Review Paper*

Through and Beyond COVID-19, Promoting Whole Person, Lifelong and Lifewide Learning

Doug Cole, PhD, and Brendan Coulson
Nottingham Trent University

Abstract

The Covid-19 pandemic significantly affected what was originally classed as 'normal' for everyone across the world and will undoubtedly continue to impact on the everyday lifestyle and well-being of the general-public for years to come (Frampton, 2021). All the education sectors were affected, and the polytechnic sector was no exception.

As the Government moves through and beyond Covid-19 with an agenda firmly rooted in developing skills, it starts to raise questions around widening participation, not just in terms of entry criteria, but also in terms of institutional readiness to support such diverse groups of learners using tailored whole person pedagogical approaches (Kim et al., 2021; McCoy, 2021).

Furthermore, with the pandemic's rapid acceleration of automation and ways of working, should the focus just be on skills? (McKinsey and Company, 2020; McKinsey Global Institute, 2020; Shepheard, 2020; The World Economic Forum, 2021). Or should there be a parity of esteem with other aspects and outcomes of whole person learning such as reflective practice, professional identity, attitudes, and behaviours which might be best nurtured and developed through both lifelong and life wide learning? As the world moves to a position of coexisting with Covid-19, could part of the solution to improving learner satisfaction and employability be through more person-centred programmes of study?

This review paper argues that the solution is one that is achieved by increasing learner agency and creating a tailored study programme that is focused on the knowledge, experience, social and emotional needs of the learner. The long-term success of these approaches that are discussed within this paper are dependent on several factors outlined within the paper, which will require further inquiry.

Author Note

Doug Cole PhD is Deputy Director of Employability at Nottingham Trent University.
Brendan Coulson BSc Hons PGCE QTLS MALTE PFHEA is the Education Project Lead at Nottingham Trent University.

Introduction

The COVID-19 pandemic significantly affected what was originally classed as 'normal' for everyone across the world and will undoubtedly continue to impact the everyday lifestyle and well-being of the general public for years to come (Frampton, 2021). All the education sectors were affected, and the polytechnic sector was no exception.

The OECD (2020) reported that Vocational Education and Training (VET) was particularly hard hit by the crisis. In some cases, learners found themselves having to isolate away from home, unable to fully embrace the educational experience, access practical vocational activities, and benefit from face-to-face interactions with their peers and tutors.

Despite the best efforts made by the sector, the pandemic brought to the forefront the many inequities in society (Cowan, 2021; Kernohan, 2021; Wooldridge, 2021), including varying

*Review Papers Review papers provide a balanced synopsis of the current literature within a specific area of inquiry. These papers summarize the literature comprehensively and identify outstanding questions and areas for future inquiry.

individualized support services, access to broadband and technology, and extracurricular activities (Curnock Cook, 2021).

As the government moves through and beyond COVID-19 with an agenda firmly rooted in developing skills, it starts to raise questions around widening participation, not just in terms of entry criteria, but also in terms of institutional readiness to support such diverse groups of learners using tailored whole person pedagogical approaches (Kim et al., 2021; McCoy, 2021).

Furthermore, with the pandemic's rapid acceleration of automation and ways of working, should the focus just be on skills? (McKinsey and Company, 2020; McKinsey Global Institute, 2020; Shepheard, 2020; The World Economic Forum, 2021). Or should there be parity of esteem with other aspects and outcomes of whole person learning such as reflective practice, professional identity, attitudes, and behaviours which might be best nurtured and developed through both lifelong and lifewide learning?

Whilst skills development may have been the dominant mantra from the government and media since the 1960s with the Leitch report and numerous subsequent policy documents that followed, learners will need far more from education to future proof their employability (Cole and Hallett, 2019; Halfon, 2021). These added requirements might be better addressed through an increased focus on learner agency and the co-creation of the programme offering. As the world moves to a position of coexisting with COVID-19, could part of the solution to improving learner satisfaction and employability be through more person-centred programmes of study? Nottingham Trent University has developed a new, research-informed and practice-based taxonomy, namely '*Employability Redefined*' (https://vimeo.com/632134802). This taxonomy encapsulates person-centred study, individualized learning plans (ILP), and learning for employability. This paper critically highlights the combination of areas of learning that are fundamental to developing a sector-leading, strategic, flexible, and integrated pedagogical approach for the future.

Personalized Learning & Individualized Learning Plans

The experience of COVID-19 has ignited the debate about the value of courses, as highlighted in the OECD (2020) *Impact of COVID-19 on Education* report. This report raised questions about the value offered by education during the pandemic. The HEPI (2021) student academic experience survey also suggests that just over one in four learners (27%) felt that they received good or very good value from their higher education course during the pandemic.

Perhaps, this is purely because of the restrictions that were in place and the move to online learning, or could the pandemic have amplified learners' concerns that were already known (Brabner, Hillman, 2021) before the lockdown measures were put into place?

Either way, as the education sector moves and adapts to a world with COVID-19, there is an opportunity to use the lessons learnt from this 'less than normal' experience. Certainly, the use of digital methods of learning has significantly advanced within the educational landscape (Curnock Cook, 2021; Morgan, 2021), and indeed awareness of how a learner's socio-economic background can influence their engagement with education is now better understood than ever before (Whitford, Threadgold, 2021; Jones, 2021; Boffey, 2021).

Recognizing that the learners' individual circumstances and learning requirements are vast (Galbraith, 2021; Millward, 2021), the challenge to the educational sector is developing courses that are more tailored around the learners. Research by the care provider Bright Horizons (2020) showed that individuals, especially those with caring responsibilities, benefitted from having a culture of flexibility that fitted around their personal circumstances that were created during the lockdown restrictions.

Considerations of the learners' individual circumstances were also highlighted in the Government's Skills for Jobs (2021) white paper, which stated the need to increase access to courses in a more flexible way to fit study around work, family, and personal commitments of learners.

The Education Select Committee (2021) went further in response to the Skills for Jobs white paper by suggesting that the very nature of flexibility means we are moving even further away from a 'one size fits all' approach, with more emphasis now on meeting the needs of a diverse group of learners, to promote engagement in learning, build confidence and/or enhance well-being. The OECD (2018) The Future of Education and Skills Education 2030 report suggests that there should be a sharper focus on 'learner agency', whereby curriculums should be designed around the learners to increase motivation and to recognize the learners' prior knowledge, learning needs, skills, attitudes, and values. The report goes further by suggesting that learners should be offered a diverse range of topic and project options and the opportunity to suggest their own, with the support and guidance they need to make well-informed choices.

Prior to COVID-19, the education sector was already moving towards more flexible and personalized approaches to learning through student-centred pedagogical practice (Beetham and Sharpe, 2013; Gravett, Yakovchuk, Kinchin, 2020). However, the Skills for Jobs white paper and learner feedback suggest that there is still more to do. Brennan (2021) discussed the need for more flexible and personalized learning pathways and rightly pointed out the need to make programmes more accessible, not just in terms of access to courses but also in the course make-up. At Nottingham Trent University, the authors have been exploring how this could be achieved by the personalized co-creation of the components that make up an individualized study programme.

The concept of an individualized study programme was first introduced by Professor Wolf (2011), the main driver being to offer 16-18 aged learners breadth and depth without limiting their options for future study or work. Wolf also recommended that learners should be able to gain genuine experience and knowledge of the workplace to enhance their future employability. A study programme consists of a substantial qualification, English and Math, work experience, and non-qualification related activities that collectively develop a learner's character, attitude, and confidence.

Within higher education, learners participate and engage in a variety of highly valuable social and learning experiences. However, in most cases, there is no clear alignment or knowledge that is holistically discussed, and pedagogical links between these experiences are missed. The lack of awareness of these lifewide components of a learning journey means missed opportunities to utilize this variety of experiences to better capture a learner's progress more holistically across all aspects of the educational experience. The authors' research suggests that by making these aspects more explicit, tutors could then use these experiences to encourage 'real-time' reflection (Tummons, 2019), which, in turn, could then act as a scaffold to support the learner to further develop across the breadth of their learning (Jackson, 2008).

Many FE learners have previously experienced the concept of an individualized study programme. Therefore, to provide continuity and a more personalized learning experience, HE providers could now adopt this concept more widely by recognizing the importance and value of lifewide learning by providing key points for reflection and the subsequent review and assessment of the emotional and social outcomes of learning, and future and short-term targeted goal setting across all components of a learner's study programme.

Acknowledging that individualized study programmes have previously experienced some issues, e.g., an Ofsted (2014) review evaluated how effectively FE and Skills providers had implemented the concept of a study programme to supply individualized programmes for all learners. The review found that whilst a study programme was widely welcomed across the sector, not all programmes that were reviewed supplied a truly 'individualized' study programme, 'tailored' to the learners' future career plans and their developmental needs.

Within the same review, it was also recognized that the use of ILPs was good practice to show how the elements of a study programme combine to equip learners with the knowledge and skills that they need to make progress in their future.

Walshaw (2021) suggests that an ILP helps the learners and their institutions understand what success looks like and how to achieve it. More specifically, an ILP defines a learner's academic, personal, and employment goals, which are separated into individual targets, and then reviewed on a regular basis between the learner and their tutor.

Often the components of an individualized study programme are not coherently viewed as a collective, and, in some cases, learners are not encouraged to reflect on all components outside of the substantial qualification, which results in missed opportunities for the learners to reflect on and better understand the value of the experience of one part of a programme to then influence and link with (and make progress on) other elements of the study programme.

Previously, the benefits of an ILP have not always been made clear to the learners, which then results in a lack of engagement when setting and reviewing targets. This also reduces opportunities to recognize and reward interim achievements (Tummons, 2019) and personal successes across the breadth of the learners' study programmes.

Due to the lockdowns during COVID-19, arguably, this has provided the learners with more agency to direct their own learning, engaging and better utilizing the experiences of self-study needed during these periods. Providers have an opportunity now to continue and build on this, encouraging further advances in learner agency. However, this will require more investment and continuous support to ultimately create an effective culture of learner agency and whole person teaching (Whitford, Threadgold, 2021; Kim et al., 2021).

Through their work at Nottingham Trent University, the authors believe that the co-creation of individualized study programmes

and a more holistic ILP could start the process of improved learner agency. Moreover, fostering mentoring and coaching approaches (Lancer et al., 2016; Hakro and Mathew, 2020) would also support learners to reflect across their study programmes, creating situations that allow them to recognize how potential new knowledge gained relates to their prior knowledge, which may have been developed through their own unique societal and real-life experiences and critically beyond their educational context. Such a view adopts more of a lifewide learning lens (Jackson, 2008). This is a move to a position where educationalists focus more on 'learning how to learn' and moving well beyond the notion of simply 'skill development'.

To ensure learners do not become passive in the learning process and are not relegated to the position of merely becoming listeners (Ward, 2020), more emphasis should be placed on the ILP by all stakeholders in the future. Key pedagogical approaches should be integrated within the ILP process, such as whole person teaching, transformative reflective practice, ipsative assessment (Hughes, 2014), constructive feedback, and the reinforcement of learning across the breadth of a study programme.

This approach together with quality mentoring and coaching techniques (e.g., active listening, facilitation, and goal setting), should result in a curriculum intent (Jones, 2019) that is ultimately shaped by the learner, according to their individual aspirations, learning needs, well-being, and personal circumstances. This, in turn, should then affect and motivate the learners, promoting stretch and challenge, deep thinking, and critical reflection (OECD, 2018; Glass, 2020). This approach would encourage more than just the mere acquisition of 'information' and skill development, instead requiring much more nuanced engagement from the learner to promote the assimilation and accommodation of information into knowledge (Piaget, 1957).

Through the reflection and development of knowledge, learners can shape the curriculum, thus fulfilling their own purpose for education (Coulson, 2021), critically providing them with opportunities to develop more than simply 'skills.' Throughout the learners' educational journey, a study programme and ILP should supply the reflective space and access to resources to enable a learner to develop their professional identity, attitudes, behaviours, and values. The Employability Redefined taxonomy developed at Nottingham Trent University is the scaffold being proposed by the authors here that links these core components together.

Employability Redefined Taxonomy

Commonly misunderstood, employability sits at the heart of all this work outlined. Engaging with the Employability Redefined taxonomy can be of benefit in a range of contexts and at a variety of levels. Based on principles first established by Cole and Tibby (2013), here we consider its value as a tool to support learning for employability within the curriculum design process and as scaffolding for the design of personalized study programmes and ILPs. If used in this way to develop a picture of the desired outcomes of learning at a course level, this subsequently creates a point of reference for all learners on that course to engage with, providing a course-specific framework for more targeted and holistic reflective practice. Applying these same principles, this approach can potentially be conducted at scale, across all courses of study and crucially with all learners.

The taxonomy comprises of several areas of learning that should be considered in combination. These areas overlap and are not discrete; they are connected, and critically, they should be considered at a course level and involve a range of stakeholders, including whole course teams, employers, learners, and the institution's Employability team. It is fully acknowledged that much of this learning will already be in place. However, the question is, have all these areas been considered in combination (and others that may be distinct to a subject or a discipline area)? Critically, do all learners recognize and have opportunities to learn across all these areas, recognizing how they are all equally important to support their future employability and ultimately their success? See Figure 1. Employability Redefined Taxonomy, Cole, D. & Eade, D. (2020)

Each element within the taxonomy developed at NTU will now be introduced. The ability to reflect effectively is essential and underpins everything that is important to employability (Dacre Pool and Sewell, 2007; Yorke and Knight, 2004; Kumar, 2007; Donald et al., 2019; Tomlinson, 2017; Cole 2019). Whilst commonly reflective practice related tasks and assignments already exist, the question remains, how connected are these activities across modules and levels? Is there a planned and coordinated approach to developing reflective practice for all learners that is progressive and structured? If not, might provision be evolved to meet these aspirations?

The two bands around the taxonomy could be considered the glue that holds the rest together. Without these or, in fact, any other of the individual elements introduced in the taxonomy, there is a gap, and this is likely to have a potentially negative impact on a learner's future employability (Dacre Pool and Sewell, 2007).
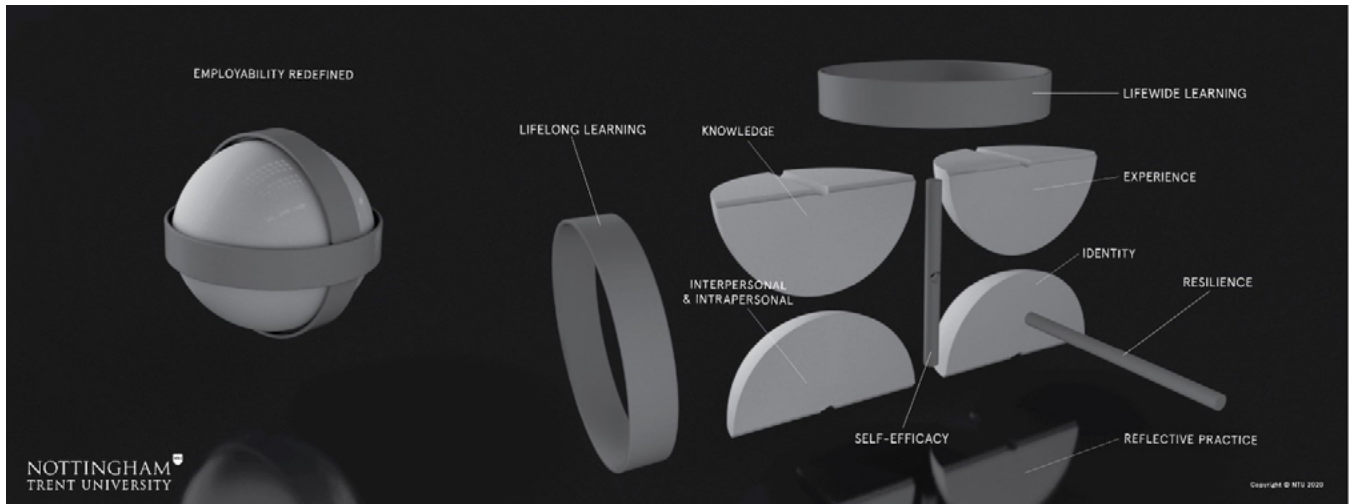
Figure 1. Employability Redefined Taxonomy, Cole, D. & Eade, D. (2020)

First, we want to highlight the importance of Lifelong Learning (Fugate et al. 2004). In an ever-changing world, it is so important for learners' future employability that there is an openness to opportunities to learn in new areas, developing in ways that will support their future ambitions and dreams. COVID-19 has only further amplified the importance of this as a crucial consideration for education. As humans, we never stop learning, and with advances in technology, our commitment to this ongoing development is crucial.

Second, a less commonly discussed aspect here is Lifewide Learning (Barnett, 2011; Cole, 2019; Jackson, 2008), where learning that is already happening simultaneously across multiple spaces in our lives is acknowledged and valued as part of a more holistic view of the individuals' learning and to support their future employability. Here, for example, the value of taking part in sport, volunteering, part-time work and engaging in daily life comes to the forefront, recognizing learning and the outcomes of this that occurs through all these experiences and how this then aligns with learning and the outcomes gained through the formal curriculum. Considered collectively, this presents a much richer and more comprehensive view of learning as well as outcomes that are both possible and needed. Given the impact of COVID-19 on education and the restrictions on face-to-face learning on campus, this aspect of learning becomes even more valuable.

Through effective reflective practice, the more detailed outcomes of learning across both these bands might be better recognized by the learner and course team. Such a practice can ease pressures on the curriculum itself in terms of content and critically support areas of learning that move beyond what a learner knows and functionally can do, to focus on the individual,

personal qualities, attitude and behaviour that are not only different to but equally, if not more important than simply 'skills'.

At the core of this taxonomy are two areas that are particularly important at Nottingham Trent University. First, self-efficacy, the belief that you can achieve the goals you set yourself; the greater your self-efficacy, the greater your aspirations (Bandura, 1977, 1982; Luthans et al., 2007). This is important as part of employability and ultimately success more broadly (Donald et al., 2019; Tomlinson, 2017; Fugate et al., 2004; Dacre Pool and Sewell, 2007; Yorke and Knight 2004). This is an area that can be developed through our current teaching and learning practices, and its importance is highlighted here. COVID-19 has created challenges for everyone, challenges that can be extremely complex at an individual level. Self-efficacy in this regard is an essential consideration for the future.

The second axis highlights the importance of resilience (Rutter, 2006). In an ever-changing and competitive world, particularly with the pandemic, setbacks are to be expected. This is about how, as individuals, we respond to these setbacks, which is most important, and together with resilience, the learner again is positioned in the best possible place to respond most effectively when needed.

In the final layer of the taxonomy, four dimensions for learning are introduced (Cole, 2019), each of these being equally important to employability. These inter-connected and research-aligned dimensions (Dacre Pool, Sewell and Tomlinson, 2017; Donald et al., 2019; Kumar, 2007; Fugate et al., 2004) provide an opportunity to reflect on the current opportunities available to all learners, both in the formal curriculum and beyond. Crucially, it requires the starting point to be a focus on what the specific

learning objectives are for each area (based on constructive alignment principles, Biggs and Tang, 2011). What are we hoping learners will gain from learning in each of these dimensions, and what informs this thinking? This should be determined locally at a course level. Each of these four dimensions will now be explained.

Knowledge

The importance of subject-specific knowledge sits at the heart of education and as a critical feature to support a learner's future employability (Dacre Pool and Sewell, 2007; Yorke and Knight, 2004; Fugate et al., 2004; Donald et al., 2019; Tomlinson, 2017). The ability to apply knowledge in a range of contexts is key, particularly in an ever-changing, global, and complex world. This links back to the value of lifelong learning.

Experience

Learners gaining, reflecting, and learning from experience is also a critical dimension. Experience is defined as not only of the workplace, but it also recognizes the value of experience gained through life more broadly (Kolb, 1984; Dacre Pool and Sewell, 2007; Donald et al., 2019; Tomlinson, 2017; Cole, 2019). This entails reflecting again on the nuanced and tangible benefits of learning in these varied contexts and environments, critically being able to effectively articulate this learning, for example, in areas such as practical intelligence and tacit knowledge (Sternberg et al., 2000), and understanding the world of work, the environment, and the diverse communities within it.

Identity

Employability is a lifelong and fluid concept, and as such, there is a developmental aspect inherent to it. Here, the importance of social identity and reflecting on career identity is highlighted (Hinchcliffe and Jolly, 2011; Tajfel and Turner, 2004; Holmes, 2001; Fugate et al., 2004). Learning about who we are as people as well as our motivations, abilities, and personalities is all part of this (Kumar, 2007). This includes not only thinking about who we are now but also reflecting on who we want to be, our future aspirations and ambitions and critically, how this is influenced by others and our external environment. In this area, learners should be thinking about accessing additional support from the Employability team, the Enterprise team, academic tutors, the Students Union, and other stakeholders who may provide insight and guidance as well as practical support on preparing for the future and ultimately their place within this. Here, the context is particularly focused on an employment and work-related perspective. Personal development is at the heart of this as well as the aspect of continuous nature of learning as our lives and

careers within it progress and develop over time. This notion of identity has direct and strong links to the final dimension included in the taxonomy, which follows.

Interpersonal and Intrapersonal

Finally, the importance of interpersonal and intrapersonal learning is highlighted, not only from a self-perspective but also crucially, from the perspective of learning how as individuals to best engage effectively with others in society, recognizing and embracing differences in all possible regards (Tajfel and Turner, 2004; Dacre Pool and Sewell, 2007; Fugate et al., 2004; Donald et al., 2019; Tomlinson, 2017; Cole, 2019; Cole and Hallett, 2019; Mayer and Solovey,1997; Gardner, 2003; Sternberg et al., 2000). Learning that is directed at supporting the development of this rich array of personal qualities and dispositions is not only essential and highly valued in the workplace but also vital for life more broadly. For example, qualities such as emotional intelligence, creativity, adaptability, patience, communication, and teamwork, all of which cannot be developed in a bubble and must include due consideration to a range of social factors, the environments we live in and those we interact with on a daily basis.

In this dimension, the role of skills is included, but employability is about so much more than just skills, as has been clearly stated in this paper; attitude and behaviour should also be made explicit with all stakeholders, in particular with our learners. Whilst we may not be able to simply teach all of these areas, we still need to flag their importance, making this explicit with learners, who ultimately have the potential to learn and develop in these respects throughout their lives.

Anecdotally, employers time and time again cite the importance of needing employees who are the *right fit*, with the *right mindset* for the role and organization. Entrepreneurs also cite similar areas of learning as equally important to their ultimate success.

This area, in particular, may often be overlooked as a feature of employability; however, its inclusion is essential and will not only bring value to employability but also potentially impact a number of other strategic agendas in education, including retention, progression and attainment, student satisfaction, and well-being.

In summary, this taxonomy collectively forms a cohesive whole, an integrated approach that redefines employability and puts the spotlight on learning, recognizing, and building on our current activities. It helps provide a consistent point of reference or scaffolding for us to reflect on in our future planning activities,

and with the design of future study programmes and ILPs, it recognises the valuable contribution of each stakeholder, including academics, central services, learners, and others. This taxonomy can potentially be applied in a range of contexts, including within the curriculum design process, offering the potential for a unique, research-informed, future-facing, flexible, and truly integrated approach across multiple levels within education.

Conclusion

The challenges brought by COVID-19 demonstrate the need to consider the learners' social, economic, emotional, lifelong, and lifewide learning needs on an individual basis to ensure that all learners are given equal opportunity to achieve their career and individual aspirations. The approaches discussed not only have the potential to improve graduate outcomes but also empower learner agency through a whole person pedagogy that celebrates diversity and innately promotes equality and inclusive learning. COVID-19 has shown the need for institutions to go beyond widening participation in courses by using person-centred practices to listen and respond more holistically to learners as individuals, thus providing an environment in which social mobility can thrive and be realized. One size does not fit all, but a person-centred based approach as outlined has the potential to work.

To address the original question of, "as the world moves through and beyond COVID-19, could part of the solution to improving learner satisfaction and employability be through person-centred programmes of study?" In response, the authors would argue yes. By using the Employability Redefined taxonomy as a scaffold, by increasing learner agency using an ILP, and creating a tailored study programme that focuses on the knowledge, experience, social and emotional needs of the learner, this will undoubtedly help improve learner satisfaction and potentially support their future employability. The long-term success of this innovative new approach being proposed is still to be established, and whilst solidly grounded in research drawn from across several disciplines, its impact will be dependent on several factors which require further inquiry. We close this paper with some reflection on this point.

Outstanding Questions & Areas For Future Inquiry

Considering the demands that already exist on educationalists, can a study programme interlink be individualized and innately support lifelong and lifewide learning across the breadth of the learning experience?

Recognizing that learners will need space to reflect and develop their lifewide learning, how prepared is education to move beyond the focus of just skills development and embrace the use of a more holistic ILP?

Do these approaches infringe on 'academic freedom,' or do they promote 'learner freedom' through the increase in learner agency?

To what extent are educationalists equipped with coaching and mentoring knowledge, skills, and behaviours to embrace and support this more bespoke approach and focus on learner agency?

Does a personal tutor need to be an educationalist that teaches on a component of a study programme, or should a coach/mentor role be established who can independently support the learners to recognize their own areas of development, remedial actions, and achievements across the breadth of a programme?

Do learners want the agency to design a programme according to their needs, or are their requirements more simplistic, e.g., improved personalized feedback and access to more support facilities?

Can the digital infrastructure of a complex educational institution truly support flexible learning?

References

Bandura, A. (1977). *Social Learning Theory.* Englewood Cliffs, N.J: Prentice Hall.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122

Barnett, R. (2011). Lifewide education: A transformative concept for higher education? In N. J. Jackson, N. (2011). *Learning for a complex world: A lifewide concept of learning, education and personal development* (pp. 22-38). Bloomington, IN: AuthorHouse.

Beetham, H., & Sharpe, R. (2013). *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning.* New York, NY: Routledge.

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university (4th ed.).* Berkshire, England: McGraw-Hill Education.

Boffey, R. (2021). *Disaggregating BAME to Look at Awarding Gaps More Closely.* Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/07/16/disaggregating-bame-to-look-at-awarding-gaps-more-closely

Brabner, R., & Hillman, N. (2021). *Seven Lessons from the*

UPP HEPI Polling on Public Attitudes to Higher Education. Higher Education Policy Institute (HEPI). https://www.hepi. ac.uk/2021/07/28/seven-lessons-from-the-upp-hepi-polling-on-public-attitudes-to-higher-education/

Brennan, J. (2021). *Flexible Learning Pathways. Messages for UK Higher Education.* Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/06/23/flexible-learning-pathways-messages-for-uk-higher-education/

Bright Horizons. (2020). *The modern family index.* https:// solutions.brighthorizons.co.uk/modern-family-index-2021

Cole, D. (2019). *Defining and developing an approach to employability: A study of sports degree provision, PhD thesis.* Northumbria University.

Cole, D., & Eade, D. (2020). *Employability redefined taxonomy: An internal briefing paper, Unpublished.* Nottingham Trent University.

Cole, D., & Hallett, R. (2019). *The language of employability. In J. Higgs, G. Crisp and W. Letts (Eds.), Education for employability* (Volume 1): The employability agenda (pp. 119-130). Rotterdam, The Netherlands: Brill Sense.

Cole, D., & Tibby, M. (2013). *Defining and developing your approach to employability: A framework for higher education institutions.* York, England: The Higher Education Academy.

Coulson, B., (2021). The Purpose of Education. Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/07/23/the-purpose-of-education/

Cowan, S. (2021). *Universities to Play Key Role in Building Resilience and Trust in Covid Decade.* WONKHE. https:// wonkhe.com/blogs/universities-to-play-key-role-in-building-resilience-and-trust-in-covid-decade/

Curnock Cook, M. (2021). *Student Futures During and Beyond COVID-19.* WONKHE. https://wonkhe.com/blogs/student-futures-during-and-beyond-COVID-19

Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model for graduate employability. *Education and Training* Vol. 49, No. 4, pp277-289.

Donald, W., Baruch, Y., & Ashleigh, M. (2019). The undergraduate self-perception of employability: human capital, careers advice, and career ownership, *Studies in Higher Education*, 44:4, 599-614, DOI: 10.1080/03075079.2017.1387107

Education Select Committee. (2021). *A Plan for an Adult Skills and Lifelong Learning Revolution: Government Response to the Committee's Third Report*. House of Commons Education Committee. https://committees.parliament.uk/publications/5065/documents/50199/default/

Frampton, N. (2021). *The Mental Health Impacts of Convid-19 will Outlast the Pandemic Itself.* WONKHE. https://wonkhe.com/blogs/the-mental-health-impacts-of-COVID-19-will-outlast-the-pandemic-itself

Freire, P. (1970). *Pedagogy of the oppressed.* London: Penguin.

Fugate, M., Kinicki, A.J., & Ashforth, B. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behaviour*, Vol 65, pp 14-38

Galbraith, F. (2021). *What Do Students Think and How Do Universities Find Out.* Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/08/16/what-do-students-think-and-how-do-universities-find-out/

Gardner, H. (2003, April 21). *Multiple intelligences after twenty years (paper presented).* American Educational Research Association, Chicago, Illinois.

Garrick, B., Pendergast, D., & Geelan, D. (2017). *Theorising personalised education: Electronically mediated higher education.* Singapore: Springer Nature.

Glass, G. (2020). *The Benefits of Using Personalised Learning Paths for HE Students.* FE News. https://www.fenews.co.uk/featured-article/54002-the-benefits-of-using-personalised-learning-paths-for-he-students

Gravett, K., Yakovchuk, N., & Kinchin. I. (2020). *Enhancing Student-Centred Teaching in Higher Education: The Landscape of Student-Staff Research Partnerships.* London: Palgrave Macmillan.

Halfon, R. (2021). *Skills shortages cost the UK billions a year. Re-setting our education system can change this – and boost pupils' prospects.* Conservative Home. https://www.conservativehome.com/thecolumnists/2021/11/robert-halfon-skills-shortages-cost-the-uk-billions-a-year-re-setting-our-education-system-can-change-this-and-boost-pupils-prospects.html

Hakro, A.N., & Mathew, P. (2020). Coaching and mentoring in higher education institutions: A case study in Oman. *International Journal of Mentoring and Coaching in Education.* 2020, 9, 307–322.

Higher Education Policy Institute (HEPI). (2021). *Student Academic Experience Survey 2021.* https://www.hepi.ac.uk/wp-content/uploads/2021/06/SAES_2021_FINAL.pdf

Hinchliffe, G., & Jolly, A. (2011). Graduate identity and employability. *British Educational Research Journal*, Vol. 37, No. 4, pp563–584.

Holmes, L. (2001) Reconsidering graduate employability: the 'graduate identity' approach, *Quality in Higher Education*, Vol. 7, No.2, pp112-119.

Hughes, G. (2014). *Ipsative Assessment: Motivation through*

Marking Progress. Palgrave Macmillan.

Jackson, N, J. (2008). *A Life-Wide Curriculum: enriching a traditional WIL scheme through new approaches to experience-based learning.* Proceedings of the WACE Symposium Sydney.

Jones, C. (2019). *Carefully Planned Curriculum Intent Can Help Deal with Social-Disadvantage.* FE News. https://www.fenews.co.uk/fevoices/35790-carefully-planned-curriculum-intent-can-help-deal-with-social-disadvantage

Jones, C. (2021). *Aim Lower Social Mobility and Higher Education in the Levelling Up Era.* Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/11/03/aim-lower-social-mobility-and-higher-education-in-the-levelling-up-era/

Kernohan, D. (2021). *Three in Five US Students Experienced Basic Needs Insecurity-Due to COVID-19.* WONKHE. https://wonkhe.com/wonk-corner/three-in-five-us-students-experienced-basic-needs-insecurity-due-to-COVID-19/

Kim, D., Wortham, S., & Borowiec, K., et al. (2021, January). Formative Education Online: Teaching the Whole Person During the Global COVID-19 Pandemic. *AERA Open.*

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development.* Englewood Cliffs, N.J. Prentice-Hall

Kumar, A. (2007). *Personal, academic and career development in higher education.* Abingdon: Routledge.

Lancer, N., Clutterbuck, D., & Megginson, D. (2016). *Techniques for Coaching and Mentoring, 2nd ed.* Routledge: London, UK.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge.* Oxford University Press.

Mayer, J., & Salovey, P. (1997). What is emotional intelligence? In Salovey, P. and Shulters, S. (Eds) Emotional Intelligence and Emotional Development. New York: Basic Books.

McCoy, E. (2021). *Building on Educational Innovations in a Post Lockdown World.* Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/2021/06/29/building-on-educational-innovations-in-a-post-lockdown-world/

McKinsey & Company. (2020). *How COVID-19 has pushed companies over the technology tipping point—and transformed business forever.* McKinsey. https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/how-COVID-19-has-pushed-companies-over-the-technology-tipping-point-and-transformed-business-forever

McKinsey Global Institute. (2020). *What 800 executives envision for the post pandemic workforce.* McKinsey. https://www.mckinsey.com/featured-insights/future-of-work/what-800-executives-envision-for-the-postpandemic-workforce

Millward, C. (2021). *Fair equality of opportunity means a fair chance to succeed.* Office for Students (OfS). https://www.officeforstudents.org.uk/news-blog-and-events/blog/fair-equality-of-opportunity-means-a-fair-chance-to-succeed/

Morgan, M. (2021). *Beyond Covid Flexibility Should be our New Normal.* WONKHE. https://wonkhe.com/blogs/beyond-covid-flexibility-should-be-our-new-normal

Ofsted. (2014). *Transforming 16 to 19 Education and Training: The Early Implementation of 16 to 19 Study Programmes.* OFSTED.

Organisation for Economic Cooperation and Development (OECD). (2018). *'The Future of Education and Skills Education 2030'.* Directorate for Education and Skills, OECD Publishing.

Organisation for Economic Cooperation and Development (OECD). (2020). *'The Impact of COVID-19 on Education Insights Education at a Glance 2020.'* Directorate for Education and Skills, OECD Publishing.

Pedrosa-de-Jesus, H, & Watts, M. (2018). *Academic Growth in Higher Education: Questions and Answers.* BRILL, Boston.

Piaget, J. (1957). *Construction of reality in the child.* London: Routledge & Kegan Paul.

Rutter, M. (2006). *The Promotion of Resilience in the Face of Adversity.* In A. Clarke-Stewart & J. Dunn (Eds.), The Jacobs Foundation series on adolescence. Families count: Effects on child and adolescent development (p. 26–52). Cambridge University Press.

Shepheard, M. (2020). *Technology and the future of the government workforce.* Institute for Government & SAP. https://www.instituteforgovernment.org.uk/sites/default/files/publications/tech-future-government-workforce.pdf

Skills for jobs. (2021). *Lifelong Learning for Opportunity and Growth, White Paper.* UK Department for Education. https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth

Sternberg, R. J., Forsythe, G., Hedlund, J., Wagner, R., Williams, W., Snook, S., & Grigorenko, E. (2000). *Practical intelligence in everyday life.* Cambridge: Cambridge University Press

The World Economic Forum. (2020). *The Future of Jobs Report 2020.* https://www.weforum.org/reports/the-future-of-jobs-report-2020

Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education and Training*, Vol. 59, No. 4, pp338-352.

Walshaw, G. (2021). *What is an Individual Learning Plan?* Tribal

Group. https://www.tribalgroup.com/blog/what-is-an-individual-learning-plan-ilp

Ward, R. (2020). *Personalised Learning for the Learning Person.* Emerald Publishing Limited, Bingley.

Whitford, T., & Threadgold, C. (2021). *The Experience of Learning During COVID-19 Could Help Students Show Us Who They Really Are.* WONKHE. https://wonkhe.com/blogs/the-experience-of-learning-during-COVID-19-could-help-students-show-us-who-they-really-are/

Wolf, A. (2011). *Review of Vocational Education – The Wolf Report.* UK Department for Education (DfE). http://www7.bbk.ac.uk/linkinglondon/resources/fehe-policy-and-advocacy/report_Feb2011_The_Wolf_Report1.pdf

Wonkhe. (2021). *Eight Things We Learned from Sage and DFE Papers on Students and Covid.* https://wonkhe.com/wonk-corner/eight-things-we-learned-from-sage-and-dfe-papers-on-students-and-covid/

Wooldridge, E. (2021). *The Psychological Contract for Higher Education Beyond Covid.* WONKHE. https://wonkhe.com/blogs/the-psychological-contract-for-higher-education-beyond-covid

Yorke, M., & Knight, P.T. (2004). *Embedding employability into the curriculum.* Higher Education Academy, York.