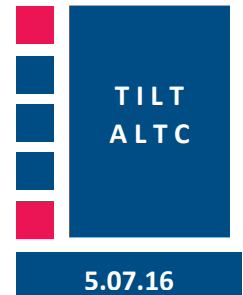


Transforming learning through Scholarship Session Abstract



Utilising the theory and practice of Youth Transition to foster student employability: A case study: BA Youth Studies

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This workshop sought to share the experience of delivering a new and innovative approach to developing professional and employability skills, founded upon scholarship activity associated with the application of theoretical ideas to practice situations.

Located in the BA Youth Studies module ***Transition and Practice***, students are encouraged to develop critical awareness of key theoretical concepts such as Professionalism, C.P.D., E.B.P., reflective practice, employability, and career transition. The students apply these insights to the personal project of presenting 'self' and to a critical analysis of services offered to young people. The BA Youth Studies course at Nottingham Trent University has a curriculum which is informed by the sectors' view of the requirements of working in professional careers with young people and as such, students are able to locate their learning in relation to a range of national occupational standards relevant to working in professional roles with young people. The ***Transition and Practice*** module was recently developed as part of a new Skills for Practice course 'pillar' to enable students to develop and articulate a range of relevant skills, knowledge, and attributes for work with young people. This core final year module on BA Youth Studies in the School of Social Sciences, utilises the theory and practice of Transition to enable students to understand and facilitate their own and young people's transitions. This workshop aims to share the experiences of the module leaders in delivering and assessing this module for the first time this year, with a particular focus on our innovative approaches to assessment of learning where students have enthusiastically engaged in a range of diverse assessments throughout their learning journey this academic year. This has included a reflective report, a group presentation, an 'elevator pitch' video recording individual strengths, knowledge and experience and relevance for future roles working with young people, and a recorded response to four knowledge, situational and competence based questions.

The aim of this workshop was to share practice of embedding employability into the design, delivery, and assessment of the curriculum, this included a discussion of examples of work produced by students. Specifically:

1. Foster an understanding of the rationale for integrating transition as a theoretical and practical concept of learning in an undergraduates' final year of study;
2. Develop insights into module design, content, delivery and assessment of employability, career and transition learning;
3. Have an opportunity to engage in discussions relating to assessment design and the pedagogy for employability.

Angela Vesey is a Senior Lecturer in Guidance, and Youth Studies in the School of Social Sciences. Course Leader for BA Youth Studies and has led a successful portfolio review which has resulted in a renewed focus of enhancing professional practice across the undergraduate curriculum.

Anne Owen leads post graduate learning on a suite of Guidance interactions Modules as part of the Postgraduate Diploma/ Qualification in Career Guidance at NTU, and has considerable success in pioneering innovative developments in Blended Learning for part-time and distance learners of this qualification, which has received national recognition by the Career Development Institute.