FLIPPING EMPLOYABILITY!

Discovering how to further embed employability into the mathematics curriculum

Noel-Ann Bradshaw
Faculty Director of Employability
University of Greenwich
Aims of session:

- Understand importance of employability for maths (and other) students
- Share ideas for employability provision
- Experience a taste of flipped classroom
- Think whether some aspects of employability could be presented in a ‘flipped’ way
Did you do your homework?


We will find out...
Do you have an assessed employability assignment including a mock graduate job application?

1. Yes in year 1
2. Yes in year 2
3. Yes in year 3
4. Yes in several years
5. Similar but not assessed
6. No
Do you run any of these events in your department? (Tick all that apply)

1. Events with graduates
2. Mock interviews
3. Sandwich placements
4. Work-based learning placements
5. Careers fairs
6. Projects with employers
Which of these is one of the generic skills mentioned in the paper by Neil Chalis et al?

1. Written and oral communication skills
2. IT skills
3. Team working
4. Giving presentations
5. All of the above

Percentage of responses:
- Written and oral communication: 71%
- IT skills: 0%
- Team working: 0%
- Giving presentations: 29%
- All of the above: 0%
Which of the following is NOT in the list of employers employability skills mentioned by the CBI?

1. Business and customer awareness
2. Problem solving
3. Team working
4. Communication and literacy
5. Application of numeracy
6. Application of IT
7. A positive attitude
8. Innovative/creative approach

Correct answer: 3. Team working
Odd one out: The QAA say that “where career education is embedded in the curriculum, awarding institutions [must] ensure that intended learning outcomes” satisfy 3 of the four below.

1. contribute the aims and objectives of the programme
2. clearly identify knowledge understanding and skills
3. are assessed appropriately
4. relate specific subject knowledge to business situations

![Bar chart with percentages:]
- Contribute the aims and objectives of the programme: 71%
- Clearly identify knowledge understanding and skills: 29%
- Are assessed appropriately: 0%
- Relate specific subject knowledge to business situations: 0%
What does USEM stand for?

1. Understanding Student Employability Market
2. Useful Stem Employability Material
3. Understanding Statistics in Education Management
4. Understanding Skilful practices, Efficacy beliefs and Meta-cognition
How do Yorke and Knight regard students’ part-time employment?

1. As a threat to academic studies
2. As a learning opportunity

- As a threat to academic studies: 43%
- As a learning opportunity: 57%
Activity: skills required

- In groups look at the job ads you have been given.
- What skills will maths graduates need to be able to apply?
- Write answers on white board / paper provided.
Feedback from groups
Activity: Enhancing skills (from Challis et al)
Choose 1 (or more) and discuss in groups.

1. Is it desirable to have a **separate skills module**, or to **integrate** skills development into other activities in the course, or a combination?

2. How can **skills** such as writing, presenting, and working with others be developed through **mathematical activities**, eg through modelling or project work, or **mathematical modules**?

3. Could a **learning log** have a role to play in encouraging a reflective approach?

4. If skills are to be **assessed**, what part should that assessment play in the overall pattern of assessment?
Feedback from groups
Final question

1. How can we help students **articulate** the skills they have acquired?
Final thoughts....

- What else can you include in your curriculum to enhance employability of maths students?
- Should this be assessed?
- Will students get more from active sessions rather than listening to a talk?


