

Co-framing employability: Mapping transferable skills *with* media students (mobilising articulations through practice)

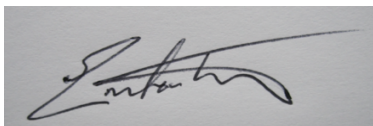
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A thesis submitted in partial fulfilment of the requirements of Bournemouth
University for the degree of Professional Doctorate of Education
(Creative & Media)

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Date: 30 November 2018

ABSTRACT

Emma Walters

Co-framing employability: Mapping transferable skills *with* media students (mobilising articulations through practice)

The 'Co-framing employability project' is about four interrelated research strands; it constitutes a curriculum gap, presents an open, accessible pedagogic model for other practitioners to adapt, and whilst it provides a de-centred reappraisal of transferable skills, it also brings to light observations on their 'rhizomatic' functionality. The fieldwork took place in a further education college in the North-West region of the United Kingdom. The participants involved were also my students.

Given that Participatory Action Research steps taken combined both critical and constructivist approaches, although our research is classified as ethnography *in action*, individual outcomes are analysed and interpreted through a post-structural lens. Drawing particularly on Deleuze and Guattari's (2013) work, this is validated through their concepts such as the rhizome, mapping, thought as nomadic including their emphasis on the processual. As transferable skills are something of a moving target, transitory, and always personal, the signification of our research resides within articulations themselves, as attributed through the student experience; contingent on their interpretation and contextualisation *at the point of articulation*.

I considered the absence of curriculum emphasis regarding student capacity to articulate their skills a fundamental flaw and consequently an important pedagogic issue to address. Using a shared language (Youth Employment UK, 2017) methods focused specifically on supporting our key argument that student articulation of their transferable skills represents the nexus upon which employability and curriculum converge.

The development of our co-constructed IMADE (Identify, Map, Articulate, Do, Evaluate) model to bridge understanding emerged as a result of consciously privileging participant agency as central as we sought an alternative, more useful employability discourse that students understood and were able to articulate.

Unique 'student graduated articulations' reveal progression *came into effect* and celebrate student confidence to diversify (by redefining transferable skills both across the five IMADE steps and *outside of* our co-devised Personalised Transferable Skills Tracker), legitimising our claims to new knowledge creation.

IMADE is both inclusive and flexible, intended to accommodate learner differentiation and diverse subject disciplines. In response to both institutional and student concern(s), we believe that continuing to cultivate more considerate pedagogic strategies in which student articulations can flourish, can only add value towards the broader learner experience.

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GLOSSARY OF ABBREVIATIONS AND TERMS

AF	Assent Form
1 st AD	First Assistant Director
BBC	British Broadcasting Corporation
BIS	Business Innovation and Skills
BTEC	Business and Technology Education Council – The awarding body for BTEC qualifications, now awarded by the Edexcel exam board
BU	Bournemouth University
<i>CareerEDGE</i>	A model of graduate employability suggested by Dacre Pool & Sewell (2007) consisting of five founding elements: Career Development learning, E xperience (work & life), D egree subject knowledge, understanding and skills, G eneric skills, E motional intelligence
CBI	Confederation of British industry
CfBT	Centre for British Teachers
CEP	Co-Framing Employability Project
CF	Consent Form
C&G	City and Guilds Alliance
CPD	Continuing Professional Development
CV	Curriculum Vitae
DfE	Department for Education
DfES	Department for Education and Skills

ELT	Experiential Learning Theory (Kolb., A. & Kolb., D., 2008)
EMA	Education Maintenance Allowance
EXES, EXRJ, EXBM, EXGW, EXDF	Denotes five individual ex-media students who participated on one to one interviews regarding their use and relevance of transferable skills (during their careers so far) since leaving the course
EXPERT 1	Media Educationalist - interviewed as part of this research
EXPERT 2	Employability Co-ordinator - interviewed as part of this research
FE	Further Education
Final Cut Express	Editing software for Apple Macs
FMP	Final Major Project
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GNVQ's	General National Vocational Qualifications
'Guess Who?' Event	The name given to Step 4 of our IMADE model – 'Do' Designed on problem-orientated 'scenarios' based on student experiences. The scenario is put in a hat whilst other participants would have to guess the solution and transferable skills embedded in the given scenario as well as identify potential sectors (non-media) where the skills are considered transferable. Afterwards, the identity of the student/ writer is revealed, as well as the solution (if not already achieved)

HE	Higher Education
HEA	Higher Education Academy
IMADE	An acronym to explain our co-constructed model <i>towards</i> employability involving five steps deduced from our methodology: I dentify, M ap, A rticulate, D o, E valuate
IT	Information Technology
LSIS	Learning and Skills Improvement Service
MED1-MED11	Denotes the eleven individual media students who participated in CEP.
MED2016	Denotes the cohort group who participated in CEP.
MME	Manifesto for Media Education
NC	Support teacher who helped facilitate pilot activities (during Phase 1)
NEET's	An acronym referring to those people considered not in employment, education or training
NSS	National Student Survey
NUS	National Union of Students
NVIVO	Analyses software
NVQ's	National Vocational Qualifications
OfS	Office for Students
Ofsted	Office for Standards in Education, Children's Services and Skills Inspectorate
PAR	Participatory Action Research

PIS	Participant Information Sheet
Phase 1	Represents pre-research activities undertaken with same participants who engaged in Phase 2, largely focusing on ascertaining understanding and methodological exploration
Phase 2	Represents research activities undertaken towards development of IMADE steps (co-created with same participants who engaged in Phase 1)
PIS	Participant Information Sheet
PLTS	Personal, Learning and Thinking Skills
ProMonitor	College online system used to collate student data
PTST	Personalized Transferable Skills Tracker – a co-devised tool designed to facilitate reflective practice on transferable skills usage
RBL	Resource Based Learning – An additional hour-long session where learners are expected to work independently
Saltscape	A client-based project we worked on for a local charity
Skillset	Sector Skills Council
Soundcloud	Online platform used to upload audio files.
Survey Monkey	An online questionnaire platform used in day-to-day class activities
TEF	Teaching Excellence Framework
TLRP	Teaching and Learning Research Programme
TS	Transferable Skills
Tumblr	Online blog platform used in day-to-day class activities

UKCES	UK Commission for Employment and Skills
USEM	An acronym depicting a model for employability developed by Knight and Yorke (2002; 2004) consisting of four vital elements: U nderstanding, S kills, E fficacy beliefs, personal skills and qualities, M etacognition
Weebly	Online website platform used in class
WEX	Work Experience
YE UK	Youth Employment UK (Employability Review, 2017)
YTS	Youth Training Scheme
ZPD	Zone of Proximal Development is a concept derived from Vygotsky's (1978) to explain various levels of pedagogic support structures in place to facilitate the learning process

1 INTRODUCTION

As clearly established in Dearing (1997) more than two decades ago, a core interest in what broadly speaking, is understood as *skills for life* has continued to accrue momentum to the present day. Although 'employability skills' may have since displaced the term articulated in Dearing, the acquisition of skills associated with evolving labour market forces have continued to become increasingly more centralised in respect to political, economic, academic and public discourse(s) on the purpose of education in society (Holmes and Miller, 2006; Wolf, 2011; CBI, 2012, 2015, 2016).

In the new and fast changing global 'knowledge' economy, greater focus towards competition, choice and value for money (CBI/ NUS, 2011; Jackson, 2013, *Which?* 2014; Crown, 2016) has meant that skills associated with employability (impacting on the perceived labour market value of validated courses) have rightly or wrongly assumed centre stage. Consequently, institutions face greater surveillance as evident in recently revised regulatory policies and consumer protection laws (Crown, 2016) which by default lean towards more quantifiable indicators of impact and institutional success, for instance student perceptions of quality (National Student Survey or NSS feedback) and establishing an 'index of employability' (Pegg et al., 2012, p. 43) measured through destination data and number of students completing industrial placements.

More recent expedient and overly inflated tuition fees have only served to further complicate matters and reinforce a heightened sense of accountability from parents, taxpayers and students alike regarding higher expectations of return in terms of employment prospects and value for money in relation to their wider learner experience.

To add, whilst students continue to cite the principle reason for enrolment is to improve their employment prospects (Dearing 1997; Wolf, 2011; CBI/ NUS, 2011; *Which?* 2014) such factors bring to the foreground the difficulty of dealing with employability-related issues as a matter of necessity. The consumer has spoken, making it impossible to attempt to justify the stance of separating out the curriculum from employability for whether we philosophically or pedagogically agree or disagree, as stated in Pegg et al., (2012, pp. 41-42) 'one does not preclude the other.'

As a media lecturer, I came to view the changes referred to above as an opportunity to reframe or as was the case for us, co-frame employability together *with* my students using a shared language (Youth Employment UK, 2017) or YEUK. This research aimed to create a learning space where transferable skills specifically and the curriculum run parallel as opposed to operating in silos. In doing so, our attempts to counteract challenges of time and lack of training (Holmes and Miller 2006; Pegg et al. 2012) became possible as we sought to locate our own position more *towards* rather than *for* employability. Thus, proving beneficial to both teacher and student at the same time. Hence, the motivation behind the 'Co-framing employability project' (abbreviated as CEP in this thesis) was to foster a pedagogic space that aimed to counterbalance the apparent confusion, opposition and uncertainty by seeking solutions that worked for us. In establishing our own understanding through our practice(s), we hoped to mobilise more confident articulations on the transferable skills attributed. By doing employability differently and reflecting on processes involved, regardless of ability and/or learning need, students might be better prepared to articulate research outcomes with greater confidence, enabling dissemination of our learning.

The research aimed to address **four vital questions**:

- 1: How might we capture transferable skills (considered *soft*) that students accrue and develop on their chosen course in a way that they understand?
- 2: How can student articulations be evidenced over the research timeframe as an indication of their progression?
- 3: By what means might methods used prove transferable as a research output as a generic pedagogic model for other teachers/ students to adopt?
- 4: How has engagement in CEP challenged student perceptions on the functionality of transferable skills and furthermore, how might this inform employability discourse(s) and practice(s) moving forward?

CEP set out to achieve this by firstly, using a (Cormier, 2008) 'community as curriculum' approach and secondly by specifically focusing on student ability to articulate their transferable skills (abbreviated as TS in this thesis) as a foundation

towards improving self-understanding and self-management of them. In doing so, participants repositioned transferable skills as much more personalized, reflexive and connected towards student identity (Pegg et al., 2012; YE UK, 2017).

More than a decade on, CEP sought more practical, meaningful ways (for us) to better facilitate what Holmes and Miller (2006, p. 655) refer to as, 'the successful and expeditious transition from education to employment.' Preparing for such a transition, employability remains a vital yet unresolved challenge. As evident in the literature review (see Chapter 4), facilitating the employability potential of our students looks likely to permeate the educational landscape and dominate discourse(s) in respect of adding value towards the learner experience in the foreseeable future.

Whilst employability continues to gain political traction (Crown, 2016) and assume a key narrative for educational providers, at the same time, pedagogic approaches to it continue to remain a pivotal struggle for educators and students today (Holmes and Miller, 2006; Pegg et al., 2012; Cole & Tibby, 2013). As the nature and functionality of transferable skills remains multifaceted and unclear, so far, no single model or framework of employability has proven to have universal application. Regardless of how difficult skills may be to quantify in practice (YE UK, 2017, p. 2), seeking a flexible model of employability that is 'accessible to non-experts' (Cole and Tibby, 2013, p. 7) continues to remain an 'elusive' (Pegg et al., 2012, p. 21) challenge. An evident gap that our research actively sought to address, as pointed out by *UK Commission for Employability and Skills*, and cited in Lucas and Hanson (2015, p. 41):

There is a lack of research and evaluation, particularly involving detailed case studies, that identifies good practice in delivering employability skills programmes. UKCES (2010, p. 46)

For this reason, resultant findings made explicit in Chapter 7 can be considered both relevant and indeed transferable to both Further and Higher Education environments primarily because on exit, both sectors signal transition points between the time when education ceases and the point at which the challenges of articulating our employability begins. Although published a year after our research took place, *The Youth Employment UK Employability Review* makes direct links between issues inherent in the transition between education and becoming

employable as affecting graduates and school leavers equally (2017, p. 5). In addition, it states that regardless of the emergence of ever more literature on employability:

Yet we have found that despite this focus young people today still struggle to identify what employability skills are and how they might develop and identify these (YE UK, 2017, p. 2).

The range of literature sources accessed in relation to employability and skills discourse will include reference to reports and policy documentation this study deems both current and relevant to both sectors as they share a vital commonality, that of youth employment alongside an unwieldy economy.

Due to the evident (YE UK, 2017, p. 4) 'mismatch' between pedagogic practices and employer requirements, in addition to using secondary sourced literature, primary interview data was also conducted with two key players central to the identified problematic. Expert 1 derives from a media education background whilst Expert 2 has worked in recruitment and was then part of the careers team at the college where the research took place.

For specific biographies aligned to each expert see Section 5.3.1. The motivation for which was intended to reinforce and enrich secondary sources obtained (Chapter 4) by ascertaining external perspectives central to the problematic, outside of my own thinking.

Although, in this thesis the author consciously opts to use the term 'transferable skills,' reference to the vast spectrum of skills available are interchangeable, dependent on source and often cited as 'soft,' 'core,' 'generic,' 'life,' 'key,' 'productivity,' 'personal learning and thinking skills' and more recently towards terminology categorised as (Lucas and Hanson, 2015, p. 19) 'character skills.' In light of variant language used, we believe 'transferable skills' represents a more useful term as it denotes the idea of sector transfer and consider it more appropriate within the context of the global economy where a 'job for life' has rapidly become somewhat redundant. The term better reflects (CBI, 2016, p. 43) the 'changes in technology, products, services and markets' that impact on career pathways in constant status of transition. Also, student recognition of the malleability of skills themselves across sector is critical in order to adapt towards evolving markets and career pathways. To add, the research focus lies within the idea that the transferable skills we own are inherently contingent on the student

experience as a (Freire, 1993, p. 65) 'process of *becoming*.' Transferable skills, like our identity are not a static entity. The fluid and flexible nature of our TS in a constant state of transition was facilitated through our actions.

Given our approach, the generally accepted descriptor of 'transferable skills,' as offered by the then Training Agency (1990) as, 'the generic capabilities that allow people to succeed in a wide range of different tasks and jobs' (cited in Yorke, 2006, HEA, pp. 12-13) is simply inadequate on two fronts. Firstly, it assumes ability to articulate skills occurs as if by osmosis. Secondly, it neglects the idea of agency in respect to whether students have the confidence and autonomy to adapt articulations towards more unexpected situations.

When referring to transferable skills for purposes relating to our research, I use the definition as suggested in Bridges (1993), who although uses the term 'transferring skills,' saw it more as an enabling process where students demonstrate ability to 'select, adapt, adjust and apply [his or her] other skills to different situations, across different social contexts and perhaps similarly across different cognitive domains' (cited in Yorke, pp. 12-13, 2006). This is exemplified in Section 6.3 (Student Graduated Articulations) where all participants present their understanding, each articulation unique to each learner across a series of five diverse representational points.

The emphasis on student articulation specifically is what makes our research original. In the recently published, *YE UK Employability Review*, it reasserts that any recommended framework or model (YE UK, 2017, p. 3) 'would need to focus on young people being able to access, translate and recognise information' in relation to their skills. However, it remains the case that policy recommendations here reside largely in rhetoric only, with very little evidence on practice-based outcomes. An identified gap where we believe, our research is positioned.

CEP exemplifies how cultivating a more nuanced understanding through articulations and based on our production experiences(s) made 'possible a different practice' (Kappeler 1986, p. 212 cited in Lather, 1991 p. 159).

As stated, motivation of our actions and reflections were not orientated on simply (Cole and Tibby, 2013, p. 6) 'preparing students for employment' but move us more 'toward ways of knowing which interrupt relations of dominance and subordination'

(Lather, 1991, p. xvii) in relation to the way students come to think about themselves.

Methods used altered course throughout the research timeframe, primarily because actions centred on working *with* students, who assumed the position of (Pegg et al., 2012, p. 30) 'active partners in the education process.'

Although the focal point of CEP was 'transferable skills,' importantly we recognise work experience, destination data and academic performance as vital contributors towards broader institutional (Pegg et. al., 2012, p. 11) 'employability statements.' However complex, assuming a more holistic (Ibid., 2012) 'embedded' approach towards employability was critical because student confidence to reconstruct articulations across their individual experiences constitutes a central concern. Cole and Tibby (2013, pp. 5-6) make clear that 'it is not something that can be quantified by any single measure' nor is it 'about preparing students for employment' but rather in agreement with Pegg et al., (2012, p. 7) 'it is a lifelong learning process.' Using TS as a way to unlock and redefine ourselves through our skills might just 'enable them to be successful not just in employment but in life' (Ibid., 2012). As opposed to a conscious alignment towards the neo-liberal institutional agenda of employability in education today, CEP set out to create its own student-centred agenda with the aim of maximising student *potential* to articulate themselves with greater confidence. Transferable skills are viewed here as a route towards inciting greater possibilities of understanding through enhanced self-awareness in this respect. As a result, by developing more meaningful understanding of the transferable skills they own, we hoped to enhance the potential for students involved to become 'more effective operators in the world' (Knight & Yorke, 2006, p. 21)

Our research adopts a participatory action research methodology with ethnographic principles. However, unique outcomes are interpreted through a post-structural lens primarily because as each student progressed throughout the five IMADE steps, they offer up a revised articulation, actively re-defining the preceding articulation.

In this respect, transferable skills came to be interpreted as having a life of their own, changing shape and meaning with each utterance. They lacked a centre. However, meaning came through articulations themselves, as attributed through

the student experience and contingent on interpretation and contextualisation *at the point of articulation*.

To aid reader visualisation and make explicit how we co-framed employability, I have created a graphic illustration to help communicate what our research might look like if it were represented in diagram form (see Figure 1). It serves to reinforce how PAR actions helped to create our IMADE model (Figure 2) whilst it underpins the point in the research timeframe at which research outcomes came to be viewed through a post-structural lens.

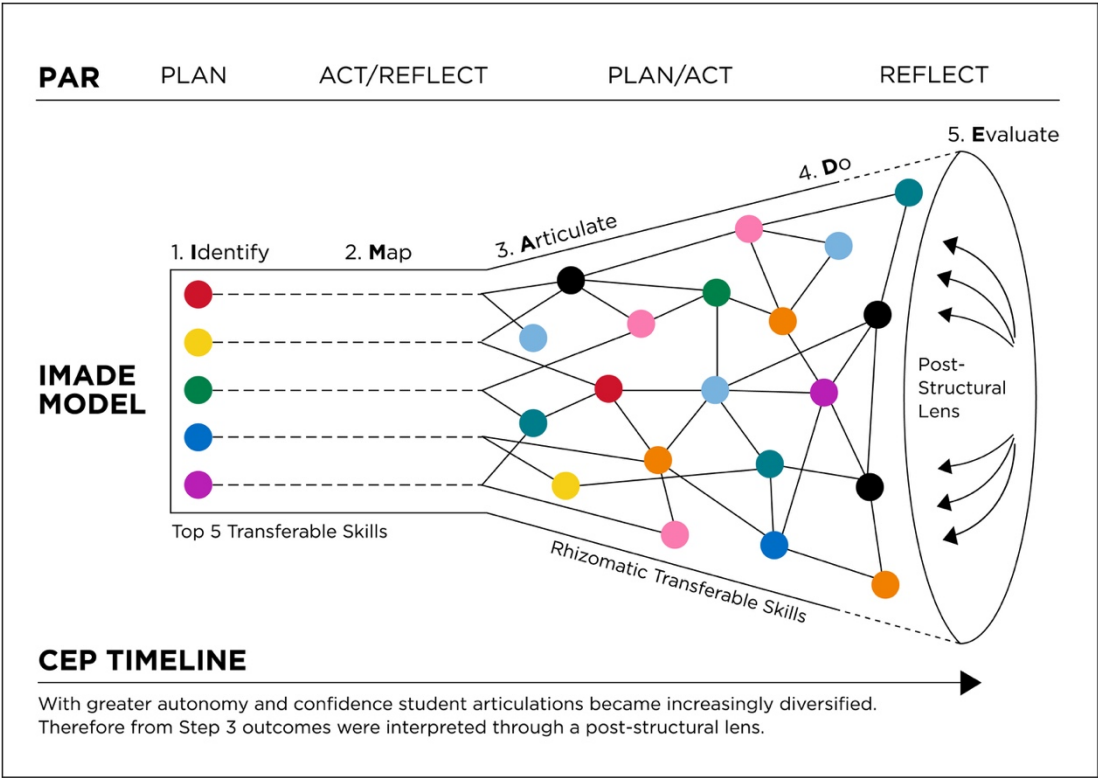


Figure 1

As illustrated in Figure 1, we refer to transferable skills as performing rhizomatically and as aligned towards definitions put forward by Deleuze and Guattari when they (2013, p. 22) state, ‘the rhizome operates by variation, expansion, conquest, capture, offshoots.’ Although we had agreed to focus on mapping five skills, paradoxically and conversely, as evident in ‘student graduated articulations’ (see section 6.3) diversification of skills referenced took place.

For further clarity, refer to Sections 4.4 and 7.4 for additional discussion and a comprehensive justification of our observations that transferable skills carry rhizomatic functionality, thus constituting our fourth key finding.

Implemented actions were co-devised from the onset, thus enabling students involved to autonomously navigate and map out the research territory for themselves. Strategies used were designed to engender greater student confidence regarding articulation of their skills development. Hence the rationale for oscillating between individual and collaborative research activities.

Consequently, our resultant model *towards* employability represents a series of negotiated decisions (Step 1 to Step 5) beginning with Step 1 'Identify' and progressing through to our final Step 5, 'Reflect.'

Overleaf, an overview of our methodology is summarised using the following five principle steps (aptly equating to the acronym IMADE):

- | |
|---|
| <p>Step 1) 'Identify' Transferable Skills – Using mind-maps, initially identify (individual) transferable skills deemed relevant to subject area, then collectively rank and agree on a top 10 (collaborative).</p> <p>Step 2) 'Map' Transferable Skills – Using a Personalised Transferable Skills Tracker (PTST) worksheet, insert top 5 (outcome of step 1). Download digital worksheet onto desktop/ pen drive and complete (individual) as/ when relevant or when prompted across the research timeframe. Step 2 strategy co-devised to facilitate Step 3 (individual).</p> <p>Step 3) 'Articulate' Transferable Skills – Verbally articulate (1-1 interviews) two 'key moments' where listed transferable skills can be appropriated to specific participant learning contexts (individual). Step 3 supports participant ability to participate in Step 4.</p> <p>Step 4) 'Do' Transferable Skills – Complete a 'scenario' worksheet (individual) and participate in 'Guess Who?' game with peers to share experiences in production (collaborative 'scaffolding'). Identify associated transferable skills and other non-media sectors where the transferable skills identified are also relevant (outside of media context).</p> <p>Step 5) 'Evaluate' Transferable Skills – Reflexively evaluate processes encountered and evaluate transferable skills development (individual).</p> |
|---|

Figure 2

IMADE has come to signify not simply a series of steps undertaken but represents the bigger picture behind the problematic; being that all learners need to assume responsibility for their own lives in the making because employability potential, like our identity is subject to consistent revision (re-definition). Irrespective of current tuition fees, high expectations of return and value for money, it was essential that TS were viewed as malleable in that we have the autonomy to sculpt, edit, delete, present, promote and thus needs to be communicated as such (Pegg et al., 2012; YE UK, 2017).

Having stated this, progressing through identified IMADE steps enables the facilitation of a structured yet flexible model, using Derrida's words, as a "becoming space" (cited in Lather, 1991, p. 101) to work through the struggles inherent when articulating something as abstract and diverse as TS, culminating in a series of 'processes by which theories and practices of meaning-making shape cultural life' (ibid 1991, p. 11).

In summary, I considered our **contribution to the development of new knowledge** in educational research specifically related to employability practice(s), as deriving from the following **four primary strands**:

1. Constituting an evident a gap in curriculum: By focusing on the transferable skills as articulated through student practice(s) our research consciously positions *transferable skills* at the heart of the employability agenda in a way that is not currently considered a curriculum remit.

Despite our observations that transferable skills are largely neglected in FE, critically they are a teachable and obtainable form of student capital, to be traded as a commodity of the self and in turn are intrinsically linked to our unique cultural capital.

2. Development of a new model towards employability: Having unearthed challenges of engagement, a key output of our findings is the introduction of our IMADE model. It represents a dialogically rooted and student-led strategy that is considered more meaningful for students. It not only celebrates the unique skills attributed to each student but is co-constructed in a way that reinforces the idea of self-efficacy in that students carry the responsible for voicing their own skills *in the making*. By exploring transferable skills as articulated by media students, students present a new way of thinking about and expressing them. Our suggested model is

intended to support student ability to communicate their experiences more effectively and by default, maximise their employability *potential*.

3. Providing a de-centred reappraisal of transferable skills: Transferable skills are deeply personal, there is nothing generic about them. Taking part in this study has brought to light how our transferable skills are intrinsically linked to our personality, characteristics, prior learning experiences, behaviours and confidence to articulate ourselves. They are connected to every aspect of our lives including experiences both inside and outside educational institutions. Project findings take us further to substantiating the idea that TS are not external from the lived experience of the individual student.

4. Transferable skills as rhizomatic entities: In attempting to map and create a structure in which students are better able to articulate the possibilities of their understanding, we came to observe the rhizomatic functionality in which TS themselves appear to perform, as legitimising student knowledge creation. As student confidence to articulate their skills developed across the five IMADE steps, both the diversification and functionality of skills referenced became synonymously dismantled. Such differentiation within the meaning-making process meant that individual student outcomes themselves oscillated both towards and outside of the Personalised Transferable Skills Tracker (abbreviated as PTST). Meaning that whilst students came to recognise TS as unfixed and fluid, at the same time, their autonomy to confidently articulate the spectrum of skills attributed to their experiences (as interpreted and contextualised) became unanchored and simultaneously set free.

Additional details explicating how our research questions led onto the development of our findings are discussed in more depth in Section 6.4 and in Chapter 7.

As this research signifies uncharted research terrain, running parallel to PAR steps undertaken, five additional interviews were carried out with ex-media students to assess the value of transferable skills in respect to their various career pathways. The rationale for this strategy was largely to **ascertain retrospective viewpoints** on the perceived value of transferable skills, intended to support the reflexive process as part of the project de-brief.

To conclude the introduction section, moving forward then as institutions continue to develop more effective employability strategies within their own institutional contexts (Pegg et al., 2012, p. 21; Cole & Tibby, 2013, p. 10), this research offers an original and tested pedagogic solution (for practitioners who may struggle to embed employability into their course) to adapt towards their own setting and unique cohort of learners. Thus, proving that methods used carry symbiotic benefits for both the practitioner and student equally.

CONTEXT

2.1 PERSONAL CONTEXT

I grew up on a council estate in 1980's Liverpool when unemployment rates were high and in a family dependent on the state for education, housing and living costs. In spite of economic marginalisation (both socially and culturally), whilst I became increasingly more conscious of the untapped potential of many of the people around me, at the same time, I felt powerless to act. The possibilities for understanding how to maximise their employability were considered derailed, too often neglected due to a lack of belief and confidence in the self to either seize existing opportunities or forge their own pathway. Reflecting on this, I viewed the affirmative actions embedded in CEP as a platform in which to explore how we might *learn to become more employable*, signalling a reappraisal of the self with the aim of fostering greater confidence in who we are. For me, this represents an absolute critical foundation of any successful employability strategy because writing this I know from experience the challenges of overcoming labels put upon me (in my case female, working mother, working class, scouse accent). In a sense, CEP signals my personal attempt to facilitate a space where my students may relinquish labels they may attribute to themselves and begin the re-defining process, freeing themselves from any fixed preconceptions. I view TS as offering one very practical and accessible way to do this.

However, having taught in FE for 14 years I have remained consistently frustrated and mystified by the lack of emphasis on such skills both within curriculum and across institutional employability policy more generally. Both factors appeared to paradoxically contradict the consistent and unrelenting demand for workplace skills as articulated by employers (CBI, 2011, 2012, 2015, 2016).

Therefore, in response, motivations focused on providing a (Derrida cited in Lather, 1991, p. 101) 'becoming space' for my students to not simply identify transferable skills within their course of choice but to facilitate opportunities to enable deeper, more confident articulation(s) and understanding of them (within the context of specific pedagogic experiences encountered). Through project engagement, students mark out their own territory establishing 'a place from which to speak' in a way previously absent (Lather, 1991, p. 8).

The incorporation of a more student-centred, process-orientated (Kolb and Kolb, 2008; Pegg et al., 2012) 'embedded approach' towards further supporting student articulations might not only help us better understand their function but (*Which?* 2014) add 'value' towards the broader student experience.

Thus, this research permitted me to go *off piste* and work outside of the curriculum criteria. In an education system fixated with students as data, CEP opened a door for us to take stock and think about ourselves through a new lens, as we sought to celebrate and prioritise the person behind the data. It was essential that my privileged position as a doctoral student sought to improve how my students viewed themselves as critical players in society and in doing so, deepen their self-belief. Although our methods involved symbiotic interactions that resulted in the co-construction of our suggested IMADE model, individual student responsibility to autonomously articulate skills attributed to the self, outside of the college walls constituted as vital to the project premise.

2.2 PROFESSIONAL CONTEXT

This is the oppressor's language

Yet I need it to talk to you.

(Rich, 1975 cited in Lather, 1991, p. 8)

As a media teacher, I argue here that skills often deemed 'soft' (not including Maths, English and Information Technology which are considered 'hard' skills) have been previously and mistakenly viewed as largely generic and difficult to standardise, equating to a neglected aspect of the curriculum.

Furthermore, the research took place in an FE setting, where remits (Ofsted informed) tend to place narrow emphasis on aforementioned 'hard' transferable skills over all other non-cognitive skills. Instead, CEP prioritised where and how the 'softer' transferable skills manifested in a way that was not previously considered part of daily practice(s).

Thus, the intention of repurposing employability by privileging the 'softer' transferable skills sought to provide a more useful foundation for students (to

continue to build on) as they walk the transition point between FE and maximising their employability *potential*.

2.2.1. The Field

CEP was co-produced *with* my students whilst teaching in a British Further Education (or FE) College, located in the North-West of England. The FE sector (16-19 years) has traditionally offered students a gateway to vocationally-based educational pathways as opposed to more formal academic A Level routes, forming a necessary bridge between compulsory education (5-16 years) and post 18 years or Higher Education.

However, as Lucas and Hanson (2015, p. 41) remind us, “vocational’ does not necessarily equate with ‘employable.” It should be stated that creating the conditions for students to autonomously mobilise the ways in which they might come to think about and articulate their skills was deemed more important than skills for employment specifically.

The research timeframe spanned from October 2015 to June 2016 and the participants involved were enrolled on a Level 3 BTEC Extended Diploma in Media Production (TV & Film) qualification and working towards achieving modules accredited by Pearson Education (aligned to the 2010 specification specifically and not any later revised edition).

Employability is an institutional imperative and assumed a central position within the College’s then future strategy (flyer 2014, personal communication, 10 September). However, the local economy in which the research was undertaken, did not extend to the Media Industry. Conversely, in this respect, it is student transferable skills and **not media specific skills** attained on the course that will enable and strengthen their employability *potential*.

Consequently, Step 4 (Do) encouraged students to think across sector and outside of their media qualification. Thinking both inside and outside of the sector in which the qualification is aligned and by using TS as a route through the student experience(s), articulations add value towards an employability agenda that has seemingly become lost in translation (Wolf, 2011).

2.2.2. Participants

The participants involved were working at Level 3, although on entry, the majority were diagnostically assessed as either Level 1 or Level 2 (see Appendix 1). Hence, this study views individual ability to recognise and articulate the range of skills they have to offer as part of a more personalised skills 'package' (Expert 2 2015, personal communication, 16 November). In spite of diagnostic data obtained, CEP signalled a practical way to further develop more sustainable longer-term student articulations, as a means of supporting their (Deleuze and Guattari, 2013, p. 21) 'own line of flight' as they move forward in life to create their own pathways. Also, mobilising more explicit articulations of transferable skills each student has to offer was considered a necessity (not a privilege) in this project because for some participants involved, 2016 will be their final year in education as they make the transition towards full-time employment. Regardless of level and ability it seems apparent that by not focusing on transferable skills we are denying a student entitlement, as their capacity to sell themselves effectively and confidently (through their transferable skills) is neither required nor evident within current curriculum and institutional policy.

The eleven participants were media students who voluntarily elected to participate in the study as part of their resource based learning (RBL) timetable, meaning their allocated media hours were not affected. The same students engaged in both Phase One and Phase Two of the CEP, as we negotiated and mapped out each stage of the research terrain (see Sections 5.1, 5.2 and 5.3). Taking into consideration the complexities inherent within, not only the meaning of employability but the application of it by learners involved, actions encountered were viewed as an emergent (Freire, 1993, p. 65) 'process of becoming,' as articulations were produced *gradually* (my emphasis) across the research timeframe.

Partly due to the level of learners participating, assuming a more (Knight and Yorke, 2006, p. 12) 'considerate' pedagogic approach accounted for the potential issue that:

Students with lower levels of 'cultural capital' are likely to need increased levels of pedagogic attention if they are to achieve their full potential, and they may require more than a semester to come to terms with the academic demands made upon them (Ibid., 2006, p. 11).

Over several modules, students were encouraged to reflect on their transferable skills. The rationale to facilitate articulations over a sustained period of time allowed (Ibid., 2006, p. 11) 'students to come to terms with practices that may be unfamiliar.'

Put simply, as media students worked towards articulating the skills they had, this subsequently led onto an increased confidence in their capacity to autonomously identify and contextualise transferable skills embedded in their practice(s).

2.2.3. Practice Context

It is essential to differentiate between Lucas and Hanson's assertions of (City & Guilds Alliance, 2015) 'Learning to **Be** Employable' and our attempts towards *learning to become more employable* (my emphasis) in terms of an increased awareness of our skills development and subsequent articulations as a learning process. We were mindful that 'in order to *be*, it must *become*' (Freire, 1993, p. 65), as articulations become orientated in 'the dynamic present' (ibid.) Working towards building greater confidence in what students have to offer the world as a processual series of encounters considered more important than the limited view of employability as simply a destination towards gaining employment.

As Yorke (2006, p. 6) reminds us 'employability is not the same as employment.' In this respect, CEP has always been primarily concerned with supporting the former. As opposed to a prescriptive list of skills to tick off perceived competencies, our actions set out to navigate (Pegg et al., 2012, p. 5) 'skilful practices in context' and places greater emphasis on reflexivity of the self as the nexus upon which our transferable skills oscillate. It was never intended as an 'instant fix' (Knight & Yorke, 2006, p. 7) but a gradual progression *towards* employability, in which graduated articulations prioritised student personal development over and above a list of skills.

Transferable skills literature accessed tends to focus solely on the skills themselves rather than positioning the student herself as central to the deconstruction of them. This may be due to the seemingly vast and complex nature of transferable skills themselves set against an equally complex diverse student population, however we set out to co-devise a more flexible model (YE UK, 2017, p. 2-3) tailored and

shaped towards student autonomy. Articulation and interpretation of their skills considered fundamental composites towards translating their experiences more effectively (Pegg et al., 2012). In doing so, we highlight an evident gap in the field as no studies specific to the FE sector have been found that can demonstrate successful application in this respect (Lucas and Hanson, 2015). Far too little attention has been made towards the relationship between our ability to confidently articulate our transferable skills and how this might contribute towards our self-management of them.

In the acknowledgement that the possession of TS does not necessarily equate to student confidence or belief in their ability to articulate them. It was hoped that by (Knight et al., 2003 cited in Pegg et al., p. 30, 2012) 'making the tacit explicit' stepped interventions might lead to improvements regarding student confidence to translate and articulate their relevance. Through our actions we sought to address an important yet lesser known aspect of transferable skills, what Pegg et al., (2012, p. 28) identify as 'an existing issue surrounding student articulation of such learning.'

2.2.4. Resources

Aside from access to computers (for responding to *Survey Monkey* questionnaires) which were already situated in our daily classroom, resources used were not unlike what you might expect to find in a standard media classroom setting.

Flipchart paper, coloured markers and a wipe board were available in addition to plasticine and *Play-Doh* (should any participant opt to create a 3-dimensional structure as opposed to writing their thoughts). Hand-held cameras were also made available should video or audio be selected by participants, although no single participant chose this option.

A stills camera was used for students to record artefacts created during Stage 1: Identify. Viewed as an opening to the subject matter, participants were initially given the autonomy to choose a method to communicate their understanding of transferable skills. However, as discussed in Section 5.1, much of the evidence generated proved difficult to interpret (aside from mind-maps where identification of transferable skills is clear) therefore a *Survey Monkey* ranking solution was sought.



Figure 3

2.2.5. CEP (*What it is Not*)

As incorporated into CEP's full title, confidence to map and articulate transferable skills is considered of fundamental importance *towards* the challenges employability presents. However, we acknowledge that they constitute one strand of a much broader umbrella term, alongside other core benchmarked indicators or outputs such as (Crown, 2016, pp. 33-34) destination data, NSS feedback, and academic performance.

To add and of critical importance, experiences to be gained from undertaking industrial placements or work-based learning (Pegg et al., 2012, p. 35) are fully recognised, not forgetting the potential benefits that may come about as a result of opting to take a gap year (Mary Curnock Cook 2017, cited in Yorke, H., *Telegraph Online*, 25 April). Such employability related opportunities should not be underestimated. Nevertheless, we specifically chose not to address such avenues within this study, primarily because we came to view transferable skills as

something that can be developed in the classroom. Whereas gap year and WEX opportunities are considered additional bolt-on entities and are not necessarily inclusive and accessible to everyone. Furthermore, our motivations centre around a much less understood yet arguably more important aspect of the wider employability framework; being student confidence and ability to autonomously recognise and articulate the skills they carry and develop through their selected course of choice.

To restate, it is important to reinforce to the reader that we took graduated steps *towards* employability for we felt, a more considered, tentative, and student-led methodology might prove more beneficial. Particularly given our observations on the rhizomatic functionality of TS in addition to the evident diagnostic data (Appendix 1) in relation to the variant academic levels of participants involved.

3 RESEARCH ETHICS

In accordance with Bournemouth University's (BU) *8A Code of Practice for Research Degrees* (Policy, Procedure and Guidelines, 2013-2014, personal communication), chair approval was sought prior to Phase One (Appendix 2).

Viva transfer was also approved (Chair report 2015, personal communication, 17 September).

Additional approval was sought regarding changes to methodology involving the unanticipated integration of *Survey Monkey* as a method, (E. Papadopoulou 2015, personal communication, 20 March). Subsequent BU chair approval for Phase Two was also sought and obtained (Appendix 3) post viva.

Participant information sheets or PIS (see Appendix 4 for example PIS form). consent forms (see Appendix 5 for example consent form) in addition to information and assent forms (including both 16-17yrs and 18+ versions) were devised (see Appendix 6 for example assent form) and approved by Bournemouth University prior to the data collection process.

Amended versions of PIS and consent forms were devised for those individuals who contributed to additional interviews (including a Media Specialist, Employability Co-Ordinator and ex-media students) that ran parallel with our PAR actions in class. Associated hard copy documents signed by all contributors (including parents of participants where appropriate) were distributed to participants prior to data collection and hard copies retained.

The BU online ethics checklist was also completed.

3.1 AN ETHICALLY CONSIDERATE APPROACH

Pre-emptive procedural and non-procedural ethical considerations were identified prior to starting Phase One (see summary in Appendix 7). The right-hand column presents a review of how I managed ethical challenges encountered. It was the intention that the same participants who agreed to participate in Phase One constituted the selection for Phase Two, as the project outcomes were dependent on continuity of engagement.

For specific session details, see Appendices 8, 9 and 10 where both participant differentiation (due to diagnostic academic level) is factored into planning and actual participation was communicated throughout **as optional**.

It was important that Phase One phase did not lead participants into producing or making data that they believed I, as primarily their teacher, might have been looking for. In order to address the issue of potential coercion and to optimize the potential for what Margolis & Pauwels (2011, p. 8) term a 'naturally occurring' context, Session 2 involved my absence during the data making stage (see Appendix 9).

I had previously encountered the limitations of working with forced methods and materials on my Master's degree project entitled, 'Death of the Teacher?' (You Tube, 2010). Based on that experience and due to the level of learners, it was important not to engineer particular methods or block out potential possibilities of communication for those participants (who may prefer to use other preferred methods for instance write, sketch mini vignettes or record on audio for example). I knew from diagnostic data calculated on entry that 9 participants were Multimodal (see Appendix 1) and would benefit most from a range and combination of pedagogic strategies, therefore the construction of Session 1 seemed the most ethically considerate approach to take (Appendices 8, 9 and 10). See sections 2.2.2 and 5.2.1 for further discussion on group composition.

Allowing all participants, the necessary time to explore self-selected methods was built into design (see Appendix 11). Whilst facilitating individual learner styles was also integrated into differentiation planning and worksheet activities.

Pink (2013, pp. 49-69) warns about the perils of pre-determined method selection primarily relating to issues of context, appropriateness and ethics. As I became more interested in exploring the idea of methods having their own biographies (Pink 2013; Rose 2012), the possibilities of what type of data this might generate within my own research context was a consideration at that time.

As CEP's premise is dialogically rooted in the celebration of individual student ability to articulate and voice their unique understanding of the transferable skills attributed, ethical considerations were consistently aligned to all actions taken

across the research timeframe and considered central given the research problematic itself.

From inception, subsequent actions have been mindful of ethical considerations, as discussed in more detail in Chapters 5 and 6, and as particularly made explicit in 'student graduated articulations' (See Section 6.3). Positioning students as 'co-authors of the action' (Freire, 1993, p. 161) represents a step closer towards equality in this respect. In facilitating a *learning to become more employable space*, we continued in the hope that student participation in the processes involved in CEP might help them become 'more effective operators in the world' (Knight & Yorke, 2006, p. 21) as they move forward in life towards creating their unique career pathway(s).

Problem-posing education is revolutionary futurity... it affirms women and men as beings who transcend themselves, who move forward and look ahead, for whom immobility represents a fatal threat, for whom looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future (Freire, 1993, p. 65).

4 LITERATURE REVIEW – AN OVERVIEW

Due to the nature of the research problematic, although crossover of fields inevitably occurred, the literature review was conducted across what are broadly categorised as the following key areas of interest:

- Historical context of the skills agenda in education
- The challenges of defining transferable skills
- An assessment of current models *for* employability
- The identified gap of student articulations as a more meaningful route towards an effective employability strategy

For reader clarity, I have created a summarised roadmap below highlighting how the literature speaks with associated fields accessed (for listed sub-fields see Contents on page 5) and original research questions. Thus, serving to highlight the evident gaps in the field, gaps we believe our research addresses.

Embedding the Skills Agenda – A History Rewound

Contextualising the skills agenda firstly sought to explicate the complex nature of employability today and discusses the fractured dynamic central to the institutional, political and economic forces at play. In response to our first research question, *‘how might we capture transferable skills (considered soft) that students accrue and develop on their chosen course in a way that they understand’?* given the context of the sector, subject and academic level of participants, literature in section 4.1 seeks to justify the blank page from which the project was originally conceived. To add, it incorporates our aim of navigating employability discourse using a language that students can understand. Prising out articulations considered fundamental to justifying student comprehension of skills attributed.

Transferable Skills and Conflicting Problems of Term

The broad spectrum of transferable skills and lack of a universally agreed definition was viewed as an opportunity for us, to define transferable skills for ourselves. It prompted the project premise of positioning the student as central to understanding them, as opposed to working with a pre-defined list, as collated by one single

author or organisation. Literature in section 4.2 provides a rationale for origins of Step 1 (Phase 1): Identify, which then led onto the subsequent steps that allowed student articulations to progress and take shape.

Moving Towards a New Pedagogy

By researching established models *for* employability, literature found in section 4.3 illuminates an explicit gap in the field. As a transferable research output – our suggested IMADE model offers both a flexible and practical model for other practitioners and students to adopt/adapt in a way that current models fail to do (see Section 4.3.3). By focusing on articulation of transferable skills specifically we not only offer an original contribution to the field but we present a generic model for other stakeholders to test out in their own setting. In doing so, we answer two further research questions, *‘how can articulations be evidenced over the research timeframe in a way that indicates progression?’* and *‘by what means might methods prove transferable as a research output?’*

Mind the Gap: Articulations Lost in Translation

Increased student confidence to articulate their transferable skills through their practice informed our observations that:

- 1) Transferable skills are deeply personal, in that they are contingent on the interpretation and context of the student experience, and
- 2) With greater autonomy came diversification of skills referenced to the point that student capacity and confidence to diversity equated to the rhizomatic viewpoint and served to validate and legitimise our assertions on the creation of new knowledge.

The findings above enabled us to then co-frame transferable skills as processual, in a constant state of re-definition, always in transit and therefore subject to student interpretation and articulation. By rethinking our transferable skills in this way, definitions attributed to them derived directly from the individual student experience. Consequently, as students progressed through the 5 IMADE steps they came to develop an arguably more meaningful understanding of them. Individual student

outcomes are therefore analysed through post-structural lens because whilst each student re-defines their skills they simultaneously free themselves from static definitions. This very process heightened a critical consciousness in relation to student autonomy and the role articulations play in relation to the construction of our skills and how we go about communicating them.

Literature found in section 4.4 sets out to respond to our fourth research question, namely, *'In what ways has our engagement in CEP challenged the way transferable skills are viewed by students and furthermore, how might this contribute towards employability discourses moving forward?*

4.1 EMBEDDING THE SKILLS AGENDA – A HISTORY REWOUND

By doing employability differently (with emphasis on articulation of transferable skills specifically) CEP sought to counterbalance the increasingly prevalent neo-liberal discourses that have emerged (particularly over the past 30 years) as central. To date, both political and institutional discourse(s) have continued to reside with measuring perceived key markers of employability success such as work experience, student placements, mining destination data, alongside a consistent, somewhat relentless narrow attention to Maths, English and Information Technology as skills that matter most. In seeking to address such limitations, we consciously and unapologetically position student ability to articulate the softer transferable skills, attributed through their practice(s), as carrying greater practical value and meaning for students.

By reclaiming student agency as originators of their own employability discourse and in working towards raising critical consciousness in order to improve self-perception of the range of skills attributed, we hoped to forge greater connectivity, personal significance and resonance in a way that established neo-liberal indicators fall short. In response therefore, CEP assumed a more ethically considerate approach by starting with the premise that the individual student right to access or share a space in which to question and express their transferable skills, *in equal measure*, became for us, the nexus upon which their employability potential hangs.

Whilst focusing on articulations, CEP sought to address a much-overlooked aspect of the employability agenda. By exploring student articulations head on, CEP hoped to customize comprehension by placing the student experience(s) as central. Using student language itself, as differentiated and aligned through their practice(s), unique articulations demonstrate progression *came into effect* (see sections 6.3, 6.4 and Chapter 7). By embedding and articulating employability for ourselves, we thus offer a fresh perspective in applied employability in a way previously absent in literature accessed, as I will discuss further in this chapter.

Twenty years prior to our research timeframe (October 2015 - June 2016), rationalisation behind the implementation of CEP can be traced back to Dearing (1997) when explicit callings towards a sharper focus on employability and value for money (as a result of greater student tuition fee contributions) became integrated into the heart of educational discourse. Identifying actions (as part of a twenty-year

vision), he recommended the need for institutions (Ibid., 1997, p. 372) ‘to increase the extent to which programmes help students to become familiar with work, and help them to reflect on such experience... including ‘potential stopping-off points’ providing intended programme outcomes in terms of ‘key skills: communication, numeracy, the use of information technology and learning how to learn.’ As cited here, meeting (Ibid., 1997, p. 1) ‘the needs of the United Kingdom’ as a primary signifier of educational remits (both in tangent and entangled with economic labour market forces) is a narrative that continues to play out today and one that looks unlikely to change in the foreseeable future. Therefore, CEP becomes somewhat aligned with what Weedon (1987, p. 98 cited in Lather, 1991, p. 117) observes as “a battle for the signified – a struggle to fix meaning temporarily on behalf of particular power relations and social interests.”

4.1.1. The Birth of the ‘Knowledge Economy’ – A Brief History

Co-devised actions and reflections integrated within the design of CEP are not simply a result of responding to challenges evident in literature accessed. Moreover, the need for a more flexible co-constructed model *towards* employability that provides a pedagogic framework for teachers and learners alike (of which CEP presents), can be traced back to the early eighties. This period of time signalled the decline of the industrial backbone of the British workforce and associated heavy industries (textiles, steel, mining, transport) as a direct result of the then newly emerging ‘knowledge economy.’ Since then, fledgling government attempts to respond to such societal shifts compounded by a conflicting array of successive ministerial changes, spurious policy reforms and a total of 13 parliamentary acts, as listed in *City and Guilds* (2014, p. 8) including Employment and Training Act 1981, Education Reform Act 1988, Learning and Skills Act 2000, and latterly Education Act 2011 have adversely impacted on the ever-evolving FE remit and only equate towards an identity at odds with itself.

The following review documents make explicit the impact of such changes, ‘From Baker to Balls; the foundations of the education system’ (Children, Schools and Families Committee, 2010), ‘Sense and Instability: Three decades of skills and employment policy’ (City & Guilds Group, 2014) and more recently, ‘Social Policy in a Cold Climate’ (London School of Economics, Working Paper 14, 2015).

The 'Rigor and Responsiveness in Skills' (Department for Education or DfE/ Business Innovation and Skills or BIS, 2013) document is mirrored in the online content of the then *National Careers Service* (2012) where the primary narrative focused on responding to market forces and skills expectations.

Relating to training and skills, historically the FE sector bore witness to a succession of catastrophic errors as exemplified through a plethora of failed initiatives (City and Guilds 2014, p. 9) such as *Youth Training Scheme* (YTS), *Train to Gain*, *Adult basic skills*, and *Education Maintenance Allowance* (EMA). The impact of which, only serve to confuse and frustrate staff and students by undervaluing sector perception and detracting from the potential for clarity of vision on its value and purpose. Thus, CEP signals a contemporary de-centring of transferable skills embedded in what McDougall (2006, p. 1) refers to as, 'subject media' demanding more personalised pedagogic approaches *towards* employability, as derived from course content. Motivations rooted in positioning student identity as central in the hope they make a more successful transition from education as they *learn to become* more employable. Perhaps more pertinent, actions were aligned towards building confidence to reshape how students might perceive and articulate themselves as individuals and celebrate what they have to offer society.

4.1.2. The FE Sector and the Struggle to Assimilate

The FE sector has transformed from one originally technically orientated with the introduction of occupation specific *National Vocational Qualifications* (NVQs) and *General National Vocational Qualifications* GNVQs in the eighties leading to the emergence of *BTEC National Diplomas*, designed to diversify vocational pathways as a means of widening participation in the 1990's under Tony Blair (1997-2007). More recently, in response to the current economic downturn, the focus is clearly on responding to market forces (DFE/BIS 2013; Crown 2016), a closer alignment with employers, as identified in Wolf (2011), CBI (2012; 2016), and the return to apprenticeships (Richard, 2013; Lucas & Hanson, 2015). As Wolf highlights the sweeping up of young people not in employment, education or training (or NEET's) between 1997 and 2010 only resulted in a (Wolf, 2011, p. 7) 'churning' out of young

people from courses deemed to have little economic value, a claim it should be noted that CEP refutes.

Given the context of my own experiences in FE then and in response to Wolf (2011), I put forward, the 'churning' of disparate and contradictory policy has proven unhelpful for teachers. The introduction of the *Creative Media Diploma* represents a clear example where impact has been felt. Back in 2010, we (Wardle and Walters, 2012) co-devised a chapter for 'The Media Teacher's Handbook' on the *Creative Media Diploma* as an opportunity for change. Designed in conjunction with the *Sector Skills Council* (or *Skillset*), the qualification was viewed as a more unified composite model, responsive to industry needs. Critically it incorporated the integration of 'Personal Learning and Thinking Skills' (PLTS) elements. In the period of time between writing the chapter and publication, the coalition government had abruptly abolished the *Creative Media Diploma* qualification without attention to either implementation or effectiveness of pedagogic outcomes. Building on issues highlighted in Tomlinson (2004) and what was broadly viewed a missed opportunity for a reform that works, I suggest here that this decision represented a missed opportunity for 'subject media' specifically as 'graduates with less sought after qualifications and experience need to make a realistic assessment of their skills and competencies and the options available to them and find ways of maximizing their potential' (Purcell et al., 1999 cited in Holmes and Miller, 2006, p. 655). To add and equally pertinent, our research took place in a college in the North-West of England, where opportunities to guarantee all students an industry sector placement are simply not viable. Rightly or wrongly, the majority of media companies seek (at the very least) graduates and not Level 3 BTEC media students. Also, should some of the less prepared and immature students be accepted for a placement, the reputation of the institution may be affected and negatively impact on the potential for any long term sustainable relationship. Taking such factors into account, CEP can be viewed as a revival of that missed opportunity, a chance to reappraise the PLTS elements through a revised lens, crystallising and codifying TS as raw ingredients, seeking to empower student autonomy to mobilise articulations *towards* employability as a step towards all students reaching their potential.

The *National Children's Bureau* concludes their 'Measuring Employability Skills' policy document by identifying actions for future development, a (Lather, 1991, p.

101) “becoming space” in which our actions assimilate. Blades et al. (2012, p. 35) state:

It seems a sensible next step is to agree more widely on a framework of employability skills... begin to collate existing assessment tools to be piloted in forthcoming evaluations, which should include some more nuanced analyses examining, for example, which programme components are associated with young people’s employability skills...

In, the *Learning and Skills Improvement Service* (or LSIS) policy document entitled, ‘The further education and skills sector in 2020: a social productivity approach,’ Buddery et al. (2011, p. 10) state that a key mission for the FE sector is to ‘become the ‘skills for society’ incubators – providing the skills to create the Big Society.’ Pertinently however, the report fails to provide specific guidance on identification or implementation in everyday practice(s), reaffirming a gap this research addresses. The tone and content of the LSIS findings are mirrored in Wolf (2011) and its notable scepticism (Wolf, 2011, p. 22) of ‘the labour market value’ of such vocational courses (such as ours) under investigation. By de-centring our TS, CEP brings to the foreground articulations on our skills mapped out of our experiences on the course. In doing so, actions and reflections add value towards the broader learner experience in a way previously not part of our practice.

By looking both inwards, our actions become something more akin towards what we might term, *transferable skills for society articulators*. Assuming greater autonomy (towards enhancing student confidence to self-manage their articulations) on TS usage, by default participants become more able to counteract potential cynicism towards their chosen subject. Hence the ability to effectively articulate TS may form the foundation of any defence (should students be confronted with an employer who is uncertain of such value). Assuming a more optimistic tone, at the very least, it may enable greater conviction to sell oneself (for instance during interviews) as each student works towards enhancing their life chances.

As stated, the logistics of the successful application of policy into practice remains somewhat (Pegg et al., 2012, p. 21) ‘elusive’ for teachers and students equally. Since beginning to teach ‘subject media’ back in in 2003, transferable skills (in relation to employability) have remained absent from CPD activities, failing to go beyond generic marketing information (email 2014, personal communication, 23 October).

Therefore, our research contributes to further understanding in the field because it is assumed (in both policy and institutional documentation) that teacher knowledge and ability to map transferable skills embedded into our courses occur as if by osmosis.

4.1.3. Greater Accountability – Addressing the ‘Mismatch’ between Employability and Institution

Reminiscent of suggestions put forward in Dearing (1997) more recent literature indicate a movement towards even greater institutional accountability. Further reinforcement of actions in respect to his recommendations can be found in the newly reconfigured (Crown, 2016, p. 62) ‘regulatory architecture’ which delivers an all-consuming revision of the HE sector with consumption at its core. The proposed restructure includes the creation of a designated *Office for Students* (repositioning the notion of student-as-consumer at the heart of the new structure) alongside its stated, ‘transparency duty’ (Ibid., 2016, pp. 57-60) where data outputs on value and quality of TEF can be measured. Whilst providing the broader context of our study, perhaps more pertinent to project motivations, is a renewed emphasis on the ‘mismatch’ (Ibid., 2016, p. 42) between education and employment, further echoed in *Youth Employment UK* (2017, p. 4) as recent as last year.

As a result of the publication of *Success as a Knowledge Economy* (Crown, 2016) and in accordance with student demands (CBI/ NUS 2011; *Which?* 2014) the role of ‘soft skills’ also look to regain prominence. As transferable skills assume centre stage, rebranded as a means of providing value for money, from a holistic learner experience and economic stance (adding an additional dimension to course content as well as enhancing employability potential). Thus, veering us in the direction away from prior and arguably ineffective discourses towards one of action; co-creating a discursive pedagogic space in which to address the identified absence of articulations specifically. Student as meaning-maker as a route to maximising their employability potential forms the agenda from which CEP derives.

In an education landscape where our pedagogic actions might mobilise more meaningful outputs, CEP signals a pause point where reflexive practice on our TS (as an embedded concept) assume greater personal traction as they oscillate around student identity. It is essential to remind the reader that actions taken are

not solely aligned towards institutional or political discourse(s) discussed above but rather our study presents a case towards more meaningful articulations in terms of student comprehension of them. In doing so, we not only forge greater connections (through the student experience) but perhaps by reappraising TS we might come to unlearn prior misconceptions by positioning the student herself as central to their operation. Lucas and Hanson, (2015, p. 48) would refer to this as 'theory in use.' Our actions and reflections oscillated more around the student as meaning-maker upon which TS manifested whilst engaging in processes of *learning to become more employable*. Thus, participants come to view themselves more as (Freire, 1993, p.164) 'owners of labour' whilst engaging in the processes involved in mapping and doing their TS. Articulating transferable skills enables students to comprehend this aspect of employability more fully. Our (Lather, 1991, p. 15) 'interactive productivity' allowed us to live out the suggested recommendations highlighted in employability literature accessed.

In (Freire, 1993, p.164) 'humanizing that reality' for ourselves, we might begin to rethink transferable skills as fundamental toward unlocking, not only our learning experiences on course but more towards greater self-understanding in terms of self-management and autonomy to express the skills we have to offer. CEP comes to represent more of a self-reflexive project; co-framing our own employability agenda (outside of dominant discourse we believe to be unhelpful) in order to discover the possibilities for understanding our actions.

4.1.4. Re-Defining 'Subject Media' for the 'Knowledge Economy'

In the online version of the *Manifesto for Media Education* (2011) or MME, I offered my contribution (at the time) on the purpose of media education and how I envisaged it moving forward. Looking back, CEP builds on key strands of that discourse purported back then but critically, it differs in two ways signalling a clear departure in thinking. Firstly, it moves towards action in order to make the rhetoric live through practice (articulations) and secondly, by thinking outside of 'subject media' itself and focusing on transferable skills. Statistically, at best, one or two percent of my students (over the course 14-year teaching media) will actually secure long term permanent media industry employment. Further justifying the origins of CEP.

Similarly, in *Current Perspectives in Media Education*, McDougall (2013, p. 176) blames, 'our obsession with 'The Media'' as an object of power as well as our rejection of the 'employability discourse and training modality altogether' to account for curriculum confusion and routes on exit from media courses generally.

In addition to curriculum reticence to engage in employability discourse, as suggested by McDougall (2013), Buckingham (2003) is equally sceptical about the promises of vocational courses (preferring to use the term 'pre-vocational') such as the BTEC Media production, in terms of equipping (Buckingham, 2003, p. 99) 'students with adequate skills for jobs, or whether they are recognized to do so by the industry.'

It is worth reminding the reader it was not CEP's intention to focus on transferable skills for purposes of (Wardle, 2013, p. 4) 'developing a generation capable of leading the world's creative industries in order to grow GDP' but rather, put simply, to formulate a more nuanced, personalised understanding of them. As a consequence, students may accrue greater meaning in relation to the potential (currently somewhat invisible) benefits to be extracted within their core subject.

In accordance with Buckingham (MME, 2011), actions inherent within the reappraisal processes whereby we unapologetically seek 'to cast a dispassionate eye on what really happens in the classroom, however awkward or painful' were deemed necessary.

In doing so, we offer a more considered and reliable response to evident institutional and policy demands. Additionally, to echo sentiments of McDougall (2013, pp. 175-187), 'to discontinue academic tendencies to fantasize about media education rather than base dialogue around what is being done and how it is done?' As a result of our engagement, whilst we present challenges encountered when embedding transferable skills alongside curriculum, we were **able to extract five key methods** that generated more confident student articulations. Our IMADE model signals a blueprint *towards* employability as 'an operational reality' (Knight and Yorke, 2006, p. 14) because as a direct result of practical interventions, student progression (to articulate) came into effect, as I will discuss further in Chapter 7.

Therefore, bringing my own subject into the spotlight, as Knight et al., 2003 (cited in Pegg et al., 2012, p. 30) state, by making the 'tacit explicit,' we unearth an arguably

latent yet fundamental component of a vocational media qualification such as the BTEC Extended Diploma under investigation. Using transferable skills as a starting point, we sought more meaningful (to us) articulations towards employability. Viewed as a (Derrida 1981 cited in Lather, 1991, p. 101) “‘becoming space’” where we can think and act with one another into the future in ways that both mark and loosen limit’ of our understanding. We fully acknowledge our outcomes as ‘the unfinished character of human beings and the transformational character of reality necessitate that education be an ongoing activity’ (Freire, 1993, p. 65).

4.2 TRANSFERABLE SKILLS AND CONFLICTING PROBLEMS OF TERM

Over the past two decades, most research on transferable skills refers to them in terms of the evident various taxonomies and as diverse lists across a spectrum of skills, an issue further exacerbated and continuously re-shaped by shifting markets, associated economic expectations dependent on information source.

For instance, as recent as 2011, the Confederation for British Industry in collaboration with National Union of Students cite (CBI/ NUS, 2011, pp. 13-14) the following transferable skills into their suggested model (although limited to a constructed list produced by them). Identified skills here are grounded towards a positive attitude or (Pegg et al., 2012, p. 19) “can-do” approach:

Self-management

Team working

Business and customer awareness

Problem solving

Communication

Application of numeracy

Application of information technology

However, by 2016 in collaboration with Pearson, discourses start moving away from lists and more towards language relating to the notion of both personal development and individual behaviour(s). They (CBI/ Pearson, 2016, p. 7) report, 'there should also be emphasis on helping young people develop their self-management and personal behaviour.' Although published since our CEP timeframe ended, such a manoeuvre of discourse towards a more personalised view of employability further validates the approaches taken and methodology used in this project (see Chapters 5 and 6).

Likewise in the publication *Learning to Be Employable*, whilst targeting the FE sector as primary stakeholder, Lucas and Hanson (2015, p. 6) assert their own understanding of employability by differentiating between employability 'habits' as including; 'self-belief,' 'self-control,' 'perseverance,' 'resilience,' 'curiosity,' 'empathy,' 'creativity,' and 'craftsmanship' whilst simultaneously identify transferable skills as; 'communication,' 'time management,' 'self-management,' 'problem-solving,' 'team working,' and 'giving and receiving feedback.' To add, within this one document, Lucas and Hanson discuss a total of nine diverse taxonomies (Ibid., 2015, p. 3) as put forward by a range of different authors, each positioning incongruous definitions of transferable skills. Thus, adversely impact on the possibility of creating a universally agreed taxonomy of skills.

Whilst attempting to provide guidance for teachers within the sector, they unnecessarily exacerbate the problem by linking them to (Ibid., 2015, p. 6) 'habits of mind' and 'character' only resulting in further problematising our grasp of them.

In the most recent list accessed, the top five transferable skills, as constructed in YE UK (2017, p. 2) are, 'communication, teamwork, problem-solving, self-management and self-belief.' To elucidate fuzziness of terms that give rise to confusion, we might take 'self-belief' as one example. It is identified as a 'core' transferable skill here but categorised as an employability skill in Lucas and Hanson (2015). Paradoxically, it fails to make the skills list, as constructed in CBI literature on skills.

To the present day, as interchangeable lists are seemingly ever-prevalent throughout literature accessed and only prove unhelpful for teachers and students, we believe this contributes towards the potential for disengagement with them. This difficulty, as specifically identified in Pegg et al., (2012, p. 5) where they assert, "we

argue that employability is not about lists or categories of skills,' helps to justify approaches taken within CEP. We set out to counterbalance the multiple meanings engendered through the various available taxonomies by creating our own transferable skills agenda. In 'marching under the same flag' (Lucas and Hanson, 2015, p. 239) we might arrive at a deeper and more meaningful point of understanding by voicing our own panacea of skills. The processes involved in decentring our TS and initialising a more open and personalised structure enables student identity and voice to determine the direction of learning. Therefore, the co-framing approach becomes more in sync within a more contextualised definition of employability, as stated in Cole and Tibby (2013, p. 9):

Definitions of employability have shifted from demand-led skills sets towards a more holistic view of 'graduate attributes' that include 'softer' transferable skills and person-centred qualities, developed in conjunction with subject-specific knowledge, skills and competencies.

Three years later, although politically grounded in the reconfiguration of the HE sector, stressing the importance of assuming a longer view in relation to TEF and making direct reference to 'soft' (we prefer transferable) skills as integrated into pedagogy, Crown (2016, p. 43) states:

We expect higher education to deliver well designed courses, robust standards, support for students, career readiness and an environment that develops the 'soft skills' that employers consistently say they need.

It is vital to note that although discourses become increasingly focused towards an (Pegg et al. 2012, p.12) 'embedded' curriculum, they simultaneously gravitate more towards the individual student. Although the author of this thesis prefers to use the term 'biographies of knowledge' (Walters, 2016) to classify the skills we own (as formed through our history and attributed to our identity) over the term of 'performance character,' Lucas and Hanson (2015. p. 41) positions the same challenge within an FE context:

Employability as a core concept can sometimes exist more at the level of various occupational pathways than as an embedded concept. We believe that learning for

employability could be enhanced if performance character were seen as a key component of a more strategic approach to developing employability in all learners.

4.2.1. Reasons for Resistance

Should the reader accept the notion that thinking about TS has shifted from a prescriptive list and has since become displaced by each unique student and add to the equation the idea of an (Pegg et al., 2012, p. 12) 'embedded' curriculum, it is not difficult to comprehend why employability as an institutional remit is met with some resistance. For it could be argued that what was originally considered a difficult problem (expansive lists) has become even more complex.

Concurrently, however we decide to categorise transferable skills, both policy and institutional remits increasingly allude to their importance specifically and pedagogically rooted towards servicing the emergent (Crown 2016) 'knowledge economy.'

Such external and institutional pressures make transparent reasons why teachers and lecturers alike have come to challenge the very notion of the centralisation of employability based on ideological, practical and experiential factors. As evident in Pegg et al., (2012) lack of training in the pedagogical skills to implement such changes, pressures of time in an already compact curriculum and the challenge of 'embedding generic skills in the curriculum alongside discipline-specific knowledge' (ibid., 2012, p. 42) are still considered daunting. To add, Cole & Tibby (2013, p. 5) remind us of the stresses of excessive 'workload' as a core reason for such resistance.

When asked why 'softer' skills (non-IT, Maths and English) were not currently part of the inspectorate Ofsted framework, data extracted from interviews obtained revealed two key challenges that CEP inherently challenges and seeks to address. The first, as Expert 2 (2015, personal communication, 16 November) puts it, 'there isn't any definable benchmark to mark people against' whilst a second source of opposition targets the validation process. In the same vein, Expert 1 (2016, personal communication, 18 January) observes that, 'particular types of knowledge and particular ways of being assessed are valid.' The notion of benchmarking here is aligned with institutional indexes for employability and infer the ease at which data is produced, reported and accessed.

Our research sought to free us up from ascribing to the notion of benchmarking TS, in that meanings associated with TS were considered of greater importance for us than the security of applying specific and predictable measuring tools. Also, graduated articulations, unique to each student and communicated using language they understood (across as a series of revised definitions) offer 'rereadings of representations in every form of information processing' (Dumont, 2008, p. 105). Thus, led us towards self-validation in relation to interpreting (and not assessing) student knowledge development.

In placing emphasis on student autonomy to mobilise articulations and by running CEP *alongside* (and notably not in addition to) the curriculum, we sought to reduce teacher workload. Whilst the facilitation of an embedded "becoming space" (Derrida, 1981, cited in Lather, 1991, p. 101) is necessary, actual responsibility of employability ultimately rests with the student himself/ herself as integral to their personal development planning and should be communicated and facilitated as such (Holmes & Miller, 2006; Pegg et al., 2012; YE UK, 2017). At the same time, aligned with Dearing's recommendations, acknowledgement of the responsibility of cultivating such a pedagogic space resides with the teacher as 'a means by which students can monitor, build and reflect upon their personal development' (1997, p. 372).

4.2.2. Re-Defining Transferable Skills (For Ourselves)

While definitions of the term 'transferable skills' vary across literature accessed, this paper will use the definition as suggested by Bridges, who viewed them more as an enabling process focusing on student ability (Bridges, 1993 cited in Yorke, 2006, p. 13) to 'select, adapt, adjust and apply [his or her] other skills to different situations, across different social contexts and perhaps similarly across different cognitive domains.'

The difficulty here is twofold. Even if students possess TS, their ability to articulate them is taken for granted. Furthermore, as Knight and Yorke, (2006, p. 2) reminds us, 'the 'transferability' of skills is often too easily assumed.' Far removed from a simple transference process, the personalisation of TS across multiple contexts shifts

meaning of them, moving students towards “a weave of knowing and not-knowing which is what knowing is” (Spivak, 1987 cited in Lather, 1991, p. 49). Therefore, student ability to differentiate between contexts involves a belief in their own autonomy to self-regulate and articulate TS accordingly; it is a ‘shape-shifting’ process (Taylor et al., 2014, p. 16).

Extending on ideas originated by Claxton (2002, 2008) of *Building Learning Power*, Amalathas (CFBT, 2010, pp. 26-27) positions transferable skills within a ‘learning to learn’ context and explains how the term is used differently depending upon context, country and policy document.

As referred to in the introduction, my own participation in CEP represents a new way of becoming for me as a teacher, particularly in respect to our attempts to successfully facilitate (and evidence) more localised strategies towards embedding transferable skills into our curriculum moving forward.

More recent American examples of self-study include Beeman-Cadwalladera et al. (2014) Koster and Van Den Berg (2014) and Taylor et. al. (2014), who not only purport but valorise the local as opposed to the global as a site for change. By looking inwards and positioning TS as central towards the student identity, for us, this alleviated the interchangeability of terminology. Also, as actions gravitate towards employability as a life-long process, we believe strategies will benefit the learner more because they are orientated by each unique student and therefore more likely to resonate in the long term.

Consequently, as was the case for us, TS themselves came to harness a somewhat rhizomatic functionality (Deleuze & Guattari, 2013, p. 12); diversification and re-appropriation emerged as a result of increasing student confidence to articulate themselves (as demonstrated in Section 6.3). I further justify transferable skills as carrying rhizomatic functionality in Section 4.4 and in Section 7.4.

4.3 MOVING TOWARDS A NEW PEDAGOGY

As Pegg et al., (2012, p. 42) remind us, it cannot be assumed that teachers possess the relevant pedagogical skills to implement such changes as careers and curriculum have traditionally operated in separate silos of expertise. Therefore, although new to us, our actions (and subsequent IMADE model) represent an open and flexible pedagogic strategy intended for other teachers and students to use, particularly for those who are responsible for curriculum design. See Section 7.6, 'Implications and Recommendations' where additional guidance is provided on how this works in practice. The FE sector continues to signify a field where little evidence-based examples of embedding transferable skills can be found, therefore we offer a new opening in this respect.

Although published since CEP's research timeframe ended, Lucas and Hanson (City and Guilds, 2015, p. 50) clearly confirm this to be the case today:

In considering pedagogies for employability it is important to recognise that much of value in terms of teaching and learning is informal and exists in the 'co-curriculum'. The term 'co-curriculum' is widely used in HE, where it describes any activity which falls outside the 'academic curriculum'. Curiously, in FE the idea is underdeveloped.

Whilst alluding to approaches for employability as a (Ibid., 2015, p. 6) 'habit of mind', paradoxically they articulate a sense doubt in relation to the usefulness of such approaches under discussion. At the same time as suggesting ideas they simultaneously (Ibid., 2015, p. 49) admit 'we note a lack of detailed evidence of the effectiveness of particular methods.' Critically, this appears somewhat indiscriminate and vacuous, particularly taking into account the vocational premise on which, to date, the ethos behind the City & Guilds Alliance qualifications exist. As a result of our own explorations and in relation to our short-term aim of mobilising articulations, analyses of student articulations indicate meaningful shifts (as evident in Chapter 6) have occurred.

Additionally, based on our findings (Chapter 7), caution should be taken whilst referencing employability as 'a state of mind' as this jointly neglects the importance of a) mobilising articulations towards a *process of becoming*, articulations are not a static entity and critically such shifts can only be developed over time, it is a 'slow learning' (Claxton, 1998) process. Secondly, it negates the interchangeable nature

of transferable skills and the ways in which as student articulations developed and diversified across the five IMADE steps.

4.3.1. *Desperately Seeking a Learning to Become More Employable Curriculum*

Thereupon seeking to enrich secondary sources of literature accessed here, in order to determine reasons for the apparent and continued ‘mismatch between what young people are being taught and the skills which employers are seeking in candidates’ (YE UK 2017, p. 4), I decided to obtain responses from two specialists deriving from two traditionally diverse fields, firstly media education (Expert 1) and secondly employability (Expert 2). See Section 5.3.1. for short biographies.

Intended to facilitate a more dialogic approach towards the problematic of embedding transferable skills parallel with a vocational media qualification, the strategy emphasises a more personalised struggle for comprehension on the problematic as the subject matter was new to me (as both researcher and teacher) whilst equally serving to further project validation.

Interestingly, one expert points to the Confederation of British Industry (or CBI) as an organisation who continues to place emphasis on the softer skills. Referring to the CBI, he (Expert 1, 2016, 18 January) considers them ‘not normally our friends... are still articulating them.’ As an experienced media educator, here Expert 1 alludes to the CBI as a potential source of defence regarding any additional value to be extracted from media courses. In this respect, the CBI are deemed allies in the in struggle towards validation. Media qualifications are inherently bursting with transferable skills, however latent they may appear. In consciously de-centring this aspect of our course, student articulations contribute to a new discourse on the broader benefits (or value) to be gained.

As previously discussed, students involved in the project are not considered high-level learners, therefore their ability to mobilise articulation(s) on their skills becomes arguably more pertinent for them personally. Thus, considered a necessity not a privileged (in a global economy) for the students involved. As stated in CBI (2016, p. 13) ‘those with the lowest skills levels will be increasingly at risk.’

To reiterate, the very process of attempting to secure improvement in relation to student articulations on their skills (thus facilitate student application of them) was considered a priority and right. CEP seeks to support the student journey in this respect and is not preoccupied with assessment of destination data as such. To add, I did not view my role as researcher to make any final judgement against pre-determined criteria. To an extent the research was handed over to the students involved to see how articulations manifested.

4.3.2. The Student Has Spoken

Taking into account statistics published in *A Degree of Value* (2014) where it states that students themselves perceive the support received towards becoming more employable is lacking:

Improving future job prospects, or pursuing a specific vocation, is the number one reason students give for applying to university but nearly half of graduates say that the support that they received to enter the labour market is poor value; and a quarter say that higher education has not helped them to develop the skills needed for work. (*Which?* Nov 2014, p. 4)

CEP's approaches make explicit that students were not simply part of the solution, it could be argued, they became the solution. Moreover, I considered my role as both teacher and ethnographer as facilitating pedagogic strategies as such. As Pegg et al., (2012, p. 30) remind us, 'students are active partners in the educational process' whilst teachers (as facilitators) need to 'increase their awareness of the wider purpose of each activity in developing their skills, and the value of doing so.'

To be expected, as students begin to demand more for their money, as opposed to viewing employability as an extra burden, transferable skills aligned to a more personalised positionality reduces the onus on teaching staff. Thus, responsibility towards employability becomes integral towards the duty of the student in *learning to become more employable*. Our IMADE steps constitute a series of strategies, integral to our actions and ideology is the notion that students take responsibility for making themselves. As mirrored in approaches taken, it should be pointed out that in facilitating a (Derrida cited in Lather, 1991, p. 101) 'becoming space,' for students to co-frame a curriculum that works for them, actions help navigate the

potential issue that 'employability and skills agenda set down by government may not be fully shared by students' (TLRP, 2010, p. 21 cited in Pegg et.al, 2012, p.10). Student assertions and demand towards greater 'value for money' (*Which?* 2014, CBI/ NUS, 2011) needs to be re-contextualised as a responsibility that belongs to them, their autonomy is critical.

Adopting a co-framed approach may alleviate student (and some teaching staff) concerns about having to consider employability as holding equal esteem (regardless of whether pedagogic approaches be embedded or presented as distinct modules). On top of questions around pedagogic strategies, an additional difficulty Holmes and Miller (2006, p. 656) point towards is, 'the question is aggravated by the tendency of students to regard such elements as irrelevancies or distractions from the main objective, subject development.' However, as our findings reveal, conversely TS (when viewed as the nexus upon which student identity hangs) serve to enrich and not detract from our understanding of the core subject. On the contrary, our experience of mapping and articulating TS resulted in adding a value, previously hidden. Should a student request greater 'value for money' (*Which?* 2014, CBI/ NUS, 2011) but subsequently complain when asked to reappraise their subject (for purposes of enhancing their employability potential) then her original call becomes unfounded. The problem remains that increased tuition fees do not guarantee a person becoming more employable, the student holds primary responsibility for their development in this respect and any effective framework will need to communicate this accordingly. Although students are now viewed as consumers, the idea of a buyers-market does not hold in this respect. Employability is not an automatic right nor is it an instant cash purchase. Unfortunately, it seems for some students, concepts such as our autonomy towards personal development, articulations of the self (and associated transferable skills we have to offer), capacity to work with others, resilience and drive are not off the shelf qualities that can be bought. They require introspection, shared discussion, listening, reflections on actions and behaviours. And such processes require support and time.

Student confidence to articulate their skills is not something any institution can transfer onto any one individual, for the responsibilities of constructing and presenting skills are carried through their experiences. The latter elements can be facilitated should the teacher and student want to do so through co-constructed

collaborative actions. As Freire (1993, p. 161) succinctly puts it, students become 'co-authors of the action that both perform upon the world.'

In a similar vein, Denzin & Lincoln (2005, p. 1086) continue to assert Freire's observation, that, 'subjects, now called para-ethnographers, are treated as experts, as collaborators and partners in research.' Thus, CEP demonstrated that transferable skills became allies in the struggle to stay afloat amidst a turbulent and uncertain economy. It seeks a sense of democracy for all involved in what is undeniably a somewhat precarious and unstable world. Philosophical musings on learning for learning sake nor rage towards increasing tuition fees are considered useful given the current economic terrain. However, regaining a sense of hope and self-belief in one's capabilities (as articulated through our unique TS footprint) represents a step in the right direction as students seek to cultivate and harness greater potential to 'become an effective operator in the world' (Knight & Yorke, 2006, p. 21).

4.3.3. Pedagogic Models for Employability Deconstructed

The rationale to co-construct our own model *towards* employability was based on the assessment of established models where pedagogic strategies were considered linked to employability. Yorke (2006) fully recognised that approaches attempting 'to make connections between employability and theories for learning' only came about as recent as 1999, when Bennett et. al. began to formulate their 'model linking' (cited in Yorke, 2006, p. 13). Bennett and his colleagues' attempts to unpack employability resulted in a further categorisation of skills, as outlined below:

- disciplinary content
- disciplinary skills
- workplace experience
- workplace awareness
- generic skills

However, although he offers a clear demonstration of key constituents of employability, it seems little detail on the processes inherent within each category identified is evident. Although their suggested 'model linking' framework

acknowledge generic skills as one strand of the broader employability remit, evidence-based pedagogic approaches towards generic skills and how they manifest within both disciplinary contexts (content and skills) for instance remains unclear.

Also, industrial work placements and the benefits of such are not a focus for us as they are not embedded into the curriculum. Again, it is perhaps worth reminding the reader of our observations through practice, that it would be wrong to presume that both transferal and articulation of TS are a given, even if a student may have undertaken a placement. See Section 2.2.5.

Two years on, possibly the most widely acknowledged model in this field, Knight and Yorke (2004) developed their USEM model of employability where they interrelate the following four domains:

- **Understanding**
- **Skills**
- **Efficacy beliefs, personal skills and qualities**
- **Metacognition.**

The USEM model presents a framework that focuses on embedding employability into the curriculum. In doing so, it acknowledges the interconnectedness and triangulates three critical elements of student, employer and other stakeholders (primarily teaching staff and careers departments). However, it has faced some opposition (Dacre Pool & Sewell, 2007, p. 279) in relation to its academic positioning and presentation as arguably alienating and inaccessible to non-experts (particularly parents and students) due to its scientific premise. In its theoretical presentation of employability, it seems, although eluding to (Pegg et al., 2012, p. 5) 'skilful practices in context' it falls short in terms of a lack of guidance regarding implementation of embedding techniques specifically. To add, there are perhaps too many strands of employability making it difficult to work with as a whole structure. Thus, serving to rationalise our attempts with the CEP to focus on one specific strand. The USEM model also brings to mind questions on what processes might be involved regarding student ability to make and articulate such connections as implied both within and across the four diverse elements? Having put forward such a question, all four elements of the USEM model can be mapped to aspects our suggested IMADE model *towards* employability. A vital difference however

resides with IMADE's focus on articulation specifically in order to garner and voice such learning processes.

As stated previously, we believe TS are the nexus upon which articulations oscillate. By focusing on just TS alone, student understanding, skills, efficacy and metacognition become apparent (albeit to varying degrees) through their articulations across context(s). See Section 6.3.

In the continued search for the development of a more accessible (mainly for students and parents) and usable framework, Dacre Pool & Sewell (2007, pp. 280-281) propose a more streamlined visual representation in their (using the mnemonic as an aide memoire) '*CareerEDGE*' model of Graduate Employability, consisting of five founding elements which look something like this:

Career Development learning

Experience (work & life)

Degree subject knowledge, understanding and skills

Generic skills

Emotional intelligence

This incorporates a much simpler and explicit mode of communication on the diverse elements of employability and it is interesting that generic skills remain a consistent fixture within their overall picture of employability. In doing so it presents a generic structure within which institutions, teachers and students can both target and evaluate the different components. To exemplify inconsistencies, it is worth pointing out it places emphasis on 'emotional intelligence' in a way that the USEM model categorise as associated with 'personal qualities.'

Goleman (1998 cited in Dacre Pool & Sewell, 2007, p. 283) defines emotional intelligence as: '... the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.'

Our suggested IMADE model does not explicitly address emotional intelligence as specifically described here because we considered the mobilisation of student

articulations a greater priority. Motivations were not intended to stress the importance of emotional management within professional relationships or for effective leadership (as evident in the Career EDGE model). Having said this, highlighting the interconnected nature of employability, actions undertaken implicitly position learner autonomy, working with others in production contexts and articulations themselves as *representative* forms of knowledge (Moon, 2004, p. 14). In this respect becoming more conscious of the self was considered integral towards co-constructed process. Our efforts mean that 'history was finally to have meaning for man. By becoming conscious of itself,' (Sartre, 1963, p. 89) students came to recognise their part to play within broader employability discourse(s). That said, it is important to remind the reader that however much CEP's efforts orientated around collaboration, we remained mindful of the notion of 'separation' (Ibid., 1963, p. 89) as evident through individual graduated articulations. Meaning our ability to articulate ourselves as individuals (outside of the cohort and classroom) will become critical regarding student readiness for employability.

Returning towards the FE context then, although published since our research took place, in *Learning to Be Employable* (2015, p. 44) Lucas and Hanson point towards arguably contentious initiatives such as the Gazelle Group (formed in 2011) and The Deloitte Employability Initiative (Deloitte, 2012). Both suggested frameworks derive from business sector and support rhetoric evidenced in Crown (2016) and CBI (2016). They reinforce a clear alignment between education and business as FE strives to make more relevant and explicit the employability remit however achievements associated with such ventures (from a learner perspective) remain elusive. To add, by 2014, the Gazelle Group of colleges faced criticisms (Whittaker, *FE Week* 2014) regarding questions around learner benefits (impact) and value for money (including an annual membership of £35,000). To date, there is very little evidence suggesting that such expensive industry-led models work, carry meaning or resonate with learners. Therefore, it seems somewhat incongruent to allude to them as successful pedagogic approaches when the actual processes and strategies by which students (attending the selected colleges) *learn to become more employable*, lack sufficient clarity of detail.

Conducting an evaluation on available models *for* employability, firstly highlights the struggle to access any published theories of learning specifically designed to map connections (disconnections) between 'knowing that' transferable skills are critical

(as represented in current models of employability) towards 'knowing how' (Knight and Yorke, 2006, p. 9) student understanding might manifest through student engagement and moreover articulations of them. An evident gap we believe our research addresses.

4.3.4. Theories of Learning (In Practice)

'Knowing how' (Ibid., 2006, p. 9) connects us to processes, therefore it is vital to consider the learning and teaching theories relevant to our approach. Although at the time, Vygotsky's (1978) work relates to school children, his 'Zone of Proximal Development' or ZPD and discourses on 'scaffolding' represent aspects of learning integrated within CEP's participatory actions taken. Vygotsky's ZPD, as Bentham (2002, p. 10) describes the concept as, the space between 'what an individual could achieve by themselves and what they could do with help from a more skilled individual.' The interplay of participant interaction and transferable skills exchange engendered within the creation of a *learning to become more employable* space is where his notion of 'scaffolding' can be re-appropriated. Step 2 of our IMADE model involved our co-devised PTST to facilitate student mapping (through reflections) of their TS. The tool itself can be viewed as holding scaffolding functionality, whilst providing structure, actual content derives from student reflections on personal contexts.

Within his suggested ZPD, Vygotsky assumes what Pritchard (2009, p. 108), refers to as the 'more knowledgeable other' to be primarily the teacher. However, Carl Rogers (quoted in Bentham, 2002, p. 30) identifies a 'person-centred' approach as a means of 'unlocking the learning experience.' In 1977, he explicitly describes non-directive pedagogy as the opposite to didactic instruction. As evident within CEP's approach, Rogers perceives the responsibility for learning as something shared between the teacher and student, for him it is the dissolution of power that facilitates independent learning and 'emphasis is placed on the continuing process of learning' (Bentham, 2002, p. 31).

More recently, Bennett et al. (2011) further obliterate such hierarchal structures of skill exchange preferring to use the term 'a pedagogy of the inexpert' (Ibid., 2011,

p. 231). To maximise the potential for our processes to carry long term value we considered it vital that both methods and language used to decentre transferable skills were attributed by the student herself. To the extent that decisions made (throughout Steps 1 and Step 5) on the transferable skills to incorporate (map) were learner-determined, including later revisions. Using language belonging to the student, facilitated more meaningful engagement and supported participants to further reflect on their operational fluidity. It is worth noting that our actions in this respect represent recommendations identified in YE UK (2017, p. 3):

The aim of a recommended framework would be to embed a clear language regarding skills that young people can grow with.

Piaget's (Bentham, 2002, p. 14) 'discovery learning' is also relevant to our co-framed approach as it accommodates the difficulty that students (and staff) bring their own histories, influences, and understanding. As a result, the concept of the learner identity is celebrated as a critical aspect of student ability to articulate themselves and therefore not considered a barrier. Personalising transferable skills and drawing attention to the participants' unique cultural heritage or 'biographical knowledge' (Walters, 2016, p. 93) represents uncharted territory at Level 3.

Vygotsky clearly recognised that there is no standard rule, no generic measurement tool or "golden standard" (Denzin & Lincoln, 2005 p. 1123) reaffirming that each learner should be addressed individually.

In his chapter entitled, 'The Discourses of Education,' Walker (2007, p. 362) positions what he refers to as the 'Discourses of Standards,' as an all-encompassing term overlapping three key attributing discourses; of performativity, accountability and surveillance. The idea that all pedagogic approaches *for* employability be standardised does not only negate emphasis on the individual but it might arguably come to signify a paradigm of learning that lacks meaningful benefits for learners. See Appendix 12 for a compiled cross-referenced list of surveillance actions, then in place (2014) as corresponding with Walker. CEP intended to avoid such tracking strategies in favour of adopting a more meaningful (to students) employability language through approaches and methods used.

As opposed to tracking, it is possible to map PAR criteria as defined in Winter (1996 cited in Cohen et al. 2011, pp. 346-347) alongside our actions in co-constructing our own IMADE Model *towards* employability. For reader clarity, the devised table in Figure 4 below intends to make explicit where alignments towards criteria identified in Winter are connected to CEP:

Winter (1996)	Co-framing employability project (CEP) 2016
Reflexive critique , the process of us becoming aware of our own perpetual biases.	<p>Step 1 IDENTIFY: Students reflect on transferable skills and define in own terms.</p> <p>Students decide on a top 10 and reflect (map) on usage in practice using PTST co-devised tool (Step 2).</p> <p>Ex-media interviews (actuality/ retrospective TS) not projected reality.</p>
Dialectical critique , a way of understanding the relationships between the elements that make up various phenomena.	<p>Step 1 IDENTIFY: Focus group data impact on usage of PTST and determine adaptation (reduce originally agreed 10 to 5 transferable skills) direction of cycles.</p> <p>Step 3 ARTICULATE: One to one interview data (devised to encourage individual articulations in the hope of increasing confidence to participate in Step 4 DO: Creating 'scenario' worksheets in preparing for participation in 'Guess Who? Game.</p> <p>The idea of creating 'scenarios' derived from additional interviews with ex-media students; viewed as an opportunity to disseminate knowledge further <i>with</i> peers.</p>
Collaboration , intended to mean that everyone's view is taken as a contribution to understanding the situation.	<p>Pilot devised to invite participant collaboration on potential methods.</p> <p>Step 1 IDENTIFY: Participants identified TS to track. Focus group data impacted on project direction (10-5 skills)</p> <p>Step 4 DO: <i>Guess Who? Game</i> designed to 1) enable students to contextualise their understanding of TS through practice(s) whilst facilitating a learning space to think outside of media sector (this reinforcing the idea of transferability).</p>
Risking disturbance , an understanding of our own	By decentring student understanding of their TS; articulations represent a localised practical solution to neo-liberal problem

taken-for-granted processes/ willingness to submit them to critique.	(struggling against/with ideological mission) using student language as a tool to do.
Creating plural structures , developing various accounts and critiques rather than a single authoritative interpretation.	Multiple narratives (section 6.3) as an emergent process (profiling each learners progress across all 5 steps). See Figure 1. Step 5 EVALUATE: Evaluate TS, student reflexive comments contribute to multiple interpretations.
Theory and practice internalized , seeing two interdependent yet complementary phases of the change process.	Prior to implementation of CEP, political discourse (employability agenda) did not match pedagogic practice. CEP allowed students to articulate TS (Step 3 ARTICULATE) and act (Step 4 DO: involved re-articulation but in scenario form) for themselves as they seek to make explicit both connections and disconnections, demonstrating a (Derrida, 1981 cited in Lather, 1991, p. 101) 'becoming space' between theory and practice in which to address the evident (Ibid., 2017, p. 4) 'mismatch' between them via personalised understanding. Enhancing autonomy in such a way that students assume the responsibility of articulating the TS they own as a process <i>towards</i> employability (STEPS 1-5: co-creation of IMADE model) by enhancing their <i>potential</i> to become (Knight & Yorke, 2006, p. 21) 'more effective operators in the world.'

Figure 4

It is possible to see in Figure 4 why differentiation is considered central to the co-curricular design of CEP, as it oscillates between collaborative and personalised strategies. Benchmarking in this respect becomes inappropriate and unhelpful. Student articulations, as represented by them, graduate across five stages (see Section 6.3), each step offered a new articulation. With greater confidence, re-defined articulations came to light. Mobilisation and progression became apparent as articulations were contingent on interpretation through and across diverse contexts.

4.4 MIND THE GAP: ARTICULATIONS LOST IN TRANSLATION

We considered CEP, a non-hierarchical space for critically interpreting what Fiske (1994 cited in Hayler 2011, p. 26) describe as ‘culture in practice’ because we worked through uncharted territory, progressively re-defining articulations on the meaning(s) of transferable skills. Thus, our actions became aligned towards a post structural ‘dialogical epistemology and aesthetic’ (Denzin 2014, p. 73). Such a dialogic-based approach was most appropriate to the localised nature of the cohort and indicative of our questioning the very nature of knowledge construction in relation to employability. Short et al., (2013, p. 9) refer to this as a ‘discursive rather than ontological reality.’

Such a space can be aligned to a hybrid shared ‘third space,’ a term Taylor et al. (2014, p. 4) describe as ‘not an *either/or* space but an *and/also* place to share and construct knowledge.’ Thus, facilitating the challenge of doing transferable skills for ourselves by reflecting on the benefits and value of doing so.

By doing employability differently we intended to cut through the myriad of diverse (policy institutional and academic) calls, relentlessly demanding variant spectrums of skills yet offering little in terms of empirical evidence. Through the very processes inherent in positioning and speaking for ourselves on the transferable skills we own, we escape becoming lost in translation and consequently offer a more nuanced understanding. Whilst transforming into meaning-makers students became articulators in transition. Hence, articulations to (Lather, 1991, p. 163) “reinscribe otherwise” by making and sharing our connections (and disconnections) towards TS was deemed critical towards the mobilisation process.

4.4.1. Articulations as Post-Structural Outcomes

C. Wright Mills (2000, p. 6) suggests that ‘no social study that does not come back to the problems of biography, of history and of their intersections within a society has completed its intellectual journey.’ Through interrogation on the meaning of TS, as observed by the participants, they came to align the employability agenda through their practice(s) using a language they understood. Participants journeyed

from a critical constructivist beginning, however as they progressed towards more personalised, nuanced understanding of the transferable skills at play, their unique outcomes came to be interpreted through a post-structural lens (see Figure 1).

Sartre (1963) and later Derrida (1976) point readers towards the omnipresence of 'the self' as a shadow that never leaves and therefore dismiss notions of absolute or concrete objectification. As it emerged, student signature interpretations of understanding can be positioned central to the issue of validity. Our inability to apply cohort metrics to student interpretations does not negate validity, it is simply indifferent to traditionally accepted views of validity. Instead, we preferred to reside with a (Cormier 2008) 'community as curriculum' approach to underpin validation.

In his paper on Nietzsche, Derrida purports:

We no longer consider the biography of a 'philosopher' as a corpus of empirical accidents that leaves both a name and a signature outside a system which would itself be offered up to an immanent philosophical reading – the only kind of reading held to be philosophically legitimate (1976 cited in Peeters, 2013, p. 1).

More than a decade earlier, in his explanation of 'The Progressive-Regressive Method,' Sartre specifies biography as fundamental within the *regressive moment* by stating (Sartre, 1963, p. 139) 'the heuristic method must consider the "differential" (if the study of a person is concerned) within the perspective of biography.' Reflecting on student experience(s) as the primary source of TS enabled participants to come to understand them (across the five IMADE steps) as mobile entities. As articulations(s) attributed to TS shifted from one context to another context, meaning(s) themselves became unanchored, as individual student articulations indicate (see Section 6.3).

More recently, Denzin (2014) acknowledges the fusion of roles between the researcher and researched as fundamental to ethnographic practice-based inquiry such as our experiences with CEP. He succinctly emphasises that, 'the ethnographer's writing self **cannot not** be present, there is **no** objective space outside the text' (Ibid., p. 26). In a similar vein, for us, TS articulations gravitated towards increasingly more personalised interpretations of their experiences.

Therefore, student presence in relation to TS attribution came to dominate, as expressed in their use of language.

Although our approaches towards the problematic may incite questions on emergent themes such as presence/ absence, the self/ other, and verisimilitude, however unique articulations (as deeply connected to the lived experience of the student) constitute our third research finding (see section 7.3). By rising to the challenges of embedding employability within curriculum in a more meaningful way, our engagement resulted in student autonomy to make present the self as validated through their learning experiences on the course. Their capacity to articulate such connections towards the self, serve to validate new knowledge creation in this respect.

As Sartre (1963, p. 150) states, 'man defines himself by his project.' As a co-framed endeavour, the students defined (and continued to re-define) themselves through their articulations, making connections and disconnections at intersecting points (albeit temporarily) in order to (Sartre, 1963, p. 154) 'crystalize' seemingly divergent data sources. As evident in language used, alongside greater autonomy, students began to tap into the realisation that their articulations themselves were a consequence of their creation (in the making) meaning how they presented them was their choosing. Articulations became subject to their reflections whilst interpretations became editable, some students chose to articulate specific skills whilst ignored others, diverting from the originally agreed list and diversifying out.

In his essay, 'Society Must Be Defended,' Foucault (2000, pp. 59-65) identifies two oppositional yet critical standpoints that can be closely aligned with the spirit of CEP. Firstly, in conversation with Chomsky in 1974, he places emphasis on the *relations between subjects* and our associated subjectivities; similarly, my thesis can be viewed as an attempt to locate a balance between perceived employability data indicators with actual individual participant 'epistemological indicators' (Foucault 2011, p. 7) of understanding. We are more concerned with humanising the data in epistemological terms; unpacking participant experience(s) through articulations and application (self-devised scenarios). Thus, actions taken serve to liberate participants through self-study (using the tracking tool) and reflexivity (scenarios and 1-1 interviews) whilst addressing dominant ideological employability discourses. Hence the methods used oscillate between cohort-based strategies

towards more divergent pluralistic accounts. Resultantly, in relation to data obtained, my analytical framing can be described as (Foucault 2000, p. 59):

...one would need to inquire how relations of subjectivation can manufacture subjects... one must first let them stand forth in their multiplicity, their differences, their specificity, their reversibility: study them therefore as relations of force that intersect, interrelate, converge, or, on the contrary, oppose one another.

Secondly, as transferable skills come to represent something of a moving target (and in continual state of transition), interpretative strategies for analyses (as opposed to adopting a positivist quantitatively grounded scientific framework), can never claim, as Foucault warns, (2000, p. 62) 'universal truth' for 'general right are illusions and traps.' However, as individual outcomes are interpreted through a post-structural lens, the search for truth itself was not considered a core objective. Instead a series of diverse and layered interpretations contribute to CEP's reliability. No single articulation constitutes truth however, more importantly for us, we view each articulation as representations of 'the very condition of the possibility of understanding' (Dumont, 2008, p. 17) and therefore we make a contribution to the field.

To conclude this section then, as participants confront their own employability *potential*, whether it be during interviews, writing CV's or indeed reflecting on future possibilities that may present themselves; students will have a greater awareness of their transferable skills development and an ability to articulate them in a way that they did not have at the start of the project (because it was never part of their stipulated learning programme or curriculum).

Therefore, developing on ideas originally sketched at the start of this research journey, (Figure 5 below), here I am now able to (Lather, 1991, p. 163) 're-inscribe otherwise' a storied account of learning processes inherent within our research. As it turned out, students began mapping connections wherever they found them, as they began creating their own transferable skills story.



Figure 5

As actions developed, a clearer pentimento¹ of understanding emerged (see Chapter 7). As a result of CEP findings, we came to view our research as (Derrida 1981 cited in Lather, 1991, p. 101) ‘a becoming space,’ as a series of articulated responses towards the challenge employability presents. Similarly, for me, the process of writing this has enabled me as researcher to articulate, how, for us, student narratives became reconstructed across the research timeframe and now (Moll 2002 cited in Law, 2004, p. 59) ‘hangs together.’

4.4.2. Transferable Skills as Processual and Rhizomatic

Individual student outcomes are co-framed as a post-structural (Derrida 1981 cited in Lather, 1991, p.101) ‘becoming space,’ where the idea of shaping our thoughts becomes an (Deleuze and Guattari, 2013, p. 26) ‘and... and... and...’ process; each step offering a unique articulation across five representations as produced

¹ ‘Something painted out of a picture that later become visible again’ (Denzin, 2014, p.1).

and attributed by each participant. To explain, in the same way that they (Ibid, 2013) recognised 'thought itself nomadic,' we too were able to map and indeed transfer their concept towards rethinking the functionality of transferable skills. It appears participant articulation of them seemingly come to mirror thought itself, as one in constant transition and inherently nomadic.

We came to view articulations as a series of re-definitions because meanings themselves became contingent on interpretation across a spectrum of contexts. By thinking and acting with transferable skills differently, students began to alter their definitions as they moved outside of the PTST tool. This led onto the observation that TS themselves appear to hold somewhat rhizomatic functionality because as students assumed the role of editor, they sought to delete, introduce, expand, and re-appropriate TS *as they saw fit*. Meaning their interpretation and re-appropriation of skills were neither comparable or predictable. In this respect, transferable skills came to be viewed as having a life of their own, changing shape and meaning with each utterance.

It is worth asserting that our attempts *to map* (my emphasis) match the definition put forward in Deleuze and Guattari (2013, p. 12) where they differentiate the function of the rhizome as distinctly separate from the process of tracing:

The rhizome is altogether different, a *map and not a tracing*. Make a map, not a tracing... What distinguishes the map from the tracing is that it is entirely oriented toward an experimentation in contact with the real. The map does not reproduce an unconscious closed in upon itself; it constructs the unconscious... A map has multiple entryways, as opposed to the tracing, which always comes back "to the same."

As opposed to *tracing* transferable skills as signifiers of "competence," mapping considers destiny as open and adaptable and linked to capacity to articulate; importantly for us, not pre-determined. Resultantly, such behavioural traits of performance or autonomy become evident in student articulations. As articulations (gradually) became mobilised between steps 1 and 5, students begin to diversify away from the original (agreed) list and navigate TS territory for themselves, at times negating or dismissing some TS, whilst introducing others. This led us to reconsider transferable skills themselves as carrying performative rhizomatic functionality. The processes inherent in creating a *learning to become more employable* space, in which transferable skills became articulated, in turn produced

the fertile conditions, in which TS came to spiral and multiply, as manifested in student accounts.

It seems apt that our coming to view TS as rhizomatic entities concurrently colludes with the idea of career pathways as maps (in the way Deleuze & Guattari make explicit) themselves. As depicted in Pegg et al., (2012, p. 14) where they warn us that:

What is important to remember is that these vocationally led courses also have students who need to understand and be able to articulate their learning in the longer term as they develop, and may change, their career pathway. Indeed, their intended career pathways may evolve or disappear with changing local, national and global economic circumstances.

Given the above warning, if we assume thought as nomadic, transferable skills as carrying rhizomatic performativity and our career pathways as in development, then actual articulation of the TS we attribute, enable us to rethink (re-define) our own 'biographical knowledge' (Walters, 2016) becomes paramount. As opposed to perceiving economic flux as something to fear, co-creating pedagogic strategies *with* students and embracing such transitory factors seemed an approach worth investing in, as it did for us.

Sartre refers to (1963, p. 154) 'crystalized meaning' as a result of exploring the "hodological space" of the field. His suggested, 'Progressive-Regressive Method' facilitates the exploration of memory pathways; whilst vast, the student is required to identify and articulate how interconnecting ideas merge, intersect or splinter off and where patterns emerge. As each student progressed through methods used, subsequent articulations crystallise meaning for them, as both interpreted and understood through language used, *at the point of articulation*.

Almost four decades on, Richardson adopts Sartre's idea of the crystal as a more apt metaphor than the triangle for establishing rigor and depth whilst exploring mixed-method qualitative inquiry, observing (Richardson 2000 cited in Denzin and Lincoln, 2005, p. 6) that, 'crystals grow, change, alter... Crystals are prisms that reflect externalities and refract within themselves creating different colours, patterns, arrays...' Engagement in CEP allowed us to redefine understanding through the five steps central to this research. Critically, the processes were not

simply based on negotiation and dialogue but importantly, as was the case for us, **one of separation.**

We come to view confidence to articulate individual experiences as linked towards feeling in control when separated or isolated from the supportive structures of education. In our case, student capacity to view transferable skills as processual and unfixed (through independently referencing attributed skills) considered vital to maximising their *potential*, outside of education. As students began to exert greater autonomy through and across their articulated accounts, individual progression (indicative of their understanding) across the five steps evoked ‘a deepened consciousness,’ in the way that Freire describes here:

A deepened consciousness of their situation leads people to apprehend that situation as an historical reality susceptible of transformation. Resignation gives way to the drive for transformation and inquiry, over which men feel themselves to be in control (Freire, 1993, p. 66).

In working towards our own understanding, emergent student actions and associated articulations on their TS sought to bring about variant degrees of ‘self-efficacy,’ ‘self-confidence’ and ‘self-esteem’ (Dacre Pool & Sewel, 2007, p. 281) in relation to mobilising articulation(s) *towards* employability, heralded as a series of independent actions and thinking processes.

CEP sought a more personalised, apolitical approach where value for money derives from dialogic exchanges and impact measured through graduated articulations. To an extent, project validation and progression arose through the student experience and the ways in which language itself played a role as students sought to articulate understanding.

In reflexively working through the struggles inherent when articulating something as abstract and diverse as TS (Lather 1991, p.11), resultant ‘processes by which theories and practices of meaning-making shape cultural life’ enabled us to co-frame employability through our own unique lens.

There was minimal guidance on how to engage and embed frameworks for young people to take ownership of (YE UK, 2017, p. 6)

Thus, in the processes of co-constructing our IMADE model *towards* employability, we make an original contribution towards one critical component of the broader employability discourse, namely the challenge of mobilising more effective articulations of transferable skills we attribute to our experiences. A challenge that can be aligned with the student herself/ himself. However, although articulations may rest on the shoulders of the individual student, the facilitation (appropriate learning conditions and supportive strategies in place) of such resides with practitioners and institutions, as this research indicates.

4.4.3. Student Articulations as Vital Towards More Meaningful Employability Pedagogies

Unless learners can express their learning effectively, what they know will not be recognized (Moon, 2004, p. 14).

It is essential to bring to mind that both motivation and pedagogies employed within CEP were intended to better facilitate ‘the development of prerequisites (in our case articulations) appropriate to employment’ (Yorke, 2006, p. 7) and have never claimed to guarantee it. Whilst acknowledging our IMADE model *towards* employability hangs on the idea that enabling student articulations may enhance their readiness to (Knight & Yorke, 2006, p. 21) ‘*become* a more effective operator in the world,’ equally it is co-constructively rooted in the understanding that ‘a teacher can only hope that the student learns - she cannot do the learning for her’ (Moon, 2004, p. 12).

Bearing this in mind, our IMADE model resonates more with Lee Harvey who specifies three core processes he believes directly impact on successful pedagogies for employability, ‘first the pedagogic process that encourages development, second, self-reflection by the student and, third, articulation of experiences and abilities’ (Harvey, 2002 cited in Lucas and Hanson, 2015, p. 41).

As explicated in Methodology Chapter 5 (to follow), having explored potential methods and established a baseline understanding of TS during Phase 1, self-reflection was subsequently supported through our co-devised PTST tool and articulations were further documented through scenario worksheets and one to one

interviews, student progression in this respect can be evidenced through their graduated articulations (Section 6.3).

Harvey's emphasis on process provides the premise for structuring CEP the way we did. In reverse then, in order to articulate ones' abilities, students must be first capable of reflecting on the pedagogic actions as they will determine resultant articulations.

Just because a student is on a vocational course does not mean that somehow employability is automatic.... It is about learning and the emphasis is less on 'employ' and more on 'ability.' In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner (Harvey, 2003 cited in Pegg et.al., 2012, p. 4).

Taking into account the variant diagnostic levels (Appendix 1) of the cohort profile under investigation (including learning support needs) seeking to enable and facilitate unique articulations (as attributed through each student) signals a way forward regarding differentiating the language of employability. Moon reiterates this necessity by stating, 'language is a fundamental tool of learning... meaning is shaped through agreed language' (Moon, 2014, p. 20).

Dumont (2008, p. 101) agrees with Moon as he states, 'the self *has* experiences only because it understands (feels, interprets, and *experiences*) through language that is always *acquired culturally*... I can make decisions about what I am because of language.'

Although they discuss employability from a HE, graduate perspective regarding the task of working towards a more inclusive and nuanced pedagogic model (as we do with CEP), Pegg et al. (2012, p. 9) identify student ability to effectively articulate themselves as vital:

Looking at employment gains for diverse groups of students.... suggests that the ability to articulate learning and raising confidence, self-esteem and aspirations seem to be more significant in developing graduates than a narrow focus on skills and competencies.

Unique student graduated articulations indicate that students with additional learning needs began to reflect on their own learning behaviours as an unexpected consequence of engagement (Appendix 33). By decentring our understanding of transferable skills, it became apparent that any framework attempting to categorise

and/ or simplify them is fundamentally flawed. However, this was not our concern and constitutes the primary reason why outcomes became post-structurally framed. Articulations have no meaning outside of the student experience itself.

Resultant variation of articulations came about precisely because each biography carries its own story or more aptly (Sartre, 1963, p.143) 'biographical truth,' situated, time-bound within a specific period, context, agenda (albeit social, political or other) and set(s) of cultural relations. However complex, in positioning the student as central to the meaning-making process, CEP sought, as Denzin (2014, p. 23) states, 'a cultural studies that makes a difference... seeking instead a radical, nonviolent pluralism that represses no one and liberates all.'

Needless to say, as Law (2004, p. 2) retorts, '... what happens when social science tries to describe things that are complex, diffuse and messy. The answer, I will argue, is that it tends to make a mess of it.'

Assuming Law's (2004) warning then, in order to reduce potential criticisms in relation to mixed methods used, emergent IMADE actions (produced as a consequence of student actions and reflections), present a structured model that may prove useful for other practitioners and students. Akin to a critical and constructivist approach, steps taken signal (Ball, 2013, p. 37) 'radical incrementalism' and are indicative of 'slow learning' (Claxton 1998) as student articulations (see Sections 6.2, 6.3 and 6.4) indicate. Far from messy, our generic, flexible model offers up a practical solution for other practitioners to test out within their own setting.

At the same time, as student progressed through the IMADE steps, they too became aligned more towards what Denzin and Lincoln (2005, p. 1084) term a 'methodological (and epistemological) *bricoleur*²,' encountering whilst creating our own *learning to become more employable* space in a history shared, as mapped out and represented through student articulations.

Whilst acknowledging methodology used as a co-constructive process, the 'semiotic guerrilla warfare' (Eco 1994, cited in Ball, 1995, p. 268) on the multiple meaning(s) inherent within specific TS exemplify the operational role of student

² A term coined by Levi-Strauss (1966 cited in 2005, Denzin and Lincoln, p.4).

articulations as fundamental to the process. Making direct reference to this exchange, Belsey (2002, p. 7) conveys her belief that 'ideas are the effect of meanings we learn and reproduce' supporting the idea that meaning(s) are to be viewed as textual constructions rather than containing an origin or centre. This became apparent as students progressed through the five IMADE steps, where meanings mutated across a succession of re-defined articulations. Thus, supporting our post-structural framing of research outcomes (Figure 1).

Graduated articulations in section 6.3 point towards a celebration of (Deleuze and Guattari, 2013, p. 22) 'multiplicity' of voice. In this respect, our findings (see Chapter 7) bear traits of what Bakhtin (2011, p. 6) identifies as a 'polyphonic' text, '...a plurality of independent and unmerged voices and consciousness... with equal rights and each with its own world, combine but are not merged in the unity of the event.'

However, it need be stated that whilst individual student narratives demonstrate progress made regarding mobilisation of articulations, we are equally mindful of Denzin's (2014, p. 37) more recent warning that, 'language and speech do not mirror experience; rather, they create representations of experience.' As we found, particularly in relation to TS specifically, 'meanings are always in motion, inclusive, conflicting, contradictory' (ibid., p. 37).

Each step of IMADE enabled a revised articulation to the one preceding it. Steps 3 and 4 in particular show understanding as contingent on interpretation and context. However fluid TS may appear to perform, understanding them came to be viewed as an ongoing process of reconstruction. Regarding IMADE steps undertaken, we assert alignment with reflections by Moon (2004, pp. 20-21) who highlights, 'we do not... build meanings alone, but in conjunction with the experiences of others who may be teachers... peers, past and present, and all embedded in a culture of learning that is also socially agreed.'

Nevertheless, although actions were co-constructed assuming both a critical and constructivist approach, we remained mindful that student individual articulations

(outside of the project) will operate in isolation. We are, after all, nomadic beings and articulations of such learning will be undertaken alone. No institution nor teacher for that matter is able to *be with* and provide support for students outside of enrolment, nor should they be. Hence, given the ways in which students act and speak (observing progression regarding individual confidence and autonomy across the five IMADE steps), meanings become increasingly more contingent on student interpretation of their skills development.

Consequently, in relation to CEP we fully recognised that ‘the centre cannot hold’ (W. B Yeats, 1950) in respect towards articulations asserted during the research timeframe. As students move on, attempting to hold together the ‘disparate elements’ (Deleuze and Guattari, 2013, p. xiii) deducted from such articulations becomes a futile mission. However, by co-framing TS in the way we did, both shaped and informed through the student experience, it is hoped that the students will have accrued greater confidence to continue ‘to take ownership of their own skill development’ in a way that ‘young people can grow with’ (YE UK, 2017, pp 2-3), *wherever life takes them*. Evidence that engagement has helped shape their thinking is summarised by participants in Step 5 (see Section 6.1.9) where students stated what they believed they had learnt as a result of taking part. Due to the sequence of graduated steps before arriving at this point, it is hoped their autonomy to re-define articulations on their transferable skills will continue (outside of both CEP and educational support systems).

In order for our students to become ‘agents of change’ (YE UK, 2017, p. 3) greater attention towards the language that shapes them (and subsequently articulated by them) will require further attention.

Student agency should not be either oversimplified or taken for granted as a given. For as Dumont (2008, p. 101) aptly states, agency is ‘dependent upon the rich discursive, textual, economics of language that I use to think about and describe all that I know.’ Agency, in the way that he describes, can itself (with support) become mobilised to a greater extent so that student autonomy to do so comes *into effect*. Student agency, as Dumont expresses here was critical to the rationale for the shifting analytical lens assumed. Originally, students began their research journey from a critical constructivist approach (as we actively and collaboratively sought to deconstruct understanding) as evident in our co-devised reflective tool (PTST).

However, in order to work towards our goal of facilitating further individual student agency to articulate, although we oscillated between collaborative and individual strategies, actions gravitated towards the individual more to enable their agency to take effect. As unique articulations came to legitimise the generation of new (emergent) knowledge, in relation to our problematic, particularly our research question regarding *how we might evidence articulations across the research timeframe*, analysing results through a post-structural lens appeared the most appropriate and considerate approach to take.

Although our journey encompassed PAR actions (aligned with ethnographic principles), it was only on viewing the results that we relinquished our original critical constructivist intentions and shifted position towards a more post-structural perspective on data obtained. This was largely due to the transitory nature of skills as interpreted through the student experience, at the point of articulation across the five IMADE steps. Looking at data from a cohort perspective, not only did clarity on individual progression become obscured but the notion of comparing or measuring student progression was never an intention. As meanings diversified and became more textually layered, something much richer emerged as employability-related discourses spoke back through a spectrum of narratives given by each student.

Employability became something else. Whilst meanings devolved on the one hand, at the same time, a processual grasp of employability through transferable skills added value to the student experience in a more personal, arguably more significant way, as I will explicate in my discussion on research planning and design in the following chapter

5 METHODOLOGY – AN OVERVIEW

As my students were positioned throughout CEP as ‘co-authors of action’ (Freire, 1993, p. 161), aside from my efforts to reiterate their contribution(s) in the acknowledgement section of the thesis, in full recognition of the value of their participation, I have chosen to consciously incorporate the use of the noun ‘we’ as opposed to ‘I’ in the write-up of our project to accredit the extent of their impact. Whilst taking into account ethical issues relating to participant anonymity, this decision was primarily taken to make explicit to the reader that CEP and our associated findings were only made possible as a direct result of a collaborative partnership.

Our project used participatory action research methods. Our methodology can be broadly classified as ethnography *in action*, as defined in Schensul and LeCompte, (2016, p. 6) as:

- It is participatory.
- It is community or site-based.
- It is directional, designed to lead towards social change goals and ends.
- It involves interaction of research and action or practice.

However, our framing shifted from what was originally a critical constructivist standpoint in that we were ‘concerned with how people make meaning of their situations and their lives and communicate that meaning to others’ (Schensul and LeCompte, 2016, p. 175) and became something else. Viewing data sets from an individual student perspective, it became apparent that articulations altered shape, each utterance presented an alternative additional layer to the one preceding it. Analysing a cross section of articulations (attributed to each student) as opposed to viewing data as cohort-based, our paradigm transformed towards interpreting individual outcomes through a post-structural lens because we observed that meaning(s) associated with transferable skills themselves became subject to constant revision. As articulations became re-defined across the timeframe, we realised that their rhizomatic behaviour would not permit us contain a fixed interpretation of TS, as interpretations were processual and did not seek an origin. In this sense, our work embraced the notion of difference and thus became ‘a post-structural sociology.’ A paradigm Dumont (2008, p. 106) explains as, ‘inclusive of

difference because it will not be consumed by the need to protect any epistemological center.'

Each method took us a step closer to answering our research question, *how can student articulations be evidenced over time?* as explicated in Sections 6.3, 6.4 and 7.2.

A cross section of five articulated artefacts provided a profile for each student (see Section 6.3). The specified steps were directly deduced from five particular methods, which we considered fundamental towards facilitating mobilisation and inciting more effective articulations. Thus, in response to our third research question, it enabled us to put forward a generic model (a more streamlined version of methods used) to disseminate for other practitioners to adapt towards their own setting and students.

It should be noted that although a range of methods did not contribute towards our final five steps, the discounted methods were still viewed as critical to the development of our suggested IMADE model. Hence, the data sets are considered useful to explicate processes of arrival and equally useful to indicate project challenges and limitations. Therefore, many have been included in the appendices for reader reference.

As the research field constituted new territory for us all, in addition to PAR methods used, in the planning stage, I also took the decision to conduct one-to-one interviews with experts deriving from the two (apparent) opposing fields in which the research is situated (employability and media education).

Moreover, I decided to run a series of interviews with ex-media students to run parallel with our PAR actions in class, primarily to ascertain retrospective accounts on how they perceived the applicability of transferable skills in their respective careers. Although intended for reflexive/ project de-brief purposes (to play the audio back to the media student involved in the PAR actions) this data became useful and provided an unexpected interventional strategy to integrate as the research timeframe evolved.

Due to diverse range of methods used and for reader clarity, Figure 6 below will serve to explicate each method (including ethnographic and non-ethnographic methods) and identify associated features (amended from Denzin 2014, pp. 15-17):

Term/Method	Key features	Forms/ Variations
'An Ethnographer's Tale' (2017) <i>WordPress blog/ Flickr.</i>	Account of one's life as an ethnographic researcher engaged in PAR, teacher and mother as a platform for purging reflexive thinking/ practice(s).	Complete, edited, partial account of the research process as a subjective and reflexive experience.
Mind-Maps.	Generated by participants, enabling extrapolation of key words associated with transferable skills. Researcher to mirror activities.	To establish participant base level understanding, accrued as a starting point for proceeding cycles. Partial – representational, fragments, memory, 'verisimilitude' (Denzin 2014, p. 83).
Focus Group	Used to punctuate timeframe and reflect on participant usage. Viewed as an opportunity for trouble- shooting and/ or intervention (adapting strategy by reducing identified skills from 10 to 5).	Whole cohort group (x 11 participants) – variant levels of contribution/ input.
1-1 interview (audio).	Analysis and record of single case (semi-structured) interview on purpose of media education in relation to transferable skills specifically.	Single: Expert 1/ (Media Educationalist).
1-1 interview (audio).	Analysis and record of single case (semi-structured) interview on institutional careers policy in relation to transferable skills specifically.	Single: Expert 2 (then Employability Co-ordinator).
Ex-media student 1-1 interviews (audio) to ascertain the student experience in the workplace in their post-education career pathways.	Analysis and record of 5 single case (semi-structured) interviews ascertaining <i>retrospective</i> ideas on transferable skills and usage in the workplace.	Single, multiple: audio evidence based on 5 individual ex-media student case studies on <i>actual</i> application in the workplace.

1-1 semi-structured interviews (took place prior to 'Guess Who? Transferable Skills Event').	Opportunity for participants to reflect and consolidate event activities (cycle) as a strategy to build confidence to articulate themselves (further) to the group.	Single, multiple: audio evidence based on 11 individual participant reflective accounts on usage and application whilst on the course.
Traditional/ Non-Ethnographic methods		
Survey Monkey questionnaire.	a) Used to triangulate spider diagram findings b) and later as a platform for participants to rank (therefore reduce) skills identified from 10 to 5.	Online/ quantitative.
'Guess Who? Transferable Skills Event' (Game genre)/ Worksheet evidence	Participant self-devised scenarios used to extrapolate transferable skills embedded in their project work including identification of non-media sectors (in which those skills can be transferred). Strategy to facilitate articulation.	Single, multiple: 'scenario worksheet evidence' based on individual participant experience(s) on usage/ application.

Figure 6

To aid visualisation of methods (stated above) and processes encountered on our mission towards *learning to become more employable*, I have produced a graphical representation of a 'Data Timeline' including various methods used (see Appendix 13). By viewing actions across the research timeframe, it is hoped photographic references (as additional signifiers to the information provided in the table above) will help shape the broader processes and communicate a sense of time and space as we journeyed throughout this research process.

It is perhaps useful to restate at this point **the four vital questions our project aimed to address:**

- 1: How might we capture transferable skills (considered *soft*) that students accrue and develop on their chosen course in a way that they understand?
- 2: How can student articulations be evidenced over the research timeframe as an indication of their progression?
- 3: By what means might methods used prove transferable as a research output, as a generic pedagogic model for other teachers and students to adopt?

4: How has engagement in CEP challenged student perceptions on the functionality of transferable skills and furthermore, how might this inform employability discourse(s) and practice(s) moving forward?

The methodology used involved **two key phases** that can be divided as follows:

Phase One: Constituted an exploration on potential methods and sought to establish student understanding of transferable skills at the start of the research. A mix between collaborative and individual participation were integrated as a support strategy (variant level of learners and understanding of TS). During this phase, our efforts predominantly assumed a critical constructivist approach in terms of unpacking our understanding in relation to others and seeking solutions together. We co-devised the PTST tool at the end of this phase, which informed the following phase.

Steps 1 and 2 (initial co-constructed PTST tool) of our IMADE model was extracted from this phase.

Phase Two: Although a mix of individual and collaborative actions were sustained, focus became increasingly geared towards individual articulations and how they progressed as a result of the research process itself. For instance, take the PTST, although co-devised, participants reflected in isolation. Also, although the interim focus group brought participants together to assess the usefulness of the PTST, once changes were made, participants continued to reflect in isolation. And finally, although one to one interviews were conducted on their understanding as we neared the end of the timeframe, this method helped to build confidence to participate and further student individual articulations during a 'Guess Who? Transferable Skills' game, which took place afterwards. During this phase, our data became increasingly viewed through as post-structural lens as meanings mutated, altered shape, and diversified through the variant articulations of TS attributed by students.

Steps 2 to 5 of our IMADE model was extracted from this phase.

Our PAR approach led onto the development of the following IMADE steps (Identify, Map, Articulate, Do and Evaluate). Each successive stage evidences articulations as represented by the students (at given points throughout the timeframe), which can be broken down as follows:

- 1) **Identify** – participants produced mind-maps and other self-selected forms of visual data to represent their understanding by identifying TS.
- 2) **Map** – participants used co-devised personalised transferable skills tracker (PTST) to reflect on skills as they emerged in production.
- 3) **Articulate** – participants engaged in 1-1 interviews to reflect on ‘key moments’ in production in order to contextualise TS under discussion.
- 4) **Do** – participant completed scenario worksheets and engaged in ‘Guess Who? Transferable Skills game.
- 5) **Evaluate** – participants summarised their progression and areas for project development as actions to consider moving forward.

In order to explain our arrival at our suggested IMADE model (above), I will begin by discussing the rationale for Phase One (Section 5.1) and how it helped to shape Phase Two.

Pre-Research Planning

In our efforts to seek more meaningful modes of practice(s) *towards* employability, we set out on a journey to make them our business. As the research field was new to our standard pedagogic media practice(s), I would need the co-operation of my students from the onset.

As their teacher, I knew we would need some form of mapping tool to incite reflections in order to map subsequent articulations. Although impossible to anticipate its design, due to an a priori awareness that my students would not engage as a result of other priorities in their lives (paid work, voluntary opportunities, social media), **it could not be invasive** (to the delivery of curriculum) **or time-consuming** (media timetable then incorporated a broader learning programme). Additionally, any implemented strategies needed to take into account the diverse level and ability of learners and differentiation factors (variant learning needs). This pre-planning foresight was very much a consequence of my insider status, as I had the privilege of spending three full days with my students on a weekly basis (assuming both roles of teacher and personal tutor).

Therefore, the mixed methods used in Table 6 were akin and sympathetic to our everyday practices and understanding of the cohort, forming what Freire (1993, p. 161) would identify as a 'cultural synthesis' of action through praxis.

Paulo Freire discusses the term praxis as integrated action and reflection; I wanted my students to assume shared ownership, as their autonomy (in relation to their transferable skills) to be able to have the confidence to independently articulate themselves was the primary goal. My role became one of facilitation, orchestrating their journey towards *learning to become* more employable. It signalled a pedagogic dialogic-based space in which to support the mobilisation process, exploring the conditions and subsequent possibilities of doing so. Becoming what Denzin and Lincoln (2005, p. 1084) term a 'methodological (and epistemological) *bricoleur*³,' encountering whilst creating our own *moment* of transferable skills history; a history shared with my students.

5.1 PHASE ONE – A RATIONALE

I will now explicate how our non-hierarchical employability space, for critically interpreting what Fiske (1994 cited in Hayler 2011, p. 26) describes as 'culture in practice' came about through our actions.

The focus for Phase One rested upon **two key objectives**:

- 1) Testing out self-selected methods.
- 2) Ascertaining student understanding of the term *transferable skills*.

In response to our first research question, '*how do we go about capturing transferable skills?*' as a starting point we first needed to ascertain participant understanding at the beginning of the project and agree on a method to facilitate further project mobility.

Attempting to facilitate a more considered and systematic approach, Phase One comprised of three key sessions, namely plan, make and reflect on data, (a detailed breakdown of actions taken is made explicit in lesson plan documentation provided in Appendices 8, 9 and 10). However, for further reader clarity, an overview of content for the three planned sessions is also provided in Appendix 14.

³ A term coined by Levi-Strauss (1966 cited in 2005, Denzin and Lincoln, p.4).

For a pre-emptive identification of potential (ethical) risks with ethnographic actions for Phase One, see Appendix 7.

Data extracted from Session 2 is summarised in Appendix 15, and clarifies method(s) selected by participants whilst revealing key words identified that demonstrate their understanding of transferable skills.

Photographic evidence (captured by participants) was collated to capture participant artefact(s) retrieved. Figures 7 and 8 below demonstrate the spectrum of responses obtained and make visible the consequences of attempting self-selected methods.

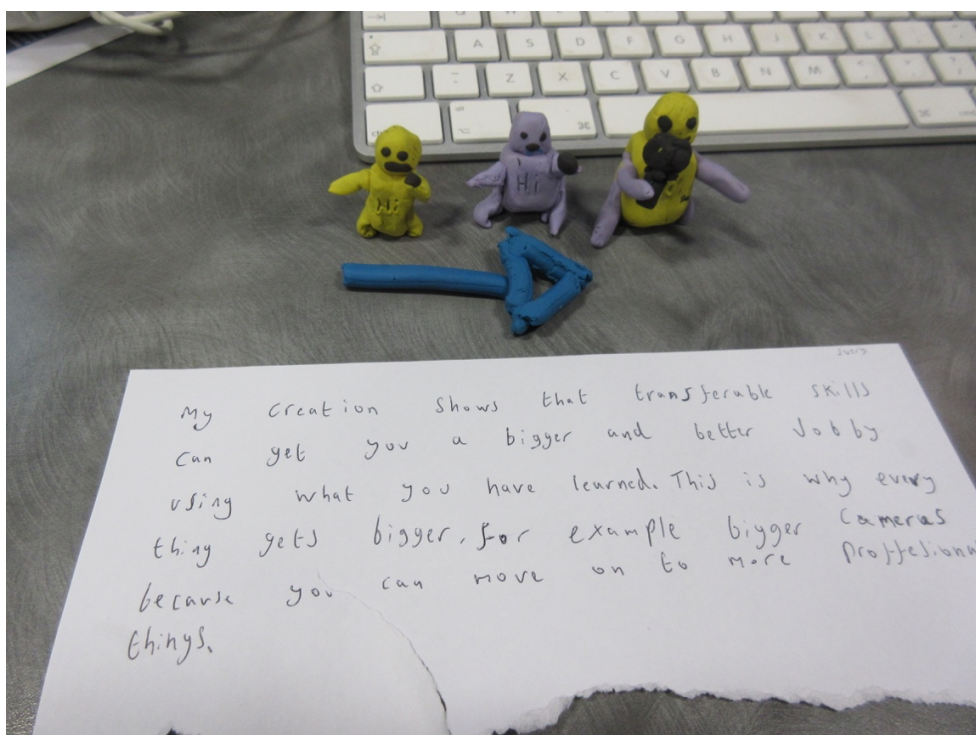


Figure 7

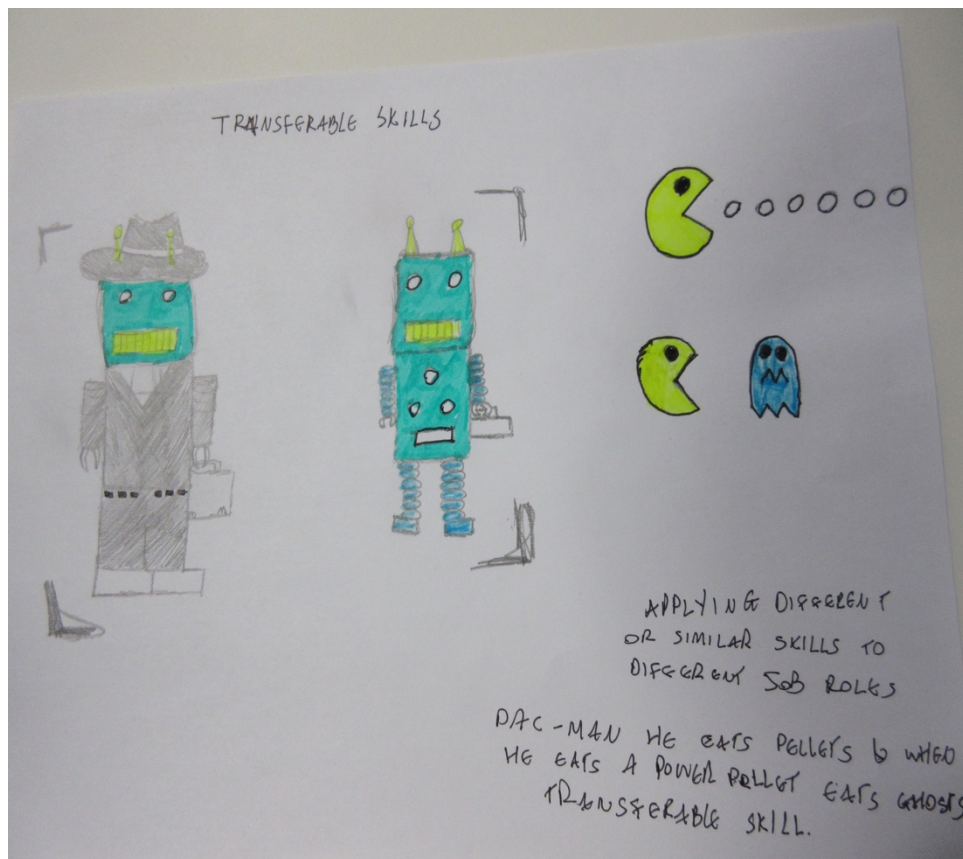


Figure 8

Phase One - The Problem of Self-Selection

Methods selected by participants can be summarised below:

4 out of 10 participants chose to create **mind-maps** with written explanation to support key terms identified.

1 participant chose to create a **sketched image** based on a narrativized explanation.

2 participants chose to create a **three-dimensional Play-Doh** model with accompanying written explanation.

1 participant chose to create a **written text only** explanation of their understanding.

1 participant chose to create a **key word** association with accompanying written explanation.

1 participants chose to draw on **identified film quotes** with accompanying written explanation.

In attempting to decipher key words identified by participants, it proved easier to extract required data from those who used mind-maps with key words over other more creative methods. I had wrongly anticipated that participants would not struggle with actual identification of TS as words, this exemplified an unforeseen dilemma of ethical practice. Although considered an oversight within Phase One design, this further reiterated the need for the research project as whole. If identifying transferable skills proved problematic for participants then their ability to articulate understanding any further might also be difficult.

Across all ten participants I was able to deduce 16 key words associated with participant understanding of the term transferable skills. However, it became clear that although the 16 key words associated with transferable skills represented a range of the whole group cluster, the data remained somewhat spurious as participants who produced film quotes, text only and sketches as evidence proved difficult to interpret and therefore problematised the potential for an agreed list of TS to be drawn up. Participant unique, creative photographic articulations, however interesting, remained problematic in this sense. Additionally, in their mind-maps, individual participants alluded to different words on an equal basis (as with Participants MED1, MED8, MED5, MED4 and MED6) making it apparent that both a sense of order of importance and contextualisation was missing. In order to manage (more effectively) the number of key words referred to by participants, I decided to intervene and created a *Survey Monkey* questionnaire, listing all 16 words identified. A week later (in Session 3 Reflect on Data 20.3.15) participants then ranked all 16 key words identified (see Appendices 16 and 17 specifically). This adapted strategy facilitated more streamlined data on majority viewpoints whilst enabled me to determine an order of importance as participants viewed them, facilitating what Cohen et al. (2011, p. 385) would refer to as a '*relative degree of preference*.' Opting to use a ranking question provided clear and structured parameters in which to rethink their initial understanding (as articulated by them in Session 2). This decision had ethical foundations. I knew that participants had recently engaged with *Survey Monkey* to vote and rank their favourite scripts in a recently delivered scriptwriting unit, therefore the tool itself, as Cohen et al. advise (2011, p. 402) had been piloted and participants familiar with it (in terms of layout, style, menus, scroll bar, buttons to move forwards etc.). Regarding differentiation, this strategy was also a useful opportunity for participant reconsider key TS identified, particularly for those students (MED3, MED2, MED11,

MED9, and MED10) who found it difficult to do in the first place. For other advantages of using *Survey Monkey* at this point see Appendix 18.

I thought it was important to limit the results of the ranking exercise to 10 words for manageability (as embedded into practice) and time-efficiency purposes before testing it. Having ascertained initial understanding (identified words complied as a *top 10*), this enabled a comparison across those listed on the National Careers (2012) website, alongside my own compiled list, which I completed whilst absent from Session 2 (see Appendix 19).

As Phase One drew to an end, having succeeded in formulating a top 10 aggregate of TS (as articulated by MED2016), I was conscious that transferable skills were *just words* (my emphasis) and additional layers of meaning attributed (interpretation and context) through student articulations was still required in order to respond to our second research question, *'how can student articulations be evidenced over the research timeframe in a way that demonstrates progression?'*

Regarding the objectives for **Phase One** set out earlier, the **key learning points towards project mobility** were as follows:

- **Student understanding** of TS was minimal, initial articulations remained largely descriptive (such as identifying a key word) and were inconsistent across participants. In some cases, interesting but somewhat abstract responses were obtained. See 5.1.
- Devising a top 10 aggregate **enabled us to devise a paper-based (downloadable word document) prototype** (Figure 9) with which to begin reflexively mapping their skills.

Course: Year 1 Extended Diploma in Media (TV and Film)
Name (initials only please):

Personalised Transferable Skills Tracker

Identify **when (date) and how** the following Transferable Skills have been applied in practice.

+ Complete as/ when relevant throughout the project:

Transferable Skill*	Unit 27 Factual Programme Production Techniques Project Title: 'Saltscape' (May-June 2015)
Team Work	
Communication	
Positive Attitude	
Independence	
Patience/ Perseverance	
Leadership	
Problem-Solving	
Deadline/ Time- Management	
Empathy/ Supportive	
Organisation	

Note: *Transferable Skills listed as identified by participants in BU Pilot (April 2015)

Figure 9

Further details on Phase One key learning points are detailed in Appendix 20 where I have created a 'Project Mobility' plan and identified research strategies that worked and those that did not. The conclusions drawn then enabled me to devise a 'Project Schedule' (Appendix 21) to inform Phase 2.

To reiterate, due to the fluid and open nature of given approaches and associated methods, the 'project schedule' was considered provisional. As discussed in Phase Two, one particular method that emerged would not have proven possible to predict at the beginning of Phase 2.

5.2 METHODOLOGY (PHASE TWO)

Methodological approaches taken towards the original research problematic can be considered historically, politically and contextually rooted (Silverman, 2006, p. 16) viewed as a vital strand more *towards* self-understanding of the transferable skills as attributed (recognition and contextualised articulation) rather than for a specific institutional remit:

Paradoxically, by refusing to begin from a common conception of what is 'wrong' in a setting, we may be most able to contribute to the identification both of what is going on and, thereby, of how it may be modified in the pursuit of desired ends (ibid., 2006, p. 16).

Our collaborative engagement with the very processes involved in decentring transferable skills (*through* media student articulations) enabled us to consciously position the student as the nexus upon which transferable skills oscillate. As we did, students began articulating TS using their own employability language. As a result of our journeyed actions during Phase Two, whilst attempting to answer our research question, '*how can student articulations be evidenced over the research timeframe?*' we inadvertently shifted analytical positioning in the process.

At the start of the research timeframe we assumed a critical constructivist approach because we collaboratively sought meaning through transferable skills (as evident in our co-devised PTST and in the cohort data sets referenced in this section). However critical to this research, as participants moved towards more personalised articulations, from an analytical point of view, it became apparent that individual outcomes across the research timeframe gained greater clarity through a post-structural lens. As our analyses revealed, each unique student articulation offered a series of definitions that demonstrated their understanding of TS, altering shape they became subject to subsequent re-definition, depending on interpretation and context. As student consciousness increased, their autonomy and confidence to articulate the spectrum of TS attributed to their experiences became unanchored and simultaneously set free.

To clearly communicate how this came about, a comprehensive breakdown of each method will be presented in Section 5.3, where I will include a rationale and later results associated (Section 6.1) with each method. Due to the range of data sets obtained, I will also provide a summary of how each method took us a step closer (see section 6.4) towards answering our research questions. Reader note: a selection of data sets will be presented in Appendices, see Section 9.

Our actions focused on mobilising a series of methodological processes by way of creating what Derrida describes as a “becoming space” (cited in Lather, 1991, p.101) to work through the struggles inherent when articulating something as abstract and diverse as TS (ibid 1991, p.11), culminating in a series of ‘processes by which theories and practices of meaning-making shape cultural life.’ For even though they may possess them, as we discovered, we simply cannot assume students are able to effectively articulate them without the relevant supportive strategies in place.

Assuming a participatory action research approach enabled methodological decisions on methods to be negotiated with the eleven participants throughout. To add, taking into account the cohort profile, it was essential that the methods used were compatible with our general practice and level of learners involved, as I will now elaborate.

As group context and level is discussed in Section 2.2, I will now shift focus on group composition specifically, as this will provide a more informed perspective from which the research took place. This will also serve to highlight some of the learning challenges that some students had. The respective learning behaviours outlined below were unexpectedly referenced through participant language, as detailed in Section 6.3.

5.2.1. Group Composition

Out of a total of the 11 participants who engaged during Phase 2, three students were 19 years old, seven who were 18 years old and one participant who was 17 years old.

One student had autism, two students were identified as aligned within the dyspraxia/ dyslexia spectrums and one suffered from severe anxiety issues. All participants were white/ British and reflect the general ethnic composition of the institution where the research was carried out.

As both their teacher and personal tutor, I also understood from diagnostic data calculated on entry that nine participants bore learning styles identified as 'multimodal' with the remaining two identified as preferring a combination of Mild/Aural and Mild Kinaesthetic (Appendix 1).

Consequently, the research design of Phase Two required fluidity and flexibility regarding learner needs in order to accommodate differentiation across their learning profiles, particularly as one key question focused specifically on individual ability to *articulate* transferable skills development and only two participants demonstrated a strength in this particular area. For ethical reasons, based on this information, our methods would need to continue to adopt approaches that were *informed by* and *with* participants. To enforce participants to work within the constraints of one set method in isolation would not only be deemed an ethically inconsiderate approach but might engineer a specific mode of response, thus denouncing the broader social and ethical mission of the project, that of celebrating difference and facilitating autonomy. Forcing methods was considered unethical in this respect. Additionally, such a strategy might hinder the potential possibilities of students continuing to mobilise articulation on their transferable skills after the project timeframe ended. We took the view that student autonomy could only be developed if students were given the time to 'shape and inform' the processes involved (YE UK, 2017, p. 3). This ethos continued throughout Phase Two.

5.2.2. I Can

As indicated in the project title, consciously incorporating the use of the term 'co-framing,' the processes and methodological choices inherent within actual engagement would come to represent a flattened and fluid structure and something of a moving target particularly during steps 3: Articulate and 4: Do (of our IMADE Model). Such steps signal specific stages, at which point participants began to accrue greater autonomy. Due to its negotiated agenda perhaps unsurprisingly,

project outcomes became much more about the unexpected as they did the expected.

The rhizomatic viewpoint returns the concept of knowledge to its earliest roots. Suggesting that a distributed negotiation of knowledge can allow a community of people to legitimise the work they are doing among themselves and for each member of the group, the rhizomatic model dispenses with the need for external validation of knowledge, either by an expert or by a constructed curriculum. Knowledge can again be judged by the old standards of "I can" and "I recognize." If a given bit of information is recognized as useful to the community or proves itself able to do something, it can be counted as knowledge (Cormier 2008).

As a researcher, I knew I had to remain open regarding methods taken, however the risk of methodological uncertainty was counter-balanced with the possible benefits of creating a *learning to become more employable* space, a space in which student articulations themselves led the way. Students as central to the meaning-making process deemed central to building their confidence, as discussed in the Chapter 4, Literature Review. Denzin & Lincoln acknowledge my situated reasoning, when they (2005, pp. 1116-1117) state, 'it signifies that practitioners are willing to live with many forms of practice, many paradigms, without demanding conformity or orthodoxy.'

As their media teacher, my understanding of the cohort facilitated a somewhat open, experimental and negotiated space, akin to Experiential Learning Theory (or ELT) which involved the following principles to promote learner confidence to do so. As put forward in Kolb., A. and Kolb., D., (2008, pp. 43-45):

- Respect for Learners and their Experience
- Begin Learning with the Learner's Experience of the Subject Matter
- Creating and Holding a Hospitable Space for Learning
- Making Space for Conversational Learning
- Making Spaces for Acting and Reflecting
- Making Spaces for Feeling and Thinking
- Making Space for Inside-out Learning
- Making Space for Development of Expertise
- Making Space for Learners to Take Charge of their own Learning

However seemingly multi-layered methods used appear to be, our actions towards locating our *learning to become* more employable space were akin to our classroom practice(s). For instance, collaboration and discussion were already considered integral to our daily pedagogic routines, likewise self-reflexivity was evident in student use of *tumblr* blogs. Also, as their personal tutor, 1-1's took place on regular basis and therefore represent strategies that not only best fit this inquiry but from an ethical standpoint were considered more inclusive.

5.2.3. Researcher Role

My role did not seek to impart my own knowledge and understanding of transferable skills, rather outcomes centred more on participant ability to mobilise and articulate their own transferable skills development, as they understood them. From inception, CEP was always considered more of a participant self-study whilst my role focused on sustaining a sense of project coherence (based on participant input) and facilitating the mobilisation process. By handing over the research as a mode of self-study, it could be argued, as Denzin & Lincoln (2005, p. 1086) state, students became, 'subjects, now called para-ethnographers, are treated as experts, as collaborators and partners in research.'

5.2.4. Applied 'Cultural Synthesis'

Building on Freire's (1993, p. 161) notion of 'cultural synthesis,' our methods came to represent a form of cultural co-synthesis as the 'actors become integrated with the people, who are co-authors of the action that both perform upon the world.' Approximately 14 out of 19 of the BTEC Extended Diploma (2010 specification) modules involved team-based project work therefore methods oscillated between team and individual strategies. Although small scale, adopting a mix of collaborative and individual methods signifies what Bakhtin (2011, p. 6) would describe as, '...a plurality of independent and unmerged voices and consciousness... with equal rights and each with its own world, combine but are not merged in the unity of the event.' In response to our first research question then, given our aim to develop individual articulations, using an oscillating mixed methodology best fitted the field.

However, taking into account question two of our research, which focused on evidencing student articulations across the research timeframe, methods gravitated towards enhancing individual ability to map and contextualise their experiences in relation to our top 10 list of TS (as *originally* identified by participants themselves during Phase 1). The motivation to co-frame employability by mapping more personalised interpretations appeared to initiate more autonomous modes of thinking about, articulating and managing them. Hence forming the rationale of our paradigm shift from critical constructivist leading onto a post-structural analytical framework.

During Phase 2, although the construction of our PTST proved to be a primary outcome of Phase 1, it became clear by February 2016 that data deriving from participant trackers (as a method in isolation) was not sufficiently enabling nor effectively indicating progression regarding articulation of transferable skills. An additional strategy (constituting Step 4: Do of IMADE) to facilitate their articulation was therefore identified; an opportunity for participants to unpack or contextualise their transferable skills. Unexpectedly the idea for this particular method derived from interviews I carried out with a selection of ex-media students (see Section 6.1.2).

Data was captured and collated in the form of photographic (largely for reflexive purposes focusing mainly on process), audio (focus groups and 1-1 dialogic interaction) as well as written artefacts (trackers, scenario worksheets, pink sticky notes) that would come to represent individual biographical snapshots of participant engagement and reflections on their transferable skills development. As the various representational articulations present knowledge as a stepped process, this helped to make visible student progression in relation to the increasing confidence developed by each student across the 5 IMADE steps.

As previously discussed, CEP was never concerned with undermining or devaluing work experience (WEX) as an institutional response for employability in the FE sector but more about seeking other, what we believed to be more meaningful routes towards it. It was only by capturing and analysing progression made by learners on an individual basis (see section 6.3) over the course of this research,

that an effective evaluation of the successes and limitations would come to light. If mobilisation of articulated transferable skills could be proven through the various representational IMADE steps then this could equate as a transferable output of the research. Our ability to offer our own flexible model open to critique and testing might just prove useful for other teachers and students to adopt/ adapt towards their own setting. Thus, answering our third research question, *‘by what means might methods used prove transferable as a generic model for others to use?’* As a dialogic strategy *with* students where student articulations are the focus, our IMADE model is now be subject to further testing by teachers and students across curriculum areas.

In response to our fourth research question, *‘in what ways might our engagement challenge student perceptions on the functionality of transferable skills and contribute towards a new employability discourse?’* it is hoped that further debate on the meaning and function of transferable skills as deeply personal will be stimulated, as we continue to seek a more meaningful employability discourse (see section 7.4 for further discussion).

5.2.5. Separate Research Strands

In addition to the PAR steps undertaken with participants, as the problematic involved employability running parallel with ‘subject media,’ two interviews were carried out with **experts from their respective fields (employability and media education)** during the early part of Phase 2. The primary purpose of which was to ascertain external perspectives on the project premise itself (outside of my own in-class experiences and perceptions).

Data obtained provided additional primary evidence that contributed to secondary sourced information located in the literature review section. In particular, key policy documents relating to the function of vocational education in relation to the broader employability agenda. The experts pointed towards possible reasons why only a few selected (Maths, English and Information Technology) transferable skills are currently prioritised by Ofsted.

As previously discussed, actively embedding employability into the BTEC Media (TV and Film) qualification was new territory for me as a teacher, therefore as a form of 'critical testing,' five additional interviews with **ex-media students** were obtained as (Cohen et al., 2011, p. 34) 'counter examples,' constituting a separate research strand to our actions in class (reader note: MED2016 data was considered priority data). As a media teacher, I knew TS existed and were considered prevalent, however we just hadn't focused on them. The original intention then was to **ascertain retrospective accounts or articulations on the perceived importance of transferable skills as lived out through their various respective career pathways**. It became an opportunity for ex-media students to reflect on perceived TS, as derived from the course and how they may (or may not) have added value to their subsequent careers in some way. The audio obtained was for play-back purposes (to my own students at the end of the research timeframe) to further enrich the reflexive process as a de-brief strategy. Originally, I decided not to reveal the content of the ex-media student data to my students, primarily to avoid both coercion and influence regarding their thinking and/ or subsequent articulation(s). However, unexpectedly, the recurring theme of 'scenarios' and/ or 'problem-solving situations' (based on their experiences in employment) emerged through the interview content. As such, although not planned for, the idea itself inadvertently served to inform Step 4: Do of our IMADE model. As a result of conducting interviews with ex-media students, the creation of self-devised 'scenarios' as a more contextualised strategy, to incite a deeper level of articulation (outside of the PTST used) came into the frame.

5.3 METHODS (PHASE TWO)

At this point, it is worth referring the reader towards a devised PowerPoint (see Appendix 13) which serves to visually communicate both the spaces in which we worked and makes explicit timeframe of methods used (Cohen et al., 2011, p. 25) 'as the research determined.' In doing so, MED2016 participants alongside other contributors including experts and ex-media students (with myself) co-framed our own understanding of transferable skills, as redefined through our co-partnered discourse(s) whilst working *towards learning to become* more employable.

Prior to discussing the results associated with each method used in Section 6.1, to provide further structure, I will tabulate a detailed, chronological summary of the various data sources accessed across the research timeframe (see Figure 10 below). For additional reader clarity, whilst attempting to explain the sequence of actions in a linear fashion, I have included questions posed to participants (located in right hand-column, **highlighted in bold**) to demonstrate the fluid and emergent nature of our processes through which we worked towards mobilising student articulations. PAR actions taken are also reiterated (**in green**) aligned within the 'Rationale' column, making more explicit both the flow and interconnectedness of the spiralling actions encountered. As a key outcome of our research is represented in our IMADE model *towards* employability, a clear indication of the specific methods that we deem transferable (outside of CEP) and that led towards the inclusion and construction of specific IMADE steps have also been added to the 'Method' column (**italicised in purple**). As student unique articulations show us, such specific IMADE steps (derived from methods 4, 7, 8a and 8c below in Figure 10) proved critical to the mobilisation process. These methods in particular mobilised greater shifts in understanding, as evidenced through the language used by participants, and gave rise to a clear progression (as representative of knowledge production). I have re-appropriated Teddlie and Tashakkori's (2009 cited in Cohen et al., 2011, p. 25) 'Multilevel Mixed Design' to further explicate how this worked. Figure 10:

Meth od No.	Stakehol der Group/ Location	Method (format)	Time frame	Rationale (including questions posed)
1	EXPERT 2 (Employa bility Co- ordinator) (Face to Face/ Learning Zone, College Campus)	1-1 Semi- Structured Interview (Audio)	16 Nov 15	Ascertain employability/ institutional perspective (to validate literature and policy gaps identified within research problematic): 1) What is your understanding of the term 'transferable skills?' 2) How important do you consider student ability to articulate their transferable skills to be and why? 3) Taking into account the employability agenda in Further Education, why do you think the softer skills (such as non- IT, Maths and English) are not currently part of the Ofsted framework for inspection? Reflection: External expert(s) in the field.
2	EXPERT 1 (Media Educatio nalist) (Via Skype)	1-1 Semi- Structured Interview (Audio)	18 Jan 16	
3	Ex-Media Student (Individua l x 5)	Interviews (in person, vis Skype)	26 Feb 16/ 28 Feb 16/	To ascertain actual reality of transferable skills in the workplace as experienced by ex-media students obtained from 1-1 semi- structured interviews:

	(via various locations, in person, <i>FaceTime</i> & <i>Skype</i>)	& Facetime.	13 Mar 16/ 18 Mar 16/ 15 Apr 16	<p>1) What do transferable skills mean to you now?</p> <p>2) How (if at all) did the transferable skills accrued during your time on the BTEC Media course help you in reality (securing certain jobs, writing C.V's, during interviews etc.)?</p> <p>3) What could have been done whilst you were on the course to enhance your understanding and/ or articulation of transferable skills that ultimately could have better prepared you for employment?</p> <p>Idea for the creation of participant-devised 'scenarios' or problem-solving contexts emerged.</p> <p>Audio used as part of a designed 'Guess Who? Transferable Skills Event' integrated into project debrief and to triangulate participant experiences/ findings (see method 8).</p> <p>Reflection: Retrospective accounts.</p>
4	MED1-MED11 (Individual) In classroom	Transferable Skills Tracker (X 11) <i>IMADE: Steps 1 & 2 – Identify & Map)</i>	Jan - June 2016	<p>To raise participant critical awareness of individual transferable skills accrued in preparation for articulation. Blank trackers were uploaded onto <i>Moodle</i> and occasional verbal prompts to use them were given by EW on <i>Tumblr</i>.</p> <p>Action: Top 10 listed transferable skills identified by students were embedded into the PTST tool.</p>
5	MED1-MED11 (Whole MED2016 cohort) In classroom	Focus Group (x 1 Interim - Face to Face/ Audio)	11 Mar 2016	<p>To evaluate MED2016 (participant) cohort usage (of method 4) and to inform direction of tool and research plan:</p> <p>1) What are your thoughts about using the tracker generally?</p> <p>2) What about the list and the amount of words that are on there? Has anyone got any thoughts about that?</p> <p>Reflection: MED2016 focus group.</p>
6	MED1-MED11 (Individual) Online	Survey Monkey (x 1 interim - Online)	24-29 Mar 2016	<p>Uploaded onto <i>Tumblr</i> and <i>Moodle</i>, used as a speedy, user-friendly and familiar mode to reiterate focus group findings, extracted from method 5. <i>Survey Monkey</i> method worked well for Phase 1 so it was used again (as agreed and requested by participants) to reduce listed skills. Participants continued to use top 5 list.</p> <p>Action: Ranking skills to reduce 10 transferable skills to 5 on the tracker.</p>
7	MED1-MED11 (Individual) In classroom	Semi-Structured Interview (Face to Face/ 1-1 Audio)	18 May 2016	<p>Dialogic-based strategy to gain a greater insight into individual participant experiences of tracking their transferable skills (to further validate method 4 evidence) and to provide an additional opportunity (informal interview style) outside of the planned Guess Who? Event</p>

		<i>IMADE: Step 3 - Articulate)</i>		<p>(method 8) for participants to articulate and convey their transferable skills development (as they perceived it).</p> <p>1) How are you using the tracker (if at all)? 2) Can you tell me about any 'key moments' during the project you have worked on this year (can include FMP) where you have faced challenges and overcome them? 3) What transferable skills can be evidenced in that situation (or scenario)? <u>Action: Reflections on personalised (1-1) usage.</u></p>
8a	<p>Whole MED2016 cohort In class. Context: Game Genre, 'Guess Who? Transferable Skills Event'</p>	<p>Participant Self-Devised Scenarios</p> <p><i>IMADE: Step 4 - DO</i></p>	25 May 2016	<p>For post-tracker (method 4) reflective purposes serving to extrapolate participant experiences of their production work and to determine if participants were able to indicate how skills accrued within their self-devised scenarios may be transferable across sector. This group-based strategy was implemented and intended as an additional opportunity to facilitate participant confidence(s) when articulating their skills outside of final 1-1 interviews (method 7) and intended as a playful informal context.</p> <p><u>Action: Self-devised 'scenarios' based on experiences in production contributing to the 'Guess Who?' game.</u></p>
8b	<p>MED1-MED11 (Whole MED2016 cohort) In classroom Integrated into 'Guess Who?' Event</p>	<p>Play Ex-Media accounts (<i>Soundcloud/ Tumblr</i>) audio</p>	25 May 2016	<p>Method 3 outcome(s) integrated into final 'Guess Who?' summative session design as part of a collective debrief to the project. Decision intended as a way to validate participant transferable skills development and consolidate their journey on the project by hearing ex-media student thoughts on how transferable skills have impacted on their career pathways since leaving the course.</p> <p><u>Reflection: Retrospective (audio).</u></p>
8c	<p>MED1-MED11 (Individual) In classroom</p> <p>Integrated into 'Guess Who?' Event</p>	<p>Pink Sticky Notes</p> <p><i>IMADE: Step 5 - EVALUATE</i></p>	25 May 2016	<p>To document participant final thoughts on engaging in the research project, as well as any recommendations they might have regarding the actual process as they individually viewed it (to mark the closure of Phase 2 data collection stage).</p> <p>1) Tell me about what you have learnt as a participant by taking part in this project? 2) Any advice for me as a researcher? <u>Summative reflection (signalling end of project).</u></p>

Figure 10

5.3.1. Experts (*Methods 1 and 2*)

In order to ascertain external perspectives in relation to the project premise both specialists Expert 1 (Media Educationalist) and Expert 2 (Employability Co-ordinator) agreed to be interviewed.

Expert 1 has been involved media education for over two decades and taught across a diverse range of sectors ranging from secondary, Sixth Form as well as delivering modules in a variety of HE programmes. Expert 1 is widely published and has also actively worked towards ensuring a sustainable media education curriculum. Expert 1 has conducted and published PhD level research on this issue.

Expert 2 held the role of Employability Co-ordinator in the Careers department of a Further Education institution where their principle task focussed on ensuring all learners conducted a work experience placement during their time at college. Prior to entering education, Expert 2 worked for a variety of recruitment agencies.

I sought to compare and contrast expert responses primarily to support the identified gap in the field (as discussed in secondary sourced literature accessed in Chapter 4).

Expert 1 and Expert 2 were asked the same questions:

- 1) What is your understanding of the term 'transferable skills?'
- 2) How important do you consider student ability to articulate their transferable skills to be and why?
- 3) Taking into account the employability agenda in Further Education, why do you think the softer skills (such as non-IT, Maths and English) are not currently part of the Ofsted framework for inspection?

5.3.2. Ex-Media Student Interviews (*Method 3*)

As I was intending to use data extracted for reflexive purposes only (to play back to participants at the end of the research timeframe) sampling techniques was both purposive and convenience (Cohen et al., 2011, pp. 155-157). The motivation

primarily to ascertain their experiences of transferable skills in the workplace. In doing so, capture a flavour of transferable skills as experienced in life. I was primarily interested in determining if TS had in fact proved relevant (for five of my ex-media students). Considered an appropriate way to end the process, particularly for my students, to be able to listen to articulations (as past recollections) from ex-students who were, at one time in the same position as themselves (anticipating what the future might bring outside of education). Henceforth, it was not considered a priority (from an ethical standpoint) to track down ex-students who I no longer have any contact with. The rationale for this was also largely time-bound. Thus, I knew that some of my ex-students had remained in the north of England since leaving the course and had secured employment across various production roles at *Lime Pictures* in Liverpool and therefore it did not prove difficult to make contact and request an interview. Two of the students I had kept in touch with as they had returned as visiting speakers on industry practice(s). One of the students (EXES) had not long left the course and was (at the time of interview) studying BA (Hons) Media Production at Newcastle University. The range of dates ex-media students attended the course serves to make explicit that each ex-media student derived from diverse cohort groups and therefore their experiences were as varied as possible regarding securing a diverse range of accessible and willing participants.

For transparency and reader clarity, a tabulated breakdown of their profiles can be accessed in Appendix 22.

Participant Information Sheets were distributed to all five ex-students to ensure clarity on what CEP was attempting to do and to gain prior consent regarding engagement (as well as obtaining permission to use extracts of audio for transcription and dissemination purposes). All ex-students were provided with the opportunity to ask whatever questions they had prior to recording. The ex-media student data could neither complicate nor contaminate the data obtained with MED2016 data as both sources were kept separate and ran parallel until April 2016. However, I thought I might devise questions towards a more retrospective angle and ask ex-media students to think about transferable skills in relation to their career pathways with the mission of trying to establish the relevance of transferable skills as applied to their experiences in the workplace (as an actuality as opposed

to a projected reality). Having analysed and reflected on their responses, I did not anticipate that interview data would help shape the research journey. The rationale to integrate ex-media suggestions from Method 7 onwards became more apparent when analysing data from Methods 5 and 6, as I will discuss more fully in Section 6.1.

5.3.3. *Personalised Transferable Skills Tracker (Method 4)*

As discussed in Phase One data collection, the original co-devised PTST came about as a direct outcome of our objectives. The intended purpose of the PTST was predominantly as a tool to support participant articulation during the later stages of the CEP timeframe. It was hoped it would enhance participant awareness levels of doing their transferable skills and can be viewed as a prompt; an aid for participants to take stock and reflect on where and how listed transferable skills manifested whilst they carried out production work. Participants downloaded it onto their desktops and updated when they felt it was necessary. It also represented the first level of data to evidence their written articulations of transferable skills used. The original PTST began as a list of 10 transferable skills as identified by participants and used during the early stages of Phase 2, although they were eventually reduced to a more manageable list of five transferable skills (as suggested by participants during an interim focus group to assess their usage).

To demonstrate, two examples (MED4 and MED9) of initial usage (version 1) can be viewed in Figures 11 and 12.

Personalised Transferable Skills Tracker

Identify **when (insert dates)** and **how** the following Transferable Skills have been applied in practice.
Complete as/ when relevant throughout the project:

Transferable Skill*	Unit 36 Interview Techniques for Media Production (January 16)
Team Work	<ul style="list-style-type: none"> The only small bit of teamwork I did was when I was working alongside my mum whilst filming my interview because she took up the role of sound technician.
Communication	<ul style="list-style-type: none"> I had to ask my dad if I could interview him. For my primary research I also spoke to my dad about his job and what it entails.
Positive Attitude	<ul style="list-style-type: none"> When I received feedback from my dad I felt like the feedback was positive and I was pleased he liked it.
Independence	<ul style="list-style-type: none"> I have independently decided <u>who</u> I'm interviewing and where I will be conducting the interview.
Patience/ Perseverance	<ul style="list-style-type: none"> I found task 1 a bit boring and tedious but I remained patient to make sure I completed the task.
Leadership	<ul style="list-style-type: none"> I am taking complete control in this unit and doing majority of the tasks independently.
Problem-Solving	<ul style="list-style-type: none"> I had issues with my audio being out of sync and myself and Carlos the technician managed to solve it.
Deadline/ Time-Management	<ul style="list-style-type: none"> I completed and uploaded all my work on the deadline.
Empathy/ Supportive	
Organisation	<ul style="list-style-type: none"> All my work is organized and on my <u>weebly</u> along with the pre production documents. .

Figure 11

Course: Year 2 Extended Diploma in Media (TV and Film)

Name (initials only please!): MED9

Personalised Transferable Skills Tracker

Identify **when (insert dates)** and **how** the following Transferable Skills have been applied in practice.
Complete as/ when relevant throughout the project:

Transferable Skill*	Unit 36 Interview Techniques for Media Production (January 16)
Team Work	20 th January 2016 – Using teamwork to <u>prepare</u> , set up and undertake a five-minute interview with a client.
Communication	15 th January 2016 – Effective communication required when creating an interview structure, questions and ideas for how to carry out interview. 20 th January 2016 – Clear communication required setting up interview area ready for shooting. This includes between team members, technicians and with the interviewee.
Positive Attitude	21 st January 2016 – Positive attitude required when the possibility of technical problems arises when in the editing stage.
Independence	6 th January 2016 – Independent working, analyzing an interview. 13 th January 2016 – Researching interviewee.
Patience/ Perseverance	
Leadership	20 th January 2016 – <u>Leadership skills shown when preparing interview area and when undertaking the interview.</u>
Problem-Solving	27 th January 2016 – Problem solving may be required when deciding on how to fix a few problems in the edit such as a question being taped over.
Deadline/ Time-Management	Continuous – Time management is required throughout the project in order to sufficiently create a product for the deadline. This will include the allocation of time to work on core research & analysis areas and filming & editing time.
Empathy/ Supportive	
Organisation	20 th January 2016 – Organisation is needed to ensure all the elements needed to produce a five-minute interview with a client are in place.

Figure 12

5.3.4. Interim Focus Group (Method 5)

The rationale behind the focus group (11 March 2016) was to provide an opportunity for MED2016 cohort to congregate as a collective and reflect on general usage (of method 4) and to ultimately inform the direction of the tracking tool. It represented a moment to pause and reflect on CEP progress as a whole, perhaps more importantly it signalled a reminder to participants that this was intended as a shared project and my role was to react and adapt to their responses. This was fundamental because if using the PTST was becoming a laborious task, then, I would need to modify the project plan accordingly.

5.3.5. Survey Monkey Ranking Task (Method 6) was incorporated as a direct reaction to focus group feedback, taking us **a step closer** to furthering the potential for developing articulations, as discussed further in results (see sections 6.1.4 and 6.1.5).

5.3.6. Individual 1-1 Interviews (Method 7)

Method 7 constituted a dialogic-based strategy with the purpose of gaining greater insight into individual participant experiences of reflecting on their transferable skills beyond a written descriptive level, thus building on Method 4. Conducting informal interview style one-to-ones (audio) sought to provide an additional opportunity prior to the planned 'Guess Who? Event' (Method 8) for participants to articulate and convey their transferable skills development (as they perceived it) with me before doing it alongside peers. The implemented approach intended as a mode of reducing participant anxiety, and as a confidence building strategy.

5.3.7. 'Guess Who?' Scenario Worksheets (Method 8a)

The devised scenario worksheet was designed on a *problem-orientated* premise (based on Finding 3 outcome(s)) and involved **four key steps**:

- 1) **Identify and describe a scenario** (or situation) based on an experience or experiences in production that proved challenging in some way.

- 2) **Explain the solution**, applied strategies to overcome the challenge identified in 1.
- 3) **State two transferable skills** that can be extracted from the given scenario.
- 4) **List any job role(s) or sector(s) where the skills identified in 3 can be applied** or might be relevant (outside of the Media Industry).

I will present one example of a completed participant (MED9) scenario worksheet, issued prior to playing the 'Guess Who? Transferable Skills' game in which participants engaged. Figure 13 demonstrates application of task requirements.

MED 9

Scenario Worksheet Emma Walters - BU/ MCC Research Project

DATE: WEDNESDAY 25TH MAY 2016

SCENARIO (Should include a key challenge faced whilst working on any of your media projects this academic year):
Request and organise permissions for specialist photography to take place on land that is not within the direct public domain. This included making payment, ensuring health and safety and managing the requirements from two different external parties.

(Please cut here and place this section only into the hat, retain the rest)

INITIALS: TM DATE: WEDNESDAY 25TH MAY 2016 **MED 9**

SOLUTION: Ensure that daily communication is maintained between each party involved. Allow for a degree of negotiation and or flexibility to change plans. Create backup plans in order to allow for emergency situations to be dealt with quickly and easily. As a paying customer, ensure that all queries are answered before proceeding.

STATE TWO TRANSFERABLE SKILLS REQUIRED IN ORDER TO OVERCOME CHALLENGES FACED IN YOUR SCENARIO:

- 1) Descriptive
- 2) Organisational Negotiation

List the job roles (not including media industry roles/ sector) where the skills identified above are transferable to and explain why or how those skills might be relevant to such roles...

Retail Sector	Finance Sector	Leisure industry
Public Services		hospitality
Entertainment Industries		

Figure 13

5.3.8. Ex-Media Student Audio (Method 8b)

Audio (edited version via *Final Cut Express* then converted to an MP3 using *Switch*) evidence of ex-media student accounts (all ex-media students are represented) obtained can be accessed via a *Soundcloud* (2017) link in Appendix 23. This represented a selection of audio extracted from Method 3 (ex-media

student interviews) and was intended as a reflexive strategy to contribute to a de-brief session (marking the end of CEP).

5.3.9. Pink Sticky Notes (Method 8c)

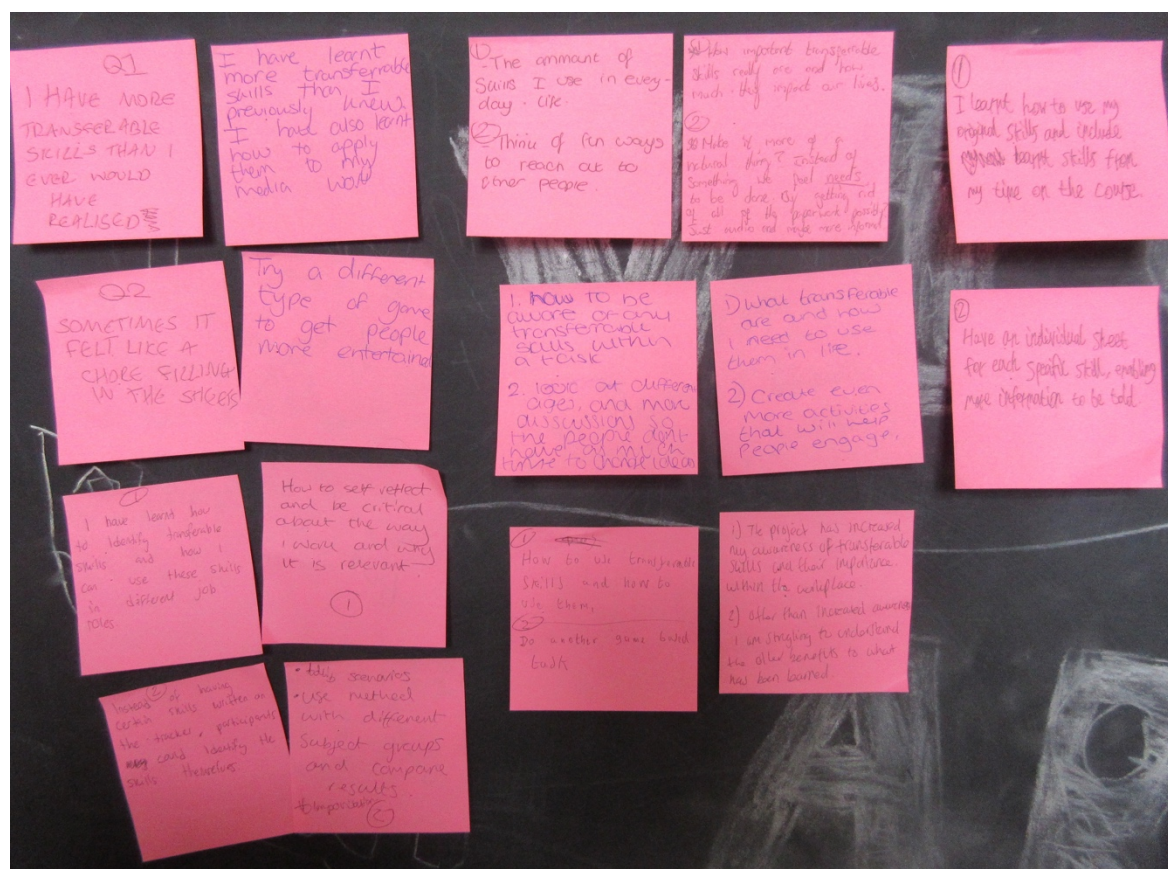


Figure 14

In the final stage of data collection (designed as a project de-brief session), I asked participants to summarise key learning points and to provide recommendations for me as a researcher. Participants wrote their initials on the back of the pink sticky notes enabling identification and ensure anonymisation (labelling) to avoid unnecessary confusion during the analyses stage. See Appendix 24 for a summary of Pink Sticky Note content.

6 RESULTS

6.1 METHOD BY METHOD

To ease the flow of communication, I will now discuss results on a method by method basis and for further reader clarity ***additional discussion on how each individual method took us a step closer*** towards answering our research questions is included. I will also highlight how and where we encountered connections between and across methods used (where appropriate) in order to enable project mobilisation.

6.1.1. Results (Methods 1 and 2) Experts

In response to Question 1, '***what is your understanding of the term 'transferable skills'?***' Expert 2 (2015, personal communication, 16 November) affirms,

'I personally think that it's any skill that can be applied to other situations so that could be soft skills such as communication and body language but I also think that could be hard skills as well.'

Application of skills across sector is picked up by both respondents, however she differentiates between 'soft' and 'hard' skills as she elaborates,

'... being IT literate I would call a hard skill and that's transferable into any work situation that... IT skills are required.' (Expert 2, 2015)

Institutional and curriculum discrimination between skills considered hard and skills deemed soft are reasons why obtaining qualitative research data on the prevalence of 'softer skills' is justified. For instance, an interview candidate may have a GCSE in IT but have minimal communication skills, this then poses the problematic, what is easier to develop on the job, confidence in IT usage or modes of communication with colleagues and customers? This thesis cannot answer this question, we acknowledge that different skills will suit associated roles however, the skills that our students possess and can articulate are the ones that will carry them through life.

Expert 1's (2016, personal communication, 18 January) definition alludes to the scope of transferable skills footprint; he identifies specific transferable skills whilst acknowledges the range of skills as extensive when he says:

'My definition of it is skills that students either acquire or develop in the course of their learning, which could be in any subject, which could have use outside of that subject and elsewhere in their lives. So, for example, really obvious ones are things like communication, teamwork, organisation, planning, research etc. etc. but I think there are an awful lot of them.' **(Expert 1, 2016)**

The spectrum of TS articulated from just five (as stated on the revised PTST) prove that the range of TS should not prove to be a barrier as there are greater benefits to be gained by simply thinking about only a handful.

In response to Question 2, '*how important do you consider student ability to articulate their transferable skills to be and why?*' Expert 1 and Expert 2 both agree and fully acknowledge the importance of student ability to articulate their transferable skills as a route to maximising their potential.

'I think it's really important... because they need to show their own employability... not just what they can do on paper... but also then how they interact with others, which then goes to show how they will handle different diverse situations. They (students) need to be able to show that they have the whole package as an employee and that they will be valuable to an employer for more than just what they can just do on paper.' **(Expert 2, 2015)**

The idea of a student as a 'package' and employers seeking more than just the paper the qualification is written on is a positive one yet it assumes two things; that the student is aware of the package they have to offer in a broader sense but also that articulation is somehow automatic and students are adept at articulating the transferable skills developed through their course.

In attempting to empower participants by engaging in the latter, I would hope that the process of engagement would positively impact on the former also. Expert 1 draws on a fundamental contradiction that lies between industry and education, when he explains,

'I think it is quite interesting that people like CBI who are not normally our friends... are still articulating them... the importance of those kind of skills and yet that's completely disregarded. I mean I think there is a double-speak in education policy where it's oh we've got to compete economically with our rivals all round the world and somehow, we are going to do this by shoving a load more Shakespeare etc. down kids' throats, making them do very old-fashioned tests.' **(Expert 1, 2016)**

The fundamental contradiction Expert 1 alludes to here is a paradox this project seeks to bridge.

'I don't think the main purpose of education should be about making people employable... although obviously everyone wants a job but I don't see education as being there to fuel the economy or feed the economy but it's pretty bizarre that... we are kind of completely going in the opposite direction because of the obsession, their obsession with a particular form of heavily knowledge-based learning.' **(Expert 1, 2016)**

Although we are aligned with Expert 1's view that the ultimate purpose of education should not solely be about 'feeding the economy,' CEP set out to position transferable skills more towards learner readiness to become 'an effective operator in the world' (Knight & Yorke, 2006, p. 21) as our focus resided in building confidence to articulate themselves and as contributing to the broader student experience.

We sought to enhance their employability potential through methods used by focusing on processes that might facilitate more effective articulations, our motivation never concerned with the limited perception of employability as simply 'getting a job.'

It is not that I sit aligned within the neo-liberal agenda by focusing on transferable skills yet I do believe it is important for students to be able to identify the skills deemed relevant (to them) that can be extracted from their course of choice, not through privilege but out of necessity. It would be unethical to assume that our students possess the required confidence(s) regarding their abilities and skills to succeed in life. However seemingly invisible (policy and curriculum) TS may appear to be, transferable skills do exist and even though our students may possess them, we cannot assume they can identify, contextualise and articulate them without relevant institutional support strategies in place.

In response to Question 3, *‘taking into account the employability agenda in Further Education, why do you think the softer such as non-IT, Maths and English skills are not currently part of the Ofsted framework for inspection?’*

the two responses received share connections.

Whilst Expert 1 states,

‘You know, it’s an agenda that’s being forced upon the exam boards, it’s been forced upon schools with the league tables and so on that only particular types of knowledge and particular ways of being assessed are valid and even only particular subjects a lot of the time. So, it’s no surprise really that then, Ofsted are kind of no longer interested in other things.’ **(Expert 1, 2016)**

Expert 2 believes the difficulty benchmarking transferable skills are fundamental to why this might be the case regarding the Ofsted agenda, as she puts it,

‘I think possibly because it’s hard to define the level of soft skills for each individual and their highest possible individual attainment... and taking into account all individual characteristics and abilities... but then at the same time I think it is really important to... include soft skills development in education and activities within the curriculum, which is I think is where work experience comes in because they can learn those soft skills according to their own abilities... I think that’s why it’s not in the Ofsted inspection because there isn’t any definable benchmark to mark people against.’ **(Expert 2, 2015)**

Currently the primary benchmark associated with employability is WEX data, which informs senior management how many students have engaged in work experience. Attending a placement alone tells us, as teachers very little about what learning (if any) took place. There is no other evidence (other than a report card completed by employers) that quantifies what aspects have been developed. If we accept learning has taken place, critically for us, does that learning include student articulation on transferable skills development as a result of their WEX placement? My experiences of co-ordinating WEX placements indicates this is not (currently) the case.

A step closer...

Interviewing Expert 1 and Expert 2 provided a sense of confidence; it reaffirmed what we had set out to do was not only worthwhile but providing a learning space in which to consolidate my initial hunch was considered necessary. Although the identified gap of a tested model to facilitate student articulation is currently absent from employability discourse and not considered a priority in the FE sector, narratives articulated by the experts helped to strengthen project motivation(s) in our quest to address the evident 'mismatch' (YE UK, 2017, p. 4) between employability and curriculum. In this respect, as a researcher, to enter unfamiliar and uncharted research terrain was exciting.

Assessment of student articulations against any given criteria was never an intention. Not purely for ideological reasons but precisely because benchmarks for transferable skills do not currently exist. CEP signalled a unique research agenda within FE, intended to embrace the diverse levels, abilities and characteristics of my cohort. It was about collaboratively striving for self-development, to raise participant sense of self-esteem and empowerment through the identification, application and articulation of the transferable skills they have to offer. This was never a process towards a sense of judgement to either meet or exceed an established benchmark, nor did it set out to fulfil any Ofsted judgement. On the contrary, it was intended as a self-reflexive celebration of participant transferable skills, in spite of participant prior attainment or diagnostic results.

By facilitating a *learning to become* more employable space, our findings serve to challenge some of the assertions and preconceptions put forward by *the experts* here. Perhaps more pertinent, by offering a new co-produced pedagogic model **tested by students**, it was the case that student articulations themselves opened up a new discourse(s) as their participation meant that **they too became experts** (on the functionality of transferable skills through practice) **in their own right**.

In assuming a post-structural analytical lens, diffused articulations on TS legitimised our findings due to student capacity to assert their own understanding in relation to our problematic.

In doing so, we made strides towards answering our fourth research question, *'in what ways has engagement in CEP challenged student perceptions on the*

functionality of transferable skills and furthermore, how might this inform employability discourse(s) and practice(s) moving forward?’ See Section 7.4.

6.1.2. Results (Method 3) Ex-Media Student Interviews

For reader reference, a selection of ex-media student responses obtained on the question, ***‘what do transferable skills mean to you now?’*** can be accessed in Appendix 25.

EXBM’s (2016) response(s) tend to focus on trouble-shooting and the ability to deal with variables and overcoming such hurdles in the workplace. The focus of language used is geared towards when things ‘wrong’ and one’s ability to cope and adapt. I think it is interesting how she refers to transferable skills as common sense and yet identifies that this is not common. She also talks about reading people’s emotions as an important skill.

EXDF (2016) specifically talks about consciously talking about his skills in interview situations and makes reference to drawing on his creative abilities to devise stand-out CV’s.

EXGW (2016) talks about the developmental nature of one’s skills as one matures; evolving in the sense of one’s realisation of them. She refers to deconstructing film texts on her A Level course and identifies critical thinking skills as transferable to problem-solving and seeking solutions in a creative business environment. It is interesting how she views skills transference as the ‘same process,’ the only variable is the context.

For reader reference, a selection of ex-media student responses obtained on the question, ***‘how (if at all) did the transferable skills accrued during your time on the BTEC course help you in reality? For example, securing certain jobs, writing CV’s or during interviews etc.?’*** can be accessed in Appendix 26.

EXBM (2016) talks about adopting roles (in context of college-based production) and how she views her position in work as the same process. Again ‘people skills,’ however vast are emphasised as taking precedence over academic exams. EXBM specifically refers to WEX candidates and how it is just as much about attitude and

approach in terms of whether a candidate is viewed favourable or not. According to EXBM, some (more qualified) candidates may view certain roles as beneath them, only to their detriment.

EXDF (2016) references key transferable skills of 'leadership' and 'time-management' as fundamental skills relevant to his work in corporate management positions.

EXRJ (2016) share commonalities with EXDF (2016) by placing emphasis on 'time-management' but links this into prioritising as her role is autonomous and determining such priorities on a daily basis are key to her overall responsibilities and efficiencies of getting the job done.

EXES (2016) discussed transferable skills regarding the facilitation of a smooth transition from an FE to a HE environment. She specifically references an 'Interview Techniques' module where she developed confidence talking to people she is unfamiliar with and also indicates 'ethical considerations' as a transferable skill to take into account. She references use of particular technologies that we used in class daily (*tumblr* and *weebly*) and how she has continued to use them as part of her degree course.

For reader reference, a selection of ex-media student responses obtained on the question, ***'what could have been done to enhance your understanding and or articulation of transferable skills that ultimately could have better prepared you in some way for employment/ next steps?'*** can be accessed in Appendix 27.

EXDF (2016) suggests greater identification of transferable skills would benefit current students, including some facilitation of when and how to highlight them. EXGW (2016) refers to reflecting on skills used more at the end of each project, it is interesting how her language used relates to 'what you get back' (EXGW, 2016). The project premise is very much about identification, application and articulation that will facilitate the two suggestions put forward here.

For reader reference, a selection of ex-media student ***unexpected responses*** obtained can be accessed in Appendix 28.

As is clearly evident in the selection of quotations extracted from ex-media interview data, references to 'scenarios' unexpectedly emerged as a key theme. This data became integrated into research design as our actions moved forward.

Whilst I was conducting the 1-1 ex-media student interviews *parallel with* our usage of PTST's in class and taking into account participant focus group feedback (11 March 2016) on how students were using them, I knew that the research would need to go further to ensure progression regarding articulation development. Yet it remained unclear as to how this might manifest until the idea for 'scenarios' emerged as a potential solution. Reflecting on the above interviews gave rise to action because it was not that just one ex-student who explicitly referenced the term but 8 direct references to 'scenarios' were made.

In addition, although EXBM did not state the term 'scenario' her language was very much focused on adapting to situations, experiencing problems and dealing with 'variables,' interpreted as extremely close (in meaning) to the frequently referenced term 'scenario.'

EXBM's language may not exactly mirror EXRJ, EXDF and EXGW, however her understanding, based on her experiences, can be aligned to those participants who suggested 'scenarios.' However, I conducted a word frequency count (across all ex-media data) on the usage of the word 'problem' and 'situation,' the results were:

'Problem' = 9 references

'Situation' = 8 references

A step closer...

Outcomes attributed to Method 3 persuaded me that the creation of scenarios was the next logical step to proceed. It also proved contextually viable within the project timeframe. Initially, I thought I would create fictional scenarios but it dawned on me the scenarios would prove most effective if they were based on participant experiences in production, on real situations. **If *problem-orientated* scenarios were self-devised this would present an opportunity for participants to do**

their transferable skills. If I were to build in short preparatory 1-1's on 'key moments' in production, then participants could verbalise their scenarios with me first (as a practice run) as a strategy to facilitate confidence when articulating before others. Additionally, I also thought it might be fun to turn it into a game format (the participating students needed a break from the tracking document as evidenced in the focus group feedback which took place around the same timeframe). See Method 8a (section 5.3.7) for explanation on how the devised scenario worksheet design was *problem-orientated*.

Furthermore, the idea of marketing oneself more explicitly was something that I found interesting, the idea of students thinking about themselves as a 'brand' (EXGW, 2016) in terms of their identity and how they might begin thinking about selling themselves using their transferable skills,

'...clearly defined skills, skills that I can use to sell myself. The skills make the brand but you know skills equals money at the end of the day.' (EXGW, 2016)

Based on her experiences also, clearly EXBM, 2016 believes in the power of self-marketing as she places emphasis on the need to 'big yourself up...' because after all, as she continues, '...no-one else will in an interview situation, will they?'

Taking into account their various career pathways (Appendix 22) and the shared common factor that all ex-media students had studied the same BTEC Extended Diploma in Media Production, their articulations add weight to the project premise in terms of 'critical testing' from a retrospective viewpoint (Cohen et al., 2011, p. 34). Based on actual experiences in the workplace, ex-media student narratives offer new perspectives on the importance of TS, thus forming (Sartre, 1963, p. 154) 'crystalized meaning' through their retrospective articulations. As a result, their data added an additional layer of meaning towards the broader context of CEP as a 'life-long learning process' (Pegg et al., 2012, p. 7), for we were more concerned with making explicit their transferable skills to 'enable them to be successful not just in employment but in life' (Ibid., p. 7).

Ascertaining retrospective accounts proved more useful than previously anticipated. Thus, raising the issue that perhaps sustaining a longer-term relationship with our students (in terms of their career pathways) might help us to shape a language of employability that is more meaningful for students of the future? See sections 7.5 and 7.6 for additional discussion.

In response to our fourth research question, transferable skills clearly have a place regarding enhancing the employability *potential* of participants. CEP motivations to improve confidence of articulation on the TS each student has to offer as a strategy to further support each student to become ‘a more effective operator in world’ (Knight & Yorke, 2006, p. 21) will become part of a much broader discourse moving forward.

6.1.3. Results (Method 4) Personalised Transferable Skills Tracker

Participant PTST evolved from the top ten TS, as formulated and identified by the students during Phase One. I then tabulated the TS they had identified, primarily to facilitate student reflections on the skills, intended as a prompt for students to continue the mapping process autonomously. It was also important to make visible that I was responding to their prior actions, my tailoring intended to encourage them to further mobilise their thoughts through written reflection. As visible in Figures 11 and 12, participant usage of the trackers is clearly evident, however their ability to bullet point or provide a basic description of transferable skills seemed somewhat limited. The ability to rote reflect (in this way) fails to effectively demonstrate or make explicit participant ability to confidently articulate transferable skills accrued. Furthermore, the sentences are largely general statements and I was seeking a more personal contextualised response in the hope that processes involved in CEP may resonate in the long-term. The latter (for me) became more important particularly on the basis of ex-media student findings which placed emphasis on more complex levels of interpersonal communication such as one’s ability to read people’s emotions, to have an affinity, to be process driven, to be adaptable. To add, participant ability to specify situated examples to support claims made on their transferable skills development proved insufficiently clear. Equally pertinent, whilst observing participant usage generally in the classroom, I felt concerned the tracker

was viewed as tick-box exercise, a chore even and began to fear that the consistent self-surveillance may prove counter-productive.

A step closer...

Critically, as a stand-alone tool, the PTST was not fully answering our second research question that focused on articulation development over time. In order to evidence progression further, at this point, I thought it might prove useful for the participants to *evaluate usage on their own terms*, hence the intervention of Method 5.

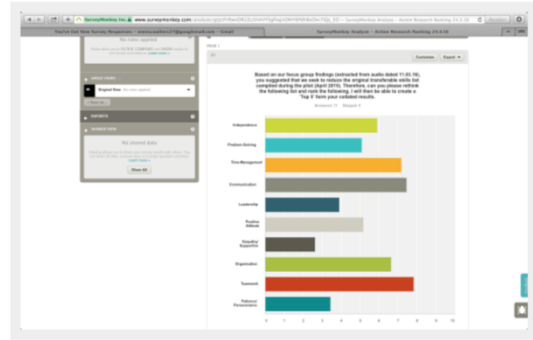
6.1.4. Results (Method 5) Interim Focus Group

All of the participants who attended the focus group agreed that the tracker carried some value to them. No single response in the recorded audio evidence stated otherwise. Although it should be pointed out that regardless of multiple attempts to draw all students into the conversation, participants MED2, MED4, MED6 and MED8 tended to dominate the flow of the discussion with the other participants in agreement.

A selection of participant interim reflections on the usefulness of the PTST tool can be found in Appendix 29.

The overriding criticism (as perceived by participants at this stage) was that the list of skills was too long and could be (MED8) 'more concise.' Based on this feedback, I then posed the suggestion of reducing the list. MED2 suggested I do it 'online.' Thus, it was agreed by all participants that using *Survey Monkey* (as we had done in Phase One) to reduce the transferable skills list from ten to five was the most appropriate way to do this (speed and ease of use). Consequently, using *Survey Monkey* a short ranking question (where participants ranked the ten skills listed and then the top five) was devised. This specific action is classified as Method 6. Figure 15:

[Edit](#) [Delete](#) [Reblog](#) [Embed](#) [Dashboard](#)



Your revised 'Top 5' are...

- Communication
- Time-Management
- Team Work
- Organisation
- Independence

As a result of focus group feedback, I set out to reconfigure the tracking document (reduced the number of TS from 10 to 5 for manageability) and used *Tumblr* to remind participants that the **revised tracker based on Method 6: Survey Monkey findings** was made available to download from *Moodle*. See Figure 16 below.

Name (initials only please!): _____

Personalised Transferable Skills Tracker (PTST)

Identify when (insert dates) and how the following Transferable Skills have been applied in practice.
Complete as when relevant throughout the project.

Transferable Skill	ANIMATED IDENT PROJECT (FEB 16- APRIL 16)
Team Work	
Communication	
Independence	
Time-Management	
Organisation	

IMPORTANT NOTE: Please feel free to add any additional transferable skills you may come across that are not listed above if they are relevant to what you have done.

Note: *Transferable Skills listed as identified by participants in BU/ MCC Research Project (revised list based on focus group and Survey Monkey feedback 24th March 2016)

ONLY ONCE ALL OPTIONS ARE COMPLETE, PLEASE DOWNLOAD THE REVISED BU/MCC TRANSFERABLE SKILLS TRACKER (it is in last section 'BU RESEARCH' on MOODLE) AND COMPLETE. I WANT YOU TO REFLECT ON WHAT SKILLS YOU HAVE TARGETED WHILST WORKING ON THE ANIMATED IDENT PROJECT FROM THE NEW SHORTENED LIST (BASED ON YOUR SURVEY MONKEY RESULTS LAST WEEK). ONCE COMPLETE YOU CAN EITHER PRINT OFF AND GIVE TO ME OR EMAIL ME A DIGITAL COPY: ewalters@midchesh.ac.uk

Figure 16

It was important to revise and redistribute the PTST as a quick turnaround. Given some learning behaviours, I did not want to risk losing student attention nor hinder progression. Again, by quickly reacting to focus group feedback as explicated here, this reasserted my role as facilitator as supporting their autonomy as meaning-makers and informers of the processes involved.

6.1.6. Results (Method 7) Individual 1-1 Interviews

Having initially transcribed 1-1 interview data (by hand), due to the range of resultant outcomes, I thought incorporating analyses software (NVIVO) might further assist the analyses process by helping to shape my interpretation of data extracted but also to gain a broader picture of skills usage across the cohort. For further clarity, personalised student outcomes (based on one-to-one transcription data) are tabulated in Appendix 30.

A step closer...

In relation to data in Appendix 30, the following observations were drawn:

- All participants were able to articulate and identify ‘key moments’ which we came to describe as personalised situated ‘scenarios’ to communicate their experiences whilst on the BTEC Extended Diploma Media Production course and to extrapolate specific transferable skills embedded and articulated as having developed during the research timeframe.
- It appears the tracker is viewed a tool *to help* participants as multiple and frequent responses used terms like ‘help me’ ‘increased confidence’ and ‘independence.’
- All participants related at least one scenario to client-led projects, (e.g. ‘Saltscape’) or other body, in an attempt to anchor transferable skills articulation and consequently illuminate their understanding/ knowledge. It is worth noting that only two participants actually made reference to client-led or external work as a transferable skill in and of itself.
- 6 participants referred to technical challenges within their stated scenarios yet did not list technical skills as one of their key transferable skills, only one participant did.

The observations suggested mobilisation had taken place, transferable skills were beginning to be articulated with a greater sense of autonomy and confidence. In response to our second research question, *‘how can student articulation be evidenced across the timeframe to demonstrate progression?’* in this respect more progressive contextualised articulations were becoming evident.

As a result of student interview data, the frequency of transferable skills referred to, from our revised top 5 list (as agreed amongst participants in Methods 5 and 6) was collated to demonstrate cohort spread.

2 participants made direct reference to **all five skills** as listed on the tracker.

5 participants made direct reference to **four skills** as listed.

3 participants made direct reference to **three skills** as listed.

1 participant made reference to only **two skills** as listed.

Further collation of the data (Appendix 31) then allowed me to rank skills referenced relating to frequency of usage (across the various participant contexts/ experiences encountered):

Independence was referenced by 10 out of 11 participants.

Teamwork was referenced by 9 out of 11 participants.

Organisation was referenced by 8 out of 11 participants.

Communication & Time-Management were each equally referenced by 7 out of 11 participants.

Generally, the data demonstrates a high percentage of participant coverage regarding articulated experiences (associated with particular skills) and includes a broad spread regarding participant reference and articulation across all listed transferable skills identified. Clear evidence of mobilised articulations across participant experiences in production over the six-month timeframe becoming apparent. Given our second research question, any effective and useful evaluation would mean that analyses would need to be realigned to the individual and not the cohort. **The extent to which participant articulated accounts graduated over time would require a conscious turn away from cohort data towards presenting data through personalised articulations, as unique to each student.** It is at this point in the research process where data analyses made more sense when thinking about it as a student profile or cross-section of methods. Thus, interpretations were best viewed through a post-structural lens as student interpretations and articulations on their transferable skills become increasingly more aligned with a redefining process as opposed to arriving at any single fixed definition.

To illuminate the idea of viewing individual outcomes as post-structural, articulations further diversified with context, as the 'key moments' category (see Appendix 32) indicate.

The evident variables in Appendix 32 can be attributed to the idea that as each participant drew on their own diverse production context(s) their articulations became more personalised, thus evidencing participant diversification away from and outside of the tracker. This proved beguiling for one key reason. The participants had sought to reduce the list (during methods 5 and 6) at this stage all participants agreed that the tracker needed to be (MED8) 'more concise.' Interestingly however, when articulating 'key moments' during the 1-1 interviews, the majority of participants actually diverted from the listed skills and introduced additional transferable skills (that were not previously evident on their trackers). This step change in articulating skills *not on the list* demonstrated a sense of discursive confidence not witnessed during Phase One. It seemed that reducing the list of TS, inadvertently resulted in a proliferation of others, reaffirming our observations that transferable skills themselves come to perform somewhat rhizomatically. In providing a de-centred reappraisal of TS, we came to view them as connected to every aspect of our lives and experiences both inside and outside educational institutions. In this respect, project findings take us further to substantiating the idea that TS are not external from the lived experience of the individual student.

As illuminated in Appendices 31 and 32, equally compelling is that even though only two participants made direct reference to all five transferable skills on the tracker (and a further four students only made reference to three or less skills), this reduction can be counterbalanced by the range of 'Unexpected Skills' (those not on the list) that emerged as a consequence of the variant contexts identified above. For reader clarity, I have tabulated 'unexpected skills' articulated by students (see Appendix 33).

To summarise, the majority of 'unexpected skills' were minimally referenced with three additional unexpected skills emerging as most prevalent:

Working with a Client: 8 participants referenced a total of 19 times.

Adaptability: 8 participants referenced a total of 15 times.

Problem-Solving: 8 participants referenced a total of 12 times.

The data here was beginning to make connections with Method 3 outcomes; the unexpected TS identified here were closely aligned with the ex-media student narratives, particularly their emphasis on ‘scenarios.’ Although never an intention, ex-media data informed our actions. The integration of scenarios and translating that into game format would not only serve to eradicate the mundane nature of mapping in the way that we were (with the PTST) at the time but it would enable students to both exercise and articulate their thinking on TS in a more informal, dialogic way. In creating scenarios, students would be able to learn from one another’s learning experiences, thus add value to the learning process itself. In isolation, the co-devised tracker became evidently flawed, however at the same time as this became apparent, somewhat surreptitiously a road opened (as a result of students from the past). Again, for transparency this was communicated with the students who were by then eager to articulate in different ways. The PTST was proving too rigid as it did not allow students to move outside of it. The tracking tool became more akin to Deleuze and Guattari’s description of ‘tracing’ except this was the exact opposite of what CEP originally intended.

A map has multiple entryways, as opposed to the tracing, which always comes back to “the same” (Deleuze and Guattari, 2013, p.12).

If the tracker was perceived as ‘a chore’ then our actions would need to respond accordingly. We preferred the notion of mapping student TS as this facilitates greater autonomy and freedom for articulations to cross pollinate transferable skills; modification contingent on the person articulating them.

Having said this, the PTST proved useful as an initial step towards nurturing confidence to articulate, however the timeframe for usage should not extend beyond two months (see Section 7.6). For this reason, it remains a founding method of our IMADE Model *towards* employability (Step 2: Map). The past and the present were becoming unified at an intersection; only at this point, I was the one who could see it. This reaffirmed the rationale to integrate key excerpt audio (edited version) of clips as method 8b. I felt it was important for participants to be able to hear audio extracted from prior students in order to reflexively make their own continued connections. I also hoped it might encourage participant to continue

mobilising their thinking and articulations as they exited the course. Method 8 signalled the end to the project and data collection phase but it is only the beginning of their future, I hoped the audio might resonate in their thoughts as they made their way home that day, as an 'and... and... and' process (Deleuze and Guattari, 2013, p. 26).

At this point in the project, the obvious breadth of transferable skills articulated through student practice(s) evidenced that participants had already begun to map their own terrain. As a form of self-canonisation; their articulations were coming to represent a more personalised sense of knowledge creation. They were creating an employability language of their own.

The rhizome is an antigenealogy. It is a short-term memory, or antimemory. The rhizome operates by variation, expansion, conquest, capture, offshoots. Unlike the graphic arts, drawing or photography, unlike tracings, the rhizome pertains to a map that must be produced, constructed, a map that is always detachable, connectible, reversible, modifiable, and has multiple entryways and exits and its own lines of flight (Deleuze and Guattari 1987, p. 21 cited in Cormier 2008).

Interview data supports the idea of the rhizomatic learning model suggested in 'A Thousand Plateaus' by Deleuze and Guattari (2013). However diluted and diverse transferable skills became; participant articulation(s) depicted expansion across a multitude of transferable skills, they were ultimately determining their (Ibid., 2013) 'own lines of flight' whilst becoming expert articulators of themselves. Given the nature of our PAR steps and post-structural analytical framework, validation of the data derived from student articulations themselves and not pre-determined by a benchmark on which to judge progression, as evidenced across the timeframe. Participants were demonstrating that they were now in possession of a newly developing skill; mobilisation had taken place. Participants were now demonstrating clear ability and capacity to extrapolate transferable skills as mobilised from their experiences; *wherever they found them*.

CEP never set out to establish criteria upon which to judge project outcomes, the PTST came to symbolise a supportive strategy only, it was never going to

represent the end outcome. Articulation of participant transferable skills is evident in the interview data extracted and the trackers simply mobilised participants towards that junction.

A sense of personalised and internalised knowledge creation can be drawn from observations made on 'Personal Development.' It became apparent in the one-to-one interview transcripts that a somewhat unanticipated sense of self-reflection also transpired specific to transformation of the self as a consequence of project engagement. All participants, equating to a total of 19 references were made in relation to changing perceptions of themselves and/or their own behaviour(s). This led into our finding that TS are deeply personal. The 'personal development' element of learning behaviours was not the focus of our study but raises an interesting question on their relationship, constituting a specific research field that requires further investigation.

Individual student progression can be evidenced more clearly in 'Student Graduated Articulations' (Section 6.3) where visual representations of the various articulated accounts are presented and enable individual progression to become more visible. Thus, we provide a response to our second research question. By using an employability language that students understood, they learnt to act and speak differently.

6.1.7. Results (Method 8a) Scenario Worksheets

Although I have collated scenario worksheet findings (Appendix 34), for reader clarity, additional photographic elicitation of all MED1-MED11 can be accessed via *Flickr* (2017) link provided in Appendix 35.

Transferable skills identified within each given scenario as well as **non-media sector roles** are also tabulated in Appendix 34.

A step closer

The collated evidence in Appendix 34 suggests identified skills have not only been redefined but participants clearly signpost other (non-media) sectors specifying job roles where the skills attributed are also applicable.

Thus, consolidating the observation that the trackers acted as a vehicle to further mobilise articulations (during the game) through application as the scenario worksheets were based on their interpretations of practice(s).

The 'Guess Who?' game format in which the scenario outcomes were explored provided an additional, informal opportunity for the participants to second-guess other people's skills accrued across the variant 'key moments' articulated. The game enabled an additional context in which participants could engage in dialogue within and across the cohort group, furthering their knowledge of transferable skills whilst facilitating transferal of knowledge.

It was an action intended to further support confidence development (as discussed in relation to the rationale for the 1-1 interviews) by actively disseminating additional dialogue on transferable skills. This proved permissible due to the preparatory reflexive strategy of the PTST.

6.1.8. Results (Method 8b) Ex-Media Student Audio

Although the audio data was transcribed and resulted in project mobility regarding the creation of participant self-devised scenarios, incorporating an edited mash-up of narrative fragments (as articulated by ex-media students) was also integrated as part of Phase Two de-brief. I simply played the audio and allowed the space for participants to listen and reflect *without documentation*. It was intended as a consolidation exercise; to help bridge CEP's aims and the associated processes in which participants had engaged, as we sought to articulate our own employability discourse.

As their teacher, I hoped it might resonate as participants left the college or caught the bus home that day. By listening to audio excerpts (an edited remixed version is accessible via the link provided in Appendix 23) on actual experiences in the workplace by ex-media students who had also chosen the same course as the participants; I hoped this might incite further connections with their own articulated experiences of transferable skills. Listening to past narratives might add value to

the broader experience of students involved as they take **the next step forward** onto their chosen pathways, and continue their unique journey of *learning to become* more employable.

It is totality in the process of becoming which is to be realized one day as a totality which has become (Sartre, 1963, p. 138).

6.1.9. Results (Method 8c) Pink Sticky Notes

As articulated in participant final thoughts (Appendix 24), interestingly, regarding **interpreted improvements** learners articulate new research avenues and possibilities demonstrating a heightened critical awareness of the research processes encountered. Thus, supporting the use of multilevel mixed methods involved in CEP whilst simultaneously indicating the potential for more creative experimental research pathways such as (MED8, 2016) ‘improvisation.’ and ‘adlib scenarios.’

MED6 (2016) talks about ‘instead of having certain skills written on the tracker, participants could identify the skills themselves.’ The suggestion for ‘on the go’ TS and enabling the process to become even more fluid is one that potentially could work, if integrated within a digital application format of some sort. This might further enable the reconfiguration of skills as and when they are used rather the rigidity of tracking set skills identified. Thus, avoid the ‘chore’ (MED3, 2016) of updating a word version tracker or limiting articulation to a restricted set list.

MED2, MED4 and MED5 state that the process could become more game-based, this might be largely a response in reaction to the relentless surveillance students are subjected to (I too came to view how the tracker itself might signal an extension of that consumer-focused culture). The integration of the ‘Guess Who?’ game sought to subvert original, earlier emphasis on the PTST document. Choosing instead to map transferable skills in a different way, more akin to the way Deleuze and Guattari (2013, p. 12) would describe it; we moved onto participant-devised scenarios. As a strategy, the game design enabled more informal opportunities for participants to articulate and further mobilise their transferable skills in diverse ways, as opposed to becoming restricted to one single method.

Fully aware that evidence presented constitutes one cohort group and can therefore be viewed as small-scale, however in methods used (specifically Methods 4-8), there is a clear sense of coherent understanding of transferable skills through application (not evidenced in the curriculum prior to the project beginning) as articulated by the students.

Viewed as a springboard to mobilise greater confidence through articulation and improve awareness of student transferable skills accrued on their course, our suggested IMADE model *towards* employability can be replicated across diverse courses and customised to unique learner profiles. By offering a generic open model for other practitioners to test, we were able to present an answer in response to our third research question.

As evidenced although the data varied across individual participants, their unique articulations at the very least, might now facilitate a deeper dialogue on transferable skills usage. The process of engagement viewed as a learning space in which students actively mapped their transferable skills (as experienced through practice) might just in turn, enhance the *potential* for further articulations to develop outside of CEP.

Although methods used revolved around a 'community as curriculum' (Cormier 2008) approach, unique outcomes also resulted in unexpected reflexive personal resonances that we believe added value to the wider learner experience. Behavioural transformations of the self are indicated, as aptly articulated by MED8 (2016) when she states she now understands, 'how to self-reflect and be critical about the way I work and why it is relevant.'

History was finally to have meaning for man. By becoming conscious of itself (Sartre, 1963, p. 89).

Interestingly, what started as an investigation into what are generally perceived as generic, for us transferable skills became something much more personal and connected to every aspect of our lives.

CEP mobilised articulations on unforeseen skills such as a heightened sense of self-awareness and self-improvement regarding reflections on their professional practice(s) skills in development (or in the making). The latter only became apparent when data sets were analysed from an individual personal perspective (not a cohort). Using analytical techniques to interpret results as mapped towards each unique student allowed a clearer picture to emerge to indicate progression had come into effect, as I will now proceed to illustrate and discuss in more depth in the following two sections.

6.2 RESULTS: BRIDGING THE GAP BETWEEN COHORT AND STUDENT

In order to effectively answer our second research question, '*how can student articulations be evidenced over the research timeframe in a way that indicates progression?*' it seemed a logical and pragmatic step to present data on an individual student basis. Analysing results from the perspective of each unique learner profile (involving a cross section of IMADE methods specific to each person) not only makes visible the extent to which participant articulations *became mobilised* (making progression possible) but arguably it humanises the data in a way that viewing cohort data sets simply cannot. The personalised narratives that emerged (as a direct result of IMADE actions) show student progression more clearly than tabulated cohort data sets obtained. Analysing how each participant articulated their transferable skills in this way helped to determine a more fluid and dynamic sense of individual participant meaning(s) attributed, as represented by the participants themselves.

As well as seeking to bridge the gap between cohort and individual data, adopting an analytical strategy across the CEP timeframe will also aid reflections on the varying degrees of successes and limitations encountered, as articulated by each participant.

Although as a cohort, we engaged in the research with the aim of co-framing employability by not only thinking about employability through a different lens but through mapping and articulating transferable skills, project outcomes required analyses on an individual student basis for two pertinent reasons. Primarily due to the varying degrees of mobilised articulations evident in data but also as a consequence of the (Deleuze and Guattari, 2013, p. 12) 'rhizomatic' performativity, through which, we observe, transferable skills themselves appear to function. Although students originally agreed on five listed transferable skills on which to reflect, skills referenced became diversified and conversely proliferated, contingent on student interpretation and context. Meaning that whilst students came to recognise TS as unfixed and fluid, at the same time, their autonomy to confidently articulate a spectrum of skills attributed to their experiences became unanchored and simultaneously set free.

For reader clarity, before analysing the findings on an individual basis, Table 1 below provides an overview of evidence obtained and makes explicit participant engagement across the method(s) discussed in the previous section. The methods highlighted in green are selected as they represent individual participant-generated data and provided key methodological steps (in chronological order) throughout the evolution of the project on which to focus analyses and interpretation. Version 1 of the transferable skills tracker was adapted based on focus group intervention, thus I have chosen not to include this data. However, I will make reference to participant usage of version 2.

Participant	Data Making Image IDENTIFY	PTST - 10 Skills (Version 1)	Focus Group Actual Contribution	PTST - 5 Skills (V 2) MAP	1-1 Interviews ARTICULATE	Scenario Worksheet DO	Pink Sticky (Summative) EVALUATE
MED1	Y	Y	N	Y	Y	Y	Y
MED2	Y	N	Y	Y	Y	Y	Y
MED3	Y	Y	N	Y	Y	Y	Y
MED4	Y	Y	Y	Y	Y	Y	Y
MED5	Y	Y	N	Y	Y	Y	Y
MED6	Y	N	Y	Y	Y	Y	Y
MED7	N	N	N	Y	Y	Y	Y
MED8	Y	Y	Y	Y	Y	Y	Y
MED9	Y	Y	N	Y	Y	Y	Y
MED10	Y	N	N	Y	Y	Y	Y
MED11	Y	Y	N	Y	Y	Y	Y

Table 1

I will now attempt to analyse key data findings (across the project timeframe) in relation to the extent to which individual articulations became mobilised. The tabulated findings above allowed me to produce a more structured, open yet flexible pedagogic model. This model emerged as a direct result of our actions and articulations therefore, for purposes of this thesis (and associated findings) it is referred to as our 'IMADE model *towards* employability.'

In summary, methods can be aligned to each step of our suggested model and are communicated below:

Method 4 (PTST) = Steps 1 and 2 of **IMADE** (Identify*, Map)

Note *Identification data took place during Phase One.

Method 7 (One-to-one interviews) = Step 3 of **IMADE** (Articulate)

Method 8a ('Scenario' worksheet) = Step 4 of **IMADE** (Do)

Method 8c (Pink Sticky Notes) = Step 5 of **IMADE** (Evaluate)

Refer to Section 7.6 'Implications and Recommendations' for a teacher-friendly version on how this works in practice and where blank templates are also provided for practitioner and student usage.

It is worth noting that my professional role as both teacher and personal tutor enabled the inclusion of additional insights (based on my insider knowledge of the participants as students) serving to further validate articulations provided.

Outcomes therefore are presented in a series of individual participant 'graduated articulations.' My interpretation of the findings attributed to each student will be further discussed under the subsequent subheading entitled, 'summary.'

6.3 RESULTS: STUDENT GRADUATED ARTICULATIONS

6.3.1. Graduated Articulations (MED1)

Table 2

Five steps to mobilising MED1 articulation of doing her transferable skills	
<p>1) Identify Transferable Skills:</p> <p>Transferable Skills: Leadership, Maths, English, Communication, Research Techniques, Teamwork, Independence</p> <p>I used a spider diagram because it lays out ideas clearly and can break down the different sections to my understanding of what transferable skills are.</p> <p>Overall: I think transferable skills are that you learn in setting/ situation and can take/ use in another setting/ situation.</p>	
<p>Analysis: MED1 identifies seven transferable skills with ease and clarity (although she does include Maths and English which are not transferable skills under investigation as part of the co-framing employability project) using a spider diagram and provides a coherent written definition of what transferable skills mean to her generally however her definition fails to provide an example of a transferable skill derived from any one particular context in relation to MED1's experiences on the course.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: I did my final major project on my own so not a lot of teamwork was involved.</p>	
<p>Analysis: MED1 is able to indicate how each listed transferable skill (except for teamwork which she articulates as a transferable skill not relevant within this particular context) was applicable whilst working on her Final Major Project (involving directing an actress and studio management). She fails to effectively articulate on what elements of 'teamwork' were involved (during step 2).</p> <p>The focus on her written language is 'I' demonstrating a sense of self-assertion and self-awareness supported by the use of the word 'independently' reiterated twice in relation to her transferable skills usage.</p>	
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>	

Analysis: In step 3 data, MED1 verbally articulates two diverse contexts (formatting/ technical issues to enable her granddad to view her interview as well as responding to client changes) to underpin discussion on listed transferable skills used. MED1 also identifies and includes, 'staying calm' as an additional transferable skill (outside of those indicated on the PTST in step 2) demonstrating autonomous mobilised articulation. MED 1 refers to 'independence' as a skill that has developed the most throughout the project and unexpectedly opens up and reflects on prior personal insecurities in direct relation to this transferable skill by saying, 'my independence because I never used to like working independently, I used to like working in a team but now it's made me more comfortable working on my own. I enjoy working on my own now. I was just a bit like nervous because I didn't know what I was doing but now I've like, now I know what I'm doing and feel more comfortable working on my own. I prefer it as well.

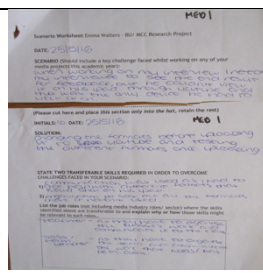
MED1's prior anxieties regarding working in isolation are now articulated as pleasures; MED1 not only uses language such as 'enjoy' and 'comfortable' now but actually states how she prefers working in isolation over working in a team.

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Communication was used, as I had to get help with different formats that would show on his iPad. Organisation to sort out all the formats I have and haven't used.

Teacher – as they have to organise the classes work and communicate it to the class.

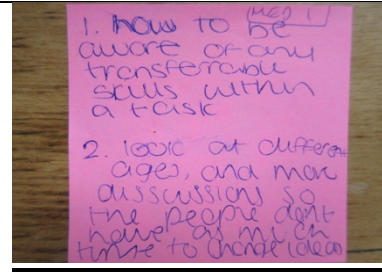
Boss/ Team Leader – as they have to organise the team and communicate the work that needs/ has been done.



Analysis: MED1 identifies 'organisation' and 'communication' as key transferable skills central to her self-devised scenario. She is also able to not only refer to but rationalize other (non-media specific) job roles such as 'teacher' and 'team leader' where the skills referred to would also be applicable. MED1 repeats the 'formatting issues' scenario articulated during 1-1 interview data (step 3).

5) Evaluate (Pink Sticky):

How to be aware of any transferable skills within a task.



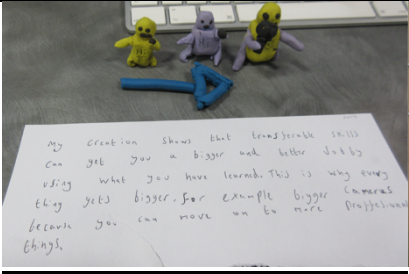
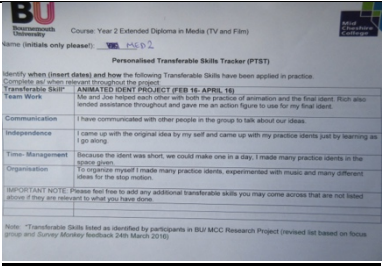
Analysis: Language used by MED1 in her evaluative comment indicates a heightened awareness of transferable skills usage within any given task.

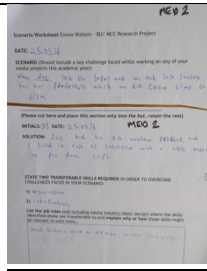
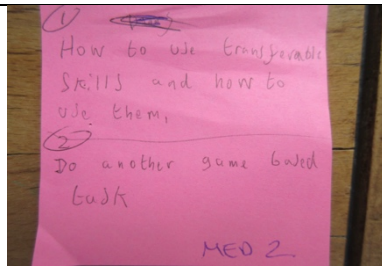
MED1 Summary

Table 2 provides a breakdown of MED1's transferable skills progression according to the methods encountered. It becomes apparent that MED1's heightened awareness and increasing confidence regarding articulation of doing her transferable skills (throughout the various contexts) has become further mobilised throughout the course of the co-framing project timeframe. The most surprising aspect in the data is firstly, MED1's articulated and personalised sense of self-improvement in relation to her prior anxieties of working independently, which have now reversed as MED1 takes pleasure assuming independent actions and associated responsibilities. Although there is no direct evidence that engagement in the project has influenced this outcome, the articulation of this shifting and indeed mobilised mindset would not have become apparent within the curriculum as it currently stands. Also, MED1's introduction of 'staying calm' as an additional transferable skill not listed on the PTST (step 2) shows autonomous thinking outside of the devised tracker whilst reinforces MED1's increasing confidence in thinking more independently. MED1's original general definition in step 1 has progressed to the extent that by the end of the project (step 5), she feels confident in her ability to identify transferable skills within *any* given task, demonstrating a confidence in mobilising her transferable skills embedded within her media course across not only diverse contexts but individual tasks.

6.3.2. Graduated Articulations (MED2)

Table 3

Five steps to mobilising MED2 articulation of doing his transferable skills	
<p>1) Identify Transferable Skills:</p> <p>My creation shows that transferable skills can get you a bigger and better jobby using what you have learned. This is why everything gets bigger, for example bigger cameras because you can move onto more professional things.</p>	
<p>Analysis: MED2 provides his own unique definition using play-doh models (x 3 increasing in size from left to right of the image) to represent growth and development of his accrued transferable skills. He uses the example of ‘bigger cameras’ to support his ideas of becoming more ‘professional.’ However, MED2 fails to identify any specific transferable skills at this stage.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: Me and Joe both helped each other with both the practice animation and the final ident. Rich also lended assistance throughout and gave me an action figure to use for my final ident.</p>	
<p>Analysis: MED2 is able to indicate how each listed transferable skill was applicable whilst working on his animated ident project (involving undertaking multiple practice test shots to help organise himself).</p> <p>Generally, across the five skills, MED2’s focus on his written language is ‘I’ demonstrating a sense of self-awareness in relation to his transferable skills usage. Regarding ‘teamwork’ he names the peers he worked alongside (including one who loaned him an action figure) although the group dynamics and capacity in which they worked together are limited to a basic descriptive level.</p>	
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>	
<p>Analysis: MED2 refers to two specific contexts ‘the lost tape’ (involving an improvisation/ “mash-up”) and ‘technology failures/ exporting’ (when editing the client interview) based on his experiences in production that demonstrate his ability to articulate his transferable skills mobilization. The three transferable skills MED2 deems most relevant within such contexts are ‘independence,’ ‘organisation’ and ‘time-management.’ During the interview, MED2 clearly articulates how transferable skills are interconnected, he acknowledges ‘organisation’ and as a consequence ‘time-management’ as key transferable skills that for him, are very much a work in progress, he states, ‘my organisation</p>	

<p>still isn't great but it's definitely got loads better. Like I say now I'm doing everything for deadline so I'm... and I'm like writing things down and stuff. It's just like half the... make things organised for myself... and that comes with time-management...'</p>	
<p>4) Do Transferable Skills (Scenario Worksheet):</p> <p>Transferable Skills: Organisation, Independence Stockbroker – work on his own to make sales, organise.</p>	
<p>Analysis: MED2 identifies 'organisation' and 'independence' as key transferable skills central to his self-devised scenario. He is also able to not only refer to but rationalize one other (non-media specific) job role such as 'stock broker' where the skills referred to would also be applicable. MED2 did not state a second role. MED2 repeats the 'mash-up' scenario articulated during the interview.</p>	
<p>5) Evaluate (Pink Sticky):</p> <p>How to use transferable skills and how to use them.</p>	
<p>Analysis: Language used by MED2 in his evaluative comment signal a level of confidence in usage and application although actual sentence construction ('use' is incorporated twice) fails to communicate the latter element (application) succinctly.</p>	

MED2 Summary

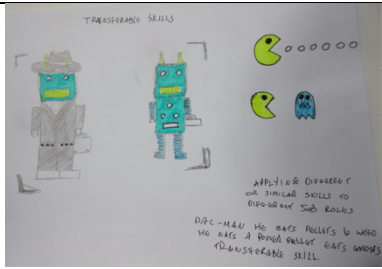
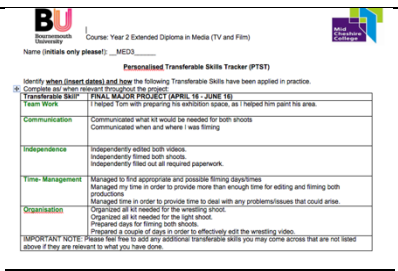
Table 3 above provides a breakdown of MED2's transferable skills progression according to the methods encountered across the co-framing employability project. It is apparent that MED2 is now able to identify (beyond the somewhat abstract visual representation of the three *play-doh* models initially produced) as well as further mobilise effective articulation on how his transferable skills have manifested throughout the course of the project timeframe.

MED2 had only been diagnosed with dyslexia a year previous to the project beginning. Although he doesn't refer to dyslexia specifically in the data, language

used mirrors the struggle he has experienced regarding key challenges for him, namely the self-management skills involved with organisation and time-management as articulated when he comments, 'my organisation still isn't great but it's definitely got loads better.' Interestingly, having stated this, MED2 talks more positively about building strategies to help support himself and to further improve his organisation skills. It is difficult to attribute credit to the project regarding MED2's articulated sense of self-management development. Despite this, MED2's recognition that his organisation skills are not finite but rather conversely something to be continuously refined shows a deeper and more critical articulation not evident during step 1 nor before the project began, proving to be a rather remarkable result for MED2 personally.

6.3.3. Graduated Articulations (MED3)

Table 4

Five steps to mobilising MED3 articulation of doing his transferable skills	
<p>Pac-Man he eats pellets and when he eats a power pellet eats ghosts Transferable Skill.</p> <p>Applying different or similar skills to different job roles.</p>	
<p>Analysis: MED3 uses a somewhat novel animated depiction of <i>Pac-man</i> eating transferable skills pellets, assuming the pellets are the transferable skills that increase employment power. The portable nature of transferable skills is evident in MED3's suggested definition although specific transferable skills are neither identified nor referenced explicitly.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: I helped Tom with preparing his exhibition space, as I helped him paint his area.</p>	
<p>Analysis: MED3 uses each transferable skill on the PTST to reiterate how each listed skill proved applicable whilst working on his Final Major Project (involving managing and producing a wrestling documentary) and helping out another student (painting exhibition space).</p> <p>Confidence and self-awareness evident in written articulated accounts in his PTST with three transferable skills in particular (namely 'independence,' 'time-management' and 'organisation' referred to at least three times showing MED3's usage through his application and understanding.</p>	
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>	
<p>Analysis: Two key moments were referred to and expressed by MED3 during the interview 1) dissatisfied with work produced on client interview and 2) overcoming low motivation by faking interest in client and project (Saltscapes). Interestingly, the two scenarios position the idea of self-improvement as central. A key perceived challenge for MED3 was articulated as dissatisfaction with own product; working alongside one's own high expectations and performance levels as a matter of self-critique. Overcoming one's own self-judgement, as opposed to that of others (client, stakeholders, viewers, users etc.).</p>	

Also overcoming low motivation when interest in a project begins to wane became a concern for MED3 who candidly says, 'I do remember just having a lack of interest, a lack of motivation because it was for Saltscape and the subject matter, there was no personal interest there, and I did find it difficult.'

Most strikingly in this data is the amount of transferable skills MED3 points to (outside of those listed on PTST) such as, 'perseverance, imagination, patience... trying positive thinking.' During the interview MED3 goes on to explain how working with his low motivation had conversely facilitated him to 'become better at faking interest.' Interestingly he is one of only three students who refer to technical skills (editing software) as skills that are transferable.

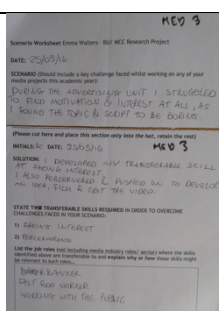
4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Faking Interest, Perseverance

Banker

Fast Food Worker

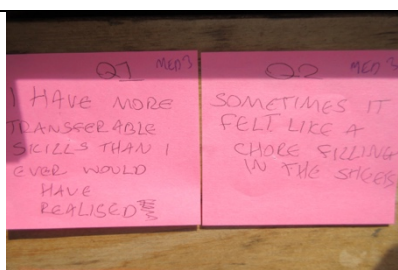
Working with the public



Analysis: MED3 identifies 'faking interest' and 'perseverance' as key transferable skills central to his self-devised scenario. He is also able to not only refer to but rationalize other (non-media specific) job roles such as 'banker' and 'fast food worker' and any role involving 'working with the public' where the skills referred to might also be applicable. Written scenario replicates data derived in 1-1 interview content (key moments transcription evidence) as discussed in step 3.

5) Evaluate (Pink Sticky):

I have more transferable skills than I ever could have realised.



Analysis: Language used by MED3 in his evaluative comment indicates the breadth of transferable skills he refers to throughout the project timeframe.

MED3 Summary

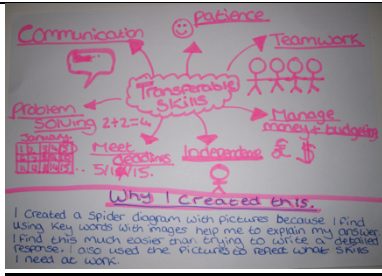
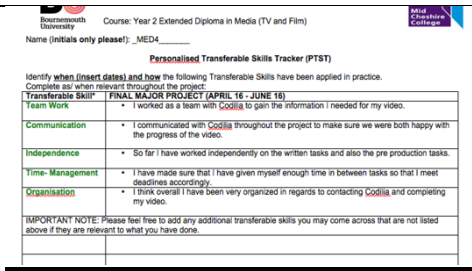
In order to assess the shift in MED3's mindset regarding his transferable skills development, Table 4 above provides a step-by-step overview of how his articulations became progressively mobilised. Engagement in the project has enabled MED3 to move beyond limited definitions of his understanding as *Pac-Man* ghost figures to fully articulating a diverse range of less obvious transferable skills within self-devised scenarios. Scenarios anchored by acute further articulations linked to MED3's identified self-development needs.

MED3 discusses how he overcame motivational issues when working with a client. He articulates that he needed to draw on other transferable skills such as 'patience' and 'positive thinking' which in turn demonstrates an evolved understanding of the self as sometimes a key obstacle in the communication process (to overcome himself or perception of himself) and to ensure the client is put first (which was integral to the module criteria). MED3's candid acknowledgement of his de-centering of the self and sought solution to 'fake interest' represents a compellingly articulation because we are not always interested in what we do in the workplace and his thoughts encouraged reflections on just how true his observations were. Prior to engaging in the co-framing employability project, I would not have considered 'faking interest' as a transferable skill but MED3's account and rationale have helped to reframe my own thinking on the relevance of 'faking interest' at certain times and how it is not part of my day to day pedagogic discourse with my students, when maybe it should be.

As a student, MED3 often struggles with communicating with others in class, in spite of this he has recognised he has other transferable skills to survive this particular context or client encounter (should a similar scenario arise again). By focusing on doing and articulating his transferable skills during the course of this project, I hope MED3 will continue to draw on his capacities to be a highly reflective person, who has the ability to engender positive thinking and perseverance when required as he continues onto the next steps. And hopefully avoiding employment positions where he feels he needs to 'fake interest.'

6.3.4. Graduated Articulations (MED4)

Table 5

Five steps to mobilising MED4 articulation of doing her transferable skills	
<p>1) Identify Transferable Skills:</p> <p>Transferable Skills: Communication, Patience, Teamwork, Manage Money & Budgeting, Independence, Meet Deadlines, Problem-Solving</p> <p>I created a spider diagram with pictures because I find using key words with images help me to explain my answer. I find this much easier than trying to write a detailed response. I also used the pictures to reflect what skills I need at work.</p>	 <p><i>Why I created this:</i> I created a spider diagram with pictures because I find using key words with images help me to explain my answer. I find this much easier than trying to write a detailed response. I also used the pictures to reflect what skills I need at work.</p>
<p>Analysis: MED4 competently refers to eight transferable skills at step 1. She includes patience, money management, meeting deadlines and problem-solving (in addition to transferable skills as listed on the PTST) in her spider diagram creation with key images to represent meaning e.g. smiley face for patience, pound symbol for money-management, speech bubble for communication, a number grid for problem-solving, multiple stick men for teamwork and single stick man for independence.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: I worked as a team with Cordillia to gain the information I needed for my video.</p>	
<p>Analysis: MED4 links all 5 listed transferable skills and makes them applicable within the context of her Final Major Project (involving an interview with a local entrepreneur).</p> <p>Her written articulations represent confident and assertive descriptions although they are devoid of detail.</p>	
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>	
<p>Analysis: MED4 provides two clear key moments during production when all 5 listed transferable skills were called into play. The first was when her audio became 'out of sync' and the second refers to the need to 'adapt strategies' (of interview style and questioning) during an interview she carried out with Cordillia (a local entrepreneur) for her FMP.</p>	

MED4 makes the addition of 'patience' as a key transferable skill in relation to audio issues discussed during the interview.

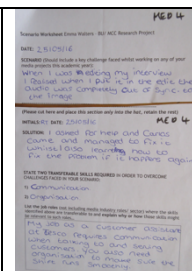
Surprisingly, in the transcription data, MED4 refers to an increased sense of confidence regarding working independently as well as greater belief in herself to communicate altered strategies when required without undue stress.

As MED4 puts it, 'I think my independence has improved because I now feel confident enough to work on my own... like before I wouldn't have liked to have edited an interview on my own, I'd have like found that quite like daunting and also, I think my communication skills have improved because I was like... that was on the spot that I had to change my strategy and I didn't like panic, I just kind of like did it.'

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Communication, Organisation

My job as a **Customer Assistant** at Tesco requires communication when talking to and serving customers. You also need organisation to make sure the shift runs smoothly.

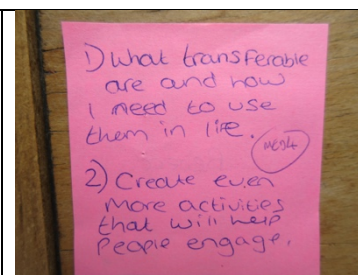


Analysis: MED4 identifies 'communication' and 'organisation' as key transferable skills central to her self-devised scenario. She is also able to not only refer to but rationalizes one other (non-media specific) job roles such as the role she holds outside of studying at college as 'customer assistant' where the skills referred to are also be applicable.

Written scenario replicates data derived in 1-1 interview content (key moments transcription evidence) as discussed in step 3.

5) Evaluate (Pink Sticky):

What transferable skills are and how I need to use them in life.



Analysis: Language used by MED4 in her evaluative comment indicates a certainty regarding identification as well as the importance of transferable skills usage in life.

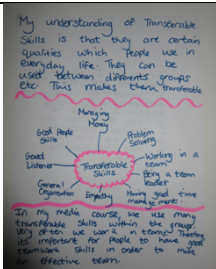
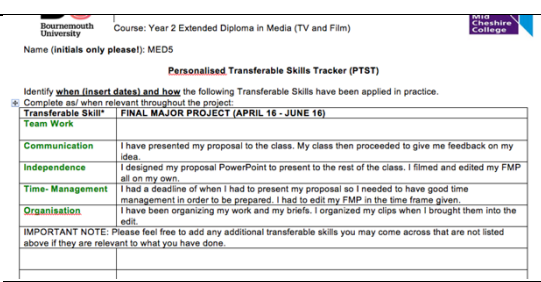
MED4 Summary

Table 5 provides a breakdown of MED4's transferable skills progression according to the methods encountered as part of the co-framing employability aim. It is apparent that MED4 demonstrates improved confidence regarding articulation of doing her transferable skills (throughout her articulated scenarios) and across the project timeframe, although perhaps not as obvious as in other cases. MED4 uses terms like 'panic' and 'daunting' to describe how she felt before working with her client. She points to 'communication' and 'independence' as transferable skills that have transformed those feelings to ones of assertion and confidence stating, 'I just did it.' Additionally, she refers to editing without peer support, showing developing technical competencies.

Verbal articulation allowed greater detail of context to be explored (further mobilising her descriptive account evident in MED4's PTST data in step 2). Although MED4 is capable of identifying and describes a range of transferable skills (during step 1), engagement in the project has, at the very least, provided the space for her to further practice verbal articulation of her transferable skills outside of identification and tracking. By the end of the project, MED4 had begun to move beyond referencing her Customer Assistant role at *Tesco*; beginning to articulate the broader value of skills accrued in order to mobilise her future pathway by fully recognising that she needs 'to use them in life.'

6.3.5. Graduated Articulations (MED5)

Table 6

Five steps to mobilising MED5 articulation of doing his transferable skills	
<p>1) Identify Transferable Skills:</p> <p>Transferable skills: Managing Money, Problem-Solving, Working in a Team, Team Leader, Good Time-Management, Empathy, Organisation, Good listener, People Skills.</p> <p>My understanding of Transferable Skills is that they are certain qualities which people use in everyday life. They can be used between different groups etc. This makes them transferable. In my media course, we use many transferable skills within the group. Very often we work in teams. Therefore, it's important for people to have good teamwork skills in order to make an effective team.</p>	
<p>Analysis: MED5 demonstrates excellent knowledge of a range of transferable skills from the onset of the research in spider diagram form. He expands on those listed on the PTST and incorporates skills such as empathy, good listener, people skills, managing money and problem-solving. His knowledge is further reiterated in the example he provides to support his understanding as he recognizes teamwork as a key transferable skill embedded on media course despite them not being on the curriculum.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: VOID section</p> <p>Communication: I have presented my proposal to the class. My class then proceeded to give me feedback on my idea.</p>	
<p>Analysis: MED5 is able to indicate how each listed transferable skill (except for 'teamwork' which he articulates as a transferable skill not relevant within this particular context) was applicable whilst working on his Final Major Project (interview on living with a disability). MED5 fails to justify and articulate elements of 'teamwork' that appear in his data to have been involved, such as the feedback he states that his peers provide under the following transferable skill section of 'communication.' MED5 does not articulate outcomes of the feedback exchange in relation to his ideas development and execution.</p>	

Self-awareness of transferable skills usage evident in descriptive accounts and incorporation of term 'I' in data, however a deeper articulated elaboration of production context is not evident.

3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)

Analysis: MED5 makes reference to two specific production-based key moments 1) adapting FMP based on peer feedback and 2) reacting to client feedback/ pleasing the client (Saltscape). In addition to the 5 listed skills on the PTST, MED4 identifies 'perseverance' as a key transferable skill central to his experiences.

In 1-1 transcription data MED5 responds to a question on what skills he thinks he has developed the most by referencing 'organisation' four times in one articulation by stating, 'I think definitely my organisation because I used to... I wasn't really very organised with clips and what not... they all just... you know, scattered over the desktop... but now that I'm getting to my Final Major Project and I need to keep everything together. Erm... you know I'm organising my clips so that can go into organisation... Organising all my paperwork, all my planning and what not...' MED5 indicates his files are no longer, 'scattered over the desktop,' as he indicates was the case prior taking part in co-framing employability project.

Within the same articulation he also places emphasis on 'time-management' and reflects on his prior learning behaviours as he says, 'another thing I think is time-management... I wasn't very good with my time-management; I sort of left everything until the end... I am improving my time-management, keeping on track of everything and making sure everything's done when it's meant to be done.'

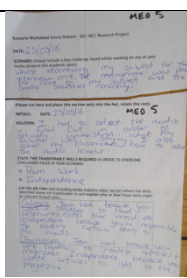
4) Do Transferable Skills (Scenario Worksheet):

Transferable skills: Team Work, Independence.

Culinary: Team work because you work together to feed restaurants, cafes their meals etc.

Independent because you're responsible for making certain items for the meals.

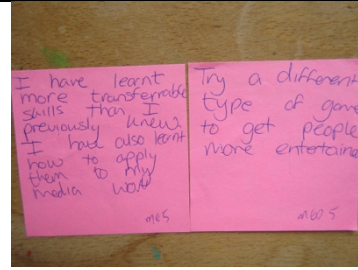
Journalism: Team work because you work together to realise articles and magazines. Independence because you write articles to add to the magazine.



Analysis: MED5 identifies ‘team work’ and ‘independence’ as key transferable skills central to his self-devised scenario. He is also able to not only refer to but rationalize other (non-media specific) sectors such as ‘culinary’ and ‘journalism’ where he identifies that both skills referred to would also be applicable. The identified scenario mirrors that articulated in step 3.

5) Evaluate (Pink Sticky):

I have learnt more transferable skills than I previously knew. I have also learnt how to apply them to my media work.



Analysis: Language used by MED5 in his evaluative comment refers to a sense of knowledge development in terms of prior understanding of the number of possible transferable skills. MED5 also specifies application of transferable skills within his media course.

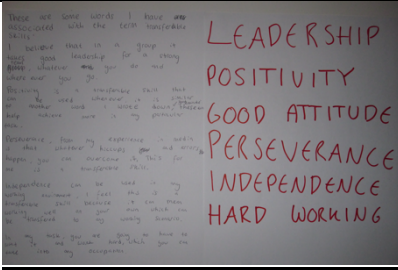
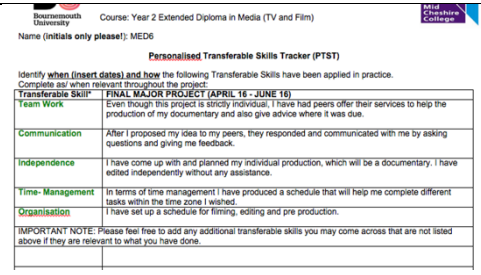
MED5 Summary

File management of clips, planning strategies and paperwork are key areas articulated by MED5 as having ‘become’ developed. MED5 acknowledges he worked rather chaotically, his work was often ‘scattered’ on his desktop however he has since managed to refine his professional practices and/ or ways of working. Therefore, impacting positively on his time-management capabilities and organisation as he clearly articulates in the 1-1 data. MED5 suffers from dyslexia and anxiety-related issues, and although the co-framing employability project never set out to address such support issues experienced by some participants involved, MED5’s articulations imply that the process of doing his transferable skills have impacted in unexpected ways; he now articulates and frames his ‘organisation’ skills as more orderly, less chaotic and random.

Although MED5 began the project (step 1) fully competent and able to identify a range of transferable skills, he indicates in his articulated account (step 3) a more structured shift involving his own organisational and self-management skills previously not in place. Thus, demonstrating an unanticipated personal sense of mobilising actual practices and behaviour(s). The processes involved in doing his organisational skills have consequently mobilised behavioural traits in a way that seemingly support his personal needs, relating to his dyslexia.

6.3.6. Graduated Articulations (MED6)

Table 7

Five steps to mobilising MED6's articulation of doing his transferable skills	
<p>1) Identify Transferable Skills:</p> <p>Transferable Skills: Leadership, Positivity, Good Attitude, Perseverance, Independence, Hard Working</p> <p>I believe that in a group it takes good leadership for a strong team, whatever you do and wherever you go. Positivity is a transferable skill that can be used whenever, it is similar to another word I wrote down 'good attitude,' these can help achieve more in any particular task. Perseverance, from my experience in media is that whatever hiccups and errors happen, you can overcome it. This for me is a transferable skill. Independence can be used in any working environment. I feel this is a transferable skill because it can mean working well on your own which can be transferred to any working scenario.</p>	
<p>Analysis: At the beginning of the co-framing project, MED6 was able to identify and competently justify six transferable skills in the form of key words, including less familiar skills such as 'good attitude,' 'positivity' and 'hard working'. This shows a clear understanding from the onset, although his justifications are generic and fail to articulate his understanding of the transferable skills identified in relation to his own experiences. MED6 does not justify what he means by 'hard working.'</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: Even though this project is strictly individual, I have had peers offer their services to help the production of my documentary and also give advice where it was due.</p>	
<p>Analysis: MED6 is able to describe how each listed transferable skill was applicable whilst working on his Final Major Project in sentences constructed here. He acknowledges that although his FMP was strictly an independent project, communication and peer support proved relevant regarding assisting in the production of his documentary under his leadership (role designation) and providing ongoing feedback. Although his awareness is evident through tracking the five listed transferable skills, details are not effectively articulated beyond descriptive level; the ways in</p>	

which peers offered 'their services' or provided 'advice' is not in relation to their production and not evident in data.

3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)

Analysis: in 1-1 data, MED6 coherently articulates two specific contexts in which production-based challenges encountered facilitated a greater awareness of how transferable skills were embedded in solution sought. The first named key moment is 'corrupted footage' where 'improvisation' was required in order to rectify the situation. The second involved 're-acting to client' and consequently 'implementing changes' in order to meet client demands.

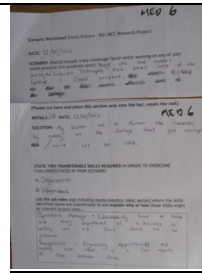
For MED6, the two fundamental transferable skills that proved most relevant to him were 'independence' regarding his ability to improvise around the corrupted footage issue he faced and 'time-management' as he clearly articulates that inadequate scheduling equated to a chaotic end to the client project. MED6 takes this idea on board by reflecting on his professional practices by saying, 'I'd definitely give ourselves a lot more time than we did because we kind of rushed near the end. So definitely give, in the schedule add an extra one saying potential re-shoot... something like that.'

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Organisation, Independence.

Operations Manager – Independently have to make sure every department of a business is working well and that there are no problems.

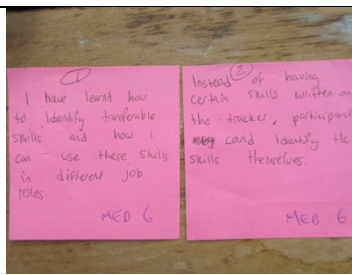
Receptionist – Organising appointments and making sure there is a fair amount of time between them.



Analysis: MED6 identifies 'organisation' and 'independence' as key transferable skills central to his self-devised scenario. He is also able to not only refer to but rationalize other (non-media specific) job roles such as 'operations manager' and 'receptionist' where the skills referred to would also be applicable. The identified scenario mirrors that articulated in step 3.

5) Evaluate (Pink Sticky):

I have learnt how to identify transferable skills and how I can use these skills in different job roles.



Analysis: Language used by MED6 in his evaluative comment indicate that his engagement in the co-framing project and subsequent articulations have enabled him to see how the various transferable skills he effectively identified (during step 1) can now be applied across diverse sectors. This latter dimension was not acknowledged in any data prior to step 5.

MED6 Summary

Due to late client changes, MED6 was required to carry out last minute and unforeseen adaptations to his video thus creating unnecessary panic and stress amongst the crew. This experience has enabled him to reflect on building in additional post-shoot time regarding future scheduling. His articulated accounts bring forth an acute awareness of a key flaw in his planning strategy that will hopefully prove avoidable on future productions. MED6's articulations remained limited to those listed on the PTST even though he identifies a much broader range of skills (during step 1). Despite this, his seeming focus on 'independence' and 'organisation' have facilitated development regarding his planning strategies, ability to adapt and improvise. Enhancing such professional practices might be considered both a personal goal for MED6 as well as prove to be an unexpected outcome of taking part in the co-framing project. Doing his transferable skills have helped not only to further mobilise his articulations of his transferable skills across sector but also crucially for him to mobilise development of his thinking in relation to his own professional practice(s).

6.3.7. Graduated Articulations (MED7)

Table 8

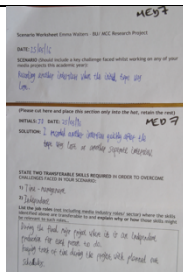
Five steps to mobilising MED7's articulations of doing his transferable skills													
1) Identify Transferable Skills:	No image available for MED7.												
Analysis: VOID													
2) Track (Personalized Transferable Skills Tracker V2): Teamwork: During my FMP, teamwork was useful when it came to deciding what type of clips and effects I used on my video. Gaining support from people when making my video enabled me to get to grips with the use of the program Final Cut Express, which I used to edit my experimental music video.	<div> <div>Name (initials only please!): MED7</div> <div>Personalized Transferable Skills Tracker (PTST)</div> <div>Identify when (insert dates) and how the following Transferable Skills have been applied in practice. Complete as when relevant throughout the project.</div> <table> <tr> <th>Transferable Skill</th><th>FINAL MAJOR PROJECT (APRIL 16 - JUNE 16)</th></tr> <tr> <td>Team Work</td><td>During my FMP, team work was useful when it came to deciding what type of clips and effects I used on my video. Gaining support from people when making my video enabled me to get to grips with the use of the program Final Cut Express, which I used to edit my experimental music video.</td></tr> <tr> <td>Communication</td><td>Communicating with my tutor and other students help me push forward my ideas thoroughly during the project. With other people's perspective of my work, this helped me gain an understanding of what my video may come across to other people who watch it during the showcase.</td></tr> <tr> <td>Independence</td><td>I independently came up with different ideas during my FMP, making key decisions with which ideas I liked best. Narrowing it down to the one chosen idea, I managed to highlight the main aspects of my project that wanted to include in my music video.</td></tr> <tr> <td>Time-Management</td><td>Being able to set out a time frame for when I would like to finish my entire project worked well for me. Areas such as a production schedules booked well, setting out specific dates for when I wanted to achieve something by.</td></tr> <tr> <td>Organisation</td><td>Organising what type of footage I required for my music video flowed really well, as I was able to gather a lot of filmed footage. Also, gaining access to sports clips on the internet fitted in nicely with my project, bringing together the two different types of recorded pieces.</td></tr> </table> </div>	Transferable Skill	FINAL MAJOR PROJECT (APRIL 16 - JUNE 16)	Team Work	During my FMP, team work was useful when it came to deciding what type of clips and effects I used on my video. Gaining support from people when making my video enabled me to get to grips with the use of the program Final Cut Express, which I used to edit my experimental music video.	Communication	Communicating with my tutor and other students help me push forward my ideas thoroughly during the project. With other people's perspective of my work, this helped me gain an understanding of what my video may come across to other people who watch it during the showcase.	Independence	I independently came up with different ideas during my FMP, making key decisions with which ideas I liked best. Narrowing it down to the one chosen idea, I managed to highlight the main aspects of my project that wanted to include in my music video.	Time-Management	Being able to set out a time frame for when I would like to finish my entire project worked well for me. Areas such as a production schedules booked well, setting out specific dates for when I wanted to achieve something by.	Organisation	Organising what type of footage I required for my music video flowed really well, as I was able to gather a lot of filmed footage. Also, gaining access to sports clips on the internet fitted in nicely with my project, bringing together the two different types of recorded pieces.
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Organisation	Organising what type of footage I required for my music video flowed really well, as I was able to gather a lot of filmed footage. Also, gaining access to sports clips on the internet fitted in nicely with my project, bringing together the two different types of recorded pieces.												
Analysis: Even without participating in the original data making session, MED7 is able to effectively and competently explain how he does all five listed transferable skills using the PTST whilst working on his FMP. For instance, he says that his peers, 'enabled me to get to grips with the use of the program Final Cut Express, which I used to edit my experimental music video.' He alludes to peer support when using Final Cut Express software in relation to both technical assistance as well as video product content (edit timeline with clips) however does not articulate details regarding capacity and extent of support received.													
3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)													
Analysis: MED7 identifies two specific key moments over the co-framing employability project timeframe where his transferable skills became important to him. Firstly, he articulates 'the lost tape' crisis where he forgot to take the tape out of the camera having just completed a location-based interview with his client (Eilidah interview). His solution moving forward, 'whatever is mine just keep it... don't lose it and stuff so I know what I am doing going forward with it.' Secondly, he articulates rethinking his 'filming techniques' regarding combining found (online) and newly captured footage. Both scenarios articulated by MED7 involve adaptation and devising different solutions to problems faced. As MED7 puts it, 'being organised, organisation and being, yes adapting to different ways of figuring out different solutions.' MED7 identifies four transferable skills as embedded in the scenarios outlined here, they are: 'independence,' 'organisation,' 'time-management' and 'adapting.' Also, in response to what skills have improved the most, he is able to isolate 'independence' and 'organisation' as fundamental skills on which others can build, he elaborates by saying, 'probably independence,													

becoming more independent with... with obviously this project that we're doing now and previous ones like gradually getting better at doing that... time-management as well, being on time for certain things and knowing where and what I need to do and organisation; like knowing what kit I need and what I'd need to require and stuff and building on from that... so yes.'

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Time-Management, Independence

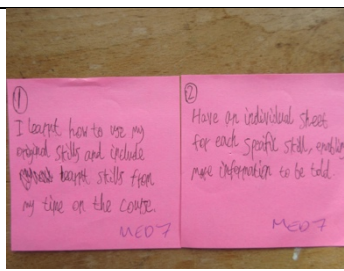
During the Final Major Project where it is an **independent production** for each person to do.
Keeping track of time during the project with **planned out schedules**.



Analysis: MED7 identifies 'time-management' and 'independence' as key transferable skills central to his self-devised scenario. He is unable to identify key roles outside of media sector but instead refers to how the transferable skills are relevant to his FMP. The scenario presented replicates data extracted from 1-1 interviews (see step 3 data).

5) Evaluate (Pink Sticky):

I learnt how to use my original skills and include learnt skills from my time on the course.



Analysis: Based on doing his transferable skills using the PTST and subsequent articulations during this co-framing project, MED7's evaluative comments suggest increased consciousness of encompassing both original as well as newly acquired transferable skills. In his reflections, it is as though the process of doing and articulating his transferable skills on the course have enabled a reframing of past experiences and the transferable skills associated with them.

MED7 Summary MED7 tended to lack focus and consequently misplaced a master tape containing interview footage that he had carried out with a client (footage that could not be re-shot). On reflection, such a simple oversight in self-management (heading home after filming and leaving the unlabelled tape in the camera, only to find the tape had disappeared the next week due to a Year 1 media student using the same camera in the meantime), led to a crisis in production, as articulated by MED7 himself. As a consequence of this mistake, MED7 had to rethink a new

project and go solo. This scenario not only helped him become more aware of taking greater responsibility for his property (the tape) and looking after 'whatever is mine' but it led onto development regarding his articulations of doing his independence, time-management and organisation skills. Most interestingly, in step 3 MED7 references doing his transferable skills as work in progress, as unfinished and ongoing. He uses phrases such as, 'so I know what I am doing going forward with it' and 'building on from that' as though he views his transferable skills development as something fluid and portable. In doing so, his articulations reinforce the broader project aim of initiating mobilisation of transferable skills with the inference that they will hopefully continue to develop, alter and transform with age and experience outside of the co-framing employability project.

6.3.8. Graduated Articulations (MED8)

Table 9

Five steps to mobilising MED8’s articulation of doing her transferable skills													
<p>1) Identify Transferable Skills:</p> <p>Transferable Skills: Teamwork, Confidence, Supportive, Leadership, Experience</p>													
<p>Analysis: MED8 clearly identifies five transferable skills she considers important at the beginning of the project in spider diagram format. She is the only participant who identifies ‘confidence,’ ‘supportive’ and actual ‘experience’ itself as key transferable skills (during stage 1). Although identification at this stage is clearly evident, additional articulation of contextualized scenarios or specific examples directly relating to her experiences of transferable skills are not.</p>													
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: Worked with other peers to pull materials together in order to decorate my exhibition. Has improved my ability to be resourceful and work well under the pressures of limited means.</p>	<div><div>Bournemouth University</div><div>Course: Year 2 Extended Diploma in Media (TV and Film)</div><div>Name (initials only please!): MED8</div><div>College</div></div> <div><div>Personalised Transferable Skills Tracker (PTST)</div><div>Identify when (insert dates) and how the following Transferable Skills have been applied in practice.</div><div>Complete as/ when relevant throughout the project.</div><div>FINAL MAJOR PROJECT (APRIL 16 - JUNE 16)</div><table><tr><td>Transferable Skill</td><td></td></tr><tr><td>Team Work</td><td>Worked with other peers to pull materials together in order to decorate my exhibition. Has improved my ability to be resourceful and work well under the pressures of limited means.</td></tr><tr><td>Communication</td><td>I was able to communicate with staff members and collectively achieve the look I wanted for my exhibition space. This challenged my confidence to take control and lead my project effectively.</td></tr><tr><td>Independence</td><td>I used inspiration from other influences and was able to devise my own original concept. I also designed my own exhibition space both independently and successfully.</td></tr><tr><td>Time- Management</td><td>Time was a big implicating factor in my final major project. However, as I had developed a solid idea and knew exactly what I wanted to achieve I was able to establish myself quickly with efficient conduct.</td></tr><tr><td>Organisation</td><td>As I was working independently for the majority of this project with time constraints I had to ensure that I was organized and knew my next move. This has helped me to become aware of the importance of planning ahead and not leaving things to chance or to the last minute.</td></tr></table></div>	Transferable Skill		Team Work	Worked with other peers to pull materials together in order to decorate my exhibition. Has improved my ability to be resourceful and work well under the pressures of limited means.	Communication	I was able to communicate with staff members and collectively achieve the look I wanted for my exhibition space. This challenged my confidence to take control and lead my project effectively.	Independence	I used inspiration from other influences and was able to devise my own original concept. I also designed my own exhibition space both independently and successfully.	Time- Management	Time was a big implicating factor in my final major project. However, as I had developed a solid idea and knew exactly what I wanted to achieve I was able to establish myself quickly with efficient conduct.	Organisation	As I was working independently for the majority of this project with time constraints I had to ensure that I was organized and knew my next move. This has helped me to become aware of the importance of planning ahead and not leaving things to chance or to the last minute.
Transferable Skill													
Team Work	Worked with other peers to pull materials together in order to decorate my exhibition. Has improved my ability to be resourceful and work well under the pressures of limited means.												
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Independence	I used inspiration from other influences and was able to devise my own original concept. I also designed my own exhibition space both independently and successfully.												
Time- Management	Time was a big implicating factor in my final major project. However, as I had developed a solid idea and knew exactly what I wanted to achieve I was able to establish myself quickly with efficient conduct.												
Organisation	As I was working independently for the majority of this project with time constraints I had to ensure that I was organized and knew my next move. This has helped me to become aware of the importance of planning ahead and not leaving things to chance or to the last minute.												
<p>Analysis: MED8 is one of the few participants who seek to integrate written reflections on developmental aspects of her professional practices in the PTST (stage 2) of the co-framing employability project. As a direct consequence of teamwork encountered she remarks that the process, ‘has improved my ability to be resourceful and work well under the pressures of limited means.’</p> <p>In relation to her communication skills, she states, ‘I was able to communicate with staff members and collectively achieve the look I wanted for my exhibition space. This challenged my confidence to take control and lead my project effectively.’ Here MED8’s reflections articulate a direct link with communication and resulting confidence, control and leadership, encompassing three additional transferable skills as a consequence of getting the first, communication, right.</p> <p>Through her articulated responses, MED8 recognizes that doing confidence is a fundamental transferable skill when seeking leadership and whilst</p>													

asserting control. Interestingly, there is also an inference that her confidence required challenging in order for her project to prove effective given the various constraints of time and resources. Here MED8 implies 'confidence' is a transferable skill that requires constant supervision and harnessing.

3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)

Analysis: MED8 articulates two scenarios demonstrating coherent articulation and mobilization of her transferable skills beyond that evidenced in her devised spider diagram (during stage 1). The first involved finding herself in a situation where she was a 'cameraperson down' (on the morning of her planned shoot). The second involved 'pressures of time versus client requirements.' In order to deal with articulated scenarios, MED8 identifies a diverse range of transferable skills embedded in the two scenarios, they are as follows: 'resourceful,' 'peer-to-peer,' 'research/ prior knowledge of subject/ location,' 'independence,' 'organisation,' 'time-management' and 'working with external clients.'

MED8 is the only participant who stated 'research/ prior knowledge' as a transferable skill in relation to undertaking thorough research, thus better enabling the ability to adapt, overcome any potential issues that may arise. Also, she is one of only three participants who recognised being 'resourceful' as a transferable skill. MED8 also references 'working with clients' three times during the interview (equating to 25% coverage), more than any other participant involved in the co-framing employability project.

In response to me asking what transferable skills had improved the most, she states, 'I think... independence, organisation and time-management has improved a lot. ...and being able to like accommodate clients; with working with external people just sort of tailoring their needs into it rather than sort of just thinking of my own vision for things sort of... yes working with other people.' Although she does not elaborate nor make explicit, this sentence implies the idea of negotiation and compromising one's creative vision when working with clients as central mobilising factors of her learning whilst participating in the co-framing employability project.

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Independent thinking under pressure,
Organisation and time keeping –
Adapt

Managerial position
Team Leader
Scheduling

MED8

Scenario Worksheet: Crisis Situation - Med 802 Research Project

DATE: 10/10/16

SCENARIO: I found myself in a very challenging situation whilst working on one of our main projects the weekend prior. The morning of the shoot the camera operator fell ill. I had to think and act quickly to ensure the shoot went ahead. I had to think and act quickly to ensure the shoot went ahead.

SOLUTION: I managed the situation in order to ensure the shoot went ahead. I had to think and act quickly to ensure the shoot went ahead. I had to think and act quickly to ensure the shoot went ahead.

STATE TWO TRANSFERABLE SKILLS REQUIRED IN ORDER TO OVERCOME CHALLENGES FACES IN THIS SITUATION:

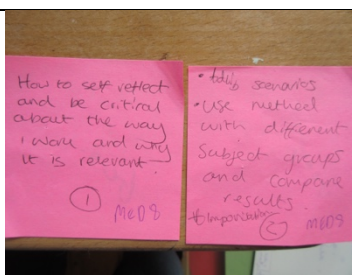
1. Independent thinking under pressure

2. Organisation and time keeping - Adapt

Analysis: MED8 identifies co-existing skills of ‘organisation’ and ‘time-keeping’ as well as ‘independent thinking under pressure’ as key transferable skills central to her self-devised scenarios. She is also able to refer to three other (non-media specific) job roles such as ‘managerial position’ and ‘team leader’ and ‘scheduling’ where the skills referred to would also be applicable, evidencing mobilization of doing her transferable skills across sector. MED8’s scenarios here replicate those articulated during 1-1 interview (see stage 3).

5) Evaluate (Pink Sticky):

How to self-reflect and be critical about the way I work and why it is relevant.



Analysis: Language used by MED8 in her evaluative comment on her learning throughout the co-framing employability timeframe place emphasis on self-reflection, critically evaluating ways of working including the relevance of doing her transferable skills.

MED8 Summary

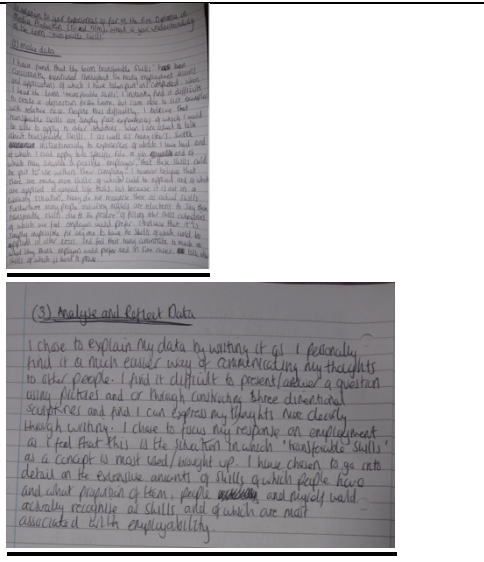
MED8 is one of the higher-level learners in the cohort who took part in the co-framing employability project. It was interesting to hear her say that she believes that her ‘independence, organisation and time-management’ have continued to improve as result of engaging in the project. Her articulations during Stage 4 allude to the idea that all learners (regardless of level) seek self-improvement and stretch and MED8’s narrative also reinforces the idea that transferable skills are ever evolving and continually in motion. In this specific case, MED8’s confidence proved essential to effectively lead and control her project. In step 3 data, MED8 identifies the idea of relinquishing creative control as an area of self-development when ‘working with other people,’ and in doing this MED8 encountered a scenario that enables her to build on her confidence (in this respect) even further.

The idea of compromising her creativity and desire for overall control as a negotiated process (for the sake of adhering to client requirements) took prominence for MED8. She articulates internal battles that played out between exerting one’s creative vision, whilst balancing the need for control (whilst working within brief constraints) demonstrating a more mature and mobilised articulation of

professional practice, representing a surprising and unintended outcome outside of CEP's intentions. MED8 is the only participant who consistently articulated more personalised self-reflections on the processes involved in doing her transferable skills as well as emergent lesser-known skills deriving from her experiences in production. Thus, supporting how MED8 progressed from identifying key words during stage 1 to articulating deeper insights and reflections on both her professional practice(s) and personal characteristics, as evident during stages 3 and 4.

6.3.9. Graduated Articulations (MED9)

Table 10

Five steps to mobilising MED9 articulation of doing his transferable skills	
<p>1) Identify Transferable Skills:</p> <p>When I hear the term ‘transferable skills,’ I instantly find it difficult to create a definition for the term... Despite this difficulty, I believe that transferable skills are simply past experiences of which I would be able to apply to other situations... I switch instantaneously to experiences of which I have had and of which I could apply to a specific role or job and of which may convince a possible employer, that these skills could be put to use within their company. I however believe that there are many more skills of which could be applied and of which are applied to general life tasks, but because it is not within a working situation, many do not recognize these as actual skills.</p> <p>Furthermore many people including myself are reluctant to say these transferable skills due to the pressure of filling other skills categories of which we feel employers would prefer. I believe that it is simply impossible for anyone to have no skills of which could be applied in other areas, and feel that many concentrate too much on what they think employers would prefer and in some cases, talk about skills of which is hard to prove.</p> <p>I chose to explain my data by writing it as I personally find it a much easier way of communicating my thoughts to other people. I find it difficult to present/ answer a question using pictures or through constructing three-dimensional sculptures... I chose to focus my response on employment as I feel that this is the situation in which ‘transferable skills’ as a concept is most used/ brought up. I have chosen to go into detail on the extensive amounts of skills of which people have and what proportion of them, people and myself would actually recognize as skills and of which are most associated with employability.</p>	
<p>Analysis: In written prose form, MED9 provides a comprehensive and clearly articulated understanding of how skills are related to employability more generally, although at the same he initially expresses his difficulty to defining them. He states that skills are, ‘simply past experiences’ made</p>	

applicable to other situations, viewing transferable skills as accumulated historically rather than portably generated and updated in the present. MED9 also talks about transferable skills that the working environment ‘do not recognize... as actual skills;’ skills he considers of value but fails to provide examples of these. Interestingly he makes clear his ‘reluctance’ to state any one transferable skill and later also refers to transferable skills being ‘hard to prove’ to employers. MED9 is unable to identify any one single transferable skill (during stage 1).

2) Track (Personalized Transferable Skills Tracker V2):

Teamwork: SUNDAY 8th MAY – Teamwork was required when carrying out drone photography. This included directing Phase One on what to shoot, assist with the rigging of the aircraft and the observing for low aircraft and members of the public who may pose as an obstruction.

WEDNESDAY 18th MAY – Teamwork used when working to negotiate the allocation of an exhibition space for which I will display my end product.

WEDNESDAY 15th JUNE – Teamwork needed when organizing the relevant exhibition space for the display of my product.

Name (initials only please): MED9

Personalized Transferable Skills Tracker (PTST)

Identify when (insert dates) and how the following Transferable Skills have been applied in practice. Complete as often as relevant throughout the project.

Transferable Skill	
Team Work	SUNDAY 8 th MAY – Teamwork was required when carrying out drone photography. This included directing the pilot on what to shoot, assist with the rigging of the aircraft and the observing for low aircraft and members of the public who may pose as an obstruction. WEDNESDAY 18 th MAY – Teamwork used when working to negotiate the allocation of an exhibition space for which I will display my end product. WEDNESDAY 15 th JUNE – Teamwork needed when organizing the relevant exhibition space for the display of my product.
Communication	THURSDAY 21 st APRIL – Communication needed when conveying potential filming ideas to another individual. THURSDAY 28 th APRIL – Communication required when presenting my idea proposal to a small audience. Communication also required when discussing exhibition ideas with technician. MONDAY 2 nd MAY – Communication required when initially contacting location for permission to film at the location. WEDNESDAY 4 th MAY – Communication used when requesting the use of an exhibition space. PRODUCTION PERIOD – Communication continuously used between the pilot and myself when negotiation legal requirements, locations and shooting times. SUNDAY 8 th MAY – Communication needed when working with pilot to collate required footage.

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Independence	THURSDAY 21 st APRIL – Independence needed this week when looking into the background of video art and coming up with a filming idea. SATURDAY 23 rd APRIL – Independence used when going to scout potential filming location out of college time.
Time-Management	WEDNESDAY 25 th , THURSDAY 26 th & FRIDAY 27 th – Independence needed when working through the edit, building up a final product.
Organisation	CONTINUOUS – Time management required when completing certain tasks for particular dates throughout the production period. THURSDAY 28 th APRIL – Organisation required when organizing key paper documents in relation to ideas development. FRIDAY 29 th APRIL – Organisation required when cumulating all the primary research results from the archive and analyzing them. WEDNESDAY 18 th MAY – Organisation required when working ensuring that all elements with regards to unit requirements are met before editing can begin. WEDNESDAY 25 th , THURSDAY 26 th & FRIDAY 27 th – Organisation needed when dealing with all the footage collected during the shoot and when putting it into the edit.

IMPORTANT NOTE: Please feel free to add any additional transferable skills you may come across that are not listed above if they are relevant to what you have done.

Note: *Transferable Skills listed as identified by participants in BU MCC Research Project (revised list based on focus group and Survey Monkey feedback 24th March 2016)

Analysis: Even though MED9 did not identify one transferable skill during stage 1, he addresses all 5 skills listed on the PTST using a methodical and diary-style (chronologically dated) articulated approach. He coherently articulates specific contexts of application and provides details of roles undertaken to convey team dynamics to reiterate meaning (for example see MED9’s entry above, Sunday 8th May) in his PTST.

3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)

Analysis: The two key scenarios articulated by MED9 involved the ‘Canal Trust permissions’ and ‘working with external partners’ as part of his FMP (where he assisted a qualified drone pilot to create a ‘Cheshirescape’ visual experience from an extreme high angle perspective) and where four particular transferable skills were embedded into his experiences during production. MED9 expresses them as: ‘teamwork,’ ‘communication’ ‘organisation’ and ‘confidence.’ Interestingly, confidence is not listed on the PTST, however it is articulated as a fundamental transferable skill in relation to his learning experiences. As MED9 puts it, ‘I think... certainly confidence because dealing with external, people, and working with the same people as what professionals would be working with has certainly increased my confidence... getting information, making sure that I’m clear on everything

and making sure that they're clear on everything that I want to do so I certainly think that confidence is the big...' He later expands on his articulated thinking here and elaborates by saying, 'I think you need the confidence there to carry out the communication.'

4) Do Transferable Skills (Scenario Worksheet):

Transferable Skills: Decisiveness,
Negotiation

Retail Sector
Finance Sector
Leisure Industry/ Hospitality
Public Services
Entertainment Industries

Transferable Skills: Decisiveness, Negotiation

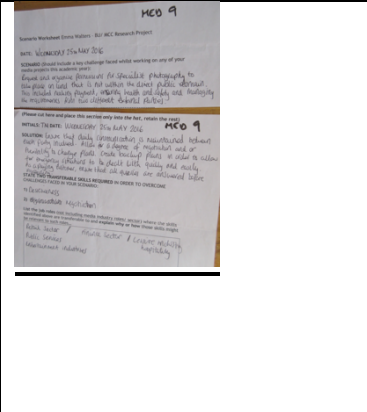
Retail Sector

Finance Sector

Leisure Industry/ Hospitality

Public Services

Entertainment Industries

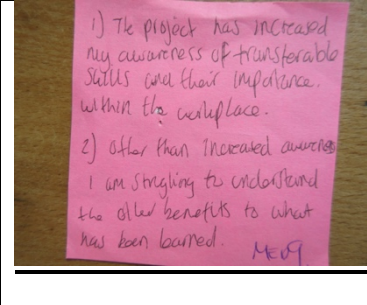


Analysis: MED9 identifies ‘decisiveness’ and ‘negotiation’ as key transferable skills central to his self-devised scenario, notably skills that are not listed on the PTST. MED9 is also able to refer to multiple other (non-media specific) sectors such as ‘retail,’ ‘finance,’ ‘leisure/ hospitality,’ ‘public services’ and ‘entertainment industries’ where the skills referred to would also be applicable, although this data fails to justify sectors identified.

5) Evaluate (Pink Sticky):

The project has increased my awareness of transferable skills and their importance within the workplace.

The project has increased my awareness of transferable skills and their importance within the workplace.



<p>Analysis: MED9's evaluative comment indicates that the main outcome for him regarding contributing to the co-framing employability project, as articulated is a resulting heightened 'awareness of transferable skills' as well as their 'importance within the workplace.'</p>

MED9 Summary

Although at the beginning of engaging in CEP, MED9 provides a comprehensive grasp of aims involved (step 1) he does not feel confident enough to identify and justify any one particular transferable skill. However, his articulations become progressively more rooted in his personal experiences and experiences leading onto clearly articulated transferable skills (rarely used by other participants in the study) across project timeframe. MED9 articulates his reticence to identify any specific transferable skill (during step 1) however he is able (during step 4) to

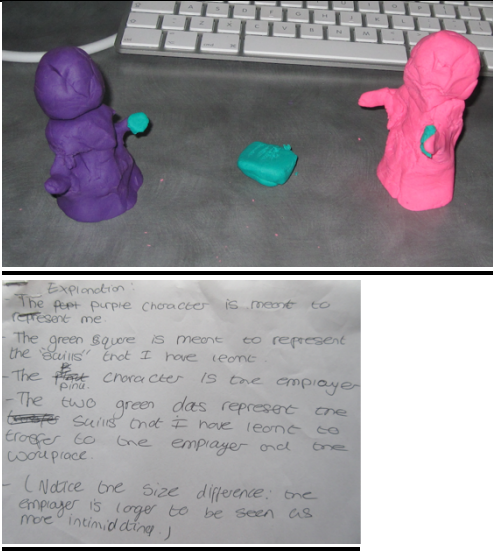
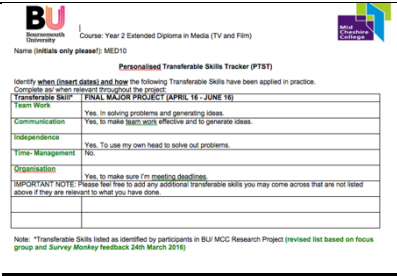
coherently mobilise articulations on less obvious transferable skills such as 'negotiation' and 'decisiveness' outside of the PTST.

MED9's verbal articulations (step 3) focus on an increased articulated sense of self-confidence regarding dealing with external people and communicating ideas and information effectively so that everyone is on the same page. It is particularly relevant as MED9 is on the autistic spectrum and has struggled with confidence and communication all his life. It was heartening and revealing for me (as his teacher) to hear such personal reflection on increasing self-confidence articulated without any sense of inhibition. MED9 articulates direct correlations between two transferable skills, namely 'communication' and 'confidence.' During the project timeframe, the process of increasing confidence has equated to enhanced communication skills for him in particular.

Taking his challenges with autism into account, this particular aspect of MED9's graduated articulations demonstrate a significant unexpected development over and above the co-framing employability project intended aim(s).

6.3.10 Graduated Articulations (MED10)

Table 11

Five steps to mobilising MED10's articulations of doing her transferable skills													
<p>1) Identify Transferable Skills:</p> <p>The purple character is meant to represent me.</p> <p>The green square is meant to represent the <u>skills</u> that I have learnt.</p> <p>The pink character is the <u>employer</u>.</p> <p>The two green dots represent the <u>skills that I have learnt to transfer to the employer and the workplace</u>.</p> <p>Notice the size difference: the <u>employer is larger to be seen as more intimidating</u>.</p>	 <p>Explanation - The pink purple character is meant to represent me. - The green square is meant to represent the 'skills' that I have learnt. - The pink pink character is the employer. - The two green dots represent one skill skill that I have learnt to transfer to the employer and the workplace. - (Notice the size difference: the employer is larger to be seen as more intimidating.)</p>												
<p>Analysis: MED10 produces a <i>play-doh</i> based mini scenario of an imaginary employer-employee exchange to articulate her initial understanding of transferable skills. She refers to the employer as 'intimidating,' indicating a sense of fear of employment and what it might bring. It is interesting that her skills are viewed as something she brings in a package as fixed and not skills to be developed in terms of what the employer might be able to facilitate or initiate (in terms of the potential for mobilising newly acquired skills).</p>													
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: Yes. In solving problems and generating ideas.</p>	 <p>BU University Course: Year 2 Extended Diploma in Media (TV and Film) Name (initials only please!): MED10</p> <p>Personalized Transferable Skills Tracker (PTST)</p> <p>Identify when (insert dates) and how the following Transferable Skills have been applied in practice. Complete one when relevant throughout the project.</p> <table><thead><tr><th>Transferable Skill</th><th>PTST: WALTON PROJECT (APRIL 14 - JUNE 16)</th></tr></thead><tbody><tr><td>Team Work</td><td>Yes. In solving problems and generating ideas.</td></tr><tr><td>Communication</td><td>Yes. To make team work effective and to generate ideas.</td></tr><tr><td>Independence</td><td>Yes. To use my own head to solve out problems.</td></tr><tr><td>Time-Management</td><td>No.</td></tr><tr><td>Organisation</td><td>Yes. To make sure I'm meeting deadlines.</td></tr></tbody></table> <p>IMPORTANT NOTE: Please feel free to add any additional transferable skills you may come across that are not listed above if they are relevant to what you have done.</p> <p>Note: **Transferable Skills listed as identified by participants in BU/ MCC Research Project (revised list based on focus group and Survey Monkey feedback 24th March 2016)</p>	Transferable Skill	PTST: WALTON PROJECT (APRIL 14 - JUNE 16)	Team Work	Yes. In solving problems and generating ideas.	Communication	Yes. To make team work effective and to generate ideas.	Independence	Yes. To use my own head to solve out problems.	Time-Management	No.	Organisation	Yes. To make sure I'm meeting deadlines.
Transferable Skill	PTST: WALTON PROJECT (APRIL 14 - JUNE 16)												
Team Work	Yes. In solving problems and generating ideas.												
Communication	Yes. To make team work effective and to generate ideas.												
Independence	Yes. To use my own head to solve out problems.												
Time-Management	No.												
Organisation	Yes. To make sure I'm meeting deadlines.												
<p>Analysis: Although MED10 has added entries across all five listed skills on the PTST, data evident is minimal and fall short regarding communicating how she has been doing her transferable skills, providing only basic descriptions of how 'teamwork' skills have manifested during her FMP for example. For instance, her initial 'yes' appears confident and self-assured, however it remains that problem solving and ideas generation lack articulated and contextualized detail.</p>													
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>													

Analysis: MED10 identifies two specific key moments over the co-framing employability project timeframe where her transferable skills became important to her. Firstly, she articulates ‘downtime (FMP)’ where she found herself unable to move forward with her own project due to equipment availability. Her solution as stated involved trying, ‘to source the materials I needed for the more technical side of my project and then I obviously helped the other class mates with whatever they needed to do just to make sure that the time was used effectively rather than not doing anything.’ Secondly, she articulates ‘client changes’ as a challenging scenario faced when she needed to attach a client logo (last minute, in fact on the last day of the project) into the edit. Although she articulates she found it ‘quite stressful’ she also reflects on how the problem could have been avoidable had she focused on another transferable skill, as she explains, ‘if we’d have communicated effectively earlier we would have known it and then it wouldn’t have been an issue.’

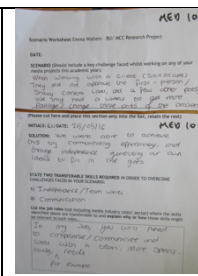
MED10’s articulated solution(s) demonstrates a range of transferable skills such as adaptability, reflexivity, effective use of time and a supportive nature, although she largely contains articulations to those listed on the PTST, predominantly referring to skills such as ‘organisation,’ ‘communication,’ ‘independence,’ ‘teamwork,’ and ‘time-management.’

In addition to those listed skills MED10 includes ‘confidence’ as a fundamental skill relevant to her experiences in production as she articulates, ‘independence is something that I’ve been developing through this past year and I’ve like grown in confidence with what I’ve wanted to do and stuff. That is something I’ve developed as a transferable skill so I think that will continue to develop afterwards.’

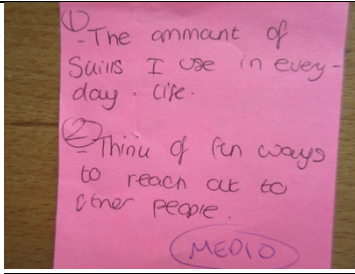
4) Do Transferable Skills (Scenario Worksheet):

Transferable skills: Independence, Team Work, Communication

In any job you will need to compromise/ communicate and work with a team.
More specifically for example **retail**.



Analysis: MED10 identifies ‘independence,’ ‘teamwork’ and ‘communication’ as key transferable skills central to her self-devised scenario. MED10 also refers to transferable skills of ‘compromise’ and ‘communication’ as fundamental to ‘any job’ (non-media specific) providing an example of the ‘retail’ sector, where such skills referred to would also be applicable.

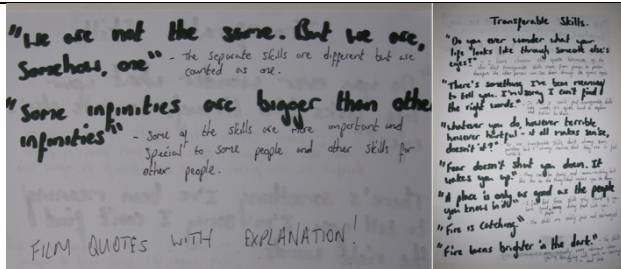
<p>5) Evaluate (Pink Sticky):</p> <p>The amount of skills I use in everyday life.</p>	
<p>Analysis: In her evaluative comment MED10 indicates an increased awareness of the range of potential transferable skills as well as an acknowledgement that they can manifest in everyday situations or scenarios.</p>	

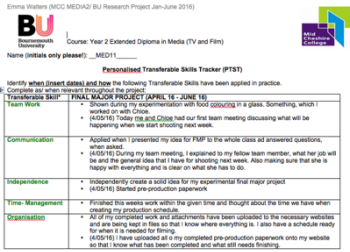
MED10 Summary

It is apparent here that MED10's gradual yet increasing confidence regarding articulation of doing her transferable skills (across the five steps) has become mobilised throughout the course of engaging in the co-framing project timeframe. Her initial articulation is limited in that she fails to actually identify any one single transferable skill during step 1 and where she also conveys her understanding of transferable skills in the form of a 3D *play-doh* 'package;' as something fixed and finite. Mobilised articulation(s) take place to a minimal degree (during stage 2) where in her PTST data, descriptions provided are limited and lack context although they do show a deeper level of articulation. However, steps 3-5 indicate a complete shift in her ability to master a more informed articulated discourse on her transferable skills as she coherently and explicitly begins to articulate connections between 'confidence' and 'independence.' MED10 also recognises that 'confidence' as a skill is not static but rather represents something of a moving target; a transferable skill she intends to 'continue to develop afterwards.' This shift in mindset demonstrates that she now views transferable skills as portable, fluid and in constant transition and not like the fixed package she initially expressed during step 1.

6.3.11. Graduated Articulations (MED11)

Table 12

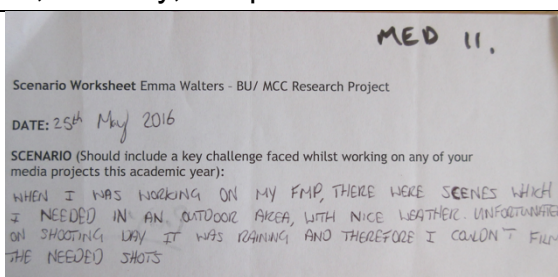
Five steps to mobilising MED11's articulation of doing her transferable skills	
<p>1) Identify Transferable Skills:</p> <p>Film quotes:</p> <ol style="list-style-type: none"> 1) 'Do you ever wonder what your life looks like through someone else's eyes? 2) 'There's something I've been meaning to tell you. I'm sorry I can't find the right words.' 3) 'Whatever you do, however terrible, however hurtful – it all makes sense, doesn't it?' 4) Fear doesn't shut you down. It wakes you up.' 5) A place is only as good as the people you know in it.' 6) 'Fire is catching.' 7) 'Fire burns brighter in the dark.' 8) 'We are not the same. But we are, somehow, one.' <p>Some infinities are bigger than other infinities.'</p> <ol style="list-style-type: none"> 1) I have chosen this quote because of the idea that transferable skills move from person to person, therefore the other person can see them through the givers' eyes. 2) To me, I can't put transferable skills into words, it's quite hard to explain and easier to show. 3) For me, transferable skills, don't always seem pointless but I always realize that they are in fact worth it. 4) They can be scary and nerve-racking but this can be the thing that makes you do them. 	

<p>5) I feel that these skills only count if you have good people doing them with you.</p> <p>6) The skills are easily pass and exchanged.</p> <p>7) The skills are usually more obvious when you're struggling with work or having a bad time.</p> <p>8) The separate skills are different but counted as one. Some of the skills are more important and special to some people and other skills for other people.</p>	
<p>Analysis: MED11's selected film quotes to help her articulate understanding of transferable skills (during step 1) as, in her own words, she finds them, 'quite hard to explain and easier to show.' The selected quote I find most interesting is number 7 where she quotes, 'Fire burns brighter in the dark' as she articulates an explanation that is based on heightened awareness through struggle or when confronting a 'bad time.' Although paradoxically MED11's selected quotes actually demonstrate a coherent understanding of the importance and dynamic nature of transferable skills, she fails to identify one single transferable skill.</p>	
<p>2) Track (Personalized Transferable Skills Tracker V2):</p> <p>Teamwork: Shown during my experimentation with food colouring in a glass. Something, which I worked on with CW.</p> <p>(4/05/16) Today me and CW had our first team meeting discussing what will be happening when we start shooting next week.</p>	
<p>Analysis: Not too dissimilar to MED9, MED 11 uses a diary-style format when reflecting on her transferable skills development in the PTST. Although she targets each listed transferable skill (for most skills contributing two entries), her written work in the PTST data is largely restricted to descriptive level articulations with no obvious contextual grounding. MED11 references experimenting with food dyes and holding planning meetings with one of her peers but does not effectively articulate the extent of the dynamic between the two in terms of individual input, role and actions undertaken.</p>	
<p>3) Articulate Transferable Skills (Interview/ 1-1 Transcription data)</p>	

Analysis: The two key scenarios articulated by MED11 involved the 'weather – changing ideas/ planning (FMP)' and 'adapting audio – to meet client feedback (Saltscape)' and involved five articulated transferable skills.

MED11 expresses them as: 'teamwork,' 'communication' 'organisation,' 'independence' and problem-solving.' Interestingly, problem-solving is not listed on the PTST, however it is articulated as a fundamental transferable skill in relation to her learning experiences. MED11 recognises the range of transferable skills often required and articulates a sense of realising one's own role as transient and portable depending on people involved and context of product, she states, 'yeah so it's communicating with one another. Also, independence so you realize your own role in that team and the project and with the client. Yeah, so really, it's quite a few.'

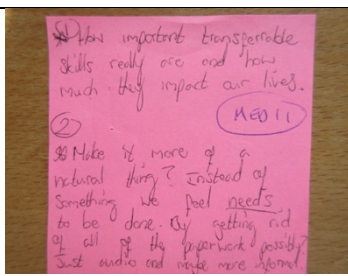
4) Do Transferable Skills (Scenario Worksheet):



Analysis: Although MED11 devised a scenario based on her experiences in production and participated in the 'Guess Who?' game, the section of the worksheet detailing her 'solution' and 'non-media roles' or sectors is not available and therefore cannot evidence her articulations during this step in the co-framing employability project timeframe.

5) Evaluate (Pink Sticky):

How important transferable skills really are and how much they impact on our lives.



Analysis: Language used by MED11 in her evaluative comment indicates that she recognizes the importance of acknowledging the transferable skills we have and the potential impact of this (articulated) recognition.

MED11 Summary

MED11 articulations here show a significantly mobilised shift regarding her ability to articulate her understanding of doing her transferable skills (regardless of misplacing step 4 data). Although film quotes produced (step 1) are novel and show

her creative ability to produce an unusual and unique form of primary research in response to the question posed, the data fails to identify and evidence transferable skills specifically rooted to her experiences. The reflections in the data are interesting but they do not tell me anything about MED11 and the transferable skills she has. During step 2, she views the PTST as a strategy to mobilise her thinking on listed skills accrued by doing them on a regular basis, she says, 'if you see them it makes you think about them more. I think how I use them and how they help and they actually do help a lot so.' By step 3 she is fully able to not only identify but articulate effectively and coherently how each of the transferable skills listed is embedded into her production work. For someone who originally sought film quotes instead of personalised articulation to explain her understanding of transferable skills because as she points out, 'I can't put transferable skills into words, it's quite hard to explain and easier to show' mobilisation (in relation to her articulations) and mapping her transferable skills become apparent from step 2.

Taking part in the co-framing employability project has enabled MED11 to now demonstrate confidence by doing it; stepping outside of the PTST and articulating 'problem-solving' as a key transferable skill relevant to her experiences.

In addition, through her articulations (during step 3), MED11 connects independence with realising ones' 'own role in that team, project and with the client' making explicit her raised awareness of identifying the diverse and often multi-layered roles she may need to assume (depending on her FMP project intentions, as well as team and client requirements) within any given scenario. Articulating an increased awareness of the multiple roles employees often need to assume in the workplace corresponds with MED3's articulated observations on 'faking interest' (the latter for him proved to be a survival strategy to overcome his low motivation). Although not an intention of the co-framing employability project, nevertheless they represent a somewhat remarkable unanticipated research strand. As articulated across (graduated) participant accounts, a greater sense of self-awareness and reflections on our professional practice(s) more generally might be considered fundamental transferable skills also.

6.3.12. Student Graduated Articulations (In Summary)

As evident in the 'student graduated articulations,' each student *progressed* (specifically regarding their confidence to articulate the transferable skills they

attributed from their experiences on the course) as they journeyed throughout the research timeframe. Presenting data in this way, gave rise to the following three vital observations that contribute towards our overall findings:

- 1) That transferable skills are **deeply personal** and intrinsically linked to our personality, characteristics, prior learning experiences and behaviours.
- 2) That transferable skills carry **rhizomatic traits**. As student confidence improved, TS diversified and became subject to constant redefinition, as evident across all five articulations. Student autonomy to negotiate meaning in this respect justify a post-structural framing of outcomes.
- 3) That the more successful methods used (in respect to inciting a progressive shift in understanding) enabled the inclusion of fundamental steps that led to the **co-construction of our suggested IMADE model**.

6.4 RESULTS: FROM COHORT TO STUDENT – STEPPING STONES TOWARDS ‘IMPROVEMENT’

Whilst our attempts to counterbalance what McNiff (2017, p. 78) terms, ‘the problematic nature of ‘improvement’ itself, analysing cohort data sets as aligned to each unique student profile enabled the idea of ‘improvement’ to be evidenced as a gradual process across the research timeframe. This analytical strategy allows the reader to see how articulations improved (although it should be noted that we prefer to use the term *became mobilised*) as a stepped process.

I will now provide a breakdown of how each step involved in ‘student graduated articulations’ took us a step closer towards answering our research questions and form the foundations of project findings.

Step 1: ‘Identify’ transferable skills. Intended to demonstrate a baseline level of knowledge at the start of the project, evidence here remains largely descriptive and generally this step proved mixed in terms of results. Student understanding varied across the cohort with some participants struggling to grasp the concept and consequently produced arguably abstract language such as MED11 with her film quotes and MED2 and MED3 who respectively viewed TS as ‘everything gets bigger’ and ‘*Pac-man* he eats pellets and when he eats a power pellet eats ghosts transferable skill.’ Also, MED9 ironically expressed difficulty and a reluctance to state any specific skills, however articulate his written piece of prose. Whilst MED10 articulated a sense of fear (her employer is represented a bigger ‘more intimidating’).

Step 2: ‘Map’ transferable skills. The PTST supported the reflective process, which in turn 1) began sharpening student awareness of the prevalence of TS in their everyday production work (as evident in the completed PTST sheets) and 2) proved useful as a preparatory tool, to support participant confidence in relation to subsequent articulations of TS (Steps 3 and 4).

Step 3: ‘Articulate’ transferable skills. Having documented (written reflections in PTST evidence) over a period of months, by this point, all participants were now

demonstrating greater confidence to articulate (using a more coherent employability language) *two key moments* in production when they explicated where and how TS manifested, as elucidated in their contextualised examples. It was at this point in particular when the majority of students began to diversify outside of those TS listed (as originally agreed) on the PTST. The PTST had served its purpose, as student articulations had *become mobilised*, as evident in Step 3 data. In response to our second research question, '*how can student articulations be evidenced over the research timeframe in a way that indicates progression?*' We realised that this step would not have been possible without the preparatory time to reflect (using the PTST) beforehand. In Step 3, although two key moments were articulated with greater confidence on a one-to-one basis, student ability to reinforce their understanding through a peer-to-peer strategy might facilitate identification of skills **across sector** (not simply within a media context) and develop confidence to **further articulate (verbally) TS attributed to their experiences with their peers**. Therefore, Step 4 was developed to accommodate such factors.

Step 4: 'Do' transferable skills. 'Doing' their transferable skills (in game format) seemed a logical next step. Prior to the game 'at play' participants completed a scenario worksheet, primarily as a confidence building strategy but this also addressed the issue of differentiation (majority of students were multi-model and required a range of activities to facilitate varying learning styles). Too much emphasis on aural ability might deter some students who suffered with anxiety for instance. Consequently, the scenario worksheet not only permitted additional reflective time but its design facilitated a sense of security, as peers had to guess who the scenario belonged to (including the associated TS), whilst identifying potential sectors where those skills may be transferable. The only person who knew such answers was the person who wrote it/ had experienced it. Whilst designed as a supportive strategy, the game simultaneously presented opportunities for student autonomy to develop. The game represented an additional informal *learning to become employable* space in which to expand on their TS thinking (outside of their own experiences). Put simply, they were able to see how other students articulated and contextualised them, thus diversifying learning *potential*.

Step 5: 'Evaluate' transferable skills. Although this represented a very short exercise and generated concise concluding thoughts, the pink sticky note task allowed students to consider the significance of their participation. Also, it presented the chance for learners to suggest their own recommendations, as pointers for me (as both researcher and teacher) to consider moving forward. It was critical for students to know that their thoughts on their experiences in the CEP were validated and continue to shape future processes.

Although Step 5 can be considered a punctuation mark to end the research timeframe, language used on the significance of their learning suggest that students had come to view TS as processual, as unfinished business. Given our findings, such statements (see Appendix 24) provide hope regarding the way students came to think about transferable skills, as relational to every aspect of their lives and experiences.

In Summary

The de-centring process enabled us to re-appraise TS as not external from the lived experience of the student. Given the fluid and personalised nature of articulations and the broad spectrum of definitions (and subsequent redefinitions) offered up by students, our original inconsistent, somewhat patchy understanding of transferable skills had transformed. We travelled from largely generic descriptive preconceptions (evident in Step 1) towards a recognition of TS as unfixed and transient, where meaning itself became a process of redefinition. Student confidence to negotiate such definitions, as anchored (albeit temporarily) through interpretation and contextual alignment (as evident across Steps 2-5) came to light.

7 DISCUSSION AND CONCLUSIONS (OVERVIEW)

As illuminated in the introduction chapter, I considered our **contribution to the development of new knowledge** in educational research as deriving from the following **four key findings**:

1. Constituting an evident a gap in curriculum: By focusing on the transferable skills as articulated through student practice(s) our research consciously positions *transferable skills* at the heart of the employability agenda in a way that is not currently considered a curriculum remit.

Despite our observations that transferable skills are largely neglected in FE, critically they are a teachable and obtainable form of student capital, to be traded as a commodity of the self and in turn are intrinsically linked to our unique cultural capital.

2. Development of a new model towards employability: Having unearthed challenges of engagement, a key output of our findings is the introduction of our IMADE model. It represents a dialogically rooted and student-led strategy that is considered more meaningful for students. It not only celebrates the unique skills attributed to each student but is co-constructed in a way that reinforces the idea of self-efficacy in that students carry the responsible for voicing their own skills *in the making*.

By exploring transferable skills as articulated from a student perspective, we offer a new way of thinking about and expressing them. Our suggested model is intended to support student ability to communicate their experiences more effectively and by default, maximise their employability *potential*.

3. Providing a de-centred reappraisal of transferable skills: Transferable skills are deeply personal, there is nothing generic about them. Taking part in this study has brought to light how our transferable skills are intrinsically linked to our personality, characteristics, prior learning experiences, behaviours and confidence to articulate ourselves. They are connected to every aspect of our lives and

experiences both inside and outside educational institutions. Project findings take us further to substantiating the idea that TS are not external from the lived experience of the individual student.

4. Transferable skills as rhizomatic entities: In attempting to map and create a structure in which students are better able to articulate the possibilities of their understanding, we came to observe the rhizomatic functionality in which TS themselves appear to perform. As student confidence to articulate their skills developed across the five IMADE steps, both the diversification and functionality of skills referenced became synonymously dismantled. Such differentiation within the meaning-making process meant that individual student outcomes themselves oscillated both towards and outside of the PTST. Meaning that whilst students came to recognise TS as unfixed and fluid, at the same time, their autonomy to confidently articulate the spectrum of skills attributed to their experiences (as interpreted and contextualised) became unanchored and simultaneously set free.

Building on discussion points raised in Chapter 6, with reference to selected elucidated examples, in this chapter I will provide further details on how individual student understanding *became mobilised* across the five IMADE steps. I will specify how the language used in student data graduated across the steps as a series of shifts evidencing that the mobilisation process had come *into effect*, as depicted in their respective articulations and unique transferable skills referenced.

Also, in order to effectively communicate the interrelated nature between our findings as connected towards our initial questions, I intend structure this discussion around the four original research questions posed. In providing further explication on the corresponding contexts in which, the new knowledge, as stated above, originated, I hope to clarify how our journey towards employability arrived at the point of becoming.

For clarity and prior to discussion, the questions are restated below:

1: How might we capture transferable skills (considered *soft*) that students accrue and develop on their chosen course in a way that they understand?

2: How can student articulations be evidenced over the research timeframe as an indication of their progression?

3: By what means might methods used prove transferable as a research output, as a generic pedagogic model for other teachers and students to adopt?

4: How has engagement in CEP challenged student perceptions on the functionality of transferable skills and furthermore, how might this inform employability discourse(s) and practice(s) moving forward?

7.1 How might we capture transferable skills (considered soft) that students accrue and develop on their chosen course in a way that they understand?

Given the stated research problematic, a Participatory Action Research methodology was considered the most appropriate for us largely due to the complex nature of the problematic and the two varying constituents (of transferable skills and individual students) involved but also because the research field was considered new research terrain for both my students and myself. Thus, our PAR actions assumed the stance of a critical/ constructivist approach, our collaborative efforts supporting, 'the idea that people working together across different disciplinary, class, and cultural boundaries can co-construct new approaches and generate new knowledge together based on their negotiated lived experiences and shared inquiry' (Schensul & LeCompte, 2016, p.176). As our research pathway was impossible to predict at the start of the research timeframe, we would describe our methods as emergent (as resulting from our actions) and aligned with 'The Action Research Spiral' (as depicted in Kemmis and McTaggart, (2005, p. 564). Given our research signalled a new and emergent employability space, we assumed a somewhat tentative, adaptive, step by step mindset throughout actions taken.

By creating a *learning to become more employable* space, trust in our ability to determine our own employability language was pivotal. Additionally, using the space itself as an open resource, in which to allow communication and dialogue to flow and inform actions, such decisions proved vital in achieving our goal of capturing skills attributed. In a similar vein, Habermas (1996 cited in Kemmis and McTaggart, 2005, p. 576) identifies the necessity of an open 'communicative space' in order for legitimate communicative interactions to occur. Meaning that legitimacy is only guaranteed when autonomy is considered central. Validity claims are attached to the results of the actions taken and validation is located in the language used by participants. 'What is comprehensible to *them*?' (Kemmis & McTaggart, 2015, p. 577) was the primary guiding question that anchored our attempts to capture transferable skills. If student comprehension were not considered a founding principle then employability would prove meaningless and our suggested IMADE Model could not have *come into effect*.

In positioning student articulation of their TS at the heart of the employability agenda in a way that is not currently considered a curriculum remit we constitute an evident gap in curriculum. Therefore, we lay claim to **our first research finding** because our methodology and associated sequence of actions in which students actively articulated skills attributed, were embedded into the curriculum, in a way previously absent.

Despite our observations that the concept of embedding transferable skills is largely neglected in employability discourse, critically they are a teachable and obtainable form of student capital, to be traded as a commodity of the self and in turn are intrinsically linked to our unique cultural capital. By raising what Freire (1993, p. 90) terms, student 'conscientizacao' of their transferable skills and raising awareness as an emergent process (interpreted and contextualised through their articulations) across the research timeframe, our actions actively worked towards achieving this aim whilst assimilating this gap.

During our attempts to *capture* and articulate transferable skills as embedded into the curriculum, the first step taken was to engender a sense of autonomy from the beginning by facilitating sessions that enabled participants to define their own list (which were later ranked and prioritised) and then compile a top 10 TS for themselves. This was thought to be a more considerate approach, as opposed to presenting students with a pre-determined list (as authored by government or private commercial organisations) to reflect upon. Even at this point we were conscious that the skills themselves were *just words* and would need to resonate more deeply, if engagement was to prove meaningful and articulations captured.

The top 10 list was then transferred into a blank PTST for students to download onto their desktops with the intention of reflecting on those skills through their practice(s). However, after a few months, although their articulations progressed from what was originally a list of key words and became reflective sentences, as stated in the introduction, the project hit a crossroads at one particular point during the timeframe that centred on participant usage of the PTST tool in isolation. Firstly, from my perspective, I was beginning to question whether in isolation, it was fit for purpose as student written articulations seemed limited to generating bullet pointed sentences. For example, regarding the transferable skill of 'problem-solving,' MED8 (2016) writes, 'during the experimental phase I came across some issues with the

different ideas. I had to work around the ideas and compromise elements of the idea.'

Although language used by MED8 is somewhat vague and lacking context, arguably, as a reflective tool and when prompted, the PTST signalled designated transferable skills thinking time for the students. Therefore, as a strategy it proved to have some facilitatory benefits as a preparatory tool to enable subsequent articulations. To add, as a tool the PTST came to represent a tracking technique, admittedly too closely aligned to the relentless monitoring strategies (Appendix 12) I had wanted to avoid. CEP never set out to add to the myriad of surveillance strategies already in place in FE. Even though participants decided on the specific transferable skills to track, the tool itself became representative of my own (Claxton, 2002, p. 119) 'enculturated' professional existence. As project facilitator, this led me to question, how did our (Lather, 1991, p. 16) 'very efforts to liberate perpetuate the relations of dominance?'

Viewed as an interventional strategy on participant usage of the PTST, we conducted a focus group (11.03.16). Participants agreed to reduce the list from 10 to 5 listed TS as students felt 10 was too many and at times, the reflexive process was becoming (MED8) 'a chore.' The apparent lethargy observed reinforced questions on whether the PTST itself was fit for purpose in terms of our objective to capture transferable skills.

Interestingly as project tensions arose, the direction of travel began to shift towards thinking about how best to proceed to map (as opposed to 'tracing') articulations. On reflection, this stage came to represent a necessary pause point. Leaving us in a situation where we had to pose the question, (Lather, 1991 p. 15), 'What would a sociological project look like that was not a technology of regulation and surveillance?'

Coincidentally, around the same time (March 2016) focus group data revealed project tensions, a potential solution emerged from the ex-media student interviews (which were running parallel to our PAR actions). Somewhat surreptitiously the idea of 'scenarios' or problem-orientated tasks, in which participants could narrativise their transferable skills became a recurring theme across ex-media student interview data I conducted. At the point where the research process appeared in danger of losing its way, the past and the present became unified at an intersection I had not planned for.

For example, EXGW focused on critical reflection as integrated into process driven client-based tasks, as she puts it:

‘It’s a real-life experience, problem-solving, thinking critically. Thinking what do we need and what don’t we need to solve the problem of getting this project or this production completed to the standard being asked. And I think sitting down and reflecting on the skills that you’ve learnt through that project are important because... it’s what you get back from the project at the end of the day.’ (EXGW 2016)

EXGW’s reflective comments gave rise to the idea of ‘key moments’ where a problem occurred and solution sought (whilst identifying TS within the situations articulated).

3 out of 5 ex-media students made 8 direct references to ‘scenarios.’

In addition, although EXBM did not state the term ‘scenario’ her language was very much focused on adapting to situations, experiencing problems and dealing with ‘variables,’ interpreted as extremely close (in meaning) to the frequently referenced term ‘scenario.’ EXBM’s language may not exactly mirror EXRJ, EXDF and EXGW, however, her interpretation can be aligned to those participants who suggested ‘scenarios.’ A word frequency count (across all ex-media data) on the usage of the word ‘problem’ (9 references) and ‘situation,’ (8 references) demonstrated this as an interesting research avenue to explore as a means of moving away from reflection and back into action.

Self-devised *problem-orientated* scenarios presented an opportunity for participants *to do* their transferable skills with their peers. See explanation for worksheet design in Method 8a (see section 5.3.7). The integration of short preparatory 1-1 interviews were planned beforehand when participants captured their skills as they verbalised ‘key moments’ with me first (viewed as a practice run to further develop confidence) before expecting students to articulate them again (before their peers) in a more informal game mode.

Continuing with the objective of capturing student transferable skills, this was only made possible as a result of this change in direction as it allowed us to let go of relying on the PTST as an anchor. Only by assuming an open de-centred approach to the problematic could we have reached a point of salvation and permit our aim of capturing skills continue to flourish. Both the students and myself were learning to

unlearn as we progressed throughout the project timeframe, a necessary process that came to benefit us.

As C. Wright Mills taught us with regards to adapting methods to effect change, for us, 'some being dropped and others being added – is an index of your intellectual progress and breath' (2000, p. 199).

As a researcher, this has taught me to believe in my intuition and to trust and commit to the processes involved. Facing this crossroads helped me reflect on the benefits of involving ex-media students. Their contribution added value to this journey in ways I could never have anticipated, viewed as critical friends in this process and grateful for the opportunity to reunite with them again.

Assuming the mixed methodology that we did enabled us to co-create our own model towards employability that resonated as a more meaningful, participant-informed framework as I will discuss further in Section 7.3.

It should be noted that our original attempt of 'capturing' skills has become redundant as a result of engagement due to a change in perception in relation to transferable skills themselves. We came to observe transferable skills as both transient and unfixed and therefore difficult to capture. We came to the realisation that transferable skills *attributed* through student articulations (contingent on student ability to interpret and contextualise them) were transitory and rhizomatic and *not something that could be captured*. See Section 7.4.

7.2 How can student articulations be evidenced over the research timeframe as an indication of their progression?

As students graduated throughout the PAR methods used, significant levels of progression (increased confidence to autonomously articulate their transferable skills) came *into effect*. Language used became more coherent, meaning articulations were justified through contextualised experience(s), unique to each learner. To be expected, although the extent and depth of data obtained varied, five key methods were selected (from the range of methods used) and as an analytical strategy they were aligned to each unique student. Thinking about the data from a unique student perspective as opposed to collated cohort data sets, allowed progression across the research timeframe to be better evidenced. It became more transparent that articulations had become mobilised. I will now refer to specific examples of 'student graduated articulations' to support this claim.

MED3 2016 (Example Findings)

MED3 enters the process at Step 1 only able to identify and represent (via his 'pac-man eating pellets' illustration) the 'portable' nature of transferable skills and fails to identify TS with any coherence or certainty. At this point the data reveals that it would be wrong to assume articulation even though the participant can identify the idea of portability. However, in Step 2 (PTST) written reflections evidence his increasing confidence and awareness as he articulates 'independence,' 'time-management' and 'organisation' as he makes assertive connections between skills and contexts in relation to the production of his wrestling documentary (and whilst making time to support one of his peers involving painting exhibition space). Even though the skills identified were embedded into what the participant was creating, as Step 1 evidence showed us, we should not assume that just because our students may possess a range of transferable skills that they are able and confident enough to articulate them.

Interestingly during Step 3 (1-1 interview data) his verbal articulations insinuate 'self-improvement' as central to his narrative. For MED3, a key perceived challenge, articulated as 'dissatisfaction with own product,' implying that one's own high expectations and performance levels are a matter of self-critique. He also points to 'overcoming low motivation' issues relating to a client brief where he confesses that

he found it difficult to muster enthusiasm. Most strikingly is the number and range of TS MED3 (2016) highlights (outside of those listed on the PTST) such as 'perseverance, imagination, patience... trying positive thinking' leading him on to, as he puts it, 'become better at faking interest.' The appearance of motivation is perhaps an undervalued or underrepresented transferable skill, however, MED3 identifies this (albeit unusual) TS as contributing to his own idea of self-improvement. Through engaging in the research, his confidence to diversify *outside of those skills listed* evidences a mode of learning to become more employable, previously not witnessed, as evident in Step 1 data.

MED3 is also able to reference non-media industries of 'banking,' and 'fast food' outlet as well as employment positions involving 'working with the public' more generally where (for him) this specific transferable skill may prove useful. In his overall reflection, he clearly states, 'I have more transferable skills than I ever could have imagined' indicating learning extracted from engagement in CEP has exceeded expectations. It is difficult to state with any absolute certainty whether MED3's testimony here is not aimed to appease me (as his teacher facilitating the project) yet his articulated transferable skills in Step 3 suggest the contrary. MED3's 'thinking has been influenced,' (McNiff, 2017, p. 208) and his autonomy to diversify can be aligned with what Lather would define as 'rhizomatic validity' (cited in McNiff, *ibid.*, p. 208). Meaning *the effects* of CEP seem to have impacted in multiple unexpected ways. Also, on reflection of data generated in Step 1 there is an evident step change between Steps 1 and 3. The evidence he has generated has its own story and serves to support his evaluatory comments. Findings across MED3's articulated accounts demonstrated, 'how learning enters into action, so action is shown to be purposeful and committed and not just a spur of the moment reaction' (*Ibid.*, 2017, p. 87). Findings extracted from taking part in the IMADE steps indicate gradual (Foucault 2011, p. 7) 'epistemological indicators' of MED3's shifting mindset (at this point in his life) as he forged his own "becoming space" (cited in Lather, 1991, p. 101).

Similar shifts can be demonstrated across all 11 participants, however articulated outcomes differ as participants moved across the 5 steps. Findings gave rise to the personalised nature of transferable skills as intrinsically linked to what the author (Walters 2016, p. 93) of this thesis terms our unique 'biographical knowledge.' Interestingly the data also unearths the idea that transferable skills perform somewhat idiomatically, as participant articulations strayed from the skills originally

listed on the co-devised PTST. In this respect, the PTST seemingly acted as a trigger towards their subsequent articulations and providing its usage does not exceed a two-month period, as a reflective strategy to incite student confidence, it proved pivotal. The tool was therefore included (Step 2: Map) as a vital contributor towards our co-constructed IMADE model. To be expected, resultant articulations cannot (and should not) be subject to assessment as such because each articulation became mobilised in different ways. Regardless of this factor, following the steps (as identified in our suggested IMADE model) gave rise to personalised evident shifts, as interpreted in MED9 data, which I will now use to illuminate this observation.

MED9 2016 (Example Findings)

During Step 1, MED9 provides a comprehensive description (written) of what TS mean to him. He views them as 'past experiences' however he makes clear his reluctance to state any one skill 'due to the pressure of filling other skills categories of which we feel employers would prefer.' During Step 3, MED9 (2016) includes 'confidence' in addition to those listed in the PTST. Referring to his experiences of working with an external client (Canal and River Trust) he elaborates, 'I think you need the confidence to carry out the communication.' MED9 now beginning to map his own connections between two diverse TS of 'confidence' and 'communication.'

To add, by Step 4 he includes less obvious TS such as 'decisiveness' and 'negotiation' (again not listed in the PTST) as relevant to sectors such as 'retail,' 'finance leisure/ hospitality' and 'public services' whereas thinking back to Step 1 his reluctance to state one single TS due to self-perceived 'pressures' appear not to be an issue for him anymore.

In his evaluation MED9 (2016) states, 'the project has increased my awareness of transferable skills and their important in the workplace.' Although his articulations on his abilities to self-organise are perhaps more pertinent for him personally as he discusses organisation as fundamental to his idea of professional practices whilst working with external clients:

‘When you’re doing things properly you need to make sure that everything is organised because you can’t, you just can’t get the permissions, you can’t deal with outside people if you ‘re not organised at all.’ (MED9, 2016)

This proved particularly relevant as MED9 is on the autistic spectrum and has struggled with self-management issues throughout his life. It appears that mapping transferable skills (Step 2) evoked more meaningful reflections on prior learning behaviours. Interestingly MED9’s data was not unique in this respect. However unintended, all participating students made reference to aspects of their own *personal development* as a consequence of engagement in the project. For instance, the more frequent and shared articulations included being ‘better organised,’ ‘self-management’ of portfolio work and ‘improved confidence’ when working independently, thus serving to enrich and add value to the broader learning experience.

As MED3 and MED9 data showed us, using a de-centred methodology enabled participants to begin autonomously negotiating and mapping their own connections as they progressed through the 5 steps, gradually assimilating a more (Freire, 1993, p. 164) ‘critical consciousness’ regarding their unique TS pathway. Although example students presented here engaged in the same 5 stepped process, outcomes became orientated towards their unique understanding and therefore were representative of their learning.

Problem-posing education affirms men and women as beings in the process of *becoming*... In order to *be*, it must *become*.’ (Freire, 1993, p. 65)

By positioning the student as the nexus upon which their transferable skills articulation oscillated, we became more conscious of *learning to become more employable*. By analysing ‘student graduated articulations’ from an individual standpoint (see Section 6.3), this led us onto our **third research finding**. As we evidenced progression across the research timeframe, we also observed that transferable skills are deeply personal, there is nothing generic about them. Taking part in this study has brought to light how our transferable skills are intrinsically linked to our personality, characteristics, prior learning experiences, behaviours and

confidence to articulate ourselves. They are connected to every aspect of our lives and experiences both inside and outside educational institutions. Transferable skills are all around us and we all possess a huge and diverse array of them but we don't always talk about them, draw on them and celebrate them as attributed to our identity nor do we articulate them as assertions of who we are. Taking this into account, CEP's findings take us further to substantiating the idea that TS are not external from the lived experience of the individual student.

7.3 By what means might methods used prove transferable as a research output, as a generic pedagogic model for other teachers and students to adopt?

In fostering methods that were open, responsive to change and facilitated differentiation across cohort, our pedagogic strategies enabled us to identify five specific methods that contributed to greater shifts in student confidence to autonomously articulate their skills. Although provisional, this led us onto our **second research finding**, the development of a new model *towards* employability that specifically targets student articulation, an evident gap in the field as identified and discussed in Chapter 4 (Literature Review). Having unearthed challenges of engagement, our IMADE model represents a dialogically rooted student-led strategy that is considered more accessible for students. It not only celebrates the unique skills attributed to each student but is co-constructed in a way that reinforces the idea of self-efficacy in that students carry the responsibility for voicing their skills *in the making*.

Deemed critical to our success, our explorations on transferable skills used employability language that students understood, as articulated through their experiences. As a result, we come to offer a model considered more meaningful in response to the problematic.

The IMADE steps aligned the two constituent variables within this research (transferable skills and individual student) and factored such variables as central to the design of our co-constructed model.

The five identified key steps provide the necessary guidance and support for students to develop their confidence to articulate skills attributed. Although seemingly structured (in respect to the five steps), actions progressively become more flexible and facilitate individual student ability to communicate their experiences more effectively. And by default, maximise their employability *potential*.

At this point, to further explicate our **second research finding**, it is worth restating how the methods undertaken were chronologically aligned to each step of our suggested model. In summary:

Steps 1 and 2 of **IMADE** (1. Identify, 2. Map using PTST) = **Method 4** (created mind-maps to extract key TS as identified by the group and reflect on identified skills using PTST template)

Step 3 of **IMADE** (Articulate) = **Method 7** (Teacher to conduct short one-to-one interviews to extract 'key moments')

Step 4 of **IMADE** (Do) = **Method 8a** (Student to complete 'Scenario' worksheets) prior to participating in Guess Who Transferable Skills game.

Step 5 of **IMADE** (Evaluate) = **Method 8c** (students to write significance of learning on and suggest actions for improvement on Pink Sticky Notes)

The steps can now be re-appropriated towards other contexts and are primed for further testing by other teachers and students. As our model positions student articulation(s) as critical to maximising employability *potential*, the allocation of time and the desire (on behalf of both student and teacher) to reflexively take stock of and dialogically engage with transferable skills development are considered the only prerequisites to engagement.

See Section 7.6 for additional guidance in relation to embedding employability within your own curriculum.

7.4 How has engagement in CEP challenged student perceptions on the functionality of transferable skills and furthermore, how might this inform employability discourse(s) and practice(s) moving forward?

Engagement in our 'Co-framing employability project' has radically transformed original perceptions of how both the students (including myself) have come to view transferable skills. Before CEP, transferable skills were interpreted as a generic list of words varying in content depending on publication or author agenda (as discussed further in Chapter 4), however, having authored and articulated our own in class understanding, we now view them as deeply personal.

Accepting the notion that we may already have possessed the TS but, prior to CEP, had not articulated them (or attributed them as personal), they remained not only latent but largely misunderstood. As student articulations began to gravitate away from those originally listed (and agreed) on the PTST, we came to the realisation that transferable skills are rhizomatic entities. This signalled our **fourth research finding**. In attempting to map and create a structure in which students are enabled to articulate the possibilities of their understanding, we came to observe the rhizomatic functionality in which transferable skills themselves appeared to perform as I will now elaborate.

As student confidence to articulate their skills developed across the five IMADE steps, both the diversification and functionality of skills referenced became synonymously dismantled. Such differentiation within the meaning-making process meant that individual student outcomes themselves oscillated both towards and outside of the PTST. Meaning that whilst students came to recognise TS as unfixed and fluid, at the same time, their autonomy to confidently articulate the spectrum of skills attributed to their experiences (as interpreted and contextualised) became unanchored and simultaneously set free.

We therefore view participant unique outcomes through a post-structural lens primarily because transferable skills are something of a moving target, always in transition, always personal and because of this they lack a central structure. Articulated accounts signified one articulated understanding in time, not as a definition but as a process of redefinition.

As both facilitator of the conducted IMADE steps and teacher to the media students who engaged in the project, contrary to my own prior expectations, I too have come

to view them as deeply personal and much more complex than any single definition of them may indicate.

Not only did language used by students alter with each utterance across the five IMADE steps, as discussed in this chapter with MED3 and MED9, but rather, skills proliferated in unexpected ways as students began to forge their own connections to them. Even though participants collectively expressed a desire to reduce the original list to make it (MED8 2016) 'more concise' paradoxically, as a consequence of that reduction this appeared to trigger articulation across a much broader range of skills.

Participant diversification became most apparent in Step 3 of the IMADE model (1-1 data) where although seven participants made direct reference to at least four TS on the PTST, eight participants attributed 'Adaptability,' 'Working with a Client' and 'Problem-Solving' as key TS in their articulations (relational to their own articulated production contexts). Diversified articulations implied Deleuze and Guattari's (2013, p. 87) notion of "synchrony" has taken effect, as all participants began to demonstrate the confidence to join the dots, forging their (Ibid., 2013, p. 12) 'own line of flight' outside of (and moving away from) the PTST.

Although participants were asked to predominantly focus on five skills, only two participants made direct reference to all five skills listed. Meaning that students consciously deleted, introduced, expanded, and re-appropriated their TS as they saw fit. Consequently, their interpretation and re-appropriation of skills were neither comparable or predictable. In this respect, transferable skills came to be viewed as having a life of their own, changing shape and meaning with each utterance. They lacked a centre, however, meaning came through articulations, as attributed through the student experience. Such a shifting mindset suggested that with their 'agency,' came diversification of both the skills referred to and the meaning attributed to them. As Dumont Jr describes,

I have agency but it is an agency that is dependent upon the rich, discursive, textual, economies of language that I use to think about and describe all that I know (Dumont Jr, 2008, p. 101).

Student agency informed our observation that transferable skills appeared to carry rhizomatic traits because alongside their increasing confidence and autonomy to

articulate their own employability language (across the five IMADE steps), came not only diversification but their capacity to edit and self-manage the skills articulated. Thus, legitimising new knowledge creation.

As variant levels of individual progression become evident, unique outcomes would prove to bear, what Lather (cited in McNiff, 2017, p. 208) terms 'rhizomatic validity' as participants diverted away from the PTST, they became in sync with their understanding. Outcomes therefore became more aligned with Deleuze and Guattari's (2013, p. 107) notion of "synchrony," which erects an "in-itself" and a "for-itself" of language, perpetually moving from the object system to the subjective consciousness that apprehends its principle (that of the linguist himself or herself). Articulations became freed up as definitions came to be viewed as an 'and... and... and' process (ibid, 2013, p. 26). Our somewhat nomadic *modus operandi* sought not to disrupt but (ibid, 2013, p. xi) 'create new vistas' of understanding, where a new employability language emerged *with each student*.

Testament to the idea that the meaning-making process 'must be built and *adopted* by the students' (Freire, 2014, p. 73) and that 'confidence in themselves is so indispensable to their struggle' (Ibid., p. 124), in humanizing transferable skills attributed, students might enhance their *potential* when opportunities come along.

As apparent in data analyses, the variety and scope of rhizomatic outcomes themselves serve to minimise any criticism regarding potential coercion. In relation to ethical concerns in this regard, should the reader detect any bias within student articulations as presented, then he/ she may need to ask the question (Lather, 1991, p. 14), "whose interests are being served by the bias?" Consequently, individual outcomes discussed here can be viewed as representative of a series unique articulations, celebrating possibilities of student understanding.

Project findings show that the sheer range of transferable skills available should not deter exploration of them. As articulations revealed, by simply focussing on five TS, articulation of others proliferated. To add, whilst student 'critical consciousness' (Freire, 1993, p. 164) of skills attributed to TS (in relation to themselves) was recognised as both transient and rhizomatic, paradoxically employability became more meaningful. The idea of transferable skills as a processual, "becoming space" (Derrida cited in Lather, 1991, p. 101) and not a destination is supported in the tone of language used by students in Method 8c (Appendix 24), completed at the end of

the research timeframe. To elucidate, a selection of participant summative reflexive statements on *the significance of their learning* are listed below:

MED1: How to be aware of any transferable skills within a task.

MED5: I have learnt more transferable skills than I previously knew. I have also learnt how to apply them to my media work.

MED7: I learnt how to use my original skills and include learnt skills from my time on the course.

MED8: How to self-reflect and be critical about the way I work and why it is relevant.

As a result of CEP, we present a new perspective on transferable skills as both deeply personal and as bearing rhizomatic traits. And whilst employability is a concern for students, it will continue to be a concern for us.

The benefits of engagement as articulated above, are considered inclusive towards the broader student experience and entitlement. By focusing specifically on student articulation of their transferable skills in the way we did, our findings offer not simply a new discourse *towards* employability but a practical solution when embedding employability into the curriculum (through our IMADE Model) in a way that did not exist before the project began.

Consequently, we contribute new ways of thinking about transferable skills to be further debated. The evident complexities inherent within transferable skills are both challenged and counterbalanced through a purposeful framework of actions that attributed meaning towards the student herself.

See Section 7.6 where additional tips (based on our experiences) are provided to support teachers and students (supplemented with blank documents to be used for adaptation purposes) should practitioners wish to test out our provisional IMADE Model in their own setting.

7.5 FINDINGS (IN SUMMARY)

With little or no explanations for skills that young people could understand...

there was minimal guidance on how to engage and embed frameworks for young

people to take ownership (YE UK, 2017, pp. 5-6).

Our research findings can be positioned as a direct reponse towards an identified gap in the field, as articulated in the YE UK (2017) recent calling above. By consciously creating a *learning to become* more employable space, we cultivated the necessary conditions in which student confidence to articulate their skills flourished.

Using an employability language both *informed and shaped* by students (through their experiences) enabled greater autonomy and confidence to negotiate the meaning(s) of TS, as contingent on interpretation and contextualisation. Our research engendered a sense of ownership and application, and constitute practice(s) not evident at the start of the project.

Although our ethnographic actions and subsequent post-structurally framed outcomes were contingent on interpretation and context, due to the student-orientated methodology used, we were able to identity key steps (extracted from specific methods used) that promoted greater shifts in articulation. In doing so, we were able to successfully evidence progression as attributed through a series of unique articulations. As we sought to explain how articulations developed for us, we were then able to present a provisional framework for pedagogic application and testing, our suggested IMADE model *towards* employability.

CEP was founded on the premise that student ability to articulate their skills is an essential (yet largely unexplored) strand towards what we consider to be a more accessible and meaningful employability strategy. Resultantly, our model centres on student articulations as the nuxus upon which transferable skills oscillate. Thus not only are we now able to contribute an alternative perspective to the field but

given our problematic (and the gaps identified in Chapter 4), perhaps more pertinent, our research offers a practical strategy that encompasses employability as an 'embedded' concept (Knight and Yorke, 2006).

Intended as an open and flexible framework, our IMADE model facilitates differentiation (in terms of learning styles and academic level) and is considered inclusive (including prior learning experiences, personal characteristics and behaviours) of all learners. I have explicated how our model signals a generic framework in which articulations on TS can be fostered and thus encourage diversification of usage across discipline and institution. In order to be useful for other practitioners and students (who may also face the challenges of embedding employability into the curriculum), we believe our suggested IMADE model offers a practical and meaningful solution in this respect and one that is primed for adaption and modification (according to cohort and context needs).

Interestingly, on reflection of our first question question, '*how might we capture the transferable skills (considered soft) that students accrue and develop on their chosen course in a way that they understand?*' whilst we were originally on a mission to capture transferable skills, our experiences with the CEP have taught us that TS are transient and unfixed. Therefore original attempts to capture a single definition would contradict their function. Consequently, we came to radically reconfigure how we think about TS as carrying rhizomatic performativity. To counteract the broad spectrum of TS available, instead of viewing this as a barrier, articulations gravitated more towards the experiences of the student, through which skills became humanised. Our solution therefore became increasingly connected to the personal lives of the students. Viewed as something to celebrate and promote, multiple meaning(s) became attributed through student articulations, due to our efforts in building student capacity to interpret and contextualise their TS through practice.

7.6 IMPLICATIONS AND RECOMMENDATIONS

In respect to embedding student articulations of transferable skills within curriculum, whilst we assimilate our research within an identified gap in the field, our methodology was unique as it signified uncharted territory. In acknowledgement of this, our resultant IMADE Model is now subject to further testing, however our findings present a clear opening from which it is hoped further discourse(s) and adapted pedagogies will take place.

Particularly relevant is the role of the practitioners and the requirement of cultivating the necessary space (and associated pedagogic strategies) in which student possibilities of articulated understanding can flourish.

Improved confidence became apparent in 'student graduated articulations,' however it is worth reminding the reader that teacher guidance and support is considered a prerequisite regarding such shifts. Based on our experiences with CEP and prior to testing out our IMADE Model in your own setting, we offer the following practical advice.

Requirements (including minor modifications based on our experiences with the CEP):

- A sustained period of time with the same cohort is needed (minimum of a 3 month period with consistent contact time advised).
- I have reduced the list of transferable skills from 10 to 5, as students thought 10 skills to be too many to map or reflect upon.
- The key change is the time in which the PTST is used. We suggest the timeframe is reduced from 6 to 2 months (before proceeding onto Step 3).

Although primarily considered a facilitatory role, as the research premise is based on articulations, the teacher role will be required to **enable the following actions:**

Step 1 (Identify): Assist students to initially identify 'key words' they associate with TS using a mind-mapping technique.

Step 2 (Map): Devise one simple ranking question (using *Survey Monkey*) including all words identified. Once students have ranked them, incorporate your cohort 'top 5' list (from those skills identified in Step 1) into the blank PTST provided (Appendix 36). Encourage students to save it to a pen drive or to their desktops.

Prompt students to spend 10-15 minutes a week reflecting on whether they hit the skills identified. Do this for 2 months.

Step 3 (Articulate): After 2 months conduct short 3 minute one-to-one interviews, asking students to identify two 'key moments' when the skills identified were embedded into their actions.

Step 4 (Do): One week later, distribute blank 'scenario worksheet' provided (See Appendix 37) and ask students to complete in preparation for the 'Guess Who? Transferable Skills Game' (should take no longer than 20 minutes).

Optional: It is best word-processed so students do not start guessing identities from individual hand-writing styles.

It is essential that you do not allow students to discuss content.

Ask students to place their scenarios (top section only) into a hat (or other closed container) but instruct them to retain the remaining sections (for the big reveal). Shake scenarios and in turn, ask each student to pick a scenario out of the hat. Attempt to identify the person who might have written the scenario and then guess the transferable skills and sector associated within the given scenario.

If the student fails to guess correctly, then the person who originally wrote the scenario reveals the context(s) *as experienced*.

Obviously, if students pick out their own scenario, ask them to place it back in the hat and pick another.

Optional: The teacher can write-up a few unexpected random scenarios in the hat to mix things up!

Teacher to chair findings relating to the questions, ‘did students stay with the original list? And what do students have to say about mapping set skills? Based on their experiences, explore their articulations as key discussion points.

Step 5 (Reflect): Ask students to write on a pink sticky note what they have learnt by engaging in the various transferable skills steps and consider alternative ways of working with TS, as suggested by the students.

By publishing this research and presenting our co-framed model, effective dissemination of recommendations above may further support teachers and students on the practical implementation of embedding employability as central to curriculum. Moving forward, it is hoped that student articulations will accrue greater traction in relation to the broader employability agenda as it continues to gain momentum across educational sectors.

By simply reflecting on just a handful of transferable skills, results of this study suggest that this appears to trigger the articulation of others. Findings derived from CEP are not able to fully rationalise this apparent paradox nor can it provide reasons behind this phenomenon, however, it opens up an area of further investigation that specifically focuses on the relationship between transferable skills and whether increased confidence to articulate was vital to this phenomenon?

Reflecting on our experiences, we recommend that more sustained contact with alumni might be useful for students particularly regarding TS skills usage (as experienced outside of education and in relation to their resultant pathways). Not simply to ascertain a more informed mode of destination data (outside of the current six-month timeframe) but to provide a richer pentimento⁴ to emerge regarding specific transferable skills associated across a diverse range of subject specialisms.

⁴ ‘Something painted out of a picture that later become visible again’ (Ibid., 2014, p.1).

Only by making visible transferable skills (currently lying latent) within our courses, will we be able to assert a more honest picture of the broader economic and cultural value our subjects carry with them.

As articulated by students, there is abundant space in which to continue exploration of other methods, further enabling students to map transferable skills attributed in more creative and innovative ways within our curriculum. For example, using techniques rooted in performing arts such as adlibbing and improvisation, games students could work on developing a personalized transferable skills application, graphic design students could create a card game, radio students might create weekly podcasts on their transferable skills etc. Potential product aside, our collaborative actions *towards* employability further mobilised articulations deemed necessary to enable such 'shape-shifting' processes to continue (Taylor et al., 2014, p. 16).

And finally, to this end, greater efforts are needed by curriculum planners to provide what the author of this thesis considers a *learning to become more employable* space, in order to better support the development of more personalised articulations and enable more creative student methods to manifest. Creating the necessary conditions to harness greater confidence (to articulate the transferable skills attributed) can only add value towards the given curriculum and the wider learning experience(s) of each student, as it did for us.

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9 APPENDICES

Appendix 1: Diagnostic Information

The screenshot shows a Microsoft Excel spreadsheet titled "Diagnostics Yr 1 2014.xlsx". The interface includes the standard Excel ribbon with tabs like Home, Layout, Tables, Charts, SmartArt, Formulas, Data, and Review. The spreadsheet is divided into several sections: English, Maths, and Free Writing Assessment. The English section has columns for E2, E3, L1, L2, L3, PE, E1, E2, E3, L1, L2, L3. The Maths section has columns for Spelling, Punctuation, Grammar, Vocabulary, Structure, Content, Handwriting, VARK, Interview, and Disclosure. The Free Writing Assessment section has columns for Spelling, Punctuation, Grammar, Vocabulary, Structure, Content, Handwriting, VARK, Interview, and Disclosure. The data is presented in a grid with red 'X' marks indicating specific data points. A blue selection box is visible in the Free Writing Assessment section.

Appendix 2: BU approval - Phase One 9 March 2015 (screen grab)



Research Ethics Checklist

Reference Id	6176
Status	Approved
Date Approved	09/03/2015

Researcher Details

Name	Emma Walters
School	Media School
Status	Postgraduate Research (PhD, MPhil, DProf, DEng)
Course	Postgraduate Research

Appendix 3: BU approval - Phase Two 26 October 2015 (screen grab)



Research Ethics Checklist

Reference Id	9136
Status	Approved
Date Approved	26/10/2015

Researcher Details

Name	Emma Walters
School	Media School
Status	Postgraduate Research (PhD, MPhil, DProf, DEng)
Course	Postgraduate Research

Phase One Question:

'In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term 'transferable skills?'

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

What is the purpose of the project?

Phase One marks the first stage of a larger project (*Phase Two*) entitled: 'Beyond *Subject Media*: An Exploration of Transferable Skills as Codified Raw Ingredients for Labour Market Demands.'

Phase One aims to make explicit *how* transferable skills manifest and are understood by media students whilst *Phase Two* seeks to empower learners by identifying and making explicit the transferable skills accrued and developed throughout the course with the goal of better preparing students for the workplace. Transferable skills are conversely not media specific, however, as employability is now a determining factor for course approval in FE, I would argue that transferable skills require greater understanding and investigation from the inside.

Why have I been chosen?

You have been chosen because you enrolled on an Extended Diploma in Media Production (TV & Film) as your course of choice and as part of your individual career pathway. Also, your experience to date of the qualification and associated transferable skills are the focus of this research.

Do I have to take part?

Participation is entirely voluntary. You can still withdraw up to the point of anonymization of the data and do not have to give a reason. Should you decide to opt out by not signing the consent form, you will be expected to continue with your media project(s) as part of your ordinary weekly RBL (Resource Based Learning) sessions.

What do I have to do?

All work for this research will take place during three RBL sessions (Feb-March) therefore travel expenses will not be applicable.

Phase One will involve asking you just one question, 'In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term 'transferable skills?'

Participants will have the opportunity to contribute to the research design process including: the planning, design, construction, selected method and mode of reflection over three sessions (see separate lesson plans and associated activities), summarized below:

Session One (PLAN DATA): will involve co-participant discussion on research aims and objectives as well as exploring different method options.

Each participant will decide on their preferred research method for both making and reflecting stages (Sessions Two and Three).

Session Two (MAKE DATA): will involve you creating or making (e.g. drawings, video, audio, *prezi*, written, *Play-Doh*, *Lego*, other material from home etc.) a response to the stated pilot question.

Session Three (ANALYSE & REFLECT DATA): will involve you explaining your response and self-selected format choices to contribute to data analyses.

NC will facilitate only and *not teach* (or provide guidance when participants are in the 'making data' stage) as she would ordinarily do during RBL sessions. EW will meet with NC on a 1-1 basis to explain both research design and role requirements. A full lesson plan detailing Session 2 will be given to NC prior to the research beginning.

What are the possible disadvantages and risks of taking part? N/a.

What are the possible benefits of taking part?

Agreeing to participate in this research will broaden your understanding and application of using different research methods, evidence of which will contribute to Research Techniques Unit 3. Also, it is intended that this work will contribute to a deeper understanding of the transferable skills within the qualification undertaken with the aim of supporting of your personal career pathway.

Will my taking part in this project be kept confidential? / What will happen to the results of the research project?

All the information that we collect about you during the course of the research will be kept strictly confidential and be used only for the purposes of the production of this thesis and relating publications.

Will I be recorded, and how will the recorded media be used?

Recording devices will only be used should you decide to capture your responses in audio or video format (in Session 1), therefore not a requirement of this project. All audio or video recordings of activities made during this project will be used only for analysis and illustrative purposes of the production of this thesis and relating publications.

No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

All photographs taken by yourself and recordings of artefacts produced during this project will require additional (or enhanced) permission by yourself allowing the use of any such self-generated documentation during subsequent feedback sessions and/or presentations to colleagues at the college and/ or BU.

A separate internal data protection form (based on College's TU11 design) will also be required for you to sign in order to provide consent for audio and/or video materials associated with this project to be stored electronically on *Word Press*, *Vimeo* and/or *Flickr* accounts.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

Obtaining participant-generated data on your understanding in this area whilst exploring methods that work best will help to inform how Phase Two of this research project is constructed.

Who is organizing/funding the research? N/A. Self-funded.

Contact for further information:

Name, position and contact details of researcher: Emma Walters, Course Leader for Ext. Diploma in Media Production at College. Contact email: **X** or Tel on: x

Name, position and contact details of supervisor: **X**

Should you feel that for any reason the research process carried out for this study has not been ethically or fairly carried out you should notify either Emma Walters or Dean for Research Ethics (contact details above) with any complaints in the first instance.

You will be given a copy of the information sheet and a signed consent form to keep for your records. Finally, thank you for taking the time to read through project information provided here and look forward to any questions you may have.

Appendix 5: Consent Form (Example)

BU Phase One Parent Consent Form

The student for which you are parent or guardian will be asked to produce, in a self-selected mode of choice, (for example a written list, spider diagram, metaphorical constructs such as *Lego* or *Play-Doh*) their response(s) to the following question:

'In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term 'transferable skills?'

Name, position and contact details of researcher: Emma Walters, Course Leader for Ext. Diploma in Media Production at College. Contact email: X

Name, position and contact details of supervisor: X

Please Initial Here

I confirm that I have read and understood the participant information sheet for the above research project and the student for which I am parent or guardian has had the opportunity to ask questions.	
I understand that the student for which I am parent or guardian's participation is voluntary and that he/she is free to withdraw up to the point of anonymization of the data, without giving reason and without there being any negative consequences.	
I agree for the student for which I am parent or guardian to take part in the above research project.	
I give enhanced permission* for Emma Walters to use generated data and documentation on artefacts produced by the student for which I am parent or guardian for the purposes of the production of this thesis and related publications (*participants may opt to use video, photographic and audio recordings although this is not a requirement of the project. However, initialing this box would mean you agree for me to use recorded data produced by him/ her).	

Name of Parent: _____ Date ____ Signature:

Name of Researcher: Emma Walters Date: 06/03/15 Signature:

Note: Once all parties have signed this form the participant should receive a copy of the signed and dated participant consent form, the participant information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be kept with the project's main documents, which must be kept in a secure location.

Appendix 6: Information and Assent Form (Example)

Dear Parent / Guardian

Thank you for agreeing for the student for which you are parent or guardian to participate in my media transferable skills research project.

The name of the Principal Investigator is Emma Walters and more information about the project can be provided on request from ewalters@X

The outcomes of the research will be used only for the purposes of the production of this thesis and related publications.

The students and the college will remain anonymous at all times. You will be provided with a draft copy of the data analysis outcomes on completion of the project.

Thanks again for your help with this research.

Emma Walters

Course Leader for Media

Bournemouth University: Co-framing employability: mapping transferable skills with media students (mobilising articulation through practice)

Dear Participant

Thank you for agreeing to take part in this research project led by Bournemouth University (BU) and delivered at the college.

Phase One: Data collected during pilot already for this one particular cohort, therefore no need to repeat Phase One with Extended Diploma students as this is a continuation of the pilot and will serve to triangulate data extracted from other participants.

Emma Walters (EW) will facilitate all required research during your RBL sessions.

Phase Two: In addition to your created mind-maps and *Survey Monkey* data, from January through to June, EW will conduct short (5-minute) 1-1 reviews on the pros and cons of tool usage.

Please sign below for the level of permission you are happy to give and don't sign the statement which does not apply. We require at least the partial permission for you to be involved.

Media Transferable Skills: BU research project **PARTIAL permission:**

I understand what this research involves and give permission for Emma Walters to use what I say/ do (either recorded and written up or observed and written up) for analyses purposes. I understand that my name and identity will not be revealed.

Signed:

Print Name:

Name of College:

Media Transferable Skills: BU research project **FULL permission:**

I understand what this research involves and give permission for Emma Walters to use what I say/ do (either recorded and written up or observed and written up) for analyses purposes.

I understand that my name and identity will not be revealed. I also give permission for Emma Walters to use extracts of mind-maps created by myself during sessions 1 and 2, and accept that whilst my name and identity will not be revealed, my voice may be heard on the recordings if I opt to use audio and it may be possible to identify me from my mind-map.

I give additional enhanced permission by agreeing for Emma Walters to use extracts from the transcriptions, anonymized in forms of dissemination e.g. conferences, lectures, *Wordpress*, *SoundCloud* etc. in addition to the thesis.

Signed:

Print Name:

Name of College:

Appendix 7: Pre-Emptive Ethical Risks Review (Phase One)

Potential Risk	Problem	Strategy/ Action
(Allowing) participants to use self-selected forms of method and data collection to support learning styles, expertise and reflexive opportunities (identification in Session 1, application in Session 2).	Might equate to messy data that is difficult to manage. Obtaining recorded (visual & audio) data, even if self-selected, required enhanced permission.	Phase One: to help determine methods that best fit enabling project mobility. Enhanced permission incorporated into consent form design.
(Beware of) Proclamations of Truth and of Assertions of Reality.	Ensure language used during Session 3 incorporates ideas on the problematic nature of truth in the context of 'constructed reality' data forms.	Data viewed as constructions of experience or <i>Verisimilitude</i> as opposed to claims on truth.
(Inconsistent) Participation.	Some participants might not attend consecutively all 3 planned sessions.	Sample selection may become reduced however data may still prove valuable in relation to research questions.
An Ethically Driven Selection Process.	Avoid issues of coercion.	Participant Information Sheets (PIS) and Consent Forms (CF) will be reiterated during Session 1 (beyond the point of receiving signed agreement and parental consent - if applicable). All participants will reserve the right to opt-out and for data to be anonymized.
Consent/ Non-consent.	Some participants might become non-receptive at critical points. Some participants might take part but exercise their right to withdraw visual images for dissemination/ exhibition purposes.	Negotiated consent must be an ongoing process. All participants will have the right to withdraw participation at any stage.
Interpretation of data.	It is important for the researcher not to attribute own subjective interpretations to participant-produced data.	Interpretation will be grounded in a dialogic-reflexive process. Potential meanings should be critically discussed & reflected on collaboratively (in Session 3) enabling a more systematic and consensual identification of key emergent themes extracted from data obtained.
Overfamiliarity/ Challenging Relationships.	Research requires controls for coherency. Disruptive non-participants/ participants may hinder	EW to opt-out during Session 2 to reduce overfamiliarity. Schedule needed to make transparent the plan to all involved

	cohort focus during research activities.	and for Phase One to sustain focus and be replicable. If disruption is encountered, non-participants/ participants will be asked to continue with their RBL session in the library or edit suite.
Dual role of investigator/ employee.	Sustaining a position of neutrality and recognizing contractual obligations and loyalties to the institution as equal to BU research requirements.	Clear explanation (PIS, CF) and guidance on research aims and intended methods to be provided to all participants and college principal. Integration of research into Resource-Based Learning session so not to adversely impact on valuable learning time.
Inquirer <i>vulnerability</i>.	There may be institutional reticence to support Professional Doctorate subject / approach. Libel/ defamation.	Reconfigured research framework since October BU residential – reformulated and now situated within the Employability & associated transferable skills agenda. Permission obtained by then principal (2015). Conduct research in a professional manner taking into account the reputation and representation of the College in all documentation forms/ published works (online and offline). Anonymization to be considered within write-up.

Course/Programme Title/Level/Year: 90 Credit Diploma/ Media Production (TV & Film)/ Year 1	Appendix 8: Lesson Plan 1 (Plan data) Unit/Module Title: RBL Pre-Research Session	Room: <u>C121</u>	Teaching Week No. <u>RBL Workshop</u>
Teacher Name: Emma Walters & NC	Topic: BU Research Pilot Study (What is it? What does it involve?)	Date:	Times: <u>3.00-4.30</u>
Aims of the session: Develop learner understanding and confidence on the purpose and rationale of activities involved in EW's BU Research Pilot Study should they decide to participate.	Specific learning objectives/outcomes: By the end of the session all (participating) learners will be able to: Complete Research Activity Worksheet 1 (pros and cons of primary methods). Complete Gauntlett Worksheet 2 (pros and cons of Gauntlett's method). Identify a self-selected research method learners will employ in Session 2 (<u>should they decide to take part</u>). Identify the materials needed in order to make their self-selected data in Session 2 (<u>should they decide to take part</u>). Most (participating) Learners will be able to: Participate in activities and discussion on EW's BU Research Pilot Study; articulating their role as research participant, presenting their ideas and posing questions with some confidence. Some (participating) learners will be able to: Participate in activities and discussion on EW's BU Research Pilot Study; articulating their role as research participant, presenting their ideas and posing questions with ease, total clarity and in a professional manner.		
Equality & Diversity: needs of group and differentiation strategies (e.g. learning styles, learning difficulties, special or support needs) and any special circumstances. The cohort consists of 14 learners although not all learners will necessarily 'opt in' regarding their participation with this research project. Any learners who decide to opt out can utilize the edit room and work independently on pre-agreed (with EW) individual tasks prior to Session 2 beginning. Although all learners are registered on a Level 3 course, 2/14 have been diagnostically identified as entry level, 8/14 learners are Level 1 and the remaining 4 learners are working at Level 2, however planned activities and method selection will be learner-led. Therefore, in order to facilitate differentiation and indeed their unique 'biographies of methods', this session has been planned prior to data collection so that all learners can choose how to communicate their thoughts in response to the pilot question and also identify preferred tools to document their response(s) . The rationale for this particular session is to ensure learners are supported in their understanding of EW's research project, thus representing the beginning, not the end of their learning journey. Equally important, is that all learners have the space to consider the various methods for making data in order to feel confident whilst participating on it (should they decide to participate further onto stages 2 and 3). The majority of learners are Multimodal in learning style (11/14), 2 are Kinesthetic and 1 is Mild Aural. Therefore, to accommodate this, a range of pedagogic strategies will be accessible/ made available including: written hand-outs (including consent form, participant information sheet and research activity) / wipe board for reiteration, aural (learner-researcher-facilitator discussion), and visual stimulation (<i>Tumblr</i> , <i>You Tube</i> examples of diverse research methods). CORE ISSUES: Two learners require support for dyspraxia and dyslexia. Their identified needs combined are focused on organisation, self-management, proof-reading, spelling and grammar and generally keeping on task and avoiding distractions. SOLUTION: Using the <i>tumblr</i> system is an excellent pedagogic supportive strategy for learners who demonstrate variant spectrums of dyslexia. It overcomes issues of losing work and notes, poor self-management and helps learners to stay on task as they can access <i>tumblr</i> outside of the college environment and request any additional support or advice they might need. Photos, video and audio can also be used should a learner prefer presenting their work in different modes. Activities for data making will be learner-led allowing participants to self-select method of choice.			

Are there any **Health and Safety/Safeguarding** considerations?

All learners have already completed TU11 and E3 Forms, including parental consent at the start of the academic year (located in EW office) to ensure that: all learners have provided permission for using their images, audio, video, written work, as specified within college safeguarding and data protection policies. This is applicable as we use *tumblr*, *moodle*, video, audio and photographic evidence in our daily classroom setting and practice. E3 forms relate to filming offsite for educational purposes/ specification requirements.

Depending upon what methods students wishing to participate employ, they will then complete a college hazard assessment form (should they wish to use cameras or audio equipment) to be signed by staff in preparation for Session 2.

Resources to be used:

You Tube, research activity worksheet, projector, laptop, wipe board, flipchart paper, marker/ biro pens, Mac computers.

Note: EW to email all written resources to NC prior to the start of the 'Make Data' stage.

Time	Content/Teaching & Learning Activity (including the use of eLearning methods)		Assessment/Learning check point (see guidance notes)	How English and mathematics embedded (see guidance notes)
	Teacher	Learner including differentiation		
3.00-3.05	Welcome & registration		n/a	n/a
3.05-3.10	Explain session aims & objectives, and respond to initial learner questions.	Target graded questions according to ability if required. Verbal/ written reinforcement may be required on wipe board. Tumblr access for visual reinforcement.	Observational Question & Answer Informal Wipe board (for reiteration) <i>Tumblr</i> (reinforcement).	R W SL E
3.10-3.30	EW to discuss origins and content of the BU pilot 'transferable skills' project and to facilitate any issues/ concerns/ questions raised.	Respond with questions/ issues on content of EW research pilot study.	Observational Question & Answer Informal Wipe board	R W SL E
3.30-3.50	EW to distribute and explain 'Pros and Cons Worksheet 1.'	Complete 'Pros and Cons Research Activity Worksheet 1' exercise. Paired activity to support all learners. NC to assist any participants requiring support.	Worksheet 1 written evidence. Informal/ Observation Q & A	R W SL E
3.50-3.56	Play the following David Gauntlett 'Representing Identities' video (6 mins): http://www.youtube.com/watch?v=LtS24lqlug0&feature=channel_page EW to reinforce meaning of any potentially misunderstood terminology used in video.	View David Gauntlett video and take notes if required. <u>Note: Link was posted on Tumblr on 07.01.15 so participants have had time to access/ view material prior to this session, therefore extra time shouldn't be required on this task.</u>	Observational Question & Answer Informal Participant Notes	R W SL E

3.56-4.15	EW to distribute and explain 'Gauntlett Worksheet 2.'	<p>a) In pairs, complete pros and cons of Gauntlett table (see Worksheet 2).</p> <p>b) Then individually compile a list of potential modes of making primary data.</p> <p>NC to assist any participants requiring support.</p>	<p>Worksheet 2 written evidence.</p> <p>Observational</p> <p>Q & A</p> <p>Informal</p>	<p>R</p> <p>W</p> <p>SL</p> <p>E</p>
4.15-4.30	<p>EW to create a list (on wipe board) of those who think at this point they might want to participate next week. They will identify a chosen method.</p> <p>Facilitate participant identification of materials needed for Session 2 on wipe board.</p> <p>EW to collate any evidence from session.</p>	Participants to contribute and confirm self-selected method and identify any materials/ equipment that may be needed in preparation for Session 2 on wipe board.	<p>Photograph of tabulated list (from wipe board) of resources needed for Stage 2 based on outcomes of workshop activities.</p> <p>Q & A</p> <p>Informal discussion</p>	<p>R</p> <p>W</p> <p>SL</p> <p>E</p>

Course/Programme Title/Level/Year: 90 Credit Diploma/ Media Production (TV & Film)/ Year 1	Appendix 9: Lesson Plan 2 (Make data) Unit/Module Title: <u>RBL Session</u>	Room: <u>C121</u>	Teaching Week No.
Teacher Name: NC	Topic: BU Phase One (Session 2-Make Data)	Date:	Times: <u>3.00-4.30</u>
Aims of the session: Develop participant understanding of experimenting with different methods/ activities involved in EW's BU Research Pilot Study by making data. Facilitate an opportunity for all participating students to make their data response(s) in relation to the pilot study question, ‘In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term ‘transferable skills?’ as part of EW's BU Research Pilot Study, enabling project progression.	Specific learning objectives/outcomes: By the end of the session all (participating) learners will be able to: Construct participant data using self-selected method and materials as identified in Session 1 in response to stated pilot study question. Participate in the (self-selected) documentation of evidencing the event (notes, photos, video, audio etc.). Most (participating) Learners will be able to: Participate in practical activities/ creating a personal response to pilot study question and be able to execute research task, providing commentary with some confidence. Some (participating) learners will be able to: Participate in practical activities/ creating a personal response to pilot study question and be able to execute research task with high levels of decisive explanation, detail and commentary.		
Equality & Diversity: needs of group and differentiation strategies (e.g. learning styles, learning difficulties, special or support needs) and any special circumstances. The cohort consists of 14 learners although not all learners will necessarily ‘opt in’ regarding their participation with this research project. Any learners who decide to opt out can utilize the edit room and work independently on pre-agreed (with EW) individual tasks prior to Session 2 beginning. Although all learners are registered on a Level 3 course, 2/14 have been diagnostically identified as entry level, 8/14 learners are Level 1 and the remaining 4 learners are working at Level 2, however planned activities and method selection will be learner-led. Therefore, in order to facilitate differentiation and indeed their unique 'biographies of methods', this session has been planned prior to data collection so that all learners can choose how to communicate their thoughts in response to the pilot question and also identify preferred tools to document their response(s) . The rationale for this particular session is to provide an opportunity (time, resources, and materials) for participants to create, construct or make their self-selected method representing a personal, unique and biographical response to the pilot study question. As Session 1 was designed to prepare participants, Session 2 focuses on application of practice specific to those self-selected methods identified in Session 1, and as a way of experimenting with the method itself. The majority of learners are Multimodal in learning style (11/14), 2 are Kinesthetic and 1 is Mild Aural. To accommodate this, a diverse range of pedagogic strategies have been previously explored and discussed (in preparatory Session 1). Each participant will now employ one particular method (of their choosing) to facilitate their unique learning preferences in the generation of primary data. In fact, Session 2 has been designed to be participant-led (method, mode, form of documentation and presentation of data) to account for this.			
Are there any Health and Safety/Safeguarding considerations?			

<p>(Phase One) For purposes of this project specifically, participant information sheets have been devised and Consent Forms signed prior to Session 2 beginning. Photocopies of all signed research documentation will be re-distributed to all participants at the start of Session 2 by NC.</p> <p>NC to facilitate that selected method does not jeopardize anonymity. Method selection and modes of recording data created will reflect and reinforce individual participant requests (as stated on the consent form).</p> <p>Any participants who have 'opted out' will not take part in this session and will carry on with independent work in the edit suite.</p> <p>Any participant wishing to use camera and/ or audio will need to have signed enhanced consent and also need to complete an additional TU11 form for this BU research pilot study specifically. NC to facilitate.</p> <p>College hazard assessment form (should participants wish to use cameras or audio equipment) to be signed by NC in preparation for Session 2.</p> <p>Resources to be used: Participant Information Sheet (PIS), Consent Forms (CF) – signed and photocopied for those individual students participating. Any resources required by individual participants will have been identified in Session 1 and EW will ensure that required materials and/or equipment are ready for the start of Session 2.</p>

Time	Content/Teaching & Learning Activity (including the use of eLearning methods)		Assessment/Learning check point (see guidance notes)	How English and mathematics embedded (see guidance notes)
	Teacher	Learner including differentiation		
3.00-3.05	Welcome & registration		n/a	n/a
3.05-3.10	NC to explain lesson aims & objectives, and respond to initial learner questions/ issues regarding materials or equipment.	Verbal/ written reinforcement may be required either on wipe board or verbally by NC.	Observational Question & Answer Informal Wipe board (for reiteration) <i>Tumblr</i> (for reference)	R W SL E
3.10-4.15	<p>PRACTICE/ MAKING DATA NC to facilitate individual participant requirements (based on those identified in Session 1). Resources will have been identified and managed by EW previous to session beginning to support NC.</p> <p>NC to facilitate any other (unforeseen) participant requirements on the day.</p> <p>NC to document events for EW (photo/ audio and video ONLY IF ENHANCED CONSENT BEEN GRANTED).</p>	<p>Re-cap of research activity objectives on <i>Tumblr</i> should learners or NC require it.</p> <p>Participants to make their data using selected method of choice (Timeframe: 1 hour and 5 minutes).</p>	<p>Observational Notes (NC)</p> <p>Photo (NC/ Participants)</p> <p><i>Tumblr</i> (for reference)</p> <p>Generated data produced by participants</p>	<p>SL</p> <p>E (communicating ideas through making)</p> <p>R/W (will be dependent on learner selected method)</p>

Time	Content/Teaching & Learning Activity (including the use of eLearning methods)		Assessment/Learning check point (see guidance notes)	How English and mathematics embedded (see guidance notes)
	Teacher	Learner including differentiation		
4.15-4.30	NC to facilitate participants recording personalized commentary on their data and what it represents in response to pilot study question, 'In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term 'transferable skills?'	Participants to record (can be in any self-selected form) their thoughts on data created and thoughts on using selected method in practice.	Photographic/ audio/ video – (<u>for those with enhanced consent only</u>). Data/ evidence generated on the day.	SL E (communicating ideas through making and commentary) R/W (will be dependent on learner selected method for commentary)
4.30	<u>Note: NC to hand over data made artefacts and other affiliated Session 2 evidence to EW on exit.</u>			

Course/Programme Title/Level/Year: 90 Credit Diploma/ Media Production (TV & Film)/ Year 1	Appendix 10: Lesson Plan 3 (Reflect on data) Unit/Module Title: <u>RBL Session</u>	Room: <u>C121</u>	Teaching Week No.
Teacher Name: Emma Walters & NC	Topic: BU Research Pilot Study (Session 3- Analyse & Reflect Data)	Date:	Times: <u>3.00-4.30</u>
Aims of the session: Facilitate an opportunity for all participating students to make their reflections on data created from Session 2 in relation to posed question, ‘In relation to your experiences so far on the Ext. Diploma in Media Production (TV and Film), what is your understanding of the term ‘transferable skills?’ as part of EW’s BU Research, enabling project progression. To reflexively explore participant ideas on methods used in response to key question posed.	Specific learning objectives/outcomes: By the end of the session all (participating) learners will be able to: Reflect on the usefulness of using their self-selected method/ materials from Session 2 by completing a ‘Reflection on Pilot’ worksheets. Contribute to the identification of key terms/ emergent themes derived from data collected. Participate in the documentation of evidencing the event (notes, photos, video, audio etc.). Contribute to ideas for potential tools for mapping transferable skills. Most (participating) Learners will be able to: Participate in reflexive discussion on EW’s BU Research Pilot Study Session 2; articulating and communicating their reflective thoughts with some confidence. Some (participating) learners will be able to: Participate in reflexive discussion on EW’s BU Research Pilot Study Session 2; articulating and communicating their thoughts with ease and clarity.		
Equality & Diversity: needs of group and differentiation strategies (e.g. learning styles, learning difficulties, special or support needs) and any special circumstances. The cohort consists of 14 learners although not all learners will necessarily ‘opt in’ regarding their participation with this research project. Any learners who decide to opt out can utilize the edit room and work independently on pre-agreed (with EW) individual tasks prior to Session 3 beginning. Although all learners are registered on a Level 3 course, 2/14 have been diagnostically identified as entry level, 8/14 learners are Level 1 and the remaining 4 learners are working at Level 2, however planned activities and method selection will be learner-led. Therefore, in order to facilitate differentiation and indeed their unique ‘biographies of methods’, modes of reflection for Session 3 will be self-selected. The majority of learners are Multimodal in learning style (11/14), 2 are Kinesthetic and 1 is Mild Aural. Therefore, to accommodate this, a range of pedagogic strategies will be accessible/ made available including: written worksheet / wipe board/ <i>tumblr</i> (visual) for reiteration of reflection task, and aural (learner-researcher-facilitator discussion). Photos, video and audio can also be used should a learner prefer presenting their reflections in different modes. Activities for reflecting data will be learner-led allowing participants to self-select method of choice.			
Are there any Health and Safety/Safeguarding considerations: (COLLEGE General Practice) All learners have already completed TU11 and E3 Forms, including parental consent at the start of the academic year (located in EW office) to ensure that: all learners have provided permission for using their images, audio, video, written work, as specified within COLLEGE’s safeguarding and data protection policies. This is applicable as we use <i>tumblr</i>, <i>moodle</i>, video, audio and photographic evidence in our daily classroom setting and practice. E3 forms relate to filming offsite for educational purposes/ specification requirements.			

For purposes of phase one (of CEP) specifically, participant information sheets have been devised and will be integrated into the start of Session 1 and consent forms will have been issued in session 1 to be taken home and returned/ signed to ensure parents are aware their children (applicable to those 16-17 years) might be considering participating in this research project and to offer 'opt out' opportunities.

Hazard assessment and H & S issues will be discussed during Session 1. Depending upon what methods participating student wish to employ, they will then complete a COLLEGE hazard assessment form (should they wish to use cameras or audio equipment) to be signed by staff in preparation for Session 3.

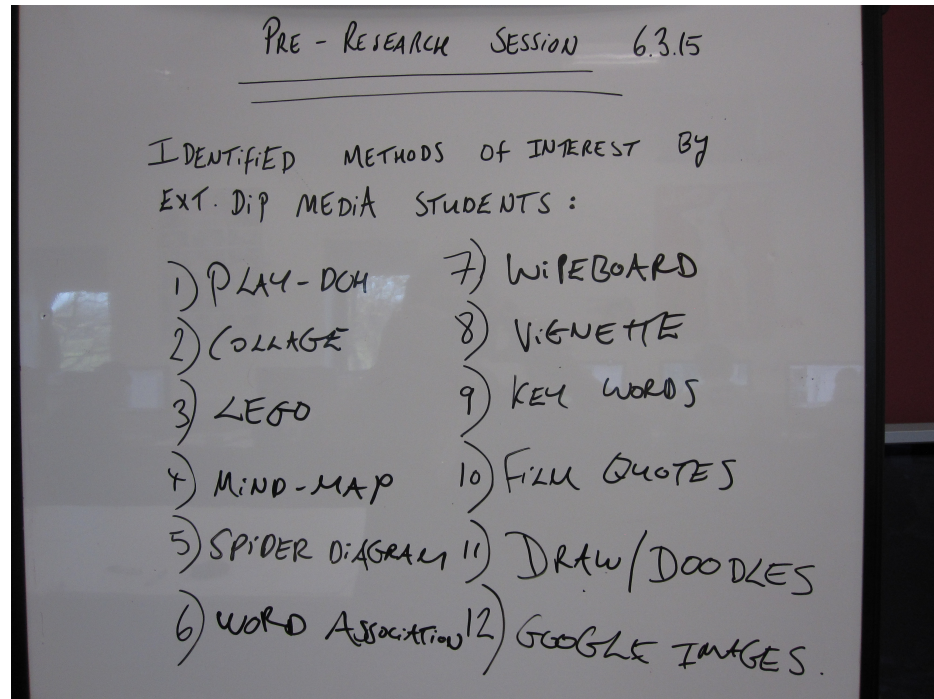
Resources to be used

Participant Information Sheet (PIS), Consent Forms (CF) – signed for those learners participating, *Tumblr*, *You Tube*, reflection worksheet, projector, laptop, wipe board, flipchart paper, marker/ biro pens, still and moving digital camera, audio recorder, and Mac computers.

Time	Content/Teaching & Learning Activity (including the use of eLearning methods)		Assessment/Learning check point (see guidance notes)	How English and mathematics embedded (see guidance notes)
	Teacher	Learner including differentiation		
3.00-3.05	Welcome & registration		n/a	n/a
3.05-3.10	DOING REFLECTION EW to explain lesson aims/ objectives, and why reflecting on data collected and methods used is <i>important to the future pathway of Phase 2 of EW's broader research project</i> . Respond to initial learner questions.	Target graded questions according to ability if required. Verbal/ written reinforcement may be required on wipe board. Tumblr access for visual reinforcement.	Observational Question & Answer Informal Photographic (some learners like to photograph written work and post on tumblr as a recorded document – useful for staying on task or if learners are prone to losing work. Wipe board (for reiteration) <i>Tumblr</i> (elucidated examples).	R W SL E
3.10-3.25	EW and NC to distribute 'Reflection Worksheet 3' to all participating students. EW to explain Part A only . EW & NC to facilitate participant requirements/ questions and/or issues relating to Part A.	Participating students to complete Worksheet 3 (Part A only). EW to display photographs of artefacts/ data produced from Session 2 throughout activities to prompt student memories of activities.	Written worksheets. Observational Question & Answer Informal Wipe board <i>Tumblr</i>	SL E (communicating ideas through making) R/W (will be dependent on learner selected method)

Time	Content/Teaching & Learning Activity (including the use of eLearning methods)		Assessment/Learning check point (see guidance notes)	How English and mathematics embedded (see guidance notes)
	Teacher	Learner including differentiation		
		Participating students have the option of 'doing' their reflections in a self-selected format (audio, video, sketch, Play-Doh, still images etc.).	Photographic/ video/ audio etc. (to be determined by individual students on the day).	
3.25-4.00	EW and NC to facilitate 15 minutes for participants to revisit Session 2 findings. EW to explain Part B only . EW & NC to circulate and support/ to offer pairing up option if required.	15-minute revisit to data captured. Participants to identify and list the key terms (and/ or themes) that arose from data collected (as they interpret it). EW & NC to facilitate participant requirements/ questions and/or issues relating to Part B . Reinforce meaning of worksheet analyses terminology.	Learner agenda/ evidence generated on the day (see above).	SL E (communicating ideas through making) R/W (will be dependent on learner selected method)
4.00-4.15	EW to explain Part C only . EW & NC to circulate and support/ to offer pairing up option if required.	Participants to list the key challenges that arose from data collection/ methodology in practice and ideas for tools for mapping. EW & NC to facilitate participant requirements/ questions and/or issues relating to Part C . Reinforce meaning of worksheet analyses terminology.	Learner agenda/ evidence generated on the day (see above).	SL E (communicating ideas through making) R/W (will be dependent on learner selected method)
4.15-4.30	DOING ANALYSIS EW to lead discussion on identification of emergent themes . NC to contribute to discussion regarding her observations on process and engagement in Session 2.	Participants to participate in discussion (audio providing consent provided) on their thoughts regarding the successes and failures of pilot project and design generally, and to contribute (analysis) to the identification of emergent themes derived from reflections on data .	Photographic/ Audio data - evidence generated on the day (for those with <i>enhanced</i> consent only).	SL E (communicating ideas through discussion and individual contribution) R/W (worksheet evidence should participants choose to 'opt-out' of plenary audio session on pilot.)

Appendix 11: Possible (self-selected) methods



Appendix 12 'Discourses of Standards' (amended from Walker, 2007, p. 362).

The Three Cells that make up the 'Discourses of STANDARDS'	College Strategies (in place 2014)
The Discourses of PERFORMATIVITY	Each member of staff has a termly review to evaluate their individual 'performativity' and assess if and how all indicators of accountability and surveillance are being met. An overall grade is then awarded at the end of each academic year to reflect your ability and measure performance.
The Discourses of ACCOUNTABILITY	<p>CoLin (electronic version of course file containing briefs, IV/EV documentation, assessment feedback, grade tracker, minutes of meetings, focus group feedback, 'You said we did,' SPOC feedback).</p> <p>ProMonitor (learner details/ information and evidence of tutorial interaction x 2 term, grades, attendance statistics, MTG information, at risk data, learner support information, functional skills data, learner progression data).</p> <p>Moodle (student work, briefs, guidance worksheets/ links/ handouts).</p> <p>Marketing (staff held accountable for recruitment statistics throughout the year in preparation for the following year).</p>
The Discourses of SURVEILLANCE	<p>Observations (yearly).</p> <p>Ofsted (every 4 years).</p> <p>Reviews (termly).</p> <p>20 minute SMT catch up (weekly).</p> <p>Developmental observations (random).</p> <p>Peer Reviews (random).</p> <p>Area Reviews (random).</p> <p>Course Reviews (monthly).</p> <p>Team Reviews (weekly).</p> <p>Tutorial Observations (random).</p> <p>Teaching and Learning Mentoring Responsibilities (random).</p> <p>Focus Group Meetings</p> <p>Student Perceptions On course (SPOC) Feedback (termly)</p> <p>Attendance (weekly).</p>

	<p>Safeguarding (embedded into each session).</p> <p>Every Child Matters (embedded into each session).</p> <p>Functional Skills (English & Maths only, embedded into each session).</p>
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Appendix 13: Data Timeline (*PowerPoint*)

To visually communicate data obtained across the research timeframe, a data timeline has been devised. To access, use the following *Wordpress* (Walters, 2017) link:

<https://anautoethnographerstale.files.wordpress.com/2018/03/time-line-june-18.pdf>

Appendix 14: Overview (3 Sessions)

Session ID	Content	Present
Session 1: Plan Data Production (see Appendix 8) Date: 9/01/15 Time: 3.00pm-4.30pm Location: C121	<p>Distribute copies and discuss devised Participant Information Sheets (PIS) & signed Consent Forms (CF).</p> <p>Provide further explanation on both students and facilitator (NC) requirements for Session 2 for clarity.</p> <p>Remind participants of opt-out clause and anonymized/ privacy options.</p> <p>Discuss different methods available inside and outside of college (video, audio, Play-Doh, Lego, paper-based, sketches, prezi, spider-diagram, photographic, vignettes, collage etc.) to communicate and construct their responses to the stated pilot question - allowing potential participants to suggest additional alternatives.</p> <p>Participants to complete a) Pros and Cons Research Method(s) Worksheet 1 and b) Gauntlett Worksheet 2.</p> <p>On completion, participants to decide on a method of choice for Session 2, making a list of materials needed.</p>	EW/ NC & Participants
Session 2: Make Data (see Appendix 9) Date: 16/01/15 Time: 3.00pm-4.30pm Location: C121	<p>Remind participants of opt-out clause and anonymized/ privacy options.</p> <p>Individually, participants to use method identified in Session 1 by making their data response(s) to Phase One question.</p> <p>Participants to record finished artefact (including explanation).</p> <p>NC to take observation notes and photograph (pending enhanced consent) activities both whilst in progress and at the end.</p> <p>At the close of Session 2, NC to collect and hand over evidence to EW on exit.</p>	NC & Participants
Session 3: Reflect Data (see Appendix 10) 23/01/15 3.00pm-4.30pm Location: C121	<p>Remind participants of opt-out clause and anonymized/ privacy options.</p> <p>Participants to return to post-activity participant explanation to see if interpretation has shifted at all since Session 2.</p> <p>Participants to complete Worksheet 3 Reflections on Method.</p> <p>'Biographies of Methods' (Pink, 2013, p. 51) discussion:</p> <p>Participants to discuss the usefulness of self-selected method chosen for the task in hand</p>	EW/ NC & Participants

	<p>and to comment on other methods used by others.</p> <p><i>Discussion Question:</i> Do the modes) in which participants make their data affect the way we connect to it, see it, and value it?</p> <p>Researcher-Participant-Facilitator to 'crystalize' (Sartre, 1963, p.154) outcomes and formulate emergent themes. To be recorded (pending enhanced consent).</p>	
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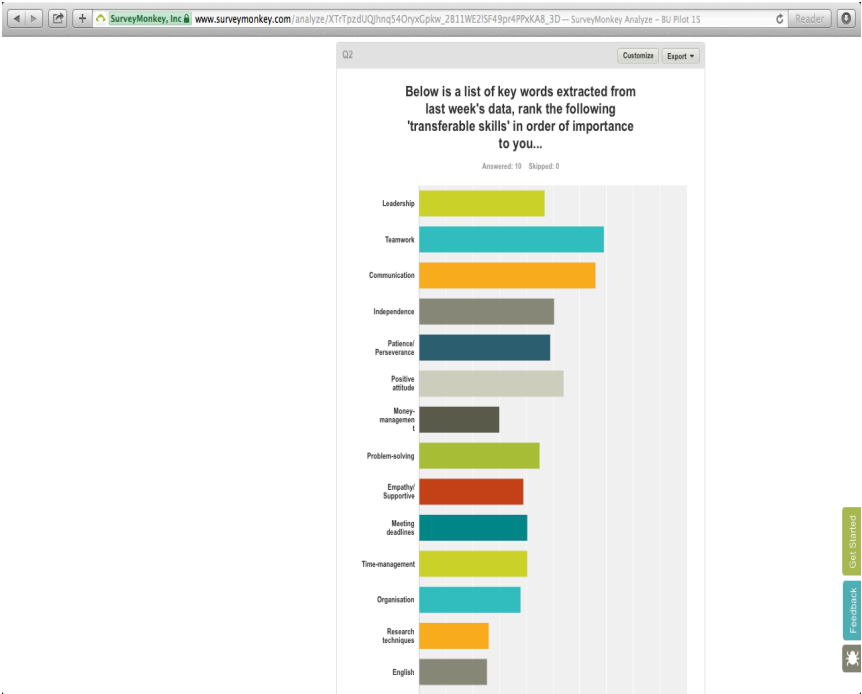
Appendix 15: Data Collected (Session 2) 245

Self-Selected Method	Key Words Identified	Participant Reflections on Data
MED1: Spider diagram	Leadership, Maths, English, Communication, Research Techniques, Teamwork, Independence	I used a spider diagram because it lays out ideas clearly and can break down the different sections to my understanding of what transferable skills are. Overall: I think transferable skills are that you learn in setting/ situation and can take/ use in another setting/ situation.
MED2: Note / Play-Doh Models	<i>Play-Doh Models (x3)</i>	My creation shows that transferable skills can get you a bigger and better jobby using what you have learned. This is why everything gets bigger, for example bigger cameras because you can move onto more professional things.
MED3: Robot Images/Pac-Man	Applying different or similar skills to different job roles.	Pac-Man he eats pellets and when he eats a power pellet eats ghosts Transferable Skill.
MED4: Spider Diagram+Sketched Images	Communication, Patience, Teamwork, Manage money & Budgeting, Independence, Meet Deadlines, Problem-Solving	I created a spider diagram with pictures because I find using key words with images help me to explain my answer. I find this much easier than trying to write a detailed response. I also used the pictures to reflect what skills I need at work.
MED5: Spider diagram	Managing Money, Problem-Solving, Working in a Team, Team Leader, Good Time-Management, Empathy, Organisation, Good listener, People Skills	My understanding of Transferable Skills is that they are certain qualities which people use in everyday life. They can be used between different groups etc. This makes them transferable. In my media course, we use many transferable skills within the group. Very often we work in teams. Therefore, it's important for people to have good teamwork skills in order to make an effective team.
MED6: Key Words	Leadership, Positivity, Good Attitude, Perseverance, Independence, Hard Working	<p>I believe that in a group it takes good leadership for a strong team, whatever you do and wherever you go.</p> <p>Positivity is a transferable skill that can be used whenever, it is similar to another word I wrote down 'good attitude,' these can help achieve more in any particular task.</p>

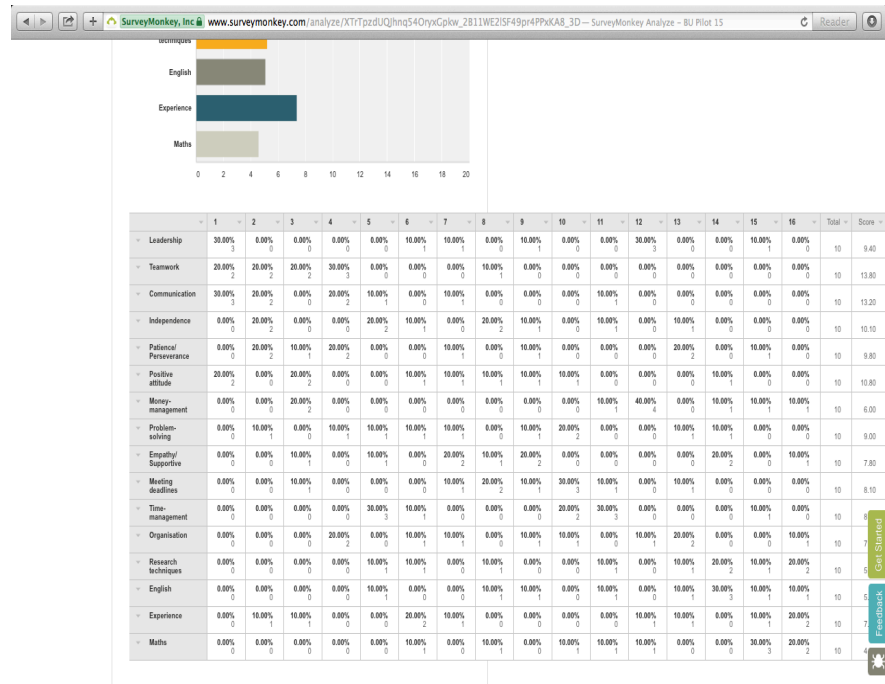
		<p>Perseverance, from my experience in media is that whatever hiccups and errors happen, you can overcome it. This for me is a transferable skill.</p> <p>Independence can be used in any working environment.</p> <p>I feel this is a transferable skill because it can mean working well on your own which can be transferred to any working scenario.</p>
MED7:	/	/
MED8: Spider diagram+Play-Doh Images	Teamwork, Confidence, Supportive, Leadership, Experience	
MED9: Written Text only	<p>When I hear the term 'transferable skills,' I instantly find it difficult to create a definition for the term... Despite this difficulty, I believe that transferable skills are simply past experiences of which I would be able to apply to other situations... I switch instantaneously to experiences of which I have had and of which I could apply to a specific role or job and of which may convince a possible employer, that these skills could be put to use within their company. I however believe that there are many more skills of which could be applied and of which are applied to general life tasks, but because it is not within a working situation, many do not recognize these as actual skills.</p> <p>Furthermore, many people including myself are reluctant to say these transferable skills due to the pressure of filling other skills categories of which we feel employers would prefer. I believe that it is simply impossible for anyone to have no skills of which could be applied in other areas, and feel that many concentrate too much on what they think employers would prefer and in some cases, talk about skills of which is hard to prove.</p>	<p>I chose to explain my data by writing it as I personally find it a much easier way of communicating my thoughts to other people. I find it difficult to present/ answer a question using pictures or through constructing three-dimensional sculptures... I chose to focus my response on employment as I feel that this is the situation in which 'transferable skills' as a concept is most used/ brought up. I have chosen to go into detail on the extensive amounts of skills of which people have and what proportion of them, people and myself would actually recognize as skills and of which are most associated with employability.</p>

<p>MED10:</p> <p>Play-Doh models</p>	<p>The purple character is meant to represent me. The green square is meant to represent the <u>skills</u> that I have learnt.</p> <p>The pink character is the <u>employer</u>.</p> <p>The two green dots represent the <u>skills that I have learnt to transfer to the employer and the workplace</u>. Notice the size difference: the <u>employer is larger to be seen as more intimidating</u>.</p>	
<p>MED11:</p> <p>Film Quotes</p>	<p>Film quotes selected were:</p> <ol style="list-style-type: none"> 1 'Do you ever wonder what your life looks like through someone else's' eyes? 2 'There's something I've been meaning to tell you. I'm sorry I can't find the right words.' 3 'Whatever you do, however terrible, however hurtful – it all makes sense, doesn't it?' 4 Fear doesn't shut you down. It wakes you up.' 5 A place is only as good as the people you know in it.' 6 'Fire is catching.' 7 'Fire burns brighter in the dark.' 8 'We are not the same. But we are, somehow, one.' 9 Some infinities are bigger than other infinities.' 	<p>Participant justification for selection are:</p> <ol style="list-style-type: none"> 1 I have chosen this quote because of the idea that transferable skills move from person to person, therefore the other person can see them through the givers' eyes. 2 To me, I can't put transferable skills into words, it's quite hard to explain and easier to show. 3 For me, transferable skills, don't always seem pointless but I always realize that they are in fact worth it. 4 They can be scary and nerve-racking but this can be the thing that makes you do them. 5 I feel that these skills only count if you have good people doing them with you. 6 The skills are easily pass and exchanged. 7 The skills are usually more obvious when you're struggling with work or having a bad time. 8 The separate skills are different but counted as one. 9 Some of the skills are more important and special to some people and other skills for other people.

Appendix 16: SM Ranking 1



Appendix 17: SM Ranking 2



Appendix 18: *Survey Monkey* Advantages

The following list draws on other relevant advantages that were appropriated within our specific research context, further justifying the use of an internet-based questionnaire such as Survey Monkey, they (amended from Cohen et al. 2011, p. 280) are:

- It reduces cost;
- It reduces time;
- Respondents can complete the questionnaire from home;
- Minimizing organisation;
- The software can prompt respondents to complete missed items;
- Reduction of researcher effects;
- Responses in web-based surveys show fewer missing entries;
- Human error is reduced in entering and processing online data;
- Because of volunteer participation (i.e. an absence of coercion), greater authenticity of responses may be obtained.

Appendix 19: TS Comparison Table

Ranked	Participant Data Using PAR / Survey Monkey Findings (ranked)	<i>National Careers Service</i> (2012) Data (as depicted on website)	Data Produced by Emma Walters (ranked) 13.03.15
1st	Teamwork	Problem-Solving	Working with Others/ Team
2nd	<u>Communication</u>	Organisation	Time-Management/ Deadlines
3rd	Positive Attitude	Working to deadlines	Organisation
4th	<u>Independence</u>	Management/ Leadership	<u>Administration</u>
5th	<u>Patience/ Perseverance</u>	<u>Negotiating</u>	Overcoming Challenges
6th	Leadership	Motivating People	Leadership
7th	Problem-Solving	<u>Making Decisions</u>	Research
8th	Deadlines & Time-Management	Research Skills	<u>Presentation</u>
9th	<u>Empathy/ Supportive</u>		
10th	Organisation		

Appendix 20: Project Mobility (Phase 1: What Worked?)

What worked?	What did not work?
<p>Mind-Maps – by design, a simple and controlled approach to facilitate the extrapolation of key words from participants.</p> <p><i>Survey Monkey</i> – a crude but effective way of managing key words identified by participants (via mind-map data) and for clarifying words to be taken forward into the application phase.</p>	<p>Allowing participants to use self-selected methods – led to spurious, chaotic and in this case 50% of unusable data. Self-selected methods may prove useful for issues relating specifically to identity but not to abstract concepts such as transferable skills. My personal interest in alternative research methods clouded my judgement as self-selected methods are creatively orientated and therefore not appropriate to the project context. An error of research design.</p> <p>Pilot question was too open and perhaps too complex for level of participants (Level 3), hence 50% struggled to respond in first cycle (Session 2).</p> <p>Researcher Absence – 5 minutes of camera footage obtained (post data collection) demonstrated that the time frame was too long and also indicated that my absence led to a chaotic and undisciplined research environment.</p> <p>Leaving research equipment unattended if not being used for research purposes.</p> <p>Although the <i>Survey Monkey</i> questionnaire worked, its design needs to be shortened and transferable skills listed arranged in columns to fit one page, for visual clarity.</p>
Key Actions for Project Mobility (Towards Phase Two)	
<p>1) Develop a paper-based version of the intended Personalised Transferable Skills Tracker (PTST) application to trial with participants engaged in Phase One on forthcoming documentary project (May/June 2015).</p> <p>2) Rather than phrasing the question, 'What is your understanding...?' it should be replaced with, 'Create a mind-map to show <i>key words</i> you associate with the term 'transferable skills.' This information would then feed in to a revised online survey. Additional dialogue and reflection on words selected will evolve on application and will require re-negotiation on how meaning(s) of key words change for individual participants as they progress through the six-month period.</p> <p>3) Interview a key stakeholder responsible for implementing the employability agenda.</p> <p>4) Interview EXPERT 1 to ascertain a media educationalist perspective (outside of my own experiences).</p>	

Appendix 21: Project Schedule

Oct 15-Nov 15	Dec 15-Feb 16	Feb 16–June 16	June 16-Oct 16
Extended Diploma in Media Production (TV & Film) Full 1 Year Cycle			Report findings/BU Residential (June 2016).
‘An Ethnographer’s Tale’ – Continuous			
Semi-structured audio interview with College Careers Expert (transcribed) to establish primary data ascertaining institutional view.	*Implement (refined) 3 Step Plan: 1) Mind-maps. 2) Online <i>Survey Monkey</i> . 3) Reflect on data/ Co-design tool.	*Collaboratively review level of usage and tool design (fit for purpose). Re-appropriate/ re-negotiate tool in 4-week cycles.	Data interpretation & analysis. Reflections on ethics
Submit documentation for BU ethical approval: interview questions including audio usage (for interviews only), required consent/ assent forms and Participant Information Sheets.	Re-negotiate BU ethical approval if required.		
Once approved by BU chair, obtain signed permissions from all consenting participants prior to data collection.	Contact Expert 1 & conduct telephone 1-1 semi-structured interview (transcribed) to establish primary data on the purpose of media education in relating to the employability agenda based on one-stop shop of perspectives in <i>Beyond The Manifesto</i> (2013).		
Note: *All research sessions including reviewing and reflecting use/ tool design to be conducted alongside participants during Resources Based Learning slots by EW.			
Oct 16 - May 17		May 17- Oct 17	
Write-up thesis based on research cycles and methodology outlined above.		Prepare for final exit viva & carry out required amendments.	

Table Key/ Colour Signifiers for plan devised above:

Red = Main body of study involving participants engaging in PAR cycles.

Brown = 2 X 1-1 interviews to triangulate secondary/ grey literature.

Blue = Parallel group (non-media) serving to triangulate Red findings.

Grey = To continuously run throughout the study to narrativize emergent data, duality of role, challenges encountered, document data etc. including data analysis, interpretation and writing up of the actual thesis and final viva.

Black = EW to do in isolation (largely written or involving preparatory planning).

Appendix 22: Ex-Media Student Profiles

Student ID	Date of Interview	Date Attended College	Format/ Interview (I)	Job Role * denotes current role
EXGW	26 February 2016	2002-2004	In Person (I)	Business Development (Software Company)* Lloyds Banking Group (Process Department) Events Caterer (BBC Star Gazing, Jodrell Bank and Whitworth Art Gallery) Account Manager (Print Company)
EXRJ	28 February 2016	2010-2012	Skype (I)	Artiste AD (Lime Pictures)* Production Co-ordinator (Lime Pictures)
EXDF	13 March 2016	2004-2006	FaceTime (I)	Camera Assistant (Lime Pictures)* Manager (WHSmiths/ StarBucks)
EXES	18 March 2016	2012-2014	FaceTime (I)	3rd Year Media Student (Newcastle University)* Including other concurrent part-time roles: Waitress (Ibazar Ibazar) Events/ Function Support e.g. Horse/ Dogs (via Recruitment Company Solutions) Waitress (Café)
EXBM	15 April 2016	2003-2005	In Person (I)	1st Assistant Floor Manager (Lime Pictures)* 2 nd Assistant Director (Lime Pictures) Runner (Lime Pictures)

Appendix 23: Ex-Media Audio - A Retrospective Remix (Method 8b)

A retrospective remix of ex-media student accounts (all ex-media students are represented) can be accessed via the following *Soundcloud* (2017) link:
<https://soundcloud.com/user-263090974>

Appendix 24: Pink Sticky Notes: A Tabulated Summary

Participant	What have you learnt?	Regarding the research project, what could be improved?
MED1	How to be aware of any transferable skills within a task.	Look at different ages, and more discussions so people don't have as much time to change ideas.
MED2	How to use transferable skills and how to use them.	Do another game based task.
MED3	I have more transferable skills than I ever could have realized.	Sometimes it felt like a chore filling in the sheets.
MED4	What transferable skills are and how I need to use them in life.	Create even more activities that will help them engage.
MED5	I have learnt more transferable skills than I previously knew. I have also learnt how to apply them to my media work.	Try a different type of game to get people more entertained.
MED6	I have learnt how to identify transferable skills and how I can use these skills in different job roles.	Instead of having certain skills written on the tracker, participants could identify the skills themselves.
MED7	I learnt how to use my original skills and include learnt skills from my time on the course.	Have individual sheets for each specific skill, enabling more information to be told.
MED8	How to self-reflect and be critical about the way I work and why it is relevant.	Adlib scenarios, use method with different subject groups and compare results. Improvisation.
MED9	The project has increased my awareness of transferable skills and their importance within the workplace.	Other than increased awareness I am struggling to understand the other benefits to what has been learned.
MED10	The amount of skills I use in everyday life.	Think of fun ways to reach out to other people.
MED11	How important transferable skills really are and how much they impact on our lives.	Make it more of a natural thing? Instead of something we feel needs to be done. By getting rid of all of the paperwork possibly? Just audio and maybe more informal.

Appendix 25: Ex-Media Student Data Q1

Q1 What do transferable skills mean to you now?
<p>EXBM Transferable skills I think are the skills... non-academic skills that help you through life... I suppose it's like common sense, isn't it? I always say at work common sense is not common but it's those things that help you to function that you don't learn out of a textbook.</p> <p>An ability to kind of trouble-shoot I think and deal with problems that I think you may not have expected and how you get around them.</p> <p>I think an affinity for people is good I find. That's an important one... in my job being able to gage a situation with people and how they, pick up on their mood and how they are feeling and stuff.</p> <p>EXBM When I first started 'firsting,' the role itself is quite straight forward you stand, you know, you roll the camera when everybody is set, you get the actors on their marks and you liaise and call action and cut. Then when the director is happy you move onto the next shot, which in itself is really straight forward but then when you throw in all the other variables like... you know you've got cloud when you've already shot your master in sun or you've got airplanes going over or one of your actors needs to go over to another unit or somebody's phoned in sick or there's a problem with the costume that's when it starts to get difficult and when you think, Oh God, what do I do now? But then once you've experienced that problem and you've dealt with it the next time you have that same problem you go, do you now what? I know how you get around this and we can sort this.</p> <p>EXBM It's all about multi-tasking and getting, prioritizing and getting people to do what you want them to do in the time that you've got and it's... it's just a lot of people skills and communication and prioritizing which, I suppose looking back at college, you know, you are geared towards doing everything as well as you can and... and getting things right whereas at our, in my current role you learn more when you do things wrong and you can tell a lot about somebody about how they kind of get themselves out of a difficult situation. You know, it's dead easy to do any job when it's going great, it's when things go wrong that's when you think, right well how can you get round this and I think those are the transferable skills that in any career, when things go wrong, if you've got a delivery of something you were expecting at a certain time or you've got an order that you're supposed to be getting</p>

out... when things go wrong how do you... how do you tell your customers or how do you deal with them...

EXDF I mean in quite a few interviews I've talked about times and projects and things that we've done where, the sort of transferable skills... As far as CV's go the course helped me create, make more creative CV's, eye-catching CV's.

EXGW It was just very early days of me recognizing them as skills so problem solving, communication, influences people, others and outcomes, process improvement. You know I think process improvement comes about from having a critical mindset so going back to A Level Film Studies for example, seeing the world in a critical, logical, theorized way for the first time helps you to logically deconstruct things. You know, it might be a film, it might be a scene, it might be two minutes of a film but by being able to deconstruct you are able to take that similar process, that problem solving process and apply it to different things in the future so I don't deconstruct films anymore but I do deconstruct problems on a daily basis and I'm using the same process that I would apply to deconstructing a film or a scene to deconstructing a problems because of our customers in the states can't access their license of the software or isn't getting the support... you know it's the same process of deconstructing a problems and finding a solution and an outcome.

EXGW I'd always been a good communicator and I'd always been good with people but I'd probably never realized that was a skill before so the BTEC helped me see that there was a sense of responsibility for self and peer motivation so having a project that we were collectively responsible for but having things that we needed to do as individuals.

Appendix 26: Ex-Media Student Data Q2

Q2 How (if at all) did the transferable skills accrued during your time on the BTEC course help you in reality? For example, securing certain jobs, writing CV's or during interviews etc.?

EXBM I always feel at work like I'm playing a role, which I suppose is a kind of a development from what I was at college, where you had to come out of your comfort zone and be somebody who you thought you needed to be for that time which is what I do now.

It doesn't make any difference to me if I'm training them up (EXBM referring to work experience candidates) whether they've got a degree or GCSE's as long as they've got the transferable skills. That is more important to me, if someone is able to, you know, think for themselves, to pre-empt problems... is willing to do things, you know little things like go get somebody's shoes or go and hold a coat or umbrella for somebody... It's, it's not like well I've got a degree, I'm not doing that. It is about how people just get on and knuckle down and, and how they deal with people rather than you know... You can have all the exams in the world but if you haven't got any people skills... You can't communicate properly with people or you can't put your point across or persuade people to do what you want them to do, you're on a hiding to nothing at our place I think.

EXDF I took quite a few leadership qualities from the course because I was a Supervisor... and Assistant Manager in two of my other jobs before where I am now. So those like non-specific sort of media-based skills was what I sort of took... greatly took from the course.

EXDF I definitely needed to manage my time as a supervisor in my other roles, manage other peoples' time as well so sort of that sort of skill time-management and delegating is something definitely something I must have learnt through the course, assigning roles to people and getting people to do certain jobs within time frames.

EXRJ It's basically self-management really... I come in and I'm left to my own devices really for eight hours a day and so it's all about self-management, it's all about making sure I get the job done but what are the most important things do I need to do in the day and it's knowing if a situation arises, I'll put those to the side but I'll have to come back to them and you know, it's like a juggling game really.

EXES I'd say that... they (transferable skills) definitely helped me choose which university to go to... because... I found those quite important from

what I did on the course to make sure it related to what I was doing on my university course... from a BTEC that is.

EXES I interviewed quite a few people when I was on the BTEC when we were creating films, short films... that definitely helped with like with people skills especially, it's helped with my research course. I've got a research module in university and interviewing people and knowing like ethics and stuff like that was... a good starting point. Also having to write every day on a blog on the *tumblr* and having a website that made me really organised. So, when I came to uni and did actually carry on with my tumblr... and I made a site, yes, I made a website on *weebly*, we used *weebly* (on the BTEC).

Appendix 27: Ex-Media Student Data Q3

Q3 What could have been done to enhance your understanding and or articulation of transferable skills that ultimately could have better prepared you in some way for employment/ next steps?

EXDF I think quite a few people may have learnt them but d' you know when it came down to putting it on a CV and a piece of paper or then maybe going into an interview and speaking to people, they might not sort of freely come out with it... they might have the skill but they don't necessarily think oh maybe I should put it in the CV or maybe I should keep that for the interview.

They might not realize that is... like a transferable skill so sort of more identification of what the skills were... Knowing when to highlight and how to highlight it would be pretty good.

EXGW It's a real-life experience, problem-solving, thinking critically. Thinking what do we need and what don't we need to solve the problem of getting this project or this production completed to the standard being asked. And I think sitting down and reflecting on the skills that you've learnt through that project are important because... it's what you get back from the project at the end of the day.

Appendix 28: Ex-Media Student Data (Unexpected Responses)

Unexpected Responses
<p>EXDF Use what I've been taught to apply it to maybe <u>scenarios</u> that they give you on the interview because they do that sometimes, you know, <u>scenario-based questions</u> and from my previous experiences at college, I was sort of able I think give them the answers they liked or that were looking for.</p>
<p>EXGW If it's a project thing, if it's for the business or the project, it's important to do that with the team <u>but when it becomes a personal thing, the transferable skills, the things that you need to improve on as an individual, the context needs to be shifted to a one-one</u> for that I think.</p>
<p>EXRJ It's about arming yourself with information and, and <u>being able to submerge yourself in different situations</u> and having that back knowledge that might help you within because within media you've got different departments and different people who have got different ideas about stuff and the more information you've got the better it is.</p>
<p>EXRJ I think it would be good to put them into sort of scenarios when they can, <u>can express themselves and... just if you get put on the spot with a scenario you can try and work your way through it and your personality would come out. You're expressing how you would do something, how maybe you can solve a problem. You maybe if, for instance you say Rachel you are in this sort of situation how would you manage that? How would you try and make the situation better? You know and I always think, because when I was in the interview at work, I went for a job as a 2nd AD (Assistant Director) most of my interview was actual scenarios. If you were in this situation... if you were in a situation where a member of the public wanted to walk through, if you were on location and they wanted to walk through set how would you would you stop them walking on set? And. I'd say well you know obviously if it's a public place you can't stop a member of the public doing that but you could go and ask them, approach them and go and speak to them nicely maybe if they could walk around another way and blah blah blah...</u> So, it's making you think... you know it's about human nature. It's about thinking on the spot. And <u>I think with scenarios it's a good exercise for a class to do because you're going to be given lots of ideas within that one question.</u></p>
<p>EXGW The thing I think maybe at that time, I don't know about now, but lacked in the academic environment is exposure <u>to real-life scenarios or client-based work.</u> So, what I mean by that is missing a deadline for your lecturer or you know having a fictitious budget doesn't really have any real-life consequence</p>

attached to it. One of the big things about employability is experience so being able to prove you have experience in managing a real budget or working to a real deadline and deadline and budgets are only real when they are attached to the real world or when they are attached to a client and I think more of that more exposure to real-life scenarios can help to influence a... more professional approach to study... to learning... to experience but it gives the learner then something really tangible and relevant to talk about at interview... going forward.

EXGW This is my transferable skills timeline so this is my experience of it. So, you know, for me starting at college, that sort of light-bulb moment, that oh right so these are called skills because I just thought it was me. So that sense of the communication skills, the people skills as just a thing I thought was my personality. At this point, it's the first time in the timeline where you identify them as something called skills so the journey of the BTEC and the different modules are showing the skills level in use, starting to identify them and then the movement into higher education and as the modules become projects, the skills are refining and the levels of the skills in use are, is increasing. Then for me it's about moving from the academic environment then into the employment environment, so what was once modules and projects becomes then experiences. So 'Job One' is all about responsibility, learning and growing and those skills in use heighten as you refine them further. 'Job Two' is all about evolving and discovering. Discovering the things that... the skills that make you. And then you know for me it's that moment where the skills become, you know, me, the brand, clearly defined skills, skills that I can use to sell myself. The skills make the brand but you know skills equals money at the end of the day so it's about going from this environment back here where you realize that... what skills are and what skills you've got and the process over time of defining them into the key thing which is employability.

EXBM In later life, you do need to be, you do need to kind of sell yourself more and... and promote yourself and big yourself up because no-one else will in an interview situation, will they?

Appendix 29: Interim Reflections: PTST Viewed As...

5: Focus Group Feedback (11 March 2016) Tracker Views As...
MED8: I think it's a nice way to reflect on your work and then sort of like look back at why the things you did were relevant because like at the time when you are doing it sometimes feels like it's not impacting or having an effect on your learning. But like then to reflect, you think, oh that was why I had to do that...
MED6: It's nice to break down individual skills so we can actually see what we are good at and what you need to improve as well.
MED4: ... there's some on there aren't really relevant.
MED8: ... if it's gonna be a regular thing that you do, it needs to be quite quick-fire things that you can sort of jot down.

Appendix 30: Student 1-1 Outcomes (Tabulated Summary)

Participant + Scenario Theme Identification	Usage	Key Transferable Skills Articulated by Participants	Key/ useful quotes?
Participant MED1 Granddad – formatting issues (Interview Unit) Responding to client – having to change idea (Saltscape)	Throughout	Communication Organisation Independence Staying calm Time-management Organisation	Helpful tool/ Self-improvement (p. 30)
Participant MED2 The Lost Tape/ improvisation: “mash-up” Technology failures/ exporting (Eilidah interview)	At end of each project	Independence Organisation Time-management	<u>Participant has dyslexia</u> Self-improvement (p. 15)
Participant MED3 Dissatisfied with work produced (Eilidah interview) Overcoming low motivation by faking interest in client and project (Saltscape)	3 weekly/ monthly	Communication Independence Teamwork Time-management Overcoming low motivation Perseverance Imagination Patience Positive thinking Technical skills	Self-improvement (p. 67) Faking interest (p. 65)
Participant MED4 Audio out of sync Cordillia Interview –	Middle to end of project	Patience Teamwork Communication Independence Organisation	Helpful Confidence p. 54

Adapting strategies			
Participant MED5 Adapting FMP based on peer feedback Reacting to client feedback/ pleasing the client (Saltscape)	Weekly	Perseverance Teamwork Communication Independence Organisation Time-management	<u>Participant has dyslexia</u> <u>and suffers anxiety</u>
Participant MED6 Corrupted footage - improvisation Re-acting to client/ implementing changes	Throughout	Independence (editing) Time-management (p. 34)	5 TS better than 10 (p. 32) Increased confidence
Participant MED7 The Lost Tape (Eilidah interview) – going solo Filming techniques when establishing a new vision (Interview Unit)	Weekly	Independence Organisation Time-management Adapting – devising different solutions	(p. 24)
Participant MED8 Cameraperson down Pressures of time versus client requirements	At end of each project	Resourceful Peer-to-peer Research/ prior knowledge of subject/ location Independence Organisation Time-management Working with external clients	Self-improvement (p. 16) Helpful/ ways of working (p. 17) Self-reflective tool (p. 18)
Participant MED9 Canal Trust permissions	After significant events/ whilst fresh in mind	Confidence p. 48 Communication Organisation	<u>Participant on autistic spectrum</u>

Working with external partners		Teamwork p.49	Prompts useful (p. 45) 5 TS crosses over with original 10 (p. 45)
Participant MED10 Downtime (FMP) Client changes	At end of each project	Organisation Communication Independence Teamwork Time-management Independence Confidence (alluding to self-improvement p. 5)	Self-reflexive critique on own behaviour/ improving ways of working (p. 6)
Participant MED11 Weather – changing ideas/ planning (FMP) Adapting audio – to meet client feedback (Saltscape)	Weekly-throughout	Communication Problem-solving Teamwork Independence Organisation	“Memory fallible” Helpful p. 37
Usage: 1 st) At end of each project = 5 (45%) 2 nd) Weekly = 3 (27%) 3 rd) Throughout = 2 (18%) 4 th) Significant events... throughout = 1 (9%)			
<u>Transferable Skills recurrence in transcribed text:</u> 1 st) Independence = 11 (100%) 2 nd) Organisation = 9 & Time-management = 9 (81%) 3 rd) Communication = 7 (63%) 4 th) Teamwork = 6 (54%)		8 th) Resourceful = 1 (9%) , along with... Peer-to-peer = 1, Research/ prior knowledge of subject = 1, Adaptability = 1, Staying calm = 1, Problem solving = 1,	

<p>5th) Self-improvement on own behaviours/ ways of working = 5 (45%)</p> <p>6th) Confidence = 4 (36%)</p> <p>7th) Patience = 2 & Perseverance = 2 (18%)</p>	<p>Overcoming low motivation = 1,</p> <p>Imagination = 1,</p> <p>Positive thinking = 1,</p> <p>Technical skills = 1.</p>
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Appendix 31: Listed PTST Frequency (Collated and Tabulated)

Participant ID	Time-Management	Team work	Organisation	Independence	Comm
MED1	1 (6%)	1 (8%)	1 (8%)	1 (8%)	2 (13%)
MED2	1 (10%)	1 (2%)	3 (15%)	3 (14%)	
MED3	1 (8%)	4 (37%)		1 (2%)	5 (32%)
MED4		1 (5%)	1 (9%)	1 (9%)	3 (19%)
MED5		1 (3%)		1 (6%)	4 (23%)
MED6	2 (15%)			2 (14%)	
MED7	1 (7%)		2 (13%)	2 (12%)	
MED8	3 (30%)	2 (20%)	2 (19%)	2 (19%)	
MED9		1 (1%)	1 (4%)		1 (2%)
MED10	5 (40%)	2 (10%)	3 (23%)	2 (17%)	3 (17%)
MED11		3 (14%)	1 (5%)	1 (4%)	2 (10%)
Total	7	9	8	10	7

Appendix 32: 'Key Moments' Identified

'Key Moments'	Participants Who Referenced Context (including % Coverage of Transcription Data)	Total No.	Frequency Referenced (Total)
Weather	MED11 (4%)	1	1
Time pressures	MED8 (9%)	1	1
Technical failure/ Equipment access	MED1 (5%), MED2 (17%), MED4 (8%), MED6 (9%), MED7 (9%), MED10 (10%), MED11 (4%)	7	14
Staffing issues	MED8 (6%)	1	1
Personal dissatisfaction with quality	MED2 (5%), MED3 (8%)	2	2
Permissions	MED9 (17%)	1	3
Peer feedback	MED5 (9%)	1	1
Overcoming low motivation	MED3 (5%)	1	1
Final Major Project	MED5 (9%), MED7 (14%), MED9 (4%), MED10 (10%), MED11 (4%)	5	7
Downtime	MED10 (8%)	1	1
Client changes required	MED1 (4%), MED3 (21%), MED4 (6%), MED5 (2%), MED6 (9%), MED7 (2%), MED8 (9%), MED9 (13%), MED11 (4%)	9	12

Appendix 33: 'Unexpected Skills'

Unexpected Skills	Participants Who Referenced Unexpected Skills	Total No.	Frequency Referenced (Total)
Working with an External Client	MED3, MED4, MED5, MED6, MED8, MED9, MED10, MED11	8	19
Technical Skills	MED3, MED4, MED6	3	3
Staying Calm	MED1	1	1
Scheduling	MED3, MED10	2	2
Resourceful	MED4, MED8, MED10	3	5
Research/ Prior Knowledge	MED8	1	1
Problem-Solving	MED2, MED3, MED4, MED5, MED7, MED8, MED9, MED11	8	12
Presenting work	MED3, MED5	2	2
Positive -Thinking	MED3, MED4, MED5	3	3
Perseverance	MED3, MED5	2	3
Peer-to-Peer	MED4, MED5, MED8, MED9, MED10	5	8
Patience	MED3, MED4	2	2
Overcoming Stress or Pressure	MED8, MED10	2	3
Overcoming Low Motivation	MED3	1	1
Imagination	MED3, MED5, MED11	3	5
Confidence	MED2, MED4, MED9	3	4
Adaptability	MED4, MED5, MED6, MED7, MED8, MED9, MED10, MED11	8	15

Appendix 34: Participant-Devised Scenario Worksheets (Skills/Sector)

Participant	Transferable Skills Identified/ Extracted from Self-Devised Participant Scenarios	Identify Non-Media Sector/ Job Role, Explain Why Skills Identified Are Relevant
MED1	<p>Communication was used, as I had to get help with different formats that would show on his iPad.</p> <p>Organisation to sort out all the formats I have and haven't used.</p>	<p>Teacher – as they have to organise the classes work and communicate it to the class.</p> <p>Boss/ Team Leader – as they have to organise the team and communicate the work that needs/ has been done.</p>
MED2	<p>Organisation</p> <p>Independence</p>	Stockbroker – work on his own to make sales, organise.
MED3	<p>Faking Interest</p> <p>Perseverance</p>	<p>Banker</p> <p>Fast Food Worker</p> <p>Working with the public</p>
MED4	<p>Communication</p> <p>Organisation</p>	My job as a Customer Assistant at Tesco requires communication when talking to and serving customers. You also need organisation to make sure the shift runs smoothly.
MED5	<p>Team Work</p> <p>Independence</p>	<p>Culinary: Team work because you work together to feed restaurants, cafes their meals etc.</p> <p>Independent because you're responsible for making certain items for the meals.</p> <p>Journalism: Team work because you work together to realize articles and magazines. Independence because you write articles to add to the magazine.</p>
MED6	<p>Organisation</p> <p>Independence</p>	<p>Operations Manager – Independently have to make sure every department of a business is working well and that there are no problems.</p> <p>Receptionist – Organizing appointments and making sure there is a fair amount of time between them.</p>

MED7	Time-Management Independence	During the final Major Project where it is an independent production for each person to do. Keeping track of time during the project with planned out schedules .
MED8	Independent thinking under pressure Organisation and time keeping - Adapt	Managerial position Team Leader Scheduling
MED9	Decisiveness Negotiation	Retail Sector Finance Sector Leisure Industry/ Hospitality Public Services Entertainment Industries
MED10	Independence Team Work Communication	In any job , you will need to compromise/ communicate and work with a team . More specifically for example retail .
MED11	/	/

Appendix 35: Scenario Worksheets (Collated Photographs)

MED1-MED11 Scenario Worksheets (Collated) can be accessed via the following *Flickr* (2017) link:

<https://www.flickr.com/photos/131988099@N03/albums/72157680482112910>

Appendix 36 PTST (BLANK)

Course:

Name:

Personalised Transferable Skills Tracker (PTST)

Identify **when and how** the following *Transferable Skills* have been applied in practice.

Task: Update as/ when relevant *throughout* the project:

Transferable Skills* Insert in left column	PROJECT X (INSERT DATES FOR USAGE)
1)	
2)	
3)	
4)	
5)	
IMPORTANT NOTE: Please feel free to add any additional transferable skills you may come across that are not listed above if they are relevant to your experiences on the course.	

Note: Modify PTST* based on top 5 transferable skills (resulting from *Survey Monkey* conducted on INSERT DATE)

Appendix 37 Scenario Worksheet (BLANK)

DATE:

SCENARIO (Describe a 'key challenge' faced whilst working on any of your projects):

(Please cut here and ***place this section only into the hat***, retain the rest)

INITIALS: **DATE:**

SOLUTION (Explain how you overcame the key challenge stated above):

NOW STATE TWO TRANSFERABLE SKILLS REQUIRED IN ORDER TO OVERCOME CHALLENGES FACED IN YOUR SCENARIO:

1)

2)

List the job roles (not including your chosen sector) where the skills identified above are transferable to and **explain why or how** those skills might be relevant to such roles...

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Co-framing employability: mapping transferable skills with students (mobilising articulations through practice)