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**UNIVERSITY  
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CENTRE FOR ONLINE &  
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### Toolkit Proforma

<b>Title of Tool</b>
Researching organisations and professions
<b>Category of content (Planning, Delivery, Evaluation)</b>
Delivery
<b>Summary</b>
This tool supports students with exploring careers through an inclusive lens. Students will consider how employers demonstrate commitment to EDI, identify inclusive practices and assess organisational values. Students will consider their own intersectionality and reflect on how their values align with particular organisations and professions. Ultimately the purpose of this tool is to empower students to make informed career choices aligned with their individuality.
<b>Learning For/About/Through</b>
About
<b>Learning Outcome(s)/What is the change expected?</b>
<p>The approach taken by the educator and the activities in the session will support students to:</p> <ul style="list-style-type: none"> <li>- Identify indicators of EDI commitment in organisations</li> <li>- Explore career options in line with their own intersectionality</li> <li>- Think critically about benefits of working for inclusive organisations</li> <li>-</li> </ul>

In-Person	Online	Hybrid	Small Cohort (<25)	Medium Cohort (25-75)	Large Cohort (>75)	Fixed learning space	Flexible learning space	Synchronous	Asynchronous
✓	✓	✓	✓	✓	✓	✓	✓	✓	✗

<p><b>Core Content</b></p> <p><b>Required resources</b></p> <ul style="list-style-type: none"> <li>Pre-prepared slide deck tailored to student needs.</li> <li>List of sources to explore – the ones used in this session are included in the relevant resources at the bottom of this tool.</li> </ul> <p>It is recommended that educators should provide accessible format options, print copies and an online option where possible.</p> <p><b>Preparation in advance for educator</b></p> <ul style="list-style-type: none"> <li>Take some time to refer to the psychological safety tool.</li> <li>Select sources you want your students to use to research organisations and/or professions.</li> <li>Ensure that language in any materials and language you will use in session are inclusive and culturally sensitive.</li> <li>Think about your own intersectionality and values and the impact they have had on your own career.</li> </ul> <p><b>Preparation in advance for students</b></p> <p>The educator could choose to prepare the students prior to the session but this is optional.</p>
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Students could be set a task ahead of the session to research an organisation or profession of interest to them but without asking them specifically to think about EDI. During the session students can then share whether this was something they considered.

### **Prerequisites for this to have impact**

It will be useful to refer to the creating psychologically safe spaces tool, as part of researching organisations and professions through an inclusive lens involves students reflecting on and (where they feel comfortable) sharing information about their characteristics and values.

### **Step by step approach**

The activity in this tool was included in a longer session on researching and exploring career options. The activity described here took 30 minutes, but more time could be dedicated to an activity like this, and it could be the focus of a whole session.

#### Introduction

- The educator should begin by talking through the definitions of diversity, equity and inclusion.
- It can be useful to expand on the definition of diversity by talking through intersectionality and getting the students to think about the areas of their life where they might be privileged as well as the areas of their life where they might be marginalised.
- Share the parts of our identity that are protected characteristics under the Equality Act 2010.
- Discuss the impact our experiences and identity can have on career choice and think about how we can incorporate this into researching organisations and professions.

#### Activity

- Break students into groups and get them to look at different sources to find an organisation that they would want to work for.
- Educators can select sources that work best for their students. In this session groups looked at one of the following:
  1. [Stonewall Top 100 Employers](#)
  2. [The Times Top 50 Employers for Gender Equality](#)
  3. [The Race at Work Charter](#)
  4. [Disability Confident Scheme](#)
  5. [Social Mobility Commission](#)
  6. [Workplace Wellbeing Index](#)
- Educators can choose to discuss reliability/limitations of sources (for example that employers have to pay to be on Mind's Workplace Wellbeing Index or that the first 2 levels of The Disability Confident Scheme require minimal levels of commitment from employers) or educators can incorporate this into the activity and have students feedback their thoughts on the source as well as their chosen organisation.
- Once students have used their source to select an organisation they are interested in, they should research the organisation further for example by looking at their company website, social media, any news articles and the other sources listed above.
- Discuss with the students what information might show a commitment to EDI such as:
  - Inclusive language in communications and marketing material
  - Inclusive recruitment practice for example questions provided ahead of interviews
  - Diversity in staff (especially at the top)
  - Employee Resources Group

<ul style="list-style-type: none"> <li>• Regular diversity audits and data transparency</li> <li>• Equal Pay</li> <li>• Flexible Work Policies</li> <li>• Training on diversity, anti-bias etc</li> <li>• Social mobility awards</li> <li>• Development opportunities</li> <li>• Community engagement</li> </ul> <ul style="list-style-type: none"> <li>• Students should see what information they can find relating to these areas. Educators should encourage students to tailor their research to their own identities and values.</li> <li>• Provide students with ideas about how to tell if organisations are truly committed to EDI or just making surface level public statements. This could include checking for true transparency on diversity within the organisation (at all levels), gender pay gap reporting, employee testimonials, and researching any past incidents relating to discrimination or a lack of diversity.</li> <li>• Groups should feed back to the wider cohort the information that they found about their organisation. Where comfortable students can share whether they would apply and why.</li> <li>• Educators can share some of their own values/experiences as part of the session if comfortable.</li> </ul>
<b>Graphic - what image is being associated with this tool, if applicable</b>
<b>Links to Relevant Resources (both within the toolkit and outside)</b>
<a href="https://www.stonewall.org.uk/top-100-employers/full-list">https://www.stonewall.org.uk/top-100-employers/full-list</a> <a href="https://www.thetimes.co.uk/static/top-50-business-in-the-community-times-gender-equality-list/">https://www.thetimes.co.uk/static/top-50-business-in-the-community-times-gender-equality-list/</a> <a href="https://www.gov.uk/government/publications/disability-confident-employers-that-have-signed-up">https://www.gov.uk/government/publications/disability-confident-employers-that-have-signed-up</a> <a href="https://www.bitc.org.uk/race-at-work-charter-signatories/">https://www.bitc.org.uk/race-at-work-charter-signatories/</a> <a href="https://socialmobilityworks.org/social-mobility-success-stories/">https://socialmobilityworks.org/social-mobility-success-stories/</a> <a href="https://www.mind.org.uk/workplace/workplace-wellbeing-index/workplace-wellbeing-awards/#winners">https://www.mind.org.uk/workplace/workplace-wellbeing-index/workplace-wellbeing-awards/#winners</a>