

Embedding Employability

The Natural Sciences Teaching Team
University of Leicester



HEA CATE Award winners 2017



Workshop Programme

A crisis in the Department of Cryptozoology, Erewhomes University

1. Welcome and Introduction: PVC Erewhomes University
2. Address by Head of Department of Cryptozoology
3. Initial group discussion on the issues:
4. Embedding Employability through Authentic Assessment: Invited Lecture
5. An Employability Matrix
6. Group discussion and feedback
7. Embedded employability in UoL Natural Sciences
 - the programme
 - central support
 - the outcomes
8. Individual/group reflection on application in your own context
9. Workshop evaluation

Departmental of Cryptozoology Student Handbook (Extract)

The structure of the Degree

The degree runs over three years.

- Each year comprises 8 modules.
- Each module is 15 credits.
- Each module is assessed by a 2-hour examination
- Each examination paper contains FOUR questions of which students must answer THREE
- In the final year high performing students will be given the option of substituting a research project for TWO modules.

Modules:

Each module is delivered by an academic member of staff who is responsible for the content of the module. Modules consist of 15 lectures and an assessed essay. Lecturers at their discretion may introduce additional continuous assessments such as a presentation. (Details will be found on the handout for each module.)

SUPPORT

Each student is assigned a personal tutor who may ask to see his (or her) tutees once a term. Staff have office hours during which they may be consulted or appointments may be made through the Teaching Office.

Year 1	
Introduction to statistical analysis	Evolution and Speciation
Logic: reference and meaning {1.5 hours}	Cladistics
Biophysics 1	Physiology
Year 2	
Advanced statistical analysis	Zoology, Geography and World Heritage
Detector physics	Mythical Beasts of Antiquity [20 lectures]
Biophysics 2	Social Theories
Year 3	
Crypto-zoology in Fiction [30] {two 2000 word essays}	Forensic crypto-zoology (A history of scientific fraud) [30]
Freud, Jung, Adler and the Collective Unconscious	Research Project or Literature Project

External Examiner's Report

To: The President and Vice-Chancellor
University of Utopia

Report on Department of Crytozoology

From: Professor Wise
University of Poppleton

EXTRACT:

The examination papers were of a very high level with a good range of questions covering all of the main crytospecies and their evolution. The physiology module brought together a number of interesting philosophical issues and the social theories module gave an excellent overview on the post-modern approach to scientific hermeneutics. The Department is clearly very committed to bringing their own research into the curriculum.

The organisation of the papers was exemplary, with each having the same length (2 hours) and structure (write three essays from a choice of four) and the similarity to papers from previous years gave students ample opportunity to practice. The papers were marked very rigorously.

I was please to see that this year the Department awarded two first class degrees, with almost half the class achieving 2(i)s. The tightening of the progression criteria has led to only four failures in the final year this year.

The Department continues to provide a very academic environment that nurtures research talent through a sound traditional approach to teaching. Some of the students I met were a little bit critical of the relevance of the degree for their future employment, but they had clearly failed to engage with the research culture of the Department.

Employment

<https://www.hesa.ac.uk/stats-dlhe>

% employed by subject area 2013/14		
Subject area	Employed	Unemployed
Medicine & dentistry	90.6%	1.0%
Subjects allied to medicine	88.1%	2.6%
Biological sciences	69.9%	6.2%
Veterinary science	91.2%	3.2%
Agriculture & related subjects	71.2%	5.5%
Physical sciences	63.9%	7.4%
Mathematical sciences	64.0%	7.5%
Computer science	75.7%	10.5%
Cryptozoology	63.5%	11.2%
Engineering & technology	77.2%	6.8%
Architecture, building & planning	85.0%	4.8%
Social studies	75.1%	6.4%
Law	67.6%	5.1%
Business & administrative studies	80.1%	6.8%
Mass communications & documentation	80.0%	8.6%
Languages	68.6%	6.4%
Historical & philosophical studies	65.9%	6.3%
Creative arts & design	77.7%	7.5%
Education	89.8%	1.8%
Combined	67.5%	3.9%

Industries of leavers in employment 2013/14 (omitting < 1%)		
Industry	Number	Percentage
Mining and quarrying	1925	0.6%
Manufacturing	14940	4.5%
Water supply & waste management	855	0.3%
Construction	6470	2.0%
Wholesale/retail trade & vehicle repair	34470	10.5%
Transport and storage	4220	1.3%
Hotels & restaurants	14620	4.4%
Information and communication	17695	5.4%
Financial activities	12030	3.7%
Real estate	3605	1.1%
Professional, scientific and technical	34895	10.6%
Administrative and support services	12830	3.9%
Public administration/defence/social security	17815	5.4%
Education	67725	20.6%
Health & social work	64285	19.6%
Arts, entertainment and recreation	12735	3.9%
Other service activities	4415	1.3%

National Student Survey % satisfaction

National Student Survey

Sector results for full-time and part-time students - England

Question	Sector	CZ
The teaching on my course		
1 - Staff are good at explaining things.	90	80
2 - Staff have made the subject interesting.	83	83
3 - Staff are enthusiastic about what they are teaching.	88	95
4 - The course is intellectually stimulating.	85	85
Assessment and feedback		
5 - The criteria used in marking have been clear in advance.	76	72
6 - Assessment arrangements and marking have been fair.	76	80
7 - Feedback on my work has been prompt.	69	65
8 - I have received detailed comments on my work.	71	70
9 - Feedback on my work has helped me clarify things I did not understand.	66	65
Academic support		
10 - I have received sufficient advice and support with my studies.	79	79
11 - I have been able to contact staff when I needed to.	86	75
12 - Good advice was available when I needed to make study choices.	78	78
Organisation and management		
13 - The timetable works efficiently as far as my activities are concerned.	81	81
14 - Any changes in the course or teaching have been communicated effectively.	78	80
15 - The course is well organised and is running smoothly.	76	75
Learning resources		
16 - The library resources and services are good enough for my needs.	87	87
17 - I have been able to access general IT resources when I needed to.	89	89
18 - I have been able to access specialised equipment, facilities or room when I needed to.	83	83
Personal development		
19 - The course has helped me present myself with confidence.	81	75
20 - My communication skills have improved.	85	75
21 - As a result of the course, I feel confident in tackling unfamiliar problems.	82	75
Overall satisfaction		
22 - Overall, I am satisfied with the quality of the course.	86	79
Students' Union		
24 - I am satisfied with the Students' Union (Association or Guild) at my institution.	68	68

Retention of Students By Discipline

https://www.heacademy.ac.uk/sites/default/files/resources/undergraduate_retention_and_attainment_across_the_disciplines.pdf

Table 17: Retention of students by discipline

Discipline	% of students leaving with no reward	Number	% total continuing or successfully completing studies	% total students gaining lower or no award
Sector as a whole			94	6
Art and Design	6	4,029	94	6
Biological Sciences	3	1,785	94	5
Built Environment	4	1,967	94	6
Business and Management	4	5,161	94	6
Computer Science	6	3,966	91	9
Economics	2	408	97	3
Education	5	4,975	94	7
Engineering	4	4,229	94	7
English	3	1,360	96	4
Finance and Accounting	4	1,102	95	5
GEES	2	719	97	3
Health	3	2,676	95	5
History	3	1,292	97	4
Hospitality, Leisure, Sport and Tourism	5	3,128	92	8
Languages	8	2,486	92	8
Law	4	2,165	95	5
Marketing	4	511	94	6
Maths and Statistics	3	655	96	4
Media and Communications	4	1,187	94	6
Medicine and Dentistry	1	381	99	1
Music, Dance and Drama	4	1,539	94	6
Nursing	5	6,038	94	6
Other	4	3,547	93	7
Philosophical and Religious Studies	4	579	94	7
Physical Science	4	1,241	94	7
Politics	2	360	96	3
Psychology	3	1,714	95	5
Social Work and Policy	5	2,432	92	8
Sociology	5	1,548	93	7
Veterinary Medicine	3	286	95	4
Cryptozoology	13	8	85	15

Student Attainment by Discipline

Table 20: Attainment of a 'upper degree' by discipline

Discipline	% of students achieving a 'upper degree'	Number	% of students not achieving a 'upper degree'	Number
Sector as a whole	65			35
Art and Design	61	13,973	39	8,847
Biological Sciences	65	6,748	35	3,667
Built Environment	63	5,969	38	3,412
Business and Management	56	13,053	44	10,286
Computer Science	56	6,293	44	4,877
Cryptozoology	49	37	51	38
Economics	69	3,593	31	1,601
Education	61	7,676	39	4,936
Engineering	66	12,033	34	6,180
English	76	7,085	24	2,290
Finance and Accounting	59	3,852	41	2,698
GEES	71	5,292	29	2,123
Health	69	10,608	31	4,732
History	80	8,047	21	2,071
Hospitality, Leisure, Sport and Tourism	55	7,142	46	5,969
Languages	78	2,454	22	704
Law	61	8,089	39	5,225
Marketing	63	2,017	37	1,182
Maths and Statistics	67	3,033	33	1,532
Media and Communications	66	4,957	34	2,568
Medicine and Dentistry	88	877	12	123
Music, Dance and Drama	77	8,065	23	2,471
Nursing	58	3,904	42	2,865
Other	59	595	41	416
Philosophical and Religious Studies	75	2,015	25	678
Physical Science	66	4,170	34	2,118
Politics	73	2,549	27	936
Psychology	73	8,014	27	3,018
Social Work and Policy	58	3,973	42	2,913
Sociology	62	3,954	38	2,391
Veterinary Medicine	65	575	36	316

Employability Table (with examples of student articulation)

Achievement→ Scale	Discover (State)	Progress (Explore)	Achieve (Apply)
Individual			
Career guidance & management			
Confidence, resilience and adaptability (Resilience, adaptability and drive; Planning and organising)			
Meta cognition (Reflection & articulation) (Learning, improving and achieving)			
Technical skills (inc Digital Skills)			
Internal Group			
Behaviours, Qualities & Values (Leadership and supervising, Teamwork)			
Transferable skills (Communicating; Researching and Analysing, Problem solving and decision making)			
External			
Social/cultural awareness			
Enterprise and entrepreneurship			
Internationalisation			

Feedback Form

Embedding Employability Workshop

1. As a result of attending the event, I hope to...

2. On the Employability Matrix

The embedded employability matrix is based on a review of the literature for HEA.

(i) Would you consider using this (or a revised version) to scope your employability support?

(a) at programme level? Yes – Maybe - No

(b) at module level? Yes – Maybe – No

(ii) Is there any particular reason for your response?

(iii) Would you find it more useful to have the transferable skills listed separately (in a larger matrix)?

(iv) Would a simplified matrix with some rows omitted be more appealing (remembering that you don't have to use them all)?

(v) Does the matrix omit any skill you think should be included explicitly?

3. On the workshop:

The workshop could be improved by

4. Any other comments