

**University of Westminster
Learning and Teaching Symposium 2018**



**EMBEDDING EMPLOYABILITY IN THE CURRICULUM:
Don't we already do that?**



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CENTRE FOR TEACHING INNOVATION
DEPARTMENT OF PROPERTY & CONSTRUCTION



Universities must produce graduates who are ready for any workplace

Graduates shouldn't be pigeonholed by their degree subject, but should be able to walk confidently into a number of careers



Graduates unprepared for employment

Many graduates are not prepared for the working world according to employers

Jess Denham | @jess_denham | Friday 13 September 2013 14:25 | 0 comments



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Education

A third of employers are unhappy with graduates' attitude to work



9





Our universities generate the know-how and skills that fuel our growth and provide the basis for our nation's intellectual and cultural success.

Success as a Knowledge Economy:

Teaching Excellence, Social Mobility and Student Choice



May 2016





John Stuart Mill 1806-1873

The object of universities is
*“not to make skilful lawyers,
or physicians, or engineers,
but capable and cultivated
human beings”*



“....universities are coming to be reshaped as centres of applied expertise and vocational training that are subordinate to a society’s economic strategy...”



Who are the spongers now?

STEFAN COLLINI,
2016



What if we asked our students?





Liam Burns
(Former NUS President)

“We have really hard evidence to show that students are fairly clear about why they want to go to university – and for the vast majority, it is about getting a better job and having a successful career.”

TEF

Teaching Excellence
Framework



To be replaced by.....

TEaSOF

Teaching Excellence and
Student Outcomes
Framework

CORE METRICS:

- Teaching on my course
- Assessment and feedback
- Academic support
- Continuation
- Employment or further study



UNIVERSITY OF WESTMINSTER STRATEGY



MISSION
 ...we develop distinctive graduates with the knowledge, creativity and skills to achieve their personal and professional ambitions and make a difference to the world

Create an outstanding student experience that enhances employability

Graduate employability

UNIVERSITY OF WESTMINSTER

Learning and Teaching Strategy



EMPLOYABILITY-FOCUSED CURRICULUM

We will offer a distinctive, challenging and inspiring curriculum designed to develop the capabilities our graduates need to be highly employable, effective practitioners with a global perspective in a constantly evolving professional world.



We will foster learning communities in which students, staff and other stakeholders work collaboratively as partners in the construction of knowledge and understanding and in the development of the curriculum.



RESEARCH, INQUIRY AND PRACTICE

We will maintain learning, teaching and assessment practices that enable students to experience learning through research and inquiry, and through engagement with disciplinary and professional practices.



INCLUSIVITY AND FLEXIBILITY

We will promote an inclusive curriculum that caters for the requirements and expectations of our diverse learning communities



TEACHING AND SUPPORTING LEARNING

We will ensure that those involved in teaching and supporting learning are appropriately qualified, supported and rewarded, and that our learning and teaching practices are informed by scholarship and reflection.



TECHNOLOGY AND INFRASTRUCTURE

We will integrate technologies into our learning environment to enhance learning and teaching, and we will develop an infrastructure that supports active participation in learning opportunities.

Employability means different things to different people



A close-up photograph of a man in a grey suit and purple tie shaking hands with a woman in a white shirt. They are seated at a table with several notebooks and a pen. The background is softly blurred, showing what appears to be a meeting room or office setting. The text "Students often just want to know what they have to do to get a job" is overlaid in yellow on the right side of the image.

Students often just want to know
what they have to do to get a job



Employers often just want assurances that graduates can do the job they have been recruited for



What about academic staff?

Practice placements:

- Short term
 - Semester-long
 - Year-long
- Outward mobility
- Studying or working abroad

PLACEMENTS

Build skills and competencies

POTENTIAL.LY

- Employers
- Employer organisations
- Professional bodies
- Cultural organisations

EXTERNAL ENGAGEMENT

Careers hub
Search for opportunities and events

ENGAGE

Westminster Business Consultants

Creative Enterprise Centre

STUDENT ENTERPRISE

Westminster Working Cultures

Talent Bank

CAREER DEVELOPMENT CENTRE

- Careers support
- Advice
- Interview guidance
- Mentoring
- Employer liaison

EXTRA-CURRICULAR

- SU Activities
- Sports
- Volunteering

CO-CURRICULAR

- Subject-based student societies
- Westminster Skills Award
- HEAR
- Electives

EMPLOYABILITY



EMBEDDED IN THE CORE CURRICULUM



Understanding employability

Developing “skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations”

Ensuring that employers, communities and the economy benefit from the capabilities offered by our graduates

“a lifelong process”

“..not just about getting a job”

“applies to all students, whatever their course”

“...the emphasis is less on ‘employ’ and more on ‘ability





OK, but
what does
that mean
in practice?

Discipline-specific knowledge, understanding and skills

- Contextualising theoretical knowledge within a practice-related domain
- Straightforward for subject areas which align with professional fields



Most of our subject areas align closely with professional fields:

Accounting, Finance and Economics

Architecture and Interiors

Art and Design

Biomedical Sciences

Biosciences

Business and Management

Business Information Systems

Complementary Medicine

Computer and Network Engineering

Computer Science and Software Engineering

Criminology

Electronic Engineering

English

Fashion

History

Human Resource Management

Journalism and Mass Communication

Journalism Digital Media & PR

Languages

Law

Linguistics

Marketing

Music

Nutrition

Photography

Planning, Housing and Urban Design

Politics and International Relations

Property and Construction

Psychology

Sociology

Television, Film and Moving Image

Tourism and Events

Transport and Logistics

Visual Culture

adaptability

flexibility

attention to detail

imagination

time management

independent working

creativity

good oral communication

autonomy

ability to manage others

GENERIC SKILLS

willingness to learn

enterprise

assumption of responsibility

digital capabilities

communication in writing

entrepreneurship

working in a team

making decisions

ability to work under pressure

numeracy

planning, coordinating and organising

Social learning



- Collaboration
- Team work
- Shifts focus from content to learning activities and human interactions

Developing digital capabilities

Using technology to improve
collaboration and communication



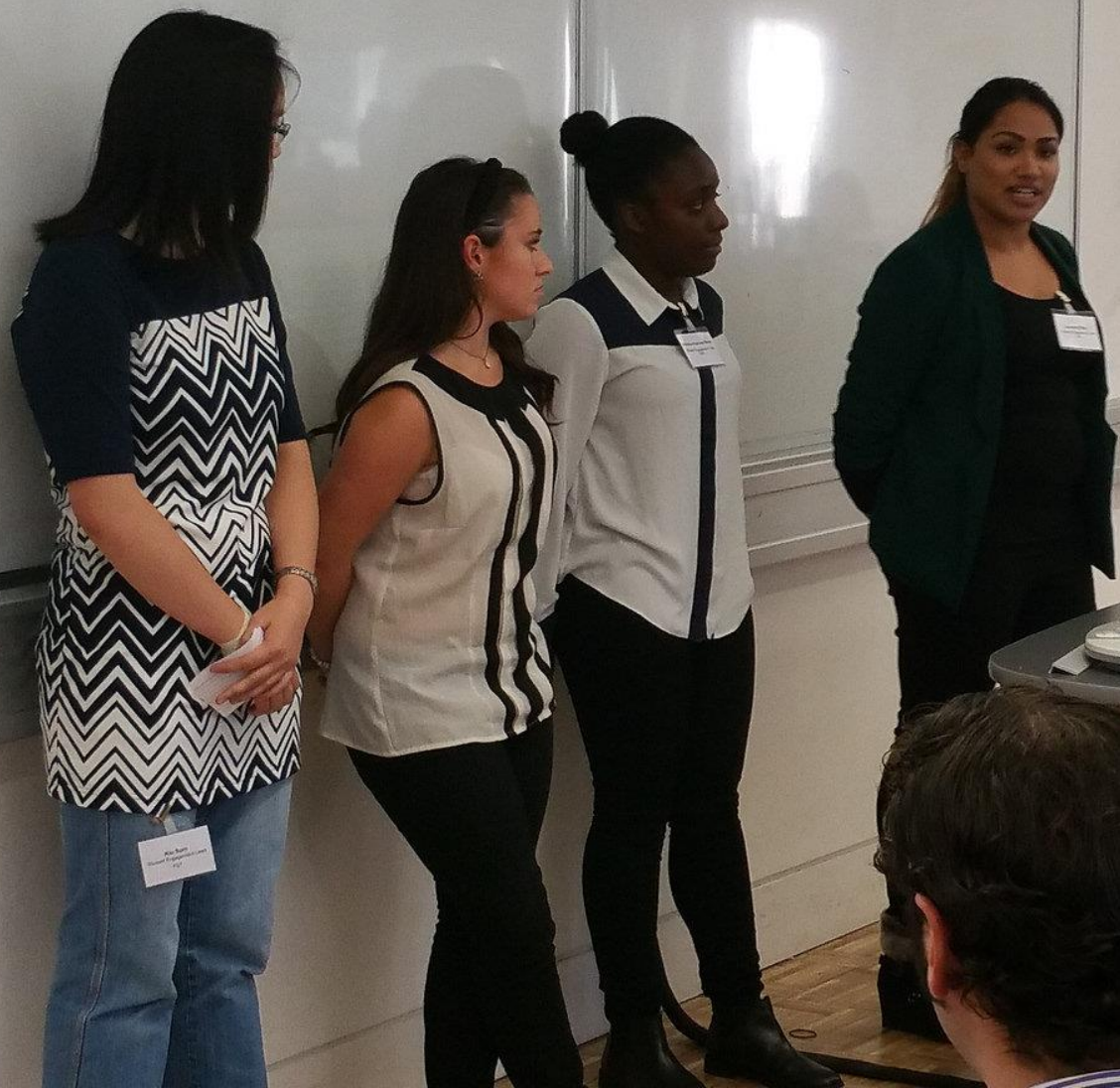


Field trips, visits etc.

Guest speakers



Student presentations



UNIVERSITY OF
SHEFFIELD
MIDWINTER

What skills can you learn?

- Effective Communication Skills
- Self-Esteem
- Team Work Skills
- Leadership Skills
- Time Management
- Research Skills
- People Skills
- Strengthening interpersonal skills





Practical experience





Advice:
- Planning for time
- Keeping up on readings
- Breaks are not too main reason
- No late min work!
- Active Sleep/food
- Attend all lessons

Role play Simulations

Producing artefacts, creating objects





Performing



Broadcasting House

Egton Wing

All Souls' Church

Hotel

Henry Wood House

Henry Wood House

GREAT PORTLAND STREET

University of Westminster

LITTLE TITCHFIELD STREET

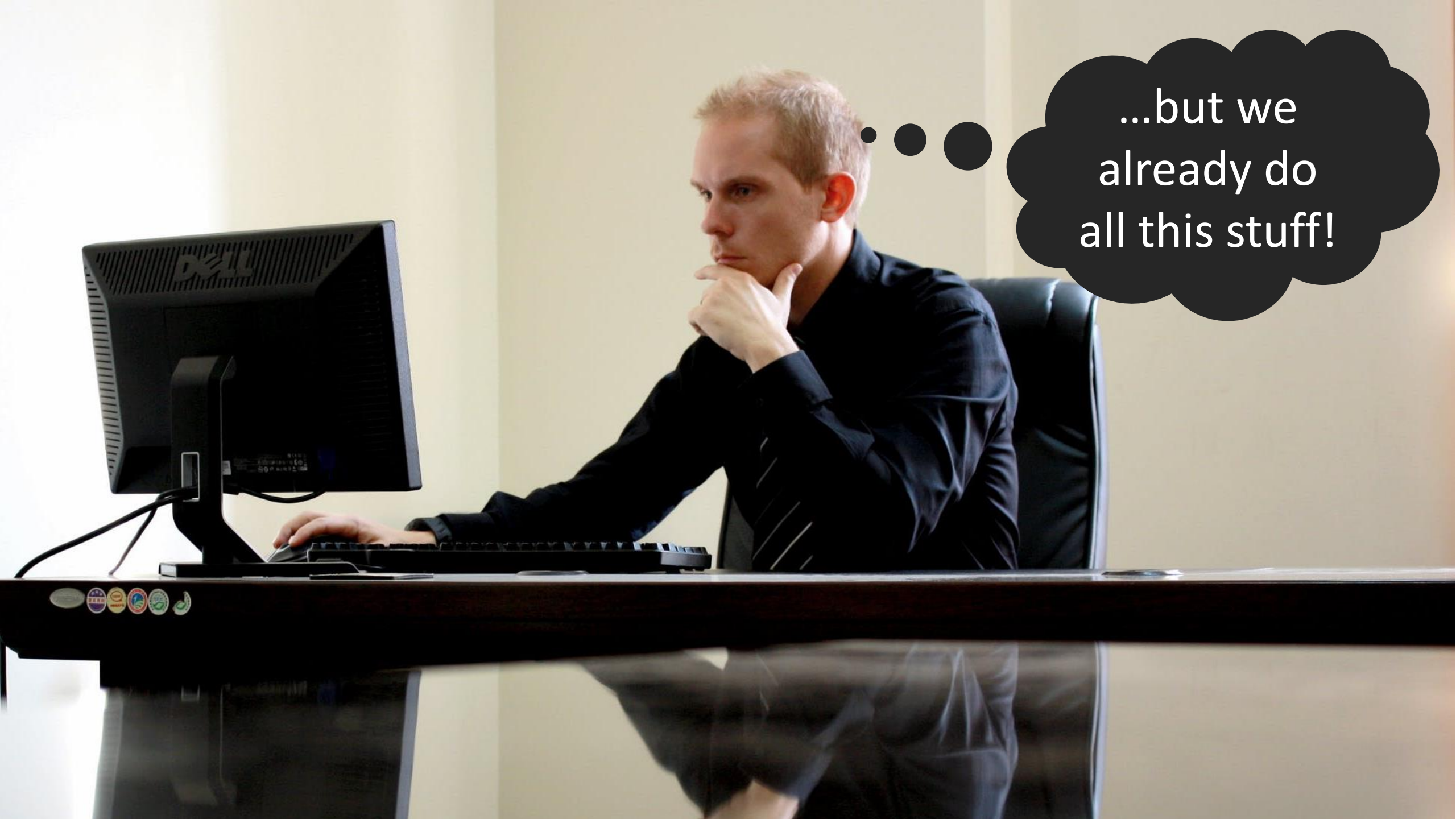
Langham

MORTIMER STREET

Projects based on real-world scenarios



Live projects



...but we
already do
all this stuff!

Yes, but...

Do our students realise?





Making the tacit explicit

- Ensuring that students recognise the wider purpose of each activity
- Students should be able to articulate their skills development.

Personal development planning

Reflection and evaluation





CURRICULUM DESIGN

Constructive alignment



Determine module learning outcomes

Devise assessment to provide opportunities for students to demonstrate learning outcomes

Design learning activities to support students

Learning outcomes

The **skills and knowledge**

which it is intended that

students should be able to

demonstrate by the time the
assessment processes for the
course have been completed.



Graduate Attributes should be explicit in learning outcomes, at both course and module level

Critical and creative thinkers

Literate and effective communicator

Entrepreneurial

Global in outlook and community engaged

Socially, environmentally and ethically aware

**LEARNING
OUTCOMES**



LEARNING
OUTCOMES



Assessment



Learning Activities



CONSTRUCTIVE ALIGNMENT



ASSESSMENT

- A powerful motivator
- Use authentic assessments

Assessment requiring students to use the same competencies, knowledge, skills and attitudes that they need to apply in professional life. (Gulikers, Bastiaens, and Kirschner, 2004)

Assessment FOR learning, rather than just assessment OF learning





DESIGN LEARNING ACTIVITIES THAT SUPPORT STUDENTS IN ACHIEVING THE REQUIREMENTS OF THE ASSESSMENT

Pedagogy for employability



Authors: Ann Pegg, Jeff Waldo, Sonia Hendy-Isaac, Ruth Lawton



“Constructivist (i.e. active or experiential) approaches to learning and teaching develop employability because they encourage exploration, provide feedback and develop reflection, motivation and engagement.”

**LEARNING
THROUGH
RESEARCH
AND
INQUIRY**





Developing undergraduate research and inquiry

Mick Healey and Alan Jenkins

June 2009

“...undergraduate students in all higher education institutions should experience learning through and about research and inquiry.”

A research and inquiry model

Students are participants

STUDENT LED

What is the existing answer to my question?

How can I answer my question?

EXPLORING AND ACQUIRING EXISTING KNOWLEDGE

PARTICIPATING IN BUILDING KNOWLEDGE

Emphasis on content

Emphasis on research and inquiry

What is the existing answer to this question?

How can I answer this question?

STAFF LED

Students are an audience

(Based on Healey & Jenkins, 2009)

A research and inquiry model

Students are participants

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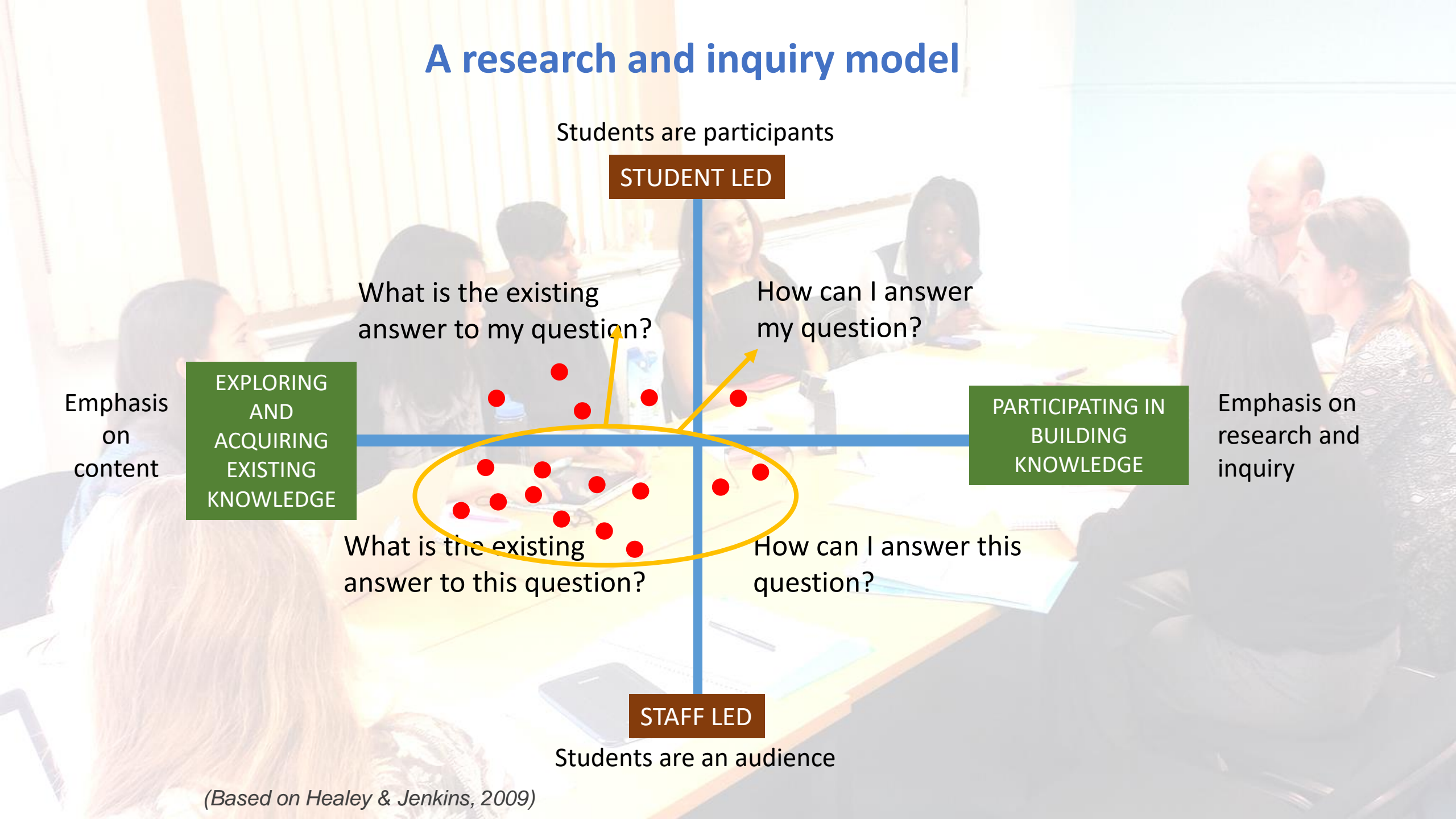
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So... do we embed employability in the curriculum?

Of course we do, but we could do it more effectively



A photograph of graduates in black gowns and stoles celebrating, with many throwing their black mortarboard caps into the air. The scene is outdoors, with a large building and a clock tower visible in the background under a cloudy sky.

Make the tacit explicit

Focus on curriculum design

Constructive alignment

Authentic assessment

Learning through research and inquiry