

What difference does it make?

Can embedded employability through e-assessment be measurable and relevant?

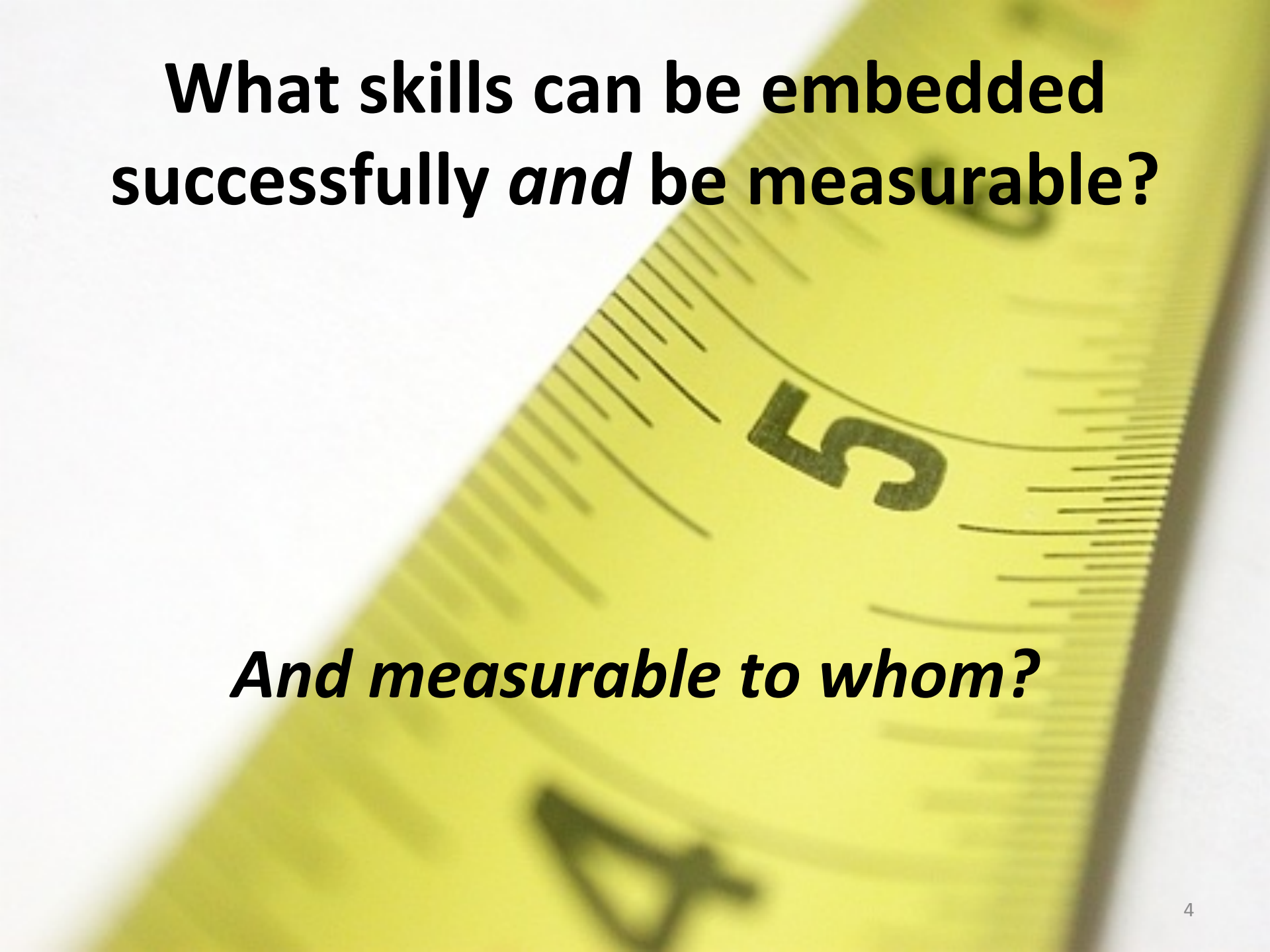


A dichotomy?

- **Employability – achieved *by assessing* a curriculum**
- **Employability - achieved experientially through exposure *to the* curriculum**

Knowledge or *'know how'*?

- What is it that you are trying to achieve?
- The digitalisation of materials?
- An evidence base of competency?
- Or?



**What skills can be embedded
successfully *and* be measurable?**

And measurable to whom?

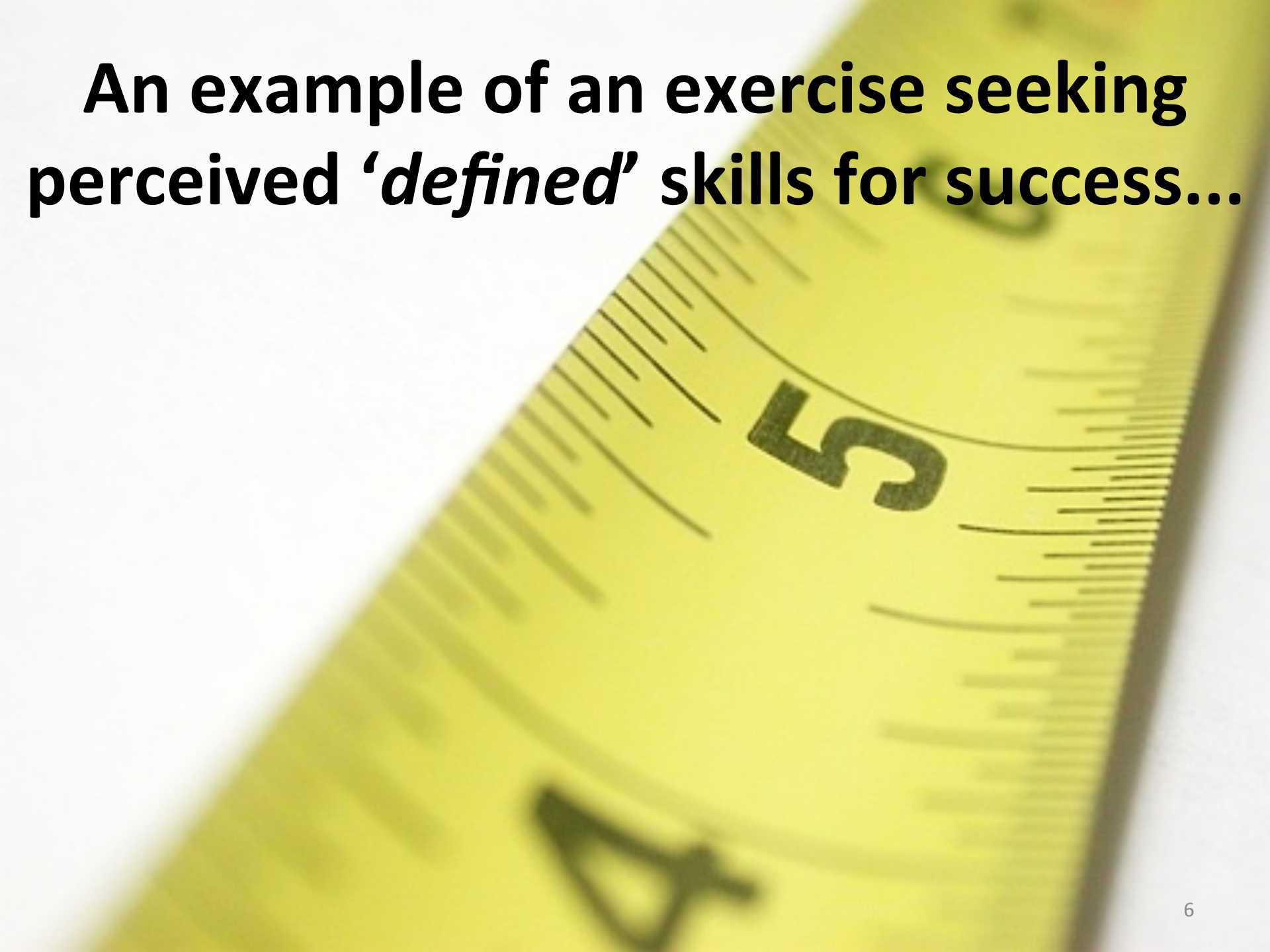
Enid Blyton

THE FAMOUS FIVE



Five On A Secret Trail

**An example of an exercise seeking
perceived '*defined*' skills for success...**



| Activity | Expected to undertake | Option expected | Did not expect to undertake |
|--------------------------|-----------------------|-----------------|-----------------------------|
| Attend lectures | 142 | 6 | |
| Write reports and essays | 148 | | |
| Reading | 148 | | |
| Presentations | 125 | | 19 |
| Work experience | 118 | 16 | 6 |
| Library research | 119 | | 21 |
| Internet research | 86 | | 62 |
| Practical workshops | 105 | | 43 |
| Socialising | 64 | | 84 |

Skill

I expect to develop as part of my learning experience

| | Yes | No | Not important |
|-------------------------------------|-----|----|---------------|
| • Reading skills | 147 | | 1 |
| • Interpretation | 129 | 2 | 13 |
| • Analysis of fact | 148 | | |
| • Verbal communication | 112 | 32 | |
| • Present to an audience | 104 | 4 | 40 |
| • Knowledge of statutes | 148 | | |
| • Knowledge of law | 148 | | |
| • Application of law | 119 | 25 | |
| • Critical legal thinking | 148 | | |
| • Awareness of the legal profession | 116 | 15 | 13 |
| • Time and task management | 131 | 15 | 2 |
| • Employability skills | 148 | | |
| • Citizenship | 89 | 5 | 64 |

The skill sets we choose - dysfunctional and out of step with Industry trends?

- **What is your Curriculum area?**
- **What are your Industry and Sector needs?**
- **What is your evidence base for the inclusion of your proposed skills?**
- **Where is the conclusive evidence of what is understood as 'employability' within that sector?**

Numeracy and literacy

- **Life skills -v- employability skills**
- **Industry and Sector expectations of these skills?**

Measuring success?

- **Will your instrument of assessment establish standards for successful 'employability performance'?**

‘Success is multifaceted’

- **‘Assess’ using *multiple* measures**
- **And judge success not only upon recorded academic achievement...**

“Provide educational *experiences* that lead to success for all students”

- **Is there *success* for all?**
- **Not if purely defined through assessment**
- **Define success?**
- **Employability *Success*?**
- **Academic, social and emotional dimension of the learning experience**
- **The assessment can be part of that...**

Defining standards for success

- **Will the curriculum instrument exposed to industry and sector?**

Sector voices are saying...

- 1. Work with real time Industrial/ sector data**
- 2. Real time projects through Industry/ sector support**
- 3. COGC NCNL/ Academy model**

What is an effective use of an assessment?

- **Enable teaching staff to help candidates set clear and appropriate learning goals**
- **[Importantly] At an appropriate stage in their stage in the qualification.**

Evaluating “effective”

- Improving the number of ‘passes’ or developing the participant practically and holistically?
- Should we adopt a formulation of Service learning?

Sector voices...

1. Combine academic task with structured applications of task
2. Link task to self-reflection and self-discovery
3. The acquisition and comprehension of values, skills, and knowledge content
4. The Famous Five...

Now What?!!

