

A photograph of three students in a classroom. A blonde woman in a white shirt is leaning over a desk, looking at a piece of paper. A Black man with glasses and a grey sweater is sitting at the desk, looking down. A young woman with long brown hair is also sitting at the desk, looking down. In the background, another student is visible.

Employability in a global labour market: ensuring future proof graduates'

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Employability : future proofing graduates for employment and life

WHAT

Preparing graduates for the future; for a constantly changing global labour market and a constantly changing society.



WHY

The need for skills, knowledge and attributes that enable them to be successful and able to deal with constantly changing circumstances

Employability: the drivers



Government expectations

- Relevance to global economy –Wilson Review
- KIS, HEAR, employability strategies and statements
- Competition for students
 - Evidence of employability support high on agenda

Student expectations

- tuition fees, league tables, competitive labour market
 - students operating in a customer orientated market ?

Employer expectations

- Need graduate skills, knowledge, attributes that support them to be effective and competitive in a global labour market

Employability: high on the agenda

Embedding employability into the core of higher education will continue to be a key priority of Government, universities and colleges, and employers. This will bring both significant private and public benefit, demonstrating higher education's broader role in contributing to economic growth as well as its vital role in social and cultural development.

(HEFCE 2011, p5)

What is employability?



“ A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy. **CBI (2011)** ”

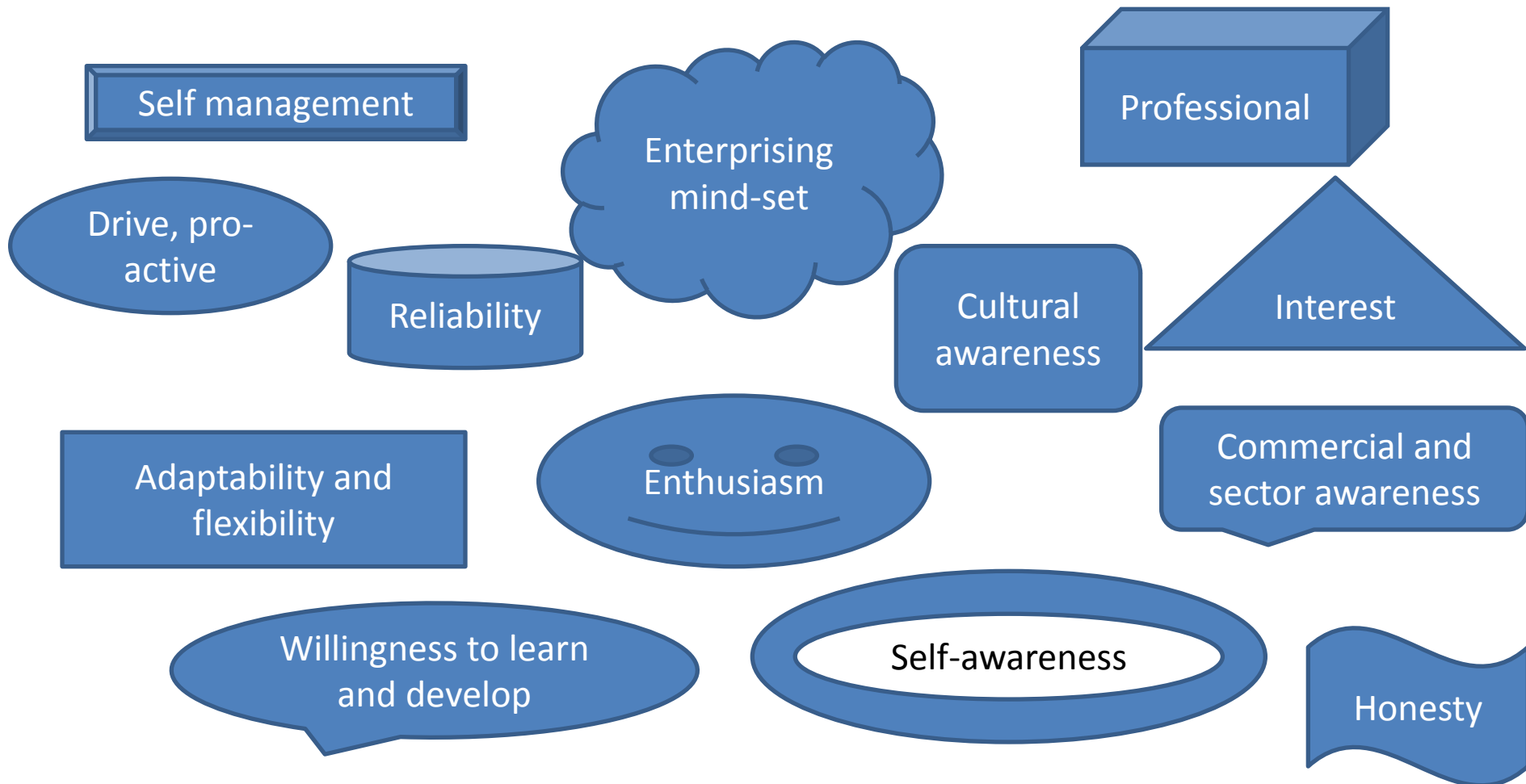
Achievements, - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

‘Graduates need more than academic knowledge and skills to stand out from the crowd in today’s competitive global job market.

Nottingham Advantage



Employers need qualifications, skills, knowledge, experience.....anything else?



Employability: perceptions of employers and students

- **CBI (2011)** suggests only 49% of students are clear about the skills employers want.
- **Highfliers (2012)** reiterates this
- **The British Chamber of Commerce (2011)**: only a microbusinesses surveyed were confident graduates would have the right skills.



By Contrast

- **UKCES (2011)**: 87% of employers thought that graduates were well prepared
- **HECSU (2012)**: 80% of those surveyed for Futuretrack, were confident that they had the skills employers want.

Employability: perceptions of employers and students

1. Disparity between students' perceptions of employability and those of employers
2. Employers and students' value work experience but barriers exist in provision and access
3. Students lack awareness of SMEs in terms of requirements and opportunities
4. Employers are confused by the range of employability awards and how to assess their value
5. Many students are not engaged with employability or with enterprise education
6. Assessing the impact of employability support is a challenge that needs to be addressed



Graduate employability is a priority for employers

Association of Graduate Recruiters (AGR) Winter Review 2013:

stresses the need for students to gain work experience



Highfliers Times Top 100 Recruiters (Jan 2012): half of the recruiters surveyed suggested graduates without work experience are unlikely to be successful during selection process



AGR, CfE and CIHE: Global graduates into global leaders (2011): Global graduates need to be innovative, enterprising, culturally aware



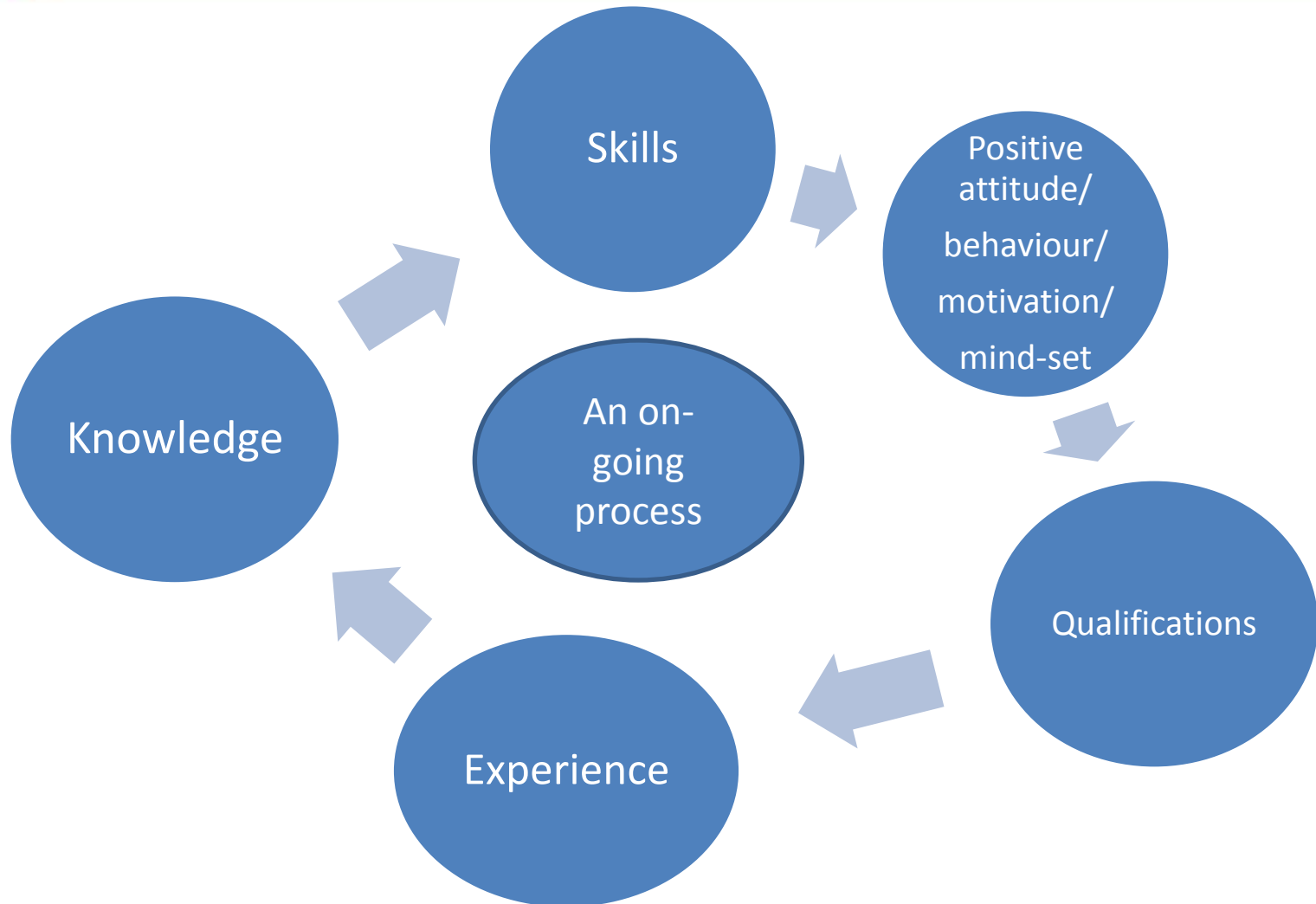
EU report: *Employers perceptions of graduate employability 2010* (31 countries, 7,000 recruiters): 87% wanted work experience and team work was the highest rated skill



CBI Education and skills survey 2009: most important factors in recruiting graduates; employability (78%) and positive attitude (72%)



Employability: employers' want

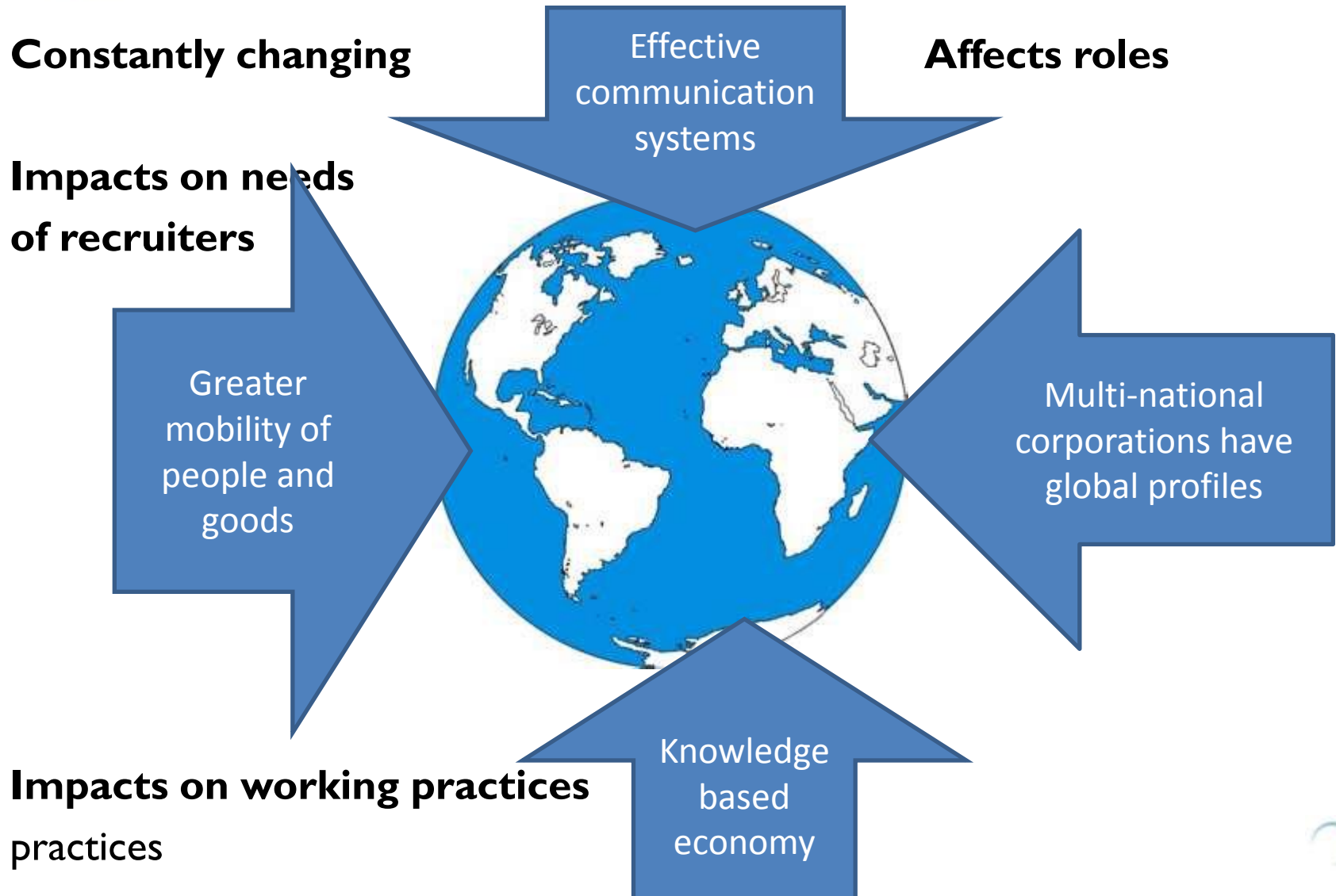


Employability encompasses;

- Career management , self-awareness, self-management
 - Able to reflect on achievements and articulate this
 - Able to make effective decisions about career choice
 - Able to research the job market, network, influence and make successful applications
- Communication, problem solving, decision-making
- Team working and ability to create effective working partnerships and collaborations.
- Numeracy, literacy and IT skills
- Business, commercial & customer awareness
- Cultural and global awareness
- Role specific knowledge and skills



Employability for a Global Labour Market ?



Global businesses want 'global graduates' and they need



Future proof graduates also need to be.....

- positive, flexible, adaptable
- motivated, and conscientious,
- ambitious and enterprising
- focused on personal and professional development
- professional and committed
- Reliable, responsible and honest



Able to reflect on their skills, articulate and apply them

Why do students study English?

- Overwhelmingly, because they enjoy the subject.

Employability support they want?

- Work placements most frequently cited
- Employers' recommended the opportunity for work placements

Employers' valued English graduates'

- communication skills
- general knowledge
- cultural sensitivity
- ability to think laterally



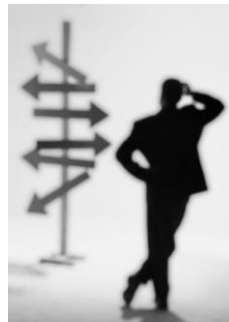
Particularly valued their;

- literary & communication skills
- writing for project based work
- independent thought and judgement
- time-management.

GTI Media: *Great Expectations*: key findings of student survey (2013)

- 97% recognised the importance of developing employability skills while at university
- Students want practical skills workshops/sessions above all other services
- Only a small percentage believed that commercial awareness and making contacts were important
- Students want advice, information and opportunities tailored to their needs and aspirations.
- Careers services play a vital rolebut the challenge remains how to engage the unengaged.
- Students want; practical help in the job search process, more availability of services, services tailored to their degree/career or sector choice.

In contrast to the views of many recruiters.



GTI Media: *Great Expectations 2013*

key findings of student survey

‘Employability skills that you would hope would be developed organically through modern teaching methods – team working, planning, time management, presentation, problem solving and communication – were thought to be being well developed

but in contrast

more explicitly job-related skills/knowledge – contacts, leadership, commercial awareness, ICT – were thought to be less so

The Graduate Labour Market:

Competition for vacancies has been and remains fierce

- **Applications:** high standard expected, want candidate to stand out
- **Student Engagement:** many employers want this as early as possible
- **Commercial/Business awareness:** expected
- **Work experience and work-related learning:** employers value this
- **Placements:** Employers may priorities applications from those who had placements
- **Eemployability:** employers expect students to have accessed opportunities to enhance employability skills
- **Value of Postgraduate courses :** depends on WHAT and WHY
- **Many Employers value**
 - Classification of degree
 - Work experience, internships and placements
 - Involvement in extra curricular activities
 - Involvement in activities that enhance employability
 - Business and commercial awareness
 - Personal qualities and attributes



Future proofing graduates: barriers and challenges

- **Clarity:** of concepts and perceptions around ‘employability’
- **Ownership of employability:** it should be university wide
- **Engaging students:** with employability.
- **Accessibility of information and support**
- **Ensuring employability in the curriculum is explicit**
- **Ensuring support for staff**
- **Working together across the HEI:** to enhance employability
- **Engaging employers:** in curriculum and employability support
 - Particularly SMEs
- **Evaluating and measuring:** impact of employability support
 - A variety of institutional approaches to employability exist but how is impact measured?



Future proofing graduates: enablers



Language: appropriate, accessible, context-specific language

Supportive structures and partnerships: Relevant committees with strong student representation, delivery of the HEAR/ equivalent, focus on PDP and progression, partnerships between academics, careers staff, students.
Ensuring a culture of employability across the HEI.

Explicit articulation of employability: in institutional policies, strategies, curriculum design, assessment strategy and staff training.

Employer engagement: effective and strategic
-utilise alumni

Future-proofing:- ensuring students have the skills and attributes to adapt to a dynamic and competitive labour market environment and society



Embedding employability in the curriculum

engaging, integrated, and explicit



Employability Skills: are these as **explicit** as for discipline-focused learning outcomes? are courses audited for employability?

Synergies: do these exist between formal curriculum and co-curriculum? application of formal learning in real-life? reflection on co-curricular achievement in formal curriculum? verification and validation of co-curricular achievement ?

Work exp: (sandwich, short, internships, part time, voluntary etc.). Availability, access, quality, relevance, flexibility, support? Are students encouraged to reflect on their experience? Are alumni utilised?

Employer engagement: How do they contribute and support? Use of alumni?

Collaboration and articulation with; careers & employability service, library, student services, business/enterprise unit, information services, placement support, ICT etc. ?

Employability is a shared responsibility

Students

- Do they recognise their responsibility to engage with and participate in acquisition of employability skills
- Are they empowered to engage with employability
- Are they able to articulate and demonstrate their skills and progression

Academic staff

- Do they support students' acquisition of employability by stressing the value of transferable skills as well academic material.
- Do they make explicit when and where skills are being developed in the curriculum and encourage reflection and PDP
- Do they ensure that assessment enables students to demonstrate achievement and progression relevant to employability
- Do they promote support and advice available

Employers

- Do they engage with curriculum design and delivery
- Do they engage with students
- Are they explicit and realistic about their needs and expectations



Enablers for University of Nottingham and School of English

- World wide reputation for excellence and expertise in; teaching, learning, training, consultancy and research
- Programmes of study informed by high quality research and partnerships
- Expertise in providing high quality teaching and learning experiences and support
- University commitment to enhancing employability and providing tailored, individual advice and support
- Excellent and established links with employers and alumni
 - large corporates, SMEs, Sector organisations (worldwide)
- Strong focus on support and staff development
- Collaboration with key external organisations



HEA: supporting and disseminating good practice

Centres for Excellence in Learning and Teaching (CELTS)

- Wealth of tools and resources for staff and/or students
- Has had impact on institutional practice

Review of good practice in employability and enterprise development by Centres for Excellence in Teaching and Learning. Butcher, Smith, Kettle and Burton (2011) for HEA

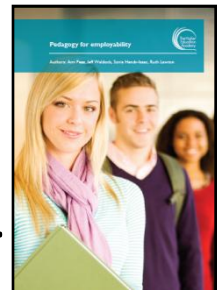
[http://www.heacademy.ac.uk/resources/detail/employability/EEL CETLs Review](http://www.heacademy.ac.uk/resources/detail/employability/EEL_CETLs_Review)

Pedagogy for Employability (2012)

Includes case studies of good practice has influenced policy & practice.

Pegg, Waldock, Hendy-Isaac, and Lawton (2012) for HEA

[http://www.heacademy.ac.uk/assets/documents/employability/pedagogy for employability update 2012.pdf](http://www.heacademy.ac.uk/assets/documents/employability/pedagogy_for_employability_update_2012.pdf)



The Higher Education Academy

Support and services

- Academic Practice Development
- Teacher Excellence
- Leadership Strategy and Change
- Academic Associates

Subject clusters

- Arts and Humanities
- Health Sciences
- Social Sciences
- STEM

Thematic Areas



The Higher Education Academy



☐ Resources

☐ Research

☐ Funding

☐ Consultancy & Training

☐ Workshops and seminars

☐ Conferences and Events

☐ Themed Summits

☐ Support and



☐ National Teaching Awards

☐ Student Led Teaching Awards

☐ Professional Recognition

• Scheme (Academy Fellow)

☐ National Teaching Fellowships

☐ UK Professional Standards



HEA events

- **Annual Conference**
3-4 July 2013 University of Warwick.
- **Discipline Cluster Conferences**
- **Themed Conferences**
- **Themed summits**
- **Special Interest Events**
- **Collaborative events**



[Events](#)

Additional support

- Teaching development grants
 - Funded projects
 - Further schemes in 2012-13
 - www.heacademy.ac.uk/teaching-development-grants
- UK travel fund
 - www.heacademy.ac.uk/travel-fund
- Academic associates scheme
 - www.heacademy.ac.uk/academic-associates
- Funding opportunities:
<http://www.heacademy.ac.uk/funding>



Employability: keep in touch

- Sign up through *My Academy*
http://www.heacademy.ac.uk/my_academy
- Contact the employability team
employability@heacademy.ac.uk
- Sign up to the Employability Developers Network Group
<http://www.heacademy.ac.uk/employability>

www.heacademy.ac.uk

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QUESTIONS ?



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