What we will cover today...

- **Setting the Scene**
  - Defining employability
  - Employability skills and the labour market
- **Employability at UofG**
  - Internal drivers
  - Graduate attributes
- **Models of best practice**
  - Graduate attributes roadmap
  - Case studies
How are you currently embedding employability?

What are the challenges for staff in doing this?

What are the challenges for your students in developing skills and employability?

Go to www.menti.com use the code 20960829

https://www.menti.com/mpma4qsis8
“a set of achievements — skills, understandings and personal attributes — that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Yorke, 2004) [my emphasis]

BUT ALSO

Employability as management philosophy, recognised that employment and market performance stem from the initiative, creativity and competencies of all employees

Requires an environment that provides opportunities for personal and professional growth, and a focus on supporting talented, growing people with a commitment to continuous learning and development (particularly in a context of constant change and uncertainty) (Goshal, 1997) [my emphasis]
1. Setting the scene: Defining employability

- Specialist, technical and transferable skills (GRADUATE ATTRIBUTES)
- Knowledge and application
- Behaviours, qualities and values
- Enterprise and Entrepreneurship
- Career guidance and management
- Self, social and cultural awareness
- Confidence, resilience and adaptability
- Reflection and articulation
- Experience and networks

Adapted from HEA Framework - embedding employability
1. Setting the scene: Employability skills and the labour market

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1. Setting the scene: Employability skills and the labour market

<table>
<thead>
<tr>
<th>Self management</th>
<th>Social intelligence</th>
<th>Innovation</th>
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</thead>
<tbody>
<tr>
<td>Focussing</td>
<td>Communicating</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Integrity</td>
<td>Feeling</td>
<td>Creativity</td>
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<tr>
<td>Adapting</td>
<td>Collaborating</td>
<td>Sense making</td>
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<td>Initiative</td>
<td>Leading</td>
<td>Critical thinking</td>
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2. Employability at UofG: Internal drivers

University Strategy 2025

• “Solution focused, Impact oriented”; “To truly change the world, we need to engage with its most pressing challenges […] to create real-world impact for industry, employers, governments […] while also preparing our students to make a positive difference.”

UofG Learning and Teaching strategy, 2021-25

• “Three core strategy pillars […] (3) professional and skills developments for students.”

  “[…] connecting to real world challenges as we transform the curriculum.”

  “[…] embed work-related, professionally recognised learning opportunities for students.”

PSR, Reflective analysis report

1. What opportunities are available for integrating professional skills, employability and work-based learning within the curriculum?

2. Is there any focus on career development? Does the School have a good sense of graduate destination and retain contact with alumni to engage students with progression after study?
Our vision: “to help develop independent, skilled and highly valued graduates who have the confidence to make positive change in society.”

**Principles to support CoSS Learning and Teaching Strategy**

Our students’ learning is **centred around Social Responsibility**, enabling students to address injustices. Our teaching is based on Principles that are enacted distinctly across Schools:

- **Experiential**, where students work on tasks in ways that enable them to become independent learners as they develop key attributes.

- **Interdisciplinary**, enabling students to apply critical thinking across different perspectives and develop interdisciplinary and intersectoral competencies.

- **Focused on diversity**, supporting students to operate effectively with diverse groups of people.

- **Centred around Assessment Feedback** as a key learning support.

- **Within a stimulating physical and digital environment**, using advanced learning design and pedagogy.

<table>
<thead>
<tr>
<th>From Learning about the world</th>
<th>To Working to make a positive change</th>
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<tbody>
<tr>
<td>Students choose subjects to study.</td>
<td>Students become independent learners, reflecting on practice (e.g., engagement with feedback) and on the self (e.g., the person they want to be &amp; work they want to do).</td>
</tr>
<tr>
<td>Being a “&lt;add discipline&gt;”</td>
<td>Becoming a “World Changer” as students develop key attributes. For example, ability to interact with others in diverse contexts during the learning experience (e.g., staff, students, outsiders agencies), and including assessment and feedback.</td>
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<tr>
<td>Learning about ‘difference’</td>
<td>Developing competencies of inclusivity (including intercultural competencies). Extra-disciplinary awareness and abilities (interdisciplinarity, transferable skills, presentation, critical thinking, and understanding/experience the demands of work).</td>
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<tr>
<td>Considering feedback part of assessment grading.</td>
<td>Using feedback to learn.</td>
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<td>Lectures &amp; tutorials supplemented by online materials.</td>
<td>Engaging in experiential, blended learning activities, drawing on state-of-the-art tools, guided by AI and analytics.</td>
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CoSS Learning & Teaching Framework: Action Areas

2. Employability at UofG: Internal drivers

- Choosing Study (Advisory & Wellbeing)
- Developing Attributes (e.g. Employability, Intercultural Competences)
- Transforming Assessment & Feedback
- Making Good Teaching Visible Learning Design & Environments
- Developing L&T Leaders
- Being inclusive (incl. Internationalisation, LGBTQ+, etc.)

Develop independent, skilled & highly valued graduates with confidence to make positive change in society.
### 2. Employability at UofG: Graduate Attributes

**What are they?**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Academic Dimension</th>
<th>Personal Dimension</th>
<th>Transferable Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specialists</td>
<td>Understand and respect the values, principles, methods and limitations of their discipline(s).</td>
<td>Possess a breadth and depth of knowledge within their disciplinary area(s).</td>
<td>Possess discipline-relevant professional skills, knowledge and competencies.</td>
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<tr>
<td>Investigative</td>
<td>Are intellectually curious and engage in the pursuit of new knowledge and understanding.</td>
<td>Are able to locate, analyse and synthesise information from a variety of sources and media.</td>
<td>Are able to investigate problems and provide effective solutions.</td>
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<tr>
<td>Independent and Critical Thinkers</td>
<td>Identify, define and assess complex issues and ideas in a researchable form.</td>
<td>Exercise critical judgement in evaluating sources of information and constructing meaning.</td>
<td>Apply creative, imaginative and innovative thinking and ideas to problem solving.</td>
</tr>
<tr>
<td>Resourceful and Responsible</td>
<td>Are experienced in self-directed learning and authentic research-led enquiry.</td>
<td>Are motivated, conscientious and self-sufficient individuals capable of substantial independent work.</td>
<td>Manage their personal performance to meet expectations and demonstrate drive, determination, and accountability.</td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>Articulate complex ideas with respect to the needs and abilities of diverse audiences.</td>
<td>Present their ideas clearly and concisely in high quality written and spoken English.</td>
<td>Communicate clearly and confidently, and listen and negotiate effectively with others.</td>
</tr>
<tr>
<td>Confident</td>
<td>Defend their ideas in dialogue with peers and challenge disciplinary assumptions.</td>
<td>Possess excellent interpersonal and social skills fostered within an internationalised community.</td>
<td>Demonstrate enthusiasm, leadership and the ability to positively influence others.</td>
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<tr>
<td>Adaptable</td>
<td>Experience multi-disciplinary and/or inter-disciplinary learning in an internationally renowned institution.</td>
<td>Respond flexibly and adapt their skills and knowledge to excel in unfamiliar situations.</td>
<td>Demonstrate resilience, perseverance and positivity in multi-tasking, dealing with change and meeting new challenges.</td>
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<tr>
<td>Experienced Collaborators</td>
<td>Engage with the scholarly community and respect others’ views and perspectives.</td>
<td>Are experienced in working in groups and teams of varying sizes and in a variety of roles.</td>
<td>Conduct themselves professionally and contribute positively when working in a team.</td>
</tr>
<tr>
<td>Ethically and Socially Aware</td>
<td>Consider and act upon the ethical, social and global responsibilities of their actions.</td>
<td>Welcome exposure to the richness of multi-cultural and international experiences, opportunities and ways of thinking.</td>
<td>Have a practical and contemporary knowledge of relevant professional, ethical and legal frameworks.</td>
</tr>
<tr>
<td>Reflective Learners</td>
<td>Use feedback productively to reflect on their work, achievements and self-identity.</td>
<td>Set aspirational goals for continuing personal, professional and career development.</td>
<td>Identify and articulate their skills, knowledge and understanding confidently and in a variety of contexts.</td>
</tr>
</tbody>
</table>
• What are they?

• What are they for?
  • Lens through which students guided to view their student experience to:
    • Ensure they pursue a wholistic journey of personal and professional development
    • Provide a framework to reflect on, plan and communicate their skills development (Academic, extra-curricular, work-related)

• History and development
  • Academics, students, employers

• Why are they important?
  • Reclaim skills agenda for HE
• How do we integrate them into our teaching?
  • ILOs; Active learning – doing and reflecting; T-skills focus; Critical self-reflection
  • Raising general awareness through reflection; Development of employability; Subject-specific work-related learning skills

https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/
• How do we integrate them into our teaching?

• ILOs; Active learning – doing and reflecting; T-skills focus; Critical self-reflection

• Raising general awareness through reflection;
Development of employability;
Subject-specific work-related learning skills

Raising general awareness through reflection

⇒ Succeeding in Second Year by Dr Maxine Swinyard

Second year STEM students reflect on their graduate attributes and their goals for the year ahead.

⇒ Graduate Attributes Reflections by Dr Heather Cleland-Woods

We asked our level 2 psychology students to reflect on their graduate attributes in class.

⇒ Reflective Class Exercises by Dr Matthew Garr

By using reflective tasks we encouraged Arts students to think about graduate attribute development.

Development of employability skills

⇒ Planning for the Profession by Dr Dicken Gopsey

Helping students to develop self-awareness, start to understand the opportunities that are available to them and how to research these, how to make career decisions and how to promote themselves and network effectively.

⇒ Employability Accelerator Programme by Stephen Shilton

Identifying skills, including GAs, and learning how to articulate evidence in written applications and at interviews.

⇒ Student-Peer Mock Interviewing by Dr Archie Roy

This intervention sought to enable Psychology students to communicate evidence of their

Subject-specific work-related learning

⇒ Co-assessment of Oral Presentations by Dr Susan Deely

Students give a presentation reflecting on their employability skills developed while on a service-learning course.

⇒ European Human Rights Project by Prof Jim Murdoch

Self-taught, group-based and peer-assessed course with focus on specific graduate attributes.

⇒ Writing and Presenting Mathematics by Dr Christian Voigt

This course introduces students to the typesetting software LaTeX and the programme Mathematics, which in turn prepares them for final year projects and future work.

3. Models of best practice: Graduate Attributes Roadmap
Develop graduate skills for diverse careers

**Reflective goal setting activities**

- **Research** their career options
- **Reflect** on skills
- **Relevant** SMART goals for career aspirations
  - Embed within large or small group teaching
  - Adapt materials to own teaching context/ HEI GAs framework.
Integrating Graduate Attributes reflection into teaching

Pre-class reflection:

- Reflect on your GAs so far
- Which skills & GAs *would you like* to develop?

Setting goals

- Develop your *own* SMART goal

GAs & SMART goal reflection

- Summative assessment
Graduate Attributes Reflection

Examples

• Skills in collaboration for clinical psychologist
• Reflective learner for mental health practitioner
• Study skills for post graduate researcher
• Active listening for counselling
Volunteer & Work Reflection

Students’ experiences of paid or voluntary work

**Reflective framework**
Analyse the experience and demonstrate learning

- **Focus** on crucial events
- **Future** skills development
- **Flexibility** in context
Integrating volunteer/work reflection into teaching

Pre-class self reflection

What – So what – Now what?

Volunteering

Benefits

Guest speaker

Reflective practice

Critical incident

Reflective writing

Volunteer/work reflection

Summative assessment

3. Models of best practice: Case studies
Volunteer & work reflection

Examples

- Support worker analysing how they dealt with violent/suicidal behaviour
- Intern conducting research dealing with issues of ethics and consent
- Volunteer at NGO developing social awareness and communication skills.
- Volunteer e-counsellor reflects on peer mentoring experience.
Flexible delivery

Face to Face
• Introductory session
• Activity pre-class
• 2 hour session-lecture/guest speakers & class interaction
• Support materials on Moodle
• Q and A forum
• Office hours

Online
• Introductory video
• Activity pre class
• Pre-recorded segments of lecture content
• Timetabled watch party & guest speakers. Break out rooms to facilitate discussion.
• Formative activity & feedback
• Discussion on Teams
• Online office hours

3. Models of best practice: Case studies
Graduate Attributes Roadmap: Case studies

• Are you raising awareness of GAs, developing employability skills, or embedding work related learning?
• Contribute a case study to the GAs roadmap https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/
• Go to Submit a case study
• Questions? Contact maxine.swingler@glasgow.ac.uk
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