



Good teaching and learning practice should always consider

Embedding Employability

Focus on student needs and aspirations

Take account of, and focus on, the individual needs and career aspirations of your students

Developed from the Sheffield Hallam University Employability Framework



Good teaching and learning practice should always consider

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Develop independence

Devise learning activities, including assessment and feedback, that progressively build academic skills and confidence

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Focus on student needs

Consider

- Offer every student a personal tutorial to discuss their individual career and life paths.
- Create a map that details the diverse destinations and career routes of alumni. Ask students to place themselves on the map.
- Develop students' self-awareness by involving them in reflecting upon their attributes using psychometric tests such as Belbin.
- Devise scenarios in which students play or describe their future selves.
- Encourage students to take electives from complementary courses.
- Introduce students to professional networks by hosting regional meetings and by taking them to local events.
- Develop mentoring opportunities across a programme and into industry.
- Run speed dating activities with alumni to indicate the diverse destinations.

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Develop independence

Consider

- Use peer assessment to evaluate responses to an early formative task and discuss the strengths of peer assessment and critical friendship.
- Develop a peer-assisted learning scheme. Foster the value of being supportive and learning from each other's experience.
- Encourage final years to mentor peers groups and to discuss what they are doing and what they are learning about finding a job.
- Ask students to review each other's CVs.
- Use individual or group project-based assignments to introduce diverse experiences and perspectives around a focussed piece of work.
- At the outset of your module ask students to suggest and evaluate different approaches to solving a problem.
- Ask students to identify a personal attribute requiring development. Agree a further negotiated assessment criterion that will help with that development.

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Develop self-regulation

Create formal opportunities for students to reflect on the development of their skills, knowledge and attributes

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Embed Personal Professional Development and Planning

Embed, support and monitor PPDP through personal academic support and professional advice enabling student transition through university and to the world of work

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Develop self-regulation

Consider

- Regularly model and develop the habit of reflection and action planning.
- Ask students to critique a piece of their own writing from a year ago.
- Establish learning groups and study teams for the course or module.
- Introduce students to self-assessment and reflection by asking them to think about five new things they have learnt in the last month.
- Ask student groups to read and give feedback on each other's reflective blog postings. Keep all postings and commenting short and regular. Spot check that posting and commenting is happening.
- Ask students to identify and explain bad professional practice. Ask them how bad practice can be remedied to become exemplary.
- Associate personal action planning with the development of time management and prioritisation skills.

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Personal Professional Development Planning

Consider

- Set up an online PPDP tool so that students can access it at any time.
- Provide students with time in class to update a weekly reflective diary and action plan.
- Ask students to manage and regularly review the feedback they have received on academic work and the actions they have taken as a result.
- Ask students to make connections between their course and professional practice by mapping their own accounts of knowledge, skills and values to professional standards.
- Invite an employer to review a sample of PPDP statements. As tutor, interview employers about the sample statements they have reviewed asking them to feedback on what they have read.
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Progressively develop career management skills

Consistently offer integrated and timetabled career management skills development opportunities

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Provide real world experience

Include activities which are similar to those required in external environments and provide the opportunity to benefit from work related and work based learning

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Progressively develop career management skills

Consider

- Run a careers induction session early in the course and a course strategy for progressively developing career management skills.
- Devise an 'outduction' module supporting transition to being at work.
- Record interviews with employers about the CVs and applications they receive for a resource base.
- Create a regular space for developing and reflecting on skills like Career Management, Action Planning, and Interview technique, etc.
- Use work-based terminology like 'team', 'appraisal', 'work plan', 'project management' to connect academic work and to employment.
- Ask students to share the feedback they receive from employers on their job applications.
- Discuss the benefits and etiquette of using online social networking tools like Linked In and Facebook.

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Provide real world experience

Consider

- Develop and record a programme of guest speakers including employers, alumni and clients or service users.
- Create student teams to work together to address a problem, assigning each team member a different skill, knowledge base and characteristics.
- Develop a placement scheme which involves students as designers, consultants, researchers or volunteers offering real world services.
- Ask students to create digital stories as multimedia records of placements, visits and field trips for peer group sharing and comparison.
- Use discussion forums to run case-based simulations made real with mock artefacts including letters, newspaper clippings, photographs, videos and audio recordings.
- Safely develop students' networking skills and confidence through role play and provide opportunities for students to take part in or attend professional conferences and trade fairs.

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Integrate opportunities for enterprise

Include activities which develop a broad appreciation of enterprise and encourage students to personally reflect on their own creativity

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Add your own

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Integrate opportunities for enterprise

Consider

- Work with the University's Venture Matrix to establish enterprise opportunities with local and internal organisations.
- Explore a range of understandings of creativity and its relationship to innovation in your discipline.
- Create a collection of alumni stories highlighting graduate enterprise.
- Develop idea generation and evaluation skills using creativity techniques such as association activities, role play, comparing outcomes of constrained and unconstrained thinking, etc.
- Develop project management skills to underpin project-based learning.
- Integrate poster and presentation assignment tasks and incorporate communication skills development.
- Encourage students to see each other as members of future networks.

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