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Theme 2: Partnership and Co-Creation: *Employer and Community Partnerships*

This is to be used as a supporting document for the above application. Figures, tables, and quotes have been provided to evidence the discussed practice. Subheadings have been provided to demonstrate where the supporting evidence applies to.

Employability and Social Science

Figure 1 provides an image to show our conference style teaching, where we bring the network into the classroom.



Figure 1: Conference Teaching for Social Science Futures – PC Abdul Azim (Greater Manchester Police)

Impact

Figure 2 contains an image from our students' mock-recruitment experience, accompanied by a quote from **Student 1**.

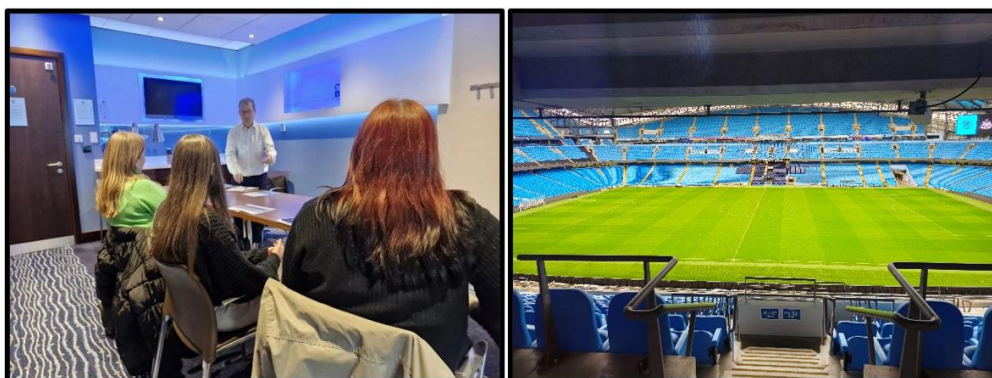


Figure 2: Mock-recruitment experience – Manchester Etihad Campus

A quote from one student said the following:

Student 1: *"It definitely helped my next steps, I did an assessment centre for this job so the Etihad mock was amazing."*

Figure 3 contains an image from the SSF (Social Science Futures) showcase and poster presentations. This is to visualise the quote from **Student 2**.



Figure 3: Social Science Futures Showcase and Posters Presentations

Below is a quote following the showcase:

Student 2: “SSF helped me gain confidence in presenting and working as a team to investigate issues & suggest interventions. These are key skills employers are looking for and have helped me secure my new role!”

When asked about opportunities they may not otherwise have had, a student said the following:

Student 3: “SSF gave me the opportunity to put my skills into practice and understand how I would perform when applying for jobs or working in a group. It was a fun, unique and much-needed experience that helped me feel prepared to dive into the job market and secure my first role”

Examples of Closing the Gap

Table 1 provides an overview of the average difference in grade between student groups. This is to quantify the student experience reflected within the quote from **Student 3**.

Year	Module Gap	Department Gap	Institutional Gap
Year 1 (22/23)			
BAME/White	2.7	4	5.9
Vocational/Academic	0.8	4.1	7.1
Year 2 (23/24)			
BAME/White	0.8	1.5	4.7
Vocational/Academic	2.9	4.3	4.9

Table 1: Overview of Awarding Gaps for the Module

Table 2 provides an overview for the difference in good honours percentages for students according to characteristics.

Characteristics	Difference in % of good honours		
	21/22	22/23	23/24
Ethnicity			
White – Black	15.5%	0.5%	1.4%
White – Asian	16.9%	10.6%	0.3%
White - BAME	14.6%	7.7%	0.4%
Academic - vocational	26%	12%	5.4%
Sex at birth	23.7%	2.8%	0.7%
First Gen – not first gen	11.6%	3.2%	4.1%
Disability	1.5%	0.8%	1.2%

Table 2: Good Honours Differences

What happens next?

Figure 4 provides an image to show the reader our farewell talk and celebration event. The serves as effective, efficient means of communication students' next steps and support we provide, in addition to a sense of community to help validate their professional identity and confidence.



Figure 4: Farewell talk and celebration event

The below quote came from a student via LinkedIn following successful securing employment with a police constabulary.

Student 4: *“I believe that it prepared me well for the recruitment process that I had to go through. The group working is something that was challenging at times due to some members being less productive than others. However, I feel like the group work has benefited me, especially as I’ll be going into a workplace where being able to work as a team is highly valued and needed. With how competitive it is when applying for job roles after university, I believe that Social Science Futures was very beneficial. The main advantages I took away from the module were: a confidence boost from the assessments we did, my eyes were opened to other job roles (when speakers came in) and I felt that I was supported by all staff, even after leaving university. It’s a daunting time but I feel like the module was the icing on the cake for my time at university. It was that last module where I get to put the skills I’ve learnt into practice (ready for the workplace).”*

References

Tomlinson, M. 2017. Forms of graduate capital and their relationship to graduate employability. *Education and Training*. (DOI: <https://www.emerald.com/insight/content/doi/10.1108/et-05-2016-0090/full/html>).

Smith, S., & Smith, C. F. (2024). Job-seeking narratives: in search of graduate capitals acquired during student placements. *British Journal of Sociology of Education*, 45(3), 402–419. <https://doi.org/10.1080/01425692.2024.2328125>

Pham, T., Soltani, B., & Singh, J. K. N. (2024). Employability capitals as essential resources for employment obtainment and career sustainability of international graduates. *Journal of Further and Higher Education*, 48(4), 436–448. <https://doi.org/10.1080/0309877X.2024.2344771>

Social Mobility Network University Outreach [Fast Stream Social Mobility Network \(University Outreach\) | Groups | LinkedIn](#) –

Lancashire Police EDI initiatives

<https://mycareerhub.mmu.ac.uk/students/events/Detail/2128281>

<https://mycareerhub.mmu.ac.uk/students/events/Detail/2330956>