Embedding Employability: Insights and Outcomes

Dr Sayjda Talib
Employability Skills Module Director

Dr Stacey Noble
Academic Employability Champion

12th January 2018
Session Outline

- Overview of Institutional Setting
- Embedding employability training into UG AcF programmes
  - AcF150 – Professional Skills Module
  - AcF350 – Careers skills in Accounting and Finance
- Faculty level initiatives
  - Central Teams and Faculty Teams
  - Academic Employability Champions
  - Career Coaches
- Departmental initiatives
- Questions and Discussion
Overview of Institutional Setting/ Outcomes?

- Lancaster University
  - ‘University of the Year’ - Times and Sunday Times
  - Top 10 in all three major league tables
  - Awarded TEF ‘Gold’ rating
  - 91% overall student satisfaction for 2017 NSS
  - 97% of Lancaster graduates are in either employment or further study three and a half years after graduating LDLHE Data 2017.

- Department of Accounting and Finance
  - 2nd in subject rankings - Guardian

Challenges

• **Size of cohort**
  – impact on teaching space, learning activities, marking and feedback

VS

• **Approach to teaching and learning**
  – Experiential learning approach
  – Fun and interactive!

• *Challenge = time, resource, quality of experience*
Key Employability Skills

- Time Management
- Research
- Analytical
- Problem Solving
- Numeracy
- Commercial Awareness
- Organisational
- I.T
Learning Objectives

- Modules provide explicit employability training
  1. Improve students’ understanding of the graduate job market and assist with timely career planning
  2. Prepare students for placement / internment and job applications
  3. Develop key application skills necessary for students to succeed in the graduate job market including CV writing, completing application forms, preparing for on-line tests, and succeeding at assessment centres
  4. Improve graduate “desk readiness” by developing both the hard skills (e.g., spreadsheet modelling, programming, financial analysis, etc.) and soft skills (e.g., teamwork, leadership, communication, etc.) required by accounting and finance employers.
Professional Careers Education Modules

**AcF150 – Year 1**
- CareerEDGE
- Employability Development Plan
- Professional CV
- Sage Software Sessions
- Careers Insight Day
- Business Simulation Game

- Meeting employers
- CV writing
- Application forms
- Presentations
- Report writing

- Critical thinking (Reflective writing)
- Teams and leadership
- Presentation skills (Business Game)
- Career-relevant skills in accounting and finance (Project)

All year Year 1 (0 credits)

**AcF350**

- TDI Exercise and Workshop
- Video Interview Simulation
- Computer Training
- Mock Assessment Centre
- Business Simulation Game

**Summer**
Year 2 (3 credits)

**Michaelmas**
Year 3 (12 credits)

- Independent work on Project (3500 words).
- Based around career-relevant skills in accounting and finance
- Internal control systems, auditing and accountability
- Portfolio Optimisation
- Initial Public Offering
- Strategic Analysis
CV Marking Process

**Marking:**
Feedback focussed on specific aspects of the CV:
- Presentation
- Structure
- Content
- Language

- **Traffic Light System:** Reflects processes employed by graduate recruitment teams
  - **If your result was Red...** *This means your CV is not ready, and there is a lot of work to be done!*
  - **If your result was Amber...** *This means that you made an effort and followed some of the guidance, but there is room for improvement...*
Type Dynamics Indicator

• The most up-to-date and scientific measure of Psychological Type (Personality Profiling)

• It has multiple applications and is widely used in executive team building, leadership development, change management and careers guidance.

• Looks at your preferences and style according to four different dimensions of personality:

1. **Extraversion-Introversion**: this is about where your energy comes from
2. **Sensing-Intuition**: this is about what you pay attention to
3. **Thinking-Feeling**: how you decide something
4. **Judging-Perceiving**: how you like to live your life

• Designed to help people identify their most natural style. This is based on the premise that a person may express their personality in different ways in different circumstances.
Interview Simulation

- Interview Simulator embedded into Moodle module page
- Preparation lecture
- Online support provided through resources
- Clear instructions!

Interview Simulator: Click Here!!

Please have these instructions to hand when completing your video interview
Summer Training Workshops

On the day, the 288 students were broken into four groups of 60 - 80.

Run by colleagues in the LUMS Careers Team

Today’s Tasks before 4pm:

- Work in teams to review and analyse your interview recordings.
- Considered, constructive feedback.

In these smaller groups we did self-awareness exercises based on MBTI and preparation for the Interview Simulator activity.

All 288 2nd year Accounting & Finance students in one day!
Then at the end of the day, all 288 students came together for feedback.
“It forced me to practice and properly consider the application process’

‘I think that the interviews went well, but could’ve been better if I was more accurate in my opening answers’

‘Could be more fluent and give more in-depth answers’

Good eye contact, clear structure – need to use examples to answer the question’

‘More confidence in my answers and be more enthusiastic.’
Faculty Level Careers and Initiatives

- Central Teams and Faculty Teams
- Academic Employability Champions
- Career Coaches
Departmental Initiatives/Activities

- Proactive networking re recruitment relationships
- Creation of ‘local’ internship/placement/graduate positions
- Helping out with placement interviews
- Bringing in guest lecturers and highlighting/embedding opportunities within a relevant module
- Employability ‘audit’ – highlighting current good practice
- Updating web pages and creation of content
- Student panel event
Any Questions?