Embedding Employability: Creating an inclusive curriculum that supports students to achieve their aspirations

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Our Students

- 59% of UG students are BME
- 49% are first generation in HE
- 14% have declared a disability
- 67% meet at least one indicator of disadvantage
- 35% are over 21 on entry into UG study

Kingston University: A True Widening Participation University

To enhance students’ life chances through inspiring learning, advancing knowledge, innovating professional practice, and engaging with society
Inclusive Curriculum 2.0: Preparing All Students for the Future
Careers and Employability Service (CES)

Careers and Employability Preparation
Faculty aligned support for students through the provision of 121 appointments, drop-ins, and workshops.

Employability Curriculum
Supporting Course Teams to deliver faculty employability aims, embed employability through subject-specific teaching and assessment, and enhance employability through employer engagement within the curriculum.

Employer Engagement
Manage and grow employer and industry relationships to create placement and graduate opportunities, and identify opportunities for involvement in curriculum development and delivery.
The Employability Curriculum Team are able to develop, tailor, and deliver a range of skills workshops to support successful engagement and completion of assessments, develop career readiness etc.

The Employability Curriculum Team work with the Employer Engagement to source employers, alumni and industry professionals for a range of activities.

The Employability Curriculum Team can work with course teams to identify, adapt, and implement high impact pedagogies, such as problem-based learning.

The Employability Curriculum Team are able to develop resources for Personal Tutors focused on professional development, self-management, and career planning.
Preparing for Cultural Change

01 Employability Mapping
02 Student Development Journey
03 Pedagogy for Employability
Define what employability means for the course.
What graduate attributes should your students leave with? Use HEA Student Employability Profiles for guidance.

Map employability across the programme by asking:
How are graduate attributes established and developed across the course? How do students understand how their degree enhances their employability?

In collaboration with Course Team, develop and implement action plan to enhance employability in the curriculum.

Monitor and evaluate changes on a yearly basis through the course enhancement process to continuously improve.
Student Development Journey

Level 4
Semester 1
- Alumni Panel
- Critical Thinking Skills Toolkit

Semester 2
- CVs and Interview Skills
- Hackathon

Level 5
Semester 1
- Insight Day
- Critical Thinking Skills Toolkit

Semester 2
- Live Brief

Placement Year/Study Abroad

Level 6
Semester 1
- CV and Interview Skills
- Critical Thinking Skills Toolkit

Semester 2
- Research Project
<table>
<thead>
<tr>
<th>MODULE</th>
<th>Critical thinking/analytical</th>
<th>Entrepreneurial thinking</th>
<th>Creativity and problem-solving</th>
<th>Project management</th>
<th>Information and research literacy</th>
<th>Financial literacy/numeracy</th>
<th>Self-awareness/reflection</th>
<th>Communication</th>
<th>Management, leadership and change</th>
<th>Presentation</th>
<th>Teamwork</th>
<th>Report writing</th>
<th>Commercial awareness</th>
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<tbody>
<tr>
<td>BIS4404 (Economics for Business)</td>
<td>Question Time portfolio</td>
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<td>Individual report (newspaper articles)</td>
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<td>BD4402 (Business Statistics &amp; IT)</td>
<td>Practical exam</td>
<td>Group website</td>
<td>Practical exam</td>
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<td>Group presentation</td>
<td>Group website project</td>
<td>Group portfolio</td>
<td>Individual portfolio</td>
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<tr>
<td>BM4704 (International Marketing)</td>
<td>Individual portfolio</td>
<td>Group presentation</td>
<td>Individual portfolio</td>
<td>Marketing report</td>
<td>Group presentation</td>
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<td>Individual report</td>
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<td>BIS501 (Culture and International Business)</td>
<td>Online test; group assignment; exam</td>
<td>Online test; group assignment; exam</td>
<td>Online test; group assignment; exam</td>
<td>Online test; group assignment; exam</td>
<td>Group presentation</td>
<td>Group presentation</td>
<td>Online test; group assignment; exam</td>
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<td>Online test; group assignment; exam</td>
<td>Group assignment</td>
<td>Online test; group assignment; exam</td>
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<td>BIS507 (Financial and Management Accounting)</td>
<td>Exam and in-class test</td>
<td>Exam and in-class test</td>
<td>Exam and in-class test</td>
<td>Exam and in-class test</td>
<td>Group report and presentation</td>
<td>Group report and presentation</td>
<td>Group report</td>
<td>Group report</td>
<td>Individual assignment</td>
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<tr>
<td>D56203 (Entrepreneurship in an International Contract)</td>
<td>Group business plan</td>
<td>SMEs Internationalization</td>
<td>Group business plan</td>
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Learning About
- Through standalone in-curricular workshops e.g. on presentation skills, teamworking, leadership etc.
- More passive form of learning
- Achieves surface-level knowledge

Learning For
- Through case-studies, scenario working, research etc.
- This is more active, enabling students to practice their theoretical learning in a safe environment
- Achieves deeper learning

Learning Through
- Through real-world projects and work-based learning
- This is more active, enabling students to understand how their theoretical learning can be applied to affect real-world change
- Achieves deep learning
Pedagogy for Employability

Authentic Assessment aims to replicate the tasks and performance standards typically found in the world of work, and has been found to have a positive impact on student learning, autonomy, motivation, self-regulation and metacognition; abilities highly related to employability.

Design Thinking is a structured approach to identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions.

Problem-based Learning is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts.

Enquiry-based Learning
Success and Challenges

Curriculum Design Meetings
Employability Curriculum Team invited to all initial curriculum design meetings

Quality Assurance Processes
Course Enhancement Process, Course Validation/Internal Subject Review Criteria

Faculty Governance
Faculty Targets and Faculty Education Committees

Course Team Working
Encouraging course team thinking and working

Institutional Approach
Currently no institutional approach – needs to be formally linked to inclusive curriculum

Restructure
Another restructure of the Professional Services
Any Questions?