Employability Symposium 2022

Session abstracts
26 April 2022

Session 1, 1.1a, Oral presentation, 09:40 - 11:20

Switching on the creativity gene: A co-creation assessment initiative in a large First Year Genetics course

Dr Natalie Colson, Mary-Ann Shuker and Louise Maddock, Griffith University

Transferrable (soft) skill development, considered by many employers more important than disciplinary skills, can be successfully embedded into a First Year foundational knowledge assessment plan. This case study explores not only the 'whys' but also the 'hows' in developing an assessment task that explicitly encourages the development of graduate capabilities in a large First Year Genetics course. Using a co-creation framework, we were able to provide students with the agency to be creative, collaborative, decision-makers and problem-solvers, take ownership of their work, and by developing their own marking criteria and assessing their peers and colleagues, their assessment.

Session 1, 1.1b, Oral presentation, 09:40 - 11:20

Interdisciplinary engaged scholarship: An experiential learning approach

Ruby Lawrence and Dr Anne Smith, Glasgow Caledonian University

This presentation case studies an Engaged Scholarship employability module from the School for Business and Society at Glasgow Caledonian University. Learn about our interdisciplinary approach of uniting postgraduate students from across the School to respond creatively to socially complex, real-world problems. We will explore how our boundary-crossing approach is underpinned by leading global theory on engaged scholarship, and embeds employability into the curriculum. We will also provide insight on how we integrate our module with our institution-wide commitment to the UN Sustainable Development Goals, as a University 'for the common good'.

Session 1, 1.1c, Oral presentation, 09:40 - 11:20

The development of an inclusive and collaborative programme to support, encourage and embrace Black diversity in industry

Dr Nigel Page, Amanda Baker and Zion Sengulay-Thomas, Kingston University London and Jacqui Piner, GSK

We outline an initiative between higher education/industrial partners to address head-on diversity and inclusion including 'Black Lives Matter'. This tackles our commitment to developing specific initiatives to address the experience of Black students, including differential outcomes in awarding gaps/employment prospects. Our aim has been to provide a dedicated programme to encourage more Black students to embrace careers in the pharmaceutical industry. We have achieved this through tailored careers and employability guidance/opportunities using immersive employer experiences facilitated with industrial role models. We hope to provide sector insights into wider meaningful industrial engagement informed by the lived experiences of Black students/employers.

Session 1, 1.1d, Oral presentations, 09:40 - 11:20

Dip, dabble and dive to create a sustainable, healthy and socially just future

Rae Roberts, Anka Djordjevic and Dawn Lees, University of Exeter

The Career Zone supports the University of Exeter's strategy to 'use the power of our education and research to create a sustainable, healthy and socially just future'. This session introduces how innovative 'sustainability learning for employability development' opportunities are embedded in all obvious touch points. Through exposure to a 'culture' of sustainability, students develop the understanding of sustainability which is sought throughout the modern graduate labour market. Engagement with the UN SDGs can be at several levels; students can Dip in and find out a little more, Dabble with a substantial engagement or Dive into an immersive experience.

Session 1, 1.1e, Oral presentation, 09:40 - 11:20
Working to make ASPIRE work

Iwi Ugiagbe-Green, Manchester Metropolitan University

This session will be of interest and benefit to anyone interested in better supporting the work-readiness of Black and Black (mixed) heritage people. Work-readiness is a concept that foregrounds the importance of perception in making judgements about the likelihood someone's success in particular contexts (in our case, graduate level work and/or doctoral level study). This presentation will explain the design principles, and reports the early results, of an immersive programme of support and opportunity; an accomplished study programme in research excellence, that is designed and delivered with multiple stakeholders, to develop the work-readiness of Black and Black (mixed) heritage people

Parallel session 2, 2.1, Workshop, 11:35 - 12:15
Partnerships and pedagogies: Developing employability leaders through accredited CPD solutions

McCloy Shauna McCloy and Colette Murphy, Ulster University

This workshop will provide an opportunity for participants to undertake micro activities reflective of a Level 7, short-course programme on 'Enhancing Employability and Enterprise in HE' from Ulster University. The session will explore the value of an interdepartmental partnership between Ulster's Employability and Careers Unit and its Academic Development Unit, to co-deliver a CPD solution-enabling institutional responsiveness to the employability agenda. The session will outline the core learning, teaching, and assessment strategies enacted to empower peers to develop and lead innovative employability-focused strategies. Participants will access and review a project-based learning approach supported with a design thinking framework (Pressman, 2019).

Parallel session 2, 2.2, Workshop, 11:35 - 12:15
Embedding collaborative approaches to employability in an Engineering curriculum

Dr Lisa Simmons and Dr Gary Dougill, Manchester Metropolitan University

Research suggests that there is an intrinsic link between a student's identity and graduate success. Identity here is used to describe how a student identifies with their discipline and understands their motivations for study. Typically, students who have a strong affinity to their discipline, understand their motivations for success and develop their ambitions early, perform better and engage with their employability. This workshop provides participants with an in-class activity which helps students explore their motivations and aspirations, and develop their understanding of the skills and assets that are sought in the graduate market.

Parallel session 2, 2.3, Workshop, 11:35 - 12:15

Cardiff-Bremen joint virtual programme: Social entrepreneurship and sustainability

Jane Goodfellow, Chris Gale and Claire Parry-Witchell, Cardiff University and Meike Goos, Universität Bremen

As part of the strategic partnership between our institutions, colleagues at Cardiff and Bremen Universities worked together to explore innovative ways of engaging students in international activities and thinking sustainably. In March/April 2021, the universities hosted a blended mobility programme on the topic of sustainability and student entrepreneurship, resulting in five innovative and exciting sustainable business ideas and 30 inspired students. This workshop will outline the success of the programme, both in terms of global institutional collaboration and student experience; delegates will be invited to inform the next iteration of the programme.

Parallel session 3, 3.1a, Oral presentations, 13:00 - 14:20
The changing landscape of academic alignment

Dr Florence Reedy, AGCAS

This session will involve the presentation of research findings from a project which considered the changing landscape of academic alignment. The research aimed to identify who the key stakeholders are in the delivery of academic alignment, how the academic alignment landscape is shifting in terms of: strategies and models, delivery in curriculum, the Covid-19 pandemic, and the use of technology. The research outlines key challenges and enablers which influence the success of academic alignment in universities.

Parallel session 3, 3.1b, Oral presentations, 13:00 - 14:20
Enhancing students' employability by embracing sustainability

Fiona Winfield and Chris Harwood, Nottingham Trent University

At NTU, third in the People and Planet league table, we encourage students to see that embracing sustainability is not only good for the planet, it's potentially great for their employability. Students Organising for Sustainability believe that "every student should be a sustainability student", while Project Drawdown believes every job can be a "sustainability job". In a recent survey, a high percentage of NTU students believe that universities need to embrace sustainability; research shows that it's also what employers seek. We aim to showcase how the NTU Employability Team is supporting its students by linking sustainability and employability.

Parallel session 3, 3.1c, Oral presentations, 13:00 - 14:20
Updating graduate attributes at QMUL: A co-created approach

Dr Steph Fuller, Janet De Wilde, Megan Clinch, Tim Edkins, Michelle Henderson, Radhika Thiagarajan and Shazil Shariff, Queen Mary University of London

At QMUL, we are undertaking an update of graduate attributes, in order to better support our graduates' employability and their development as active global citizens. Rather than implementing a single, central set of attributes, we have adopted a holistic approach. As such, a cross-professional and interdisciplinary team of academics, professional services staff and students have come together to develop a process for updating graduate attributes at QMUL. Our approach recognises the discipline-specific nature of attributes and allows academics to 'surface' attributes from within their curricula, whilst ensuring these are aligned with student views, employer needs and QMUL's values.

Parallel session 3, 3.1d, Oral presentations, 13:00 - 14:20

The Value Me framework: Increasing identity capital and self-confidence

Charlotte Harrison, University of Portsmouth

Today's students and graduates are clear about the importance of differentiating themselves in a competitive labour market. However, many lack the self-awareness, language and/or confidence to present themselves convincingly and authentically to employers. These challenges can be compounded for students where capital is at its lowest and structural barriers exist. This presentation will introduce the Value Me framework as an approach to increasing employability-related self-confidence (Tymon et al., 2020) and identity capital (Holmes, 2015; Tomlinson, 2017). Delegates will leave the session with a clear understanding of the Value Me framework, its theoretical underpinnings, and suggestions for practical implementation.

Parallel session 3, 3.2a, Oral presentations, 13:00 - 14:20

Collaboratively embedding employability into an introductory Law module: Reflections on a soft launch

Dr Amanda Millmore and Professor Aileen HO, University of Reading

This collaboration project between the Schools of Law and Psychology at the University of Reading required students to identify their career goals and then create a three-step action plan to help them to achieve those goals. This was followed up during the year in meetings between the students and their academic tutors. This presentation will focus on the theory underpinning the task, the execution of the task and reflections from staff and students. The audience can learn from our collaborative cross-school experience and far-from-perfect journey to embedding employability, whilst picking up tips to avoid the pitfalls.

Parallel session 3, 3.2b, Oral presentations, 13:00 - 14:20

Creating a Careers 1st University: A case study of the transformed approach to supporting graduate employability achieved at the University of East London, 2018/19-2021/22

Dr Paul Marshall, University of East London

The University of East London is one of the most diverse universities in the UK. In 2018, UEL's performance in graduate-level employment was ranked one of the worst in the sector. In 2019, under its new corporate strategy, UEL set a stretch target to become the leading UK Careers 1st university. Three years later, directly informed by the work of Advance HE, the scale and extent of the transformation achieved are remarkable. This session will explore the motivation behind the change, the challenge of delivering rapid transformation at scale (within a global pandemic), and the future barriers to be overcome.

Parallel session 3, 3.2c, Oral presentations, 13:00 - 14:20

Towards a seamlessly integrated and metric-informed professional development portfolio (PDP)

Dr Nigel Page, Darren Clarke, Annie Yonkers, Kingston University London and Tom Spurway, City University London

We outline an enhanced professional development portfolio (PDP) integrated within our Bioscience tutor scheme and curriculum. Co-designed with students, it aims to provide seamless integration and dialogue between tutees, tutors, module teaching staff, the careers and employability service, and student enrichment. The programme encourages active dialogue that feeds directly into themed tutor meetings, which are extended to a network of tutee peer support teams. PDP outcomes are quantified through evidence-based activities/short assignments designed to encourage not only active engagement in career

development but provide employability metrics to inform both students and tutors to where inventions or support may be required.

Parallel session 3, 3.2d, Oral presentations, 13:00 - 14:20

How the development of 11 Inclusive employability skills led to effectively embedding employability into undergraduate modules

Amy Brown and Connor Harron, Newcastle College University Centre

The development of employability skills through the learning process has become pivotal in the UK higher education system to ensure successful outcomes for graduate students (Kornelakis & Petrakaki, 2020; Miller, et al., 2013). This session will present how the adoption of a multi-disciplinary approach led to the development of a set of inclusive employability skills at Newcastle College University Centre. Furthermore, we will discuss how embedding these skills into all undergraduate modules led to tackling the disconnect between employer expectations and activities typically being viewed by students as not relevant and not of value.

Parallel session 3, 3.3a, Oral presentation, 13:00 - 14:20

Using learning gain and student feedback to develop a programme of activities to enhance and enrich curriculum and to help our students reach their potential. Making a Difference: A case study approach

Rebecca Padgett, University of Leeds

This session will outline and explore how we have used learning gain and student feedback from a compulsory module in the Marketing Department at Leeds University Business School to develop a programme of enhancement and enrichment activities co-designed in partnership with students. Lessons learned thus far will be discussed.

Parallel session 3, 3.3b, Oral presentation, 13:00 - 14:20

Forced to collaborate: Nurturing students into employable, culturally intelligent, team players

Nicky Kinsey and Lynn Pattison, University of Leeds

Not all students enjoy their group assignment experience at university or find it beneficial. Social loafing, poor communication, imbalanced workloads and a lack of engagement are common complaints received from students. By interviewing recent graduates with a range of group assignment experiences, we uncover and present some of the key causes of tension and explore solutions from a student perspective. We also share lessons gleaned regarding the ways in which university experiences have impacted graduate contributions in the work place in the hope that sharing this insight with current students will provide context and meaning to struggles they still face.

Parallel session 3, 3.3c, Oral presentation, 13:00 - 14:20

Development of partnerships with students to co-design employability initiatives and resources

Professor Gavin Bunting, Dr Sam Rolland and Nishan Clarke, Swansea University

This presentation will focus on how the Swansea University Engineering Employability team proactively developed partnerships with students to co-design employability initiatives and resources. It will explore how students became an integral part of employability support and how co-design has harnessed their creativity and experiences to develop resources which are engaging, relevant, and include perspectives from a wide range of backgrounds. Cross-

disciplinary student partnerships were created for the development of content and support mechanisms, including a dedicated website, podcasts, articles, sector news, a magazine and handbook. Co-creation with Engineering students generated discipline-specific support, such as industry and employer insights and peer mentoring.

Parallel session 3, 3.3d, Oral presentation, 13:00 - 14:20
Work-ready graduates: Building employability skills for a hybrid world

Elizabeth Spratt and Matt Swarbrick, Chartered Management Institute

Nearly 80% of employers believe that current graduates do not arrive fully equipped with the skills they need to be work ready. This was one of the startling findings from the CMI research recently carried out with employers into what the key employability skills are, and how graduates need to be able to evidence them. Nearly all of those employers agreed that there are 11 key skills that graduates need to excel in their roles and progress in their careers. Are you up to speed with what those top skills are?

Parallel session 4, 4.1a, Lightning, 14:35 - 15:20
Implementation of a leadership shadowing scheme for career insights and networking

Dr Rosemary Clyne, Queen Mary University of London

This session will outline the implementation and evaluation of an extracurricular 'leadership shadowing' scheme that engaged students with a broad range of leaders across sectors, including a diverse group of Queen Mary alumni. The scheme consisted of small-group visits which included career development discussions with the leader host. This session will be relevant for colleagues interested in implementing inclusive, scalable opportunities for general or discipline-specific networking and career insights, that can be implemented in person or online.

Parallel session 4, 4.1b, Lightning, 14:35 - 15:20
Practical examples of building graduate capital and project co-creation: Towards improved employability

Dr Sara Namvar, University of Salford

There is a link between socio-economic status, imposter syndrome, progression and employability. Our team has developed an innovative approach to supporting student social mobility and a sense of belonging. Over the last three years the academic team have developed a wide range of opportunities to help develop career management skills. These provisions have been complemented by the co-creation of a range of exciting extracurricular projects with students. These innovative changes, primarily implemented during the pandemic, have brought about a real positive culture change. Some preliminary evidence indicates a positive impact of these activities on graduate outcomes.

Parallel session 4, 4.1c, Lightning, 14:35 - 15:20
How higher education institutions (HEIs) create alliances with small and medium sized enterprises (SMEs)

Katie McAllister, University Centre Peterborough

Small and Medium Enterprises (SMEs) form 98% of UK businesses, yet there exists little literature relating to the implementation of alliances between HEIs and SMEs. HEIs wishing to support graduates' outcomes, employability opportunities, entrepreneurship and their local economy must forge links with business and, in particular, SMEs. This talk will provide a theoretical framework that moves beyond the current models to provide a more secure base

for HEIs with no prior experience in SME alliance building to move forward from.

Parallel session 4, 4.1d, Lightning, 14:35 - 15:20
EDGE: Crossing borders to co-create a graduate development framework

Dr Angela McGlynn, William Carey, Roisin O'Grady, Lesey Taylor, Bernard Curren, Alexander Green and Marese Bermingham, Munster Technological University

The EDGE framework and digital platform enables MTU (Munster Technological University) students to record and reflect on activities from their whole-of-university experience enhancing engagement, transferable skills, and personal/professional attributes. Students translate their achievements into language that resonates with employers, increasing self-awareness and articulating their key competences, and supporting a strategic drive to "develop skills to maximise employability" (National Forum, 2019). National Performance Funding (HEA 2019) enabled MTU to 'cross-borders' and partner with Birmingham City University to adopt and adapt their Graduate+ platform (Advance HE endorsed, 2019). Join us to hear about EDGE and the reciprocal benefits of this energetic co-creation approach.

Parallel session 4, 4.2b, Lightning, 14:35 - 15:20
Putting employability at the heart of the undergraduate curriculum

Dr Eleni Routoula, University of Sheffield

At the Department of Chemical and Biological Engineering (CBE) at the University of Sheffield, employability is embedded in the heart of the undergraduate curriculum, connecting practical design, core knowledge, and enabling science modules. The redesigned curriculum, using a programme-level approach and taking student voice into consideration, has put emphasis on critical thinking, problem solving, professionalism, ethics and sustainability, in an effort to prepare students for future careers. Through the "Skills for Employability" module that runs for the duration of all undergraduate courses offered in CBE, students have the opportunity to learn how their education and experiences can be translated into graduate roles.

Parallel session 4, 4.2c, Lightning, 14:35 - 15:20
To embed, or not to embed, that is the question

Ms Lesley Taylor and Emma Neale, Birmingham City University

This session will introduce delegates to the continuing development of Birmingham City University's, Graduate+ Award. We will provide data and examples on how an institution-wide extra-curricular award is transitioning to an embedded, summative assessed Engagement and Employability tool across a range of disciplines and year groups. We will explore the rationale for the creation of the award and how educational frameworks (Lizzio, 2006 and Thomas, 2017) and the Advance HE Employability Framework have helped shaped the design, purpose and development of the Award that has flexed between an extra-curricular, co-curricular and embedded model.

Parallel session 4, 4.2d, Lightning, 14:35 - 15:20
Encouraging an employability mindset in undergraduate students

Professor Aileen Ho, University of Reading

A small-group employability activity was co-designed and assessed in an undergraduate population. Student feedback showed that it was rated as a highly positive and worthwhile experience, which contributed highly to their thinking and development. They also reported high levels of reflection on personal development/career goals after the session and an

increase in their level of confidence. The audience can expect to learn from this co-designed employability-related group activity for undergraduates, and will be challenged to experiment with a similar or adapted approach in their own pedagogical contexts.

Parallel session 4, 4.3a, Lightning, 14:35 - 15:20

PGT placement module enhanced employability: Towards sustainable postgraduate education and career impacts

Dr yijing li, King's College London

As a flagship component for the MSc Urban Informatics programme, the Placement module with 15 credits normally takes place in the second semester of the academic year from January to March, 1 day/week for 10 weeks, to provide PGT students with experience of working with selected industrial and policy agencies in London. It involves relevant real-data analysis, data-driven policy formulation and implementation in an urban context. This will enable students to test, validate and question interdisciplinary theories and assumptions surrounding corresponding actors in urban policy formulation and implementation, and most importantly to provide students with vital practical work experience for future employment in the corresponding field.

Parallel session 4, 4.3b, Lightning, 14:35 - 15:20

Co-designing a transferable skills course based on students' development needs

Patricia Perlman-Dee, Alliance Manchester Business School

This presentation will enhance the audience with an evidence-based understanding of student's needs in developing their transferable skills, which led to co-design and development of a new employability course. This course is based on what students need further development support in, where they lack confidence rather than what the "careers website" state that university will be teaching students.

Parallel session 4, 4.3c, Lightning, 14:35 - 15:20

Enhancing students' employability through co-creation on sustainability reporting: Evidence from UK higher education

Dr Ishmael Tingbani, Dr Gillian Saieva , Professor Venancio Tauringan, Simonov Kusi-Sarpong and Renata Konadu, University of Southampton

This presentation highlights the relevance of co-design and partnership with students on their employability skills around sustainability. The evidence is based on a pilot project from a UK higher education institution on promoting sustainability, reporting on which academics, students, and small and medium-sized (SMEs) companies are collaborating. Preliminary evidence from the recruitment process of the students highlights the importance of co-design and partnership to enhance students' employability skills as it unearthed a significant employability skill gap among students. We found that the employability skills gap to be more pervasive among postgraduate students compared to their undergraduate peers.

Parallel session 4, 4.3d, Lightning, 14:35 - 15:20

A study exploring soft skills training in higher education

Dr Pauldy Otermans, Otermans Institute and Brunel University London, Dev Aditya Otermans Institute and Dr Monica Pereira, Brunel University London

There is a need for improved skills development within UK HE stemming from the disconnect between the expectations of employers of the skills graduates have and the skills graduates have gained during their degree. It is well known now that there is a clear skills gap. The aim

of this presentation is to present our findings from a UK-wide survey exploring the effect of students' perception of skill development during their degree. Preliminary findings suggest two schools of thought: i) the skills taught by HE need improvement and ii) there are skills that graduates need that are not taught.

Parallel session 5, 5.1a, Oral presentation, 15:35 - 16:35
Live briefs at ARU: Evaluating the impact of work-integrated learning on students, academics and employer partners

Marina Boz, Stephanie Foley and Zoe Mogridge, Anglia Ruskin University

The Live Brief (LB) programme at ARU offers inclusive provision of employability development via work-integrated learning. LBs are co-created and delivered collaboratively by multi-disciplinary stakeholders including academics, professional service staff and employer partners. The programme integrates authentic real-world tasks within compulsory undergraduate modules in years 1 and 2. The co-designed project briefs support learning outcomes and assessment in line with ARU Graduate Capitals, with a focus on the Knowledge and Cultural Capitals. This presentation will reflect on the initial impact of 29 Live Briefs delivered in 2020/21 based on evaluation data collected from 200 students, 8 academics and 13 employer partners.

Parallel session 5, 5.1b, Oral presentation, 15:35 - 16:35
Employability and work-integrated learning. Insights from a reformed degree apprenticeship

Dr Filippo Nereo and and Lou Taylor-Murison, Keele University

This session focuses on employability in the context of 'work-integrated learning' using the Academic Professional Apprenticeship (APA) for early-career academics as a case study. We will share recent experiences of launching, in the 2021/22 academic year, a reformed APA, reflecting critically on employer and student co-design, 'multi-perspectivity', and authenticity in assessment practices. The APA provides a unique insight into what employability can mean for individuals already highly specialised in their discipline, but who wish to develop their skills to ensure that they thrive in their teaching careers. Our presentation contributes to ongoing discussions about apprenticeship and the UKPSF reform.

Parallel session 5, 5.2a, Oral presentation, 15:35 - 16:35
Post-Covid19 employability through value co-creation

Dr Amee Yostrakul, Dr Lauren Sinton and Dr Helen Eccleston, Edge Hill University

Covid-19 has led to the identification of new employability skills gaps. One of the skills gaps regularly highlighted by employers is resilience (Agrawal et al., 2020; Buheji and Buheji, 2020). A key part of resilience is accountability, demonstrated by a student's willingness to engage and co-create value. This conceptual paper therefore aims to apply the concept of value co-creation, to identify how students integrate their resources and work collaboratively, to co-create learning experiences, and to develop resilience, self-management, and accountability to meet the new employability skills gap.

Parallel session 5, 5.2b, Oral presentation, 15:35 - 16:35
Critical thinking skills for employability: A co-produced critical analysis toolkit for higher education students

Dr Sarah Brooks and James Kenny, Sheffield University Management School

This presentation will provide an overview of a student-academic partnership which ran between 2017 and 2020 to improve the critical analysis offering at Sheffield University Management School. We will describe the process used to co-design the tool for undergraduate and postgraduate students, The Critical Analysis Toolkit, the background to the project, its evolution, and advantages and challenges of co-design. We will also talk about a subsequent tool which was created after the Critical Analysis Toolkit, The Personal Development Framework which directly shapes the employability offering for first year undergraduate students.

Poster session, P3, Poster, 12:15 - 13:00

The graduate stream in Psychology award: One year on

Dr Pauldy Otermans, Dr Sofia Barbosa Bouças and Dr Stephanie Baines, Brunel University London

The aim of this session is to showcase the further development and implementation of the Graduate Stream in Psychology Award. We used PebblePad to launch the online employability portfolio for students; started the weekly Guest Speaker Seminar Series for the entire undergraduate cohort; continued our collaboration with the Brunel Professional Development Centre and Brunel Volunteers to ensure integration of available opportunities; and developed the employability curriculum for employability-enhancing extra-curricular activities. This session provides a detailed analysis of the implementation of these initiatives in their first year and what is yet to come.

Poster session, P5, Poster, 12:15 - 13:00

Co-designing a transferable skills course based on students' development needs

Patricia Perlman-Dee, Alliance Manchester Business School

This poster will enhance the audience with an evidence-based understanding of student's needs in developing their transferable skills, which led to co-design and development of a new employability course. This course is based on what students need further development support in, where they lack confidence rather than what the "careers website" state that university will be teaching students.

Poster session, P8, Poster, 12:15 - 13:00

Using reflection activities to improve engagement, inclusive approach, and employability awareness

Dr Eleni Routoula and Professor Mohammad Zandi, University of Sheffield

The newly designed curriculum of the Department of Chemical and Biological Engineering at the University of Sheffield, taking student feedback into consideration, has put emphasis on critical thinking, problem solving, professionalism, ethics and sustainability, in an effort to prepare students for future careers and enable them to better identify, develop, and articulate the skills that make them employable. As part of the "Skills for Employability" module Level 2 and 3 undergraduates are asked to reflect on their employability journey. This work shares student feedback, showcasing some focal points students are thinking about in relation to their future, and comparing reflections from Level 2 and Level 3 cohorts.

Poster session, P9, Poster, 12:15 - 13:00

A truly cross-border employability training system: From underdeveloped, to

developing, to developed

Dr Pauldy Otermans, Otermans Institute and Brunel University London, Dev Aditya Otermans Institute

Otermans Institute is a global company upskilling unserved and underserved populations with the vision of upskilling a generation and making them employable. Through immersive research across South Asia, we have developed a blanket employability curriculum to upskill millions of learners. We present how our employability curriculum and training method is a truly cross-border employability training system. We show that we have supported over 30,000 unserved learners to date ranging from foundation-run organisations in Afghanistan and UN-camps in Iraq (underdeveloped) to remote schools in Pakistan and Sri Lanka (developing), to NEET learners in the UK including with the UK Government (developed).