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English, John and Ireland, Chris

Employability – A Question of Responsibility

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Developing employability competences through personal and professional development:

Employability - A Question of Responsibility

John English & Chris Ireland
If we asked you ...

What issues concern you most when dealing with your new students?
You might come up with …

- FE related issues / lack of preparedness
- Attendance and time management
- Independent learning – reading & writing
- Commitment and participation
- Family issues
- Feedback on work
- Generally understanding what is expected
- Self-belief/disbelief?
Our particular cohort Issues

- Ethnic mix/Cultural issues
- Age mix
- Male domination
- Entry qualifications
- Numeracy issues!
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
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<tbody>
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<td>White</td>
<td>23</td>
<td>36</td>
<td>29</td>
<td>35</td>
<td>34</td>
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<td>38</td>
<td>28</td>
<td>36</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
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<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
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<td>77</td>
<td>74</td>
<td>77</td>
<td>96</td>
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<tr>
<td>Age</td>
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<td>05/06</td>
<td>06/07</td>
<td>07/08</td>
<td>08/09</td>
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<td>19 or less</td>
<td>50</td>
<td>55</td>
<td>56</td>
<td>54</td>
<td>69</td>
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<td>16</td>
<td>18</td>
<td>13</td>
<td>18</td>
<td>20</td>
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<tr>
<td>25 &amp; over</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>73</td>
<td>77</td>
<td>74</td>
<td>77</td>
<td>96</td>
</tr>
<tr>
<td>Gender</td>
<td>04/05</td>
<td>05/06</td>
<td>06/07</td>
<td>07/08</td>
<td>08/09</td>
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<td>-------</td>
<td>-------</td>
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<tr>
<td>Male</td>
<td>52</td>
<td>54</td>
<td>40</td>
<td>46</td>
<td>61</td>
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<tr>
<td>Female</td>
<td>21</td>
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<table>
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<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
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<tr>
<td>Non A-level</td>
<td>19</td>
<td>18</td>
<td>14</td>
<td>24</td>
<td>34</td>
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<td>A-level</td>
<td>54</td>
<td>59</td>
<td>60</td>
<td>53</td>
<td>62</td>
</tr>
<tr>
<td>Of which ≤200 UCAS</td>
<td>29 (53%)</td>
<td>30 (51%)</td>
<td>26 (43%)</td>
<td>17 (32%)</td>
<td>22 (35%)</td>
</tr>
</tbody>
</table>
• Problem – Perception of Accountancy

Accountancy is all about numbers

WRONG
Wrong but why?

Accountants have to:
- produce financial statements
- provide information for decision makers
- be critical thinkers
- write lengthy reports
- present to clients
- meet the competencies required by graduate employers
Prior to 2006 we adopted a ‘bolt on’ approach to skills development: Data from 2005

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Note-taking</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Academic Writing</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Assignment Planning</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Review</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Reflection</td>
<td>20</td>
</tr>
</tbody>
</table>
In 2006 we were asked to lead a new module and to consider how to solve the following issues

- Personal development planning
- Academic skills
- Vocational skills
- Professional Body requirements
- Reflective writing
- Regular use of formative exercises
- Enhance the personal tutor system
- Encourage placements
- Shift student focus from numeracy
So overall a fairly easy problem to solve
But how to address the skills issue?

Ask any lecturer to teach skills you are likely to get a reaction

Inform the students that you are going to teach them skills and you will probably get this reaction

Students’ attitude – negative

Basic Skills and Key Skills – 7, 11 etc

Skills, skills and yet more skills

They “think” they have enough
Whilst looking for alternatives to the question of skills we discovered the work of Kubler and Forbes (2006) – Student Employability Profiles

I attended the Peter Forbes presentation at the 2006 employability conference in which he demonstrated the employability profiles and to quote a common expression “the rest is history”
Our solution was to embed employability into AIO.
Embedding employability but why?

- Bolting on skills had previously failed
- Embedding is confirmed by Wingate (2006) who suggests
  - “to enable students to achieve the complex level of learning, an embedded approach with a long term developmental approach would also be desirable.”
  - “that Universities should focus resources on educational developmental initiatives, which enable staff to effectively enhance student learning.”
- Brown (2009) claims “it is not enough for universities simply to teach the curriculum, employability skills must be foremost”.

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But not in isolation

Yr 1  Yr 1  Law  AIO  Management & Cost Account.

Yr 2  Yr 2  Yr 2  Info Sys  Fin. Man.  Yr 2


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Assessments 50/50

• Portfolio of evidence based on the students’
  – Personal evaluation of the 27 employability competences at the beginning and at the end of the module
  – Consideration of their strengths and development opportunities and reflection on each exercise during the throughout the year
  – Final reflection on at least four key development areas as indentified through the module

• Group Presentation based on the module lectures linked to business related areas – structure, finance, accountancy, ethics, Government influence, supply and demand.
How did we develop the AIO program?

- Sandwich years were introduced in our degree program in 2002 when our first student went on a placement.
- So we decided to use a theoretical placement company called G.R. Adco Ltd that the students would initially apply for a placement position.
- All students would be accepted by the company and given a series of interesting ‘graduate’ style tasks to participate in throughout the year.
- Placements have risen to around 25 students per year.
- This focus on placement is supported by much literature.
Literature

- Koh and Koh (1999) - National Service impact on male degree performance
- Gracia and Jenkins (2003) - final year performance and placement
- Surridge (2008) developed and quantified these ideas in his research
- Ward (2006) - placements impact on the students’ achievements
What sort of content have we included?

- Employability competences self review
- Essay writing
- Learning styles
- Individual Learning Profile
- CV and Covering letter exercises
- Professional Body Business Game
- Business Meeting and Report writing
- Strauss Pricing Exercise
- Flintoff Accounting Analysis
- University presentation

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Why did we develop the AIO program in this way?

- The Bedford Committee (1986) - Graduate inadequacies (supported by Patten and Williams 1990 and ICAA 1994)
- CPA Australia (2002) - equipping graduates for professional practice
- Bowden and Masters (1993) - classroom concepts and the workplace {supported by Crebbin (1997), Wiggin (1997), Yap (1997) and Yasukawa (1997)}.
- Key development areas indentified are critical thinking, communicating at various levels with various audiences, team working and solving business related problems.
Let’s look at some of the exercises

• Business Meeting and Report Writing

• Strauss Pricing Exercise

• Flintoff Accounting Analysis
• Students participate in a ‘board’ meeting to discuss and resolve a number of Company issues

• Typical competences that the students would explore are:

| Organisational Understanding | Written Communication |

• However using the competency grids this could be extended to the following:

<table>
<thead>
<tr>
<th>Adaptability/flexibility</th>
<th>Decisiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Awareness</td>
<td>Influencing</td>
</tr>
<tr>
<td>Interpersonal Sensitivity</td>
<td>Listening</td>
</tr>
</tbody>
</table>
Business Meeting and Report Writing

• What do the students think?
• What do the students say?
  – Judgement - In my History A-level ... I was advised not to make judgements and to stay unbiased, so I didn’t support either side of an argument and this worked as I got an A-grade. In this exercise I realised that I must evaluate the arguments and come to a decision rather than sit on the fence. I am going to try to turn a past weakness into a strength’
  – Leadership – ‘I had a disastrous experience at school when being forced to be team captain and we lost badly ..... This task shows that I can do it (leadership) but I know I can develop my leadership skills even further’
Strauss Pricing Exercise

- Students must help a client price a new product and produce a series of budgets to inform the process.
- Typical competences that the students would explore are:
  - Technical knowledge
  - Team Working
- However using the competency grids this could be extended to the following:

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Financial Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Awareness</td>
<td>Decisiveness</td>
</tr>
<tr>
<td>Leadership</td>
<td>Planning and Organising</td>
</tr>
<tr>
<td>Tolerance for stress</td>
<td>Image</td>
</tr>
</tbody>
</table>
Strauss Pricing Exercise

• What do the students think?
• What do the students say?
  – “When I discovered we had to do presentations my heart skipped a few beats and I was hit with nerves. Could I fake illness to get out of doing them? – the formative process … has really helped me overcome the fears of presenting and I am finding ways of managing the stress.”
  – “Ever since starting school I have never enjoyed taking the lead or taking responsibility for a task. I felt quite pleased when my team asked me to be a team leader as this gave me the opportunity to get over my fears and take control of a situation”
Students analyse a client’s manual accounting records then attempt to persuade them to use software instead.

Typical competences that the students would explore are:

<table>
<thead>
<tr>
<th>Technical knowledge</th>
<th>Written Communication</th>
</tr>
</thead>
</table>

However using the competency grids this could be extended to the following:

<table>
<thead>
<tr>
<th>Achievement Orientation</th>
<th>Professional Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational sensitivity</td>
<td>Creativity</td>
</tr>
<tr>
<td>Judgement</td>
<td>Influencing</td>
</tr>
</tbody>
</table>
• What do the students think?
• What do the students say?

– Influencing - “In the past I have never been good at influencing people’s decisions, but I really enjoyed this task of advising Andrew Flintoff to change and use electronic accounts”

– Professional expertise - “When I was writing the letter I had to draw on things I had learnt in Financial Accounting … I struggled with this and had to go back over the things I had learnt to enable me to apply it in a practical way”
The way forward?

- Students are still developing we have only just started the process
- Employability competences need to be regularly revisited not just in AIO but across the whole course
- The current exercises can only address limited issues
- New materials and ways to gain engagement need to be developed especially for those who need it most
- If we could wave a magic wand what areas would we ask to solve?
  - time management, planning and organisation,
  - commercial awareness and life long learning
Selected Comparisons of Competency Importance Ratings

![Bar Chart showing comparisons of competency ratings across various categories such as Creativity, Financial Awareness, Adaptability, Commercial Awareness, Leadership, and Teamwork, with data for UK and non-UK and male and female comparisons.]

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Employability in the curriculum

Employability education is an essential part of university education

Employability education should be a feature of all modules

Employability education should be a feature of just one module

Employability education should be a feature of all years at university
“...I have made some big personal developments since starting university... these I personally think came from completing this portfolio but I have to say it has not been easy. The portfolio has been one of the hardest tasks I have ever been a part of ...

The best thing about this portfolio is that it hasn’t felt like an assignment ... it has really felt like a journey where I opened myself up and ‘identified’ my deepest weaknesses to make myself better which is something I never would have done

... After everything I have been through with this portfolio I think that the mark I will receive isn’t important as the way it has changed me as a person is far more valuable.”
"I wanted to tell you about the management diploma ... It is obvious to me that my fellow graduates (on the scheme) did not have the benefit of these sessions at their universities. The diploma has a massive emphasis on personal development using regular self assessments and reflective logs ... Although I whinged at the time, the logs have made this task almost second nature to me ... My work is issued to my peers as exemplary; it is acknowledged by my mentors and reported back to the managers of the company."
Are we getting there?
This email extract was received from a 2009 graduate a few months ago:

• It would probably be a good time to say ... how valuable your module, words of wisdom and help was in getting me here – thank you John.

• I only wish that I could give back some words of wisdom in how to get your students to buy in to the concept of PDP and soft skills because they are definitely the key to getting onto good graduate schemes and becoming well rounded professionals – just like you said they would."

Inspiring tomorrow’s professionals


