

Learning Pathways

Learning Pathways

1 to 12: Focus on Career Planning

13 to 25: Focus on Applications, Interviews, and Job Searching

Description

The description includes suggestions of at what level to embed the Pathway and describes main learning outcomes. The list of 25 Pathways are all short asynchronous micro-learning introductions (45 min approx).

Mapping to Career Registration (CR)

When looking at the Career Registration (CR) Reports in the Staff Portal you will be able to identify through your student's response to the three questions areas for enhancing your teaching and learning. Career Registration Questions: Q1: Work Experience; Q2: Sector; Q3: Career Readiness

	Learning Pathways	Description All 45 min approx.	Mapping to Career Registration (CR)
1	Ready, Set, Graduate: Career Prep in 5 Steps	An overview of career readiness, including practical activities for action planning and decision making. Suitable for induction or transition activities at Level 6, and for embedding in personal development modules.	Especially suitable if in CR many of your students mention they have a career plan but need further guidance (Q3); or if they have responded "Don't Know" for what sector they want to go into (Q2)
2	Self-Reflection for Career Development Part 1	Introduce structured self-awareness activities, best if introduced early (especially for non-vocational subjects) at Level 4, enabling students to connect their values, strengths, and motivations to academic and career planning. Or can be a co-curricular activity at Level 6 to support student transition into being work-ready.	Especially suitable if in CR many of your students are working PT or have no work experience (Q1); If a significant percentage are exploring options or need guidance (Q3), or if they have responded "Don't Know" for what sector they want to go into (Q2)
3	Self-Reflection for Career Development Part 2	Builds on Part 1 at Level 5, encouraging students to adopt a proactive approach to goal setting and self-reflection that links personal insights to career exploration and placement preparation.	Especially suitable if in CR many of your students are working PT or have no work experience (Q1); If a significant percentage are exploring options or need guidance (Q3), or if they have responded "Don't Know" for what sector they want to go into (Q2)

4	Career Planning and Social Capital: Networking for Success	Builds on Part 1 and Part 2 at Level 5, encouraging students to link personal insights to career exploration and placement preparation. Identifying existing networks, and ideas for tapping into new networks.	Significant % of your students answer that they have volunteering experience, great to encourage how to enhance this experience (Q1), also suitable for those that have responded “exploring options” (Q3)
5	Professional Bodies and Career Readiness: Enhancing Your Graduate Potential	Introduce discipline-specific professional body engagement at Level 5 or 6, helping students to see the link between accreditation, industry standards, and employability.	For students who answered “Further Study” as a future plan (Q3) or requested “Further Guidance” in career exploration (Q3). Also students who completed placements/internships to enhance their experience (Q1), or Sector interest (Q2)
6	Supporting Your Career Planning: Knowing Where to Look	Career Plans in Action, this includes job searching strategies for students and graduates. Practical job-search strategies for Level 5 (encourage students to apply for relevant work experience), Level 6 students, easily embedded into final-year employability modules or transition-to-work workshops. Also suitable for Level 7.	To encourage job hunting strategies. Again high % of students with none or only PT working, to apply for placements/internships/grad roles.
7	Your UK Job Search: A Pathway for International Graduates	Practical job-search strategies for Level 6 and Level 7 students, easily embedded into final-year employability modules or transition-to-work workshops. Suitable also for students applying for placements/internships at Level 5.	Students with little UK work experience (Q1) and students requesting further support for career readiness (Q3)
8	Career Planning for Neurodivergent Minds	An inclusive pathway that can be introduced early (Level 4 induction, for example) and revisited later (level 6) to provide targeted support in career decision-making and applications. Surfacing and addressing the assumptions that often feature as part of career advice.	Career Readiness (Q3) and Work Experience (Q1)

9	Career Planning: Navigating Family and Cultural Expectations	Relevant for Level 5 and 6 students, particularly in programmes with diverse cohorts; can be embedded in reflective assessments or professional identity modules. Recognising how wider social networks can influence decisions.	Career Readiness and further guidance for career planning (Q3)
10	Career Compass: Navigating the Transition from Student to Professional	Designed for final-year (Level 6 and 7) students, this pathway supports transition planning by aligning academic achievements with professional aspirations	If a significant percentage of students have requested further guidance for career-readiness (Q3)
11	Navigating a Career Change	Ideal for postgraduate, mature learners or returners to education considering a new career direction, can be embedded in PGT professional development modules. Or in non-vocational programmes, where students are reflective application of transferable skills in new sectors.	If a significant percentage of your students have significant prior work experience, and/or interest in freelancing/setting their own businesses (Q1)
12	Owning Your Potential: Moving Beyond Self-Doubt in Your Career	Confidence-building strategies relevant across all levels; best embedded at transition points (L4 induction or L6 exit) to help students overcome barriers to progression.	Especially suitable if in CR many of your students are working PT or have no work experience (Q1); or if in Career Planning (Q3) you have many responses saying "None" or "Have not chosen a career path"
13	LinkedIn Getting Started	Introduce students to LinkedIn and professional profile-building early in their degree (Level 4/Year 1), supporting the transition from student identity to professional identity.	To support career -readiness (Q3), especially in relevant sectors the recruit via LinkedIn (Q2)
14	Level Up Your LinkedIn Communication: Message, Comment, and Repost with Purpose and Impact	Develop students' professional communication skills by embedding LinkedIn engagement activities at intermediate level (Level 5/Year 2), linked to networking and employability-focused assessments.	To support career -readiness, especially those who have responded "Chosen a path but want guidance" (Q3), especially in relevant sectors the recruit via LinkedIn (Q2)
15	AI the Right Way – Job Applications and Interviews	Explore the responsible use of AI in recruitment contexts (for example at Level 6/final-year or PGT), helping students critically evaluate tools that	To support career -readiness (Q3), especially in relevant sectors the recruit via

		are shaping graduate labour markets. But can also be introduced early on in the students journey to complement ethical use of AI in assessments.	LinkedIn (Q2), in an ethical/skills-based way
16	Interview Success: Stand Out and Land the Role	Practical interview preparation embedded in final-year employability modules (Level 6) or capstone projects, aligning reflection on academic learning with employer expectations. Can also support modules with a Work Based Learning component to them.	To support students who are still not responding that they have secured graduate roles (Q3)
17	Navigate and Excel at Video Interviews	Ideal for Level 5 or 6 students preparing for placement, internship, or graduate recruitment; can be embedded into assessment practice through mock online interviews.	To support students who are still not responding that they have secured graduate roles (Q3)
18	Mastering Presentations During Interviews	Support final-year (Level 6) or PGT students in developing persuasive presentation skills for assessment centres, with strong alignment to oral presentation assessments in degree programmes.	To support students who are still not responding that they have secured graduate roles (Q3) or have not secured internships/placements (Q2)
19	Decoding Technical Interviews	Relevant for computing, engineering, and quantitative disciplines at Level 6 or PGT, this pathway helps students translate technical learning into effective interview performance.	Especially for STEM subjects (Q2), and to support placement/internship and graduate role applications (Q1/3)
20	Understanding Assessment Centres	Introduce assessment centre preparation at Level 5 (linked to placements) and reinforce at Level 6, with opportunities for students to practise through group-based activities.	To support students who are still not responding that they have secured graduate roles (Q3) or have not secured internships/placements (Q1)
21	Succeed at Competency and Situational Judgement Tests	Embedded at Level 5 in careers or professional skills modules, providing early familiarity with recruitment tests and linking them to transferable skills.	To support students who are still not responding that they have secured graduate roles (Q3) or have not secured internships/placements (Q1)
22	Practise Psychometric Tests	Hands-on preparation suitable for Level 5 applying for placements and	To support students who are still not responding that they

		for final-years (Level 6 and 7) actively applying for roles, or embedded in optional career development workshops	have secured graduate roles (Q3) or have not secured internships/placements (Q1)
23	Academic CVs	Relevant for final-year undergraduates considering further study and for PGT/Ph.D students, this pathway supports research-focused career progression.	Relevant for responses around Further Study (Q3) and interest in "Education" (Q3)
24	Digital Portfolio & Personal Brand Bootcamp	Best introduced at Level 5 (creative, media, design, computing) or Level 6 (professional disciplines) where portfolios and personal branding enhance assessment and graduate outcomes.	Relevant for programmes with high response rate of "self employment/freelance" (Q1), or for high response rate for Creative Industries (Q2)
25	Inclusive Futures: A Guide for Disabled Students on Rights, Work, and Self-Advocacy	An inclusive pathway appropriate across all levels; can be embedded in induction (L4), revisited at Level 5, 6, and PGT to empower students in articulating needs and rights in the workplace.	To support students who are still not responding that they have secured graduate roles (Q3) or have not secured internships/placements (Q1)