Inclusive Employability Development through the Curriculum: An Educators Toolkit

For Academic Educators:
How to work with your Careers Service

Integrating employability into the curriculum is in itself inclusive as it ensures that all students receive employability input regardless of their personal circumstances and other demands on their time. For the best outcomes, educators are encouraged to work collaboratively with their careers services.

Academic educators should begin by:

1. Understanding the role of careers services
2. Identifying common goals
3. Establishing clear communication channels
4. Engaging in professional development where necessary

Collaborative curriculum design that includes a focus on employability and inclusivity helps prepare students for the world. This could look like:

1. Integrating employability skills into your content.

Career services can provide educators with a list of essential employability skills tailored to their course outcomes and diverse student needs. Educators and careers services can collaborate to integrate skill-building activities seamlessly into course content, for example you could develop interactive projects that require teamwork and effective communication. Assessments can be marked not only against knowledge of content, but skills such as problem-solving, communication, and adaptability.

See the Creating Psychologically Safe Spaces tool for a simple example of integrating employability skills through initial expectation setting.

2. Incorporating a diverse range of guest speakers including alumni

Educators with support from the careers service can invite guest speakers representing a spectrum of professions, industries, and backgrounds, ensuring that they reflect the diversity of the students. These speakers can be utilised to share insights into their career journeys, providing students with a diverse range of role models. They can share lived experience of inclusion/exclusion in the workplace.

See the Getting Alumni to Share their Lived Experiences with Students tool for ideas on how to get speakers to share.

3. Using case studies.

Educators can collaborate with careers services to develop case studies that reflect diverse career trajectories, highlighting inclusive perspectives and challenges. You could use case studies to address ethical dilemmas that take place in workplace settings and discuss the impact of decisions on different individuals and communities.

See the Using Scenarios and Case Studies tool and the accompanying case study scenario examples for more ideas.

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4. Co-creation with students

Career services can support educators by facilitating focus groups to understand students' career aspirations and challenges. Educators, careers services and students can then collaborate to content and activities that resonate with diverse student needs.

See the Peer-assisted Learning: Co-creation with Students tool for an example of student input into employability content.

5. Live briefs/hackathons

Careers services can use their industry partners to support educators organise live briefs or hackathons where students work on real-time projects. This experiential learning approach fosters creativity, problem-solving, and collaboration, preparing students for diverse workplace challenges.

See the Live Brief tool(s)

6. Real life experience (volunteering, internships, placements)

Career services can establish partnerships with inclusive organisations for volunteering opportunities, internships and placements. Students apply theoretical knowledge to practical situations, gaining hands-on experience and developing a range of employability skills.
Educators are encouraged to collaborate with their careers service to ensure that opportunities consider the typical destinations for their students whilst appreciating the diverse range of student interests and abilities.

See Work-based Learning tool(s)

Whatever approach educators take to working with their careers service, it is important that progress is monitored and evaluated. Ideally feedback should be sought from students as well as input from educators and careers services.