

## 2011 UNIVERSITY ANNUAL LEARNING & TEACHING CONFERENCE

### *Changing Times: Refreshing the Learning & Teaching Strategy*

**Theme:** A university for graduate employability

13:25 - 14:05

#### **Integrating employability strands within the programme**

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***“We think the Learning & Teaching Strategy should incorporate compulsory elements within all programmes to enhance student employability.”***

#### **Abstract:**

The Careers Service at the Scarborough Campus has in place a clear framework of preferred service interventions within the degree programmes at each level designed to enhance student employability. In line with the University’s Learning and Teaching Strategy, which emphasises the need to develop ‘enterprise, entrepreneurship and employability’ through ‘employment skills development programmes’, the framework contributes to the ‘Hull Student Experience’ in supporting students to ‘realise their potential and develop the skills, attributes and values that are essential’ as well as encouraging them to plan ‘their own personal development’.

- Level Four: Awareness of the broader aspects of Careers Planning and Employability issues including establishing individual responsibility for skills development.
- Level Five: Heightened awareness of employability and key work skills through students’ actively reviewing own skills profile, exploring work sector requirements, and planning a strategy for developing their own capabilities.
- Level Six: Review and evaluate chosen options following graduation. Improve student capabilities relating to securing chosen opportunity.

The current impact of the Careers Service interventions is determined largely by the degree to which the inputs are embedded at each level. The Careers Service currently has inconsistent access to the individual cohorts which hinders the achievement of all the service strategies. To address this problem a Careers Forum has been recently established on the campus to build relationships between the Careers Service and Course Tutors and encourage ‘sharing of good practice’ in order to strengthen employability strands within the core curriculum. Experience shows that where the Careers Service delivers careers inputs within timetabled core sessions, more students then engage with ‘effective planning for career development’. In the case of the Education/QTS programme a distinct module has now been created around the Careers Service programme of inputs. To aid substantial integration of employability elements it is our view that they would need to be well embedded within the core curriculum from the early programme planning stage.

This session looks to open discussion on whether the case for an accredited module at level four to firmly embed the employability elements at an early stage may be the way forward.