

University of  
Hertfordshire **UH**

Learning and Teaching  
Innovation Centre



# Employability

Learning and Teaching Conference - 5 May 2016





# Welcome

## Welcome to the University of Hertfordshire's 13th Annual Learning and Teaching Conference.

**Our theme this year is 'Employability' and we hope that the conference will enable the sharing of good practice from within the University, from our partner institutions and from industry experts.**

The conference theme is directly aligned with the University's ambition to be Internationally renowned as the UK's Leading Business-Facing University and includes presentations from academics, colleagues from the Careers, Employment and Enterprise Service as well as staff members from professional units including Human Resources Development and Marketing and Communication.

The conference parallel sessions are identified according to five different strands of activity and delegates are welcome to attend sessions within a strand or to move between strands as they choose:

1. Employability within the Curriculum
2. Employer Engagement
3. Placements and/or Work-Based Learning
4. Graduate Attributes
5. Employability based Assessments

In the afternoon delegates are invited to take part in a facilitated discussion on one of the following themes:

- Placement and Work-Based Learning
- Employability for atypical students (e.g. online/post-graduate research/post-graduate taught/partner institution/student groups with low engagement)
- Learning spaces for developing employability
- Professional partnerships

Events such as the Learning and Teaching conference form an important part of your Learning and Teaching related Continuing Professional Development (CPD). It is a valuable opportunity to share ideas and discuss employability with colleagues. We hope you find it an enjoyable, stimulating and rewarding day.

### **Helen Barefoot**

Deputy Director of the Learning and Teaching Innovation Centre

# Keynote address 1

## The Student Recruitment Market

Stephen Isherwood

CEO of the Association of Graduate Recruiters



Arguably the UK is the most sophisticated graduate recruitment market in the world. Unlike in other countries, the majority of employers do not care what subject a student has studied at university. This creates a considerable degree of choice and flexibility in the UK graduate labour market but can hinder clarity for students and universities.

Employer brand building activities, complexity of selection processes, even the number of campuses targeted, are often driven by the desire to recruit graduates from a range of disciplines. With more than 150 degree-awarding institutions in the UK, it is not surprising that a single employer will not visit them all.

Much has been written on the skills shortage. Even in 2009, when graduate vacancies were at their lowest level due to the recession, nearly 20% of AGR employer members reported unfilled vacancies. Why are vacancies unfilled? Reasons are varied, can overlap and often reflect supply and demand pressures.

From an employers' perspective, candidates can lack soft and/or technical skills and demonstrate poor career awareness limiting the supply of talent. Student preferences highlight low demand for certain sectors and locations.

Stephen will give insights into the graduate market, employer behaviour and explore how institutions and employers can create better transitions into the world of work for students.

## **Stephen Isherwood Biography**

Stephen Isherwood was appointed Chief Executive of AGR in June 2013 following seven years as Head of Graduate Recruitment UK & Ireland at Ernst & Young, one of the largest recruiters of graduates in the UK.

Stephen started his HR career at Coopers & Lybrand recruiting experienced management consultants before moving into graduate recruitment when the firm merged with Price Waterhouse to form PwC. After PwC he led the graduate recruitment and development programme at Safeway before working in the public sector where he developed and managed a number of careers related programmes.

Stephen's first career was in retail. After A-levels Stephen joined B&Q on their store management programme before eventually deciding to return to student life at the University of Westminster from where he graduated with a degree in Business Studies. Stephen also holds a postgraduate diploma in Human Resource Management.

Stephen has extensive experience in the recruitment and development of students, both graduates and school leavers. He has worked closely with Higher Education throughout his career with a focus on the career development and employment of students.

In addition to his current role Stephen sits on a number of steering groups related to higher education and employment including the HEAR Advisory Committee, the Plotr Advisory Council, the GPA Advisory Group and is on the board of HECSU. He has presented to various committees in the Houses of Parliament and often appears in national and local media.

## Keynote address 2

### Partnership University NHS Foundation Trust

Jinjer Kandola, Executive director of Workforce and organisational Development, Hertfordshire Partnership University NHS Foundation Trust



#### **Jinjer Kandola Biography**

Jinjer Kandola is an experienced Executive Director of Workforce and Organisational Development. Jinjer has a wealth of experience across acute, community and mental health sectors within the NHS. Jinjer provides the leadership and direction for the Human Resources and Organisational Development strategies to facilitate the provision of modernised service user focused services across the Trust. She is also responsible for the Communications and Marketing function.

Jinjer is an inspirational leader who has overseen the workforce & organisational development components of a large and complex transformational change programme, which has encompassed every aspect of the Trust from culture, behaviours and new models of care to Estates.

Jinjer has led the development and introduction of the Trust values and behaviours framework and customer care strategy.

Jinjer holds a number of national roles within health; she is an employer representative for the Social Partnership Forum as well as the being a member Workforce Committee for Mental Health Task Force. Jinjer is also HR Director of the year, awarded by HPMA.



## Registration and Introduction

**9.00** Registration available

**9.30-9.45** Welcome and Introduction - Helen Barefoot

**9.45-10.10** Keynote 1 - Stephen Isherwood - CEO of the Association of Graduate Recruiters

**10.10-10.35** Keynote 2 - Jinjer Kandola - Executive Director of Workforce & Organisational Development, Hertfordshire Partnership University NHS Foundation Trust

**10.35-10.50** Questions for the speakers

**10.50-11.15** Refreshments and Networking: Lindop Foyer

## Parallel sessions

### 11.15 Parallel session 1

Employability within the Curriculum	Employer Engagement	Placements and/or Work-Based Learning	Graduate Attributes	Employability based assessments
<b>A154</b> (Lindop Building)	<b>A166</b> (Lindop Building)	<b>A161</b> (Lindop Building)	<b>1A159</b> (Lindop Building)	<b>1A161</b> (Lindop Building)
<b>Designing video simulation to support student awareness of Value Based Recruitment (VBR)</b> Narinder Kaur-Bring	<b>The Graduate Employment Scheme</b> Jill Lees and Anouska Plaut	<b>Recognising Prior Learning- a journey of discovery for educators and students</b> Stephen Fox	<b>Speaking the target language outside the classroom in friendship groups: A comparative study of International and local modern foreign language students at the University of Hertfordshire with a focus on their employability</b> Anita Fromm	<b>You're hired! Using library resources to enhance employability skills</b> Jane Bilson and Helen Singer

## 11.40 Parallel session 2

Employability within the Curriculum	Employer Engagement	Placements and/or Work-Based Learning	Graduate Attributes	Employability based assessments
<b>A154</b> (Lindop Building)	<b>A166</b> (Lindop Building)	<b>A161</b> (Lindop Building)	<b>1A159</b> (Lindop Building)	<b>1A161</b> (Lindop Building)
<b>My job, My life, My degree – employability perceptions of a Humanities' cohort</b> Sharon Maxwell Magnus and Chon Tejedor	<b>Alumni engagement in employability</b> Louise Barnes and Helen Meyer	<b>Design of Degree Apprenticeships at UH: a case study</b> Mark Jenkin, Mariana Lilley, Simon Trainis and Vito Veneziano	<b>Initial findings: Social Experiences and Emotional Intelligence in Learning (SEaEIL) project</b> Martina A Doolan and Theo Gilbert	<b>Learning through the workplace in Law</b> Janet Barlow, David Gibbs and Abigail Mann

## 12.05 Parallel session 3

Employability within the Curriculum	Employer Engagement	Placements and/or Work-Based Learning	Graduate Attributes	Employability based assessments
<b>A154</b> (Lindop Building)	<b>A166</b> (Lindop Building)	<b>A161</b> (Lindop Building)	<b>1A159</b> (Lindop Building)	<b>1A161</b> (Lindop Building)
<b>Using licensed online employability resources in learning and teaching</b> Suzanne Ball and Mary Baldwin	<b>Vox Populi: Student, Alumni, Employer and Staff Perspectives on how the Sports Studies programme promotes employability</b> David Turner and Ali Cain	<b>Driving graduate employability through School based summer placements</b> Shivani Sharma and Philomena Shaugnessy	<b>Learning from Leading- the impact of student-staff partnership projects</b> Graca Martins	<b>Bringing design thinking to the business school – lessons learned from the ITMB final year projects</b> Marija Cubric, Mark Gannon, Wei Ji and Vito Veneziano

## 12.30 *Parallel session 4*

Employability within the Curriculum	Employer Engagement	Placements and/or Work-Based Learning	Graduate Attributes	Employability based assessments
<b>A154</b> (Lindop Building)	<b>A166</b> (Lindop Building)	<b>A161</b> (Lindop Building)	<b>1A159</b> (Lindop Building)	<b>1A161</b> (Lindop Building)
<b>Graduate Attributes and Personal Value Recognition in the Curriculum</b> Marta Rabikowska	<b>Practitioners to Lecturers</b> Maria Thomas	<b>Responding to a crisis in physics teacher shortage: An innovative collaboration between the Schools of Education and Physics, Astronomy and Maths</b> Lynn Chapman and Steve Kane	<b>Peer-Assisted Learning in Practice</b> Mariana Lilley, Amanda Yip and Paul Moggridge	<b>Employability through live business projects- Understanding customers of Pret a Manger and EE</b> Sofie Mallick

## 12.50 - 13.30 *Lunch break*

Poster viewing session with lunch provided in the Lindop Foyer

## 13.30 - 13.50

CPD framework and celebration of Fellowship success:  
Helen Barefoot and Sarah Flynn

## 13.50 - 14.10

Careers Employment and Enterprise Service Showcase:  
Judith Baines

14.10 - 15.00

## Facilitated Discussion

(for details of sessions see over)

<b>A154</b> (Lindop Building)	<b>A166</b> (Lindop Building)	<b>A161</b> (Lindop Building)	<b>1A159</b> (Lindop Building)	<b>1A161</b> (Lindop Building)
Placement and Work Based Learning	Employability for atypical students (e.g. online students /PGR/ PGT/ Partner Institution students, student groups with low engagement)	Learning spaces for developing employability	Curriculum design for employability	Use of Industry panels/ professional partnerships

15.00 - 15.20

## Refreshments and Networking

Lindop Foyer

15.20 - 16.20

### Plenary panel discussion - Industry employability specialists

**Stephen Isherwood** – CEO of the Association of Graduate Recruiters

**Jinjer Kandola** - Executive Director of Workforce & Organisational Development, Hertfordshire Partnership University NHS Foundation Trust

**Kate Croucher or Jeffery Lovejoy** - UK Recruitment Managers at FDM Group

**Nicola Turner** - Head of Skills at HEFCE

16.20

Close of conference: Karen Barton

## Facilitated Discussions

The facilitated discussion sessions are designed to enable open discussion on the identified theme. We hope that staff will reflect on their own practice and consider specific challenges within the discussion to enable learning from other people and other disciplines.

There are five parallel sessions on the following themes.

<i>Facilitated Discussion theme</i>	<i>Facilitators</i>
<b>Placement and Work Based Learning</b>	Sharon Maxwell-Magnus Chon Tejedore Sarah Flynn
<b>Employability for atypical students (e.g. online students /PGR/PGT/ Partner Institution students, student groups with low engagement)</b>	Leonor Silva de Mattos Mariana Lilley Andrew Pyper Na Helian
<b>Learning spaces for developing employability</b>	Rosemary Allen Karen Barton
<b>Curriculum design for employability</b>	Amanda Roberts Chris Collins Ute Ward Elizabeth White Billy Liu Cheri Hunter Natasha Taylor
<b>Use of Industry panels/professional partnerships</b>	Sofie Mallick Maria Thomas

## Parallel sessions



**11.15*****Parallel session 1 - Designing video simulation to support student awareness of Value Based Recruitment (VBR)***

Narinder Kaur-Bring



A short introduction to value based recruitment using purpose designed simulation videos has shown an improvement in understanding and knowledge of non-technical professional attributes in real clinical environments. This presentation will explore the benefits of using interprofessional recorded scenarios as a teaching tool in health care professional students.

**11.15*****Parallel session 1 - The graduate employment scheme***

Jill Lees and Anouska Plaut



The Graduate Employment Scheme started in 2012 with an aim to offer graduates one year paid employment to enhance their employability while also improving the University's DLHE results. Four years on 18 of the graduates are permanent employees and the University has risen 75 places in the rankings now ranked 35th out of 152.

**11.15*****Parallel session 1 - Recognising prior learning - a journey of discovery for educators and students***

Stephen Fox



The presentation will explore the benefits and challenges of recognising and accrediting prior learning through:

- creating a thoughtful space for experienced managers (without prior qualifications) to learn and develop
- providing a structure to identify prior learning from unique work based experiences.
- recognising the value of distilled learning from these experiences

**11.15**

***Parallel session 1 - Speaking the target language outside the classroom in friendship groups: A comparative study of international and local modern foreign language students at the University of Hertfordshire with a focus on their employability***

Anita Fromm



Why do international and UK students infrequently intermingle to practise their language skills, learn about other cultures and make friends outside class? Participants will be invited to consider the results of a learning behaviour questionnaire and discuss how assignments could be adapted to enhance intercultural relations and graduate employability.

**11.15**

***Parallel session 1 - You're hired! Using library resources to enhance employability skills***

Jane Bilson and Helen Singer



This hands-on, practical workshop will showcase resources available via the Online Library to develop students' employability skills and commercial awareness. We will use a case study to illustrate how a student might use these resources to take them from the research stage through to application and interview.

**11.40**

***Parallel session 2 - My Job, My Life, My degree - employability perceptions of a Humanities' cohort***

Sharon Maxwell Magnus & Chon Tejedor



My Job, My Life. My Degree: How students on a non-vocational degree path regard their own employability.

This presentation explores how student input and feedback on a Graduate Skills module was used to evaluate how students on the Humanities and Mass Communications programmes perceived their own career and employability in order to drive further developments.

**11.40*****Parallel session 2 - Alumni engagement in employability***

Louise Barnes and Helen Meyer



A demonstration of the ways that alumni can be used to support employability, particularly in collaboration with the Careers, Employment and Enterprise Service and the Schools/ courses. This session would be useful for those that want to engage graduates and those that are already working with alumni, ensuring best practice.

**11.40*****Parallel session 2 - Design of Degree Apprenticeships at UH: a case study***

Mark Jenkin, Mariana Lilley, Simon Trainis, Vito Veneziano



This case study explores how to design a Degree Apprenticeship. Although employability is effectively built-in since all the students are already employed, the programme must be relevant to their employment. The session examines issues such as curriculum design, delivery and assessment methods, and the role of employers in the design.

**11.40*****Parallel session 2 - Initial findings: Social experiences and emotional intelligence in learning (SEaEIL) project***

Martina A Doolan and Theo Gilbert



Initial findings of students' social and emotional experiences of working in teams is presented. This forms part of the SEaEIL project which is a joint venture between the School of Computer Science and Humanities and funded by the University of Hertfordshire under the SSAHRI Multi-Disciplinary Research Grants Competition 2016.

**11.40*****Parallel session 2 - Learning through the workplace in Law***

Janet Barlow, David Gibbs and Abigail Mann



This presentation will demonstrate how work experience opportunities for law students have benefitted their academic and professional development, as well as contributing toward the University's key performance indicators. It will draw on the practices of three of the School's academics and previous students to evidence this.

**12.05*****Parallel session 3 - Using licensed online employability resources in learning and teaching***

Suzanne Ball and Mary Baldwin



A chance to view the Careers, Employment & Enterprise's collection of online licenced resources for personality profiling, psychometric testing, interview practice and international employment among others. We will be demonstrating these packages and discussing how they can be used in learning and teaching.

**12.05*****Parallel session 3 - Vox Populi: Student, alumni, employer and staff perspectives on how the Sports Studies programme promotes employability***

David Turner and Ali Cain



This presentation will explore the voiced opinions of selected students, alumni, employers and staff, on how the Sports Studies degree programme effectively promotes employability. As such it represents an appreciative inquiry into the perspectives of different but interrelated stakeholders on the likely causes of consistently excellent employability data.

12.05

### **Parallel session 3 - Driving graduate employability through School based summer placements**

Shivani Sharma and Philomena Shaughnessy



School based graduate placements are effective to both strengthen transferable skills and to involve graduates in driving developments in education. We provide a summary of projects completed through graduate placements in Life and Medical Sciences, including impact on the student experience, as well as what graduates gained from the opportunity.

12.05

### **Parallel session 3 - Learning from leading – The impact of student-staff partnership projects**

Graca Martins



This student-led presentation involves students sharing their learning from several student-staff projects undertaken in the School of Education. They will identify what they have gained from different roles and how these help them to develop graduate attributes. The role of staff in enabling student leadership will also be identified.

12.05

### **Parallel session 3 - Bringing design thinking to business school – lessons learned from the ITMB final year projects**

Marija Cubric, Mark Gannon, Wei Ji and Vito Veneziano



Business schools are sending graduates to increasingly turbulent business environments, which require not only analytical abilities but also skills to deal with complex and ill-defined problems. In this presentation, the ITMB programme team will reflect on the lessons learnt from the inclusion of the “problem solving through design” requirement in the final year students’ projects.

12.30

**Parallel session 4 - Graduates Attributes and Personal Value Recognition in the curriculum**

Marta Rabikowska



The role of self-awareness of students' own 'value' in the process of developing their employability will be discussed and how such self-awareness can be embedded in the curriculum.

12.30

**Parallel session 4 - Practitioners to lecturers**

Maria Thomas



Industry Professional to Lecturer – mentoring to support practitioners starting their academic journey.

The Music Industry Management programme works with Industry Professionals to ensure teaching remains current and relevant. A new mentoring programme has been developed to bridge the gap between industry and academia to develop a strong, committed team.

12.30

**Parallel session 4 - Responding to a crisis in physics teacher shortage: An innovative collaboration between the Schools of Education (SoE) and Physics Astronomy and Maths (PAM)**

Lynn Chapman and Steve Kane



Responding to external drivers to increase the number of physics graduates entering the teaching profession, SoE and PAM are validating a three-year undergraduate degree, to include Qualified Teacher Status. This discussion details how we have worked in collaboration to overcome the challenges and meet compliance requirements, whilst ensuring a high quality student experience.

12.30

**Parallel session 4 - Peer-Assisted Learning in practice**

Mariana Lilley, Amanda Yip and Paul Moggridge



The School of Computer Science runs a Peer-Assisted Learning (PAL) scheme where second and final year students support first year students in developing their programming skills. The scheme has been successful and valued by first year students, PAL leaders and academic staff.

12.30

**Parallel session 4 - Employability through live business project – Understanding customers of Pret a Manger and EE**

Sofie Mallick

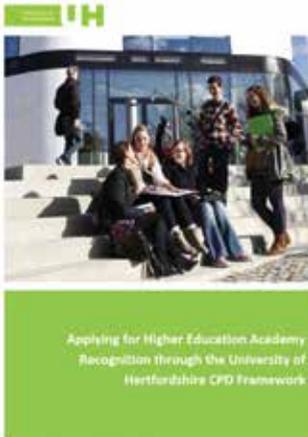


Student engagement through live business- problem assessment- Building student mastery experiences through experiential learning on a marketing module.



## ***Afternoon plenary 1: Higher Education Academy recognition through the University of Hertfordshire CPD Framework***

Helen Barefoot and Sarah Flynn



The University of Hertfordshire's CPD Framework has been in place for over two years. In this short plenary session, we will provide an update on the CPD scheme and we will celebrate the successes of recent applicants who've achieved Fellow or Senior Fellow status of the HEA.

## ***Afternoon plenary 2: Careers, Employability and Enterprise Service showcase***

Judith Baines, Head of Careers, Employment and Enterprise Service



A key topic of debate at Careers Service conferences is around student engagement and how we deliver the flexible and personalised experience that students say they want. On the employer side there is the continuing emphasis on the gaps in student skills and the need for Careers Services to more creative in the opportunities we offer them to engage with students beyond employer fairs. This showcase will look at how CEE has introduced new initiatives to respond to these key themes. It will also highlight best practice in partnership working between CEE, academic staff and employers which could be adopted by other Schools.



# Facilitated Discussion...

The “Facilitated Discussion” session will last for 50 minutes and will enable delegates to explore a specific topic in more detail. We will encourage the sharing of experiences in relation to the topic and consider relevant benefits and challenges.

There are five parallel sessions on the following themes:

- **Placement and work-based learning**

*facilitated by Sharon Maxwell Magnus (HUM), Chon Tejedor (HUM) and Sarah Flynn (LTIC)*

- **Employability for atypical students (e.g. online students/PGR/PGR/ Partner Institution students)**

*facilitated by Mariana Lilley (COM), Andrew Pyper (LTIC), Na Helian (COM) and Leonor Silva de Mattos (HBS)*

- **Learning spaces for developing employability**

*facilitated by Rosemary Allen (EDU) and Karen Barton (LTIC)*

- **Curriculum design for employability**

*facilitated by Amanda Roberts (EDU), Chris Collins (EDU), Ute Ward (EDU), Elizabeth White (EDU), Billy Liu (LMS), Cheri Hunter (LMS) and Natasha Taylor (LMS)*

- **Professional partnerships**

*facilitated by Sofie Mallick (HBS) and Maria Thomas (CA)*



## Improvement to references for students on practice placements

Ben Bergonzi and the School of Education placement administrators



An illustration of how we transformed the accuracy and usefulness of references sent out to prospective employers.

## An online journal for the publication of research carried out by University of Hertfordshire Psychology students

Stefanie Schmeer



A report on a project carried out jointly by staff and students to set up an online journal for the publication of research carried out by current and former UH Psychology undergraduate and postgraduate students as part of their degree programme.

## Socially-engaged student photography: Employability, Responsibility and Respect

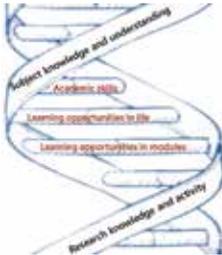
Rebecca Thomas



This contribution will take the form of a digital poster outlining supplementary approaches to the issue of student employability. The focus will be on teaching practices in the School of Creative Arts involving student imagery for the World Wide Fund for Nature, cultural diversity, and the pictorial representations of refugees.

## Developing research-rich teaching: sharing strategies

Amanda Roberts, Chris Collins, Ute Ward and Elizabeth White



We are exploring a range of ways to develop research-rich teaching, in order to support students' development of a research disposition, as academics and as professionals. Here we present our strategies.

## Student focused interactive learning in the classroom

Linda Knowles Jane McClinchy



M-learning is a convenient, highly active process that facilitates student-focused interactive learning. The successful integration of devices into teaching depends upon the involvement of stakeholders including students and staff. This poster explores the development, implementation and evaluation of a range of student-focused m-learning activities for use on iPads.

## Coursework turnaround data and Students' expectation of timely feedback

Fang Lou



Coursework data collection at the Department of Department of Biological and Environmental Sciences (2014-15) showed that the average turnaround time was 2.5 weeks. Over 96% of the assignments were returned to students within 4 weeks. However, what do students think? Besides, what kinds of feedback were the most helpful ones?

## Think like an employer

Jane Samson



Showcasing a successful collaboration between Academic Staff, the Careers, Employment and Enterprise team and employer representatives. Students were put through a hands-on opportunity to 'Think like an employer' experiencing how recruiters shortlist applicants with the aim of helping them submit successful applications.

## Encouraging take up of yearlong placements – the School of Life and Medical Sciences (LMS) careers symposium

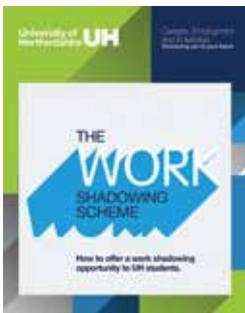
Sue Woodcock



This poster looks at effective partnership working between academic staff and the Careers, Employment and Enterprise team in order to encourage more students to take a placement year. Students out on placement, and their managers, are invited back to UH to enter a poster competition and current students attend to find out more.

## Careers, Employment and Enterprise: The work shadowing scheme

Chloe Collins



The Work Shadowing Scheme is a new initiative from Careers, Employment and Enterprise which gives students and graduates a chance to explore different career paths and get a taste for a particular job role. It allows UH staff and external employers a chance to talent spot students for future opportunities.









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