Principal's Teaching Award Scheme (PTAS) Proposal Form
Regular Grants

Advice before starting this form:
- Read through the entire form and follow the proposal guidance provided on the PTAS website.
- Complete all sections and questions outlined in this form, including the equity impact statements. Incomplete forms will be returned to the applicants and not considered for this funding round
- Replace guidance text (*in italics*) with your own text.
- Follow the page and/or word limit. Proposals with sections over the page or word limit will be returned to the applicants and not considered for this funding round.
- Ensure all members of your team are eligible for the award before completing the application
- This form is for regular grants, and another form is available for small grants
- When you have completed the form, please email one signed PDF copy of your entire proposal to iad.teach@ed.ac.uk

Project team members
Principal applicant:
Full name and title: Mr. Stephen Sowa (Tutor and PhD student)
School: Moray House School of Education and Sport & Edinburgh Futures Institute
Email: ssowa@ed.ac.uk

Co-applicants:
Full name and title: Dr. Ramsey Affifi (Lecturer, Science & Environmental Philosophy Education)
School: Moray House School of Education and Sport
Email: ramsey.affifi@ed.ac.uk

Full name and title: Dr. Sharon Maguire (Careers and Employability Manager)
School: Careers Service
Email: sharon.maguire@ed.ac.uk

Eligibility of Principal and team:
By submitting this proposal, you agree to the following statements.
- As Principal Applicant of this grant, I am employed at the University of Edinburgh from the proposed start date to end date described in this application form.
- As Principal Applicant, I can confirm that my team members and I are not currently named as the Principal Applicant of an existing and ongoing PTAS project

Project Summary

Project title:
Sustainable Careers Project

Start date: **End date:**
Date: 01/06/2023   Date 31/08/2023

Project summary:
In preparing for their future careers young people face a complex web of challenges resulting from rapid changes in the world of work and environmental precarity. Young people entering the job market are now more likely to experience multiple career transitions, as well as novel changes from increased automation of jobs and the task and skill requirements within occupations. Concurrently, the occupations and industries young people choose to enter can both affect and be affected by climate change and sustainability initiatives. To support young people in understanding and engaging with this interconnected web of challenges, this project aims to develop a pioneering sustainable career learning intervention through a collaboration between the Careers Service and the Sustainability in Education Research Group.

The learning intervention will be co-developed using a participatory design approach. Focus groups will be conducted with 18 students from different Schools to inform a career needs assessment. Subsequent workshops will be organised to bring 6 Careers Service practitioners together with students to develop, test, and evaluate the learning intervention. Data obtained from interviews and questionnaires will aid the development and evaluation of the intervention. The learning intervention will be designed to integrate within and enhance the Careers Service's existing career education provisions. By helping students to reimagine their careers through an ecological mode of thinking, this project will support students to prepare for changing job markets, contribute to sustainable development, and gain self-enrichment. This project will thereby contribute to Strategy 2030 and the Sustainability and Social Responsibility Policy.

Funding requested:
£ 6,279

Proposal

Project title:
Sustainable Careers Project

Project aims:
1) To build on the capacity of Careers Service practitioners in supporting students to prepare for changing job markets and to contribute to sustainable development
2) To plan, test, and develop a sustainable career learning intervention
3) To understand the practical and ethical complexities of trialling a sustainable career learning intervention

Background:
Career preparedness for changing job markets and environmental precarity
Young adults face a rapidly changing job market characterised by a complex range of opportunities and challenges. Over recent decades it has become more common for those entering the job market to experience multiple career changes (Savickas, 2000; Sullivan & Al Ariss, 2021). Research indicates that individuals are making more transitions across the "boundaries of occupations, industries, organisations, countries, and the labour market" (Sullivan & Al Ariss, 2021, p. 1). Significant changes within occupations (i.e., to skill and task requirements) and across job markets are resulting from increasing automation. Recent technological advances across multiple fields, including artificial intelligence, machine learning, and mobile robotics, has led some to predict that increasing numbers of routine occupational tasks as well as some non-routine tasks could be converted into well-defined problems which could be subject to automation (Brynjolfsson & McAfee, 2014; Frey & Osborne, 2017; Schwab, 2017).

While debate continues over the likely scale of job automation, including the number of jobs created and eliminated by new technologies, various sectors and types of work have been identified as potentially higher risk. Those occupations at higher risk of automation may contain fewer non-routine tasks requiring social intelligence or creativity, including sectors such as transportation, production, office and administrative support, sales, and service (Frey & Osborne, 2017). Young people may encounter greater career difficulties if automated entry level and low-skilled positions are not sufficiently supplemented by alternative jobs or other initiatives (Mann et al., 2020; OECD, 2018). Because significant automation-related changes to labour markets are predicted to take at least a decade or two to appreciably manifest (Frey & Osborne, 2017; PwC, 2018), present and forthcoming generations of young people could be most significantly impacted as changes may coincide with their important educational and career decision making milestones. Research indicates many young people are concerned about the impacts of automation on their career decision making and future career attainments (WorldSkills & OECD, 2019).

Young people's career decision making can also affect and be affected by climate change and environmental sustainability initiatives (MacAskill, 2014). For instance, a person may choose to pursue a career in the renewable energy sector rather than deciding to work as a petroleum engineer for an oil extraction company. Investment in electric driverless car technology research may create new jobs for scientists. Recent surveys involving British young people (aged 16-24) suggest large proportions remain engaged and interested in participating in climate-related action, but many also reported feelings of distress about the future consequences of climate change (Lawrance et al., 2022). Engaging young people in their career development through their interest in environmental sustainability may serve as a powerful source of motivation to build their career preparedness and contribute to future change. However, in doing so career practitioners will need to be aware of possible emotional challenges associated with addressing the issue of climate change, as well as various ethical complexities, such as preserving young people's agency and freedom to choose their preferred career path.

The proposed project
In response to this emerging web of challenges facing young people there is a growing need to foster a more holistic understanding of careers as part of a highly interconnected ecosystem,

where changes in the economy, technology, social conditions, and the environment can shape and be shaped by the ways in which people construct their careers. To promote this ecological understanding of careers, the overarching aim of this project was to plan, test, and develop a sustainable career learning intervention. This learning intervention will be developed in collaboration with practitioners at the UoE Careers Service to aid them in supporting students to prepare for the changing world of work and to contribute to sustainable development.

This project involves a collaboration between the Sustainability in Education Research Group (Moray House School of Education and Sport) and the UoE Careers Service. The Careers Service is committed to opening students to the range of possibilities ahead of them and empowering them to tap into their talents and confidently shape their futures. UoE students can access relevant careers information and guidance through their range of online provisions, 1:1 support, and various career educational events/initiatives across the UoE (e.g., Focus on Careers in Sustainability event). The value of this project and the development of the sustainable careers learning intervention is that it is designed to integrate within and enhance the existing set of educational provisions offered by the Careers Service.

Through their provisions the Careers Service currently supports students to develop their career management skills, self-awareness, and understanding of their job options and different occupational requirements. The learning intervention developed in this project will enable career practitioners to build on their existing approaches to broaden service users' understanding of their careers through an ecological mode of thinking. This mode of thinking will support service users to engage with the interconnected complexities of automation, job change, and environmental risks. Because this learning intervention will be developed through a participatory design approach, its exact specifications will emerge through iterative planning, testing, and evaluation phases. The learning intervention will nonetheless include a set of guiding principles, pedagogical approaches, and learning activities which can be applied and/or adapted to different career educational events or provisions. Ethical reflections relevant to the learning intervention will also be produced.

Theoretical guidance

To support young people and adults in their career decision making professional career services have traditionally adopted a three-step approach in which self-exploration and occupational learning are followed by a person-occupation comparison or matching process (Lent & Brown, 2020; Parsons, 1909). Embedded in this approach is the assumption that there are relatively stable features of persons and work environments that can be rationally understood, compared, and/or matched (Lent & Brown, 2020). While this approach still retains some utility, instability in the world of work and environment has made it less straightforward to achieve a good-fitting and sustainable match between persons and occupations (Lent & Brown, 2020). By drawing on the sustainable careers theoretical framework developed by Lent and Brown (2020), it is possible to build on traditional approaches to careers to also address the emerging web of challenges young people face, including a changing occupational outlook (e.g., impacts of job automation). The theory includes opportunities for developing personal career sustainability through preparing barrier-coping strategies, social supports, and preparedness activities to manage job change and loss.

In conjunction with this framework, a supplementary approach to ecologising education was used (Affifi, 2022). This approach situates environmental education, and related areas such as careers, within a more holistic perspective in which students and their surrounding ecosystem are viewed in a dynamic and open interplay. The perspective affords a reconceptualising of careers as part of a highly interconnected ecosystem (e.g., mutual influences from the economy, technology, social conditions, and environment) and a form of reciprocity in which students, through their careers, can contribute to the world and gain self-enrichment from the world. The benefit of these approaches is that they can help young people develop new modes of thinking about careers, prepare for ongoing job change, and meaningfully contribute to sustainable development.

Evaluation or Methodology:

The sustainable career learning intervention will be developed using a participatory design approach, with project researchers, Careers Service staff, and a sample of students contributing to the project. The specific design and content of the learning intervention will emerge through an

iterative process of planning, testing, and evaluation (Anderson & Shattuck, 2012). There are three distinctive stages to the project. The first stage (June 2023) will comprise of planning meetings and a needs assessment. In this phase three focus groups (in-person and/or online attendance) will be conducted with groups of 6 students (18 students from across different Schools) to explore their emerging career-related needs and the ways in which they think about their careers in the context of job change and environmental uncertainty. Students will be recruited for the focus groups via email communications sent out to each School by the Careers Service. Voluntary informed consent forms will be shared with the prospective focus group attendees and collected (electronically or in-person) prior to the focus group sessions. The focus groups will be transcribed, and the qualitative data will be analysed using a thematic analysis to identify key themes related to students' emerging career needs and engagement with changing job markets and environmental challenges.

A planning meeting will then be organised with Careers Service staff members to discuss the findings from the initial focus groups and to identify potential barriers and opportunities they may perceive in supporting student's engagement with job market change, automation impacts, and environmental challenges. In the second stage of the project (June-July 2023) a workshop will be organised to iteratively develop the sustainable careers learning intervention in collaboration with 6 career practitioners at the Careers Service building on findings from the needs assessment. Semi-structured interviews will be subsequently carried out with each career practitioner to understand their reflections on the principles and approaches underling the learning intervention, as well as their understanding of the practical and ethical challenges associated with the intervention.

The final stage of the project (August 2023) will bring a sample of students together with the career practitioners to collaboratively test, refine, and evaluate the sustainable careers learning intervention at a workshop session. Approximately 10-15 undergraduate students (from across different Schools) will be invited to participate in the workshop session. These students will be participating in either the Careers Service's structured summer internship programme (Employ.ed) or other on campus internships. To evaluate the sustainable careers learning intervention questionnaires and voluntary content forms will be distributed to the workshop participants. The questionnaires will be designed to capture students' perspectives on the learning intervention using Likert and open-ended questions, as well as their evolving understanding of careers within a wider ecosystem, and how an ecological mode of thinking about their careers may continue to inform their career planning and preparedness. Descriptive statistics and thematic summaries will be used to describe and explain the findings. To ensure the longevity of the learning intervention after completing the project, Careers Service staff will take responsibility for judiciously integrating the learning intervention into their central career programme of events (e.g., Focus on Careers in Sustainability events, as well as possible opportunities to trial in a new sustainability challenge course as part of the Curriculum Transformation Project).

Project plan:

Date-date	Activity	Description of activity
May 2023	Ethics application	To complete a submission for ethical approval from the Moray House School of Education and Sport ethics sub-committee. Approval by June 2023.
June 2023	Stage 1: Planning and needs assessment	Conduct a needs assessment by organising three focus group discussions with groups of 6 students to explore their emerging career-related needs and engagement with job change and environmental uncertainty. Arrange a planning meeting with Careers Service staff to discuss the need assessment findings and develop ideas for the sustainable careers learning intervention.
June-July 2023	Stage 2: Iteratively develop the learning intervention	Organise a workshop with 6 Careers Service practitioners to develop the sustainable careers learning intervention. Further refine the learning intervention using insights from semi-structured interviews with each career practitioner.

August 2023	Stage 3: Evaluation of the learning intervention	Invite 10-15 students from the Employ.ed summer internship programme (or other on campus internships) to participate in a workshop to test, refine, and evaluate the learning intervention. Distribute questionnaires to workshop participants to understand their perspectives on the intervention and how it may contribute to an ecological engagement with careers.
August 2023	Report write-up	Final write-up of report for submission to PTAS. Share findings of the sustainable career learning intervention with Schools across the University (see below for details).

Project outcomes & impact:

The expected outcomes from this project will be of benefit to students, Careers Service practitioners, and the wider teaching and learning community. Firstly, the development and subsequent implementation of the sustainable career learning intervention will support UoE students in preparing for the career-related opportunities and challenges raised by automation, job market change, and environmental precarity. Through this project students participating in the Careers Service's educational provisions will not only possess greater knowledge of automation and barrier-coping strategies to manage job change but will also develop a more holistic ecological mode of thinking about careers. The project will equip UoE students to perceive the connections between their career development and environmental challenges, developing a broader awareness and mindset to contribute to sustainable development. The research undertaken in this project will also benefit the Careers Service in advancing their understanding of UoE students' career-related needs and the ways in which students currently think about their careers in the context of changing work and environmental conditions.

Another outcome from the project concerns the capacity building of career practitioners at the Careers Service. By engaging in the co-development of the learning intervention and receiving support from the research team on issues concerning automation, job change, and climate change, practitioners at the Careers Service will be better equipped to support service users in preparing for their careers. Dissemination of the project findings with Schools across the university will also extend the impact of the project to the wider learning and teaching community. Schools can learn about students' evolving career-related needs and ways of engaging with technological and environmental challenges to foster career preparedness. The project will also contribute to the UoE's Strategy 2030 and more specifically the Sustainability and Social Responsibility Policy. The Policy outlines the need to "provide and support opportunities for students to learn about sustainability and take action" both formally and informally, as well as opportunities for "enhancing [student] employability". The development and implementation of this learning intervention can significantly contribute to both these commitments and the values of sustainability and equality embraced by the UoE.

Sharing your project:

Project findings will be communicated and shared with Careers Service staff and other stakeholders. To share the research findings and the learning intervention with Career Service staff and colleagues from different Schools a knowledge exchange event will be organised (capacity approximately 30 attendees). The knowledge exchange event will explore how students across the UoE think about their careers in the context of job change, automation, and climate change, explain the learning intervention, and, in collaboration with the Careers Service, provide support for different Schools to explore possible sustainable career learning initiatives in their respective domains. The project findings will also be shared with Schools and staff by means of a blog post on the Teaching Matters Blog and via a presentation at the annual University of Edinburgh Learning and Teaching Conference, and/or a career-specific conference such as the Association of Graduate Careers Advisory Services annual conference. The project findings and learning intervention will also be shared with colleagues in the Sustainability in Education Research Group and Moray House through the staff newsletter. Publication of an article in a relevant career journal will also be pursued following the completion of the project.

References

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Budget

Financial years:

June 2023 – August 2023. Given your start and end-date proposed, will your project occur over more than one financial year? No, the project is to be completed over the present financial year. The reason for the relatively short duration of the project is so that the learning intervention will be ready for implementation by the 2023/2024 academic year and to fit within the Principal Applicant's contract period at the Edinburgh Futures Institute.

Budget items:

Item	Description	Cost
Research assistance	To employ one postgraduate student to engage in project planning, organising workshops, data collection, and data analysis (including transcribing interviews & focus group data). This is based on working X days a week from June-August (approx. XX hours). Grade XX (spinal point XX). £XX p/h * XX hours = £XX (+ 30% employment costs)	£4,145.60
Buy-out staff time for 6 Career Service staff (research time/project assistance)	To buy-out the staff time for 6 career practitioners from the Careers Service to participate in the project planning (approx. 2 hours per person), learning intervention development workshop (4 hours), revision and evaluation of the learning intervention (4 hours). This will include approx. XX hours of staff time in total across the 6 practitioners (approx. XX hours each). Grade XX (spinal point XX). £XX p/h * XX hours = £XX (+ 30% employment costs)	£1653.60
Vouchers for compensating research participant contributions	To provide vouchers (£10 per person) for students participating in the focus group discussions (18 students x £10).	£180
Knowledge exchange event	To organise a knowledge exchange event to disseminate project findings with Career Service staff and colleagues from Schools across the UoE (approximately 30 attendees, includes lunch and snacks).	£300
Total		**£6,279.20**

Total cost:
£6,279.20

Budget justification:

Because the planning, development, and evaluation of the sustainable careers learning intervention will require a series of data collection processes, data analyses, and organisation of workshops, it is important to allocate funds for research assistance. To complete the research tasks within the timeframe of 3 months the research assistant will be required to work around 2 days per week and be renumerated at the appropriate grade boundary for a postgraduate student (UEXX). While this project is a participatory research project involving contributions from career practitioners, students, and academic staff, there are necessary research and administrative tasks which need to be undertaken by the research assistant. The prospective research assistant will require a range of skillsets to organise and conduct the focus groups with students and interviews with career practitioners, as well as preparing and analysing data relating to the project and the learning intervention.

Because of the range of research tasks to be completed in this role, the research assistant will need to possess expertise in career development, qualitative methods, and/or quantitative methods. As one of the grant applicants (Stephen Sowa) possesses this specific skillset and has published journal articles in this area of inquiry, he is well suited to undertake the research assistant role. The specified hours are within his advisory limits for a PhD student and confirmation has been obtained from his local HR department (and colleagues at the IAD) that he would be eligible to carry out the research assistant role while being a named applicant on the grant application. Given the small scale and short-time span of the project, it would not be feasible to advertise and recruit for the position across the UoE community.

As well as allocating funds for research assistance, additional funds are proposed to buy-out the staff time of 6 career practitioners from the Careers Service for research time. Because there are around 18 Career Consultants at the Careers Service, it will be important to involve a diverse selection of practitioners in the project to obtain a range of perspectives on the learning intervention. Involving 6 out of the 18 Career Consultants will help to incorporate a diversity of perspectives without depleting the Careers Service of workers or taking a practitioner away from their regular duties for a prolonged duration of time (i.e., each practitioner will work on the project no more than XX hours per month). This is an important allocation of funds as the career practitioners will play a central role in co-developing, testing, and evaluating the learning intervention.

The practitioners will attend planning meetings (approx. 2 hours), contribute to the development of the learning intervention at a workshop (4 hours), and attend a workshop in August to test and evaluate the intervention (4 hours). This contribution to the research project will require around 10 hours of work per practitioner and take them beyond their regular responsibilities as Career Consultants. It is important for several practitioners to be involved in the project to ensure that the intervention reflects the career education principles and approaches of the whole Careers Service team. By allocating research time for these 6 practitioners, it will also be possible to enhance their sense of ownership over the intervention. This will allow the learning intervention to be more effectively and continuously applied in career education events or provisions beyond the lifespan of the project.

To compensate students for participating in the focus group discussions, £10 vouchers will be provided to each student involved in the focus groups (18 students in total). These focus group discussions are designed to assess the career needs of students and the ways in which they think about their careers in the context of job change and contributing to sustainable development. The vouchers will be useful to attract students to participate in the focus groups and to reward them for their contributions to the development of the learning intervention.

To disseminate the project findings to staff at the Careers Service and Schools across the UoE, a knowledge exchange event is proposed (approximately 30 attendees). The funds (approx. £10 per attendee) will be used to cover the costs of catering and event materials. This event will offer a valuable opportunity to share the learning intervention with colleagues across the UoE and facilitate discussions on how staff can support students in different Schools to prepare for their careers under changing work and environmental conditions. Attendees will be able to explore the practical and ethical challenges of supporting students' career choices and ecological understanding of careers. The knowledge exchanged at this event will in turn contribute to the UoE's Strategy 2030 and the Sustainability and Social Responsibility Policy.

Project Team Expertise

Mr. Stephen Sowa

I am currently a Postgraduate Tutor and PhD student in the Moray House School of Education and Sport, as well as an Undergraduate Tutor in the Edinburgh Futures Institute. Over the last few years, I have carried out empirical research and written journal articles exploring the career development of students and the risks and opportunities associated with future job automation. The subject knowledge and methodological skills I have gained from this research is well suited to the requirements of the proposed project. In particular, I have conducted focus groups and interviews with policymakers and career practitioners involved in supporting young people's career preparedness for the changing world of work. Consistent with the demands of the evaluation phase of this project, I have also gained experience in analysing survey data through my published research. This project offers an exciting opportunity to build on my recent empirical research to help develop a practical learning intervention which can benefit UoE students in their career preparedness and the valuable work of staff at the Careers Service. The project also provides a fascinating opportunity to connect careers with other socially important issues, such as sustainable development.

Dr. Ramsey Affifi

I am presently a Lecturer in Science Biology & Environmental Philosophy Education within Moray House School of Education and Sport. After completing my PhD in 2015 at the Ontario Institute for Studies in Education (OISE), University of Toronto, I went on to be a Postdoctoral Research Fellow in Simon Fraser University's Faculty of Education. I am also the founder of the Sai Nyai Eco School and the non-profit organisation, Sustainable Laos Education Initiatives. My research interests and skillsets are closely aligned with the Sustainable Careers Project and will enable me to contribute to the Project in several ways. First, I have published various journal articles and acquired several years' experience investigating pedagogical approaches to environmental philosophy, as well as the philosophy of technology. My expertise in these areas will allow me to contribute to the design and development of the Sustainable Career Learning Intervention and its goal to promote an ecological mode of thinking among students. As a supplement to this subject-specific knowledge, I also have methodological expertise relevant to the Project. I have experience leading innovative research projects using collaborative approaches to participatory research. Because the Sustainable Careers Project will incorporate a participatory design approach, I will be able to provide valuable guidance to inform the study design and methods used to plan, test, and evaluate the learning intervention.

Dr. Sharon Maguire

I am a Careers & Employability Manager and currently Acting Assistant Director at the University of Edinburgh Careers Service. I lead a team of Careers Consultants covering Divinity, ECA, HCA, LLC and the Business School. I am also the link consultant for the School of Philosophy, Psychology and Language Sciences. I have a PhD in life sciences and worked in medical research for a number of years. I am a professionally qualified careers consultant, holding a Postgraduate Diploma in Careers Guidance, and have 20 years of experience leading and developing work on careers and employability in higher education. I have supported students to develop their employability and career management skills through provision of individual career guidance, development and facilitation of career education sessions, and creation of online content and courses for self-led career education.

Equality Impact Statement

The Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 are anti-discrimination laws relevant to the University and our work in equality, diversity, and inclusion (EDI). EDI is of strategic importance to the University of Edinburgh and should be embedded in all of our activities. As a result of the above legislation, the University has a statutory duty to assess the equality impact of all of its policies, practices and procedures, including the development of new projects and initiatives. Further information about Equality Impact Assessments (EqIA) can be found here: https://www.ed.ac.uk/equality-diversity/about/reports/impact-assessment

Your equality impact statement should not exceed 2 pages.

Project Team:

The members making up the project team, including the career practitioners who will be involved in co-developing the sustainable career learning intervention, span a range of age groups, genders, and professional backgrounds. The research team includes individuals with different yet complementary roles within the UoE. The applicants include a postgraduate research student, an experienced academic staff member, and a professional services staff member (UoE Careers Service). The postgraduate student, Stephen Sowa, comes from a younger age bracket and possesses relevant research experience in the fields of career development, job automation, and education. Because he comes from a similar generation to many of the students using the Careers Service, there are relevant career-related insights, experiences, and concerns he may likely share with the research participants (i.e., UoE students). Drawing on this perspective can help the researcher in understanding the viewpoints of the research participants and aid the research design used in the project (e.g., relevant focus group questions).

The make-up of the project team also ensures that different gender-related perspectives can be incorporated into the project design and approach. The female Careers Service staff member, Sharon Maguire, has gained extensive experience supporting students from different backgrounds (e.g., ethnic, social class, and gender) in their career decision making and education. Drawing on her broad professional knowledge and personal experiences as a female career practitioner will be extremely valuable in contributing to the development of an inclusive career learning intervention. The project team also has relevant representation from the UoE academic staff. Ramsey Affifi, an experienced Lecturer at the UoE, possesses valuable expertise in sustainability education and will thus contribute important insights on the connections between careers and sustainability.

Participation and involvement:

Research participants for this project include students across Schools at the UoE as well as practitioners at the Careers Service. Because there is a possibility that students volunteering for the focus groups or the final workshop may not be broadly representative of the diversity of the student population (i.e., in terms of ethnicity, gender, disability status), participant selection decisions will aim to take account of underrepresented groups to ensure a fair representation of students. Discussions will also take place with Careers Service staff to ensure a fair and diverse selection of career practitioners participate in the project.

As the project explores issues of career choice and environmental sustainability it is possible some participants may feel uncomfortable sharing personal information about their careers and/or their views on sustainability (e.g., due to political or religious reasons). To minimise possible feelings of discomfort supportive information will be provided on the consent forms and verbally at the beginning of the focus groups to ensure participants understand they do have to answer a question should they feel too uncomfortable doing so. Participants will also be reminded of their right to withdraw from the study at any point. To ensure the project is accessible to all students, suitable venues will be selected for the focus groups and workshops (e.g., with wheelchair access). Project outputs will be produced using fonts (e.g., sans-serif fonts at 14 point), graphics, and technological components to make them accessible to all audiences.

Methods or Evaluation:

The research methods used in this project will include focus groups with students, semi-structured interviews with career practitioners, and questionnaires completed by students participating in the final workshop. To ensure the focus groups are conducted equitably similar speaking time allocations will be afforded to all the participants to ensure everyone has an opportunity to share their views. Member checks will also be completed to allow the participants to check and potentially modify their responses after the focus groups. Because these focus groups are designed to explore students' career-related needs this project will therefore be responsive to students' personal circumstances and protected characteristics when collecting and analysing the data. The role of gender, social class, disability status, age, ethnicity, and other protected characteristics will be considered during the data collection, data analysis, and development of the learning intervention. For instance, descriptive statistics detailing the results from the questionnaires will provide a quantitative summary of how students from different groups have engaged with the learning intervention. This will ensure the learning intervention supports different groups in their career preparedness for the changing world of world and sustainable development.

Sharing your findings:

To ensure the research findings are communicated using accessible and inclusive formats, all text-based outputs will be written using sans-serif fonts at 14 point so that they are accessible to students with visual impairments. PowerPoint presentations will use plain English, avoid complex sentences, and include text descriptions for pictorial elements to enable different audiences to access the material. To allow a broad group of people to access the findings and learning intervention, the project outputs will be shared using multiple communication channels. A knowledge exchange event will be held and attendees from across all Schools within the UoE will be invited to attend. A blog post will be written on the Teaching Matters Blog to share a written record of the research findings and learning intervention with colleagues interested in the topic. Email communications from the Careers Service will also be used to inform UoE students and staff of the project findings and how the learning intervention will aid their career education provisions. The research findings will also be presented to colleagues at the Teaching and Learning Conference to broaden the reach of the project to those unable to attend the knowledge exchange event.

Important Information
- For further information on the application of the Equality acts to higher education please see https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-%E2%80%93-further-and-higher-education ; Annex B
- For the University's EDI strategy, outcomes, policies, and other information please see https://www.ed.ac.uk/equality-diversity/about
- For help on language when describing people from some protected groups, please see https://www.ed.ac.uk/editorial-style/language-tone/inclusive-language or https://service-manual.nhs.uk/content/inclusive-content/sex-gender-and-sexuality
- All PTAS projects should ensure that educational materials used in the project or as an outcome of the project are accessible to all users as per the University guidelines at https://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials

Confirmation of consultations

Please tick the boxes to confirm that required consultations have taken place, and ensure the Principal Applicant signs underneath.

I confirm that all named Co-applicants have seen the final version of this proposal and are willing to be named as Co-applicants

<div align="right">Please tick to confirm ☒</div>

I confirm that I, the Principal Applicant, have consulted with all named support services or individuals named in this proposal as offering support and that those individuals have agreed to offer the support outlined in the proposal

<div align="right">Please tick to confirm ☒</div>

I confirm that I, the Principal Applicant, have consulted with my local School finance and HR professionals gaining advice and recommendations on how to recruit staff (if appropriate) and manage PTAS project budgets and funds successfully

<div align="right">Please tick to confirm ☒</div>

I confirm that the Head of School or Head of Service for the Principal Applicant has seen a final version of this proposal and supports the proposal

<div align="right">Please tick to confirm ☒</div>

Name of Principal Applicant   Signature   Date

Please email one signed PDF copy of your entire proposal to iad.teach@ed.ac.uk