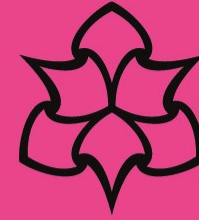Manchester Metropolitan University

Welcome

Teachers and Careers Advisers Conference

Supporting Future-Focused Ambition
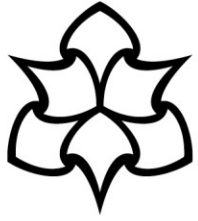
Wednesday 22nd May 2024

Careers in the Curriculum

Adam Hugill, Faculty Careers & Employability Manager

Nicola White, Faculty Careers Advisor

Sheri Lawal, Faculty Careers Advisor

Manchester Metropolitan University

Teachers and Careers Advisers Conference
Supporting Future-Focused Ambition

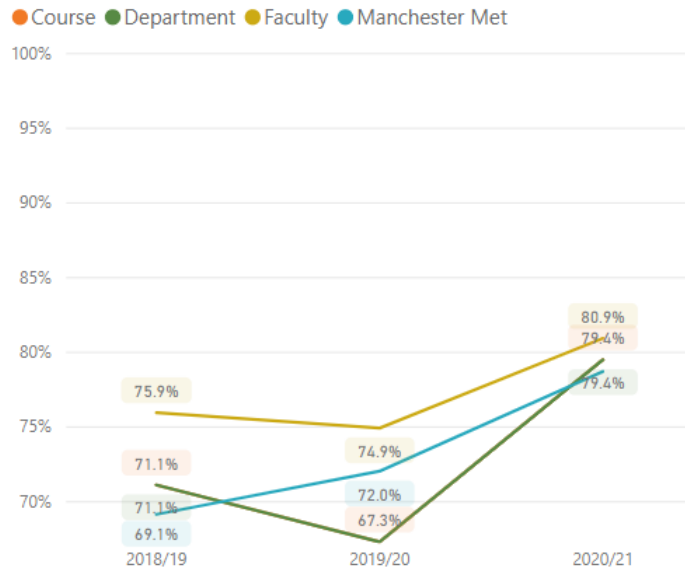# Activity – What does careers in the curriculum mean to you?

Why do we do it?

How do we it?
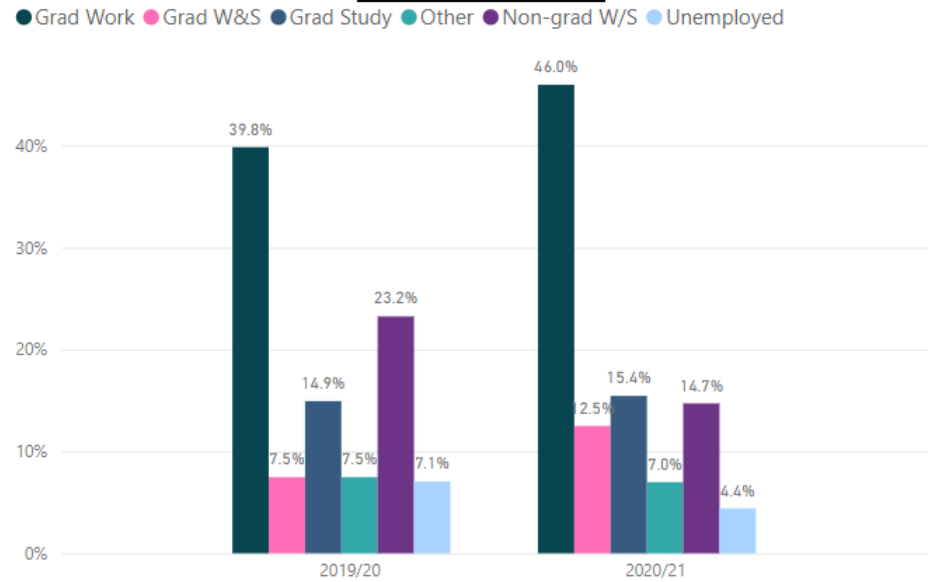
Where do we do it?

Data and Identifying Priorities

Number of Students by After Grad Plans

After Grad Plans	Number of Students
Not sure yet	2356
Larger employer through graduate scheme	1694
Further study	1224
Small/Medium sized Employer	757
Travelling/year abroad	578
Prefer Not to Say	433
Start a business	212
Free-lancing/develop a portfolio	211
Third sector/voluntary work	30
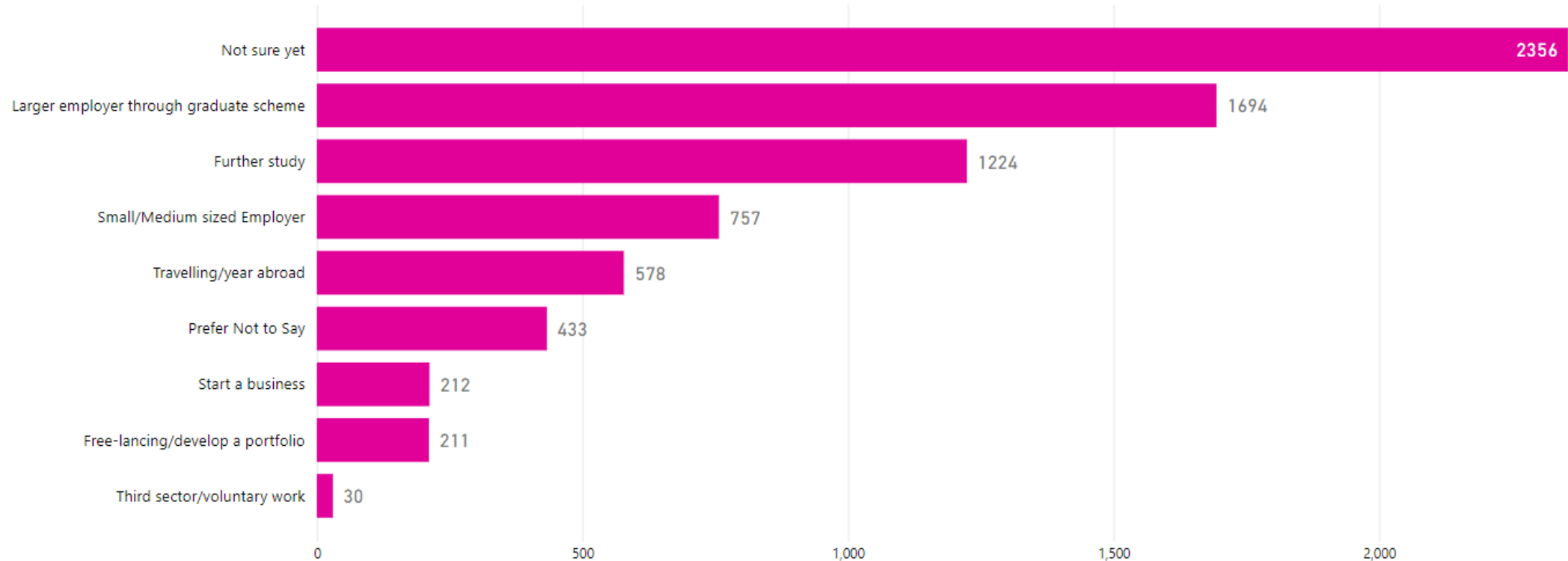
Careers in the Curriculum

Faculty Careers Teams: Enhancing Student Careers & Employability

- Collaboration with academic faculties for enriched learning.

- Dedicated Careers Consultant -leads curriculum development with thematic focus.

- Developing "101 ideas for career learning and WIL". Showcases diverse topics and emphasises active learning.

Contributions beyond delivery

- Consultancy, support, and challenge to academic departments.

- Provides best practices and data insights.

- Aims for curriculum-embedded employability.

- Showcase events - Elevating Careers - Showcasing Employability in Academia & Beyond

- The University's Education Strategy prioritises Work Integrated Learning (WIL), bridging theory and practice to prepare students for the professional world through diverse, assessed experiences embedded in the curriculum.

Cappfinity strengths profiling: this can be used to help students identify their innate talents, unrealised strengths that they could develop and those that are weaknesses. Can be used to boost confidence and help students identify ways to forward plan their development. There is a free version, or speak to CES for access to an enhanced version.

Artefact creation: ask students to attend a jobs fair or industry networking event such as Meet the Employers and to create an artefact to explain their learning. Artefacts could include a poster, social media post, digital resource, a poem or PWP.

Word cloud: Lead a discussion about the words associated with "career" (ie work, job, professional development etc). What do these words mean to the students and why? Which words to they want to use to think about their career development.

Student journey: Present students with visual representation of the student journey through the programme and how career learning and WIL is scaffolded into their curriculum.

Graduate outcomes: Show students Graduate Outcomes data (either national data via "what do graduates do?" or internal data such as a list of job titles that graduates from a particular course have gone into). Use as a springboard for discussion about career possibilities and the labour market.

# Career Centre Summative Employability Programme

Intervention

• Our digital employability programme is integrated into modules across all levels and courses within the Faculty of Natural Sciences.

• The goal is to provide students with a digital learning experience that aligns precisely with the Faculty's overarching careers and employability strategy. This strategy aims to enhance Graduate Outcomes and embed careers into the curriculum effectively.

Action

• The activities are structured around self-awareness, career exploration, successful application techniques, and preparation for future planning.

• Aligned with the CES 'Digital First' strategy, we employ the 'explore, create, succeed' model for career planning.

Impact

• The programme enables the delivery of careers education at scale, integrated into personal tutorials to maximize engagement and accessibility. This academic year, 380 students across Levels 4 -6 in Geography, Environmental Sciences, and Chemistry have actively participated in the programme.

• Given its success, we have introduced a self-led employability programme tailored specifically for UG First Generation Scholars.

L5 Chemistry Empolyability PDP - 23/24
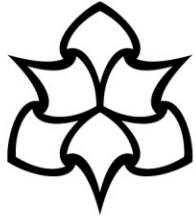
Meet the employers

Intervention

- A unique opportunity to network with key industry figures in a relaxed and friendly setting.
- A speed networking approach

Action

- Scaffolding prep into the unit
- Targeted employers/sectors from student data
- Employer prep in relation to student level and experience
- Improved attendance

Impact

- 4-unit pilot evaluation - All students who completed Career Pulse before and after unit reported an improvement.
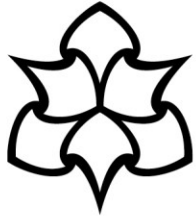
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Assessment Centres

Intervention

- A collaboration with Smart Resourcing Solutions (SRS) and the Careers service to replicate a real-life assessment centre, incorporating different tasks including 1-1 interviews, a group task and presentations.
- Multiple Job descriptions are created to align with students' area of intertest.

Action

- Embedded into various Core units across the university, allowing for preparation beforehand
- Students are not assessed on their performance, but assessed on their reflective writing incorporating detailed feedback provided by SRS
- Excellent attendance and performance

Impact

- Provides authentic assessment in a safe environment
- Increased student confidence

The Future of Careers

Intervention

- VR Headsets and Bodyswaps employability software trialed in Faculty of Science & Engineering.

- Software offers modules on interview prep, presentation and communication skills, leadership, EDI, conflict resolution, customer service and more.

Action

- CES team and Digital Skills interns engaged with software, provided feedback.

- Showcased at events like Future Me week, Week 6 offering an immersive careers activities.

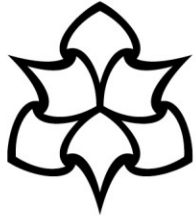- Modules demonstrated, potential for broader student usage

Impact

- Expanding usage beyond demonstrations, exploring group settings and full module completion.

- How does it enhance our digital services?

Challenges

- Funding, Logistics, student feedback, future tech evolution.

Activity – What opportunities does the future hold?

VR - What top 3 transferrable skills could VR help students develop?

AI -How could we use AI with students? What would be the challenges?

Would both add value to a student's employability learning experience? And if so, how?