

Building Skills to Maximise Employability



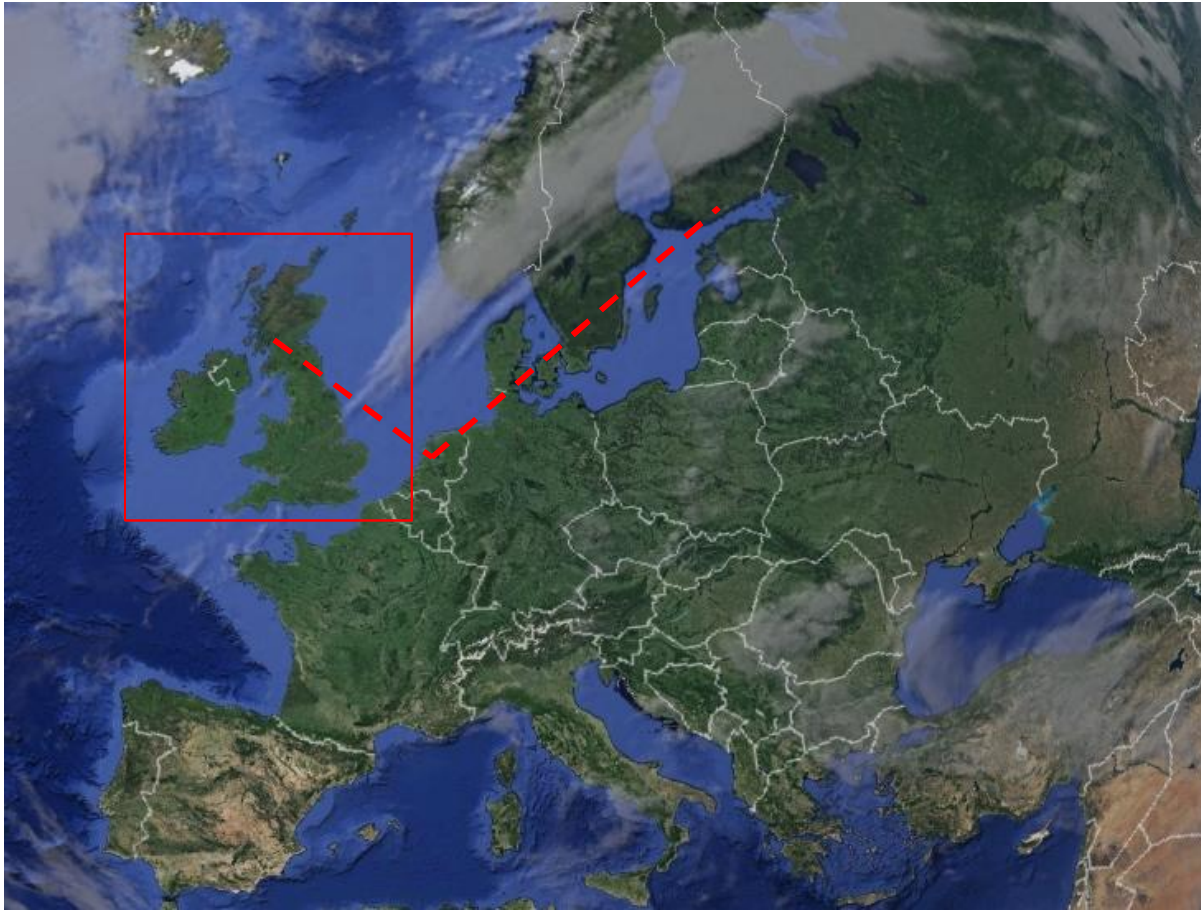
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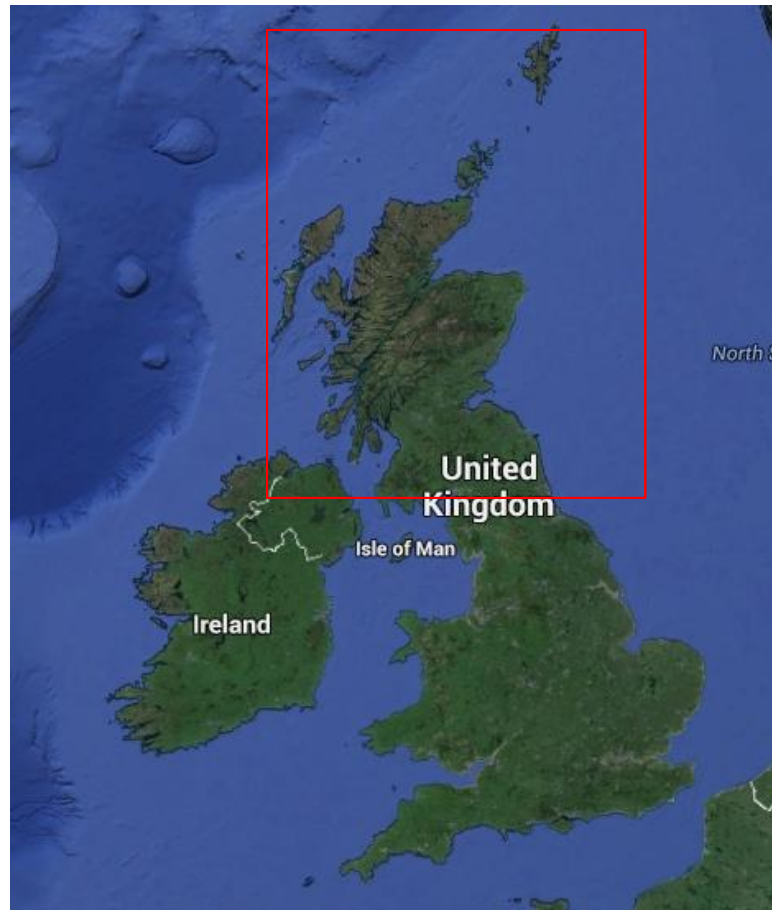
Milla Hakkarainen MA, Alumni Relations Coordinator / Helsinki Metropolia UAS



Where I work: UK



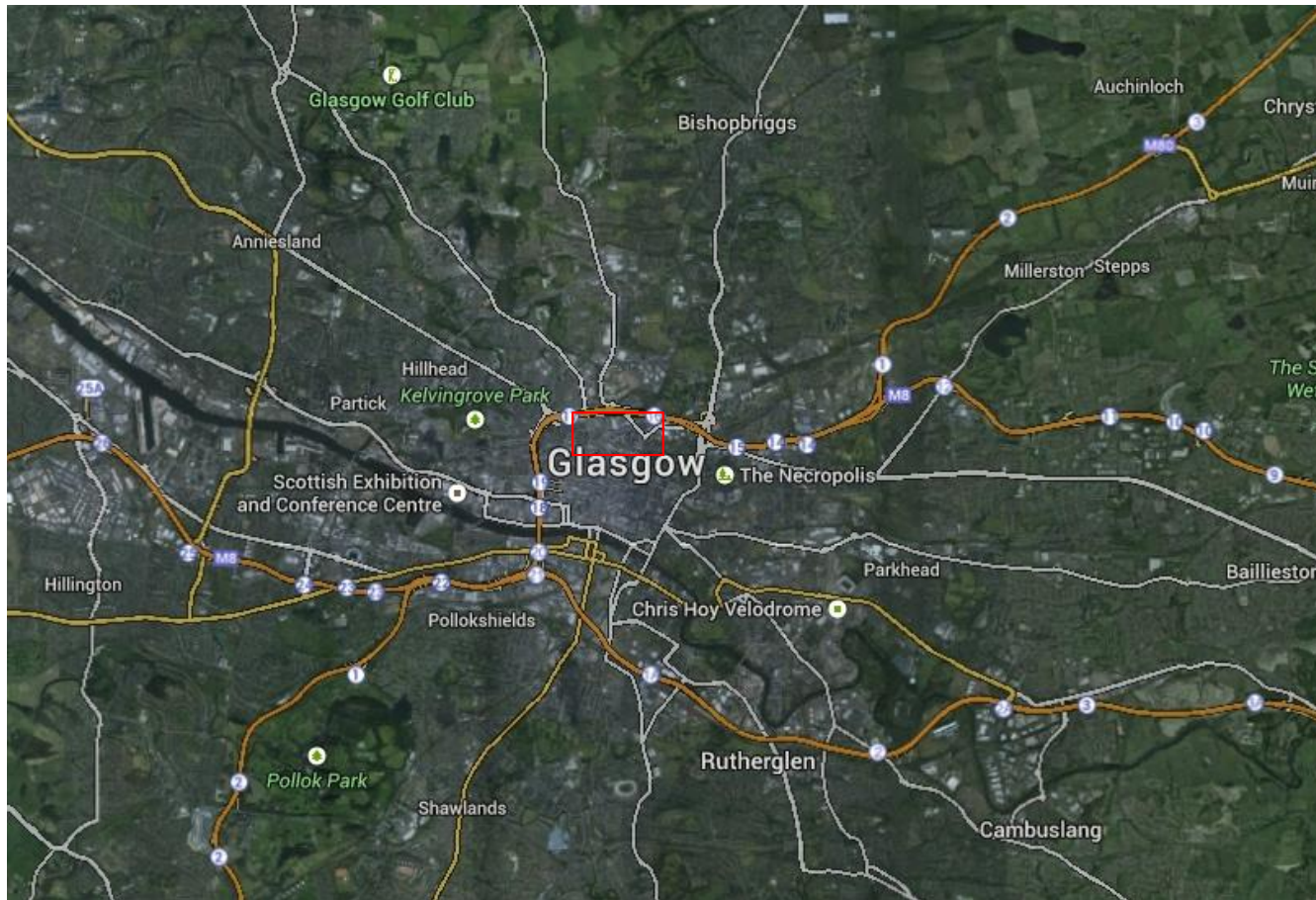
Where I work: Scotland



Where I work: Central belt

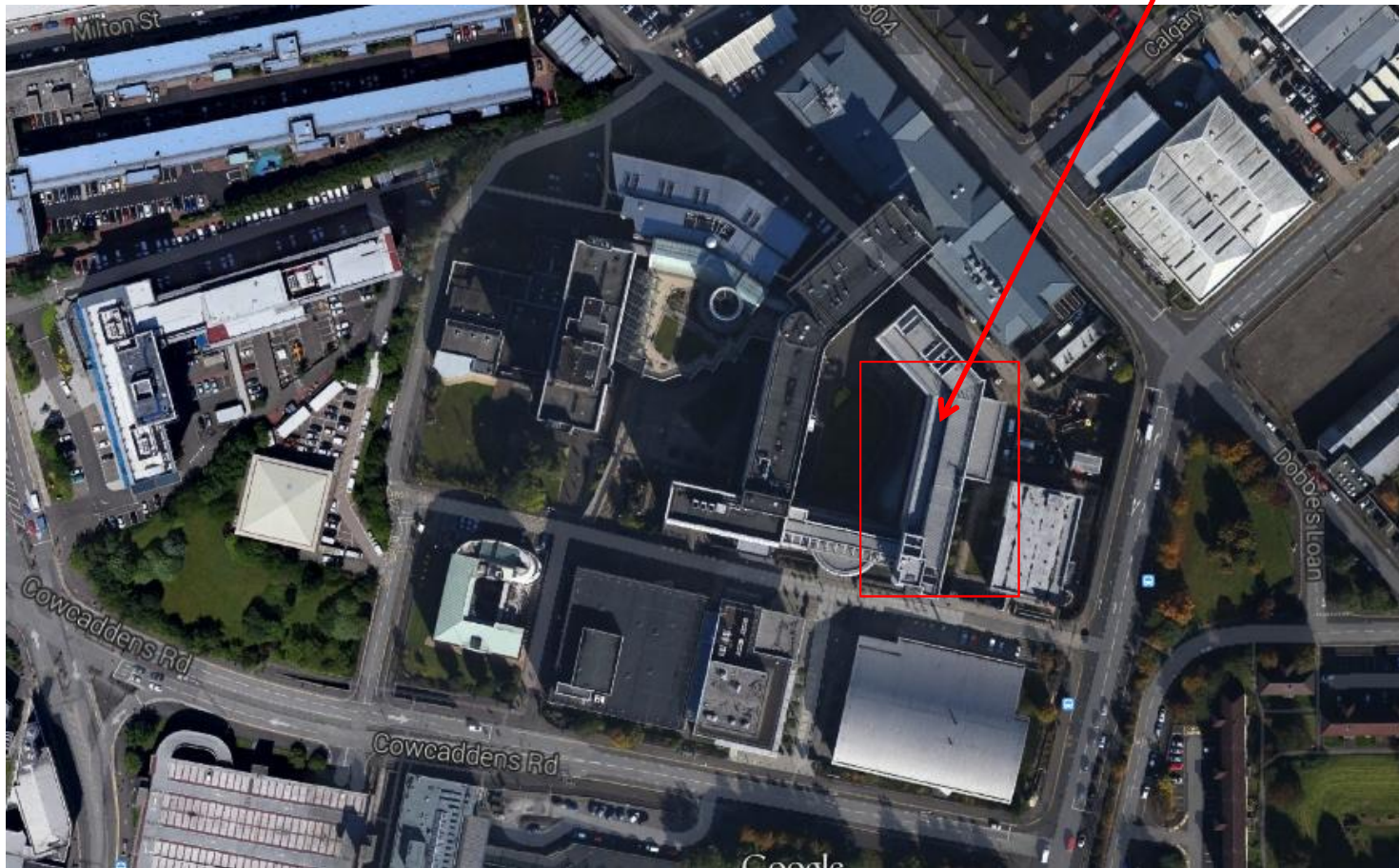


Where I work: Glasgow



Where I work: Glasgow Caledonian University (GCU)

(my office)



Where I work: Govan Mbeki (health) building













Glasgow Caledonian University (GCU)

- Formed in 1993 from merger of Glasgow Polytechnic and The Queen's College Glasgow
- Three Schools:
 - Health and Life Sciences
 - Glasgow School for Business and Society
 - Engineering and Built Environment
- 17,000 students from 100 countries
 - 60:40 female to male ratio
- Campuses in London and New York



School of Health and Life Sciences

- Three Departments:
 - Psychology, Social Work and Allied Health Sciences
 - Life Sciences
 - Nursing and Community Health



School of Health and Life Sciences

- Psychology, Social Work and Allied Health Sciences
 - Occupational Therapy
 - Operating Department Practice
 - Physiotherapy
 - Podiatry
 - Radiotherapy and Oncology
 - Diagnostic Imaging
 - Social Work
 - Psychology



Why Employability?

- GCU Vision / Mission
 - Widening access
 - Inclusivity
 - “putting employability first”
- So, how do we do this?



Plan

- Activity:
 - Discuss the key issues in building skills for employability
- Discussion:
 - Strategies that could be employed to help build skills to maximise employability of students
 - Feasibility of implementing strategies in own institutions
- Final Thoughts



Group Activity

- What are the key issues when attempting to maximise employability of our students?
 - Discuss in groups
 - Present a summary of key points
- Prompts:
 - What does 'employability' mean?
 - What are the key principles or factors that impact student employability?
 - What skills are needed to enhance student employability?



Some 'drivers' and ideas for empowerment



Where did we start?

- Previous Action Research (Stewart 2012)
 - Students lack confidence giving feedback to peers
 - Students doubt the usefulness of feedback provided by peers
- Teaching of generic skills needs to be explicit and embedded within modular teaching (Jones 2009)
- Challenges facing transitioning students (Brinkworth et al 2009)
- Project Aim:
 - To empower students by developing knowledge and skills centred on enhancing employability



What did we do: action research

- Academic self-efficacy scale

Aspects of Academic Self-Efficacy ranked from least to most confident (Score out of 5)	
1	Ask lecturers questions about the material they are teaching, during a lecture? (2.84)
2	Give feedback to your fellow class mates on their academic work? (3.07)
3	Respond to questions that are asked by the tutor, in front of the whole class? (3.12)
4	Give a presentation to a group of fellow class mates? (3.19)
5	Participate openly (speak up) in class? (3.21)
6	Lead a group of students on an academic task? (3.23)
9	Identify the strengths and weaknesses of your practical skills? (3.70)
13	Ask for help if you don't understand? (4.05)
14	Ask lecturers questions about the material they are teaching, in a one-to-one session? (4.05)
16	Work effectively in a group of fellow class mates? (4.26)
17	Engage in academic discussions with your fellow class mates during group work? (4.30)

- Focus group

"We were given a chance to actually get the feedback from our colleagues as well, after a presentation, which was really good. And to see what actually other students think about."
(Student 1C)

"It's something that's totally new to me... I've never done self-appraisal, and I find it difficult, I must admit"
(Student 1A)

What did we do: online repository

The screenshot shows the GCU Learn website interface. At the top, the GCU Learn logo is on the left, and the user name 'Chris Seenan' is on the right. A navigation bar contains links for 'My GCU Learn', 'Courses', 'Content', 'Communities', 'Student Help', 'Staff Help', and 'Library'. Below the navigation bar, the breadcrumb path is 'ME Time > Skills to Maximise Employability'. The main content area is titled 'Skills to Maximise Employability' and contains four folder icons with the following descriptions:

- What are employability skills and why are they important?**
Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability (Science, Technology, Engineering, and Mathematics Network 2013).
- Feedback**
This folder contains information that will help you understand what we mean by feedback and why this is important for you during your education and how it might help you find employment after university.
- Group Work**
This folder contains information regarding group work you will participate in as part of your course. You will find helpful guidance of how best to manage group work including information on possible roles you can assume and help with conflict resolution.
- Useful weblinks**
In this folder are a number of videos that you might want to spend some time looking at. There are quite a few videos but you can slowly work your way through them. They should help you when doing group work and when you are expected to give feedback to group members, or to the whole class. These links will assist you develop communication skills which are key to being an effective physiotherapist.



What did we do: strategies for group working and feedback

Hints for providing feedback

Use a friendly tone

Begin with a positive comment

- acknowledge a good aspect of the work.
- if difficult, then at least be neutral

Make clear and constructive comments

- ✓ comment positively on good points
- ✓ clearly explain what requires more work (and why)
- ✓ suggest ways student can improve

Provide encouragement & be supportive

Group activity

Identify a group leader for the week who will:

- Hand out post-it notes for stop/start/continue activity
 - Collate group post-it notes
 - Identify issues for group to discuss
 - Lead discussion with the group about feedback
 - Identify 3 action points
- Group leader to provide summary of issues and planned solutions to the whole class

Peer Feedback

- Favourite sentence
 - Mark your favourite sentence – **explain why**
- Appropriate verbs
 - Identify verbs – **discuss why it is the appropriate verb, suggest more informative/appropriate ones**
- Curiosity response
 - Need for more info, explanation or discussion
 - **What would you like to know more about**
- Quicksand moment
 - Difficult part, confusing – **explain what causes difficulty**

Start/Stop/Continue

Purpose:

- Independent group work outwith class for both modules

Used by group leaders to facilitate discussion for a given task

- Start
 - Write down one thing we should start
- Stop
 - Write down one thing we should stop
- Continue
 - Write down one thing we should continue

Group leader collates and summarises key information

What did we do: rubrics:

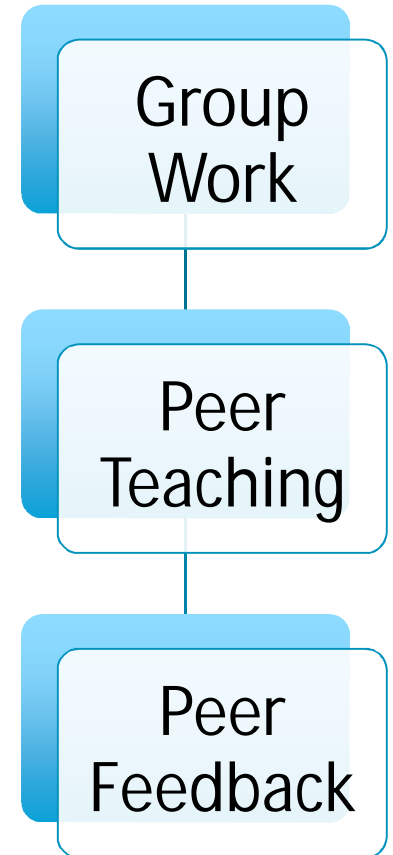
Used to facilitate communication:

- Peer feedback during formative practical assessment and self-appraisal for summative practical assessment








Criteria	Excellent (~ A and A+)	Good (~ A-, B possibly C+)	Satisfactory (~ C, C- and D)	Poor (~ possibly D, D-, F and UF)
Presentation	Well organised, highly professional in demeanour and completed within 20 mins...	Professional in demeanour ... Over-rely on narration than demonstration.	Some parts are unprofessional and...	Lack of professionalism, illogical flow, full of narration and lack of demonstration...
Biomechanics of gait	Accurate, clear and concise answers on at least five of the following ...	Clear demonstration of at least three of the following...	Demonstration of at least one of the following and part answers for at least 2...	Disjointed answers for at least two and lack of understanding for the remaining.
Alteration to gait	Identifies all major compensations to altered gait...	Identifies most of the major compensations to altered gait...	Identifies at least one of the major compensations to altered gait...	Identifies no major compensations to altered gait...
Efficiency and effectiveness of stretching	Has followed the guidelines meticulously with very few errors ...	Follows the guidelines with some errors. Possible errors in...	Follows guidelines with some major errors...	Does not follow proper guidelines. Some of the errors could possibly...
Tissue mechanics	Accurate and clear answers on applied knowledge on most of the tissue mechanics...	Clear demonstration of applied knowledge of tissue mechanics...	Demonstration of some applied knowledge on at least one...	Disjointed answers on at least one concept and lack of understanding on the others.
Communication with the model	Communicates effectively, clear introduction of self and explanation of purpose of treatment ...	Communicates well, introduces self, brief explanation of purpose...	Communicates by simply stating information. Shows hesitation...	Communications rarely engages model...







What did we do: student-led teaching

- Students develop and deliver weekly class teaching
- Allocated into groups for the duration of the academic year (2 modules)
 - Responsible for 1 week of practical class teaching
 - Provided with a proposed teaching plan and learning outcomes
 - Independently delivered content covering theory and practical skills (supported by online materials)
 - Structured peer feedback and class discussion regarding performance



What did we do: wiki example

	Long stretch	Dynamic contraction	Isometric test (with equal force)	Contraction - gravity eliminated	Contraction against gravity	Eccentric contraction
<p>6. <u>Coraco-brachialis</u> adduction + flexion</p> 	<p>On stomach. Extension and abduction.</p> 	<p>Sitting on plinth. Patient reaches to sky in opposite direction</p> 	<p>On back. Elbow at 90 apply force to biceps. Adduction and Flexion</p> 	<p>On side. Therapist behind patient. Elbow at 90 apply force to biceps. Adduction and Flexion</p> 	<p>On back. Elbow at 90 apply force to biceps. Adduction and Flexion</p> 	<p>Put patient in dynamic contraction and bring back to neutral position</p> 

	Long stretch	Dynamic contraction	Isometric test (with equal force)	Contraction - gravity eliminated	Contraction against gravity	Eccentric contraction
<p>7. <u>Infra-scapularis</u> lateral rotation</p> <p>SAME as biceps minor</p>	<p>On stomach. Bring plinth up. Elbow at 90 and turn arm so palm face ceiling.</p> 	<p>Sit on edge plinth. Arm at 90 degrees. Ask patient to turn palm to ceiling.</p> 	<p>On stomach. Bring plinth up. Elbow at 90 and turn arm so palm face ceiling. Therapist applies downwards pressure</p> 	<p>Sit on plinth. Arm at 90. Therapist holds elbow & pushes arm away.</p> 	<p>On stomach. Bring plinth up. Elbow at 90 and turn arm so palm face ceiling. Therapist applies downwards pressure</p> 	<p>Sit on edge plinth. Arm at 90°. Ask patient to turn palm to ceiling</p> <p>Bring arm down</p> 



Summary of strategies

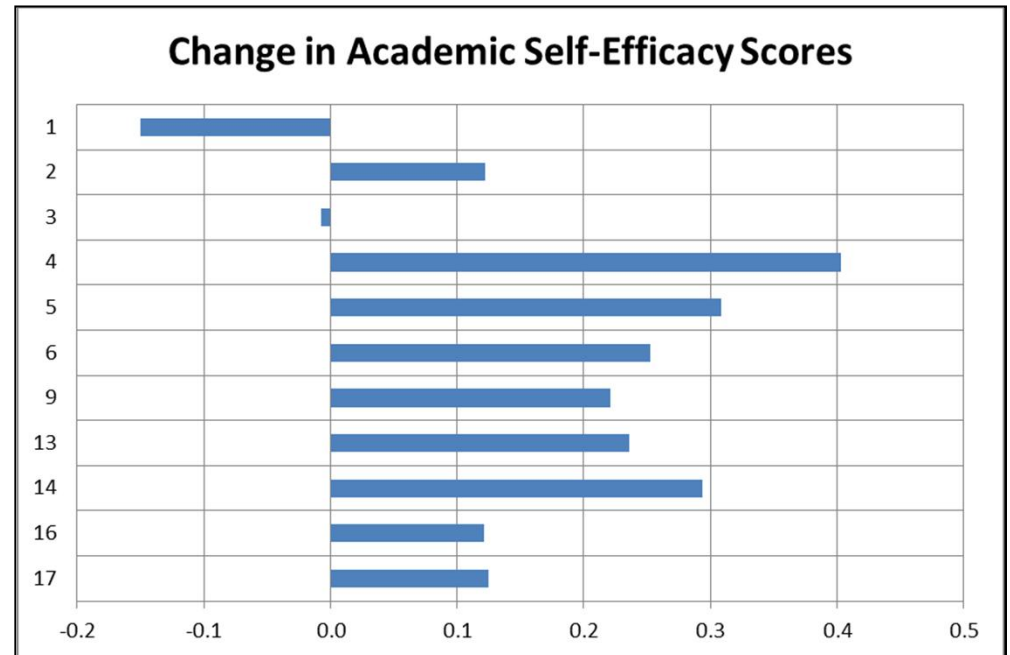
- Same groups across modules
- Online repository
- Guidelines and instructions
- Rubrics
- Student-led teaching and feedback



So, what did we find?

Student confidence improved in relation to:

- Giving presentations
- Communication
- Leadership
- Self-appraisal
- Group work
- Providing peer feedback



Academic self-efficacy scale

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What did we find?

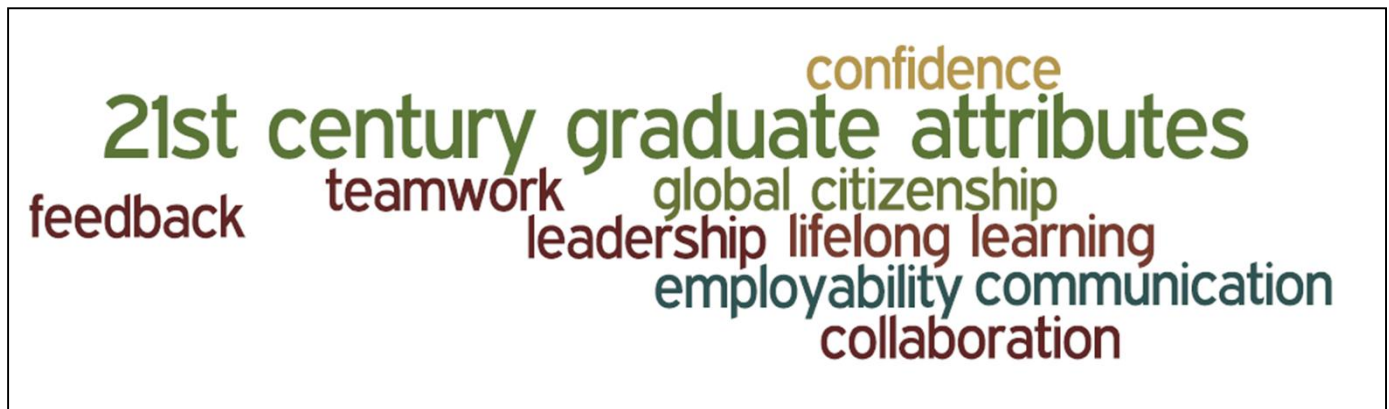
- Key aspects of the strategies:
 - Same groups across modules, throughout the year
 - Drip-fed strategies across the year within the curriculum
 - Experiential learning opportunities

“I think the more you give feedback to other people, the more you learn how you should be looking at your own work. So, by having that practice of doing it for other people you kind of think, “Well, I do that and I shouldn’t be doing it.” Or, it changes the way you look at what you are actually doing”
(Student 2D)



Outcomes:

- Principles for embedding skills development
 - Structured guidelines (blended)
- Incorporated into design of new programme
- Further planned development and investigation
 - Internationalisation? Collaboration?



Group Activity

- What do you think is the feasibility of these ideas? How do you, or might you embed employability?
 - Discuss in groups and present a summary of key points
- Prompts:
 - Any current good practice?





Brighter futures begin with GCU

Thank You



Pearl?

- What represents what you have learned/gained from the session?
 - How can this be presented?

