DEVELOPING AN EMPLOYER LED ASSESSMENT STRATEGY TO INCREASE EMPLOYABILITY

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MSc Environmental Conservation student
WHAT DOES THE FUTURE LOOK LIKE?

Thames Tideway Tunnel

Crossrail /Queen Elizabeth Line

Lower Thames Crossing

Ebbsfleet?

https://www.youtube.com/watch?v=jM6w6PMpX_Q
COMPETITION FOR JOBS IS TOUGH

“On average I have a few seconds to look at CVs, and if it's a good one, I'll then spend maybe a minute more! It's massive difference between someone getting a job and someone who doesn't. So any poor training is jeopardising people's potential careers....”

Philip Rogers BSc (Hons) PhD MCIEEM MRSB CBiol  Jacobs Divisional Director, Ecology  Environment, Maritime and Resilience

Graduate Civil or Structural Engineer
Posted 12 December 2018 by Penguin Recruitment Ltd  Easy Apply
£23,000 - £25,000 per annum Derby , Derbyshire  Permanent, full-time
Position: Graduate Civil/Structural Engineer

Location: Derby

Salary Range: up to £25,000

A Multi-disciplinary engineering consultancy are seeking a Graduate Civil or Structural Engineer to join their team in Derby.

You will ideally have previous experience working within a consultancy environment, producing detail engineering designs.

13 Apr 2018
Unfortunately we won't be taking your application further.

Thank you for your application for Assistant Curator with the National Trust. Unfortunately, your application has not been successful on this occasion. We received an unprecedented number of applications – over 2000 – creating significant competition for the places available. Due to these high numbers of applications, we regret we will not be able to provide individual feedback. We would like to thank you for your interest and taking the time to complete the application process. We wish you good luck for the future. Kind regards Curation & Experience Team.
WHAT DO EMPLOYERS WANT?

FROM OUR PERSPECTIVE WE UNDERSTAND THAT EMPLOYERS WANT

FLEXIBILITY

CLEAR, CONCISE REPORTS

NOT ESSAYS

NOT EXAMS

SHORT AS POSSIBLE

FOCUSED...
COMMUNICATING INFORMATION EFFECTIVELY....

Executive summaries
Graphs
Tables
Photos
Visualisation
Infographics
As few words as possible?
We give feedback

Do the students read the feedback or just the mark?

59% sad vs 61% happy but do they read the detail?

What happens in the workplace?

Checking and approval process
Iterative feedback, various comments
Collaborative approach to outputs
RESILIENCE

How do we develop?

Assignments and feedback is a process

Mark formative assignments

Marks for attitude and commitment – developmental process not just the outputs

What are we interested in?

We are here to facilitate improvement
"Through this task the group learnt new things about the construction industry."

"This was the best coursework we'd done all year."

"a particular highlight was the phase 1 / management plan, EIA critiquing published environment statements and Law scenario advising clients."

"exams aren’t representative of employment related activities."

"assessed work has given me great grounding and the confidence for my future career."

"The visit was incredibly informative, we were walked around the site and all our questions were answered in depth."
We are carrying out research...
with current final year students
with recent graduates
with employers
with professional bodies
Pilot research

Questionnaire on assessments and feedback

Sample: 6 female and 6 male recent graduates from the MSc in Environmental Conservation

Research endorsed by University Research Ethics Committee
### RESULTS OF PILOT

<table>
<thead>
<tr>
<th>Did your assessments</th>
<th>😞</th>
<th>😐</th>
<th>😊</th>
<th>😍</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide evidence of competency for your interview?</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>help you understand what might be expected in your job role?</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>prove useful in your professional role?</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td></td>
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<tr>
<td>did the feedback enable you to improve?</td>
<td>2</td>
<td>10</td>
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### MOST USEFUL ASSESSMENTS — UP TO 3

<table>
<thead>
<tr>
<th>TECHNICAL SKILLS</th>
<th>TRANSFERABLE SKILLS</th>
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<tbody>
<tr>
<td>field notebook</td>
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<tr>
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<td>presentation</td>
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<td>management plan</td>
<td>essay</td>
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<tr>
<td>law</td>
<td>literature review</td>
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<td>EIA</td>
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<tr>
<td>method statement</td>
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<tr>
<th>Skill</th>
<th>Rating</th>
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<tr>
<th>TRANSFERABLE</th>
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<tbody>
<tr>
<td>research methods</td>
<td>8</td>
</tr>
<tr>
<td>essay</td>
<td>6</td>
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GIS and Law feature on both

GIS – benefits some roles not others

Law useful for policy/advice roles

Research Methods is not an assessment but a module
NEXT STEPS

Revise the questionnaire to give a list of assessment types to prevent modules being listed

Separate technical and transferable skills

Professional body endorsement has been obtained and will distribute revised questionnaire to all recent graduates
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*** STOP PRESS ***

We have been funded as a Learning and Teachings Project 2018/19!
In groups…

What are the assessment challenges for your programmes?

Is there anything you could adapt to create a more employability focused outcome?

Do you have any concerns about the way we prepare students for the working environment?

**What do you do to develop and reward resilience?**
KEEP IN TOUCH!

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