Embedding Employability at London Metropolitan University

An internal report for the School of Social Sciences and Professions

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1. Section synopses

5.1. Definitions and employability-related learning outcomes

Definitions of employability and inclusion of employability within learning outcomes occurred in around half of modules and two thirds of courses. Definitions typically referred to transferable skills and appeared in various locations but typically appeared in module handbooks. Responses provided a wide variety of stated learning outcomes concerning employability.

5.2. Employability in the curriculum/ learning environments

Two thirds of responses indicated that classroom time was allocated to student discussion/ thinking around employability skills, and between one third to one half of responses indicated that employability was involved somehow in project/dissertation work. There were diverse illustrations of how discussion concerning employability could be generated including, typically in groups, reflective exercises and role play activities.

5.3. Opportunities to develop employability-related skills

Around one quarter of responses (16-28%) indicated that opportunities to record/develop employability-related skills (e.g., CV writing) were embedded in courses/modules. Most skill related activities occurred in learning activities for professional courses (e.g., social work). Reflective journals were commonly used for students to record ongoing skills development. Teacher feedback on skill development reflections was provided via class discussion, assessment feedback and more informally in one-to-one interactions with students.

5.4. Opportunities to reflect on employability in the context of H.E. learning

Around one third to half of responses (29-55%) indicated that students could reflect on how degree studies applied to careers and to express views/emotions/skills/experiences linked to employability. One quarter of courses mapped London Met Graduate Attributes across modules and assessments. Some courses (15%) included initiatives for students to be mentored with textual data indicating diverse ways in which mentoring could be approached.

5.5. Involvement of London Met Careers Team in module materials/approach

Around one fifth to one quarter of responses indicated that the Careers and Employability Team (C&ET) were involved in developing employability related module content and assessment. Nearly two thirds of responses indicated that students were signposted to C&ET and the Accelerator service for support/advice and typically this was via Weblearn. One fifth of responses indicated that there was a course-level named staff contact responsible for liaising with C&ET. In terms of involvement, the C&ET typically delivered 1-2 sessions over the academic year, sometimes during particular periods or for specific modules (e.g., project/dissertations).

5.6. Opportunities for placement and networking experience

Around one third of modules reported including initiatives for students to gain networking experiences with relevant industries or advertising paid/voluntary part time or vacation work opportunities. Nearly half of modules reported including realistic simulations used to give experience of real work situations. Clearly, given the range of professional courses in SSSP, many responses indicated that students could gain placement experience of direct relevance to their discipline. However, only around 5% of modules indicated including initiatives for students to gain placement experience of indirect relevance to their discipline. Around one quarter and one half of modules reported initiatives involving visits to employers/organisations and where employers/ relevant organisations gave talks, respectively.

5.7. Disseminating graduate outcomes and alumni involvement

Around one sixth and one third of responses indicated that graduate outcomes were shared with students and with module/course staff, respectively. Graduate outcomes data was disseminated to course staff typically via team meetings and Course Evaluation Plans (CEPs). Responses indicated that relatively few modules (7% of overall responses) currently shared alumni destinations and experiences with students. One quarter of responses reported alumni visits within module delivery to share experiences of work, work experience and job seeking with current students.

5.8. Inclusion of employability-related content with a social justice emphasis

Just under half of responses (45%) indicated that barriers to employability faced by students from minority groups (e.g., BAME students, disabled individuals) were addressed in specific learning sessions. Around two thirds of responses (62%) reported employability-related learning sessions that were dedicated to helping students to understand diversity and social cultural awareness and recognise their own potential. There were many ways in which social justice was embedded within employability related sessions. These included reflective activities and sometimes sharing experience linked to employment/employability including reflection on barriers to accessing employment opportunities and experiences of 'colonising cultures'. Some learning sessions addressed social justice in highly focused sessions (e.g., "history of racism in the police in England and positive action policies"), while other learning sessions adapted curricula to focus on core topic areas (e.g., stigma and prejudice in social psychology) from an employment/employability viewpoint. Colleagues described creative ways of exploring diversity and cultural awareness linked to employability including structuring sessions around cultural artefacts (e.g., music, songs).

2. Employability: why is it important?

Understanding how employability can be successfully and consistently embedded in learning and teaching environments is an increasingly important consideration within Higher Education (H.E.). There are many reasons for this and many stakeholders of how successfully employability is addressed at an institutional level.

This is partly reflected by the wide variety of stakeholders of employability in the H.E. sector. Stakeholders include students and their families whose investment in an H.E. education is anticipated to strengthen longer-term employment prospects and broader life goals. Stakeholders also include employers who require specific and changing graduate skills and attributes. H.E. providers are clear stakeholders of how successfully employability is embedded in curricula with the need to enhance and maintain institutional reputation in a competitive sector. Teaching practitioners are also stakeholders of the extent to which, and how successfully, employability is embedded in curricula. Reflecting London Met's strategic agenda, employability is also important from a social justice perspective. For example, recent longitudinal data suggests how employment and earnings outcomes for English H.E. graduates vary by region, by discipline and by graduate characteristics demonstrating, illustratively, that median earnings for women continue to be lower (13.4% lower) than for men five years after graduation [1].

Increasingly, guidance and frameworks are available to support quality and initiatives relating to employability. For example, AdvanceHE recently published 'Essential frameworks for enhancing student success: embedding employability' which collates feedback from H.E. institutions on how employability related content has been successfully incorporated into curricula [2]. Given its acknowledged importance, and the increasing availability of clear frameworks to explore the current status of employability within universities, there is clear value and scope for auditing employability at an institutional/School/Departmental level.

3. Rationale for employability audit approach

Exploring employability at a local level in the School of Social Science and Professions (SSSP) provides a way of (1) identifying the current 'embeddedness' of employability in our courses/modules; (2) drawing attention to the breadth of ways in which employability is currently embedded in our courses/modules; and (3) identifying exemplars of embedding employability that could be used more widely within curricula across Subject areas, across courses and across individual modules.

We planned an exploratory approach, to understand where and how employability is currently embedded (or not) across SSSP curricula. Doing so would be of immediate practical value to all stakeholders of employability whether current students, institutional careers services, teaching practitioners, and external stakeholders in the local community and in local business settings. A recent AdvanceHE essential framework offers a strategic and practical process for identifying successes and deficits in terms of employability provision within an H.E. institution across any subject area [9]. Drawing on this framework in part, our aim was to design a survey study to gauge the current embeddedness of employability across the broad SSSP curricula. Our guiding research question was 'Where/when and how is employability currently embedded in the SSSP curricula?'.

4. Survey responses and analytic approach

To address this aim we constructed and distributed separate 'module leader' and 'course leader' surveys to SSSP colleagues. For the module leader survey, there were 55 responses with 45 responses complete or near complete. Responses came from across SSSP including Criminology (n=4), Early Childhood (n=5), Education (n=7), Health and Social Care (n=5), Integrated Teaching Education (ITE) (n=1), Politics and International Relations (n=5), Psychology (n=20), Public Health (n=1), Social Work (n=4), and Sociology and Social Policy (n=3). Responses provided information about how employability is embedded across a total of 152 modules. For the course leader survey, there were 32 responses with 22 responses complete or near complete. Responses came from

across SSSP including Criminology (n=4), Early Childhood (n=1), Education (n=5), Health and Social Care (n=3), Integrated Teaching Education (ITE) (n=1), Politics and International Relations (n=4), Psychology (n=7), Social Work (n=4), and Sociology and Social Policy (n=3). Responses provided information about how employability is embedded across a total of around 33 courses.

Quantitative survey responses were collected in the form of binary yes/no type answers. This survey data was summarised using descriptive statistics and is summarised in this report in Tables for each section. The majority of survey data was, however, qualitative in the form of free-text responses. This was treated on a case-by-case basis depending on the nature of the questions and responses. The main approaches to data engagement were one or more of the following: (1) conversion into categories + frequency count; (2) frequency count; (3) illustration via key concise/explicit example responses with attention to demonstrating data breadth; (4) narrative summary of range of approaches. In the report, free-text questions are presented in standalone or grouped form as subheadings with appropriate and summaries following beneath each subheading. Codes in squared parenthesised brackets following each free-text question subheading refer to the question in the original survey (e.g., M1 = module leader survey, question 1; C2 = course leader survey, question 2).

5. Survey findings

5.1. Definitions and employability-related learning outcomes

Colleagues were asked a range of questions concerning the occurrence of employability definitions and learning outcomes in course/module materials. Quantitative data from these responses is summarised in Table 1 below followed by summaries of relevant textual data responses.

Table 1 – Employability definitions & learning outcomes in module/course materials[a]

	Response N, "yes" N, "yes" %	Proportion of complete sample [c] responding "yes" (%)
Employability is currently defined in module outlines and materials[b]	55, 25, 45	45
Employability (or specific skills and attributes relevant to employability) are referred to in module learning outcomes	54, 32, 59	58
Employability is embedded in some way in specific formative assessment components	52, 26, 50	47
Employability is embedded in some way in specific summative assessment components	26, 25, 96	45
Employability is currently defined in course outlines and materials[b]	32, 22, 69	69
Employability (or specific skills and attributes relevant to employability) are referred to in course learning outcomes	25, 20, 80	63

[a] Module-level and course-level responses shown above and beneath dashed line, respectively
[b] For example, in the module handbook, Weblearn pages or other resources
[c] 55 responses (module leader survey); 32 responses (course leader survey)

How is employability defined in module outlines and materials? [M1]

There were 24 responses to this question. Typically, definitions of employability referred in part to the set of skills (which) provides students with the qualities and transferable skills necessary for employment including qualities like independent study, self-management, time keeping, and digital literacy. Four concise illustrations of definitions are presented below:

> "learning (which) fosters a critical enquiry orientation which is central not only to academic studies, but to later workplace practice, where active engagement in the problem-solving process will be an essential professional tool."

> "employability refers to practical skills needed for the application of change management models and strategic review processes."

> "A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy."

> 'The skills and attributes which make a person suitable for employment'.

Where does the definition of employability appear in module outlines and materials? [M2]

There were 24 responses to this question. Definitions of employability appeared in a range of places in module materials and curricula. These included in module handbooks (n=9), on Weblearn module online spaces (n=3), in dedicated sessions concerning employability (n=1), in module specifications (n=4), in course specifications (n=1), in module learning outcomes (n=2), in the module's

introductory session (n=2). In addition, one response indicated that definitions of employability were apparent in links to regulatory/professional documents.

How is employability defined in course outlines and materials? [C1]

There were 14 responses to this question. One response indicated that employability was defined in the 'career opportunities' section of the course Weblearn organisation. Another response indicated that employability was defined in the course handbook. Several responses acknowledged that employability was not explicitly defined but was referred to in many places of the course outline. Explicit definitions of employability in course materials included: "being capable of getting and keeping fulfilling work"; and "building careers, (being prepared) for transition to employment… (having) opportunities to develop the knowledge, skills and experience needed by employers… (having) the chance to develop teamwork, communication and presentation skills throughout your course".

Where does the definition of employability appear in course outlines and materials? [C2]

There were 13 responses to this question. Responses indicated a wide variety of places where definitions of employability could appear. These included: in the course handbook (n=2), in the course specification (n=2), in lecture materials (n=1), on the course Weblearn page (n=1), in relevant assessment/session learning outcomes (n=1), in the module aims (n=1), in marketing materials (n=1), and in the introductory/welcome week (n=1).

Please copy and paste relevant module(s) and course(s) learning outcomes below. [M3, C3]

There were 28 responses to the module-level question and 18 responses to the course-level question. All responses, however, presented learning outcomes orientated at module level. Responses typically showcased employability related learning outcomes that flagged implicit links between the curriculum and employment contexts. These were typically about skills transferability. For example, one response presented a learning outcome detailing how "…critical skills are transferable to a variety of contexts, thus assisting employability prospects". Other responses gave more explicit examples of learning outcomes that incorporated a focus on employability in some way. Illustrations of these are presented below:

"Develop a final profile of personal/professional attributes within the context of qualities and transferable skills, including self-evaluation, necessary for employment and further study"

"This will develop students' employability by providing a basis of knowledge and understanding which will be beneficial in future work and training (e.g., understanding the underlying dynamics of interpersonal and intergroup relations)…"

"The module will enhance students' employability through knowledge of alternative perspectives on taken-for-granted explanations of psychological phenomena"

"Understand and articulate their employment-relevant attributes, skills, attitudes and preferences."

"Effectively present and promote themselves to potential employers, collaborators, investors or recruiters."

"Demonstrate an ability to apply the underlying concepts and principles of employability addressed in this module in an employment context."

"Provide students with the opportunity to develop their understanding of the relevance of psychological theory and empirical research to employment issues. It also equips students with the ability to apply ethical principles from the discipline across a range of contexts, including ethical conduct in the workplace and social responsibility."

"To develop students' employability skills through the provision of taught sessions of various aspects of employability (e.g. effective self-presentation, time-management and digital literacy skills) and through an assessment pattern designed to develop students' abilities in effective oral presentation, written communication, reflective learning, and ethical conduct and social responsibility in the workplace."

"To demonstrate employability skills in relation to employers' needs and emerging employment trends"

"To apply employability skills through recruitment and selection activities"

Please provide all examples of how employability is embedded in specific formative assessment components that you are aware of. [M4]

There were 24 responses to this question. Many modules with a professional focus had explicit focus on employability in formative assessment in terms of developing skills of direct relevance to clinical/professional practice. For example, one module contained a formative assessment involving a case study approach where students had to design a package of support for a service user. Another module asked students to maintain reflective journals linked to employment principles to foster reflection on what was needed to prepare for readiness to practice clinically.

Responses from modules in courses without a professional focus highlighted a range of ways in which formative assessment could related to employability. For example, in some modules, trainees presented poster reporting their research and received peer feedback on this. Another module included formative assessment that involved an assessed role play designed to support students to develop skills essential to professional work. Another example of formative assessment including employability in some way involved exploring ethics related to the workplace.

Please provide all examples of employability being embedded in some way in specific summative assessment components that you are aware of. [M5]

There were 25 responses to this question. Again, some courses included summative assessment in a way that reflected the professional nature of the module/course of study. For example, some modules included progress booklets matching students against statutory professional standards. In another example, one module included summative assessment requiring students to produce a report about the health needs of an identified local community area. Other professionally orientated courses/modules included summative assessment that involved recorded and observed role plays to develop practical skills in a way that would serve to enhance employability.

Modules without a professional focus reported different ways in which employability might be incorporated into summative assessment. For example, one module included a portfolio piece of assessment in which students would write a CV, reflect on their suitability/ criteria-fit for a defined role and to produce a five-year career plan.

5.2. Employability in the curriculum/ learning environments

Colleagues were asked a range of questions concerning whether employability related content was included in various parts of the curriculum and within specific course/module learning activities. Quantitative data from these responses is summarised in Table 2 below followed by summaries of relevant textual data responses.

Table 2 – Occurrence of employability in the curriculum/ learning environments in materials
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	Proportion of complete sample [a] responding "yes" (%)
Classroom time is allocated to student discussion/ thinking around employability skills	52, 37, *71*	*67*
(Dissertation Module Leaders only) Project/dissertation modules include features that have relevance to employability	29, 17, *59*	*31*
Within module learning activities, are students given the opportunity to express views/emotions/skills/experiences linked to employability and lifelong development?	46, 31, *67*	*56*
Project/dissertation modules include features directly linked to employability	22, 14, *64*	*44*

[a] 55 responses (module leader survey); 32 responses (course leader survey)

How many sessions of your module are dedicated to student discussion/ thinking around employability skills? [M6]

Professional courses/modules included parts of the curriculum that were geared towards professional readiness to practices and included dedicated course parts including learning how to write CVs, developing interview confidence, etc. Notably, many module leaders found it hard to quantify how/where employability was present in module materials as it was diffused throughout discussion and learning activities.

Most nonprofessional courses/modules indicated that there was no session dedicated to employability within the curriculum. However, most responses also indicated that employability and employment related skills were covered across learning activities/ curricula rather than in a dedicated session. For example, coverage of 'transferrable skills' within specific learning sessions was a consistent approach evident from module leader responses. However, some responses (n=10) indicated that a dedicated employability session was included in the module, however. These ranged from between 1 and 17 sessions with a median of 3 (full set of scores = 1, 1, 1, 2, 3, 3, 3, 5, 12, 17).

How much time roughly in your module is dedicated to student discussion/ thinking around employability skills? [M7]

There were 37 responses to this question. Many module leader responses, again, found this difficult to quantify given how diffused across module content reference to employability and employment skills could be. Several responses (n=3) acknowledged that no time was allocated to student discussion around employability.

However, some responses did attempt to quantify, via a percentage or in hours/minutes, how much time was dedicated to student discussion around employability skills (n=19). Modules for professional courses reported very high figures for discussion around employability (e.g. 15-60 hours) and these are excluding from quantification. The remainder of modules indicated that

between 1.5 and 6 hours were dedicated to student discussion about employability with a median of 4 (full set of scores = 1.5, 2, 2, 4, 4, 4, 6, 6, 6).

Please provide all examples of the kinds of classroom-based activities that involve students discussing employability related skills [M8]

There were 33 responses to this question. There were a wide range of illustrations in terms of how module leaders included classroom-based activities to generate student discussion concerning employability. For example, some activities required students to discuss issues around engaging with staff, and how to address concerns arising from professional practice. Many activities involved role play activities and reflection on group tasks. For example, one session involved discussion of microaggressions found in the workplace and activities designed to promote reflection on the dynamics of interpersonal relationships in workplace settings.

Other sessions outlined the role of videos and case studies designed to prompt career and encourage students to investigate a range of different routes to career goals. Other activities promoted skills relevant to employability. For example, module leaders could flag up reminders of attendance and punctuality and engagement as session components relevant to thinking about employability. Similarly, any activity involving teamwork was flagged by some module leaders as relevant to embedding employability in learning encounters.

Some activities were geared toward concrete skills - e.g. developing interviews skills, interview techniques, and skills/experience with writing and reviewing job applications. Some activities embedded specific reflective frameworks into sessions, evident in the illustration below:

> According to Schön (1983) there are two ways in which engage in reflective practice: (1) reflection on action: thinking after the event and (2) reflection in action: thinking on your feet. Now share examples of this from your experiences.

Please provide full details of parts of the project/dissertation work related to employability [M9, C5]

There were 15 responses to the module-level question and 14 responses to the course-level question. There were varied illustrations of how dissertation/project work connected with employability. As with other sections, professional courses/modules often had an explicit focus on employability; for example, by demonstrating understanding of linked to work environments and to clinical practice. For example:

> The Research Project allows trainees to focus on a specific area of professional practice, examine the research evidence and come to conclusions. This will allow them to demonstrate and to discuss the professional attributes required with confidence.

Some module leader responses suggested that completing project/dissertation work implicitly refined skills relevant to employability. For example:

> (The) ability to manage a project on your own (start to finish), summarising knowledge, writing, decision-making, and prioritizing.

> As a whole, the project aims to help students develop (skills relating to) self-management; (taking) responsibility; flexibility; a readiness to improve on performance based on feedback/reflective learning; teamworking/ respecting others; problem solving; and the ability to produce clear concise oral and written work.

One dissertation module leader flagged that there were specific initiatives to embed employability in the dissertation/project module:

> (There are) 3x career sessions in the module, and also opportunities for 1-to-1 contact with the module leader to discuss opportunities after the course.

One course leader described how dissertation work could involve an employability focus drawing on secondary data analysis:

> (Dissertation work) could feature a dissertation experiment within Community Mental Health (CMHT) settings or a systematic review of mental health related outcomes relevant to CMHT work

Several course leaders described an employability focus to dissertation work that involved action research (i.e. interactive enquiry in a collaborative context) that was work-related in some way:

> All dissertation work is closely linked to the work place. Often students will use an action research approach to inform their work in the school, government department or charity organisation.

> Topics chosen by students support early years and primary settings and schools as students observe practice in schools to complete an Action Research Project which supports them as they progress to teacher training then into classroom practice and employment as graduate teachers.

Several course leaders noted that part of dissertation work involved submitting a reflective account component that could involve identifying and critically discussing personal employability and employment-related skills. One course leader noted how projects could be closely linked to placement settings: "Students often undertake research projects linked to places where they work and / or in the VAWG sector as that is where they intend to work in the future". Finally, one course leader noted that an employability slant/focus to dissertation work was a regulatory requirement: "When revalidating the course, PH professionals informed us that a key skill (possibly the most important) for public health professionals is evidence-based practice. This is the foundation of the dissertation project."

5.3. Opportunities to develop employability-related skills

Colleagues were asked a range of questions concerning opportunities to develop employability-related skills in course/module materials. Quantitative data from these responses are summarised in Table 3 below followed by summaries of relevant textual data responses.

Table 3 – Occurrence of opportunities to record/develop employability-related skills
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Within module learning activities, are students asked to record the ongoing development of employability-related skills? (e.g., interview practice, CV writing)?	44, 9, *20*	*16*
Within module learning activities, are students asked to record the ongoing development of employability-related skills? (e.g., interview practice, CV writing)	22, 9, *41*	*28*
Are activities around developing CV writing/rewriting skills in the course?	22, 6, *27*	*19*
Are activities around job applications included in the course?	21, 6, *29*	*19*
Are activities around interview technique included in the course?	22, 9, *41*	*28*
Are activities around developing career plans included in the course?	22, 9, *41*	*28*
Are activities around using social media to explore employment options included in the course?	22, 5, *23*	*16*

[a] 55 responses (module leader survey); 32 responses (course leader survey)

Where and when within module learning activities are students asked to record the ongoing development of employability-related skills? (e.g., interview practice, CV writing)? [M18]

There were 10 responses to this question. Responses here were primarily provided from leaders of modules on courses linked to acquiring a professional qualification. There were a range of ways in these that learning activities were set up to prompt students to record ongoing development of employability-related skills. For example, some module leaders indicated that students would record ongoing development in a journal or reflective log which might involve logging details of continuing professional development activities and jobs applied for. For some modules, applying for placement jobs and gaining interview practice was something explicitly embedded into module learning activities in classes and on placements.

Do module staff review and provide feedback on students' recordings of ongoing development of employability-related skills? (e.g., interview practice, CV writing)? +additional details question [M19, M20]

There were 9 responses to this question. Responses indicated that feedback was provided in all cases and in a range of ways including via class discussion, on placements, via assessment feedback and via more informal routes on an ad hoc basis. There were 4 responses to the additional details question. Responses flagged that writing workshops were woven into teaching across levels, that such feedback was incorporated into assessment feedback, and via CV-related guidance. One response indicated that this process is student driven via regular maintenance of reflective journals and by completing employment-related tasks in placement settings.

Where and when do students record ongoing development of employability-related skills (e.g., interview practice, CV writing)? (+additional initiatives question) [C34, C36]

There were 8 responses to the main question. Course leader responses indicated that students typically recorded ongoing development of employability-related skills in Level 5/6 portfolios and reflective journals, as part of module assessment, or in activities designed to foster employability related skills (e.g., writing job application statements for one course). One course leader noted that seminars could be devoted to this kind of activity: "seminars… always contain a related interview question and students can do interview practice at the end of the module". One course leader noted that records of ongoing skill development were "led by the careers service in project and placement modules".

Do module staff review and provide feedback on students' recorded details concerning ongoing development of employability-related skills (e.g., interview practice, CV writing)? [C35]

There were 7 responses to this question, 4 responses indicating that, "yes", module staff do review and provide feedback on students' recorded details concerning ongoing development of employability-related skills. One course leader noted here that this was done "informally online or in one-to-one online tutorials" and another course leader noted that feedback on ongoing skills development was provided on their course by trained professionals from the career's office.

At what stage(s) of the course are activities around developing CV writing/rewriting skills and around job applications included? [C38, C37, C40, C41]

There were 4 responses to this question. These indicated that activities around developing CV writing/rewriting skills were included at varied time points including end of Level 4 studies, at Level 6 and led by the careers service or done instead on an informal basis via drop-ins and one-to-one tutorials on an ad hoc basis. There were 5 responses to the question on job applications. These responses indicated that activities around job applications were typically included at Level 5 and Level 6. Again, some responses noted that this input was provided on their course by trained professionals from the career's office.

At what stage(s) in the course are activities around interview technique and developing career plans included? [C42, C43, C44, C45]

There were 13 responses to the main question on interview technique. Typically, activities around interview technique were included at Level 5 in topic specific modules but also informally and in some in-session discussions. For professional course leader noted that this was covered prior to students going on placements.

There were 8 responses to the main question on developing career plans. Responses indicated that reflective journals, and Level 5/6 portfolios were the main ways to develop understanding around career plans. One course leader indicated that career plans were addressed right at the start of course studies however: "(we address career plans) at the beginning during Welcome / Induction (when) students are encouraged to develop a Personal Development Plan (PDP) for self-use and reflection". Again, some responses noted that this input was provided on their course by trained professionals from the career's office.

At what stage(s) in the course are activities around using social media to explore employment options included? [C46, C47]

There were 4 responses to the main question. These indicated that activities around using social media to explore employment options were typically included at Level 5. One course leader noted: "the course has an Instagram page to connect with Alumni, guest speaker and CMHTS". One course leader referred to a "session on networking, (where) students are required to set up a Linkedin profile- and join 'Londonmet employability' linkedin site". One course leader indicated that student reps played a role in understanding around how skills linked to using social media to explore

employment options could be fostered. Again, some responses noted that this input was provided on their course by trained professionals from the career's office.

5.4. Opportunities to reflect on employability in the context of H.E. learning

Colleagues were asked a range of questions concerning the occurrence of opportunities to reflect on employability in the context of H.E. learning in course/module materials. Quantitative data from these responses is summarised in Table 4 below followed by summaries of relevant textual data responses.

Table 4 – Occurrence of opportunities to reflect on employability in the context of H.E. learning
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Within module learning activities, are students given the opportunity to reflect on relevant past experience (e.g. of previous employment) as part of module activities related to employability?	45, 30, *67*	*55*
Within module learning activities, are students given the opportunity to reflect on how understanding gained from their degree studies can be applied to developing careers and applying for jobs?	45, 29, *64*	*53*
Within module learning activities, are students given the opportunity to express views/emotions/skills/experiences linked to employability and lifelong development?	22, 17, *77*	*31*
Within module learning activities, are students given the opportunity to reflect on how understanding gained from their degree studies can be applied to developing careers and applying for jobs?	22, 16, *73*	*29*
Does the course currently include any initiatives for students to be mentored?	22, 8, *36*	*15*
Are London Met Graduate Attributes* and related skills and attributes mapped across modules and assessments at a course level?	22, 13, *59*	*24*
*e.g. self-awareness and ability to make use of feedback; ability to apply degree skills to a wide variety of contexts; problem-solving skills; awareness of ethical/moral codes		

[a] 55 responses (module leader survey); 32 responses (course leader survey)

Where and when within module learning activities do students record views/ emotions/ skills/ experiences linked to employability and lifelong development? [M10]

There were 28 responses to this question. As with other questions, responses indicated that views, emotions, skills and experiences relating to employability were included in diffuse ways across module learning activities (e.g. group discussion; discussion within lectures) rather than in dedicated sessions linked to employability. Most responses also indicated that reflections were not explicitly recorded or written down in any form.

However, some responses indicated that module activities did have mechanisms to record reflections linked to employability (sometimes reflecting the professional focus of the course/module). For example: "they start with a learning autobiography and in all their reflections are expected to focus on these areas."; "Workplace dilemmas are discussed and reflected upon." and "As part of their reflective journal - opportunities are given for entries to their reflective journal and supported in particular in semester 2 of the module."

Do module staff review and provide feedback on students recorded views/ emotions/ skills/ experiences linked to employability and lifelong development? + additional details question [M11, M12]

There were 27 responses to this question. 17 responses indicated that module staff do, in some way or other, review and provide feedback on students recorded views/emotions/skills/experiences linked to employability. Where there was additional information this suggested that formative/summative assessment was the main place in which such feedback was provided but other mechanisms were also identified. For example, one module leader used Pebblepad (an online space to maintain professional learning/skills portfolios) to record such feedback. There were 8 responses to a subsidiary question asking for any additional details. One response here referred to a professionally orientated employability conference that students were encouraged to attend.

Where and when within module learning activities do students reflect on relevant past experience (e.g. of previous employment) as part of module activities related to employability? [M13]

There were 28 responses to this question. In most responses, module learning activities relating to past experiences were embedded in class discussions, group work and tutorials. The majority of responses indicated that seminars were the principle place in which such reflections took place. Some discussion relating to experiences was more focused in character - for example one module leader described a reflective activity within a session that centred around issues of discrimination.

Do module staff review and provide feedback on students' reflections on relevant past experience (e.g. of previous employment) as part of module activities related to employability? [M14]

There were 25 responses to this question. A majority of responses (n=14) indicated that module staff do review and provide feedback on students' past experiences linked to employability. Four of these also noted that this feedback was part of formative/summative assessment. Around ten responses indicated that informal feedback was provided via reflections as part of general classroom discussion.

Where and when within module learning activities do students reflect on how understanding gained from their degree studies can be applied to developing careers and applying for jobs? +additional details question [M15, M16]

There were 26 responses to this question. Some responses openly acknowledged that given that the course was professionally-orientated, most activities in some way or other were designed to link study-related activities to specific professional skills.

Responses from module leaders of non-professional courses provided some illustrations of how such reflective activities were facilitated. For example, one session was described in which social cognition, as a topic area/ perspective, was focused on as something for students to reflect on in relation to employment and job applications. Other responses flagged how informal talks and course evaluation opportunities were the main ways in which reflections linking degree related activities to employability were embedded in study activities. One response highlighted the role of 'Subject Knowledge Audits' to prompt/facilitate such reflections. Most responses however suggested how such reflections were apparent in more general ways across module design including seminars, general discussions in lecture sessions, etc. There were 7 responses to the additional details question, which provided one concrete illustration: "(Midway through Term 2 the module will host) a free information webinar for students find out more about training (relevant to the professional focus of the module)."

Please provide full details of current course initiatives for students to be mentored. [C27]

There were 8 responses to this question. There were diverse responses to this item. For professional courses, mentoring approaches included being given a mentor from the professional sector for some modules (n=1); via a summer term placement module where students work closely with teachers and practitioners who have to complete a Mentor report form, and via a peer mentoring initiative. Course leaders from non-professional courses identified that current course initiatives for students to be mentored could include supporting students with a success coach while one course leader mentioned a management consultant with a big organisation who was willing to mentor students who applied via a formal process outlining their career preferences. Two course Leaders stated that they offered informal mentorship to some students. Another response indicated that students were encouraged to talk to the Careers and Employability Team or the Volunteering Office for issues related to work and employment. Course leaders indicated that mentoring initiatives were typically advertised via WL (e.g. awareness of a five month mentoring programme run via the careers service).

Where and when do students record their expressed views/emotions/skills/experiences linked to employability and lifelong development? (+any other information question) [C28, C30]

There were 17 responses to this question. Responses indicated that students recorded their expressed views/emotions/skills/experiences linked to employability and lifelong development throughout the course in different ways. Specific examples how where students expressed these things included one drop-in student/staff meetings; in workbook activities ("the workbook requires that they reflect on employability activities"); in module-specific reflective sessions; within specific seminar sessions; and within the context of Course Committee meetings. Most course leader responses indicated that students recorded these things at all levels of their studies. One course leader noted that the standard of reflective feedback was extremely variable: "reflective writing is commonplace in many courses (but while some reflections suggest) deep reflective writing (other reflections suggest) very superficial reflective writing… staff training is needed on what constitutes deeper reflective writing and stricter standardisation (around marking for such work)".

Do module staff review and provide feedback on students recorded expressed views/emotions/skills/experiences linked to employability and lifelong development? [C29]

There were 16 responses to this question, with 12 responses indicating that module staff *do* review and provide feedback on students recorded expressed views/emotions/skills/experiences linked to employability and lifelong development. Course leader responses indicated that feedback for students was provided via classroom discussion, via Verbal and on Padlet. One course leader noted that their own relevant experiences were also shared with the students: "where it is appropriate module tutors share their experiences since they have worked in the field at various levels, so this adds richest to the MA and the students experience.". Another course leader noted that feedback was provided in the form of assessment feedback: "yes we provide formative and summative feedback on reports and dissertations".

Where and when do students record reflections on how understanding gained from their degree studies can be applied to developing careers and applying for jobs? (+additional detail on initiatives question) [C31, C33]

There were 15 responses to this question. Responses indicated various places where *students recorded reflections on how understanding gained from their degree studies can be applied to developing careers and applying for jobs. These included during* informal drop ins, via specific seminars, and via dissertation feedback. Several responses indicated that feedback was provided throughout the entire course but not necessarily in a recorded/formal way, and other responses suggested that such reflections were prompted "when appropriate, but not routinely.". One course leader talked about how this reflective process around degree-related skills/understanding were

encouraged from the course outset as something that students can then "monitor and reflect on them as they develop more skills along the course". Most responses suggested that these recorded reflections occurred at Level 6, however.

There were 8 responses to the 'additional details' question. One course leader noted "there are a variety of reflective assessments and opportunities to link theory to practice at all levels across the degree.". Another course leader noted that the dissertation module was an important way to prompt reflections linked to employability: "students choose their dissertation topic by interest and/or career… which means that they are critically reflecting with the help of a supervisor.". The valuable role of maintaining a reflective journal, used as a final piece of work allowing themselves to position themselves in emerging working roles, was noted by one course leader.

Do module staff review and provide feedback on student recorded reflections on how understanding gained from their degree studies can be applied to developing careers and applying for jobs? [C32]

There were 14 responses to this question, and 6 responses indicated that module staff reviewed and provided feedback on student recorded reflections on how understanding gained from their degree studies could be applied to developing careers and applying for jobs in some way. This review/feedback process occurred via assessment feedback, and during one-to-one meetings with students.

Please provide full details of how London Met Graduate Attributes* and related skills and attributes are mapped across modules and assessments at a course level.

*e.g. self-awareness and ability to make use of feedback; ability to apply degree skills to a wide variety of contexts; problem-solving skills; awareness of ethical/moral codes [C37]

There were 10 responses to this question. Responses indicated a wide variety of locations for how London Met Graduate Attributes and related skills and attributes were mapped across modules and assessments at a course level. These included within course outlines and individual modules, via relevant learning outcomes, via periodic reviews of modules/courses, via Course Committee Meetings (CCMs), and via some formative and summative assessment. One course leader noted that these attributes could be successfully addressed in specific module types: "problem solving, and awareness of ethical/moral codes are addressed on the Research Methods and Dissertation modules.".

5.5. Involvement of London Met Careers Team in module materials/approach

Colleagues were asked a range of questions designed to gauge whether the London Met Careers and Employability Team were involved at a course/module level. Quantitative data from these responses is summarised in Table 5 below followed by summaries of relevant textual data responses.

Table 5 – London Met Careers Team involvement
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Is the London Met Careers and Employability Team involved in developing employability related module content and assessment? (e.g., the curriculum, within learning environments)	49, 12, *24*	*22*
Does a representative of the Careers Team currently deliver any specific career options and management talks in your module?	49, 15, *31*	*27*
Is the Careers Portal* embedded in your course curriculum?	24, 8, *33*	*25*
Online location where students can find CV support, application help, interview practice tools, employer and career coaching insights, and employment opportunities in different national/international locations.		
Is the London Met Careers and Employability Team involved in developing employability related module content and assessment? (e.g., the curriculum, within learning environments)?	23, 6, *26*	*19*
Does a representative of the Careers Team currently deliver any specific career options and management talks at any/each level of course study?	23, 10, *44*	*31*
Are students signposted to Careers and Employability and Accelerator* services?	23, 19, *83*	*59*
service that offers students/graduates a range of help, support, advice and events for those interested in going into business for themselves		
Is there a named staff contact in your course team responsible for liaising with employability related services* to students?	22, 6, *27*	*19*
e.g. Careers and Employability, Work Based Learning Team, Accelerator		

[a] 55 responses (module leader survey); 32 responses (course leader survey)

Please provide full details of how/where the London Met Careers and Employability Team is involved in developing employability related module content and assessment (e.g., the curriculum, within learning environments). [M36]

There were 12 responses to this question. The Careers and Employability Team (C&E Team) were involved in a variety of ways across modules. For most modules, the C&E Team were involved in delivering 1-2 sessions over the course of the academic year. Other module leaders reported a different approach - for example, including a session from the C&E Team at the beginning of the year, or linked in with the dissertation module. Some C&E Team sessions were quite focused, e.g.: "We have started having planning meeting to identify how this department can provide sessions to support placement application form filling and interview skills and at the employability conference".

Similarly, one module leader indicated how the C&E Team are involved in planning meetings at the start of the academic year with a distinct focus: "we have started having planning meeting to identify how this department can provide sessions to support placement application form filling and interview skills and at the employability conference". Some responses also indicated that the C&E Team were contacted on an ad hoc basis throughout the year.

Please provide full details of specific career options and management talks in your module currently delivered by a representative of the Careers Team [M37]

There were 12 responses to this question. Module leader responses indicated that sessions had been provided both face to face and online via Collaborate covering a range of topic areas concerning employability and specific career options. Examples of these included sessions that covered: psychology specific opportunities; job searching websites/ search engines; CV writing and job interviews; CV writing; and how to apply and prepare for vacancies.

Please provide full details how the Careers Portal* is embedded [C4]
*Online location where students can find CV support, application help, interview practice tools, employer and career coaching insights, and employment opportunities in different national/international locations.

There were 8 responses to this question. Many responses indicated that the Careers Portal was embedded on the course Weblearn page (n=5), some in a designated tab location (e.g., a 'Careers and Work Tab' tab). Other responses indicated that the Careers Portal was included in the course handbook (n=2). Some responses indicated that the Careers Portal was flagged in multiple locations across course materials, for example: "Links link in the course weblearn page and an additional psychology community weblearn page (PsychedUp) (which) has links to live recruitment pages from relevant agencies and a host of employability and career-related resources… there is also a link in the Level 6 Psychology project module (PC6P01)".

Please provide full details of how the London Met Careers and Employability Team is involved in developing employability related module content and assessment (e.g., the curriculum, within learning environments). + additional 'how/when/where input occurs' question [C6, C7]

There were 6 responses to this question. Three responses indicted that the C&E Team attended specific teaching and learning sessions to talk about possible career paths and provide employability related support and input. One course leader also indicated that the C&E Team provided "support (for) students with placement and employment opportunities… students are encouraged to seek advice from the team on how to improve their CV… the team provides regular updates on placements and employment opportunities". One course leader noted that the C&E Team were involved late in the academic year: "(the C&E Team) ran sessions in semester 2 as part of Dissertation workshop programmes for two modules" and also helped to "develop specific skills days Embedding in-class employability activities and information Coordinating a final year Employability Conference". One course leader noted that the C&E Team had provided "in session details on writing CVs and Personal Statements" and also that "Career and Employability events are publicized on the Course Weblearn site".

Sessions were provided at all levels including at Level 4 (n=3), Level 5 (n=4) and Level 6 (n=7). Most C&E Team involved sessions were run at undergraduate level with only one postgraduate course reporting a session. Some C&E Team delivered sessions had a specific focus including sessions on 'CVs and Covering Letters'; 'Interview skills (including opportunity to sit on a mock interview panel)' (n=2); and a session focused on prompting 'reflection on what skills they might need to get/practice during their studies.'

Please provide full details of how/where/when students are signposted to Careers and Employability and Accelerator* services. *service that offers students/graduates a range of help, support, advice and events for those interested in going into business for themselves +additional information question *[C8, C49]*

There were 18 responses to this question. Students were mainly signposted to C&E and Accelerator services via Weblearn organisation sites (n=8) or email (n=2), with course handbooks being the other main channel for dissemination. One course leader reported that "weekly announcements are sent to students - every Monday… signposting occurs in those announcements at regular intervals". One course leader noted that "weblearn announcements (occurred) when prompted by careers shouts outs". Another course leader noted that these signposts generally occurred via "… drop in sessions which are run to deal with pastoral issues, employment related issues". One course leader noted that Accelerator was involved in the assessment for a specific module: "(Accelerator is referred to) in the delivery of a dragons den assessment". Specific events were noted by two course leaders as times/occasions when C&E and Accelerator services were involved (Spring Graduate Jobs event; Career and Employability Events). A professional degree course leader noted that "during the placement modules students are signposted to the careers services".

5.6. Opportunities for placement and networking experience

Colleagues were asked a range of questions concerning the occurrence of opportunities for placement and networking experience in course/module materials. Quantitative data from these responses is summarised in Table 6 below followed by summaries of relevant textual data responses.

Table 6 – Occurrence of opportunities for placement and networking experience
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Does the module currently include any initiatives for students to gain networking experiences with relevant industries?	48, 19, *40*	*35*
Do module communications advertise paid/voluntary part time or vacation work opportunities?	48, 19, *40*	*35*
Does the module currently involve realistic simulations used to give experience of real work situations?	48, 26, *54*	*47*
Does the module currently include initiatives for students to gain placement experience of direct relevance to their discipline? (e.g., clinical psychology placement for a psychology student)	47, 18, *38*	*33*
Is this placement experience (of direct relevance to their discipline) included as an assessed part of their course?	15, 13, *87*	*24*
Are students signposted to the University Work Based Learning Team for support with these work placement modules?	18, 6, *33*	*11*
Does the module currently include any initiatives for students to gain placement experience of indirect relevance to their discipline? (e.g., Human Resources placement for a psychology student)	46, 3, *7*	*5*
Is this placement experience (of indirect relevance to their discipline) included as an assessed part of their course?	2, 2, *100*	*4*
(Where students have assessed work placements/clinics) Are students supported by a process/activities which encourages reflection and emphasises breadth of learning opportunities?	22, 18,	*33*
Are students informed of where to go in the University to find out about volunteering*? *unpaid work solely in the not-for-profit sector, although expenses may be reimbursed.*	23, 18, *78*	*56*
Are students signposted to the University Work Based Learning Team for support with any assessed work placement modules?	23, 12, *52*	*38*
Are students made aware of graduate recruiters' expectations?	23, 16, *70*	*50*
Does the course currently include any initiatives involving visits to employers/organisations?	23, 8, *35*	*25*
Does the course currently include any initiatives where employers/professional bodies/relevant organisations give talks?	23, 14, *61*	*44*

Does the course currently include any partnerships with relevant industries not mentioned above for purposes linked to student employability?	23, 9, *39*	*28*
Do course/module communications advertise paid/voluntary part time or vacation work opportunities?	21, 16, *76*	*50*
Does the course currently involve realistic simulations used to give experience of real work situations?	22, 13, 59	*41*
Does the course currently include initiatives for students to gain placement experience of direct relevance to their discipline (e.g., clinical psychology placement for a psychology student)?	22, 13, *59*	*41*
Are initiatives for students to gain placement experience of direct relevance to their discipline? (e.g., clinical psychology placement for a psychology student) an assessed part of their course?	13, 12, *92*	*38*
Does the course currently include any initiatives for students to gain placement experience of indirect relevance to their discipline (e.g., Human Resources placement for a psychology student)?	21, 4, *19*	*13*
Are initiatives for students to gain placement experience of indirect relevance to their discipline (e.g., Human Resources placement for a psychology student) an assessed part of their course?	4, 2, *50*	*6*
Are students signposted to the University Work Based Learning Team for support with these work placement modules?	22, 8, *36*	*25*

[a] 55 responses (module leader survey); 32 responses (course leader survey)

How are students made aware of these opportunities to gain networking experiences with relevant industries? [M21]

There were 19 responses to this question. For professional modules, many students became aware of networking opportunities via placements. Other routes included in class (e.g. organised study visits to local authorities), via Weblearn/email (e.g. details of a fast track scheme circulated), and via a jobs fair attended by industry representatives which all trainees were required to attend). One response provided a full database of options to students: "We offer them a data base of over 300 placement opportunities and any other placement or work opportunity that comes our way".

For non-professional modules, there were a range of routes for gaining awareness identified in responses. These included via email, through guest speakers from a relevant sector, via guest speaker talks. One response highlighted that guest speakers provided an important source of networking.

At what stage of their studies are students made aware of opportunities to gain networking experiences with relevant industries? [M22]

There were 19 responses to this question. Most responses indicated that opportunities for networking were circulated throughout the programme of studies with just one response indicating that such opportunities were included from Level 6 only. One response highlighted that networking opportunities could usefully emerge from contact with alumni - for example two former students who were managers for a company that could offer LMU students placement opportunities.

How and where are advertisements for paid/voluntary part time or vacation work opportunities communicated to students? [M23, M24]

There were 19 responses to this question. Most responses indicated that module level Weblearn was the primary location for posting announcements about paid/voluntary part time or vacation work opportunities (n=10) with a smaller number of responses indicating that email was the preferred route for circulating information about opportunities (n=4). Other responses suggested that the course Weblearn pages would host such information. One response highlighted that opportunities were relayed to students in the module leader's capacity as an LMU academic mentor.

How are students made aware of opportunities to be involved in realistic simulations used to give experience of real work situations? + additional 'at what stage of studies' question [M25, M26]

There were 25 responses to this question. Professional modules/courses reported that placements offered opportunities for realistic simulations. Many responses referred to how insights into work related experience (akin to simulations) were provided via learning materials in sessions including examples and scenarios of service design, provision and delivery. Other responses reported a range of ways in which realistic simulations of working environments were provided for students. These included organised field trips, role playing scenarios and mock design interventions in work settings.

Some responses referred to the impact of the pandemic in terms of providing opportunities for work-related simulations. For example, some responses referred to the reduced possibility for volunteering opportunities since the pandemic but mentioned how use of videos and practice examples had provided an effective way of creating links for students between studies/theory and professional practice. One response highlighted the possibilities of using case studies involving both practitioners and people with lived experience joining the session as one way of providing realistic simulation of work-related experiences for students on campus. Most responses indicated that these realistic scenarios were provided from the first year of studies and throughout the course of learning (i.e. throughout the module but also throughout the course).

Please list all relevant module codes and titles for modules that include placement experience (of direct relevance to their discipline). + 'how made aware' follow-on question [M27, M28]

There were 18 responses to this question. The following modules were reported to include placement experience of direct relevant to the discipline: SW7049; SW7050; SS6W53; SE4005; SDQW21; SDQW22; SDQ021; SDQ022; SC5W01; SC6W01; PY7203; py8pb7; PY7200; PY7201; PY7177; PY8PB7; PY9PB8; PC4010; PC5009; PC6066; PC6063; PY7202; PY7204; GI7005; GI6W01; AE5017.

There were a range of ways in which students were made aware of opportunities to gain placement experience. Clearly, these varied to some extent on whether placement experience was central to the module/course focus, and whether or not the course was professional (or not) in disciplinary focus. For courses were placements were not integral, there were a range of ways identified in responses. These included: "via a database available to them pre-enrolment and then through direct emails from placement co-ordinator or course leader"; "communicated in the marketing material and at induction" and "in lectures, one to one meetings and via the careers service".

Please list all relevant module codes and titles for modules that include placement experience (of indirect relevance to their discipline). + 'how made aware of opportunities' and 'at what stage' questions [M30, M31, M32]

There were 3 responses to this question and four modules were identified: AE6P06 Action Research for Practitioners; SE6P00 The Project; SE6054 Reading Research; and GI6W01 Placement 1 Year. Students were made aware of these opportunities via Weblearn notices, via lectures and via the careers service. Students were made aware of these opportunities either at the start of the course (n=2) or at the start of their Level 5 and also Level 6 studies (n=1).

Please provide full details of reflective processes/activities linked to assessed work placements/clinics undertaken by students. [M33]

There were 25 responses to this question. There were a range of ways in which students were given opportunities to reflect on placement experiences during their module studies. These included weekly reflection activities in-class (n=4), via individual/group supervision sessions (n=3), and/or via a recorded log/diary/journal (n=7). Some modules included opportunities to reflect on placement experiences via some form of formative/summative assessment involving a reflective component (n=9). A detailed illustration of how placement-related reflective activities were incorporated into formative assessment is illustrated below:

> "Assessment Each student will submit a portfolio containing: Reflective diary Students will maintain a continuous weekly log which should combine a summary of work activity and experience gained with evaluative reflection upon its implications for future professional practice. Weekly pro-forma record sheets of work activities will be included as an appendix."

A detailed illustration of how placement-related reflective activities were incorporated into summative assessment is illustrated below:

> "Final Report (3,500 words) Consists of: a) description of the organisation and its purpose (15%); b) discussion of work/project activities on placement (15%); c) evaluation of experience gained (30%); d) an assessment of the placement's usefulness for future work settings/in home country (40%); 3. Self-assessment profiling forms which identify transferable skills and practitioner competencies gained (in accordance with learning contract), together with supporting evidence. 4. Placement supervisor's report Confirming the activities which have been undertaken and the skills and competencies developed (see aide memoire attached), together with an evaluation of the contribution which the student made to the organisation."

Please provide full details of how/when/where students are informed of where to go in the University to find out about volunteering. [C9]

There were 18 responses to this question. Responses indicated that students were informed of where to go in the University to find out about volunteering primarily via Weblearn (n=5), via the course handbooks (n=2) and via posts on specific modules (on Weblearn/ in module handbooks). Other responses indicated that volunteering information was circulated via regular signposting to the jobs and employment parts of Student Zone on the LMU website, and from forwarding on events/opportunities disseminated from LMU's Career and Employability Service.

Please provide full details of how/when/where students are signposted to the University Work Based Learning Team for support with any assessed work placement modules. [C10]

There were 12 responses to this question. Responses were varied and indicated that a variety of support options were available to students beyond the WBL Team including talking to placement students, the placement officer and ITE admin support and the module leader. These were typically the sources of support though a respondent noted that the WBL team was a further source of support.

Please provide full details of how/when/where students are made aware of graduate recruiters' expectations. [C11]

There were 16 responses to this question. Responses indicated a variety of channels through which students were made aware of graduate recruiters' expectations including via online Drop ins (n=1), via the Course Handbook to Careers and Employability (n=1), via presentations from the Careers Team and events they organise (n=2), on specific modules (n=3), via in-session conversations about recruiter expectations (e.g. expectations of the police in terms of employability). Responses suggested that students were made aware of graduate recruiters' expectations mainly in sessions/events at Level 5 and Level 6.

How (and at what stage of their studies) are students made aware of opportunities to visit employers/organisations? [C12, C13]

There were 8 responses to this question. Responses indicated that *students were made aware of opportunities to visit employers/organisations via* informal discussions with course/module staff in terms of visits to UK-based employers. One course leader reported "we have visits to embassies. I would like to begin visits to Parliament, the London Assembly, etc.", and another course leader reported "students on the law course visit the criminal courts. There are also placements available for students across the criminology courses.". Dissemination of opportunities to visit employers/organisations took place at all levels including Level 4 (n=3), Level 5 (n=1) and Level 6 (n=2).

How are students (and at what stage of their studies) on your course made aware of opportunities to hear talks from employers/professional bodies/relevant organisations? [C14, C15]

There were 14 responses to this question. Responses indicated that students were made aware of opportunities to hear talks from employers/professional bodies/relevant organisations via Weblearn announcements (n=4) primarily.

These talks varied in focus and setting. As one course leader described a dynamic process by which: "organisations within the sector give guest lectures on our MA programme and students are introduced to the organisations in person wherever they express an interest in further involvement with them". A great variety of speakers were described by some course leaders, for example: "we have had talks by diplomats, politicians, news editors… all are designed to inspire students to think about their future careers". Some course leaders described using an asynchronous approach whereby "different modules use video materials produced by different employers and professional bodies (e.g., policy simulations using pre-recorded House of Commons policy consultations)"

One course leader mentioned how in addition to talks there was also an "employment day relating to a specific module". Linking professional talks to a social justice agenda, one course leader described a specific event titled involving professional speakers titled 'Social Justice and academic success: Whose Knowledge has value?'. Non-professional courses also included speakers; for example, "on some presentations students have heard talks from mental practitioners.". One course leader also mentioned that "professionals from partner agencies co-facilitate sessions from Level 3 through to Level 6". Most course leaders indicated that such talks were provided at all stages of studies though it was noted that these took place particularly at Levels 5 and 6 in several responses. One course leader explicitly mentioned the attraction of these talks from a promotional/marketing perspective: "I make it clear (that there are multiple opportunities to hear talks from professionals) during the recruitment process, it's a big draw for the programme."

How are students made aware of any additional opportunities to engage with partnerships with relevant industries linked to employability (and at what stage of their studies)? [C16, C17]

Responses indicated that course leaders were keen to explore future partnerships and discussion how this would work with relevant placement officers and placement teams and that this partly dependent on awaiting accreditation from relevant statutory bodies. One course leader described an upcoming partnership through which "a student in Malta may do a PhD with us that will be part funded by the Maltese government". Another course leader mentioned that "we currently have 4 interns working with a major development company". Responses indicated that these opportunities occur at all levels or at Level 4 and 5, with one course leader noting that these opportunities come about "informally by friendship groups that are created online… with postgraduate students being proactive in sharing job opportunities.".

Where are course/module communications concerning paid/voluntary part time or vacation work opportunities advertised? [C18]

There were 17 responses to this question. Responses indicated that course/module communications concerning paid/voluntary part time or vacation work opportunities were primarily advertised via Weblearn announcements (n=11), via emails from the course leader to particular groups of students, and via signposting to relevant Student Zone pages. One course leader reported "there is a Weblearn folder entitled Careers and Employment for advertise job and training adverts relevant to the course… and live links to National Graduate Development Programme from Local Government Association".

How are students made aware of opportunities involving realistic simulations give experience of real work situations (and at what stage of their studies)? [C19, C20]

There were 12 responses to this question. Responses indicated that *students were made aware of opportunities involving realistic simulations give experience of real work situations* via skills days, via activities (e.g. mock negotiations) integrated within learning sessions, and via role play work (e.g. managing crisis situations, decision making, etc). One course leader described a session where "students conduct a live clinical session with a patient- this is the assessment for the module and the entire module builds up to this". another course leader described a session where "students are given an opportunity to practice their research skills and to consider drafting an evaluation of a rape crisis centre.". Course leaders indicated that these simulations occurred at all levels of study including induction/ welcome week. One response from a course leader on a professional degree noted that these simulations occur "informally through online discussions since all are in work at graduate level or above."

Please list module codes and titles any modules that include initiatives for students to gain placement experience of direct relevance to their discipline? (e.g., clinical psychology placement for a psychology student) (and how/when are students made aware of these initiatives?). [C21, C22, C23]

There were 11 responses to this question. Relevant modules were: SS6W53, WL6W50, SS6W02 Work placement for professional practice, SS6W01 Work placement for professional practice, SS5k70, SS5081, SS6Wl50, SC5w01, SC6w01, GI6W01 Work Placement, WL5W50 Empowering London, GI6W01 Placement 1 Year, AE4017 EDUCATION POLICY THEMES AND ISSUES, AE4019 CURRICULUM, LEARNERS AND LEARNING, AE4020 GLOBAL CHALLENGES: INCLUSION IN PRACTICE, AE5017 WORKING WITH CHILDREN AND PREPARING FOR PROFESSIONAL PRACTICE, AE5018 CURRICULUM, LEARNERS AND LEARNING ll, AE6008 FROM ELEMENTARY SCHOOLING TO 'GOOD PRIMARY PRACTICE', and AE6P06 ACTION RESEARCH AND PLACEMENT MODULE (60 CREDITS)

Responses indicated that students were mainly acquiring this experience as a mandatory course requirement (i.e. these were module placements). Other response indicated that initiatives were relayed via Weblearn announcements and emails, and also at the start of the course. Responses indicated that these initiatives were communicated to students throughout studies but primarily at Levels 5 and 6.

Please list module codes and titles any modules that include initiatives for students to gain placement experience of indirect relevance to their discipline? (e.g., Human Resources placement for a psychology student). (and how/when are students made aware of these initiatives?). [C24, C25, C26]

There were 2 responses to this question. The modules listed were: WL6W50 Empowering London: Working within the Community; and GI6W01 Placement 1 Year (in which students can choose any placement provider). These were option modules at Level 6 and students were made aware via Weblearn.

5.7. Disseminating graduate outcomes and alumni involvement

Colleagues were asked a range of questions about whether/ how graduate outcomes were disseminated and about the involvement of alumni at a course/module level. Quantitative data from these responses is summarised in Table 7 below followed by summaries of relevant textual data responses.

Table 7 – Graduate outcomes and alumni input
(module-level and course-level responses shown above and beneath dashed line, respectively)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Are graduate outcomes shared with students in module sessions (e.g. via presentations, case studies)?	46, 8, *17*	*15*
Is graduate outcomes data disseminated to course/module staff when it becomes available?	43, 15, *35*	*27*
Are alumni destinations and experiences shared with students in module sessions (e.g. via presentations, case studies)?	8, 4, *50*	*7*
Do alumni visit students as part of module delivery to share experiences of work, work experience and job seeking?	46, 13, *28*	*24*
Is graduate outcomes data disseminated to course staff when it becomes available?	21, 11, *52*	*34*

[a] 55 responses (module leader survey); 32 responses (course leader survey)

Please provide full details of how/where graduate outcomes are shared with students in module sessions. [M38]

There were 7 responses to this question. Graduate outcomes were generally relayed implicitly in general teaching content rather than explicitly to students. However, this was not always the case. One module leader described sharing graduate outcomes with students "when introducing the module first and in preparation to placement", or sharing typical graduate outcomes for discipline specific students at a national/UK level rather than specific to LMU. Other responses indicated that graduate outcomes were shared as part of "reflective practice groups and during lectures on professional practice".

Please provide details about how/when/where graduate outcomes data disseminated to course/module staff when it becomes available. [M41]

There were 14 responses to this question. Responses indicated that graduate outcomes data were disseminated to course/module staff via a variety of channels. For example, one module leader indicated that they accessed this information directly via PowerBi, while another indicated that outcomes data was disseminated via a section of the Weblearn site that concerned "Module Response Actions from the students' feedback" and also as part of the Course Evaluation Process (CEP). One response noted the obligation for courses to engage with graduate outcome data: "we are required to inform DfE of employment rates and to evaluate in our SED.". A final response indicated that this data was shared with staff early on in the course: "(graduate outcome data is shared) at the course induction for new students, during the introduction to the course and at team meetings".

Please provide full details of how/where alumni destinations and experiences are shared with students in module sessions. [M39]

There were 3 responses to this question. Responses revealed that details of alumni destinations and experiences are shared with students in various ways. Two responses described sending invitations to alumni students to talk to current students either online or face to face and share experiences regarding the profession. A third response highlighted how alumni destinations/experiences are shared via videos and events and via periodic discipline-related newsletters and indicated that these were advertised in lectures.

Please provide full details of any alumni visits on your modules. [M40]

There were 11 responses to this question. Several responses highlighted how previous cohorts of trainees/students could become involved in some way about feeding back on their experiences of studying and current experiences of seeking employment or jobs. One module leader included alumni visits across a wide variety of modules and encouraged alumni-visiting students to also offer teaching as part of their visit. One response acknowledged the complexities of involving alumni given concerns around potential required arrangements for some form of honorarium/nominial payment. Another module leader described how alumni visitors provided feedback on their research and job experiences at a student conference midway through the year, with output from this being fed into dissertation/project module work via a series of podcasts. Some responses noted that the pandemic had interrupted alumni visits but that now these were resuming as face to face visits. Finally, one response implicitly flagged the value of alumni visits from an inclusivity/social justice angle: "a black female student from working for IAPTs came to talk to the students about working for IAPTs."

Please provide full details of how/when/where graduate outcomes data is disseminated to course staff. [C48]

There were 10 responses to this question. Responses indicated that graduate outcomes data is disseminated to course staff via team meetings, via Course Evaluation Plans (CEPs) and suggested that data was disseminated when published/ made available.

5.8. Inclusion of employability-related content with a social justice emphasis

Colleagues were asked a range of questions exploring whether and how course/module content relating to employability addressed concerns linked to a social justice agenda (e.g. inclusivity in work spaces, sensitivity to socio-cultural differences in work spaces). Quantitative data from these responses is summarised in Table 8 below followed by summaries of relevant textual data responses.

Table 8 – Appearance of employability content with a social justice emphasis in module materials
(all responses shown are module-level)

	Response N, "yes" N, "yes" %	% of complete sample [a] responding "yes"
Barriers to employability faced by students from minority groups (e.g., BAME students, care leavers, women in male-dominated industries, disabled individuals) are addressed in specific learning sessions	50, 25, *50*	*45*
Helping students to understand diversity and social cultural awareness and recognise their own potential are addressed in specific learning sessions	49, 34, *69*	*62*

[a] 55 responses (module leader survey); 32 responses (course leader survey)

Please provide full details of how barriers to employability faced by students from minority groups (e.g., BAME students, care leavers, women in male-dominated industries, disabled individuals) are addressed in specific learning sessions [M34]

There were 25 responses to this question. A common approach was to incorporate reflective activities and sometimes sharing experience linked to employment/employability including reflection on barriers to accessing employment opportunities and experiences of 'colonising cultures' (n=5). Some module leaders reported including explicit focus on social justice in the context of employability and employment experiences within lecture/seminar sessions (n=6). Module leaders addressed social justice in different ways in module materials. For example, one module leader described a session focussing on "the history of racism in the police in England and how there are now policies in place to promote positive action".

Some module leaders identified topic area content that linked to social justice in the context of employability/employment. For example, one module leader described "lectures on stigma, prejudice, social cognition schemas etc. (in which) discrimination in the workplace (was addressed)", while another module leader noted that "(lectures on) perception, language, thinking and reasoning were all discussed (in how these things can be thoughts of in terms of) barriers to non-WEIRD (white, educated, industrialised, religious, democratic) populations generally".

Social justice was apparent in curricula in a way that addressed prejudice/under-representation in work settings as experienced by varied social categories. For examples, one module leader highlighted that "some (students) are unable to complete the course because of personal life situations (and acknowledged the) lack of additional support (for) students who are bi/multilingual". Another module leader identified how the discipline-related industry lacks male representation and how this was reflected at module level with just one male student and one male teacher on the team. Another module leader described "a specific session on neurodiversity in the workplace (which was also) addressed in the recruitment module."

Please provide full details of learning sessions designed to help students to understand diversity and social cultural awareness and recognise their own potential. [M35]

There were 32 responses to this question. There was a great variety of ways in which module leaders included materials in learning sessions designed to foster student understanding of diversity and cultural/social awareness. As with other report sections, responses below are illustrative. Many module leaders described how coverage of core content was inherently tied into discussed issues around diversity and social cultural awareness. For example, one module leader noted: "(we look at) the criminal justice system of England and Wales and issues of discrimination and bias feature in many areas of criminal justice".

Some modules were designed explicitly to address diversity and social/cultural awareness. For example, PY7176 ('Working with Difference and Diversity') contains content designed to "raise awareness of one's own stereotypes and assumptions and the effect that institutions have on shaping our beliefs (and explore how) institutional racism, classism, sexism, disabilities" are apparent in society and in social discourse. Relatedly, 'Introductory Politics, Political Theory, and Action and Identity' was described as a module involving "extensive discussion of equality in all its various forms"; while another module 'Religion and the State' was described as a module which "covers issues on cultural difference"; Researching Social Life is an introductory module on developing research skills and is practically oriented toward researching social divisions and inequalities.

Some responses indicated how understanding around diversity and awareness were built into module assessment. For example, one response described a piece of assessment that involved "asking students to think about whether theory of mind development applies across the world" with "two dedicated teaching sessions devoted to this topic (one on cultural diversity of theory of mind and the assessment prep session)"

There were inventive/atypical ways of incorporating coverage of diversity and social cultural awareness into teaching sessions. For example, one module leader described a session involving cultural artefacts to understanding issues around diversity and cultural awareness: "we have different sessions- story time, exploring artefacts from our culture including music, songs etc". Another example described sessions designed to develop understanding of diversity, social cultural awareness, and student's own potential were framed within theoretical frameworks: "Work on Bronfenbrenner's ecological systems theory - for example - focuses on diversity of cultural background and how this might intersect with understanding".

References

[1] Department for Education (2022). Graduate outcomes (Longitudinal Education Outcomes). [updated 12 May 2022] Retrieved: https://explore-education-statistics.service.gov.uk/find-statistics/graduate-outcomes-leo

[2] Tibby, M. and Norton, S. (2020). Essential frameworks for enhancing student success: embedding employability. A guide to the Advance HE Framework. Retrieved: https://www.advance-he.ac.uk/knowledge-hub/essential-frameworks-enhancing-student-success-embedding-employability

Appendix 1 – Surveys and Raw Data

[omitted in the interests of data protection]