



Enhancing Learning via Employer Engagement:

Graduate contributions to undergraduate teaching

James Derounian

University of Gloucestershire



What?

Recycling graduates' expertise to inform undergraduate teaching –

- ◆ Active learning
- ◆ Placements/shadowing
- ◆ Guest lectures
- ◆ Field visits
- ◆ Conference contributions
- ◆ Assessment help
- ◆ Project/dissertation 'live' topics
- ◆ Others?

Why?

For students (and staff)

- ◆ Encountering role models
- ◆ Up-to-date case studies
- ◆ Connection from theory to practice
- ◆ Another voice/angle
- ◆ 'Mafia'/friendly link in to work
- ◆ (Recent) graduates remember what it's like!
- ◆ Potential paid/voluntary work – 'foot-in-the-door'

- ◆ Others?

Why II?

For graduates

- ◆ Continued link with their 'old' place
- ◆ A chance to reflect and explain
- ◆ Testing out lecturing/CPD
- ◆ Kudos and validation
- ◆ Free pair of hands?
- ◆ Career discussion

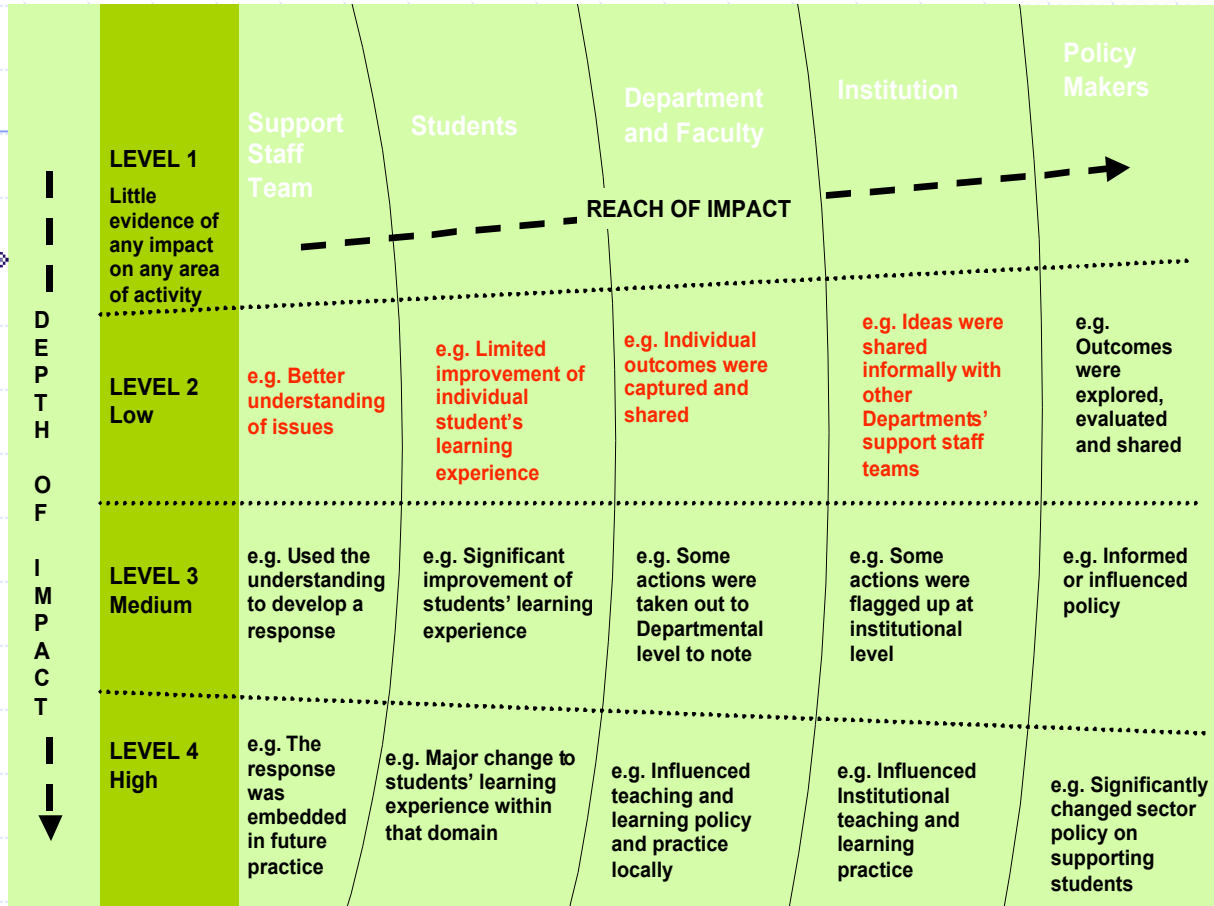
Issues

- ◆ **Proper briefing – ‘pitch’, emphasis...**
- ◆ **Student attendance**
- ◆ **Clarity – payment?**
- ◆ **Mutual exchange, not 1-way**
- ◆ **Respect/listening!**
- ◆ **Continuing links**

- ◆ **Others?**

What graduates say

- ◆ “I was chuffed to be asked”
- ◆ “I saw it as a challenge....I also wanted to put something back; when I was studying, it was the outside speakers that I found most interesting
- ◆ An opportunity “confront my fear” of public speaking
- ◆ I quite enjoyed the research for the session
- ◆ Class contact “reinforced my belief that ‘everyone’ s experiences can help’ in community development”



Levels of Employer Engagement

- ◆ **Depth and**
- ◆ **'Reach'**

- ◆ **In small groups –**
- ◆ **Discuss your own example of employer engagement with 2/3 others**
- ◆ **Establish 1 key point and**
- ◆ **1 key issue arising from your example**

- ◆ **Questions/points arising from the session?**