

EMBEDDING EMPLOYABILITY IN THE CURRICULUM

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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



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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?



University
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1. Setting the scene: Defining employability

“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]

College Employability Programme,
Social Sciences

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

4IR



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

COVID



University
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UTURE

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

Self management

Focussing

Integrity

Adapting

Initiative

Social intelligence

Communicating

Feeling

Collaborating

Leading

Innovation

Curiosity

Creativity

Sense making

Critical thinking



**WORLD
CHANGERS
TOGETHER**

**WORLD
CHANGING
GLASGOW
2025**

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.

From
Learning about the
world

To
Working to make a positive change

Students choose
subjects to study.

Students become independent learners, reflecting on practice (eg engagement with feedback) and on the self (eg the person they want to be & work they want to do).

Being a "<add
discipline>"

Becoming a "World changer" as students develop key attributes. For example, ability to interact with others in diverse contexts during the learning experience (eg staff, students, outside agencies), and including assessment and feedback.

Learning about
'difference'.

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).

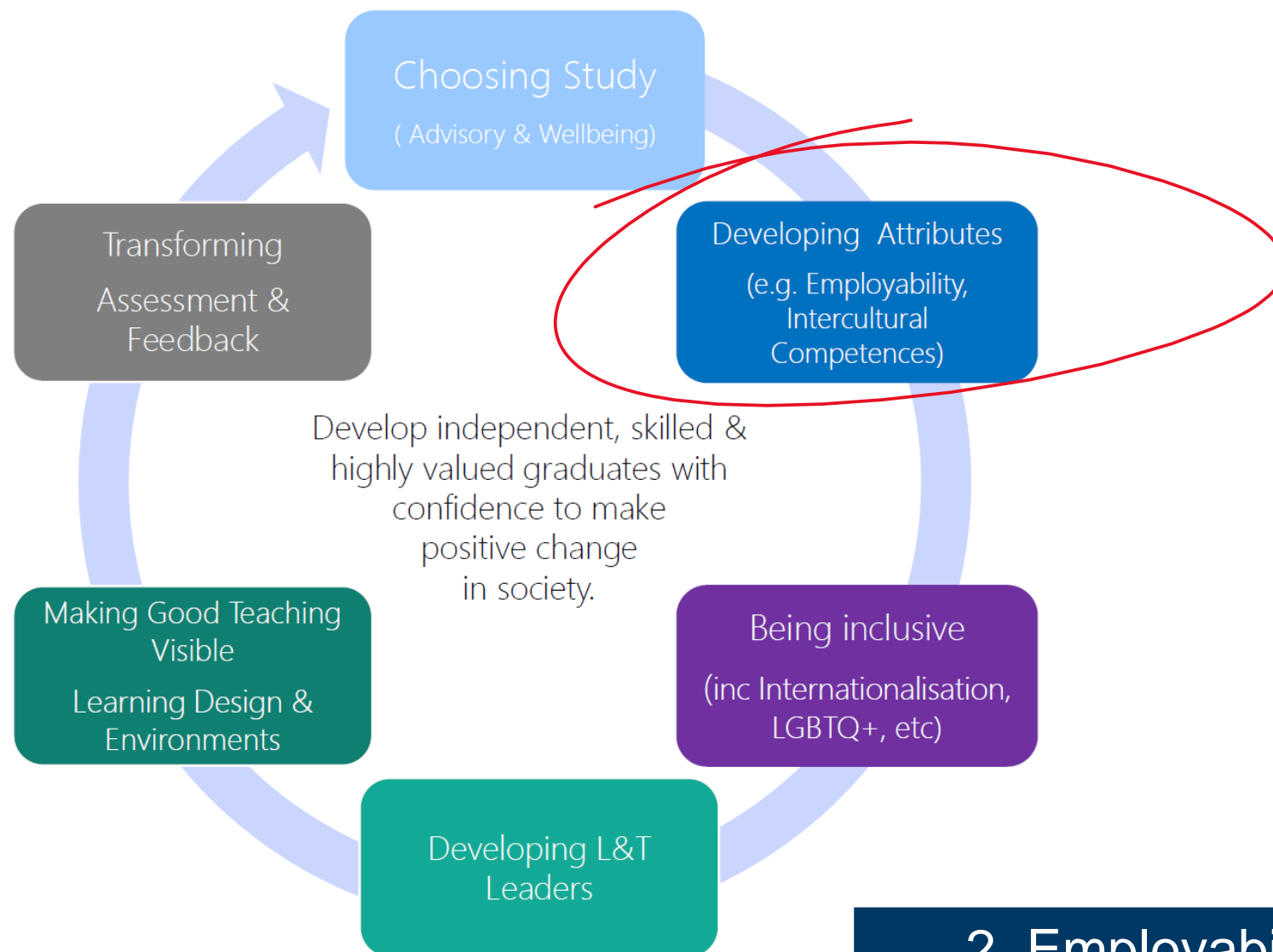
Considering feedback
part of assessment
grading.

Using feedback to learn.

Lectures & tutorials
supplemented by
online materials.

Engaging in experiential, blended learning activities, drawing on state-of-the-art tools, guided by AI and analytics.

CoSS Learning & Teaching Framework: Action Areas



2. Employability at UofG:
Internal drivers



- What are they?

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

- 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
 - ‘Thinking Strategically about Employability and Graduate Attributes: Universities and Enhancing Learning for Beyond Universities’, Gunn, V.; Bell, S. & Kafmann, K. (2010)
 - Academics, students, employers
- Why are they important?
 - Reclaim skills agenda for HE

2. Employability at UofG: Graduate Attributes

Subject Specialists
Investigative
Independent and Critical Thinkers
Resourceful and Responsible
Effective Communicators
Confident
Adaptable
Experienced Collaborators
Ethically and Socially Aware
Reflective Learners

- 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

GRADUATE ATTRIBUTES ROADMAP

HOW TO USE THESE CASE STUDIES

The case studies below showcase good practice in embedding GAs in the curriculum. They are divided into three categories:

- Raising general awareness through reflection
- Developing employability skills
- Subject-specific work-related learning

→ **Submit a case study**

For more information, contact [Dr Maxine Swingler](#).

<https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/>



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CASE STUDIES



Raising general awareness through reflection

→ **Succeeding in Second Year**
by Dr Maxine Swingler

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

→ **Graduate Attributes Reflections**
by Dr Heather Cieland-Woods

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

→ **Reflective Class Exercises**
by Dr Matthew Barr

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



Development of employability skills

→ **Planning for the Profession**
by Dr Dickon Copsey

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 Deeley

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 Mathematica, which in turn prepares them for final year projects and future work.

Develop graduate skills for diverse careers

Reflective goal setting activities

Research their career options

Reflect on skills

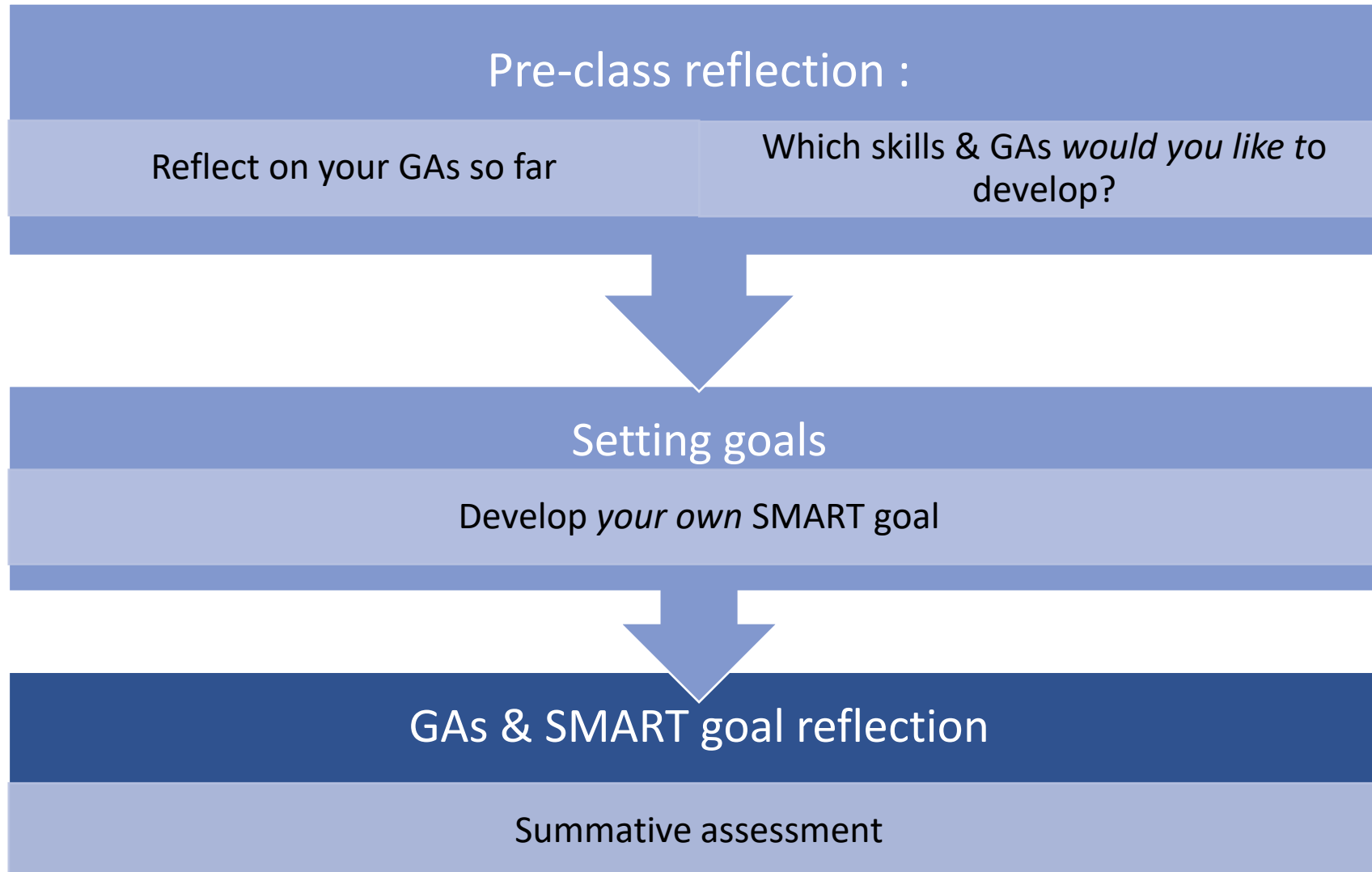
Relevant SMART goals for career aspirations

- Embed within large or small group teaching
- Adapt materials to own teaching context/ HEI GAs framework.





Integrating Graduate Attributes reflection into teaching



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

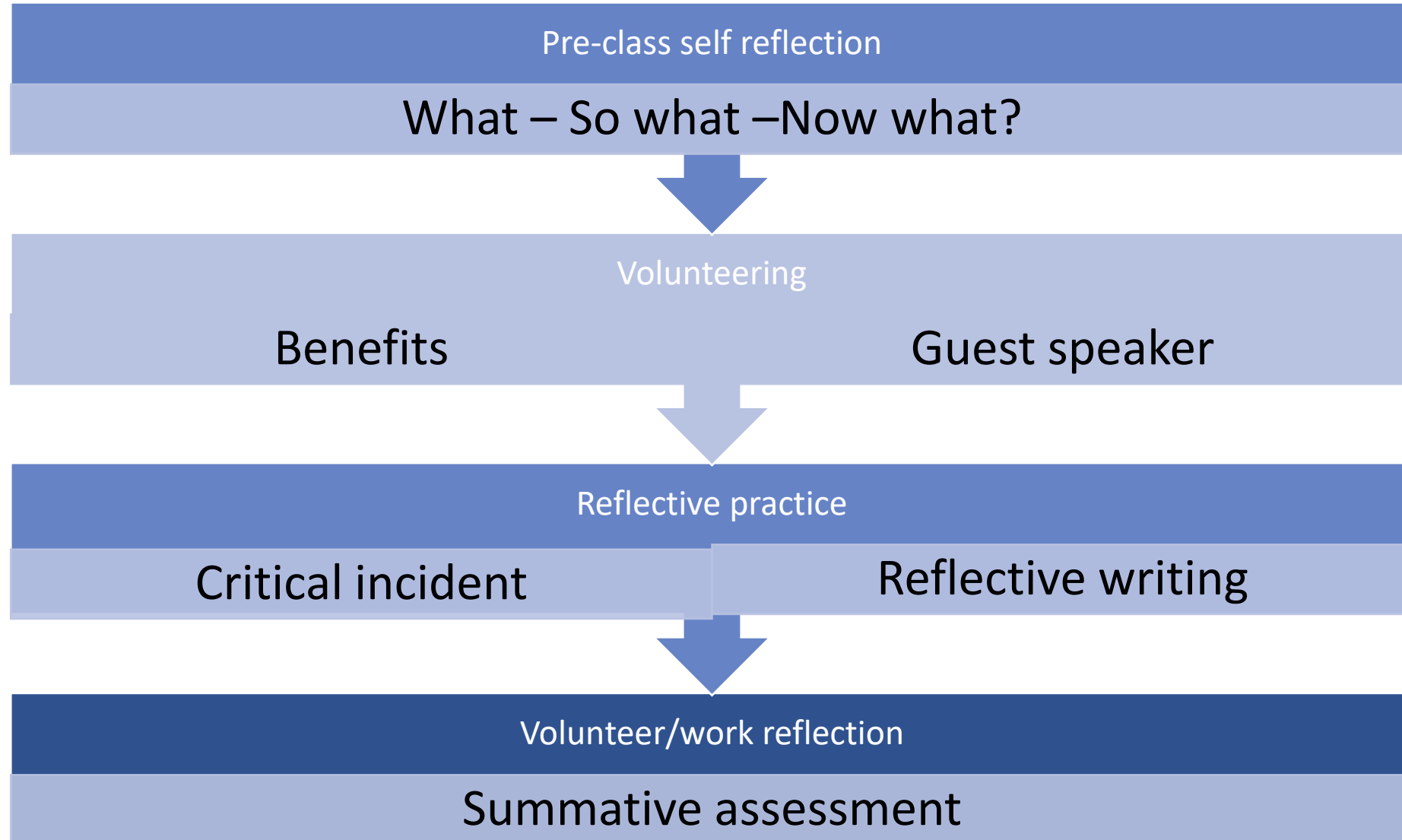
Analyse the experience and demonstrate learning

- **Focus** on crucial events
- **Future** skills development
- **Flexibility** in context





Integrating volunteer/work reflection into teaching





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

Submit a case study

3. Models of best practice: Case studies

GRADUATE ATTRIBUTES ROADMAP

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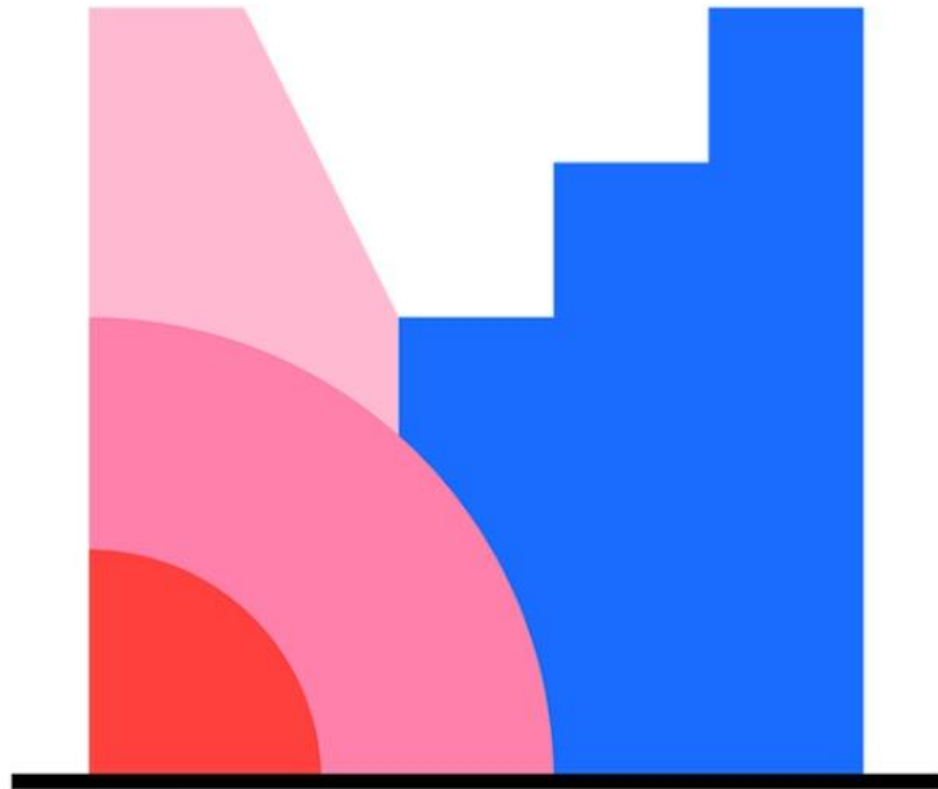
For more information, contact [Dr Maxine Swingler](#).

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



Questions for you



Mentimeter

<https://www.menti.com/mpma4qsis8>

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?