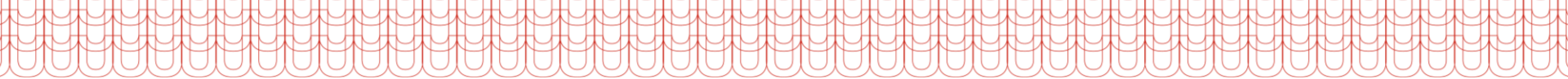




ACCESSING FULFILLING CAREERS

DEVELOPING THE EMPLOYABILITY OF
YOUR STUDENTS

*My*PLUS⁺
UNIVERSITIES'
CLUB



Our **vision** is to ensure that having a **disability** or **long term health condition** doesn't **prevent** anyone from having the **career** they want to have.



DISABILITY &
EMPLOYMENT



Provides a
purpose



Develops our self
worth



Our contribution
to society



Builds our
confidence



Creates a sense of
belonging



Provides our social
interaction

Facts and Stats

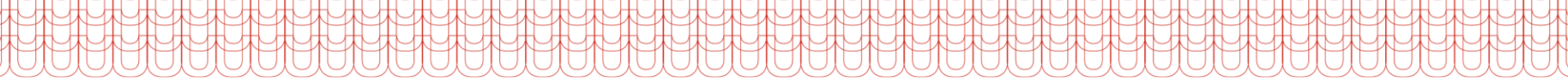
- **An increasing number** of students at university have a disability
- Students with disabilities find it **harder to find employment** when they graduate than their non-disabled counterparts
- Some students find it **more difficult to gain work experience** than their non-disabled counterparts
- 76% of students **do not wish to disclose their disability** to an employer
- Students with disabilities believe their disability will be **seen as a 'weakness' by an employer**
- Students with disabilities **see their own disability as a 'weakness'**

Barriers & challenges to employment

- Not developing employability skills
 - Not getting involved in university life
- Lacking confidence
 - See themselves as 'weaker' candidate
 - See their disability as a reason for rejection
 - Can't see what is possible
- Not building their network
- Conflicting careers advice
 - Should I be open about my disability?
 - How / whether to ask for adjustments support
 - How to accounting for 'differences' in their CV



5 PILLARS OF
DISABILITY
CONFIDENCE



Understanding the
employment challenges
facing students with
disabilities

My 'Plus': Identifying
your strengths to stand
out from the

Disclosure: benefits of
being open and how to
be open

Applying for a job with a
disability: accounting for
difference on your
application

Requesting Adjustments



UNDERSTANDING THE EMPLOYMENT CHALLENGES

PILLAR 1



Barriers & challenges

- Lacking confidence
- See themselves as 'weaker' candidate
- Should I be open about my disability?
- Discrimination
- Accounting for 'differences' in their CV
- Judgements / assumptions / perceptions
- Requesting adjustments / support

Overcoming these challenges

- Get fully involved in university life:
 - Clubs and societies
 - Taking on positions of responsibility
 - Voluntary work
- Be confident to position their disability positively
- Prepare an 'openness statement'
- Becoming an expert in what they need; support & adjustments
- Gain work experience / internships / placements



IDENTIFY YOUR 'PLUS'

PILLAR 2



“I don’t believe I am any more special than anyone else. But I do believe my disability has given me something extra; a ‘plus’”

Helen Cooke, CEO & Founder of MyPlus

Determination: to overcome the barriers in front of me and do what I want when others are trying to stop me.

Problem solving: to get around daily challenges and obstacles such as lack of access or lifts not working.

Interpersonal skills: to build relationships with others, particularly when I need them to assist me.

Example: Upper limb deficiency



"I'm very good at problem solving as through my life I have had to quickly come up with alternative ways to complete physical tasks.

I appear calm & positive under pressure (even if I am not) because it has always been important to me that people do not perceive me to be struggling on account of my upper limb difference. Therefore, even when I am facing challenges, I habitually act in a way that exudes confidence".

Rosie Watterson; Trainee Solicitor,, Herbert Smith Freehills

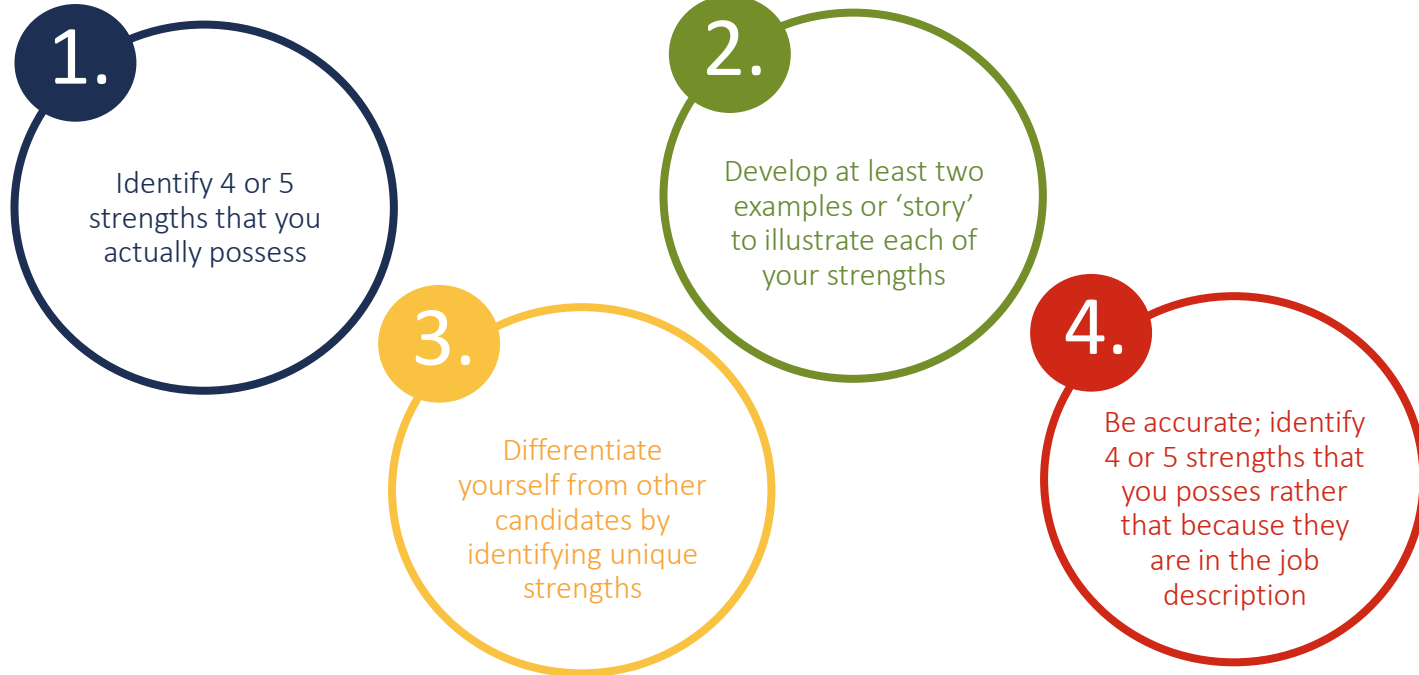
Example: OCD



“I think my OCD has helped me to build my resilience; coming to terms with my condition has led to a greater sense of perspective. I am also very organised since knowing when things need to be done by relieves and reduces my anxiety, as I can prepare for this. It also leads to effective prioritisation of tasks and deadlines”.

Will More; Graduate, University of Exeter

Encourage your students to identify their 'plus'





ENCOURAGING OPENNESS

PILLAR 3

Why may students be reluctant to be open about their disability?

- Fear of discrimination
- Do not want to cause a fuss or be a hassle
- Do not want to appear 'different' in front of other candidates
- Ashamed or embarrassed
- Do not see their condition as a disability
- Do not require any adjustments
- Fear of favourable treatment



WHAT, WHEN AND
HOW

What information should you share?

**Only state what
is relevant:**

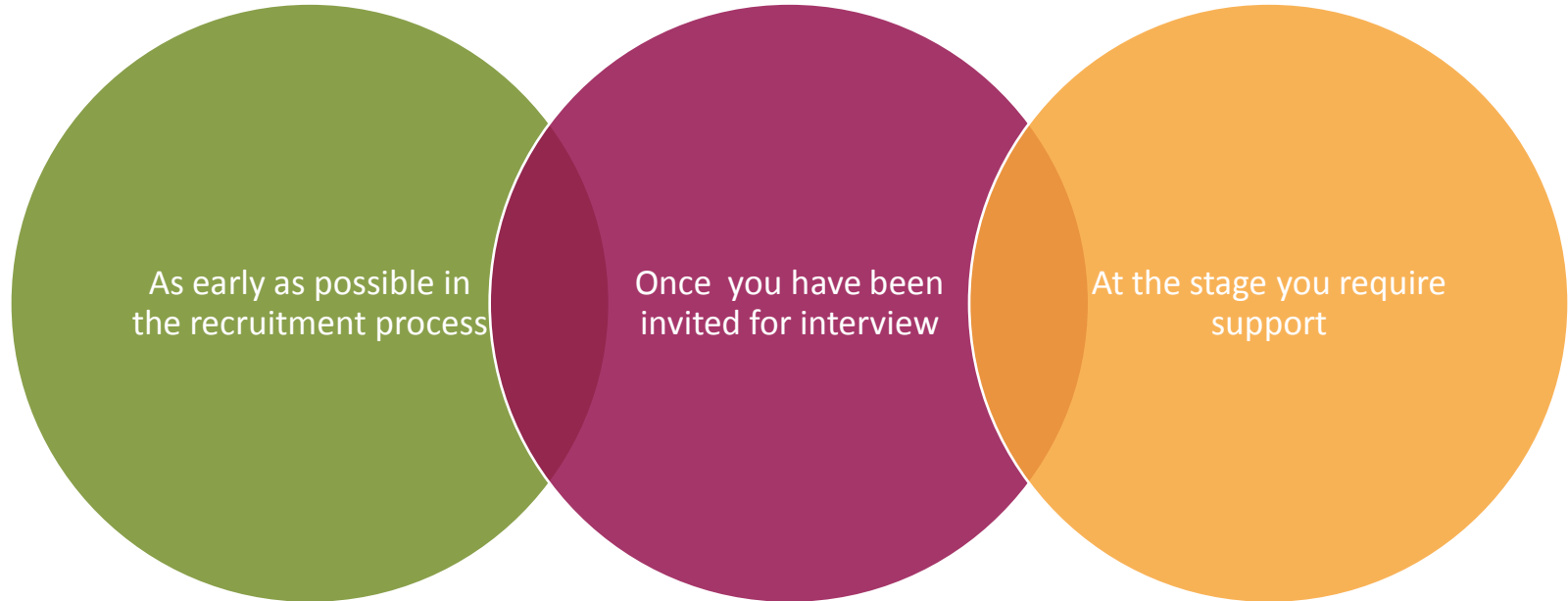
you do not have to share
your medical history!

**What support /
adjustments you
will require** to perform
to your full potential during
the recruitment process

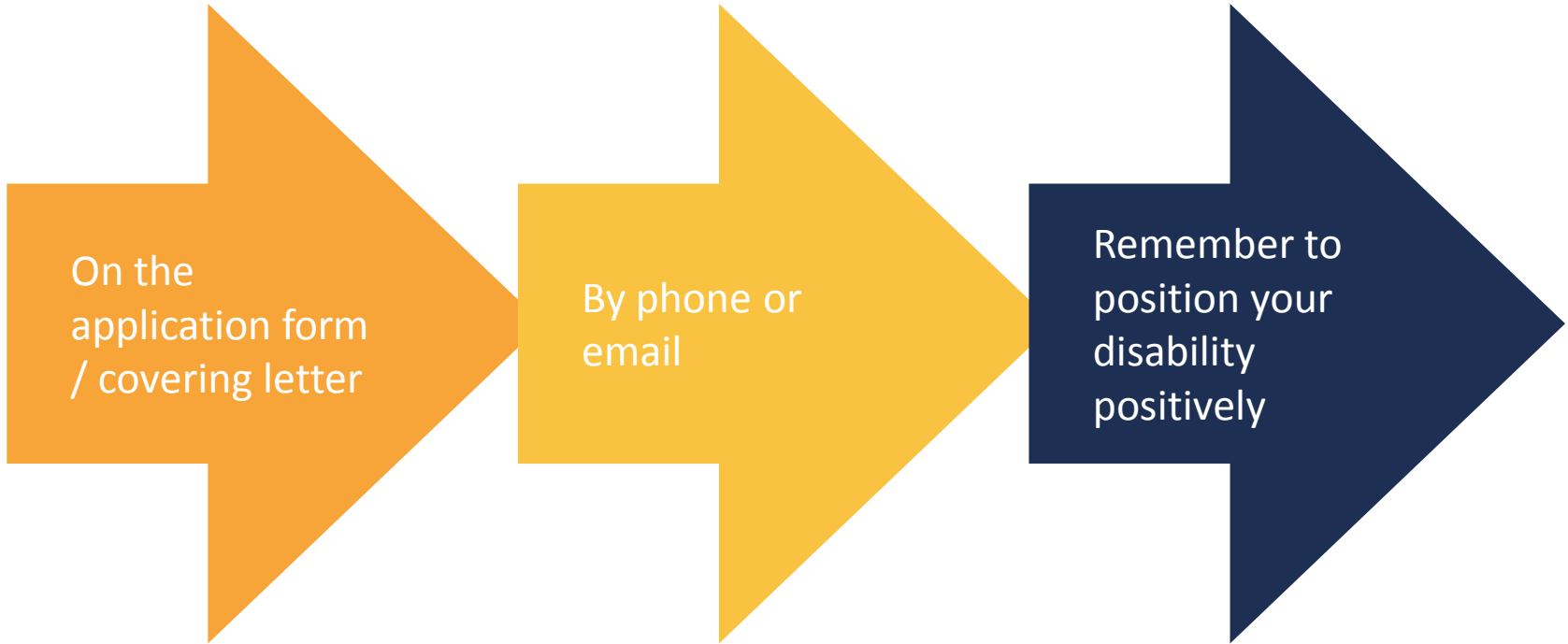
**Why the support /
adjustments are
required**

i.e. what will they enable
you to do

When to be open



How to be open






POSITIVELY
POSITIONING YOUR
DIFFERENCES

PILLAR 4

Mitigating circumstances



A gap in your
education



Lower academics



A Lack of work
experience

Employers will take genuine mitigating circumstances relating to your disability into consideration.

A gap in my education

Condition:

Lost 50% of my vision

Mitigating circumstance:

Took 2 years out from university

Positioning

Developed adaptability, confidence and resilience

Lower academics

Anxiety and panic attacks

Experience panic attacks during exams leading to lower grades

I did not fail the exams and so could not re-take them. Please take this into consideration

A Lack of work experience

I have a disability

Have not obtained work experience

I have developed communication and influencing skills as a result of managing my disability; as well as planning and organizing skills



IDENTIFYING YOUR STRENGTHS

PILLAR 5

Explaining your mitigating circumstances

3 key steps to working out what support / adjustments you will need during the recruitment process:

Step 1

Find out what the recruitment process involves

From application, through to online tests, video interview, assessment centre

Step 2

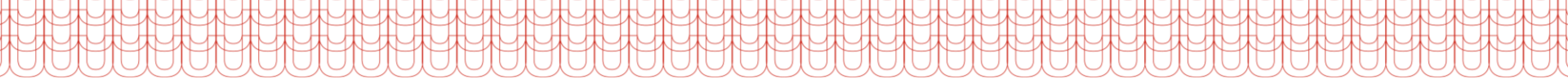
For each stage of the process, identify what support / adjustments you will need in order to demonstrate your full potential

Step 3

Discuss your requirements with the employer to identify any other support that you may require but haven't yet identified



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THE MYPLUS 'BE
DISABILITY
CONFIDENT ON
CAMPUS' TOOLKIT

*My*PLUS⁺
UNIVERSITIES'
CLUB

Be Disability Confident on Campus Toolkit

- ➔ Outlines the challenges facing students with disabilities
- ➔ Raise awareness across all student support services & academic departments
- ➔ Develop your ability to provide expert careers advice and guidance
- ➔ Provide consistent advice, guidance and training to students
- ➔ Enable more of your students to successfully transition into employment

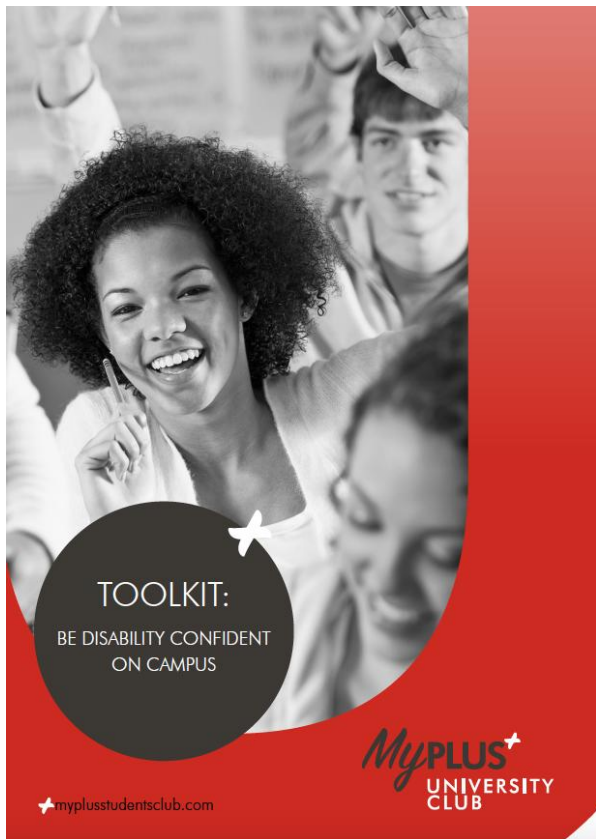
TOOLKIT:
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