

# Embedding Employability in online T&L

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SEED E&PL  
Covid 19 Working Group  
Chaired - Shirley Jenner



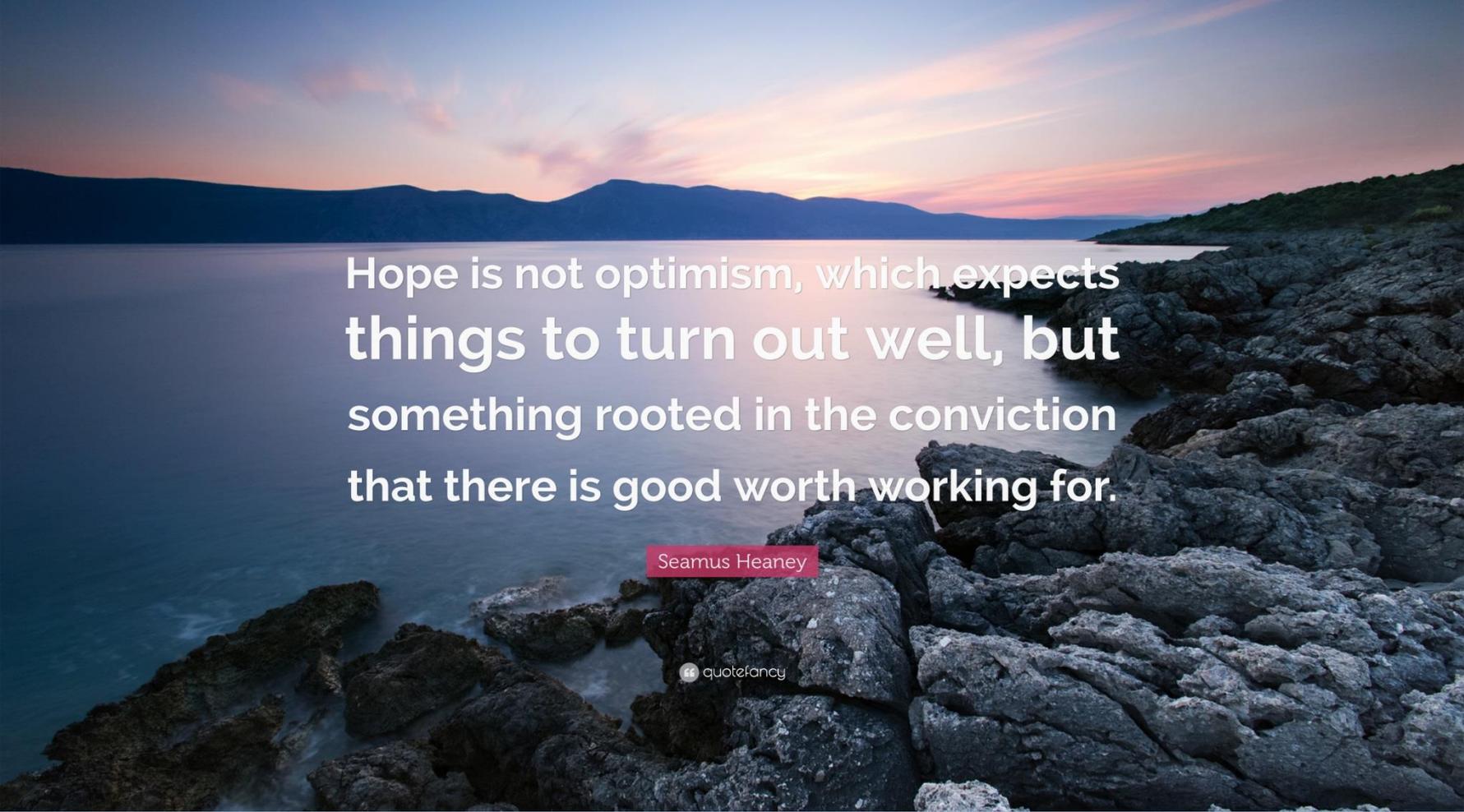
## Session Focus

This session will focus on discussing and sharing good Employability and Professional Learning practice in the online and blended environment during the next academic year.

We also signpost to important innovations in online resources that enhance our support for students as they navigate the world of work in these challenging times.

# Overview

- Context, Expectations and Focus
- What you/we mean by Employability
- Pedagogy and Practice Response
- Signposts - innovations that enhance our support for students
- Q&A with panel/close



Hope is not optimism, which expects things to turn out well, but something rooted in the conviction that there is good worth working for.

Seamus Heaney

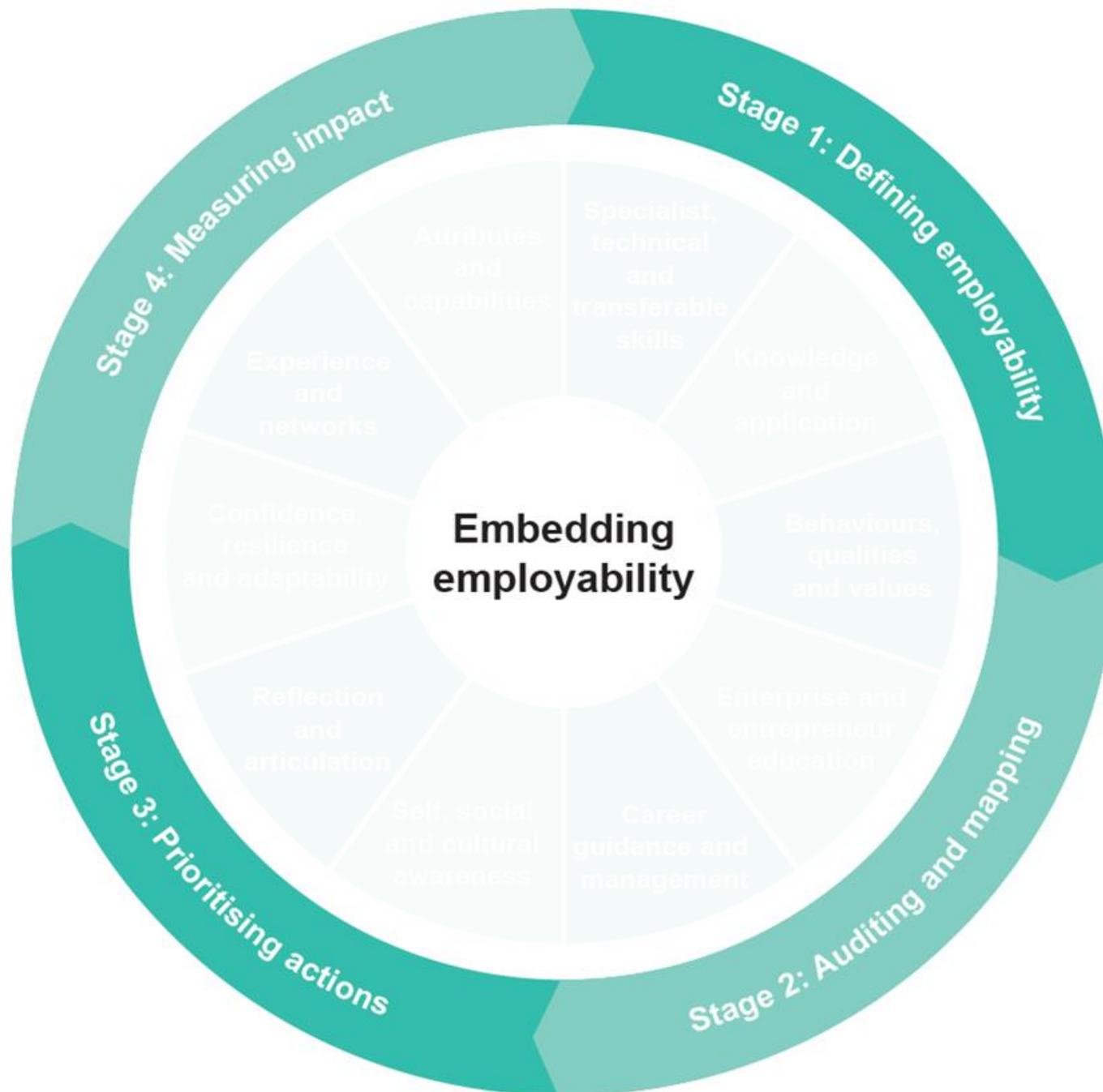
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# Chat Box...



In a Nutshell...

What do you most hope to gain from today's session on Employability?



## Employability is...

- Contested
- Multi-faceted
- Contextually Sensitive
- Personal
- Societal

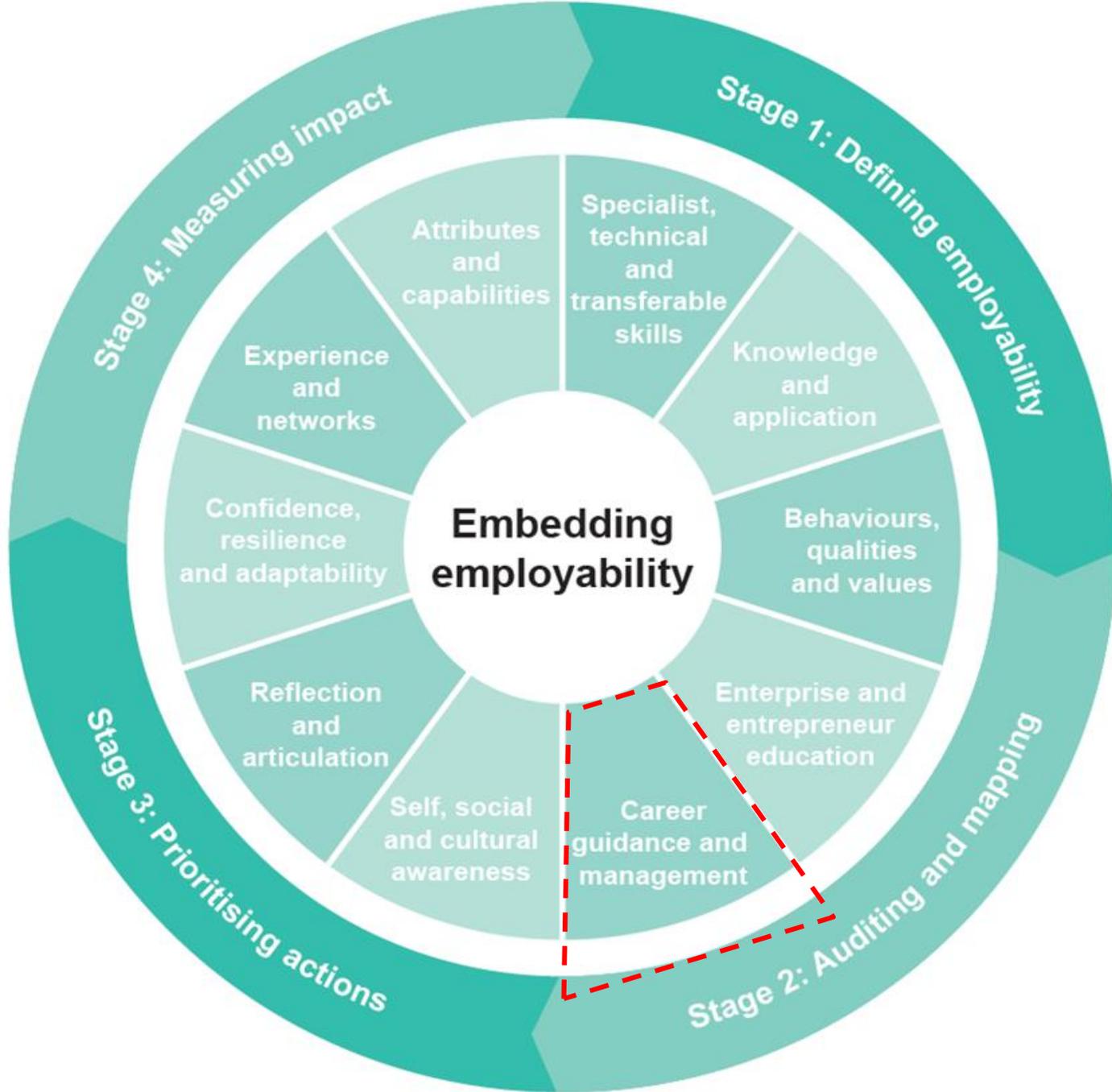
(See Artess et al, 2017 for a good summary)

*A set of achievements – skills, understandings and personal attributes – that **make individuals more likely to gain employment and be successful in their chosen occupations**, which benefits themselves, the workforce, the community and the economy.  
(Yorke and Knight 2006: 8)*

*“The development of skills, knowledge and attributes to equip our diverse body of students **to achieve their personal and professional goals and make a contribution to society in their chosen sphere**”\*[SEED E&PL 2020]*

## “Embedding” Employability

- The *digital habitats* (Wenger, White and Smith, 2009) we create support the flourishing of cognitive, ethical, occupational/professional, psychological and relational capabilities.
- Embedded interactions move beyond a “*spectator theory of knowledge*” (Dewey, 1980: 245) and enable the development of skills that students will be using in their future work.



# Breakout Discussion...



1. *What do you see as the main aspect of employability you want/need to address in the year ahead?*
  2. *How are you tackling this so far?*
- Share for 5 minutes in small groups ( of 3-4)

## 5 Areas of Pedagogy and Practice Responses

- i. Communicate the way your programme/course supports employability
- ii. Include World of Work insights from Employers/Practitioners and Alumni
- iii. Encourage students to share prior experiences of employment /internships
- iv. Highlight the existing student support for navigating career choice, recruitment and selection
- v. Looking ahead- Programme/Course Development

## Pedagogy and Practice Responses

(i) communicate the way your programme/course supports employability

R&A – Alumni Career Stories and Pre-joining Information

Academic Advisement/Elective Choice

ILOs - making all facets visible through to assessments

Weekly T&L Sessions: Pedagogy and Practice – *embedded interaction*

Signposting to UoM services and externally

# Personal Reflection ...



- How do you already communicate the way your programme/course supports employability?
- Can you see a way of highlighting the employability aspects even more?



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## SOCIAL JUSTICE CHALLENGE

**SOCIAL JUSTICE CHALLENGE**

It's time to tackle social injustice

The Social Justice Challenge introduces you to ways of thinking about social justice and invites you to explore themes like: race, migration, homelessness, mental health and higher education. It only takes around an hour to complete and it's available in the My Communities section of Blackboard.

The Social Justice Challenge is available to the following groups of students:

- **Year 1 undergraduate students:** Available from **Tuesday 22 September**  
[Take the Social Justice Challenge](#)
- **Year 2 undergraduate students:** Available from **Monday 28 September**  
[Take the Social Justice Challenge](#)
- **Year 3+ undergraduate students:** Available from **Monday 28 September**  
[Take the Social Justice Challenge](#)
- **Postgraduate students:** Available from **Monday 5 October**  
[Sign up link available from Monday 5 October](#)

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STUDENTS UNION

Volunteers

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**Coronavirus and continuing to volunteer:**  
Times like this show just how important volunteers and communities coming together can be. Find out how the current crisis can impact your volunteering and discover how you may source volunteering roles including volunteering from home. We have also answered any COVID related volunteering questions you may have.  
[Read more-](#)

Volunteering, n. [vol-uhn-tee-er-ing]  
Any activity that involves spending time, unpaid, doing something that aims primarily to benefit the environment or someone (individuals or groups) other than close relatives.

Volunteering is a great way to enhance your University experience. You can make new friends, become part of the local community and develop new skills which will look great on your CV.  
There are a wide range of opportunities for you to get involved with including supporting other students through to getting

WHERE WILL VOLUNTEERING TAKE YOU?

Volunteer Hub

<http://www.volunteers.manchester.ac.uk/>

Staff information page for each challenge:

Social Justice Challenge -

<http://www.egc.manchester.ac.uk/sjc-staff/>

•Workplace Ethics Challenge -

<http://www.egc.manchester.ac.uk/wpe-staff/>

Student pages:

<http://www.egc.manchester.ac.uk/socialjustice/>

<http://www.egc.manchester.ac.uk/workplace-ethics/online/>

# Pedagogy and Practice Responses

(ii) Include World of Work insights from Employers/Practitioners and Alumni



## The Applied Study Period & Employability

Manchester Institute of Education  
Unit Handbook 2020/2021  
BA (Hons) Management, Leadership and Leisure  
EDUC 20261  
Level 5 - 10 credits - Term 1

Unit Course Director - Dr Miriam Firth - [Miriam.firth@manchester.ac.uk](mailto:Miriam.firth@manchester.ac.uk)

## Surviving recession: The class of 2008 on positivity, plan Bs and lateral thinking

How will graduates find entering the workplace during a downturn? We ask the class of 2008 how they coped.

By **Matthew Valentine** | 6 Jul 2020

Share this article   



**HAYS** Recruiting experts worldwide

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### UK graduate labour market update: 8 September

Charlie Ball September 2020

Prospect's head of higher education intelligence, Charlie Ball, provides his regular update on the impact of the COVID-19 recession on the graduate labour market

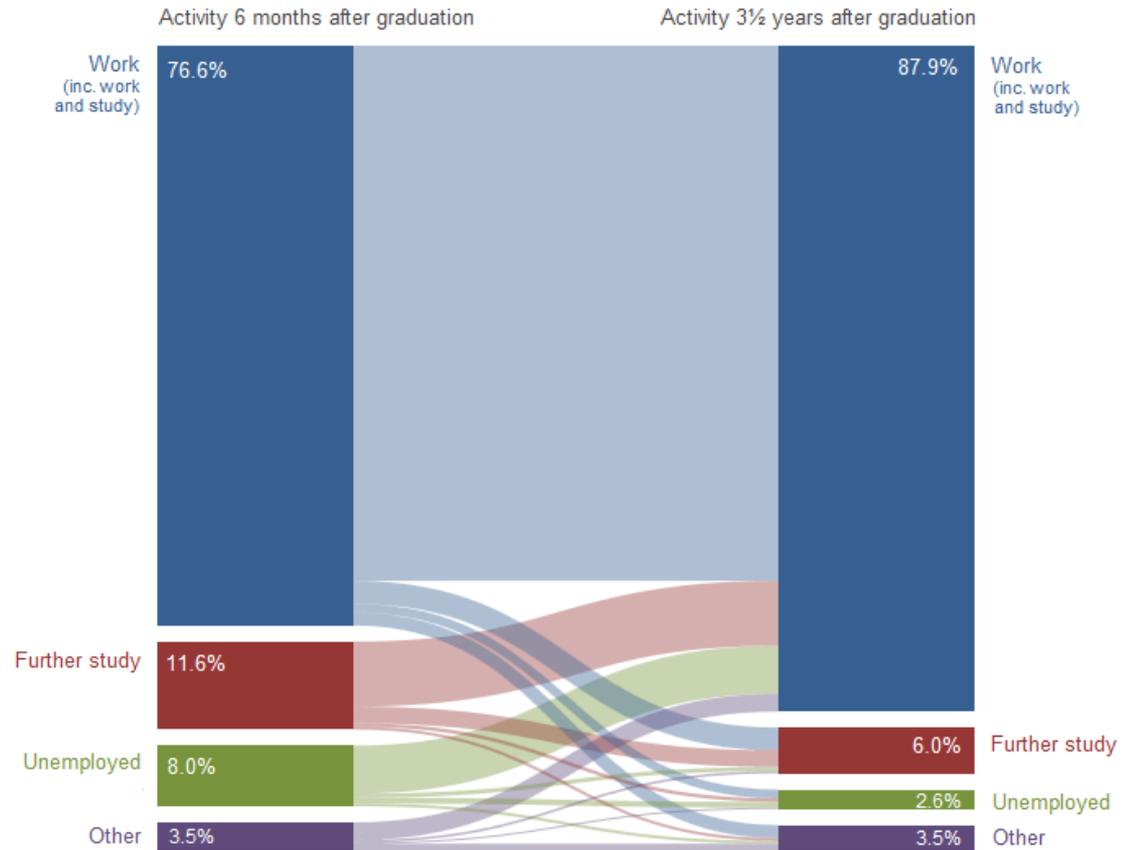
What we're hearing:

- Not surprisingly, we're officially in a recession.
- The graduate labour market has suffered significant damage, particularly in the arts - which may be the worst affected sector in the UK. But things are far worse for non graduates. Many key graduate employment sectors - in health, social care, IT, finance - have been much less affected than many other areas of the economy. Retail, hospitality, travel and accommodation employers have all taken long term hits.
- The level of vacancies is running at about 50-60% of normal rates.
- Things are also looking difficult for the self-employed, partly because a lot of work in sectors, such as the arts, that have been badly affected and partly due to sheer lack of cash reserves although the sector has been more resilient than originally feared.
- Domestic student numbers seem to have held up strongly as young people opt for more education rather than taking their chances in an exceptionally difficult jobs market - but applications are not the same thing as actual enrolments.

# Back to the Future?

## What happened to the class of 2011...

Activities of UK domiciled leavers from HE 6 months and 3½ years after graduation



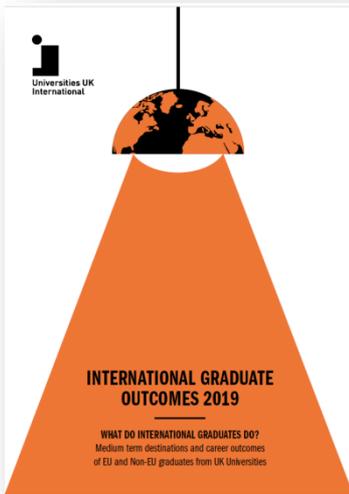
Source: HESA Destinations of Leavers from Higher Education Longitudinal Survey

[www.hesa.ac.uk/pr221](http://www.hesa.ac.uk/pr221)

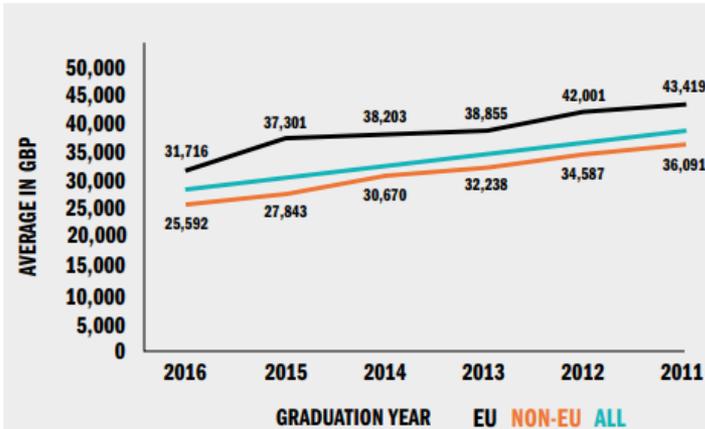


The bankruptcy of investment bank  
Lehman Brothers on September 15, 2008

<https://www.hesa.ac.uk/news/27-08-2015-graduates-in-work-or-study>

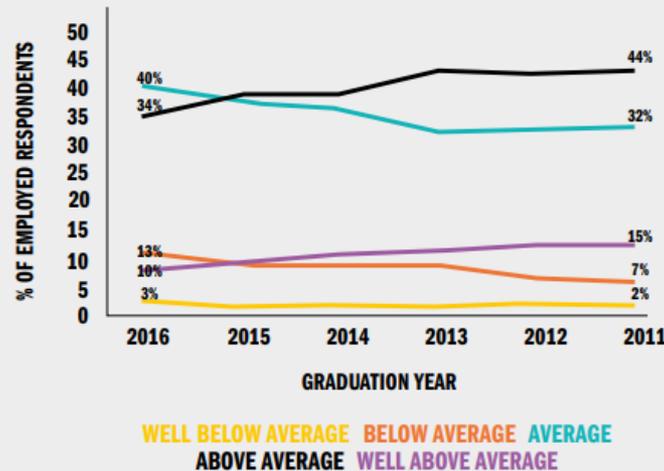


**SALARY BY YEARS SINCE GRADUATION**



Graduates enjoy steady career progression. Pay increased continually with the number of years since graduation, with 2016 graduates earning an average of £27,835 per annum and 2011 graduates earning an average of £38,692 per annum.

Figure 8: Annual pay by graduation year



Not only does salary increase over time: so, too, does the number of graduates that believe they earn above average, indicating a faster-than-average salary progression for international students who studied in the UK. This points to an advantage in the labour market that increases over time for UK graduates.

Figure 9: Income relative to perceived national average by graduation year



## Online resources [Sophie Coller]

- (iv) highlight the existing student support for navigating career choice, recruitment and selection

# Careers Service Online Offer – Overview [Sophie Coller]

- One to one appointments
- Future Fortnight 19<sup>th</sup> – 30<sup>th</sup> October
- Online webinars and panel events

[Prospects Luminate LMI Updates](#)

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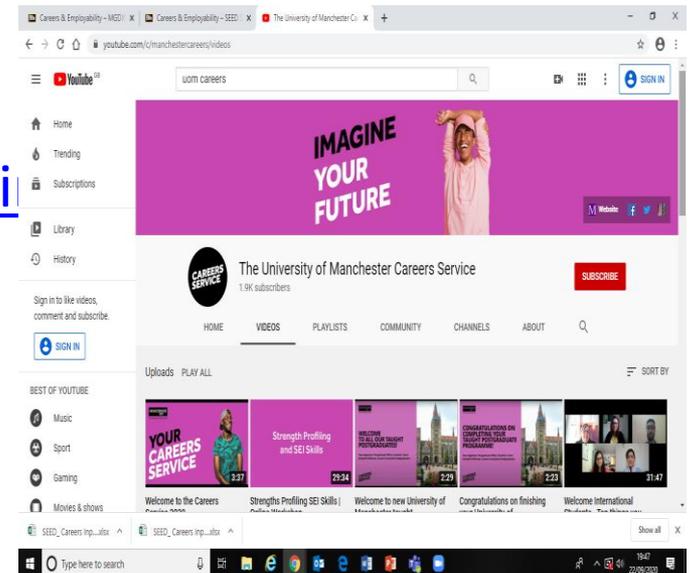
# Online careers resources [Sophie Coller]

Where to find out more:

- [FAQ document for Academic Advisers and Professional staff](#)
- [Events webpage](#)
- [Blackboard pages](#)

Videos

- [Careers Service video – all students](#)
- [Welcome International Students \(30 mi](#)
- [UG SEED](#)
- [PG SEED](#)
- [UoM Careers Youtube Channel](#)



## **Pedagogy and Practice Responses**

- (i) communicate the way your programme/course supports employability
- (ii) Include World of Work insights from Employers/Practitioners and Alumni
- (iii) encourage students to share prior experiences of employment /internships

# Final Q&A/Comments



An opportunity to ask  
questions & share  
ideas

# Closing Remarks and Reflections

## Chat Box...



### In a Nutshell...

What do you most hope to gain from today's session on Employability?

- What are your take away points?
- Actions?



# References

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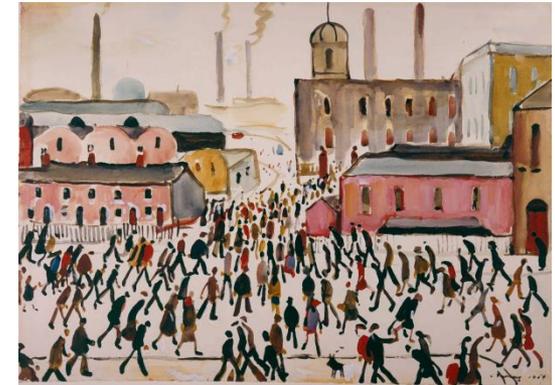
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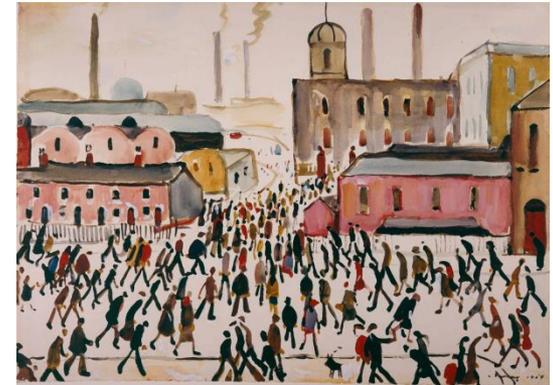
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