

## Great Ideas for Student Employability 2: DMU Mini-conference

Wednesday, 8<sup>th</sup> June 2016 – Hugh Aston Building

**9.10am** Registration and Refreshments (Hugh Aston Atrium)

**9.30am** Great Ideas for Student Employability 2: Welcome & Opening Remarks (Hugh Aston 0.10)

Zoë Allman, Associate Director of Learning and Teaching  
Lucy Madahar, Head of Careers & Employability

**10.00am** Parallel Sessions 1:

**Embedding employability:  
examples from across DMU**  
(Hugh Aston 1.47)

Chair: TBC

The real value of working with external companies and organisations :  
David Gordon

Context and applicability of coursework to support student employability :  
Mario Gongora & Sara Wilford

A project that matters. Enhancing student employability through live projects – A collaborative disability design project between the Design Products level 5 course, Ash Field Academy and DEMAND, Design and Manufacture for Disability :  
Nicholas Rowan

**Preparing our students for recruitment**

(Hugh Aston 1.48)

Chair: Simon Walsh

Lights, Camera, Recruitment! :  
Louise Oldridge & Ann Baughan 🗣️

What can we learn from the experiences of Education Studies students who applied for postgraduate initial teacher education programmes in 2015-16? : Ross Purves & Mark Pulsford

Pharmacy students 'PEER' into their future :  
Helen Root, Karen Kuo, Sang Townsley, Kaash Chandarana & Jaikishan Jogiya 🗣️

**Embedding voluntary and paid experiences at DMU**

(Hugh Aston 1.49)

Chair: Jill Cowley

Frontrunners, Graduate Champions and Employer Liaison : Richard Bowden & Lisa Bilimoria

#DMUglobal and enhancing employability :  
Andras Fesus

Square Mile: A world of opportunity on our doorstep! : Jess Bogic (David Hollis)

**10.45am** Refreshments and Networking (Hugh Aston Atrium)

**11.10am** Parallel Sessions 2:

**Placements and work-based learning: the many varieties**  
(Hugh Aston 1.47)

Chair: Mark Prescod

Vans, Showrooms and Agencies: My Automotive Marketing Placement :  
George Hedley 🗣️

No Bars to Learning- Enhancing placement opportunities for nurses within the prison setting : Nicola Brooks, Richard Postance & Joanne Bird, plus Virginia Banga & Anthony Bailey, Leicestershire Partnership Trust

Balancing the equation: DMU maths/physics student + teacher experience = Employable DMU Student : Joanne Bacon, Marie Bassford & Jess Bogic

**Employability skills: recognition and articulation**

(Hugh Aston 1.48)

Chair: Alison Statham

Embedding Employability – recognising our achievements : Ali Haynes

My Frontrunner Experience, New Ideas and New Opportunities : Joe Harrigan 🗣️

Addressing the Employability Needs of Forensic Science Graduates :

Emma Johnston, Richard Brawn, Mark Fowler & Leisa Nichols-Drew

**Map your employability Workshop**

(Hugh Aston 1.49)

Chair: TBC

Workshop – Map your employability: Creative techniques to identify your current skills and experience base and to explore directions of potential employment :  
Kaye Towlson

**12.00pm** Plenary: Panel of Faculty employability representatives (Hugh Aston 0.10)

Review of Employability activities in 2015-16 and looking to the future

**12.35pm** Closing Remarks (Hugh Aston 0.10)

**12.45pm** Light lunch and Networking (Hugh Aston Atrium)

**1.30pm** Close

# SESSION ABSTRACTS

## Parallel Sessions 1

10.00am **Parallel Sessions 1:**

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## **Embedding employability: examples from across DMU**

### **The real value of working with external companies and organisations**

*David Gordon*

The real value of professional / commercial academic links is through the development of a strategic partnership, involving contribution to lectures, tutorials and assignments. This practical content is vital so students understand the current trends and issues, and can immediately apply their learning and knowledge in a work situation. The value for external organisations/companies is that by contributing to academic delivery and content they are elevated to the position of trusted adviser. This presentation proposes an approach to working with external bodies so there is a truly mutual benefit, and DMU can present/promote a list of credible, current content contributors.

### **Cross-module context and applicability of coursework to support student employability**

*Mario Gongora & Sara Wilford*

A recent Gallup research determined six major experiences during University giving graduates a better start at their careers: Professors who made them excited about learning, who cared about them as a person, mentoring on thinking about their future, being extremely involved in extracurricular activities, projects taking more than a period to complete, and internships or jobs where to apply what they were learning. In this talk we will discuss our views on these points at DMU, and concentrate in the point about projects spanning over periods, and some experience gained while trying to apply this in cross-module coursework.

### **A project that matters. Enhancing student employability through live projects – A collaborative disability design project between the Design Products level 5 course, Ash Field Academy and DEMAND, Design and Manufacture for Disability**

*Nicholas Rowan*

This presentation will discuss the work carried out by Product Design students during their visit to Ash Field Academy. The project was a design challenge where the students worked with a disability charity and a local SEN school to develop products that would help pupils at the school be more independent. The concept was that the achievement felt by the students in delivering projects that would help improve an individual's life could be used to motivate them in their future projects. It was also to allow the students an opportunity to design an item that would be manufactured and delivered to an individual for their portfolios.

## Preparing our students for recruitment

### **Lights, Camera, Recruitment!**

*Louise Oldridge & Ann Baughan*

Employers are increasingly utilising technological advances to develop their recruitment and selection strategies, with 29.8% of employers using specialist video interview technology compared with 6.3% three years ago. This presentation focusses on research into video interviews and outlines the benefits of workshops which have been held with current students to help them prepare for interviews, what to expect and give them an opportunity to practice. We would like to take the time to highlight possible additional opportunities for DMU staff in helping our students to prepare for future video interviews and how their use can be incorporated into current modules.

### **What can we learn from the experiences of Education Studies students who applied for postgraduate initial teacher education programmes in 2015-16?**

*Ross Purves & Mark Pulsford*

This presentation reports on research into the experiences of undergraduate Education Studies students who have applied for initial teacher education courses starting September 2016. In particular, we hope to offer indications of how various types of teacher training provision are viewed by prospective applicants and how those perceptions interact with the on-the-ground experiences of the selection and interview processes. We will offer generalised reflections on participants' experiences that will be of benefit to colleagues working in other areas of DMU. Findings may also be used to encourage future candidates to reflect on their own position in relation to our findings.

### **Pharmacy students 'PEER' into their future**

*Helen Root, Karen Kuo, Sang Townsley, Kaash Chandarana & Jaikishan Jogiya*

Traditionally a pharmacy degree was regarded as a degree providing guaranteed employment for life. However, the countries rapidly changing social and healthcare agenda means that the role of pharmacists in the traditional sense is changing and alternative career routes are evolving.

For the last two years the school of pharmacy has embedded more transferable employability skills into the programme and added a conference style event to expose students to the wider opportunities that their degree can provide them.

Through this development and stronger links with external organisations, we are already seeing positive results and feedback, both from students and employers.

## Embedding voluntary and paid experiences at DMU

### **Frontrunners, Graduate Champions and Employer Liaison**

*Richard Bowden & Lisa Bilimoria*

What are Frontrunner and Graduate Champion internships? What is Employer Engagement? How can these activities support the work of academics and how can academics engage with them?

The aim of this 15 minute presentation is to bust myths and raise awareness of what the Employer Engagement and Internship Team does, how they can support you and how you can support them. The team already enjoys close working relationships with many colleagues across the university but there are many more staff at DMU who perhaps don't know how we can work collaboratively to improve the employability and employment outcomes of DMU students and graduates. We have funding available to both support staff to set up internships within DMU to assist on projects or research and also with key employers that staff want to support in order to develop positive working relationships. Come along to find out more!

### **#DMUglobal and enhancing employability**

*Andras Fesus*

Not only does #DMUglobal open up the world to DMU students, it also opens up a world of enhanced employability opportunities. In this presentation we will talk about what students expect from short and long term mobility opportunities, what they have gained from their experiences and let you know about opportunities for embedding #DMUglobal activities in your modules and programmes.

## Square Mile: A world of opportunity on our doorstep!

Jess Bogic

DMU Square Mile offers students a chance to put course skills into practice whilst making a real difference in the lives of local communities. There are currently over 70 activities that focus on improving the health and wellbeing of individuals, as well as improving educational opportunities in Leicester schools.

This year, over 2,000 students have accessed Square Mile activities via general volunteering, volunteering through modules as well as through course placements. We are now looking for more course areas to be involved in Square Mile, to give even more students the chance to develop themselves through convenient, accessible activities.

## Parallel Sessions 2

### 11.10am Parallel Sessions 2:

Placements and work-based learning: the many varieties  
(Hugh Aston 1.47)

Chair: Mark Prescod

Vans, Showrooms and Agencies: My Automotive Marketing Placement :  
George Hedley 🗨️

No Bars to Learning- Enhancing placement opportunities for nurses within the prison setting : Nicola Brooks, Richard Postance & Joanne Bird, plus Virginia Banga & Anthony Bailey, Leicestershire Partnership Trust

Balancing the equation: DMU maths/physics student + teacher experience = Employable  
DMU Student : Joanne Bacon,  
Marie Bassford & Jess Bogic

Employability skills: recognition and articulation  
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Chair: Alison Statham

Embedding Employability – recognising our achievements : Ali Haynes

My Frontrunner Experience, New Ideas and New Opportunities : Joe Harrigan 🗨️

Addressing the Employability Needs of Forensic Science Graduates :  
Emma Johnston, Richard Brawn,  
Mark Fowler & Leisa Nichols-Drew

Map your employability  
Workshop  
(Hugh Aston 1.49)

Chair: TBC

Workshop – Map your employability: Creative techniques to identify your current skills and experience base and to explore directions of potential employment :  
Kaye Towilson

Placements and work-based learning: the many varieties

### Vans, Showrooms and Agencies: My Automotive Marketing Placement

George Hedley

The presentation explores the placement experience and the effect on learning and future employability as a journey starting at the beginning of university. It progresses through the second-year job search and my on-placement experience in the Marketing department of Volkswagen Commercial Vehicles UK, that covered a range of disciplines from digital and direct marketing, to supporting retailers and attending agency TV shoots. This led onto further experience, including a week at top London marketing agency adam&eveDDB. As a result of undertaking a placement, final year grades improved and it provided crucial experience for obtaining my graduate position at BT Group.

### No Bars to Learning- Enhancing placement opportunities for nurses within the prison setting

Nicola Brooks, Richard Postance & Joanne Bird, plus Virginia Banga & Anthony Bailey, Leicestershire Partnership Trust

Prison Nursing delivers care within a unique community, with a transient and problematic population (Smith, 2010). The heavily secured and punitive environment presents contextual challenges (Powell et al, 2010, Walsh and Bee, 2011), and provides unique learning experiences for student to care for clients across clinical specialities. Collaboratively, DMU and Leicestershire Partnership Trust worked together to develop the prison service as a learning environment, through increasing student numbers within this specialist setting. Our goal was to widen students learning and placement opportunities, for them to consider future career choices, and increase local recruitment into this sector.

## **Balancing the equation: DMU maths/physics student + teacher experience = Employable DMU Student**

*Joanne Bacon, Marie Bassford & Jess Bogic*

There is a national shortage of teachers in STEM subjects so the Maths and Physics course leaders at DMU introduced an optional 15credit module into their programmes. The STEM2002 Education module, supported by the DMU Square Mile Project, provides Maths and Physics undergraduates the opportunity to experience teaching.

Currently 17 Maths and Physics 2<sup>nd</sup> year undergraduates spend an afternoon each week in a local secondary school/college assisting the teachers (within their subject discipline) in the classroom situation. Feedback has been excellent from the undergraduates and the Head teachers.

Our presentation illustrates how employability can be directly embedded within the curriculum.

### **Employability skills: recognition and articulation**

#### **Embedding Employability – recognising our achievements**

*Ali Haynes*

Most modules contain a wealth of material which is invaluable to employers and student employability. But, as academics, we often take for granted that students will recognise these transferrable skills and use them to boost their career prospects. This presentation is based on research which showed that students often don't either recognise their in-module achievements or comprehend that their experiences have developed skills that can be used to enhance CVs. This presentation will help participants to pinpoint what employability skills are inherent in their own modules and how they can be effectively flagged and utilised by students.

#### **My Frontrunner Experience, New Ideas and New Opportunities**

*Joe Harrigan*

This presentation will focus primarily on my Frontrunner Internship experience and how students like me can benefit from experiences like these. I will begin by explaining how this internship was slightly different from others (working mostly by myself, etc.) and how it may have been somewhat unconventional for my degree course (History BA). I will then explain how my academic skills factored into the work and how this has opened up entirely new areas for employment to consider. My emphasis then will be on the value of experimenting with different areas and how students can benefit.

#### **Addressing the Employability Needs of Forensic Science Graduates**

*Emma Johnston, Richard Brawn, Mark Fowler & Leisa Nichols-Drew*

This presentation will cover curriculum interventions made to forensic science undergraduate provision in response to the employability agenda. DMU interns undertook a review of the needs of sector employers, student perceptions of employer expectations and their own abilities in key employability skill areas. The interns then conducted a comprehensive skills audit of the programme and contributed to curriculum developments so that provision better met both employer and student needs. The findings of the interns' work and some of the curriculum developments will be presented along with possible interventions that could improve the employability of our students.

### **Map your employability Workshop**

#### **Map your employability: Creative techniques to identify your current skills and experience base and to explore directions of potential employment**

*Kaye Towlson*

A taster of the Writing PAD "Map your employability" workshop offered to students via the Library's lunchtime programme and Frontrunners. Images, colour and collage enable students to think creatively about how they have reached this point in time and where they wish to progress to.

Students say...."I would recommend the workshop to anybody, whether you know what you want to do or not – it supports clarity and confidence in a fun and supportive environment."

This will be a creative workshop offering the chance to try techniques: skills mapping, free association collage, action handprints and the doll of strengths and talents.