

Utilising a Student-Centric Approach to the Design of Accredited Employability Modules

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Workshop Overview

- Policy context and Partnership Approach
- Strategic Considerations (Academic Excellence)
- Student Centric Approach to Curriculum Design

- Group Discussion – Application?

- The “Live” Assessment Strategy
- Student (and Institutional) Impact
- Opportunities and Considerations

Policy Context and Partnership Approach

- “All students must be provided with opportunities to develop a portfolio of skills, attributes and experiences. This should include personal development, creative thinking allied to enterprise and innovation, international mobility opportunities and embedding employability within the curriculum” (DEL, 2012).
- Well-established partnership approach to support employability in Faculty.
 - Accounting and Finance have developed model to ensure a dynamic learning experience and relevant skill development.
 - Close working partnerships provided insights into employment and professional requirements.

Strategic Contribution

Five and Fifty strategic plan and vision

ACADEMIC EXCELLENCE

PRIORITY - Teaching

Measures of Success

Our educational experience will transform lives, develop skills, raise ambitions and prepare future leaders

- * Teaching excellence and employability
- * Student academic success as gauged by progression rates
- * Student experience as gauged by NSS
- * Impact of our teaching

Influencing Curriculum Design

Technology for Employment

JISC Study into the role of technology in developing student employability

KEY FINDINGS

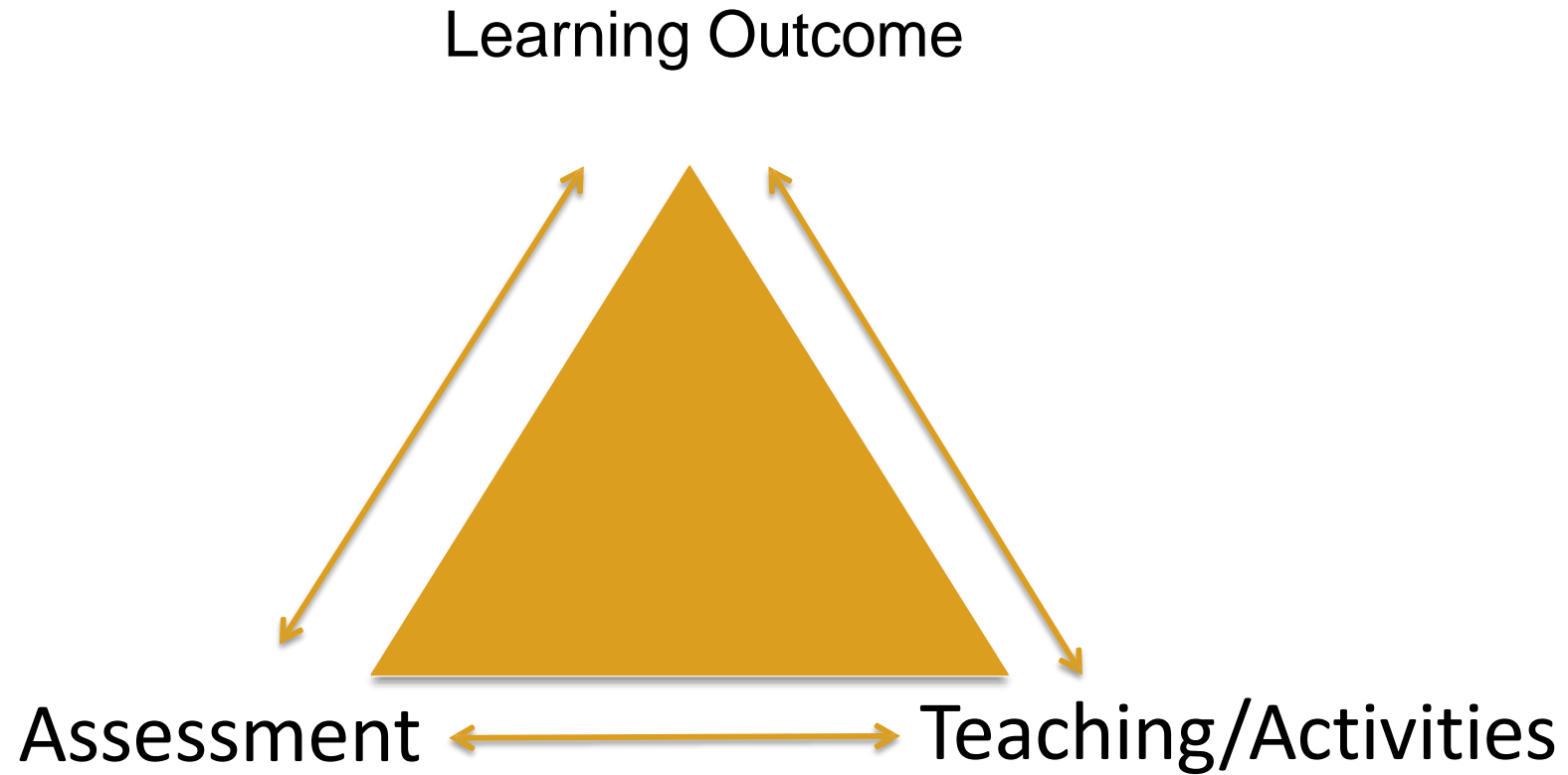
- Students can learn employability skills from a broad range of experiences but there must be processes in place for them to reflect on, articulate and evidence the learning
- Authentic experiences can develop skills
- HE in particular, needs to develop greater partnership working with employers
- Employers should be involved in curricula design, development of learning outcomes and assessment
- Institutions should consider good practices in technology for employability (*JISC Toolkit*),

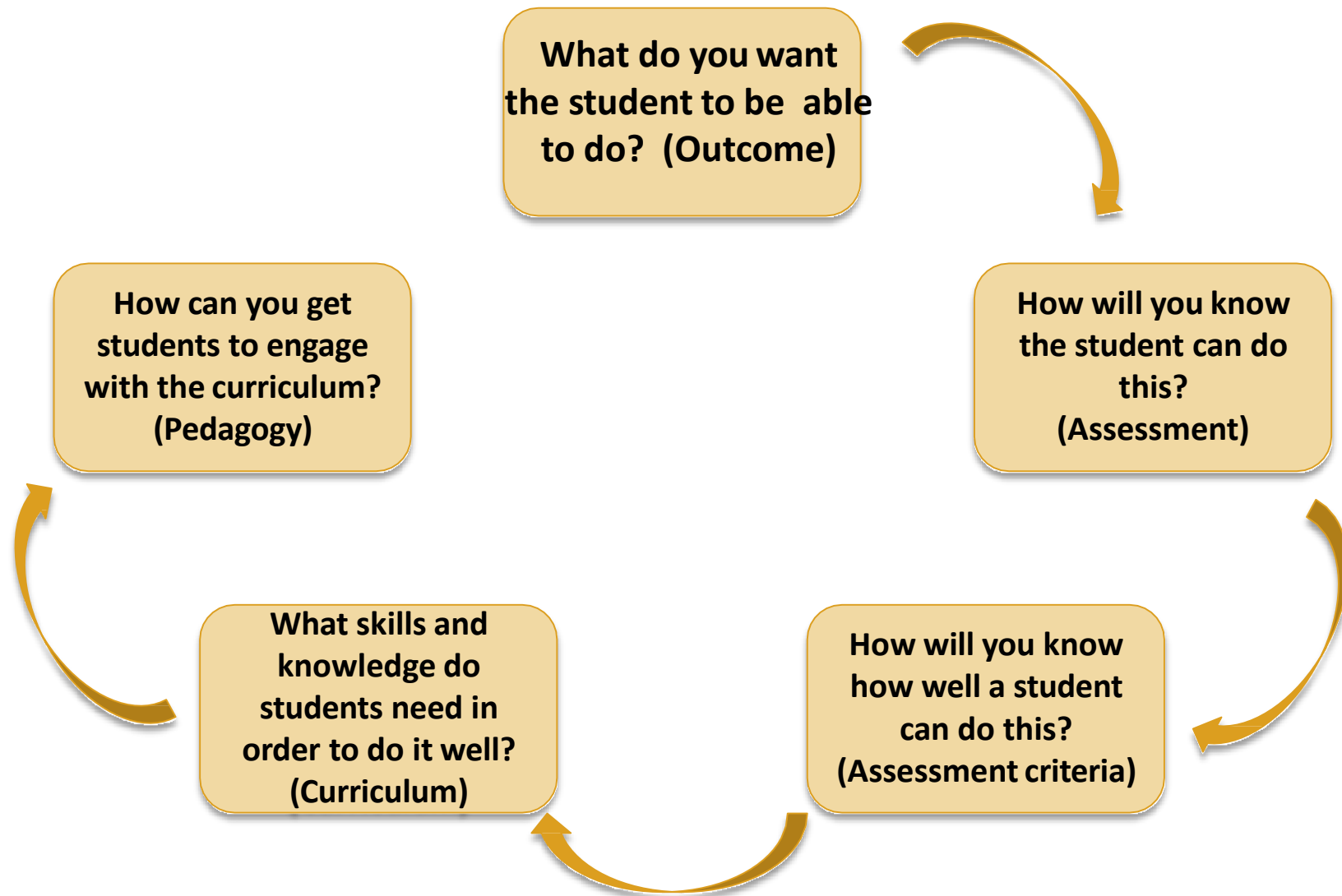
Skills and Competencies Required in 2020....

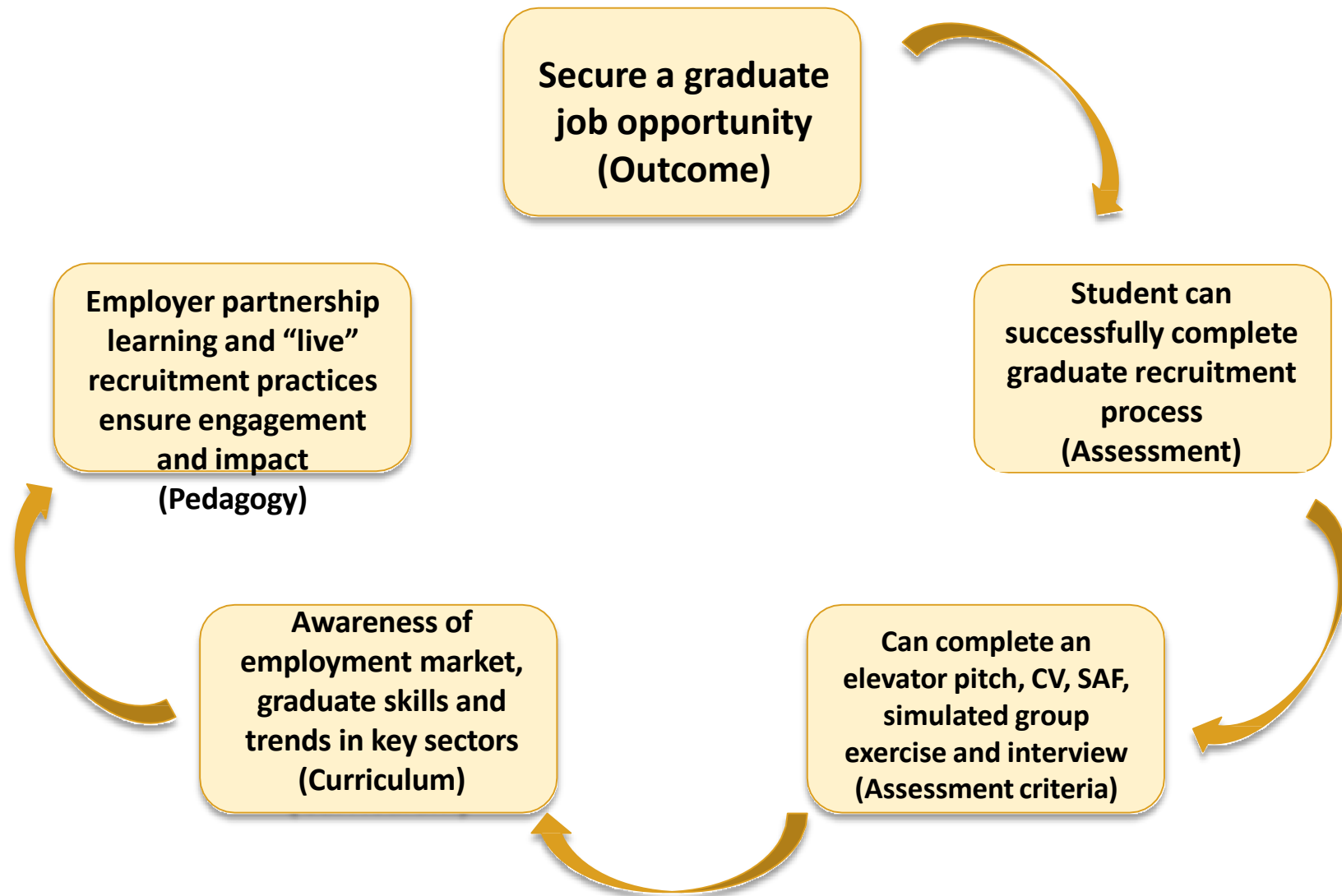
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Co-ordinating With others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Business Insider UK (2016)

Constructive Alignment Approach







Career Entrepreneurship

Our learning outcomes

Engage students in their own employability development and possible placement opportunities;

Enable students to develop a thorough understanding of the range careers and their ability to access and utilise resources effectively to increase their knowledge and understanding of these opportunities;

Engage students with employers with the purpose of developing employability skills and understanding of why specific skills are essential

Develop students' understanding of recruitment processes and their ability to influence this process;

Develop students' ability to articulate their personal brand, skills and attributes in a positive, confident and professional manner.

Career Entrepreneurship

Our model

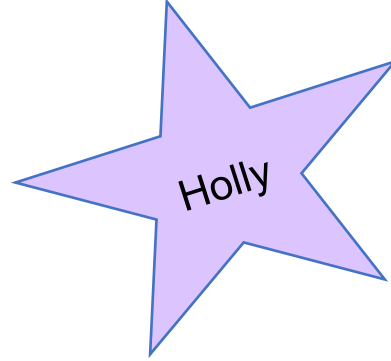
Assignment	Weighting	Partner	Incentive
Elevator Pitch	10%	PwC	2 Work Experience Opportunities +
CV & Online Profile	10%	KPMG	5 Summer Internship Opportunities
Application Form and Mock Interview	35%	BDO	1x£300 + placement 3xwork experience opportunities
Mash Up Day (Organisational Case Study) <i>problem solving, team-working, decision making, initiative, commercial awareness, presentation, leadership</i>	45%	Deloitte	2 Work Experience Opportunities +

The Elevator Pitch

- Introduction
- Aspirations
- Expertise
- USP

Non Verbals were also assessed (Delivery, Confidence, Speed, Tone, Appearance, Pauses, Impact, Smile, Eye Contact)

The Elevator Pitch



The Competencies.....

CV/Online Profile

- Transferable Skills
- Power verbs
- Professional Language
- Confidence
- Format & Layout

Appl. Form/Interview

- Self Confidence
- Communication
- Attention to Detail
- Time Management
- Delivering Exceptional Service
- Teamwork

Mash Up Day

- Leadership
- Initiative
- Team working
- Decisiveness
- Problem solving
- Organisational ability

Career Entrepreneurship

How we involved employers

Employers are involved in programme design, development of learning outcomes, delivery and assessment

How we introduced technology into assessment

- Assessment places emphasis on formative approaches and action on feedback (Feedforward technique)
- Students collect evidence of, articulate and showcase their learning and how they have applied it
- Technology is used to allow students to collaboratively engage with industry experts, employers and authentic learning opportunities

Key Elements:

Planning, recording and submission of an Elevator Pitch to key graduate recruiter

Creation of LinkedIn Profile Assessment

Simulated problem solving, teamwork and leadership

Online Diagnostics

Career Visualisation

Online Interview Simulator

Computer aided assessment for all coursework

Participation

- How does this relate to employability in your professional space?
- Could this impact on the learning objectives for your programme(s) – if so, how?
- Could you increase collaboration with employers?
- How would this impact on DLHE, Work Based Learning Opportunities, Outward Mobility..... Student Satisfaction?

Staff Evaluation

- Staff generally reported in feedback feeling there was more professionalism being demonstrated by students
 - ‘Overall, I thought the module transformed from previous years and it represented an excellent, engaging model of developing students for the workplace.’
 - ‘Although the international students were apprehensive about its merit, they changed their minds as they progressed through it and saw the merit of it for their careers.’
 - ‘Excellent evidence of teamwork across different subject areas and with several employers.’

Student Evaluation and Feedback

Student Comments

- The feedback I received helped me to improve my skills and this will help me to stand out and make me more employable in a highly competitive profession.
- This module led me out of my comfort zone, I would not have known what was expected if we had not had the opportunity to engage with all the employers and guest speakers and I now know how to improve
- This was very different from anything I have ever done and I am very glad it was part of our course as I had the opportunity to experience things that will be very beneficial to me in the future.
- I found that this was the hardest yet most rewarding module during the semester. The coursework challenged me and built my confidence and commercial awareness.
- Before completing this module if I was asked what I was good at or what I could bring to an employer I would not have been able to answer. I was unaware of the wealth of skills that I actually had and how I could evidence them to a future employer.
- This was a challenging module and I feel that I really surprised myself. I really acted upon each piece of feedback and feel that I will be 100% more attractive to potential employers.

Results

- **Elevator Pitch - 55% of class achieved a mark of 60% or above**
- **CV - 59% of class achieved a mark of 60% or above**
- **Mock Interview - 68% of class achieved a mark of 60% or above**
- **Mash-up Day - 100% of class achieved a mark of 60% or above**

DLHE Statistics (4 years)

Programme	2012/13	2013/14	2014/15	2015/16
BA Hons Accounting	53%	81%	89%	90%
BA Hons Finance Inv. Analysis	43%	100%	100%	87%

Students securing Graduate Level Employment

Placement Statistics (5 years)

Programme	2012/13	2013/14	2014/15	2015/16	2016/17
BA Hons Accounting	10	13	13	14	12
BA Hons Finance Inv. Analysis	2	11	18	16	18

NSS (Student Satisfaction)

Programme	2013	2014	2015	2016
BA Hons Accounting	91%	90%	98%	100%
BA Hons Finance Inv. Analysis	75%	96%	100%	97%

BDO – Work Experience Opportunities



Next Steps.... Transferability

- To transfer into the Economics provision.
- Ensuring “fit” with the move to 20 credit point modules.
- To sustain staff and employer resource support for dynamic assessment.

References

- <http://uk.businessinsider.com/wef-report-skills-workers-need-2016-1/?r=US&IR=T>
- http://repository.jisc.ac.uk/6249/3/Technology_for_employability_-_full_report.PDF
- http://repository.jisc.ac.uk/6429/1/Technology_for_employability_toolkit_FINAL.pdf
- https://www.ulster.ac.uk/_data/assets/pdf_file/0006/132396/Learning_TeachingStrategy_GraphicVersion.pdf

Thank you

