

## **Embedded Employability examples:**

This is not in any way an exhaustive list and has been created to show a range of activities happening in HE to embed employability.

### **Imperial Aeronautics 3<sup>rd</sup> year design group project:**

6 week project bookended with an interactive teambuilding session at the beginning and a reflection session at the end. Careers run these sessions.

### **UCL real word sustainable engineering project:**

Employers present a real word problem as a client brief and students work in teams to produce a solution. This is presented to the employer who gives feedback in a dragon den style feedback session.

### **Imperial CEP Relaxation and Resilience Skills programme:**

Bill Sheate runs a series of sessions focusing on building resilience, relaxation and other key coping skills.

### **St Georges Problem Based Learning Career skills for Biomedical scientists**

Spanning 2 tutorials, 2<sup>nd</sup> year students run through a PBL case that asks them to help a fellow student understand what having a biomedical science degree could mean for them in the current labour market. Careers train the tutors for these sessions.

### **Imperial Medical School promoting independent learning**

Students are asked, in teams, to create a teaching session on a topic related to clinical placements.

### **Exeter University 3<sup>rd</sup> year Mathematics Group project**

Teams of 8 students research an open mathematical problem of their choice from writing a proposal through to delivering their findings (both orally and in a written report).

### **University of Melbourne Professional Development Plans**

Each year students and their personal tutors work through a PDP to help in the identification of skills, how new skills will be gained and review progress.

### **Waikato University New Zealand, Placement debrief**

BSc students who are required to undertake placements as part of their programme attend a reflection debrief on that placement once they return to University to help them articulate their learning.

### **Cardiff medical school – deep dive investigations**



Groups of students research a specific specialty and present back to the class in a mini-teaching experience to enhance both their labour market knowledge and their independent learning.

### **Imperial Medical Bioscience skills session**

1<sup>st</sup> year medical bioscientists attend sessions to enhance their transferable skills such as assertiveness and handling conflict building them towards their 3<sup>rd</sup> year practical project.

### **Cambridge Life Sciences Lab embedding**

At specific times of the year when students needed to choose modules, a careers consultant was invited into lab sessions to run a short introductory presentation and then see students on a one-to-one basis, as the lab proceeding allowed.

### **UCL Team working through Lego**

In teams of 6-8, 2<sup>nd</sup> and 3<sup>rd</sup> year management students are given an activity to build a specific lego creation. Each team has different pieces which are valued individually so must negotiate with each other in order to complete the task. Afterwards, each team is asked to reflect individually, then as a group.

### **Imperial GTA training**

GTA's in training are asked to create a short teaching session about the topic that isn't their own field of expertise. These are delivered to small groups and peer assessed.

### **Goldsmiths Presentation training**

1<sup>st</sup> year teaching students have a session that is co-delivered with an Academic and a careers consultant on presentations. They then work in a team to create a short presentation which receives feedback from peers and trainers.

### **University of Westminster Cultural Difference and People Management workshops**

Business students were given an interactive and reflective seminar on what is global citizenship before being put into teams to develop a project on what this term meant to them.

Examples are gathered from a range of resources and experiences from The Careers team, Imperial Talking Teaching series and HEA Academy Knowledge Hub. For further information on any of these, please contact Katie Dallison (k.dallison@imperial.ac.uk)

