Employability in the Curriculum & Beyond

Programme & Book of Abstracts

Thursday 19th January 2017

Roland Levinsky Building
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BIOGRAPHIES

Professor Judith Petts
Vice-Chancellor, University of Plymouth

Prof Petts was appointed the University of Plymouth’s Vice-Chancellor and Chief Executive in February 2016. She joined Plymouth from the University of Southampton where she had been Pro-Vice-Chancellor Research and Enterprise and previously the inaugural Dean of the Faculty of Social and Human Sciences (2010-13). Prior to this she had spent 12 years at the University of Birmingham as a Head of School and finally as Pro-Vice-Chancellor Research and Knowledge Transfer (2007-10).

Over some 30 years, her research has particularly examined the interface between science and policy-making, and the effective use of evidence in decision-making. Currently she is a member of the Council of BBSRC and of NERC’s Innovation Board. Previous appointments include as a member of the Science Advisory Council of Defra (2011-16); Royal Commission on Environmental of Pollution (2006-11), the Council of NERC (2000-6), of EPSRC’s Societal Issues Panel and Strategic Advisory Network, the Royal Society’s Science in Society Consultative Committee, and the Advisory Board of Veolia Environmental Services.

She was appointed Commander of the Order of the British Empire in the Queen’s New Year Honours, 2012, for services to Scientific Research.

Steve Gerry
Freelance Business and Economic Development Consultant

Steve Gerry is a freelance business and economic development consultant. Since 2008, he’s been Secretary & Treasurer of the Plymouth Manufacturers’ Group or ‘PMG’ – a sector-based network. Recent non-executive positions include: Board Member, NHS Plymouth PCT (2007-11); Chairman of Guinness Hermitage Housing Association’s SW Area Committee (2005-13).

Steve had a lengthy career in the Electricity Supply Industry, where with SWEB he was a senior management consultant and business analyst.

After completing his MBA he was seconded as Business Development Manager with South West Enterprise Ltd (SWEL), a private sector economic development lobby group and went on to become Executive Partnership Director of Plymouth 2020 Partnership (2000-03).
Dave Stanbury
University of Essex

Dave has led employability innovations in HE for over 15 years. He edited the Careers Education Benchmark Statement for AGCAS working with the QAA and helped set up the Centre for Carer Management Skills – a HEFCE funded Centre for Excellence in Teaching and Learning – at the University of Reading. He devised the concept behind the award winning Destinations ® career learning website which was sold to almost 70 HEIs in the UK, Ireland & Holland.

He is currently the Head of Employability at the University of Essex where he is responsible for oversight of employability strategy across the University and for leading the careers service. He has recently led two major projects to create ‘toolkits’ of resources for PGTs and PGR students and has overseen the introduction of Career Development Learning to all UG courses and the establishment of Employer Advisory Boards across the University.

He is especially interested in humanist and psycho-social perspectives on how university helps students to develop as rounded individuals.

He is a Principal Fellow of the HEA and author of the article (2010) "The kindness of strangers: How careers educators and the wider academic community can help each other", Education + Training, Vol. 52 Iss: 2, pp.100 – 116.

Keynote Abstracts

Steve Gerry
The University and employers working in partnership for mutual advantage

Brief Summary to follow

Dave Stanbury
Does Employability Belong in HE?

This presentation will explore why we have universities and how employability fits into the wider HE mission to engage students in learning and personal transformation. Drawing on an analysis of the emergent disruptive economic and social changes, ways of embedding employability in the HE experience will be suggested.
ABSTRACTS

Jean Almond

Dr Liz Hodgkinson, Lecturer, School of Marine Science and Engineering, Faculty of Science and Engineering & Nina Kearney, Employability Projects Coordinator, Careers & Employability Service
University of Plymouth

Paper (15 Min) Programme Ref: E:1

Alumni Engagement in the Curriculum

This interactive workshop will showcase alumni engagement best practice from within the University. Hear from Dr Liz Hodgkinson, Lecturer, School of Marine Science and Engineering, Faculty of Science and Engineering, about how the Civil Engineering team weave alumni into their programme, design, delivery and review.

From industrial panels, to maintaining links with alumni, guest lectures and alumni interviewing students about projects in their capacity as external experts, alumni engagement is an integral part of these programmes. Learn how recent collaboration with the Alumni Engagement Team has enabled the Civil Engineering team to leverage even greater value from alumni engagement through case studies to support student recruitment.

Hear feedback from students and alumni who have been part of the programme of engagement, which demonstrates the benefits of alumni engagement in the curriculum.

Finally, benefit from hearing from the Alumni Engagement Team and Careers & Employability Service who will share top tips on how to get started with alumni engagement. Explore the support available for engaging alumni in your delivery, from the Plymouth Connect online platform to case studies and communications with alumni.

This workshop will be jointly delivered by Dr Liz Hodgkinson, Lecturer, School of Marine Science and Engineering, Faculty of Science and Engineering, Jean Almond, Alumni Engagement Manager, Alumni Engagement Team, External Relations and Nina Kearney, Employability Projects Coordinator, Careers & Employability Service.
Computing students: engaging with peers from a different discipline.

This presentation reviews the changes made to the BSc (Hons) Computing programme in the light of the Shadbolt Review, the current body of literature and a thorough review of the programme. Computing is by its very nature a cross-curricula topic. Technology plays an important role in all parts of our lives and all disciplines use some form of computing to assist their goals. Therefore graduates of computing not only have to be flexible and adaptable, but also need to learn to problem solve situated within a topic domain that is not their own.

The immersive module was adapted to cover a full computing project lifecycle with a particular focus on engaging with individuals from a topic domain outside the normal frame of reference for computing students. The module included for the first time a field trip to participate in an activity with peers, not just from a different university, but also from a different discipline.

Students were introduced to the overall concepts behind computing projects, given an overall map of the learning elements of their degree before being accelerated through a full software development project where the focus was on understanding their end-user. Early sessions set the scene by including interactions with alumni, discussions on transitions from student to professional life, effective communications alongside the technical skills of requirements engineering and conducting usability studies.

During the third week of the immersive module, students joined Natural History students from the University of South Wales to observe and discuss how software might facilitate a phase 1 Habitat survey. Plymouth students submitted reflective accounts and presented justified software designs as their coursework submission. What emerged from the coursework submissions was a deeper understanding of the end-users and professional requirements. This step was something that previously had been missing from second year submissions for the integrating project. The Shadbolt with you emphasises the requirement that there is much to do in order to improve commercial awareness and improve the interpersonal and soft skills of computing students, not just focus on the technical knowledge. The outcome from the activities carried out during the immersive module illustrates that the cross curricular engagement with peers can help to build some of those skills.
Stephanie Black
University of Plymouth

Poster

Employability for a Post-Work World: future-proofing Illustration undergraduates

This paper explores the notion of long-term employability in design education in the context of the potential workplaces defined by Rifkin (1995) and Mason (2015), with an emphasis on preparing students with long term skills to adapt to the fluidity of what will be an unrecognizable industry. I will focus on the contextual studies element of undergraduate Illustration studies at Plymouth University to propose the hypothesis that a curriculum focused on research methods through studio illustration practice could prepare students with the design thinking skills which enable them to respond to uncertainty. To do so I will suggest that by shifting from delivering content to process and problem-oriented curriculum (Healey 2005) I can incorporate research methods from artistic research in order to develop the sort of “design thinking” (Cross 1997) that enables students to deal with uncertainty and ill-defined problems.

This discussion is set against the backdrop of educational reforms in HE such as the impending introduction of the Teaching Excellence Framework (TEF), which will increase the emphasis on employability for universities. In light of this, contextual studies needs to be perceived as commensurate with the demands of students seeing HE as increasingly vocational in order to make it worth the extraordinary debt it will bring them (Bates & Kay 2014), whilst remaining true to the principles of higher education. Therefore the largely research-tutored/led curriculum I work with at this point could be developed to include more research-oriented sessions, potentially becoming artistic research-led in the longer term.

The frictions inherent within this proposal will also be explored, such as that between entrepreneurship and social mobility, and within the different timescales for evaluating employability and longer term adaptability. In tackling these the argument will be aligned with Healey & Jenkins (2009) to suggest that our responsibility continues beyond preparing students to flourish within survey periods. As they state: “Helping our students understand and cope with uncertainty, ambiguity, complexity and change is not just valuable to their development at university and after graduation, it may also be central to the future of humanity”.

11
Globally mobile bodies: How place-based learning can encourage international students to critically engage with notions of corporate and social responsibility.

While educators and policy makers have “long recognised the central role that education can play in creating a more sustainable and equitable world” (Blake et al., 2013:5347), sustainability is often viewed through a rather ‘Western-centric’ lens. Clarke and Mcphie (2014) describe how a ‘crisis of perception’ in the West is at the heart of planetary degradation because, unlike many other cultures and peoples, there is a tendency in the West to view the human beings as separate from rather than of the environment. As Clarke and Mcphie (2014:205) go on to argue, what urgently needs to be acknowledged is the “indissolubility of people and planet”.

In the 21st century, it is therefore ever more crucial that educators engage with the employability agenda within the context of sustainability if an environmental catastrophe is to be avoided. As a result of a working collaboration with two local businesses that have developed innovative approaches to energy production and consumption (Langage Farm and the Devonport Energy from Waste Facility), this session will showcase the ways in which place-based learning opportunities, in conjunction with carefully designed assessment tasks, can encourage students from diverse cultural and educational backgrounds to explore issues relating to corporate and social responsibility.

References
Introducing employment-related problem-based learning (PBL) into Marine Biology modules

Context-based case studies integrate experiential learning into the classroom to increase interest in the course content, providing a mechanism to utilise different learning styles and helps students develop transferable skills such as critical thinking, problem-solving, collaboration and communication for improved employability.

Changes under Plymouth University’s Curriculum Enrichment Project presented an opportunity to rethink how and what content is delivered in modules. Moving away from didactic teaching, a more inclusive, problem-based learning (PBL) approach was introduced in a second-year module via four PBL workshops. Course content was restructured to more closely align with a current and local aquatic management issue (i.e. the need for the River Plym to meet the EU Water Framework Directive’s “good” ecological and chemical status objectives), which created a more ‘authentic’ student-focused, and applied research-based learning experience relevant to the potential employment destinations of graduates.

Working in small groups, students were presented with aquatic biology ‘problems’ in three pre-prepared case studies. During the PBL workshops, students discussed and researched these ‘problems’ in a focused peer-learning environment, collaboratively developing practical methods and skills to assess and reduce human impacts on freshwater systems whilst motivating each other to learn. In one workshop, student groups had to pitch their ideas for a small research project with a constrained budget and condensed timeline. They had to include the rationale for the project location and their area of concentration for improved water or habitat quality based on previously provided resources and their own background research during a 5-10 minute presentation. Students then answered questions from peers and received oral formative feedback on their potential projects and were guided to gaps in their knowledge or errors in their understanding through dialogic discourse. An anonymous vote for best project was conducted using ‘clickers’.

Later in the term, students worked directly with external professionals during a one-day workshop facilitated by a professional moderator. Students undertook a role-play exercise (i.e. students acting as various stakeholders with conflicting interests) using a different case study unseen by them prior to the start. Through this role-play exercise, students were able to engage in divergent thinking to better understand catchment management, conservation, and enhancement of natural resources, whilst considering differing viewpoints and pressures surrounding conservation issues and the barriers to aquatic management. Opportunities like this can enhance employability prospects, advance students' learning development, and enable them to interact with potential future employers. Pre- and post-course surveys were used to measure students’ understanding and engagement with the course content and PBL process. Preliminary findings will be presented.

Originally submitted for PedRIO 'What is teaching excellence' conference but rejected and suggested it was more appropriate for this conference.
James Derounian  
University of Gloucestershire

Workshop (1 hour) Programme Ref: G:1

‘Peacetime Service: what’s needed & what’s next in student employability?’

The proposed 1-hour interactive workshop is entitled: ‘Peacetime Service: what’s needed & what’s next in student employability?’ The focus of this session fits squarely within the overall focus of the conference on Employability in the Curriculum and Beyond. Furthermore the presenter – National Teaching Fellow, James Derounian – will share good practice “on creating and supporting a dynamic curriculum and supporting co-curricular engagement to enhance the student experience and employability”. The workshop will address all 3 conference questions: ‘What’s needed?’ ‘What works?’ and ‘What’s next?’

The session will start with a short – 10-minute introduction – to the Big Green Gap Year BiGGY – piloted in 2015 by the NUS-University of Gloucestershire. Evaluated in 2015, the “University of Gloucestershire Students’ Union (UGSU) delivered BiGGY Summer Placements 2015 over July and August 2015 as a pilot for a sustainability themed placements programme.” “100% of placement hosts stated that the BiGGY participants added value to their organisations; that they would recommend BiGGY to other organisations and that they would take on future participants….the contributions participants’ made to Gloucestershire organisations supported them to become agents of positive change (social, environmental and economic) whilst gaining employability skills and bridging the gap between school and university....Participants commented on the deepening of their sustainability understanding, knowledge and skills as a result of the training and experience gained from BiGGY. This...demonstrates BiGGY’s role in promoting transformative learning for sustainability to support development of forward thinking, engaged learners.” This brief introduction to (successful) trialling of the BiGGY will lead into a 20-minute or so activity in which participants consider and feedback how & whether such a pilot may be ‘mainstreamed’/ rolled out more widely.

The second half of the workshop will encourage reflection and discussion on: “Peacetime National Service for undergraduates – Opportunity or Threat?” Would peacetime national service enable students to make a more comfortable transition from school/college to university? Would it be Compulsory or a voluntary option? Would it damage paid jobs? This section will also draw in & on more conventional discussions around ‘Service Learning’ & gap years. This should be an exciting, fun, stimulating opportunity for ‘blue sky thinking’, yet strongly and practically liked to Employability in the Curriculum and Beyond. It will also enable and encourage full audience participation in considering this topic and its possibilities for DELHE/ employability impacts.
PedRIO: Employability in the Curriculum & Beyond Conference. Thursday 19th January 2017

Harriet Dismore
University of Plymouth

Paper (15 mins) Programme Ref: C:3

Employability in the context of Lifelong Learning

This paper presents research into the transitions of former apprentices to higher education in England, specifically focusing on employability. ‘Apprenticeship’ is used to refer to training based on a combination of work-based and theoretical learning funded by the UK Government. Higher education is the term adopted to encompass all accredited learning beyond level 3, so that it includes not only full-time bachelor degrees but other higher level qualifications such as Foundation degrees (level 5).

The UK, like other advanced capitalist economies, has made a transition towards a knowledge-based economy (Druker, 1993) within which employability is now widely debated (Thoren, 2014). Arguably these debates have led to changes in practices across both vocational and academic pathways. Whilst UK universities have increasingly been under pressure to equip students with more than just academic skills (Mason et al, 2009), the Government has set a target of 3 million new apprenticeships in England by 2020, including degree apprenticeships (Mirza-Davies, 2016; HEFCE, 2016).

The sample for this study consisted of nineteen individuals located in the south of England working in three broad sectors: computer science, engineering and childcare and the majority worked in engineering (15). The institutions in which they were studying included two further education colleges, one pre-1992 university and four post-1992 universities. The majority of participants were in their 20s (17) and male (15). The sample was purposefully small to enable detailed investigation into their transition.

Each participant was interviewed in-depth for approximately one to two hours. The data were analysed according to Archer’s concept of reflexivity (Archer, 2007) and this paper presents the findings specifically relating to employability across curricula. The data illustrate the perceived benefits of higher education and how participants felt credentials and skills were perceived by their employer and by higher education institutions. This raises questions about whether a hierarchy continues to exist between vocational and academic pathways, that perpetuates unequal outcomes (Hoelscher, 2008). Overall, the findings emphasise the need to regard employability as a lifelong process rather than a fixed set of skills and attributes. Indeed, this is the starting point for the Higher Education Academy in their recent guidance on supporting students with employability (HEA, 2016). The findings can inform employers and higher education institutions about the role that employability plays in the transitions of students with a vocational background and the support required.

References
What skills and experience will you bring to our organisation?” - Thinking creatively and recognising the value of a range of experiences to improve student employability.

When we think about developing employability in our students, providing opportunities for placements, internships and work experience are normally high on the ‘to do’ list because it is well established that graduates with work experience are more employable (Brooks and Youngson, 2016; Little and Harvey, 2006; Hall et al 2009, Lowden et al, 2011). Employers regularly report that they are seeking work-ready graduates who have experience (e.g. High Fliers, 2016) because it provides students with critical exposure to the skills, attributes and knowledge that employers will require of them in the workplace e.g. commercial awareness, problem-solving, adaptability and resilience.

However, for an institution like the University of Plymouth, situated remotely from most large employers and work experience opportunities, this can be viewed as problematic territory. Opportunities for students in gaining experience also has an ethical dimension. Not all students are able to take up ‘the best’ opportunities because these may require unpaid work and time/travel commitments that conflict with other responsibilities (Blackmore et al, 2016). Rather than viewing the local context and student social mobility as a barrier, it is preferable and necessary to work with our students local and personal contexts in promoting students’ gaining experience in more flexible, creative, challenging and more frequent ways throughout their HE journey (Stanbury, 2016). This workshop will:

- explore creative and flexible approaches to providing and recognising opportunities for students to gain and subsequently articulate their employability relevant experience;
- enable participants to share their own practice in supporting students in gaining a wide range of experiences;
- using the Plymouth Compass as a vehicle, highlight ways in which we can recognise the value of student experiences and join these up to other university initiatives (HEAR, PDP, Plymouth Extra etc.);
- and provide space for a dialogue on how we can improve what we offer or suggest to our students in terms of gaining useful experiences.

High Fliers (2016). The Graduate Market in 2016: Annual review of graduate vacancies & starting salaries at Britain’s leading employers. High Fliers research  
Using DLHE data to research and find solutions to weak graduate employment in the field of animal welfare

The Careers & Employability Service undertook a thematic analysis of DLHE statistics and outcomes for animal science and animal behaviour and welfare programmes at Plymouth University. In a sector dominated by a large third sector base and high reliance of volunteers, this typically culminates in high graduate unemployment, low salary and low numbers employed in “professional” level jobs for the DLHE.

This 15 minute workshop will explain how DLHE data was used to undertake a thematic analysis, how examining DLHE across Universities, benchmarking with careers professionals at comparator Universities about their careers interventions, and exploring graduate outcomes over longer periods of time using a range of other sources enabled a fresh insight into the realities of the animal sector in terms of competitiveness, required experience, desired skills, likelihood of self employment, training routes and career progression.

We will share what we discovered in terms of key messages for curriculum and cross curriculum design, careers and employability input, extra-curricular and transferable skills development and securing funding to build the student experience, so that our research methodology could be used in other programme areas in order to gain a similar insight.

Kelley Henn

Wendy Smith (Strategic Lead for Community Engagement, Peninsula Dental Social Enterprise)
Peninsula Dental Social Enterprise

Pathway to Excellence: Using innovative community engagement approaches to enhance medical education in South West England.

Aims: Strong social engagement (SE) is one of Plymouth University Peninsula School of Medicine (PUPSMD)’s 3 core commitments. The aim of this unit is to work with community partners to provide experiential learning opportunities for medical undergraduate students to develop an awareness and understanding of barriers to good health, and to develop their leadership, professionalism and communication skills in a ‘real’ environment.
Embedding Employability Skills and Engagement into Pharmacy Education through the use of Team Based Learning

The MPharm course at the University of Wolverhampton was successfully redesigned and reaccredited in 2014. One of the major changes was the commitment to use Team Based Learning (TBL) as the predominately mode of teaching and learning in the early years of the program. Delivered by both staff and current MPharm students, this workshop sets out to shed light upon methods and techniques which have been successful and areas which can be improved.

Research has proven that active participation in learning tasks improves an individuals’ understanding of the topic under discussion whilst working as part of a team. This was the basis on which TBL was founded. The aim of utilising this method was to also stimulate student engagement and foster deeper learning through the team exercises, in turn enriching the student experience.

The workshop will provide a simulation of the TBL approach, including all aspects of TBL in order to demonstrate the ways in which TBL can fine-tune student communication, organisation, discussion, debating and the distilling of core information with the use of study packs. All of which are vital in a professional environment that requires you to work as part of a team. Additionally, with the aid of short video clips and data collated from MPharm students, the workshop will provide a real insight into how TBL has impacted the cohort and how these acquired skills increase professionalism, research ability and employability.

The staff will discuss their journey with the adoption of TBL and compare their experiences with teaching using more traditional didactic approaches. Challenges and limitations of the TBL approach will also be discussed and how we have sought to rectify these. Over the past two years our utilisation of the TBL method has been optimised and we will include discussion of these changes and detail how later years of the course are starting to implement complimentary teaching and learning methods.

The workshop will conclude with a short presentation delivered by current 3rd year MPharm students, focusing on their experiences across course and how this is preparing them for the working world.

Delivery of this workshop will be supported by three of our MPharm students who have volunteered to come and give their perspectives.
Engaging international students to develop their employability: Do social media represent an untapped resource?

Graduate employability has been widely debated by policy-makers and academics (Pegg et al., 2012). However, Waters (2009) points out that little reference is made to the increasingly international dimensions of HE. Huang et al. (2014) research into graduate employability and Chinese international students in the UK argued that students were aware of a range of opportunities available to develop their employability but engagement was variable due to issues surrounding perceived relevance. There has been unprecedented growth of social media and other Web 2.0 technologies over the past decade (Tess, 2013), with many younger people tending to take social media for granted (Benson, et al, 2014). Constantinides and Stagno (2011) propose that it is attractive to engage with social media in the settings of HE. In particular, the use of social media as an education tool to promote student engagement is increasingly attracting researchers’ attention (e.g. Chen et al, 2010; Junco et al, 2011; Kabilan et al, 2010), with many arguing that social media can enhance student learning. However, researchers are still questioning how social media can be used 'effectively' (e.g. Benson et al., 2014; Saw et al., 2013), and how its use across specific group (e.g. international students).

Drawing on data collected from international students at all levels of study across a range of degree programmes, we consider their engagement with different employability activities, social media behaviours and their intention to use social media to engage with employability activities. The study draws on the Theory Planned Behaviour (TPB) model (Ajzen, 1991) as offers a clearly defined structure that allows investigation of the attitudes, personal and cultural determinants and volitional control of international students' intentions to engage with employability through social media. We provide insights into overlooked aspects of student employability and social media. We conclude by identifying areas for future work in this area, particularly with respect to how universities can better support international students through social media.

Lise Hunter  
*Dr Hilary Duckett, Director Plymouth Business School  Dr Stacey Sewell, learning Technologist, Plymouth Business School*  
University of Plymouth

**Paper (15 mins) Programme Ref: F:2**

“Employability in the curriculum: a space for industry and academic co-creation”

The pace of change in global markets is faster than ever before and training ensures that knowledge is relevant and up to date. Successful organisations require professional managers to be confident and competent as they navigate through seemingly contradictory organisational tasks. This paper examines the BSc Hons Management Practice programme, an industry-informed initiative which incorporates core knowledge with management practice in a combination of learning methods that challenges the traditional approach observed in higher education. The curriculum is designed to combine academic rigour with practice-based management knowledge and understanding for returning students in full-time employment. From the learner’s perspective, the study provides a unique opportunity to reflect on current management approach and a safe environment for dialogue that leads to new knowledge and new and refined management practice. It sheds new light on traditional learning concepts, eg. experiential, peer-to-peer, reflective, and the benefits of combining these different approaches into work-based learning.
National Software Academy : running an industry-led software engineering degree,

Recent UK government’s reviews of employability and accreditation in Computer Science (Shadbolt,2016) and STEM (Wakeham,2016) raised issues about graduate employment outcomes and the quality and nature of graduates’ employability skills. The establishment of the National Software Academy (NSA) pre-dates these Reviews. Its ethos directly addresses these short-comings with the aim of work-ready graduates for the software industry; an industry with a recognised skills shortage and with a potential to drive considerable economic growth. Industry’s view on computer science graduates is that whilst technical skills and understanding of theory is strong, team-working, business acumen and practical appreciation of industrial challenges is weak. This can often lead to the need for “hand-holding” of graduates for many months. Whilst this can be absorbed in large IT departments, it is burden that small start-up companies can ill-afford. This paper will present how industry has been involved in the NSA since day one and the impact that that involvement has had on students to date. We will also present the issues that such involvement presents and our current solutions to those problems.

Industry instigated the creation of the NSA through partnership with the Welsh Government and Cardiff University. Industry reported a general shortage in the number of software engineers coming out of Welsh Universities and a lack of work-readiness. This was a constraint on technology start-ups and a constraint on the Welsh economy, particularly as South Wales had developed as an attractive area for technological investment.

The curriculum for our first programme, BSc Applied Software Engineering Industry was designed with close collaboration with industry. The course was designed to prepare the students to work in industry with both large and small companies in today’s market. However, a balance had to be drawn between training on the latest technologies (some of which will fade and die), the soft skills required in a software delivery team (which can vary per domain) and the theoretical underpinning that will allow students to evaluate and adapt to new technologies and approaches in the future. The programme uses a collaborative project-based learning approach to give students real-world experience of working in teams and interacting with industry in every semester of the programme. Therefore, each semester weaves theory, modern technologies and soft skills together so that students are then able to employ those skills in real experiences with external clients with highly variables (and often vague) problems to solve. Students are primarily assessed through coursework with reflection on their projects being a major element of this. Students are expected to reflect on their decisions; be they related to code, design, planning or presentation to clients. They also reflect on the success of their project for their clients and how that relates to the learning outcomes. It is too early to assess whether we will meet the aim of producing work-ready graduates, but signs are encouraging based on feedback from placements for our (first) 2015 intake. Employers are noticing the positive differences; they are seeing them as work-ready. S. N. Shadbolt, “Shadbolt Review of Computer Sciences Degree Accreditation and Graduate Employability,” April, 2016. W. Wakeham, “Wakeham Review of STEM Degree Provision and Graduate Employability”, April 2016 w: http://www.cardiff.ac.uk/software-academy t: @cusoftacademy
The Career Development Project - A Practical Initiative to Develop International Students' Employability Skills

Higher education institutes have long recognized the role they can play in preparing graduates for the world of work, and clearly specific university modules have the potential to develop a variety of employability attributes in students (Waltz, 2014; Harvey, 2005). This session presents an example of how academics and the Careers and Employability service at Plymouth University are working together to support the development of international students' employability skills through specific curriculum support.

As long ago as 2004, Fugate et al talked about the ‘turbulent career environment’ faced by graduates and emphasised flexibility, adaptability and proactivity as characteristics that are crucial components of employability, which they define as ‘...work specific active adaptability....that enhances an individual’s likelihood of gaining employment’ (Fugate et al, 2004:16).

The rapidly changing world in which today’s international graduates find themselves requires awareness of their own potential for career management, the capacity to operate in a multicultural setting using English as a lingua franca, and the ability to deal with unfamiliar or ambiguous situations effectively to ensure career success. The Career Development Project aims to develop these capacities while focusing on the students' English language and professional communication skills.

The session will describe sustainable collaborative initiatives between lecturers and the Careers and Employability service in relation to integrating language development and employability skills, and will outline the context of activities, events and services tailored to international students that these are situated in. One particular example of how various aspects of employability skills have been embedded in a final stage English Language module for international students through raising students’ awareness of the range of influences on careers and of their own potential for career management will be examined. There will be a report on feedback from the cohorts involved and on an on-going research project which attempts to measure the effect of the intervention.
Embedding employability skills into the curriculum: a job interview assessment

It is claimed that studying in the UK can ‘open the doors to your dream career’ (Education UK, 2016), yet in 2014 only 5,639 international students were granted leave to stay and work in the UK after their studies (The Guardian, 2016) out of a total of 310,195 international students who were enrolled on courses with UK HE providers (HESA, 2014). These statistics are supported by anecdotal evidence from international students themselves on the difficulty of finding graduate employment opportunities in the UK. With these challenges in mind, ELC310 Professional Communication Skills for International Finance designed a job interview assessment in order to embed employability skills into the curriculum and to develop international students’ oral communication skills. This paper will describe how the ELC310 module leader works in close collaboration with the Plymouth University Employability team to teach and develop international students’ job interview skills and explains how the students are awarded marks for their performance. There will be time at the end for questions from the audience.

In 2015, with the full backing of senior management and spearheaded by the Pro-Vice-Chancellor (T&L), the University of Reading launched an institution-wide curriculum review project. The key features of the project were to promote collaborative working across the institution to review the curriculum, primarily and importantly at programme level and also to boost graduate employability. After initial consultation it was agreed that the curriculum framework would be guided by four key drivers:

- Articulation of the knowledge, competencies and skills that we want our graduate to attain
- Establishment of a set of academic principles upon which the curriculum is based
- Definition of a set of pedagogic principles which underpin our curriculum
- Alignment with processes for programme design, approval and review.

This curriculum framework project, coupled with the new university policy on career learning means that we are now moving to embed employability throughout undergraduate programmes over the next three years. The revised curriculum will encompass all aspects of teaching, learning and assessment in order to meet the learning outcomes at programme level and ensure that students acquire the newly identified Reading graduate attributes. The four graduate attributes which incorporate both the cognitive and affective domains are: mastery of the discipline, skills in research and enquiry, global engagement and multi-cultural awareness and personal effectiveness and self-awareness.

An initial programme audit to gather information about aspects of the curriculum to include employability will be conducted with the aid of a diagnostic tool devised by the curriculum framework project team. These crucial initial conversations will be facilitated by a ‘critical friend’ external to the School. In addition to this auditing tool and we have developed an a series of toolkits including an Engage with Employability resource with contributions from across the university including the Careers Service, senior academics, and the Centre for Quality Support and Development. Drawing on the Career EDGE model (Dacre Pool & Sewell, 2007), Engage with Employability is designed to be dynamic resource and overtime will include case studies and resources created by staff across the university and across disciplines working in partnership with students.

This presentation will outline our approach to implementing the curriculum framework which was designed to create a more cohesive curriculum, enhance the student experience and support the development of cognitive and affective graduate attributes. The holistic approach to curriculum review adopted in order to enhance employability and address issues such as embedding globalisation, diversity and inclusivity will also be discussed. Some of the challenges faced and anticipated will also be presented. Reference: Dacre Pool, L. & Sewell, P. (2007) ‘The key to employability: developing a practical model of graduate employability’, Education and Training, 49 (4) 277-289.
Articulating an employability narrative for Modern Languages Modules, a case study

In 2012, the Higher Education Academy introduced their newly developed framework to support higher education institutions in embedding employability. This framework was designed to discuss, reflect on and evaluate how employability is integrated in those institutions, so they would achieve ‘a defined, cohesive and more comprehensive approach to employability’ (Cole, D. & Tibby, 2013 p.9). When applied in the context of academic departments, the framework may help to shed light on how employability is integrated at curriculum level. For us in the subject area of Modern Languages, this exercise also offered an opportunity to reveal the ‘hidden’ employability skills activated in the process of language learning. Thus, we moved beyond the curriculum, and sought to address a perception gap between teachers and learners. Whilst most of us shared the belief that we equip our students with a range of skills—including the highly demanded ‘softer’ transferable skills and person-centred qualities—learners would normally list only a small number of functional abilities such as CV writing and interview skills. This perception gap inspired us to engage in a critical assessment of how employability is currently embedded in our language modules. We started by identifying the most sought-after skills amongst employers and then engaged in a conversation with other members of the team to explore how these skills are integrated and developed through tasks and assessments. As a result of this exploratory exercise, the team gained awareness of how employability is embedded in Spanish for Business Modules from the first year and explored with growing complexity and scope as students’ linguistic capacity develops.

In this paper, we recount our experience, highlighting the challenges that we faced as individuals and as a team. We present our visualization of how students acquire increasingly sophisticated employability skills as they progress in their linguistic abilities. We also share concrete examples of strategies and tasks across Spanish language modules—from role-plays to negotiations—to illustrate how these skills are activated.

Finally, we discuss how we create an awareness amongst students of those ‘hidden skills’. At institutions where employability is not a stand-alone element, this type of reflective exercise can be a strategy for language teams to consider how employability is embedded in the curriculum, identify possible gaps and develop a coordinated strategy. Ultimately, the objective is to create a coherent narrative, a story that students take beyond the classroom, and are able to communicate to future employers.

Clare Pettinger  
Wendy Miller  
University of Plymouth

Poster

Engaging dietetic students in sustainability principles throughout the curriculum

Background: Prevailing global food systems are implicated in the rising burden of obesity and non-communicable diseases. Debates exist about the potential key role that dietitians can play in addressing broader ‘ecological’ food system issues, involving ethical and social understandings (Giessen Declaration, 2005). In the UK, around 70% of dietitians work within the NHS, mostly in acute care settings. Yet increasing, worldwide, population and environmental concerns, together with changes in NHS funding, imply that these employability patterns may change in the future.

Dietetic curricula reflect evidence-based practice, informed by research largely arising from biomedical disciplines. Dietetics education in the UK is guided by The Health Care Profession Council (HCPC) and British Dietetic Association (BDA), both of whom set competency frameworks and standards of education and training. In 2013, the BDA issued a policy statement on sustainable food in recognition of need for dietitians to develop skills that ‘align health and sustainability issues around food’ (BDA, 2013). A major challenge for dietetic curricula is how to represent this emerging area, within the remit of evidence-based practice.

Plymouth University PedRIO Research and Teaching Innovation (PRTI) funding was successfully gained in June 2016 to carry out a small scale scoping project aiming to explore how ‘sustainability’ is understood within the dietetic curriculum, and how ‘sustainability principles’ can be better embedded. This paper describes how students were engaged in consultations that might lead to curricular enhancements.

Methods: A Participatory student workshop with level 6 dietetic students at Plymouth University was run in October 2016 to address the aim of: ‘exploring dietetic student views and ideas on the importance of sustainability principles broadly and where they should fit within the curriculum’. This workshop consisted of four complementary strands

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Analyses are ongoing and involve generation of basic categories and themes.

Findings: The interactive workshop illustrated the breadth and depth of sustainability principles that could be incorporated into dietetic practice related to different settings and competency based dietetic programme curricula. Key findings will be discussed under the following headings:

a. Students understandings of ‘sustainable eating’

b. Perceived role of dietitians in educating about ‘sustainable eating’

c. Means of engaging with the topic of ‘sustainable eating’

d. Practical application in different workplace settings for dietitians

e. Modifying dietetic curricula to incorporate ‘sustainability principles’

Conclusion: This exploratory project shows how dietetic students perceive their potential role as advisers and educators on sustainable eating. It illustrates related concerns applicable to the wide range of settings and food issues for dietitians during their professional training (and employment). In order for the potentials to be realised, students feel that educational curricula could be modified and further aligned with issues of sustainability. There is scope here to work within the remit of the Plymouth University Student Compass, to enhance the breadth of skills gained by student dietitians, thus potentially enhancing their employment opportunities outside of the traditional settings.

References

Ashley Potter
University of Plymouth

Poster

“Who needs another picture?” BA Hons Illustration – a case study Balancing creativity, functional employability and research

The paper would highlight the complexities for a practice-based course within the parameters of academia and the pressures of maintaining and growing applications and embedding employability, whilst cultivating an ethos of exploring beyond the status quo of current industry practice.

The newly re-validated course and its curriculum have been designed to embrace these demands.
Engaging students in employability across the curriculum using simulated activities

The University of South Wales has an Academic Blueprint document for all undergraduate courses, one of the requirements of which is to embed student graduate employability within the curriculum. Within the South Wales Business School, the authors developed an interactive, simulation based module to engage students with employability skills and preparation for the graduate recruitment and selection process.

The workshop will enable participants to experience the approach taken by the authors in engaging students with reflection and self development skills for employability. The presenters will share the lessons learned from delivering the final year, undergraduate Professional Practice and Employability module, with an insight into student perceptions of employability and their engagement with practical activity-based modular design.

This workshop is not about the literature around student employability. The purpose of the workshop is to demonstrate to participants ways of engaging students with the practice and development of employability skills in simulated, collaborative and interactive, peer-assessed activities. Participants in the workshop will engage with two activities used as part of the module delivery. The purpose of engaging in these activities is to enable participants to understand the resistance that students have to what they perceived to be a ‘non-academic’ module in their final year. The presenters will share the curriculum development and the shift in focus and attitude by the students as they became more immersed in the aims of the module.

The impact of the workshop is to explore the approach of students experiencing employability through a range of professional activities – as opposed trying to teach employability. The module delivery is based on a situative pedagogy with emphasis on the transferability and ongoing development of skills for the workplace. Although the module is located within a social science discipline, it is eminently transferable to other disciplines seeking to enhance student understanding of employability.
Existence and Retention: European Perspectives

This paper will present the findings from an international project PrevDrop aimed to prevent student drop out or facilitate successful switching to vocational education. This project was funded by the EU via Erasmus Plus. The paper will outline the resources produced by the project which can help students to prepare for future employment. Drawing on the project’s international literature review, it will discuss how different strategies for retention in the partner countries of UK, Germany, Italy and Luxembourg rely on the discourse of employability. It will demonstrate how good links with the vocational sector enable German students who want to withdraw with good opportunities for employment, whilst this is not the case in other partner countries. The paper will conclude by discussing how far a focus on employability should also include those students who want to withdraw.
Connecting across curriculum areas with immersive simulations

This paper discusses the potential for the use of simulated practice across a range of disciplines within a university. It draws on the authors’ experience of implementing simulations and of setting up a community of practice within their institution where ideas could be shared by academics working in different fields. Given that an interest in simulations was shared by a number of academics who otherwise had little in common, the model of a community of practice (Wenger, 1998) proved an effective approach for sharing knowledge. Once the community of practice was in place it became apparent that a common theme running through many of the simulations was their application to vocational subjects. At the same time the institution had a set of initiatives aimed at increasing employability among graduates, and this opened an opportunity to develop simulations which set out to enhance employability.

The theme of employability proved to be a valuable link between business and management students, and those studying health-related subjects. Both groups of students regarded themselves as vocationally oriented, but in both fields academics reported that there was a perception in places of a mismatch between students’ competences and employers’ needs. Senge (2006) introduced into the management vocabulary the term ‘microworld’, referring to a simulated environment within which students could learn to deal with complex and uncertain problems.

The emergence of the VUCA (volatility, uncertainty, complexity and ambiguity) environment (Bennett and Lemoine, 2014) has made it increasingly important that practice in dealing with complex problems should be an essential component of management education, and this is something for which simulations are ideally suited. It transpired that using a simulation to recreate an uncertain environment was as useful to nursing students as it was to management students. For management students the simulation involved making decisions in role as senior staff within an engineering business.

For nursing students the simulation involved decisions that would need to be taken by a nurse on a hospital ward. With a view to promoting the use of simulations across the institution, participants in the community of practice devised an immersive role-playing activity which could be used to demonstrate the potential of simulations while at the same time prompting discussions about employability.

Within the role-playing activity participants had to act as though they were teaching a subject not covered by the institution (so as to focus their decisions on pedagogy and not on subject knowledge) and respond to the challenge of improving employability within that subject. The reflection built into the exercise has proved valuable in identifying how simulations can be incorporated into the curriculum and can offer students exposure in a safe environment to a realistic and challenging set of circumstances.

Non-Employment – the Elephant in the Room?

In 1930, the economist John Maynard Keynes wrote about technological unemployment – predicting that 100 years later, the use of automation would mean the average work week would fall to 15 hours. He had an optimistic view of the effect of technology on society and wellbeing. Contemporary comment on the effects of the rapidly increasing use of automation and robotics on the world of work and wider society is ambivalent however. ‘A new age is dawning’ says Ryan Avent in an essay entitled ‘Welcome to a world without work’ (The Observer, 9/10/16). He continues: ‘whether it is a wonderful one or a terrible one remains to be seen’.

In an essay in 2013, Carl Frey and Michael Osborne predicted 47% of jobs would be automated within 10-20 years, and similar figures have been suggested by other studies since. However, the recent government white paper Success as a knowledge economy: Teaching excellence, social mobility and student choice which views the role of HE almost entirely in economic and employment terms is silent on this topic. The words ‘technological unemployment’, ‘automation’ and ‘robotics’ do not appear at all, despite its statement Executive Summary (2016, p.7) that “we must be ready for the challenges of the future.”

Technological unemployment is here now, and the prospect of majority non-employment raises huge questions for society as the effects of automation bite further - for wealth distribution, equity, social cohesion, political stability, and meaningful lives for millions. How is Higher Education responding to these issues? How should it respond? This poster will review the literature and offer critical questions for thought and discussion.
A student perspective on extra-curricular enterprise impact

The purpose of this workshop is to analyse Plymouth University’s provision of student support in developing their entrepreneurial knowledge, skills and experience outside of the taught curriculum. Co-curricular and extra-curricular activities and opportunities that develop students’ entrepreneurial and employability skills are increasingly important in developing graduates that fulfil the needs of the highly competitive employment market. Students need to be equipped with wide-ranging entrepreneurial skills and experiences. Due to the crucial role small- and medium-sized businesses play in the health of the UK economy, providing graduates with the skills to start-up their own business or act entrepreneurially within a business is increasingly valuable.

This case study analysis will build on the existing literature in the areas of student employability and student entrepreneurship with an in-depth analysis that places the student voice in a central role. We will hear directly from current students and recent graduates that have been involved in extra-curricular and entrepreneurial opportunities available through the University, the impact that has had on their student experience, employability, and entrepreneurial skills and what this means to them.

Extra-curricular enterprise activities have been identified as beneficial in supporting in class learning and encouraging student’s enterprise knowledge, skills and experience (Edwards and Muir, 2005; Hannon, 2007; NIRAS, 2008). Recognising the value of extra-curricular enterprise activities many Higher Education Institutions (HEIs) have incorporated them into their wider extracurricular offer, in particular to focus on the practical component of enterprise education. The UK Government believes that entrepreneurial graduates are crucial to socio-economic growth, and universities are the organisations critically placed to foster this entrepreneurial activity (Abreu and Grinevich, 2013; Universities UK, 2013; BIS, 2014). Participation in extra-curricular activities is one way students can contribute to their own personal development (Atkins, 1999; Jones and Hill, 2003; Kuh, 1995). For example, the 2010 Survey of Enterprise and Entrepreneurship in Higher Education (Rae et al, 2010) reported that extra-curricular enterprise activities are an essential means of raising student awareness of enterprise and providing opportunities to develop skills and confidence in practical ways.

An overview of the Plymouth University approach will be provided, where several different departments join together to provide a journey from awareness of entrepreneurship right through to setting up and running a business. We will present data on the levels of engagement with each aspect of our entrepreneurial extra-curricular activity, barriers to engagement, and the latest survey of student and graduate start-ups in our business incubator. The session will conclude with lessons learned and the way forward.

We will be joined in this workshop by current Plymouth University students who will talk in person about their experiences.
Undergraduate employability engagement – the importance of knowing what your graduates do

Getting undergraduate students to engage with any aspect of employability is a challenge, with student mindset focused on the technical knowledge and skills of their degree subject specialism. However, having a detailed insight into graduate employment destinations and communicating it to an undergraduate audience can be an effective starting point to improve engagement.

For Plymouth Earth Science students we anecdotally know that most graduates pursue a career as an earth science professional. Insights into graduate career paths are gained from government statistics and through university alumni schemes, but this information lacks earth science focus and significantly underrepresents graduate numbers. Connections can also be maintained via personal contacts, but this too is patchy and underrepresentative.

To improve the knowledge of graduate destinations we have developed usage of the social networking application LinkedIn as a tool to establish and maintain professional connections with Plymouth Earth Science graduates, and to gather information about their employment histories. This information, which is freely accessible in the public domain, has been compiled into a database which can easily be mined to identify the main job roles taken by graduates, and the companies that employ them. All information is anonymised during the analytical process, which is focused solely on job role and employer.

Using our current database (n>700) we have compiled word clouds which enable us to graphically, and semi-quantitatively, represent the most commonly occurring job roles and employing companies for students graduating since 2007. These word clouds are potent visualisation tools which can be used in a variety of contexts. Most importantly, they can empower undergraduate students by demonstrating the success of previous graduates, as well as identifying the main roles and employers they are likely to encounter. They also provide an evidence base for academic staff to speak with authority about graduate employment prospects, and provide a powerful tool for marketing and new student recruitment. Knowledge that certain companies recruit from your university can be used to initiate, maintain and build contacts with specific employers.
The Careers & Employability service, students, academics and employers, working in partnership to maximise placements.

Work placements provide students with a range of invaluable experiences and skills, subsequently benefiting those individuals when entering the competitive graduate market. Plymouth University has long encouraged students to complete a work placement, particularly within the Technology and Engineering disciplines.

In recent years, within certain subjects, there has been a noticeable uplift in Placement numbers. Simon Taylor, who oversees the placement cycle for these subjects on behalf of the Careers & Employability Service, will be discussing the developmental key stakeholder engagement and pedagogical working practices he and the Service have been undertaking in order to help try and maximise placements numbers.

This short presentation will illustrate how to develop closer links and involvement with student societies, achieving greater transparency and shared goals with academics/Schools/Faculty, building a pre-placement curriculum offer, obtaining employer engagement and improving links with the local business community.
Do Mainland Chinese students recognise the value of international study to their future employability?

Any time an undergraduate spends studying or working in another country is recognised as beneficial to both their personal development and future employability (Shachar, 2006; Siu & Damvad, 2012). Employers value students with experiences of living, studying and / or working in another country, as they gain unique talents that have become a key determinant to the success of a global knowledge economy (Brown, 2008; Raunio & Forsander, 2009). These ‘talents’ can include language acquisition, knowledge of, and sensitivities for, other cultures, expertise in networking and the development of transferable skills (MacDonald & Arthur, 2004; Li, 2013). Consequently, in many UK universities the potential for students to engage with international study is an opportunity open to many. Equally, every year, thousands of students (currently) chose to come to the UK for their HE studies. For example, in 2014/15, UK domiciled students accounted for 81% of all enrolments, 5% were drawn from other EU countries with the remaining 14% came from outside the EU (HESA, 2016). Of these students 29% originated in China (HESA, 2016).

The high proportion of Chinese students reflects the longstanding perception that overseas educational experiences offer an advantage in the Chinese labour market (Li, 2013). A third of the employers perceive a graduate with overseas experience as more employable; traditionally they are seen as well-rounded in terms of skills and experience they possess and personal development they have undergone (Campbell, 2010; Brooks, et al., 2012).

However, there are growing concerns documented in Chinese media (e.g. China News, 2012; Enorth News, 2012) regarding the ‘dire’ situation of Chinese graduates returning from international study and the apparent loss of their previously valued competitive advantage. Some employers have revised their expectations of the value of the overseas qualifications due to international graduates not possessing the knowledge and skills required by the Chinese labour market (China News, 2012). It is against this backdrop this research was framed. Given the significance of the Mainland Chinese student population to UK HE, and rhetoric surrounding graduate employability in contemporary HE, we were interested in examining how UK universities supported international students. Researchers (Huang, 2013; Li, 2013; Huang et al., 2014) have cited the limited attention currently been paid to the employability of international students; however, given the relative significance of Chinese international students there appears to be a considerable gap in the support offered to this group. Drawing on data collected from the students at all levels of study from twenty-five UK universities we consider their motivations to study abroad and evaluate their perceptions of claimed benefits of international education. We also explore their engagement with different initiatives implemented to support students’ development of employability skills. Given the UK-centric nature of the majority of this provision, we provide insights into an overlooked aspect of student employability. We conclude by identifying areas for future work in this area, particularly with respect to how universities can better support international students.
The added value of fieldwork in Africa for developing employability and professional roles

Fieldwork provides students with a different and on occasion complex learning environment (Saunders 2011), supporting the delivery of a dynamic curriculum and enhancing both the student experience and employability. Student participation within fieldwork also generates new opportunities for them to develop their learning and new skills as well as building their capacity to reflect upon their experiences.

This paper will outline an approach to group-based fieldwork learning and assessment for MSc students studying health promotion in a module delivered in The Gambia, Zambia and Ghana by a UK-based course team. Drawing upon student reflections which form part of the module assessment as well as focus group data from students gathered post-module, this paper presents the key areas of learning that students garnered from their fieldwork experiences. Students’ perspectives illustrate that engaging in fieldwork provides them with a wealth of learning in terms of skill development, teamwork and conceptual understanding.

In the fieldwork experience students are confronted with both difference and complexity and offered an environment in which to assess and apply abstract concepts to the real world (Saunders 2011) such as empowerment, participation and social capital. During the fieldwork model described, collaborative group work based learning is facilitated (Robertson et al 2011) to manage the experience and the assessment whilst fostering team related skills for future employment.

Furthermore, students have to learn how to resolve practical issues, negotiate power imbalances, manage time and understand communities which all feed into the added value that arises from their fieldwork experience. This fieldwork model encourages the application of learning through the collaborative practice of health promotion (Kapelus et al 2009), and the formal reflective assessment process is designed to create a positive learning environment for the students as well as an opportunity for them to process, analyse and review their experience (Beltran et al 2007). This learning is important for the students’ future in relation to real life health promotion roles. The paper makes a case for the use of fieldwork as part of pedagogical strategy to develop both skills and employability for the health promotion practitioners of the future.

References
Navigating employability using the Plymouth Compass

In the last decade, many UK and international universities have developed sets of graduate attributes that describe the skills, personal attributes, and values that characterise the core achievement of their graduates during their entire university experience and which contribute to graduate employability.

The Plymouth Compass is a framework of ‘future-facing’ attributes. It is intended as a navigational tool to help students and staff in partnership to define, recognise and develop the attributes that characterise the Plymouth University graduate. The framework presents a common language for those skills, competences, and attributes needed to shape our students’ and society’s future during their lifetimes, which can be communicated beyond the university. However, Holmes (2013), guards against viewing employability in purely possessive terms (in which students gather skills) and instead encourages a more process oriented approach in which students develop a graduate identity in relation to their own employability.

This session will explore these concepts and consider how the Plymouth Compass can be used to develop employability more effectively beyond a possessive framework.
FORTHCOMING EVENTS

Employability Forums:

22 February: Supporting the personal development of female undergraduates:
CES. Rolle 117 Helen Smith and Pippa Waller

29 March: A student perspective on extra-curricular enterprise impact:
Futures Rolle 115 Sarah Stevenson

26 April: Alumni engagement in the curriculum;
Alumni Office Rolle 115