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Current perspectives on embedding employability into the curriculum

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Welcome to the Department of Leadership and Management

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• Current perspectives on embedding employability into the curriculum.
• From the 2007 cohort 3.8% still unemployed three years after graduation (HESA 2011)

• Recent graduate unemployment rate currently 18.9% and underemployment 35.9% (ONS 2012)

• 86% of graduates in work in comparison to 72.3% non graduates (ONS 2012)
Optimism?

• 16 408 graduates recruited by December 2011

• 2012 recruitment targets are 17 280

• 36% of vacancies will be filled by graduates who have already worked for the employer

• 50 000 more graduates than in 2007

(High Fliers Research 2012)

Inspiring tomorrow’s professionals
What do we mean by employability?

Inspiring tomorrow’s professionals
Employability Definitions

- ‘being capable of getting and keeping fulfilling work,’ (Hillage and Pollard 1998:2)

- ‘a set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment.’ (Yorke 2006:8)

- ‘a set of attributes, skills and knowledge that all labour market participants should possess.’ (CBI 2009:14)
• Student definition:

• *Having skills that can be transferred to work place not just classroom knowledge/skills.*
CBI (2011) Working Towards Your Future

Exhibit 4 Employability is...

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.

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Application of numeracy
- Application of IT
- Communication

Positive attitude
• Industry Context

• Real world v classroom based

• Previous work experience a key factor in gaining graduate employment (Attwood 2010)
• Students taking sandwich placements are more likely to be employed six months after graduation (Mason et al 2009).

• Able to demonstrate skills and achievements from their work experience.

• Higher self esteem, self efficacy and confidence.

• Nationally the number of students taking sandwich placements is declining.
Embedding employability into the curriculum

Inspiring tomorrow’s professionals
1st Year Module

- Skills development
  Study skills
  QAA benchmark
- Introduction to HR Skills
- Self managed group projects

Inspiring tomorrow’s professionals
Assessment

- Formative feedback extensively used
- 2 Key Assessments
  - Individual portfolio
  - Group project
    - ‘Pitch’ of the business idea
    - Showcase of work
    - Project report
Inspiring tomorrow’s professionals
Inspiring tomorrow’s professionals
Inspiring tomorrow's professionals
Year 2

Skills for PD and Employability module

Term 1
• Placement preparation
• CV Development
• Interview practice
• Assessment Centre

Term 2
• Group Project – linked to route through programme.

Inspiring tomorrow’s professionals
Year 2

- Input from the Business School Placement Unit
- Interviews conducted by CIPD students
- Assessment centre run by careers service
- Showcase of final project

Inspiring tomorrow’s professionals
Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on ‘employ’ and more on ‘ability’. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner.
References

• Higher Education Statistics Agency (2011) *Table 1 - Destinations of leavers by level of qualification, activity and domicile 2002/03, 2004/05 and 2006/07* [online]. Available at: http://www.hesa.ac.uk/component/option,com_pubs/Itemid,276/task,show_year/pubId,1714/versionId,54/yearId,262/ [Accessed 16 February 2012].


