant when building the resource as it allows to “get under the skin” in order to ‘find out what really happens […] from the perspective of those involved’ (Gillham, 2000:11). To gather the insiders’ insights, a template was created and tested by the team, after which the revised form (its abridged version can be found in Appendix 1) was shared with other staff who champion GAs in their teaching and training practice.

The template consists of three parts. Since the resource is aimed at academics, it includes a detailed section entitled ‘context and practicalities’ which, through multiple-questions, teases out contextual details, for instance implications for curriculum redesign and staff workload. This is not only to get to know the cases in their settings (Gillham, 2000) but also because literature suggests academics often express concerns about the impact of introducing employability skills into the already crowded syllabus, the rigour of subject knowledge, and their teaching load (Barrie, 2007).

The second section ‘The activity itself’ aims to engage the contributors in the reflection process. To support the case study contributors and to really step into the ‘informal reality’ (Gillham, 2000) of
each case, Boud et al.’s (1985) and Gibb’s (1988) models were combined so that all aspects are reflected on, including immediate reactions of the involved parties. Therefore there are three subsections organised around the following key reflective questions:

- What? Description of the rationale, implementation and main stakeholders’ reactions;
- So what? Now what? Analysis and evaluation of the activity (gains and losses) and its impact;
- What next? Recommendations of modifications, extensions, and adaptations in other contexts.

The third section includes links to supporting documentation, like teaching materials and publications with detailed evaluations of the interventions.

**Sample case studies**

At the moment of writing, 9 case studies have been submitted:

1. Succeeding in Second Year – Students reflect on their GAs and goals for the year ahead.
2. Reflective class exercises – Students think about GA development.
3. Student/staff partnership – Students reflect on GAs through a PDP framework.
4. Student Peer Mock Interviewing – Students learn to communicate evidence of their graduate attributes in a real-world scenario.
5. Employability Accelerator – Students identify skills, including GAs, and learn how to articulate evidence in written applications and at interview.
6. 'What’s next? Meet Psychology alumni and hear what waits beyond graduation!' – Alumni and student speed networking event.
8. Embedding graduate attributes within the Placement and Placement (international) credit-bearing courses – Students select a GA to create personal learning goals to accomplish while on placement. When goals are achieved, new ones are set.
9. Co-assessment of oral presentations – Students give a presentation reflecting on their employability skills developed while on a service-learning course.

Table 2 below provides selected contextual information about each of them, gleaned from the first section of the template.
<table>
<thead>
<tr>
<th>No.</th>
<th>Case study title and essence statement</th>
<th>Disciplinary context</th>
<th>Class size</th>
<th>Purpose</th>
<th>Pedagogical set-up</th>
<th>Required materials and technology</th>
<th>Implications on curriculum and staff workload</th>
<th>Main agents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1</td>
<td>Succeeding in Second Year - Students reflect on their GAs and goals for the year ahead.</td>
<td>Level 2 Science and Engineering</td>
<td>Medium (25-100)</td>
<td>Raising general awareness</td>
<td>One-off standalone 90-min lecture, wholly in class</td>
<td>Paper materials; no technology</td>
<td>Little impact on curriculum redesign; some impact on staff workload</td>
<td>Subject academic, Careers, Administrators, Student Ambassadors</td>
</tr>
<tr>
<td>CS2</td>
<td>Reflective class exercises - Students think about GA development</td>
<td>Level 1 and 2 Arts: Music, History, Film and TV, French and Portuguese</td>
<td>Varying from ‘Small’ to ‘Extra large (&gt;300)’</td>
<td>Raising general awareness</td>
<td>One-off standalone 45-min lecture, wholly in class</td>
<td>Paper materials; no technology</td>
<td>Little impact on curriculum redesign or on staff workload</td>
<td>Subject academic, Research assistant</td>
</tr>
<tr>
<td>CS3</td>
<td>Student/staff partnership – Students reflect on GAs through a PDP framework</td>
<td>Level 2-4 Veterinary Biosciences</td>
<td>Small (&lt;25)</td>
<td>Raising general awareness</td>
<td>A sequence of 3-4 60-min seminars across each year plus; a mix of in and out of class (self-directed study)</td>
<td>Paper materials; Mahara portfolio</td>
<td>Some impact on curriculum redesign; considerable impact on staff workload</td>
<td>Administrators, Careers</td>
</tr>
<tr>
<td>CS4</td>
<td>Student Peer Mock Interviewing – Students learn to communicate evidence of their graduate attributes in a real-world scenario.</td>
<td>Level 2 Psychology</td>
<td>Small (&lt;25)</td>
<td>Raising general awareness</td>
<td>One-off standalone 60-min seminar, wholly in class</td>
<td>Paper materials; no technology</td>
<td>Some impact on curriculum redesign and on staff’s workload</td>
<td>GTAs, Careers</td>
</tr>
<tr>
<td>CS5</td>
<td>Employability Accelerator – Students identify skills, including GAs, and learn how to articulate evidence in written applications and at interview. Level 3 Earth Science</td>
<td>Medium (25-100)</td>
<td>Raising general awareness</td>
<td>A sequence of 2 2-hour seminars plus a 30-minute CV clinic and 60-min group mock interview with an employer; a mix of in and out of class</td>
<td>Paper materials; websites</td>
<td>Some impact on curriculum redesign; considerable impact on staff workload</td>
<td>Administrators, Careers, External stakeholders</td>
<td></td>
</tr>
<tr>
<td>CS6</td>
<td>'What’s next? Meet Psychology alumni and hear what waits beyond graduation!' – alumni and student speed networking event. All levels Psychology</td>
<td>Medium (25-100)</td>
<td>Raising general awareness</td>
<td>One-off standalone 2-hour speed networking event out of class time</td>
<td>No materials; no technology</td>
<td>Little impact on curriculum redesign; considerable impact on staff’s workload</td>
<td>GTAs, Careers, Student Ambassadors, External stakeholders</td>
<td></td>
</tr>
<tr>
<td>CS7</td>
<td>Planning for the Profession - Students participate in a bespoke careers/employability programme. Level 2 Accounting and Finance</td>
<td>Medium (25-100)</td>
<td>Raising general awareness</td>
<td>2-hour seminar occurring weekly for 4 weeks; a mix of in and out of class</td>
<td>Paper materials; Moodle</td>
<td>Little impact on curriculum redesign or on staff workload</td>
<td>Administrators, Careers, College Employability Officer, External stakeholders</td>
<td></td>
</tr>
<tr>
<td>CS8</td>
<td>Embedding graduate attributes within the Placement and Placement (international) credit-bearing courses - Students select a GA to Level 3 Environmental Science and Sustainability</td>
<td>Small (&lt;25)</td>
<td>Raising general awareness</td>
<td>Workshop run prior to placement; a mix of in and out of class; blended format</td>
<td>Paper materials; Moodle</td>
<td>Full integration into the curriculum; considerable impact on staff workload</td>
<td>External stakeholders, placement providers</td>
<td></td>
</tr>
</tbody>
</table>
create personal learning goals to accomplish while on placement. When goals are achieved, new ones are set.

| CS9   | Co-assessment of oral presentations - Students give a presentation reflecting on their employability skills developed while on a service-learning course. | MA (Hons) Social Sciences | Small (<25) | Reflective learner Effective communicator Confident | Regularly occurring seminar of 6 hours in total, as part of a teaching event; in and out of class; blended format | Paper materials; Echo360 | Full integration into curriculum and considerable impact on staff’s workload | None |
As can be seen in the table, most case studies presently included in the Roadmap recount awareness-raising interventions aimed at earlier years. In terms of the focus and content, they can be roughly put into the following categories:

- general awareness-raising initiatives focusing on reflection on GAs (1-3)
- careers-led initiatives targeting the development of employability skills (4-7)
- curricular initiatives related to work-based learning and placement (8-9)

Due to constraints of time and space, this article focuses on three main findings: stakeholders’ reactions, challenges encountered throughout the activity cycle and lessons learnt. It is worth noting here that individual case studies used different methods of evaluating the impact of the initiative, including questionnaires, observations, and qualitative methods. Thus, any comments from the student and staff participants have to be considered within their context.

**Stakeholders’ reactions**

Students found the awareness-raising sessions useful, mostly as a way to refresh their existing knowledge and remind them of the importance of personal development, especially if references were made to previous students’ experiences:

‘I enjoyed the session in that it ensured I put things into perspective in terms of using my time to benefit my own personal development as a student and other commitments I make.’ [Student]

‘I found the session quite helpful. I did already know most of it, to be honest, but it was good to refresh some things and to think about how to overcome weaknesses.’ [Student]

This positive feedback was also the case for the PDP initiative in CS3 even though existing literature often reports on students’ resistance. The students commented on the relevance of the activity on their personal development in the programme as well as transitioning to employment.

With Careers-led workshops, especially those spread over a longer period, students may have been initially sceptical but in the end, as both relevant case studies indicated (5 and 7) ‘students are universally positive about what they have learnt and mention the confidence they have gained from the experience’ [Staff]. The motivation and engagement factors have to be considered when designing such sessions though (see the ‘Task Design’ subsection below for more detail).
When reflecting on their work-based/placement learning in case studies 8 and 9, students demonstrated the ability to articulate clear and more specific goals as well as reflect in more depth on their strengths or improvement in areas in which they had previously reported lack of confidence.

*I have learnt that I have the ability to motivate people to achieve new abilities and attitudes.* [Student]

*I have improved my confidence, self-esteem and feel more able to advance further. Learnt that theory and reality don’t always coincide ... I learnt that flexibility is essential.* [Student]

Overall, a marked increase in confidence and self-efficacy was a recurrent theme in the stakeholders’ feedback on the value of the interventions, regardless of their format or focus.

**Challenges and lessons learnt**

Case studies generated a number of comments regarding challenges when designing, implementing and evaluating GAs-related teaching interventions, which can be turned into important lessons for any interested staff. We have grouped them into three main categories.

**Students’ perceptions of GAs**

As noted above, students may often express initial scepticism about the value of GAs-oriented activities as in their mind they are often associated with common sense. This may be an indication of complacency (CS5). However, those who have attended bespoke sessions analysed in the case studies were able to recognise the relevance and significance of engagement with GAs.

In the reflective sessions, students may focus on GAs specific to their subject; for example, languages students tend to focus on ‘Effective Communicator’ while history students opt for ‘Independent and Critical Thinker’ as these are the attributes most closely, in their perception, linked to the requirement of their study (CS2). It is important to help them understand how these can be transferred to their future employment and the follow-up and/or simultaneous Careers-led initiatives may provide direction in this respect.

Mature students and students with existing work experience, on the other hand, may be easier to convince of the importance and relevance of GAs but due to their experience found the sessions too general (CS2). This suggests that a variety of initiatives may be needed to cater for a diverse student body to ensure fairness, inclusivity and accessibility for all groups.
Task design

Based on the submitted case studies, the engagement factor and real-life applicability seem of utmost importance when tackling students’ perceptions discussed in the previous section. Aligning activities with professional and work-related frameworks and tools, such as a BVMS degree portfolio in veterinary sciences (CS3) or a DOTS model of career planning (CS5), or even the goal-setting SMART framework (CS1) and the acrostic STAR technique, is likely to make the activities more relevant and authentic. The same can be achieved by creating real-life scenarios for the students to practise employability skills, for example through role-played interviews. Interestingly, the peer support in CS4 created a sufficiently safe environment during the mock interview while the presence of graduate employers was an intimidating factor. For such activities to work well as confidence-building, students have to be well prepared, for example by being coached to give constructive feedback and to learn from employer feedback, respectively. It is also important to continue to research constantly evolving professional standards so that mock interviews reflect real interviews and cover a spectrum of strategies used by employers, e.g. competency and strength-based (CS4).

Students really appreciate being able to work in groups (CS1) and in formats that foster a more informal atmosphere (CS6) as this facilitates peer learning and is conducive to developing confidence. Real-life testimony is often an eye-opener for the students but the related challenge is a selection of alumni to cover a variety of professional prospects, and time constraints (CS6). Lastly, as with any teaching intervention cycle, it may be useful to start small and to build incrementally on the initial activity in each subsequent iteration of the task, for example by timetabling GAs workshops at the most optimal time according to the student feedback, as in CS8.

Organisational/logistical

Any new interventions will create timetabling and other logistical challenges. When activities are optional and/or extracurricular, it is crucial to advertise them well in advance and frequently enough to encourage higher student attendance and engagement. Embedding activities within the timetable may be more challenging, but can lead to increased engagement (as suggested in CS5). Of course, involving external guests, like graduate employers in CS5, requires advanced planning due to clashing schedules.

Feedback from staff suggests that activities can present an increase in assessment load and constitute a steep learning curve for staff. Fully integrated GAs-related and assessed activities are less transferrable to other contexts. However, according to the academic from CS8 ‘While a placement course may not be an option for a colleague, there is the opportunity to link aims and
intended learning outcomes on courses to graduate attributes. Once this is done, linking to the related graduate attribute(s) the various formative and summative assessments is fairly straightforward.’ Despite being more time-consuming, the initiative in CS9 was deemed to be of great pedagogical value, resulting in students’ deeper reflection. The suggestion is to balance the increase in workload by implementing such innovations with smaller groups and using technology to streamline some of the processes.

**Conclusion**

When discussing graduate attributes and employability skills, there is certainly no ‘one size fits all’ and it seems that even more differentiation may be needed to engage students throughout their study cycle, starting right in the early years and account for their evolving identity, knowledge/experience base and skillset. The case studies have provided an insight how the issue of accessibility and inclusivity can be tackled in non-honours big classes. A recurring theme in the submissions is that of increased confidence post-activity. Some of the activities are easily transferrable and adaptable to new contexts, especially if academics work in collaboration with employability officers and careers services. There are of course questions regarding engaging and retaining students throughout sessions, ensuring their learning continues beyond the programme, evaluation of the impact on confidence and knowledge acquisition, not to mention scaling up so that bigger numbers of students are reached. We aim to address these questions as more case studies are submitted. The resource goes live at the end of summer 2018 on the University of Glasgow Learning Enhancement and Academic Development Service (LEADS) webpages featuring good practices and so this article is also a call for submissions to help to extend the database so that the roadmap is a source of inspiration for the academic community (see Appendix 1 for details).

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1 https://www.gla.ac.uk/myglosgow/leads/staff/
References:


EMBEDDING GRADUATE ATTRIBUTES (GAs) ACROSS DISCIPLINES
Case studies from University of Glasgow

1 Context and Practicalities

SECTION 1.1: MAIN FACTS

Name of the GA-embedding activity
The essence statement

Δ Context
• Subject
• Level
• Programme
• School/College

Δ Contributors
• Name
• Email

SECTION 1.2: KEY FEATURES OF THE ACTIVITY

Δ Student group size
• Small (<25)
• Medium (25-100)
• Large (101-300)
• Extra large (>300)

Δ Graduate Attributes addressed
• Raising general awareness
• Focusing on specific GA(s) - if yes, which one?

Δ Type of teaching event during which the activity is conducted
• Lecture
• Seminar/Tutorial
• Lab
• Field trip
• Other: __________

Δ Materials/equipment needed to conduct the activity
• Paper materials
• Slides and projector

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2 The full version can be accessed here and case studies are accepted on an ongoing basis:
https://glasgow.onlinesurveys.ac.uk/graduate-attributes-survey Please contact the authors if you wish to submit a case study or require more information.
- Moodle
- Clickers
- Smartphone apps
- Other: __________

SECTION 1.3: PRACTICALITIES AT A GLANCE

δ Teaching environment
- Wholly in class
- Wholly out of class (in students' own time)
- A mix of in-class and out-of-class

δ Time considerations
- One-off standalone session
- A sequence of standalone sessions
- Regularly occurring as part of a teaching event

δ Integration into curriculum
- Nominal
- Partial
- Full

δ Technology integration and required technological competency
- No technology
- Blended
- Wholly online

δ Technological competency required
- Basic
- Moderate
- Advanced

δ Impact on staff’s workload
- None/little
- Some
- Considerable

δ Involvement of other parties
- Administrators
- GTAs
- Library
- Careers
- Student Ambassadors
- External stakeholders, eg prospective employers
- Other: __________

2 The activity itself

δ WHAT? DESCRIPTION

Rationale – What was the main reason for introducing the activity?
Implementation – What key actions did you take when conducting the activity with students?
Reactions – How did the main stakeholders (ie staff and students) react to the activity?

Δ SO WHAT? NOW WHAT? ANALYSIS & EVALUATION
Use this section to unpick the events in order to make sense of the situation and evaluate the impact.

Δ WHAT NEXT? RECOMMENDATIONS
Use this section to reflect on sustainability, transferability and make recommendations

3 Supporting materials and references

Δ Supporting materials
Δ References