

Board of Studies Network: Embedding Employability

Meeting held on Monday 6 May 2019
at 1pm in Room 1.17, Dugald Stewart Building, Central Area

Notes

The meeting focused on Embedding Employability, with four 10 minute presentations/talks each followed by 10 minutes of Q&A/discussions. The following was noted:

1. Employability Practice - Helen Stringer, Assistant Director, Careers Service

- **Intrinsic** – employability should not be a bolt-on (as student engagement will be poor) but rather an enhancement of what is already in the curriculum (make explicit and re-emphasise skills & attributes).
- **Collective Responsibility** – utility beyond the classroom adding value in relation to student satisfaction (NSS metric) and reputation of institution (employable graduates).
- **Current Practice** – a number of examples of good practice were cited including 'Historian's Toolkit' (HCA) and Chemistry: from Concept to Consumer (see slides).
- **Careers Service** – currently primarily undergraduate focused but looking for ways to enhance provision for postgraduate population.

2. Employability-enhancing activities going on across the institution - Dr Gavin McCabe Employability Consultant, Careers Service

- **Curriculum Mapping** – nine key elements of curriculum design were discussed with examples of good practice for each (see slides).
- **Curriculum Design** – employability is intrinsic to the study of a given subject as an understanding of the application of learning helps to clarify and develop a greater understanding of the subject.
- [Reflection Toolkit](#) - new online resource for students and staff providing key principles, supporting resources and guidance for building students' employability.
- [Teaching Matters](#) – another repository of downloadable blogs with plenty of examples of good practice regarding employability.

3. Embedding employability into the curriculum: Early lessons and things to consider - Dr Esther Mijers, Senior Lecturer, School of History, Classics and Archaeology

- **Challenges** – mind-sets (intellectual pursuit is a good in itself) and lack of time.
- **Tips** – take a holistic approach (whole curriculum/programme), enlist the help of like-minded colleagues (both staff and students), and make things as easy and straightforward as possible (look for the slipstream of other existing processes or requirements).

- **Outputs** – guidance form for course design/changes and greater employability scrutiny at Board of Studies meetings (e.g. Learning Outcomes, Assessments, Graduate Attributes).

4. Curriculum Design – focus on skills development - Dr Patrick Walsh, Director of Teaching, School of Biological Sciences

- **Driver** – undergraduate teaching review but has provided an opportunity to redesign the Biological Sciences curriculum to focus on skills development (both direct scientific, biological skills and generic skills).