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| There are unclear links between the graduate profiles, programmes and courses. Staff do not know what they are supposed to teach | Graduate profiles are out of date or do not include employability capabilities |
| Staff do not buy into the employability agenda | Staff do not know what capabilities students will need to have successful lives and careers |
| There is no shared vision – graduate profiles are largely ignored by staff | Students are unaware of the graduate profiles and/or they do not know what capabilities they need to have successful lives and careers |
| There is confusion over level rather than the nature of capabilities. Staff have not articulated how good a graduate should be at each capability | Staff are not sure how to teach/develop soft skills |
| Staff are not sure how to teach/develop attitudes and values | There is a lack of expertise in teaching a broader range of capabilities than we have tackled hitherto |
| Staff say there is no room in their courses for ‘extras’ | Staff have difficulties in designing assessment to demonstrate capabilities |
| Staff teach in traditional ways and are unwilling to change | Staff believe class sizes are too large to develop capabilities |
| Staff believe there are not enough classrooms to teach capabilities. Large tiered lecture theatres make it hard to set up activities and adopt flexible and active pedagogies | Looking at our programme as a whole we do not know how well we provide for progressive development. There could be substantial gaps. |
| We are sure we do not support progressive development. There are gaps and duplications between courses in our teaching of some capabilities | Staff are used to thinking about their own courses and not much else. For some colleagues a shift in mindset may be required from a course based focus to a more collaborative approach and an appreciation of a course’s place within a whole. |
| Staff are research focused they will not invest time in learning to teach more or differently. | Student choice means students can accidentally or deliberately avoid developing all capabilities |
| Staff believe it is their job to teach knowledge of their discipline, not capabilities. | There are uncertainties over decision making authorities for course design and/or programme design. This makes it difficult to know who should be involved in decision making. |
| There are few mechanisms for whole programme review and design. Requires shift in thinking and culture. This makes coordinating across courses very difficult | We do not have systems in place for arranging internships or for work integrated learning where students go off campus |
| Our staff have not worked in the kind of jobs our students go to. They do not know what they are preparing students for | The most valuable learning opportunities for preparing students for their futures are in co-curricular programmes so are not credentialed and are not taken up by those who need them most |
| All capabilities cannot be developed within our programme. They are not relevant | Staff feel that accreditation bodies want one thing, the university wants another, the students want something else – one programme cannot do it all |
| Students just want to sit and listen and pass their exams. They do not want to learn to do difficult things | Students do not/cannot plan their programmes |
| Staff are risk averse. They will not try new things |  |