3.1.1 Exposure to job roles, career paths and areas of work related to the programme of study, in a way that stimulates curiosity about the world of work and the full range of future possibilities;

3.1.2 Opportunities to develop a broad range of employability skills, and to understand and articulate what these are and how they are supported within programmes;

3.1.3 Opportunities to engage with real-life work problems or work scenarios in contexts relevant to the programme.

4. Definitions and descriptions

4.2 **Employability skills** are skills, sometimes also known as transferable skills, that enable an individual to succeed in their working lives and are broader than subject-specific technical skills.

4.2.1 A number of these are included in the Graduate Attributes, such as self-awareness and reflection, self-efficacy, intellectual curiosity, adaptability, resilience and commitment to lifelong learning;

4.2.2 Whilst the Graduate Attributes are applicable institution-wide, the Curriculum Framework suggests Programme Directors, in conjunction with programme teams and Boards of Studies and Student Experience (BoSSE), should determine which, and how many, employability skills to embed. These should be skills that are most relevant to the industries/sectors/professions that their programme is related to, and/or their students aspire to go into;

4.2.3 Knowing and learning about, practising and reflecting on these skills via a facilitated process Z L O O L Q F U H D V H V W X G H Q W V ¶- H P S O R \ awareness;

4.2.4 The revisiting of these skills can either recap on previous learning, or cover more advanced concepts, to allow scaffolding of learning.

4.3 **Technical skills,** such as laboratory techniques, mathematical methods, and ability to use specialist software, are delivered within relevant programmes, but these are just a sub-set of employability skills.

4.4 **Recruitability skills**, such as writing effective applications, or interview techniques, are not employability skills. While these are important skills, they form a sub-set of communication skills and are related to confidence and resilience.

4.5 **Embedded employability** occurs when programmes, and their component modules and assessments, ensure that exploring career options and skills to enhance employability are incorporated within learning objectives and outcomes.

This is typically achieved through authentic modes of teaching and assessment that cover subject-related material.

4.5.1 Through this our graduates will be able to make successful transitions and contributions, benefitting them, the economy and their communities, and H Q D E O H W K H X Q L Y H U V L W \ W R D F K L H Y H L W V ¶ L Q graduate outcomes.

5.1.4. Accumulative, with skills revisited, giving students the opportunity to improve during the programme, as illustrated above;

5.1.5. Informed, designed and delivered by a range of stakeholders, including academic colleagues, the careers and placements team, employers, alumni and students;

5.1.6. Led/accountable at School or Department level by a named person (e.g. a School or Department Employability Lead);

5.1.7. Incorporate work-related learning that provides students with an appreciation of the applicability of their knowledge in real-world contexts;

5.1.8. Activities and interventions are evaluated for impact alongside subject

7.5. Module Convenors

7.5.1. Design modules that support the development of employability, in alignment with the programme design;

7.5.2. Seek support from their designated Careers Consultant and Placement Coordinator if there is a placement element to the module;

7.5.3. Ensure that employability skills identified for inclusion in their module are taught, practiced and reflected upon;

7.5.4. Work with other module convenors who are designing the development of the same skills, to ensure a cohesive, complementary and cumulative

9. Related Policies and Documents

9.1. Careers and Placements Team Statement of Service

9.2. University code of practice on work-based and placement learning (currently under review)

9.3. Curriculum Framework ±including Graduate Attributes and Programme Principles.

9.4. Employability, Careers and Work-based Learning Toolkit

10. Version control

Version	Section	Keeper	Reviewed	Approving authority	Approval date	Start date	Next review