

KING'S  
*College*  
LONDON

---

---

# Developing employability-led quality assurance at King's College London

Dr Victoria Korzeniowska, Director of Academic Quality and Employability Services



## What is the Academic Quality & Employability Services Division?

Academic  
Quality &  
Employability  
Services

Academic Quality and Employability Services brings to together [Quality and Academic Support](#), [Careers and Employability](#) and [King's Academy](#). Bringing these areas together enables King's to support students in developing their readiness for employment through careers advice and employability support and also through the development of an holistic approach to embedding employability within programme design, approval, ongoing monitoring and enhancement.

**Quality and Academic Support** manages quality assurance matters both in respect of College procedures and in liaison with external bodies such as the [Higher Education Funding Council \(HEFCE\)](#) and the [Quality Assurance Agency \(QAA\)](#). This includes externally directed activities such as support for the College's highly successful 2016 QAA Higher Education Review, as well as College activities such as programme approval and review.

**Careers and Employability** enables students and alumni to develop effective career management skills and build a platform for lifelong career success. The department develops high quality, impartial employability support to students, alumni and research staff across all faculties and disciplines. Services include careers guidance and application appointments, practice interviews, an online vacancy board, numerous careers events and bespoke internship programmes as well as a host of information and resources.

**Kings Academy** is an educational development unit dedicated to support, guide, and facilitate research-enhanced programmes aimed to improve the teaching and learning environment within the College. We offer professional development opportunities for all staff that are evidence- and disciplinary-based in addition to our pathway programme to HEA recognition. We provide relevant, research-led resources to develop a culture of scholarship of teaching and learning within our community of educators. Our work is closely aligned to King's Education Strategy to educate to improve and aspire as well as to shape and transform academic practices to improve student learning.



### Message from the Director of Academic Quality & Employability Services:

Victoria Korzeniowska, Director of Academic Quality & Employability Services



*The bringing together of these areas is an exciting opportunity to ensure that employability is embedded at the heart of curriculum design and is incorporated as a key element in the ongoing quality assurance and enhancement of King's programmes*



# Employability-led Quality Assurance

---



By Dukesy68 [CC BY-SA 4.0  
(<https://creativecommons.org/licenses/by-sa/4.0>)], from Wikimedia Commons



# 5 Skills

Graduates in languages will have developed a wide range of subject-related skills that are of great value in a diversity of careers and are readily transferable. A period of residence in a language-intensive environment, often abroad, is crucial in developing and enhancing many of these. The range of subject skills vary according to the specific focus of the programme but typically fall into four areas:

- language skills
- intercultural awareness, understanding and competence
- language-related skills
- subject-related skills.

Graduates will have developed valuable generic skills, the profile of which varies according to the specific focus of the programme but typically fall into three areas:

- predominantly cognitive skills
- predominantly practical skills
- interpersonal skills and other personal attributes.



**‘We want all students to gain the skills they need to succeed in future employment or further study’.**

# Revised quality assurance processes

---

Process	Date new process introduced
Programme approval process	Autumn 2017
Annual monitoring process	Autumn 2018
Periodic Programme Review Process	Autumn 2019

# Programme Approval Process

---

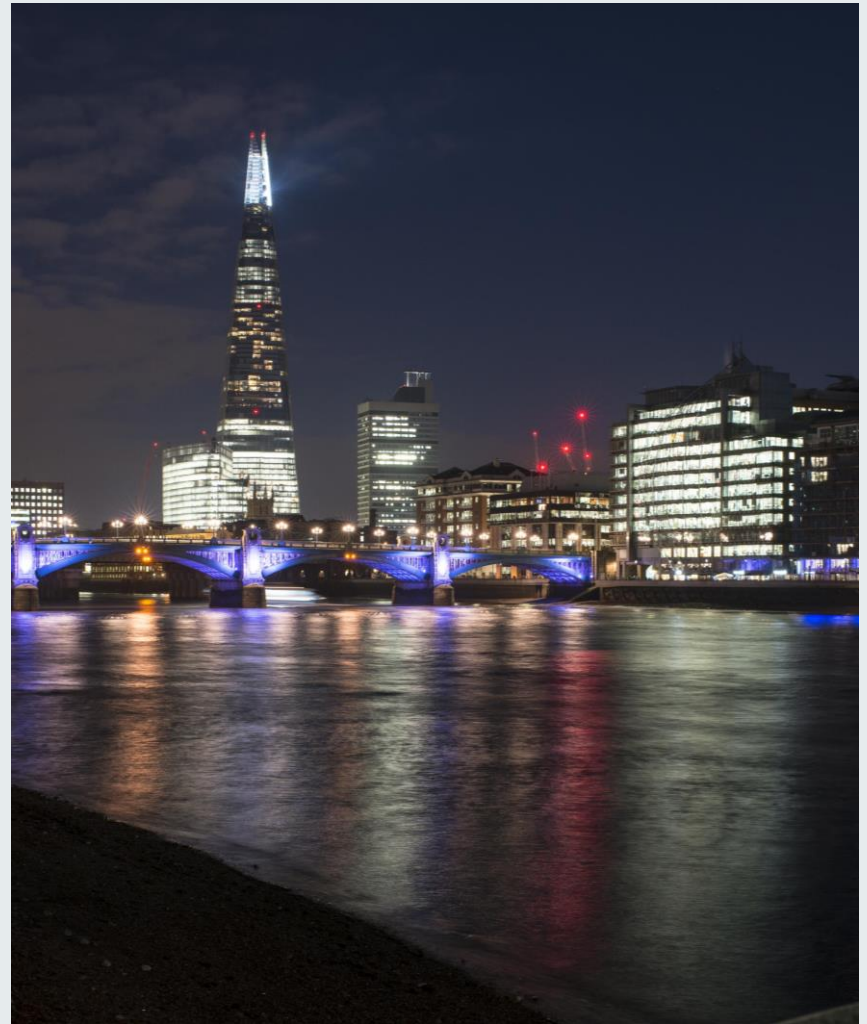


C&E will see you now

# King's College Education Strategy 2017-22

---

**‘Develop students’ skills, attributes and motivation to set them up for success – both at the university and after they graduate. This includes supporting students to define and achieve their personal and professional goals by embedding employability in the curriculum’.**





---

But I don't teach employability

# Changes introduced

## Programme and Module approval and modification



"The processes of programme design, development and approval are an essential part of higher education providers' internal quality assurance and enhancement. They ensure that appropriate academic standards are set and maintained and the programmes offered to students make available learning opportunities which enable the intended learning outcomes to be achieved" [QAA, UK Quality Code Part B1, *Programme design, development and approval*].

The full set of [Procedures for module and programme approval and modification](#) can be found on the [Governance zone](#); while the following webpages detail out the processes for module and programme approval and modification. The information has been separated out as follows:

- [module approval](#)
- [module modification](#)
- [taught programme approval](#)
- [taught programme modification](#)
- [research programme approval and modification](#)

- **Appointed Embedding Employability Consultant**
- **Initial programme development discussion**
- **Employer input**
- **Embedding Employability workshop**
- **Employability toolkit**
- **Impact evaluation framework**

# Programme Proposal Form

## Section 1: General information

<b>Department / Faculty (Institute / School)</b>	
<b>Name of proposer</b>	
<b>Proposed programme title</b>	
<b>Proposed commencement date</b>	
<b>FHEQ level</b> Level 6 = Honours Degree Level 7 = Master's degree	
<b>Mode of study</b> <i>Full-time, Part-time or Distance Learning</i>	
<b>Will the programme require/seek accreditation by a PSRB?</b> <i>If so please state which body</i>	
<b>Date of Employability Workshop</b>	
<b>Date of Faculty Education Committee meeting at which final paperwork to be reviewed</b>	

# Programme Proposal Form

---

## Section 3: Key stakeholder consultation



### **a) Careers & Employability**

*Embedding employability within programmes is a priority initiative enshrined in the King's Education Strategy. You must therefore consult [King's Careers & Employability](#) about your proposed programme and about facilitating employer input into the programme proposal phase. Following discussions with C&E detail below how employability will be embedded into the programme. <sup>1</sup>*

# Programme Approval Form

## 15. Programme learning outcomes (see SEEC Credit Level Descriptors for guidance)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and embedded employability as follows:

### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

These are achieved through the following **teaching/learning methods and strategies**:

**Assessment:**

### Skills and other attributes

**Intellectual skills:**

These are achieved through the following **teaching/learning methods and strategies**:

**Assessment:**

**Practical skills:**

These are achieved through the following **teaching/learning methods and strategies**:

**Assessment:**

Programme approval

**Assessment:**

**Employability/transferable skills:**

These are achieved through the following **teaching/learning methods and strategies**:

**Assessment:**

# **Feedback on first year of operation of new programme approval process**

---

- I thought the employability stuff worked really well, even if I was resistant to it at the beginning. Norah really pushed us to develop a more coherent and workable proposal, which improved our own clarity tremendously.**

# Impact evaluation framework

Impact Objective
What will be different if we are succeeding?
All new programmes of study have embedded employability

Process Indicators ( <i>these are about counting, usually numbers</i> )
What are the measures/metrics for assessing change?
<ol style="list-style-type: none"><li>1. Number of new programmes approved each year which have followed the revised programme approval process and embedded employability</li><li>2. Number of engagements between the Embedding Employability Consultant and individual programme teams/Faculties each academic year.</li><li>3. Number of hits on Embedding Employability toolkit and finer-grained analytics about which resources are accessed most.</li><li>4. Number and spread of staff attending embedding employability workshops each academic year.</li><li>5. Number of appearances of embedded employability in programme specifications, handbooks, induction materials.</li><li>6. Increase in social media following for C&amp;E.</li><li>7. Increase in embedded internships/live projects etc</li><li>8. Number of unsolicited requests or questions from faculties for help from C&amp;E.</li></ol>

# Evidence

---

Workshops  
completed

• 20

Attendees at  
workshops

• 87

Workshops  
involving King's  
Academy

• 7

# More evidence

---

Total meetings/  
conversations

• 48

Email  
discussions

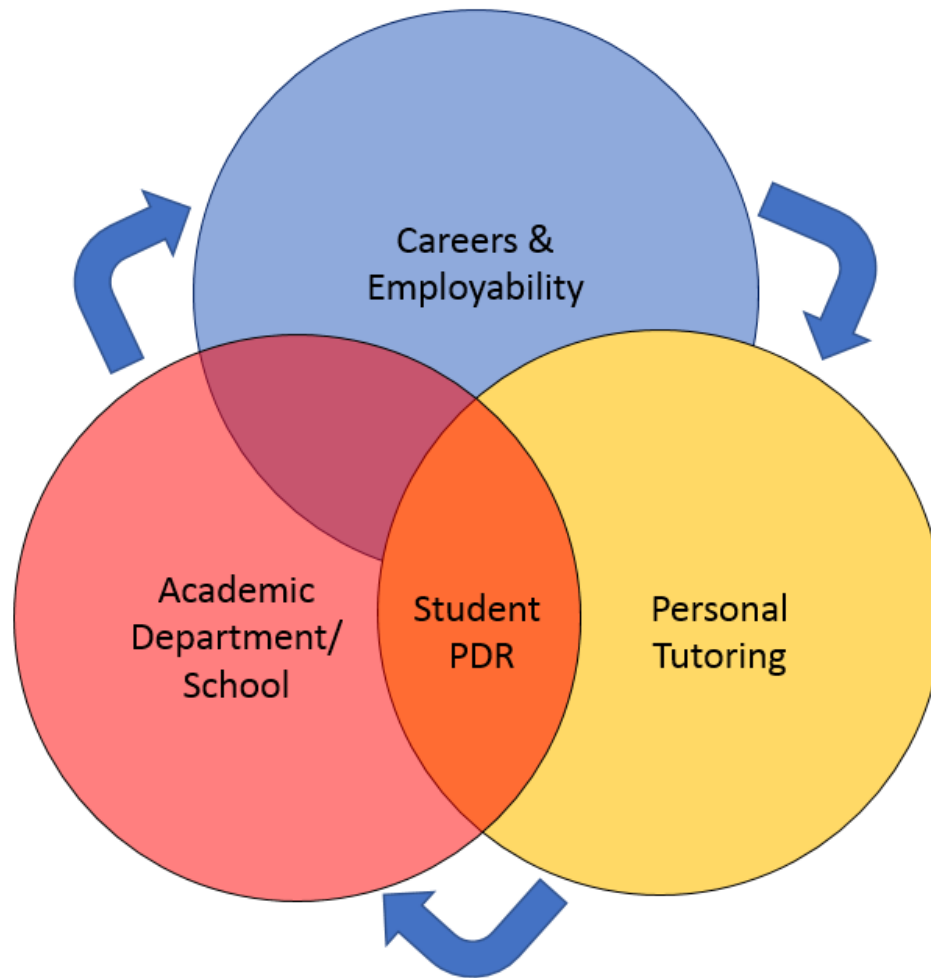
• 57

Employability  
Toolkit unique  
users

• 102

# Student PDR

---



# Increasing reporting burden

---



annual  
monitoring



NSS action  
planning



education  
action  
planning



PTES action  
planning



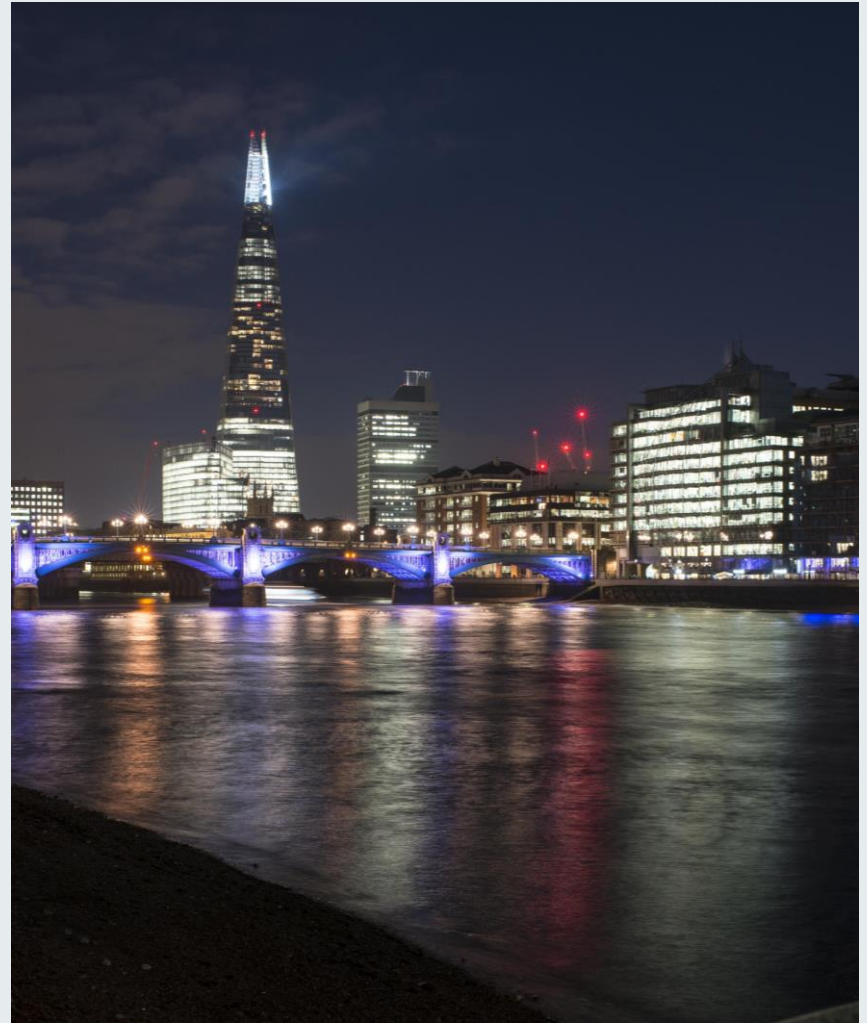
TEF action  
planning

# Programme Enhancement Plan

---

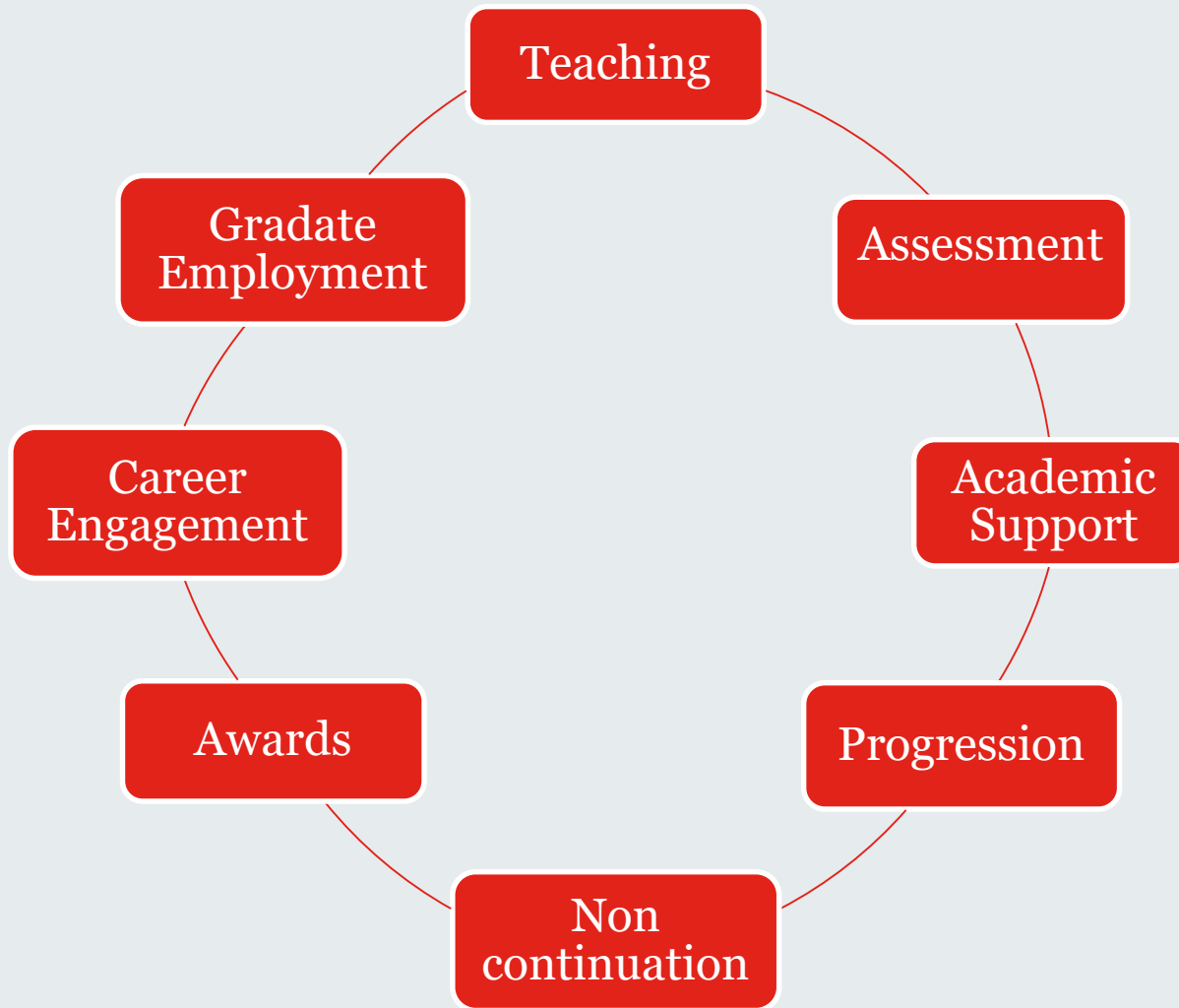
**Part A - enhancement plan structured according to the TEF framework specification headings**

**Part B – consideration of the data dashboard**



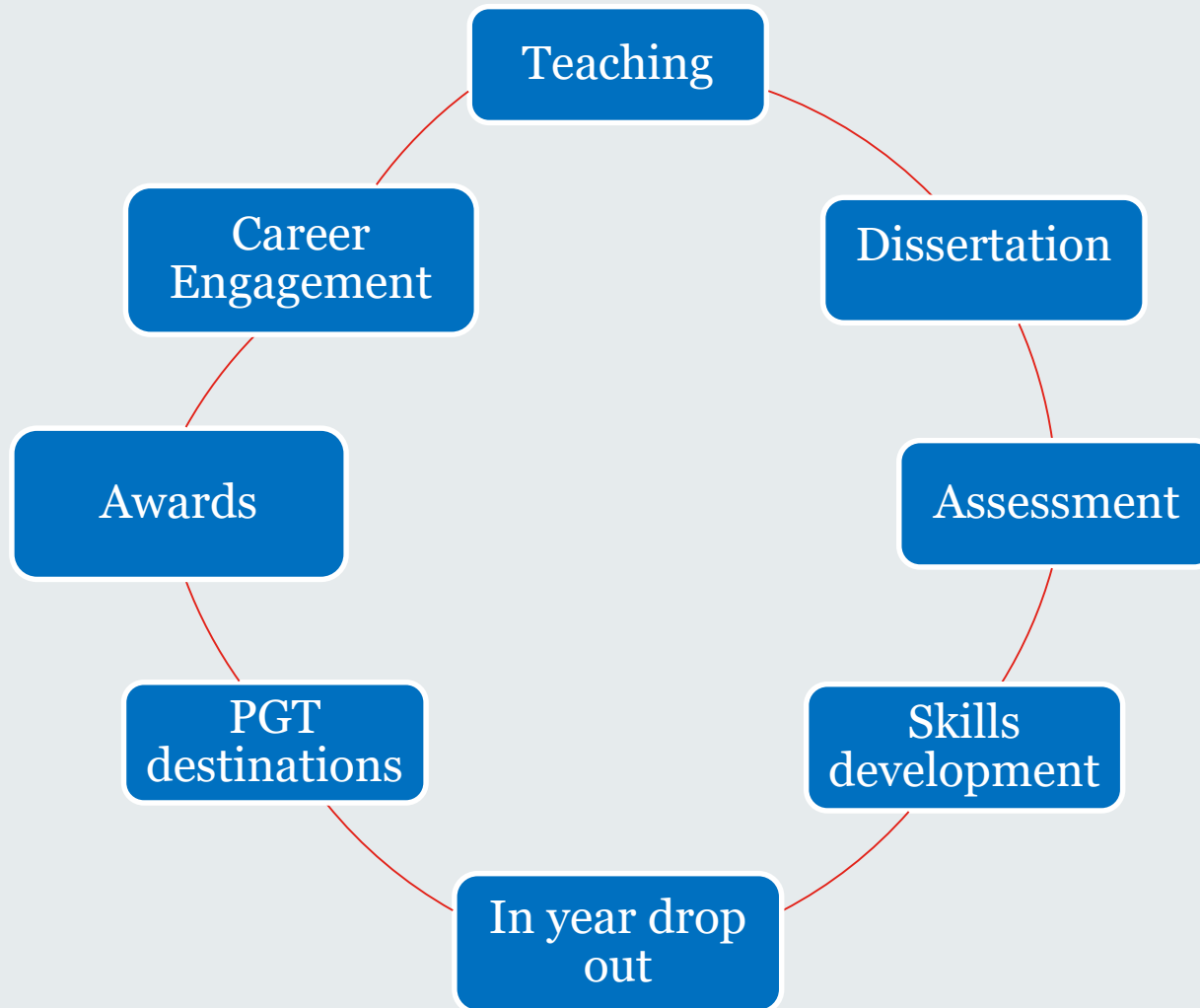
# Data Dashboard UG programmes

---



# Data Dashboard PGT programmes

---



# Flags and RAGs

---

- **3% above or below benchmark = 1 positive or negative flag**
- **5% above or below benchmark = 2 positive or negative flags**
- **Three or more negative flags = red**
- **Two or more positive flags and no negative flags = green**
- **All other programmes = amber**



## UG Programme Enhancement Report Beta

Student Numbers 2017/18



167

HeadCount

Flags

+5 -2



	Year 1	Year 2	Year 3 (Latest)	Average (a)	Benchmark (b)	Difference (a-b)	Flag	Latest Year
Teaching Satisfaction	89%	88%	88%	89%	88%	1%		2018
Assessment & Feedback	69%	58%	85%	71%	68%	2%		2018
Academic Support	77%	69%	94%	80%	82%	-2%		2018
Progression	100%	100%	94%	98%	92%	6%	++	2016/17
Continuation	(Bla...	(Bla...	96%	96%	90%	7%	++	2014/15
Awards	75%	76%	74%	75%	71%	4%	+	2016/17
Graduate Employment	100%	50%	85%	78%	85%	-6%	--	2017



Analytics



## UG Programme Enhancement Report Beta

Student Numbers 2017/18



381

HeadCount

Flags



	Year 1	Year 2	Year 3 (Latest)	Average (a)	Benchmark (b)	Difference (a-b)	Flag	Latest Year
Teaching Satisfaction	98%	93%	87%	93%	88%	5%	+	2018
Assessment & Feedback	63%	64%	55%	61%	76%	-15%	--	2018
Academic Support	72%	70%	67%	69%	80%	-11%	--	2018
Progression	95%	93%	94%	94%	94%	0%		2016/17
Continuation	(Bla...	88%	96%	92%	92%	-0%		2015/16
Awards	94%	98%	93%	95%	80%	15%	++	2016/17
Graduate Employment	83%	79%	76%	79%	74%	5%	++	2017

# Part A - extract

**Teaching Quality: effective course/module design, assessment, feedback, or plans for student engagement in a range of instructional formats.**

Proposed Programme Enhancements	Expected impact	Actual impact (if completed)	Date completed

**Learning Environment: clear linkages or network of resources supporting students both in and out of the classroom.**

Proposed Programme Enhancements	Expected impact	Actual impact (if completed)	Date completed

# Part B - extract

---

- Identify the programme as well as the issue
- List all areas which received negative flags on the data dashboard.
- Explain briefly how the issues highlighted by the flags are being addressed.

Please add additional lines to each section if required.

Issue	How is the issue being addressed?	Date to be completed/completed

# Submission dates

---



- UG – 1 December 2018
- PGT – 1 February 2019

**Thank you.**

**Questions?**

## **Contact details/for more information**

Dr Victoria Korzeniowska ([v.korzeniowska@kcl.ac.uk](mailto:v.korzeniowska@kcl.ac.uk))