

# ENhance Case Study

Edinburgh Napier  
UNIVERSITY

Department of  
Learning & Teaching  
Enhancement

## Themes presented:

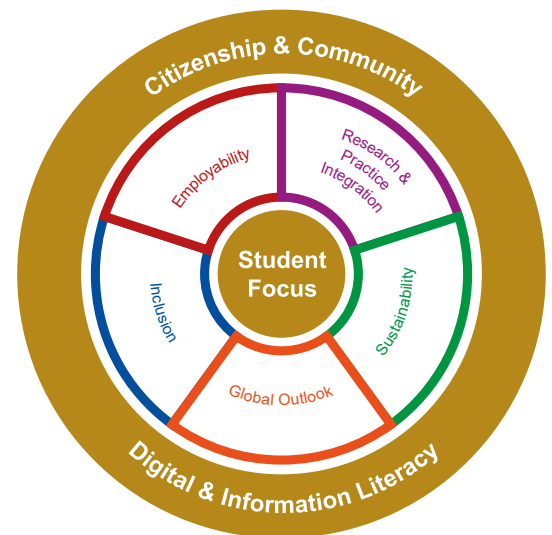
Employability; Inclusion

## Programme

Career Guidance and Development

## Submission made by

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## Case Study

The theme of employability and has always been a stand-out feature of the Post Graduate Diploma in Career Guidance and Development. This niche and very well-established programme was originally set up to provide initial education and a professionally accredited qualification to those looking to offer career development support to young people in secondary schools and in a post school setting. The programme curriculum builds up the students' knowledge, skills and competences in the field of career development, which incorporates the theme of employability. This is developed on campus through module content and live simulations of skills practice. Students also undertake work placements in careers centres and gain practical experience in local schools and community groups. The programme team have consequently developed strong bonds with our professional body, the Career Development Institute as well as Skills Development Scotland, a major employer of Career Practitioners in Scotland (supporting the theme of practice-led integration) and with local schools and community groups (supporting the themes of inclusion and community and citizenship). The employment outcomes for the programme have been consistently above 95% for the past five years.

Over the past few years, as part of the programme review, the programme team have redesigned, developed and adapted the programme. This was in response to the evolving needs of the sector and the often-global market for career counselling and coaching support to a wider range of people in a variety of contexts including universities, colleges, adult education and career development in the private sphere. The enhancement process, which is underpinned by social constructivist learning theory (Vygotsky, 1978) in which students gradually build up knowledge, skills and competencies as a collective

process, was delivered, adapted and enhanced further against a backdrop of uncertain and volatile times during the global pandemic. Student placements remain but have taken on a virtual or blended mode of delivery and this offers the opportunity to include a wider geographical pool of employers (global outlook) from a broader range of sectors. This is coupled with other workbased learning opportunities including students taking part in live projects with the Student Futures team (enhancing digital and information literacy) and virtual work shadowing with a variety of employers. Additionally, one of the programme team has taken on an influential project role with our professional body to represent the interests of the career guidance sector at national level to further enhance practice-led integration.

Over the past year, the programme team have been working with a member of academic staff who programme leads the criminology programme within the school of Applied Sciences. This led to a programme of peer mentoring being successfully set up in which career guidance students were paired up with undergraduate social sciences, criminology and policing students. This collaboration contributed to the enhancement of the employability of both the career guidance students and the undergraduate students. It also brought the services of the Student Futures team into sharper focus and has led to an increase in referrals. Finally, two of the modules on the programme have been re-designed to enhance practice-led integration and employability. Students are actively engaged in the co-design of a programme of career learning as part of the module assessments and can take this design into the workplace to enhance their own continuous professional development.

It is envisaged that this suite of services will be co-ordinated into a formal strategy over the next year or so.

Incorporating an inclusive approach to learning and teaching lies at the heart of the programme. The design and delivery of teaching, learning and assessment methods allow all students to engage meaningfully with the curriculum and achieve their full potential. It recognises and respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. It is the social and ethical responsibility of the programme team to work together to ensure that students are valued, equal, able to participate fully and support each other to be able to contribute fully to their social, cultural and academic life.

Some examples of embedding these values in practice include:

Pre – programme - The programme leader meets with the potential students and their families at the application stage at the post graduate information evenings and interview stage. At this early-stage comprehensive information is provided relating the programme, dates of placement, hours on campus. Family friendly timetable – the teaching on campus is between 9.30 and 3p.m over 2.5 days and avoids school holidays.

Accessibility – Common format across all modules on Moodle

## **References**

Vygotsky, L. (1978). Mind in Society. London: Harvard University Press

## **Digital & Information Literacy and Citizenship & Community**

Covered in case study

## **Further links**