

LEARNING & TEACHING WORKSHOP REPORT

CURRICULUM DESIGN FOR EMPLOYABILITY

Thursday 28th April 2005

Presentations:

For details of presentations see:

Annex 1 - Barbara Page, Head: Academic and Employability Initiatives, Business Development Services: *Current Perspectives on Employability through the Curriculum*

Annex 2 - Steve Wilson, Head of Centre for Academic Professional Development (CAPD): *Overview of current Employability modules*

Annex 3 - Andrew Searle, Dept of Health & Human Sciences (HHS): *BM2E01 - Project preparation*

Annex 4 - Justine Johnstone, Dept of Humanities, Arts & Languages (HAL): *HQ2E02 - Computers and Ethics*

Annex 5 - Tony Conibear, Dept of Economics, Finance & International Business (EFIB): *EC2E01 - Economics of Employment*

Annex 6: - Neelam Thapar, Career Development and Employment Service: *Career Development resources*

Annex 7 - Adrian Page, Academic Head of an Undergraduate Centre: *Employability component of the University Undergraduate Modular Scheme*

Discussion: key points

- The notion of “employability” as an individual attribute is problematic; we should be focusing on the “graduate identity” approach, rather than “skills” development – see <http://www.re-skill.org.uk/grads/grademp.htm>
- We could think of “employability” as being about developing *professionalism* in the subject, and helping individuals to assess their own goals and career options
- We should be building onto the foundations laid in “HE orientation” (modules) and helping students to learn how to *transfer* their skills and adapt to new contexts and problems
- Students need to gain awareness of how they present themselves to the “gatekeepers of employment”. This is not about socialising them into particular roles, but about helping them to be aware of different socio-cultural contexts – see note below.
- Official data on employability is problematic because it is based on the situation of graduates after only 6 months, whereas our students take much longer to get into the labour market. Two-thirds are in employment by about 18 months, and 20% go on to further studies.
- If you produce a good graduate, you produce an employable person – the main requirement is a person with learning ability and confidence.
- Experience in running sandwich placements shows that, to be better able to get jobs, our students need support in very practical matters – e.g. writing CVs and job applications – as well as with developing occupational awareness and self-confidence.

Note: email comment from Justine Johnstone (28.04.05) “I wanted add, when you were talking about helping students to understand the need to be able to adjust to different social realities, that I've found students respond very well to ideas that emphasise their role as agents in society too. It's basically what Barbara [Page] was saying about making a difference - they don't just go and slot themselves into the workplace, they become the workplace and they can work to change things. Even the decision of where to work is something that many of them have not thought about as a matter of ethics/principle/politics - there is a very big assumption that, say, IT students will work in the private sector. Getting them to look at the options in terms of personal choices, commitments, emotional responses to things, what they feel is worthwhile and what constitutes a life that is going to be meaningful for them, a society they want to live in etc seems to motivate them.”

Annex 1 - Barbara Page, Head: Academic and Employability Initiatives, Business Development Services: *Current Perspectives on Employability through the Curriculum*

'Employability' should:

- **permeate** the curriculum, not be confined to a unit (audit)
 - be developed **progressively** - from guided/structured to self-determined/fuzzy

It needs to:

- **be clearly articulated:** students should be aware of aspects of employability and being employable, how it's being developed
- **provide** a wide variety of student curricular experiences – live projects, professional placements
- **involve** practitioners in curriculum development and delivery and assessment, and as role models, mentors
- **encourage** students to obtain experiences external to their course, develop interests, use other services

USEM model

(Knight, P & Yorke, M (2003) Embedding employability in the curriculum)

Subject context provides developmental opportunities

- U** Understanding
- S** Skills – skillful practice and including 'key' skills
- E** Efficacy beliefs – students' self-theories and personal qualities – extent to which they think they can 'make a difference'
- M** Metacognition – self-awareness of learning, capacity to 'reflect on/in/for action'

Future directions

We are moving from:

- employability
- to
- professionalism
 - enterprise
 - entrepreneurship

Academic & Employability Initiatives

- Support to academic staff
- Researches employability, enterprise
- Disseminates best practice

www.londonmet.ac.uk/employability

www.londonmet.ac.uk/enterprise

www.heacademy.ac.uk/Employability.htm

Annex 2 - Steve Wilson, Head of Centre for Academic Professional Development (CAPD): Overview of current Employability modules

The Employability module (from Scheme Handbook)

- 'Employability' is a shorthand for the explicit expression, through a module or part module in either semester of Intermediate level, of the approach taken throughout the course towards the achievement of graduate outcomes.
- This will involve discipline intrinsic activities which enable students, inter alia, to understand employment opportunities, the concepts of professional practice, including creativity, and more advanced approaches to personal development and career and lifetime outcomes

Employability Aims (taken from Scheme Handbook)

- to enable students to express the depth of their discipline intrinsic knowledge and transferable discipline intrinsic skills including cognitive flexibility, creativity and fluency in spoken, written and objectified communications, and the capacity for effective teamwork. This reflects some of the characteristics sought of graduates in employment and professional practice.
- to develop the attributes of self evaluation and a creative and ethical approach and performance in a variety of idioms and contexts i.e. all three graduate attributes
- to develop external awareness in the context of their course including awareness of career opportunities, employers and practitioners in their area of study, and of real world problems/issues.
- to express discipline based cognitive flexibility, creativity and fluency in spoken, written, object forms, and the capacity for effective teamwork.

Learning Outcomes

- Learning outcomes of the 'employability' element would accordingly include an ability to:
 - demonstrate the application more widely of their subject knowledge and transferable academic skills to the evaluation and practice of different approaches to problem solving, based on activities requiring an external awareness.
 - understand and demonstrate the exercise of personal responsibility and decision making within a group context.

Learning Outcomes

- Learning outcomes of the 'employability' element would accordingly include an ability to:
 - development of their personal/professional attributes within the context of qualities and transferable skills necessary for career and personal development, lifelong learning and employment, including information management, autonomy, self evaluation and communication.
 - show an ability to produce an updated personal development plan which reflects on progress and achievements and posits some future directions.

Employability Modules Nos & Location

Dept	No of Emp'lity modules	No of HEO modules
ABFS	4	4
ASD	2	2
BSSM	14	5
CCTM	3	9
DASS	6	4
DoED	1	2
DoPS	2	1
EFIB	2	1
HAL	17	4
HHS	3	5
JCAMD	17	7
LGIR	5	3
LPMC	1	2
MPD	3	1
Totals	80	50

Employability Modules Nos & Location

- There are 60% more employability than HEO modules
- Some depts/courses seem to have continued a department-wide approach towards core spine modules (ABFS, ASD, DOPS, EFIB, HHS)
- Some depts/courses appear to have loosened their approach towards the core-spine (BSSM, HAL, JCAMD)

Learning and Teaching Strategies

- Majority include a combination of lectures and tutorials / seminars.
- Other strategies include practicals, visits, group working, guest speakers, individual tutorials, computer workshops, directed reading/activity, WebCT
- Also: professional development workshops, placement experience, PB websites, use of the Careers Advisory Service

Assessment Methods

Assessment type	Totals	Percentage
Examination	12	20%
In-class test	3	5%
Group Presentation	15	25%
Group Report/Project	9	15%
Individual Presentation <small>incl. oral, viva</small>	18	31%
Written coursework <small>e.g. essay, research exercise, case study, report</small>	55	93%
Practical	4	7%
Online contribution	1	2%
Reflective document/report/log	10	17%
Portfolio	12	20%
Development plan	1	2%
PDP	1	2%
Personal statement	2	3%
Peer-assessed essay	1	2%
Self-assessment	2	3%

Examples of Assessment

- **Management & Organisation in Financial services (ABFS)**
2 hour exam (60%), Group presentation (20%, wk 7), Group written report (10%, 2,500 words, wk 8), Individual development plan (20%, 750 words, wk 9)
- **Management of Organisations (DASS)**
Exam (40%, wk 9), Report (40%, wk 14), self-assessment (20%, wk 14)
- **Career & Professional Development (DOPS)**
Report (40%), oral presentation (40%), personal development plan (20%)
- **French Employability Module (HAL)**
Group presentation (50%, wk 8), learning log-book (25%, wk 14), personal statement (25%, wk 14)

No of assessment components

No of weighted components	Percentage
1	5%
2	59%
3	31%
4	5%

Assessment components

- Where 1 component
 - journal or project
- Where 2 or 3 components, maybe:
 - exam / test + coursework
 - coursework & presentation
 - exam & individual / group project
 - two pieces of coursework

Approaches to Employability

Three case studies:

- Andrew Searle, HHS - BM2E01: Project preparation
- Justine Johnstone, HAL - HQ2E02: Computers and Ethics
- Tony Conibear, EFIB - EC2E01: Economics of Employment

**Annex 3 - Andrew Searle, Dept of Health & Human Sciences (HHS):
BM2E01 - Project preparation**

EMPLOYABILITY MODULES IN HEALTH AND HUMAN SCIENCES

CONTEXT

1. In HHS employability is delivered through Project Preparation modules.
2. These are core spine modules of the University Undergraduate Modular Scheme.
3. HHS has 4 subject areas and each has its own project preparation module.
 - BM2E01N: Biomedical Sciences
 - MS2E01N: Molecular Biosciences
 - NF2E01N: Food, Consumer Science, Nutrition and Dietetics
 - SP2E01N: Sports Science and Sports Therapy
4. All conform to the same **general** structure in the module specification but having separate modules allows **scope for variation**. For example NF2E01N requires more information on survey work and SP2E01N needs more work on statistical analysis.
5. Some of these will share a timetable slot. This will permit sharing of teaching.
6. Any PP module provides a clear link between the corresponding HEO module at Certificate Level and the subject project module at Honours level.

CONTENT

7. The module aims are
 - REFLECTION – to allow students to reflect on their chosen course, their personal development, their employability and their possible future career.
 - SELECTION – to select their project within their course and possible future career.
 - PREPARATION – to allow students to consider and carry out the preparation necessary for a scientific project/dissertation.
8. Each PP module will have two 'threads' of content:
 - Employability
 - Project Preparation
9. The module will start with the employability thread....

Each student will be asked to
 - undertake self-analysis (possibly according to the DOTS (SODT) approach)
S= self-awareness, O= opportunity awareness, D= decision-making skills,
T=transference/transition skills.
 - update CV to take account of modules studied, increased experience, ...
 - update personal statement
 - update PDP
 - choose appropriate area for project/dissertation.
based on needs, interests, willingness to adopt new learning and skills...
10.and continue with the project preparation

Each student will be asked to
 - research a possible project area.
 - select topic within this area according to course, personal interest, and possible future employment.
 - develop skills/knowledge necessary for project/dissertation.
 - a) practical subject skills.
 - b) health and safety considerations eg COSHH, risk assessment

- c) applied statistics
- d) experimental design
- e) research skills re-visited
- f) report writing referencing re-visited

11. Weaving the threads

- timing of threads –start with employability, then bring in project preparation BUT also continue with employability.
- Portfolio assessment should include statement about project choice.

CONCERNS

- Will students value employability content if elements are not assessed?
- Who will deliver employability material?
- Should we involve practitioners?
- Will students be ready to undertake project in a self-managed way?
- Is there any scope or time for students to change direction?
- Will all staff understand their roles?
- How well will this approach work for joint students?
- How well will this work for professionally employed students?
- Should the threads be better woven?

Annex 4 - Justine Johnstone, Dept of Humanities, Arts & Languages (HAL): HQ2E02 - Computers and Ethics

Mix of students

- Computing/Humanities IT
- Male / female
- Culture, language
- Background, experience
- Career aspirations

Content

- **Theories and approaches**
principles, codes, rules - reasoning ahead of action
outcomes - predicting/judging results of action
character - what sort of person you are
- **Cases and issues - development, use, systems**
- **Contexts - work, home, university, policy, legal**
- **Analysis and decision-making, applying theory**
- **Personal development - own commitments**

Employability aspects

KNOWLEDGE - of workplace issues, cases

SKILLS

Complex decision-making
Group decision processes
Acting under uncertainty

ATTITUDE - professionalism

Special knowledge/skills, autonomy/ responsibility/equality, professional organisations, social role

Professionalism



Will it help you get a job?

- More sophisticated thinking, judgement, expression
- Trustworthiness
- Attitude - respect for self and others
- Cultural capital - language, behaviour, self-presentation
- Empowerment - focus on agency

Resources

HEFCE *The Graduate Employability Project*

Part 1 Stakeholder perceptions of the employability of non-traditional students

http://www.londonmet.ac.uk/Demo_Shado/library/n17888_3.pdf

BCS Code of Conduct <http://www.ccsr.cse.dmu.ac.uk/resources/professionalism/codes/Bcs.html>

**Annex 5 - Tony Conibear, Dept of Economics, Finance & International Business (EFIB):
EC2E01 - Economics of Employment**

1. AIMS

- This module will develop the student's knowledge and self-awareness of graduate employment opportunities.
- It will provide an economic analysis of key employment issues
- This analysis will enable students to develop their understanding of specific occupational labour markets.
- Group work and presentation skills will be developed.
- PDP development will be an integral part of the module

Specific Module Aims:

- enable students to apply microeconomic theory to understand the nature of graduate employment;
- develop students' knowledge and self-awareness of specific graduate employment opportunities, personal development planning and issues of cultural diversity;
- develop subject specific and transferable skills that enhance graduate employment opportunities in economics and related disciplines,
- to incorporate skills development within PDP and in particular develop research methods and an ability to undertake research in a group setting in order to contribute to a group presentation.

2. LEARNING OUTCOMES

On successful completion of this module students will be able to:

- apply economic analysis to human resource questions including; setting hiring standards, choice of compensation methods, motivation, training and worker compensation policy, turnover and layoffs, seniority-based incentive schemes; (1)
- apply their knowledge to provide an economic analysis of the employment practices and conditions within a selected occupation; (2)
- use their knowledge of different graduate occupations to reflect upon occupational opportunities and personal development planning; (3)
- apply their knowledge of research methods in order to undertake an independent economic research report on a specific graduate occupation and to examine issues arising from group working, including cultural diversity; (4)
- set-up, organise, present, and critically assess a group presentation, and be aware of and respect cultural diversity. (5)

3. SYLLABUS - (Probable Topics)

- The graduate labour market.
- Graduate employment opportunities in economics and related disciplines.
- The demand and supply of graduate skills.
- Recruitment. Self-selection, asymmetric information, screening, contingent contracts, and monitoring costs
- Compensation. Payment systems relating to output or input, worker sorting, incentives
- Teams and team working. Free-rider problems, incentives in teams, profit sharing, stock and stock options
- Human Capital. Human capital theory, general and firm-specific training
- Worker Retention. Turnover, layoffs, and imperfect information

- Worker Effort. Tournament models, reward structure, worker co-operation, efficiency wages, seniority-based incentive schemes

4. ASSESSMENT

The assessment strategy is designed to test the module's learning outcomes. The module will be assessed as follows:

Individual Employment Report 75 %
 Group Presentation Delivery 15%
 Presentation Participation 10%

The Employment Report, up to a maximum of 3,000 words, will require students to

- Demonstrate research skills (outcome 4)
- A knowledge of personnel economics (outcome 1)
- Assess their knowledge of a specific occupation (outcome 2).
- Enable critical reflection upon their suitability for employment in a specific occupation (outcome 3).
- The Employment Report will be presented as a group presentation. The group presentation and debriefing session will assess learning (outcome 5).

5. LEARNING and TEACHING

Student contact time will be 2 hours per week.

- Lectures of 1 hour duration will deliver core subject knowledge.
- A Whole-group workshop of 1 hour will provide examples of how to apply microeconomics to specific graduate occupations.
- Self-run small classes will consider report planning, the development of information search strategies, report findings, the peer review of student
- CVs, and preparation for the group presentation.
- Staff will be available on a consultation basis.
- Group presentations will be made to a student group with a different, but related, specified occupation.
- Assessment will cover the quality of the presentation, critical and constructive evaluation, and response.

6. EMPLOYER LINKS AND PROFESSIONAL PRACTICE

The module will enables current students to meet :

- former students contacted though our Alumni association in order to provide first-hand concrete experiences of job application and early work experience
- Career service professionals
- Guest speakers on from key occupational groups

Annex 6: Neelam Thapar, Career Development and Employment Service (CDES): Career Development resources

So what do the Career Development and Employment Service currently do to support academic departments?

- Input into induction events, open days
- Delivery into HEO units and consultation to help academics write and deliver employability modules
- Promotion of Employment Online- an online vacancy system
- Individual careers guidance enabling students to make informed choices
- Non assessed careers workshops, events and presentations
- Material that students can use in their PDP
- Labour market information and analysis from London Met Leaver Destination Surveys

Career Development and Employment Service

- Involvement in longitudinal surveys
- Employer liaison
- Psychometric testing and feedback
- Input to departmental newsletters and web pages for students
- Volunteering initiatives for students and staff
- Liaison with any student reps
- Extensive web site and information on Web CT
- Mentoring/tutoring initiatives

Example: Department of Accounting, Banking and Financial Systems

- Employability is planned in a holistic, integrated and co-ordinated approach between ABFS, CDES AND LDU
- CDES have delivered sessions in Academic Skills Unit on employability skills and action planning
- Joint planning, development and delivery with ABFS placement staff on an employability module for BITM

Example: Department of Applied Social Studies

- Foundation degree in Individual and Community Empowerment – CDES has worked on the PDP module covering CV's, applications, occupation areas and career paths. This includes teaching, assessment and marking
- BSc Criminology- CDES has been giving careers talks on occupational areas in criminal justice unit and discussion over arranging guest speakers, liaising with outside agencies re work placement.

Example: Department of Business and Service Sector Management

- CDES had delivered careers workshops as part of HEO modules with excellent student feedback
- Sessions have been given in Business, Marketing, Aviation, Business Administration

Example: Department of Computing, Communications Technology and Mathematics

- Large involvement in Foundation Degrees - the designated Careers Adviser has been Unit Leader for one Foundation degree delivering skills related information and practical workshops

Example: Department of Economics, Finance and International Business

- CDES had been involved in contributing to ideas for inclusion in the development of employability module
- CDES will deliver material to support areas of occupational choice

Career Development and Employment Service and discussions with Centre for Academic Professional Development

- CDES recognises the increased support academics may need
- We developing a Resource Pack for Academics about Careers and Employment material
- CDES will be there to advice and consult on usage and can deliver some sessions

Contents of the Pack – Session plans and resources to deliver information about:

- Career choice and career development
- Skills awareness e.g. self audits
- Occupational knowledge/labour market information
- Application processes – CVs etc
- Interviews/presentation skills/ Assessment Centres
- Action Planning

The Way Forward

- Aim to launch the pack in July
- CDES are **ALWAYS** happy to discuss ideas with academics
- Please contact us for any assistance: Career Development and Employment Service
City: 0207 320 2380
North: 0207 7133 2094

Annex 7 - Adrian Page, Academic Head of an Undergraduate Centre: Employability component of the University Undergraduate Modular Scheme

Employability in the UUMS

- Employability modules (S Wilson opened with this)
- Graduate attributes
- PDP and core spine

Graduate attributes (Part 3 refers)

A1 Self aware

A2 Performing in a variety of idioms and contexts

A3 Creative and ethical

A3 Creative and ethical

to have the attribute of working through problems and making creative and purposeful change and adaptation with an awareness of ethical and moral codes and demonstrating integrity of conduct, including an awareness of, and respect for, cultural diversity.

The attributes are developed and demonstrated through:

- subject specific knowledge and understanding, and
- generic cognitive/intellectual skills, and
- transferable skills, and
- subject specific practical skills

Personal Development Portfolios

There are two strands of activity

1. Certificate level 04-05 entrants:
HEO looking ahead to
Employability module in 05-06 under current PDP arrangements
2. Certificate level 05-06 entrants:
All HEO will adopt revised University PDP framework

Support processes for students

- HEO Spring semester Certificate Level, *plus*
Continuation thread to Employability via annual personal statement
programme planning – PAA
progression - PAA
- Employability Spring or Autumn semester Intermediate Level, *plus*
Continuation thread to Project or equivalent via annual personal statement
programme planning – PAA
progression - PAA
- Project Autumn semester and/or
Spring Level 3, *plus*
graduation - PAA
final personal statement

plus

- All Module Booklets – PDP is 24/24 or 16/16
- All Course Handbooks – University template

Employability 05-06 (Cohort 1)

- continue with PDP approach adopted in HEO 04-05
- PDP related assessment or submit/non submit

PDP Affirmation – assessment opportunities which require the student to make use of their PDP in order to be able to tackle the assessment. There is no intention to assess the PDP per se.

If submit/non submit is adopted – Cohort 1: no student should be in jeopardy as a consequence of PDP related tasks not being submitted.

- Papers 1 and 2 give guidance
- Special advice available for those without PDP in HEO 04-05

HEO 05-06 (Cohort 2)

- currently – a further period of consultation with PDP Coordinators
- aim for customisable on-line University PDP framework which meets some minimum characteristics

so that

Employability 06-07 (Cohort 2)

- will build on University web based 'minimum characteristics' PDP framework adopted by HEO module running in 05-06 for Cohort 2
- Paper 3 (draft) gives guidance re Cohort 2
- PDP Workshops to be arranged in May