

# CRACKING THE EMPLOYABILITY CODE – THE JOURNEY FROM PATCHWORK INITIATIVES TO A FULLY EMBEDDED EMPLOYABILITY CURRICULUM



**Conor Moss**

Sheffield Hallam  
University

**Esther Kent**

Sheffield Hallam  
University



Co-funded by the  
Erasmus+ Programme  
of the European Union



**EPD  
Feedback  
Loop**

## CONTRIBUTORS

### PROFESSOR CONOR MOSS

Dean of College of  
Business, Technology  
and Engineering,  
Sheffield Hallam  
University |

Email :  
[c.moss@shu.ac.uk](mailto:c.moss@shu.ac.uk)

### ESTHER KENT

Director of Employability  
& Student Future,  
Sheffield Hallam  
University |

Email:  
[E.L.Kent@shu.ac.uk](mailto:E.L.Kent@shu.ac.uk)

## SUMMARY

Hallam's employability model is at the heart of its civic university agenda, supporting social mobility, inclusivity and raising aspirations of young people now and for their future. Hallam students, regardless of discipline, receive course specific learning opportunities, applying knowledge through a comprehensive work experience framework. Labour Market Information was central to the design of our employability offer; specifically, the South Yorkshire economy consists of a large proportion of SMEs and public sector organisations (Health and Education). This has had a significant impact on the design of our employability framework and has resulted in better alignment with student's opportunities and the development of skills employers are looking for, thus increasing their 'work readiness', their articulation of key competencies and their graduate success.

Through a multi-dimensional case study approach, we will share how Hallam has made employability central to the curriculum. No longer does it just live as a centralised offering from a Careers Service, it is about applying knowledge in the real world, as part of a diverse and dynamic curriculum experience. We will show how we are generating mutual success, creating social capital, encouraging job opportunities, graduate talent retention and economic localism without compromising the academic rigour of the course.

The case study will provide readers with an 'employability-toolbox' they can adapt. We encourage you to consider the balance and mode of employability at course level, enabling students to articulate their learning, experiences and skills which positively contribute to graduate employment and lifelong success.

## CONTEXT



Sheffield Hallam has a vision to become the world's leading applied university, shaping students' futures to prepare them for whatever they choose to do, whilst developing mutually beneficial collaborations with employers to ensure that learning sees graduates well placed to become future leaders and employers' benefit from access to talent.

The University has a strong track record in prioritising employability and enterprise and supplying graduates to the region; this is particularly important given South Yorkshire's reliance on Small and Medium Enterprises and the public sector. The excellent Graduate Outcomes for highly skilled employment sits at the heart of Hallam's ambition with 96% of Hallam's students in work or further study.

Many universities employ a range of employability strategies (Farenga & Quinlan, 2016); however, they are often singularly focused on a Careers Service offer with little curriculum integration. This case study will outline how Hallam navigated its strategic path leading to a combined programme approach prioritising curriculum integration. This removed the myth of a 'bolt on' or magic bullet', while enabling an all-encompassing skills-based approach (Jackson 2016) and Career Management model (Williams, Dodd, Steele, & Randall, 2016).

At Hallam we gave ourselves permission to explore something truly institutional, something that would help us to make a step-change and achieve our institutional goal of becoming 'the world's leading applied university'. To create something meaningful, sustainable, and impactful, this step change needed a clear and defined employability framework that both students and staff would appreciate and recognise as 'change for good' regarding their current practice within curriculum parameters. Critically, it needed to offer students and staff a real chance to review, inform and evolve their curriculum. It was important for course teams to create their own space, and identity to develop learning experiences that would prepare students and give them the confidence for further study or highly skilled employment, thus both embedding and revealing employability to students.

## METHODOLOGY & IMPLEMENTATION

### FROM STRATEGY TO DELIVERY

In this section we will explain the steps taken to translate our grand plan into action and implement our employability strategy. At the end of this case study, we will provide examples of curriculum integrated employability in practice.

#### Step 1 - Place

The first consideration for the institution was to clearly understand our 'place'. This included the employability challenges faced by our diverse student population. Hallam is situated in South Yorkshire with an economy largely made up of the public sector and SMEs, therefore our provision and development of our students needs to be cognisant of our students and their background and the economy in which many of them will work. Hallam is widely regarded as a widening participation university recruiting more students than any other university from deprived and economically challenges backgrounds. For example, an examination of 2019/20 enrolment for all English HE providers, shows Hallam had 23.5% of students from the POLAR 1 area compared to an English Higher Education average of 12.3%. The picture is similar for POLAR 2 with 24% of Hallam students from these areas compared to an English HE provider average of 15.6% (Office for Students, 2021). Furthermore, the landscape of accountability in UK higher education is increasingly focusing on value for money; one measure, by policy makers, is the number of graduates entering highly skilled employment. At Hallam we believe that employability, delivered through highly applied curriculum, is a core element in supporting highly skilled employment. It is also a major part of the educational remit of universities where our responsibilities encompass the development of our students' capabilities to be prepared for, take advantage of, and adapt to, changing employment conditions.





## METHODOLOGY & IMPLEMENTATION

### Step 2 – Clear strategic intent with senior leader commitment

The next step was to develop a clear strategic imperative. The University's Transforming Lives' mission and world leading applied institution aspirations created the strategic intent for developing an ambitious institutional employability strategy. This was supplemented by its support of city regeneration, economic localism, a highly skilled employment agenda, educational attainment, and providing a graduate talent pipeline to support civic ambitions. It was also helped by Hallam's heritage of working closely with employers and as a pioneer of sandwich placements.

However, strategic vision alone is insufficient. There needs to be strong leadership engagement if radical change is to be achieved. Institutional leadership, led by the Vice Chancellor, resulted in strong championing of the 'Transforming Lives' mission which acted as the catalyst for the development of a transformed and ambitious employability strategy and associated implementation plan to ensure a step change in performance.

An example of this commitment was demonstrated through the University's investment in new senior academic roles and a new Directorate comprising of academic and professional services leadership – the Directorate of Business Engagement, Skills and Employability (BESE). This Directorate acts as a hub of expertise and innovation providing internal support for academics developing curriculum integrated employability and externally to industry partners locally, nationally, and globally.

Image: Careers Connect Open Day



### **Step 3 – Scoping out the radical approach.**

The definition of employability posed by Gilworth (2017) as “the lifelong capability to make well informed realistic plans for the future and to be ready, willing and able to execute these in a changing world” emphasises that student success relies not only on skills. Hence, for us to be effective required a combined approach, rather than a single focus, intervention, programme, or activity. Instead, it encompassed the full educational spectrum of values from imparting knowledge and understanding to developing skills and attributes. The fundamental philosophy of every student being prepared for highly skilled employment informed the development of an integrated, innovative, and impactful employability strategy which aimed to:

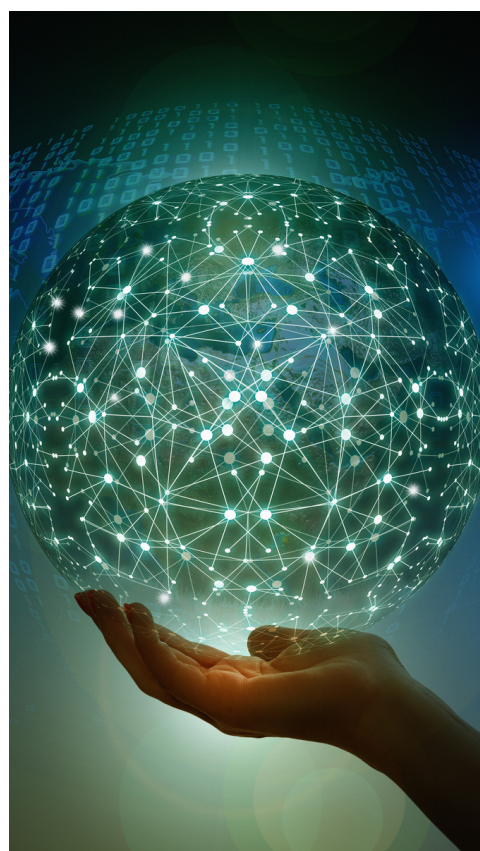
- better prepare Hallam students for the world of work.
- enhance employer engagement, and
- ensure meaningful and scaffolded employability offer through an integrated and applied curriculum.

These three areas formed the foundation for this radical institutional step change to translate Hallam’s employability strategy and ambition into the classroom, mobilising action across the University.

### **Step 4 – Building networks.**

Hallam’s requirement for applied authentic and genuine work experience with employers reflects the outcomes of Cranmer’s (2006) study. That is, the assumption that employability skills can be effectively delivered in the classroom is flawed. Rather, increased employment-based training and experience, along with employer involvement has a positive impact on immediate graduate prospects in the labour market.

This required the University to ‘network as an institution’ – to raise its civic university public profile such that employers actively sought out opportunities to engage with our students and the development of their employability. To facilitate deep engagement with employers, and support the employability agenda, Employer Advisory Boards (EABs) were established in all departments across the University. These boards act as a key enabler, driving industry-relevant enhancements and opportunities for real world projects in our curriculum.



Developed in collaboration with students, staff and employers, the Departmental Employer Advisory Boards (EAB) are a key enabler to help us both revolutionise our approach to the curriculum and drive improved graduate outcomes; every course is now aligned to at least one annual Employer Advisory Board. A series of co-designed resources and impact measures act to facilitate a results-driven approach to the boards which is progressive, meaningful, and powerful. The Department of Finance, Accountancy and Banking (FAB's) are an exemplar of best practice which the following vignette demonstrates:



### **Case study: Department of Finance, Accountancy and Banking Employer Advisory Board**

**Purpose:** The purpose of the FABS Employer Advisory Board (EAB) is to develop a collaborative approach to teaching, research, and employability within the areas of Finance, Accounting, Banking, Economics and Supply Chain. The FABS EAB constitution consists of selected Executives in Residence, Academics and Students. To ensure the EAB is effective it has a maximum of 20.

**How it operates:** The EAB meets twice per year in-person at strategic times, such as supporting Graduation and Prize giving, with ambitions to hold additional sessions at Londonbased universities to support southern centric members. All courses across FABS are supported by EAB members who sponsor a subject specific course, offering benefits such as providing targeted awards and recognition activities for students. Members of the EAB are selected from our portfolio of 40 Executives in Residence, who have a particular alignment to teaching and learning, curriculum design and/or employability. The Executives in Residence are fully engaged with the department which also holds an Executive in Residence meeting once a year, to ensure alignment and the feedforward of actions and opportunities. The diversity of members includes:

- The Bank of England, HSBC, Coca Cola, Costa Coffee, Virgin Money, Deloitte, GXO (Clipper Logistics), Diageo
- Key Locals: Bobs Business, Gripple and Fosters Bakery (Mapplewell)
- International: Abalone Group (Wealth Management Switzerland).

### **Step 5 – Developing an institutional Highly Skilled Employment Framework through Employer-led work experience.**

An integrated and multi-dimensional Highly Skilled Employability (HSE) framework was developed as the platform to drive change. The framework created a map for work experience opportunities for all students at all levels, facilitating student engagement with business and communities.

The HSE framework defines categories of work experiences and is designed to scaffold professional development across each level of study while meeting the needs of students and employers.

Principles for courses which contain work experience:

- Each course will offer a Sandwich placement route and will be designed to enable student success in completion of a Sandwich degree as the default qualification for all students.
- All students will undertake Curriculum-Integrated Work Experience at every level of study, as part of a core module. Work experience is broadly defined and set out in distinct categories (see below) with an expectation that students will encounter a variety of work experience categories throughout their studies.
- Each category of work experience should be locally interpreted to best fit student expectations, discipline, context, and employment/sector needs.
- There can be repetition of a category across levels if the challenge of that work experience enables a variety of experiences and demonstrates progression at each level of study.

The different types of work experience category include:

- Work Integrated Learning - A formal work placement whereby students gain applied work experience which is immersive and meaningful within a specific organisation or industry.
- Enterprise Residency – as a university in a region dominated by small to medium sized enterprises, it was essential that the employability programme made space for entrepreneurship. Students work in groups or individually to complete a negotiated and agreed self-created work experience brief related to enterprise and/or entrepreneurship initiatives. This includes the opportunity to develop freelance pertinent skills.
- Applied Projects - Students work in groups or individually to complete real life briefs set out by, and working directly with, community employer(s). The student has continued and ongoing involvement and engagement with the employer(s) which culminates in students evidencing how their work has achieved the brief and/or improved community advancement.



- Scholarly Research or Innovation - Students undertake real life inquiry, investigation, and discovery through the exploration of a specific research topic, project, or consultancy within a relevant field to make an original contribution to their discipline or related industry requirements.
- Sandwich Work Placement Year - A placement year is recognised to be the 'gold standard' for all our students to achieve. The benefits of sandwich placements are clear: they result in improved attainment outcomes, (Mansfield, 2011; Crawford, and Wang, 2014), better graduate outcomes and earnings levels (Jones, Green, Higson, 2015), as well as less measurable benefits such as improved confidence. Making sandwich placements available to all students on all courses, alongside an Applied Professional Diploma award is seen to be a significant enabler to support student's graduate level employment.
- Semester Abroad - These experiences will expose the student to one or more different economic, social, and cultural contexts. The exchange will require the student to engage with non-UK agencies, currency, businesses, and cultural organisations. The exchange will enable the student to learn more about globalisation issues and contrast their existing knowledge with new learning in the setting of the exchange partner.

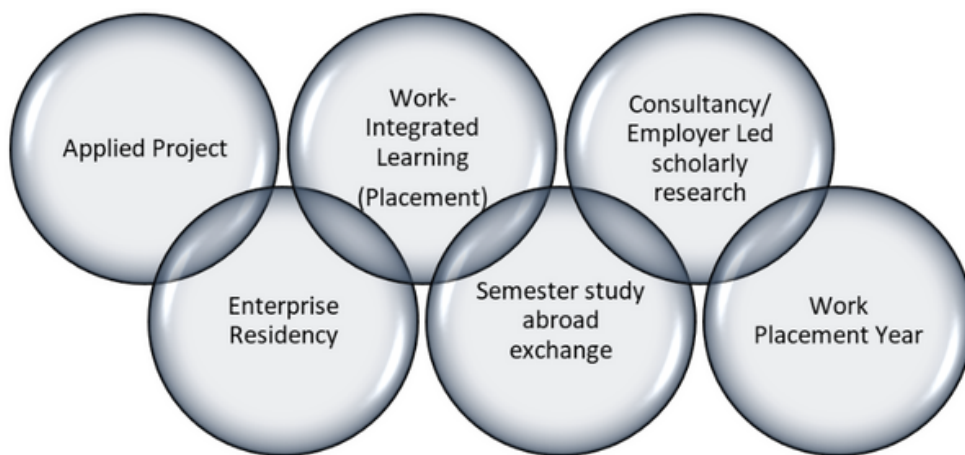


Fig.1: Work experience categories

These categories were also aligned to the institutional teaching and learning strategy and approach to ensure compatibility with the core business of teaching students. For all work experience categories, the following 3 core principles of effective teaching and learning design were followed:

1. Expanding future ambitions and aspirations – Exploring career pathways and planning, reflection on skills, motivation and values and applying them to the professional labour market.
2. Presenting as a professional – Understanding recruitment and enterprising processes and articulating skills, strengths, and experience.
3. Work experience in the curriculum and beyond – Engaging with employers and professional spaces gaining practical experience and reflecting on learning gained.

### **Step 6 - Tight and loose implementation**

The adaption of the HSE framework was non-negotiable, however there was a recognition that there was need for local ownership and adaptation. Consequently, one of the principles for success was to have a range of work experience categories to provide course teams with the flexibility to align work experiences to course curriculum, the needs of students and their most likely employment pathways.

Course teams determined the work experience category, at each level of study, with a clear steer towards engaging students with employers to improve their graduate employment. This gave academic staff the opportunity to apply the framework to their academic discipline creatively and to even take risks.

A partnership approach involving academic, and professional services teams involving almost every student facing and aligned service across the institution, was adopted within academic departments to interpret how they would integrate the HSE framework into their modules in a way which was appropriate for the particular discipline. To ensure confidence, assurance, and compliance with the guiding principles of the Framework each Department established a 'check and challenge' approach in reviewing course design, module descriptors and learning outcomes.

This was followed by an institutional HSE event chaired by the Pro-Vice Chancellor which required all Head of Departments to present on how HSE was being owned and implemented in their departments. Again, this demonstrated strong senior level leadership and engagement with this initiative at a strategic level.

### **Step 7 - The student voice**

As an institution we wanted to take our students with us on the employability journey. As a result, we explained why we wanted to make these changes and the envisaged benefit through existing student voice channels including student representatives, Student Voice Leaders, Student Community Leaders and Student Union teams. This was complimented through bespoke workshops, online surveys and peers to peer workings to gather the broadest and most inclusive feedback. By doing this, we were able to share our story and passion for this change with them. The student voice and student-focused research was embedded into the fabric of the framework at every step of the way. We also turned to graduate interns, paid placement students and Hallam Community Leaders to help shape and inform this change. This was complemented with work undertaken to gain insights from our industry partners and professional experts, and their feedback enabled us to further strengthen its employability offer.

*Image: Careers fair*



## **Step 8 - Curriculum Integrated Employability in Action: Vignettes**

The success of a strategy/plan can only be achieved through passionate adoption. To demonstrate the range of innovative approaches developed by Hallam's academics in response to our employability approach and framework, we have included a range of short case studies which illustrate creative approaches to enhancing the employability and social capital of students.

To achieve this widespread adoption, Hallam provided course teams with a framework for integrating employability into curriculum, which in turn empowered course teams to bring employability to the fore through their modules. This enabled the development of meaningful, progressive, and subject relevant modules which also aligned classroom learning with our Civic agenda. Typically, these curriculum initiatives were either academic-led or delivered jointly with central teams.

### **1. Academic led initiatives**

As a civic based, applied university, Hallam must align its teaching with the current and future local labour market. By bringing employers into the classroom via employer-led projects and consultancy we can deliver on this requirement. Specifically, the HSE framework - with its progressive and developmental principles of delivery - has enabled the creation of opportunities where students are able to develop their confidence and expand their networks (and consequent social capital) in a safe and relevant way. Students engage in progressive and developmental work experiences in a core module at every level of study. This exposes and engages them with numerous employers in a variety of activities. This increases their personal and professional confidence in collaborating and supporting employers while also expanding their networks. Two key examples are outlined below:

#### **1.1 Applied Projects**

Applied Projects centre on meaningful and mutually beneficial collaboration between course teams and employers. As Advance HE's [Collaborative Award for Teaching Excellence \(CATE\)](#) award winners 2021, these projects are a true partnership between the University and industry, where each partner influences the other through the alignment of curriculum content and assessment with employer and, therefore, labour market needs. The design and delivery of this credit-bearing model supports all students towards engagement with employers, including students who may encounter barriers and thus require additional support for success<sup>1</sup>.

The students' experience involves a staged process of taught subject specific content and project support. This includes digital employer project briefings, demonstrations, timetabled face to face meetings with the employers, in class practise, formative feedback from practitioners, delivery of results to the employer and consequent summative student assessment related to both the process and outcomes of the project.

Quantitative and qualitative data demonstrate an increase in student self-confidence in the level of impact they can have on the wider world. In many cases low levels of self-confidence can reverse even during the lifecycle of the project; and, therefore, employability is enhanced. For example, in Criminology, prior to the introduction of applied projects only 32% of students rated themselves as 'confident' in relation to the level of impact they can have on the wider world, rising to 83% post-intervention (2021). This firmly delivers on our Civic University Impact Test where we actively measure the impact of our activity.



### **1.2 Innovation Consultancy Challenge: Food**

In this cross-university initiative, students undertake a challenge with a range of high-profile FTSE/FMCG companies, including Asda Stores, Innocent, Taylors of Harrogate, Warburtons, Cranswick Foods, as well as SMEs such as NibNibs of Barnsley. To support multidisciplinary learning, Food students work collaboratively with those studying journalism and finance to provide a genuinely multi-disciplinary project approach requiring cross university engagement alongside employers. The consultancy challenges are varied and range from sugar reduction in Asda Brand biscuits to the impact of different milks on tea and coffee, and development of 'next gen' branding for Innocent.

Students present their findings to industry leaders, and this client work, alongside module tasks (including personal psychometrics and reflections on the experience), is captured within an individual portfolio for assessment. To support multidisciplinary learning, Food students work collaboratively with those studying journalism and finance to provide a genuinely multi-disciplinary project approach. As the topics covered are high on government and industry agendas, students are providing an important civic contribution and are often recommending changes that are implemented into a client's business. This provides students with a point of differentiation when entering the graduate marketplace. The module is a 'game-changer' whereby students develop graduate skills which are high on employer's wish list and, consequently, directly improve their employability.



## **2. Academic / Central University Partnerships - Institutional Collaboration**

It is important to acknowledge that employability does not exist in a classroom-based vacuum, and that for it to be successful there needs to be an organisational architecture in place to facilitate success. The following case demonstrates how academics have worked together with university support teams to achieve positive employability outcomes for students.

### **1. Entrepreneurship - Enterprise Residency**

The Enterprise Residency programme is available for students at all levels of the Undergraduate programme. It is part of the HSE framework offer and is taken as an alternative work experience option. This module is delivered in partnership with the Hallam's Enterprise Team who provide students with opportunities to create, innovate and develop self-initiated commercial or social business ventures or projects. They can do this individually or in groups. Its uniqueness is that it actively supports student entrepreneurship and market experimentation and, in so doing, helps students to develop resourceful, initiative and risk taking; key entrepreneurial attributes.

Its introduction filled a gap in the development of a students' enterprise and entrepreneurial skills development journey i.e., Applied Projects, Enterprise Residency, Enterprise Sandwich Placement and Graduate Start-ups. Previously many of the Enterprise initiatives were co-curricular or aimed at supporting specific business start-ups. This restricted access to those already engaged. The Enterprise Residency exposed enterprise and entrepreneurship to students in courses not traditionally associated with this such as nursing and midwifery, and humanities. Each of the curriculum initiatives above can be seen as a structured pathway which provides students with alternative perspectives on their career options post-graduation.

Each pathway allows students to explore enterprise in a way that meets their personal needs and areas of interest. They can research the viability of a new idea or expand an existing business venture - all under the close supervision of experts, mentors, and peers. To date, students have completed their residencies across 17 mostly non-traditional subject areas thus exposing student from Humanities, Criminology, and Fashion to entrepreneurial opportunities, limited only by their application of course knowledge and their entrepreneurial flair.



## ANALYSIS AND EVALUATION

The work done as part of the HSE project has given course teams the power to adapt their core curricula to include work experience in a variety of ways and across every level of study. This was achieved through collaboration with employers, students, and other relevant stakeholders including local business groups and politicians, to best suit student and employer needs through immersive, authentic, and applied methods of learning.

Delivery of the HSE has fundamentally changed the graduate culture of the University by delivering an overwhelmingly positive impact on employability, providing increased access for students to employers, and diversifying the curriculum.

As a result, Sheffield Hallam was the top UK modern university for numbers of students (1,684) with 71% entering highly skilled employment or further study, and 96% in work or further study within 15 months of graduating.

In 2022, the University was also four percentage points ahead of the sector average – and four percentage points ahead of our competitor set2 when looking at the number of graduates who go into highly skilled employment. Our success over the past year has also been evidenced by the development of a number of successful sector-leading employability and entrepreneurial initiatives, and some significant milestones in terms of participation and engagement, including:

- Hallam i-Lab – a state-of-the-art co-working space used by over 150-businesses. The facility acts as an incubator for student and graduate-led projects with 2,400 student enterprise interactions in 2022, including 91 workshops, 189 one-to-one appointments, 42 new trading businesses, £72,500 of start-up funding awarded.
- 495 student across 15 courses completed in-module Enterprise Residencies (offering an alternative to employer-facing work experience).
- Doubling the number of Enterprise ‘Work for Yourself’ Sandwich Placements by making funding grants available to student entrepreneurs to create their own start-up businesses.

- Developing the [Hallam Freelancers](#) platform, an agency for nearly 100 freelance student entrepreneurs, helping them to find opportunities with employers. As well as being a digital database of student freelancers, this initiative included in-person networking events for students and business.
- Welcoming 227 employers across three careers fairs in 2022, attended by 3,656 students and graduates.
- [Hallam Made](#) – a dedicated retail space available for student entrepreneurs to use as a pop-up shop to showcase their products and businesses – 49 student pop-up shop stalls and 17 online vendors used the service in 2022.
- Successfully rolling out Handshake as the university's dedicated job advertising platform. Since launching in the last academic year, over 16,600 jobs have been advertised to our students, of which 72% were part-time or full-time jobs, 13% were placements and 12% were internships. In the past year, 19,666 students and recent graduates have activated an account.
- Class of 2022 Week – providing virtual interviews, internship opportunities, start-up support, and [sector-specific seminars](#) to help 2022 graduates navigate a highly volatile jobs market.
- Establishing Employer Advisory Boards to work with industry experts across all 17 academic departments to future-proof the curriculum, secure work experience opportunities and enrich learning.
- Our Welcome Survey 2022 showed 96% satisfaction with our careers and employability services.
- Since 2019 16,130 students have benefitted from personalised careers and employability support and satisfaction with our careers and employability services high averaging 81% over the past four years (NSS Optional Question Bank B3).
- Recruiting the University's 2,100th degree apprentice – making us one of the leading providers in the country. We currently have student apprentices who work across over 570 employer partners.



Sheffield Hallam is a university of our place, rooted in our regional economy. In the past 12 months, our entrepreneurial initiatives have made a substantial contribution to the local economy and the region, including:

- Delivering business support projects including start-up support worth £3.2 million ([Scale-up 360](#) and [University Enterprise Zone Wellbeing Accelerator](#)), and growth acceleration worth £3.1 million ([High Skills, High Growth](#)), as well as training provision (SCR Scale-up, Skills Bank), consultancy ([Sheffield Innovation Programme](#), [Digital Innovation for Growth](#)) and talent management ([SCR RISE](#)).
- In 2022/23, 892 students undertook a year-long placement with an organisation based in the UK, contributing up to £11.7 million to the UK economy and growing the graduate talent pipeline for community-based businesses.
- Bringing new skills and industry knowledge to the local workforce by recruiting degree apprentices based in the regional economy. A quarter of our apprentices are from the Sheffield City Region, with 43% from Yorkshire and Humber as a whole.

## REFLECTIONS & CONCLUSIONS

Our narrative began with a mission – to [Transform Lives](#) and enable student success, preparing our students to do whatever they choose to do. To achieve this we have had to transform our inconsistent employability offer and somewhat extra-curricular Careers Service, to student curriculum permeated by employability and where the workplace enters the classroom for all students.

We will continue to learn from curriculum success and setbacks, listening to students, employers, and staff to build, adapt and tailor our curriculum and co-curriculum careers offer, to support all students on their personalised future proofing journey.

As a long-established civic university, Hallam are engaging more with local SME's; indeed, 98% percent of businesses in Sheffield are SMEs. The principles around flexibility, agility, efficiency, student, and business focussed and a core civic presence aligns perfectly to this ambition and demonstrates the institution's commitment to its longevity. We need to utilise and learn from our key employers and business partners through Employer Advisory Boards to facilitate and drive change in a way that prepares students for an unknown future. Importantly we need to ensure these six components complement rather than compete and we are ready to capitalise on the huge influx of opportunities and successes this will undoubtedly bring.

Of course, this isn't job done. Much work is still to come, as we seek to 'crack the employability code', but we believe we are well positioned for sustained and sustainable success and have established a range of key critical success factors<sup>3</sup> to support our journey. We are confident and determined that Hallam students will benefit hugely from our colleagues' immense efforts to deliver the employability strategy in partnership with employers and the broader community.



## REFERENCES AND HYPERLINKS

Bridgstock, R., and Denise J. (2019). Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters, *Journal of Higher Education Policy and Management*, 41:5, 468-484.

Bridgstock, R., and Tippett, N. (eds.). (2019). *Higher education and the future of graduate employability: A connectedness learning approach*. London, UK: Edward Elgar.

Crawford, I., and Z. Wang. (2014). *The Impact of Placements on the Academic Performance of UK and International Students in Higher Education*. *Studies in Higher Education*.

Driving innovation and culture change through Graduate L&D. National Centre for University Business. <https://www.ncub.co.uk/blog/driving-innovation-and-culture-change-through-graduate-l-d>

Farenga, S.A., and Quinlan, K.M. (2016). Classifying university employability strategies: Three case studies and implications for practice and research. *Journal of Education and Work*, 29(7), 767–787.

Fielding, R. (2020). *The Graduate market in 2019: The Year In Review*. Prospects. Retrieved from <https://luminare.prospects.ac.uk/the-graduate-market-in-2019-the-year-in-review>

Gilworth R (2017) Let's start from where you are Impact and implications of Careers Registration. In: LEGACY Seminar: Exploring Learning Gain in Higher Education. University of Nottingham, 8 February 2017

Grey, M. (October 2017). Don't make your careers services the dream crushers. Retrieved from <https://www.linkedin.com/pulse/dont-make-your-careers-services-dream-crushers-mike-grey/>

Helyer, R., and Lee, D. (2014). The role of work experience in the future employability of higher education graduates. *Higher Education Quarterly*, 68(3), 348–372.

High Fliers (2019) *The Graduate Market in 2019—Annual Review of Graduate Vacancies & Starting Salaries at Britain's Leading Employer*. Available at: [https://www.highfliers.co.uk/download/2019/graduate\\_market/GMReport19.pdf](https://www.highfliers.co.uk/download/2019/graduate_market/GMReport19.pdf) (accessed 30 September 2021).

Jackson, D. (2016). Re-conceptualising graduate employability: The importance of pre-professional identity. *Higher Education Research & Development*, 35(5), 925–939.



Co-funded by the  
Erasmus+ Programme  
of the European Union



EPD  
Feedback  
Loop

Jensen, A. K. (2009). Why work experience matters! Real Prospects 2009 graduates' experiences of placements, internships, and work experience. Manchester: Higher Education Career Services Unit.

Jones, C.M, Green, J.P, Higson, H.E. (2015). Do work placement improve final year academic performance or do high calibre students choose to do work placements? Pages 976-992.

Mansfield, R. (2011). The Effect of Placement Experience Upon Final-Year Results for Surveying Degree Programmes. Studies in Higher Education.

Miller, A. (Nov, 2019). Poor careers advice at university hits minority students hardest. The Guardian. Retrieved from <https://www.theguardian.com/education/2019/nov/29/poor-careers-advice-at-university-affects-black-students>

Osmani, M., Weerakkady, V. Hindi, N and Eldabi, T,. (2019). Graduates employability skills: A review of literature against market demand. Journal of Education for Business. 97(7), 423-432.

Silva, P., Lopes, B., Costa, M., Seabra, D., Melo, A. I., Brito, E., and Dias, G. P. (2016). Stairway to employment? Internships in higher education. Higher Education, 72(6), 703-721.

The Edge Foundation. Edge Bulletin 6. October 2019. Skills Shortages in the UK Economy.

Williams, S., Dodd, L.J., Steele, C., and Randall, R. (2016). A systematic review of current understandings of employability. Journal of Education and Work, 29(8), 877-901.

Yorke, M. (2006). Employability in higher education: what it is-what it is not? York: Higher Education Academy.

**Sheffield  
Hallam  
University**



Co-funded by the  
Erasmus+ Programme  
of the European Union



**EPD  
Feedback  
Loop**