
 UNIVERSITY OF LEICESTER

### The University of Leicester

Going Global – Preparing the Digital Generation for the Globalized Economy  
Bob Athwal - Director of Student Experience University of Leicester



---

---

---

---

---

---

---

---

About me





---

---

---

---

---

---

---

---

 UNIVERSITY OF LEICESTER





---

---

---

---

---

---

---

---

## Widening participation

- The majority of students start at Leicester without having had explicit careers advice through family or school
- Working with local colleges, we saw a split between those studying vocational subjects and those who are pushed towards university
- University is promoted as a destination, not as a stepping stone towards a career.
- On arrival at university students do not know how to work towards their future career




---

---

---

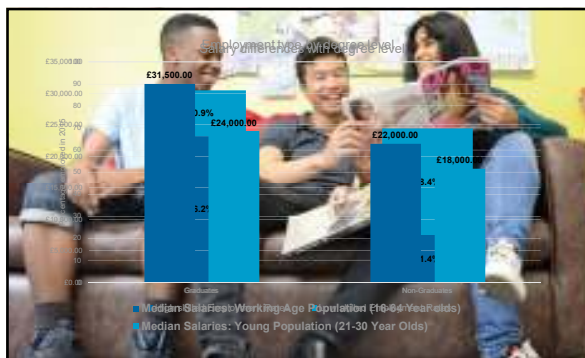
---

---

---

---

---



## Additional benefits of having a degree?

Adapted from Department for Business Innovation & Skills, Graduate Labour Market Statistics: 2015




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Why does this matter to you?



---

---

---

---

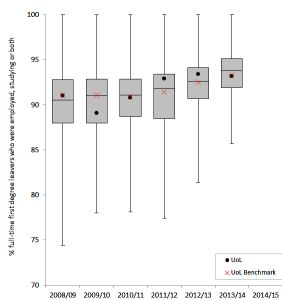
---

---

---

---

Recent trends – employment of leavers



---

---

---

---

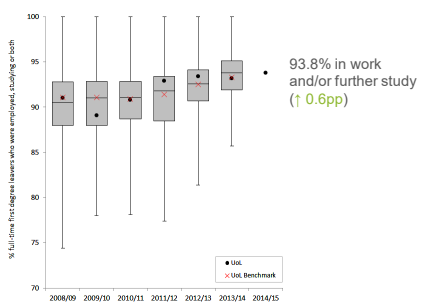
---

---

---

---

### Latest performance – employment of leavers



---

---

---

---

---

---

---

---

### Mission

Graduates that have the extra dimension...



---

---

---

---

---

---

---

---

### Employer Advisory Board



---

---

---

---

---

---

---

---

### Blue Ocean Strategy



---

---

---

---

---

---

---

---

Be brave



---

---

---

---

---

---

---

---

5 Culture



---

---

---

---

---

---

---

---

It's all about



---

---

---

---

---

---

---

### The Career Development journey



---

---

---

---

---

---

---

### Career theory

Social interaction theory has key relevance to social mobility as it looks at the way that social background influences careers.

This theory highlights the main modes that influence people's careers:

- Expectation (pressure to follow a path by family and community);
- Feedback (messages received about their strengths and weaknesses and suitability for roles);
- Support (reinforcement of aspirations);
- Modelling (availability of influential examples and identification with others);
- Information (opportunities to find out about options and how this is filtered by social group)



---

---

---

---

---

---

---

### Explore your options

- Way of exploring who you are
- The opportunities available to you
- How to use your time at university



---

---

---

---

---

---

---

---

### Plan where you want to go

- Plan –look at what jobs would be a good match for interests and values, and try an opportunity
- Interventions to help build skills and experience needed to be competitive



---

---

---

---

---

---

---

---

### Be competitive

- Practice and advice to help tell your story and make quality applications



---

---

---

---

---

---

---

---

### Learning objectives

Learning outcomes embedded in each stage.

4 learning objectives:

1. Career management and self-awareness;
2. Career planning;
3. Professional behaviour;
4. Recruitment and selection.




---

---

---

---

---

---

---

---

### Bloom's Taxonomy




---

---

---

---

---

---

---

---

### Kolb learning cycle

- Each programme in the CDJ focusses on how a student learns and is structured to maximise learning using experiences and reflection based on the Kolb Learning Cycle
- Using the Kolb cycle means that each experience that a student has needs a planning stage and a reflective stage.




---

---

---

---

---

---

---

---



### Kirkpatrick's Evaluation

All activities are evaluated using Kirkpatrick's evaluation. This looks at:

- Satisfaction
- Learning outcomes achieved
- Application of learning



---

---

---

---

---

---

---

---

Our mission and strategy we've made operational



---

---

---

---

---

---

---

---

### Why it has impact

- It clearly articulates what a student can do to boost their employability
- Provides varied experiential learning opportunities
- Adheres to teaching & learning principles to really develop understanding
- Adheres to the Leicester Way – mass, unique, before & after
- Measures achievement and application of intended learning outcomes for each stage
- Activities will use completion of previous stages as a selection criteria



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Talent academy

Talent Academies are curriculum based interventions for every first year undergraduate.

Aimed at increasing knowledge via:

- A preparation workshop
- An experience (often led by an employer)
- A reflection workshop



---

---

---

---

---

---

---

---

### Leicester Award gold

- extracurricular programme which builds the skills first introduced in The Leicester Award
- Students try and solve a real life business problem presented to them by an employer.



---

---

---

---

---

---

---

---

### Mock Assessment Centre

- Mock Assessment Centres are key for students applying for roles, and will help them evaluate their performance and build their experience ready for a real assessment centre.



---

---

---

---

---

---

---

---

### Question?

What influences 8 out of 10 Millennials when choosing where to work?



---

---

---

---

---

---

---

---



---

---

---

---

---

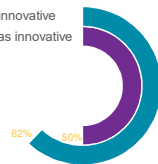
---

---

---

### Innovation

See themselves as innovative  
See their employer as innovative



---

---

---

---

---

---

---

---



---

---

---

---


---

---


---

---

The Sorting Hat



*"Now slip me snug about your ears,  
I've never yet been wrong,  
I'll have a look inside your mind,  
And tell where you belong!"*



---

---

---

---

---

---

---

---

The Houses



---

---

---

---

---


---

---

---

<p><b>Courage</b>  <b>Daring</b>  <b>Nerve</b>  <b>Chivalry</b></p>	<p><b>Ambition</b>  <b>Cunning</b>  <b>Resourceful</b></p>	<p><b>Hard work</b>  <b>Loyal</b>  <b>Tolerance</b>  <b>Fair play</b></p>	<p><b>Intelligence</b>  <b>Creative</b>  <b>Wit</b>  <b>Wisdom</b></p>
---	--	---	--



UNIVERSITY OF LEICESTER

---

---

---

---

---

---

---

---




---

---

---

---

---

---

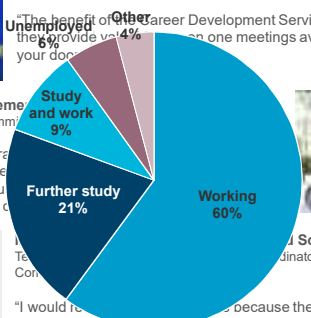
---

---

**Fabian, BA International Relations**  
 European Court of Auditors

**Irfan, BA Management**  
 NHS, Graduate Comm

**Tea Society**  
 Coordinator, Williams



Destination	Percentage
Working	60%
Further study	21%
Study and work	9%
Unemployed	8%
Other	4%

"The benefit of the Career Development Service was that they provide you with one meetings available right at your door."

"As a Leicester Graduate, the Career Development Service has worked within industry to provide you with the opportunity to work within industry as to what certain companies are looking for."

"I would recommend the Career Development Service because they can help you get ready for work by helping you improve your skills and learn how to showcase them."

UK and EU University of Leicester Class of 2015 destinations (provisional)

---

---

---

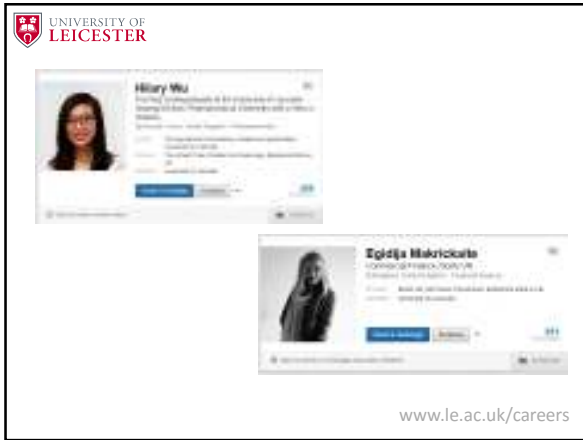
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



My Challenge to You!



---

---

---

---

---

---

---

---