Meeting skills and employability demands

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HOW YOU CAN INTERACT

Post comments in the chat area.

Keep microphone muted when you are not speaking.

Start your comment or question by stating your name.
WORKSHOP OVERVIEW

Employability in Higher Education

Future focus

Challenges

Institutional Case Studies
WHAT IS EMPLOYABILITY?

Not only defined from a labour market or employer point of view, but also from the perspective of what a graduate will become in the future, through her/his learning journey.

Interplay between professional, technical, and transversal skills.
Curriculum offers the possibility to work on learning outcomes, graduate attributes and pedagogy, in an integrated or “connected” approach.
Skills acquisition and training also takes place through informal or non-formal learning, outside the classroom, or in a mix of co-curricular and extra-curricular situations.
Indicate the extent you agree or disagree with the following statement:

“The degree is no longer enough. Employers want lifelong learning and skills development which does not end once you leave formal education.”

Click on Mentimeter link in the Chat area or go to menti.com and type 36 47 55 0

Move the slider to indicate whether you ‘Strongly agree’ or ‘Strongly disagree’ or the gradients between.
FORCES SHAPING EMPLOYABILITY

Impact of digitisation and rapid changes in jobs market

Emergence of micro-credentials

New modes of employer-university collaboration

Post-Covid work environment
DIGITISATION AND RAPID CHANGE IN JOBS MARKET

Change in traditional models of employment → ‘boundaryless’ or ‘portfolio’.

Affects availability of work so roles becoming obsolete
Constantly changes content of jobs
More flexible working opportunities
### MICRO-CREDENTIALS

<table>
<thead>
<tr>
<th>What</th>
<th>Validating new knowledge and skills</th>
<th>or</th>
<th>Validating prior knowledge and skills</th>
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<tr>
<td>Where</td>
<td>Online</td>
<td>or</td>
<td>Face-to-Face</td>
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<td>With</td>
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<td>or</td>
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<td>As</td>
<td>Stand-alone validations</td>
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### What
- Validating new knowledge and skills
- Validating prior knowledge and skills

### Where
- Online
- Face-to-Face
- Online and Face-to-Face

### With
- Paper certificate
- Digital certificate
- Digital badge

### As
- Stand-alone validations

### As
- Validations that interact with a formal qualification

### As
- Before Admission or Preparation or Credit pathway
- During Additional certifications or Achieving distinction
- After Last activity to secure employment

Professor Beverley Oliver
NEW MODES OF COLLABORATION

Course co-creation and co-delivery
connect industry and universities to co-design & co-deliver courses

Experiential learning
embedding industry experience in the form of project-based learning in academic programmes

Education as a work benefit
aggregate demand for online courses through a network of employers

Career navigation and application support
provide better access to internship and job opportunities for learners
IMPACT OF COVID

Survey of students on two programmes
2

Placements cancelled
22

Students worked from home
77%

Placements continued Working From Home
73

Respondents to the survey (June 2020)
20

Students worked remotely for employer located overseas
3

Average Number of weeks worked remotely by students (Jan to June 2020)
15 weeks

“Covid 19: Working From Home Survey”
Aileen Waterman, Work Placement Manager
EMPLOYABILITY AND SUSTAINABILITY

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

Sustainable Development Goals
What are the main challenges in employability from your perspective?

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NOTE!!
Up to 3 responses are permitted. Please limit each response to a 2 word phrase.
AREAS FOR IMPROVEMENT

**Employer – societal needs**
- How identify?
- Lack of alignment

**Curricular interventions**
- Time lag
- Integrate or separate?
- Assessment of non-cognitive skills.

**Co and extra curricular activities**
- What works?
- How ensure is inclusive?

**Co-curricular** = learning experiences that complement curricular learning for example entrepreneurship modules or skills sessions.

**Extra-curricular** = activities separate from the curriculum that develop valuable skills and attributes, for example membership of clubs, caring duties, part-time work etc.
CHALLENGES

tension between stakeholders needs and what the university can deliver

Meeting skills demands requires differentiated approaches

Issue of equity and equality
MEETING STAKE-HOLDERS NEEDS

Who are the Employers?

Common Language
DIFFERENTIATED APPROACHES

Difficult to address employability in some disciplines

Inherent academic conservatism or lack of flexibility in degree programmes

Different study levels (e.g. Bachelor / Masters / PhD) may require different approaches to employability
EQUITY AND EQUALITY

✓ Students with a caring role
✓ Students with part-time jobs
✓ Students with a significant daily commute
✓ Students with strict stipend rule
✓ Some international students
1: Recognise and give value to employability as an institutional endeavour

2: Articulate curricular, co-curricular and extra-curricular interventions in a meaningful way

3: Make learning visible, self-reflected, and part of a lifelong perspective
RECOMMENDATIONS

1: Recognise and give value to employability as an institutional endeavour

- Make graduate attributes meaningful
- Adopt a flexible, nuanced approach at institutional level
- Ensure coordination between/within different programmes, departments and support units
- Enact structures and supports
EMPLOYABILITY ACTION PLAN (EAP)

- EAP developed in 2019/20 and is integral to the *Learning and Teaching Strategy* which emphasizes graduate attributes through a *Programme Level Approach (PLA)* to all taught courses
- The EAP aims to provide a *whole institution focus* on employability rather then off-loading to academic departments
- Championed by the VP for Education but devised by the Careers Service
- *Scaffolding* to support activity within & beyond academic departments
- All begins with the *attributes* that a graduating student should be able to recognize, demonstrate and embody
SOME EXAMPLE ACTIVITIES

mySkills: A new student skills and personal development portfolio

Medical School - Community Partnership Placements programme

Fitting in with the Faculty's aim of being 'socially accountable' our students are sent on placement to community organisations all over the South Yorkshire region.

Digital Careers Pathways
Developed by the Careers Service a structured range of information and activities to guide student learning and engagement in careers research, job search skills and personal development

Placements in Arts and Humanities with Office for Students & Research England funding
2: Articulate curricular, co-curricular and extra-curricular interventions in a meaningful way

- Design internships within curriculum
- Assessment frameworks for internships
- Mix of curriculum interventions
- Coordinate co and extra-curricular activities centrally
Participatory Approach to Curriculum Development

Direct Participation – Programme Committees; Surveys; Needs/Satisfaction Assessment.
Participatory Approach to Curriculum Development

Fostering
- Identification
- Connection
- Collaboration

Identifying skills gap
- Needs of WoW
- Surveys of Employers

Meeting the market and society demands is a shared responsibility

- Study Programme Coordinators
- Central QA Office Representatives
- Faculty QA Office
- Career Development Office
SELF EVALUATION TO INTEGRATE EMPLOYABILITY

UCC’s Academic Strategy 2018-2022

- Employability
- Sustainability
- Global Reach
- Inter- and transdisciplinarity
- Civic and Community Engagement
- Research Based Teaching
- Connected Curriculum

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh
# SELF EVALUATION TO INTEGRATE EMPLOYABILITY

## Introductory element
Employability related skills, competencies and attributes are embedded in the students’ ‘Transition to university’.

The curriculum will facilitate students to map their individual employability goals to employer needs, via an **annual graduate attributes profile and audit**. Professional development planning will be integrated with experiential employability opportunities.

## Structured inclusion
Curriculum explicitly cultivates environments for students to develop and be able to represent their developing employability competencies and capacities.

These competences are integrated with their developing disciplinarian competences and embedded within students’ developing values and attributes.

## Main focus of learning activity
Student-centred experiential learning (work placement, industry-research, professional development modules, workshops, networking, alumni mentoring).

This enables students to become aware of and connect their professional and personal competencies, capacities and lived experiences, to design unique graduate employment plans.

## Main focus of assessment
Curriculum assessment is designed as Assessment as Learning -> self-awareness

Students draw together their lived experiences inviting them to become critical of the professional possibilities open and integral to their future graduate career plans.

## Design feature
Curriculum explicitly integrates employability competencies, capacities and experiences through specific professional development modules and/or work-based learning initiatives.
3: Make learning visible, self-reflected, and part of a lifelong perspective

- Enable students to integrate and explicitly identify skill development,
- Promote project-based, real life-based teaching approaches
- make students more aware of their own learning
- develop a lifelong relationship with their graduates
ENTREPRENEURSHIP: PHDs & POSTDOCS

Three projects on the development of entrepreneurial skills for PhDs and postdocs

Each of these projects includes training in entrepreneurship, followed by:

- individual work on business project proposals,
- training in different companies,
- modules on valorisation of scientific results
- Feedback on doctoral programmes curricula from companies and employers
In your break out rooms, reflect on the case studies presented and the recommendations shared. Then answer the following question:

“What are the small changes you could make that are a stepping stone towards this?”
✓ Way to connect higher education to society
  → educating & training future graduates as professionals and citizens

✓ Find balance between what society (including employers) might need, what students want and what universities may deliver.

✓ Important to make employability a central agenda in institutions
  → coordinated across areas and specific responsibilities

✓ Work on interplay between curricular, co-curricular and extra curricular activities

✓ Empower students to make learning visible, self reflected and part of lifelong perspective
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