# Curriculum to Career: Evaluating the Impact of Programme-Level Skills Mapping on Student Employability Through Self-Awareness and Articulation

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## Aims

- **Evaluate student engagement** with the programme-level skills map - awareness, access and understanding.
- **Assess the map's role in developing employability** - how effectively it supports self-awareness and articulation of skills.
- **Identify improvements to enhance impact** - better support employability outcomes across the programme.

## Method

- **Mixed-methods explanatory sequential design** - quantitative survey followed by qualitative focus groups to deepen interpretation.
- **Survey analysis** - awareness, understanding, relevance, reflection, and articulation measured using binary and Likert-scale items; data analysed with excel and cleaned to resolve contradictions.
- **Thematic analysis** - manual coding of footage, supported by NVivo coding of transcripts; 16 codes identified across accessibility, articulation, language, and engagement.

## Findings

- **High awareness (79%) but low meaningful engagement** - many struggled to interpret or use it beyond surface-level recognition.
- **Design and accessibility barriers** - visually dense layout, unclear purpose, and inconsistent introduction reduced engagement and hindered employability impact.
- **Self-awareness partially developed** - students recognised skills but lacked examples linking them to learning activities, limiting deeper understanding.
- **Articulation gap persists** - language felt generic; students needed clearer terminology and structured practice to articulate skills confidently.

## Conclusion

- **Recognition does not equal employability** - the map highlights skills but does not yet support the metacognitive processes needed for self-awareness and articulation.
- **Reflection is the mechanism** - students need repeated, contextualised opportunities to revisit skills, interpret them, and practice articulating them.
- **Design and embedding matter** - clearer visuals, examples, and consistent introduction across modules would strengthen engagement and employability outcomes.
- **Map must evolve** - shifting from a static list to an interactive, accessible, example-rich tool would better support identity development and confidence.

< Scan for Skills Map and full reference list!

## Recommendations

1. **Embed the skills map** consistently across modules rather than one-off exposure: in lectures and seminars, and online.
2. **Improve visual design and clarity:** replace dense text with an infographic or pathway-style map to increase engagement.
3. **Provide hyperlinks** to real-world examples and definitions to support understanding and application.
4. **Integrate structured reflection and articulation exercises** so students can recognise, evidence and communicate their skills.