



# #Your Future Plan

## **Festival of Learning 2021**

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June 2021

# Setting the scene

Through the end to end student journey, exploring how we can optimise teaching and learning to ensure students are ready for their futures rather than the futures we know now.

Developing a Professional Practitioner – Finding Solutions Amidst Competing Agendas

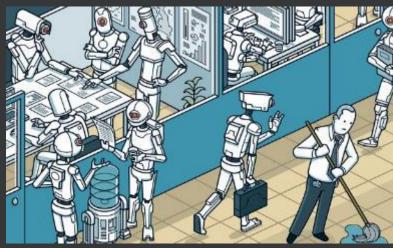
- Dr Pauline Williams
- Benjamin Moreland
- Katie Bateman

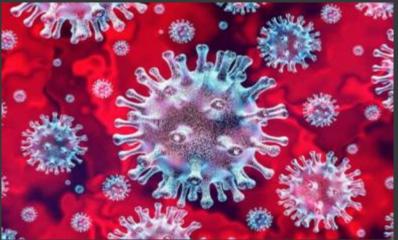
# **Driving Forces**











# **Government and Policy**

- Government 'promise' to tackle "low quality courses"
- Students and tax payers should get value from their "investment"
- STEM focus
- Value demonstrated through Professional Level Employment metric and LEO
- Introduction of Graduate Outcomes Survey
- Augar Review leading to:
- OfS development of 'Proceed'







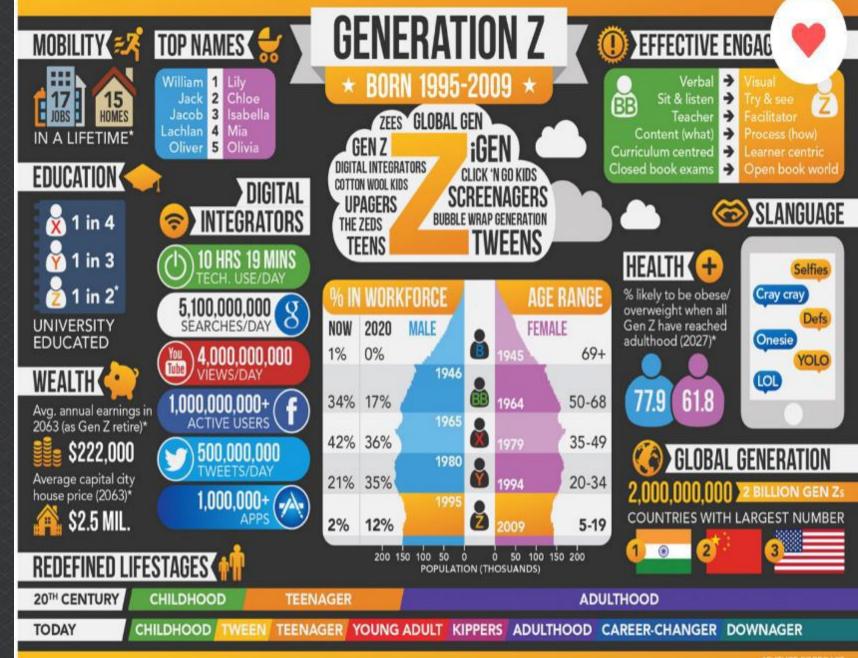
# MILLIONS SPIED ON BY GREEDY TOP UNIVERSITIES

They secretly hire investigators to snoop on ex-students' salaries, pensions and even friends in drive for donations



# Next generation student

- Digital integrators
- New health needs
- Re-defined life stages
- Longer and more varied careers
- Explore, decide, achieve



# Rapid evolution of employer engagement

- Digital delivery
- Buyers market
- The direct approach
- Data and evidence
- Curate, collate, collaborate
- Curricular partnerships



## **Future of Work**

World Economic Forum 'Future of Jobs Report - Oct 2020'

- Pace of tech adoption expected to accelerate
- Automation + Covid-19 recession creating double disruption scenario
- Automation led economic paradigm (85 million jobs lost to 97 million created by 2025)
- Without proactive efforts, inequality will be exacerbated by dual impact of technology and pandemic recession

- Despite economic downturn, majority of employers recognise value of human capital investment
- Public sector needs to provide stronger support for reskilling and upskilling at-risk and displaced workers
- Growth of new industry sectors
- Significant rise in startup organisations

Unemployment is not the whole story

Forms of work are disappearing (and being born)
Work composition is changing
Working patterns are shifting
Work and life are being (re)balanced
Transitions are becoming more difficult
Many people are going to have to make career shifts

Tristram Hooley, Chief Research Officer: Institute of Student Employers 'Employability in the time of Covid-19: The graduate employment landscape and reshaping career guidance'



#### STRUCTURE

- Our starting place & approach
- Our Integrated model
  - Employers and employability
  - YFP and Careers
- The role of assessment
- Student voices
- Challenges and next steps



### Where we started (Autumn 2018)



- YFP was seen as a 'bolt-on' by students and staff,
  - Low engagement for
  - Low motivation
  - Low attendance
- Each course at each level had placement
- Placement modules included YFPQ completion but little engagement
- The teaching & learning value of placements & the connection to YFPQ and YFP activities was not clear
- Careers was poorly linked to any opportunity for students
- We were commencing a course review process



# Our Approach



Step back – took the space to be proactive - not reactive

- ownership of our own solutions
- recognising as a Journey of development not a fixed answer

#### Allies within the team

Acknowledgement of the challenges

#### Asked ourselves what was/is importance to us

- Coherence
- Student experience
- Staff



### **How it works**

**Features:** 

**Mixed Model** 

**Compliments YFP** 

**Progressive** 

Level 4 Level 5 YFP Level 6 Level 7



# **Employer & External Stakeholders**

 What role do employers and external stakeholders play in our delivery of the professional development strand?

How do we identify which employers to work with?



# Employer & External Stakeholders

James Harbour, Atlas Sports Gloucestershire





# **Teaching and Delivery**

- The Student Journey
- Losing the label
- A collaborative approach
- Self-efficacy through meaningful activity
- 'Saw this and thought of you'



### **Student Voices**

Jake Hawksbee, Level Five Physical Education and Coaching





#### **Assessment**



#### Central to our thinking

- Retain the coherence assessment for learning
- Celebrate/recognise students as they transition to professional life
- Connectivity between academia, practice and career aspirations

#### E-portfolio use

- Develops toolkit relevant to a technologically driven world
- Personalised learner journey (with own sense of purpose)
- Creativity in demonstration of ILOs (diversity/inclusion)
- Encourage self-reflection and 'ownership' of future
- Emerging reflection of MHW



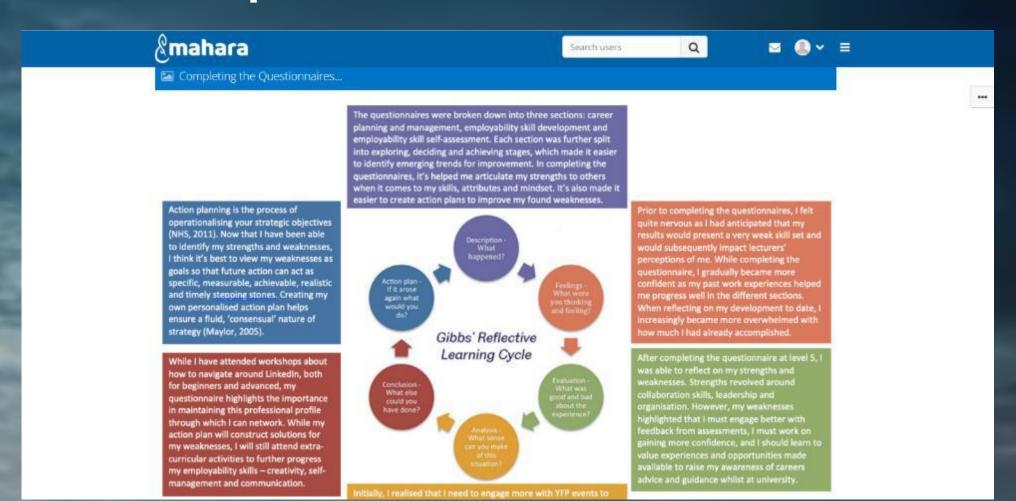
Chen and Black's (2010) .... "the concept of an e-portfolio is multifaceted — it is a technology, a pedagogical approach, and a process, as well as a product"

Chen and Penny Light (2010) ... the "value of eportfolio lies not in the specific tool itself but in the processes and in the ways in which the concept and related activities and practices are introduced to students."

Zubizarreta (2008) ... "a sound learning portfolio involves a concise reflective narrative, plus selective evidence...the role of the collaborative mentor is to help the writer keep the portfolio manageable, current, accurate, organised and relevant"



## An Brief Example





### Where now?

Next steps ... we are on a journey ....

### Challenges remaining

- Mahara skill
- Level 6
- Wider staff
- Maximising value to GO data process



