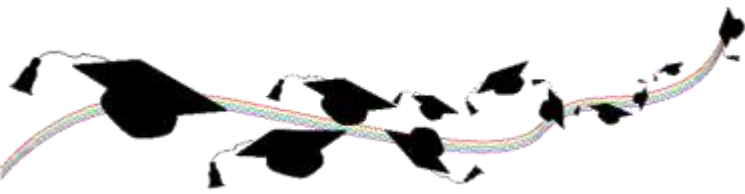




Outduction

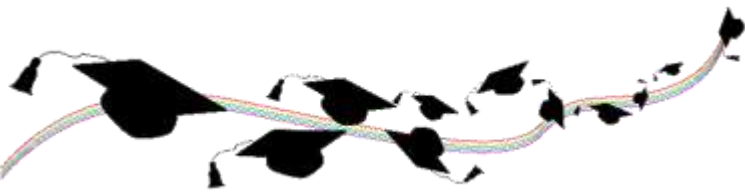
Enhancing Employability

Dissemination Event
University of Bradford
July 20, 2011



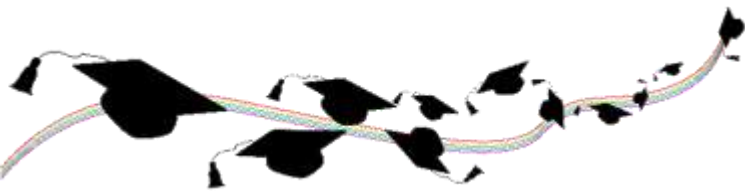
Overview

- Context
- ‘Internships’ in the Outduction Project
- Some Bradford Examples
- Discussion

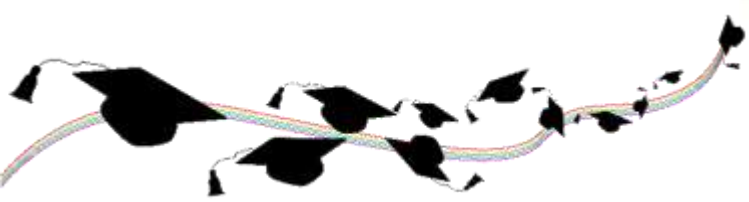
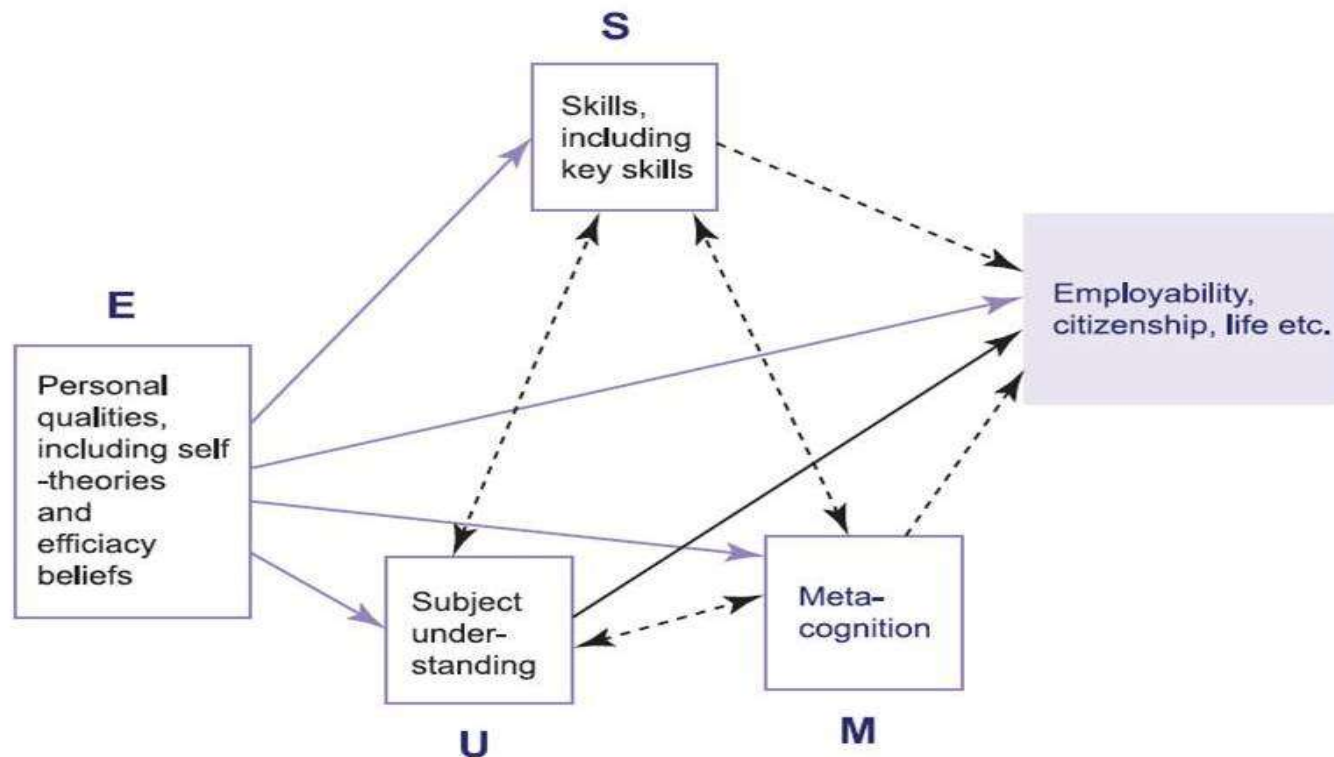


Employability Context

- Imperative on Higher Education institutions to develop employability, and to be clear with students about their 'offer' relating to employability.



Employability Context: USEM (Yorke & Knight, 2006)



Employability Context: Graduate Skills

Council for Industry and Higher Education (2008)
– Top 10 skills and capabilities identified by graduate employers

Communication skills

Integrity

Confidence

Planning & organisational skills

Numeracy (good with numbers)

Teamwork

Intellectual ability

Character / personality

Literacy (good writing skills)

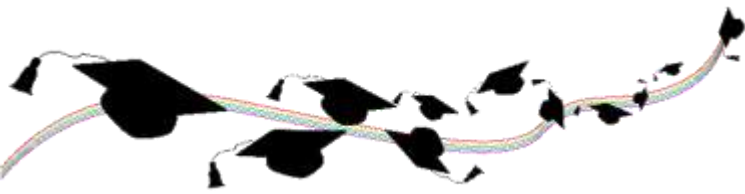
Analysis and decision-making



Employability Context: Critical Readings

- Focus on individual factors (e.g. skills and attributes) potentially ignores other dimensions:
 - personal and household circumstances, access to travel resources...
 - demand factors – state of economy, demand for graduates, vacancies...

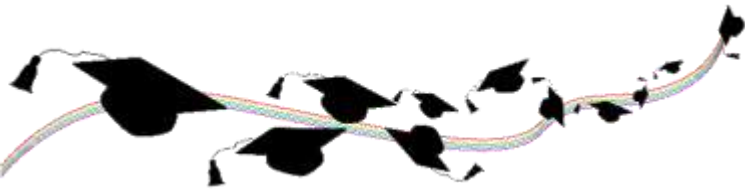
e.g. McQuaid and Lindsay (2005)



University of Bradford Employability Statement

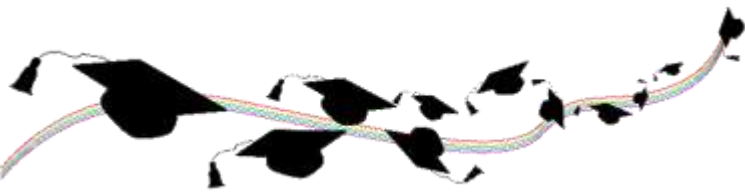
Here at Bradford we use the term employability to describe a graduate's **capacity to engage in meaningful professional level work**. The career which someone chooses will depend on personal beliefs, values and motivations. The success which an individual has in attaining his/her career goals will depend on understanding the requirements of individual employers, the ability to be self-aware, to be clear about personal strengths (and weaknesses) and above all to engage in a (sometimes) highly competitive process of making applications.

Students develop their employability potential by engaging fully in their academic programme, by engaging in extra- curricular activities and student societies, by gaining experience of the world of work, or volunteering, and through active self reflection - learning about themselves, taking active steps to identify and develop any weaknesses.



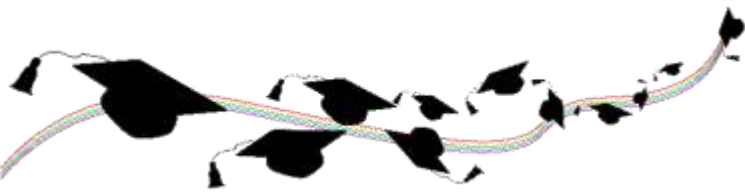
University of Bradford Employability Statement

- HE Academy [review of employability statements](#) (2011) for HEFCE cites Bradford's as 'well written' and selects it as one of fourteen exemplars, being 'above average for the sector'.



Some Bradford Examples

- Outduction ‘internships’ as extracurricular activity.
- SCIM: Final year teamwork, Mark Goodliff
- Careers & SoLS: Lab for Life (case study & poster), Catherine Gregory & William Martin



Discussion

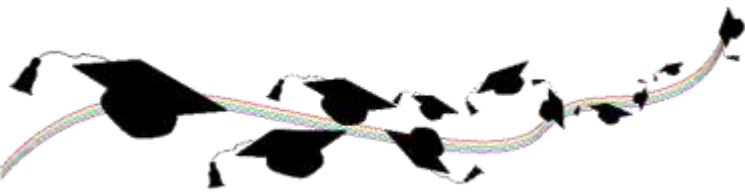
- What are the relative merits of curricular and extra-curricular approaches to the development of employability?
- What place for work-based and work-related learning (and other variants)?
- What is the most appropriate employability related provision for the Final Year?



Enhancing Employability in the Final Year

Watts (2006): DOTS model

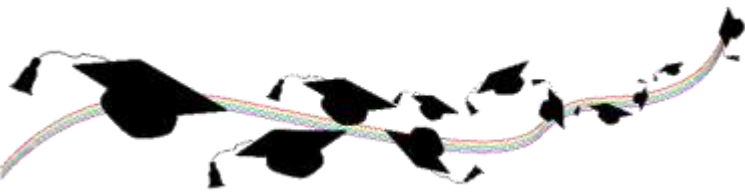
- Earlier activities – **self-awareness and opportunity awareness**
- Later activities – **decision making skills, ‘transition learning’ (job search, self-presentation)**



Enhancing Employability in the Final Year

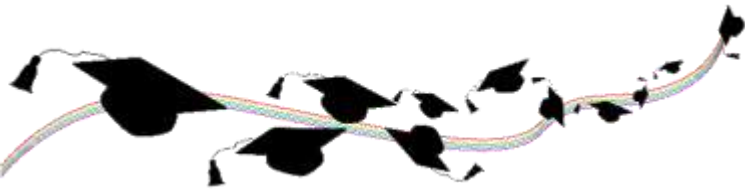
Yorke & Knight (2006): Capability Envelope

- exploration stage
- series of learning activities through the programme of study
- progress review running alongside
- demonstration stage: “in which the student is expected to integrate what has been learned ...and to demonstrate what he/she can do as a result.” (p.19)



Enhancing Employability in the Final Year

- So proposed priorities for final year:
 - integration
 - demonstration (application in realistic setting?)
 - presentation
 - preparation for transition out = outduction
- Capture this through reflection and self-awareness/
presentation.
- Blend of curricular, co-curricular and extra-curricular
learning.





Related Project

- [Creating Future Proof Graduates](#) – NTFS project at Birmingham City University





Reference

- Archer , W. and Davison, J. (2008) [Graduate Employability: What do employers think and want](#), Council for Industry and Higher Education, London.
- McQuaid, R. and Lindsay, C. (2005) The concept of employability, *Urban Studies*, 42, 2, 407-21.
- Yorke, M. and Knight, P. (2006) [Embedding employability into the curriculum](#), Higher Education Academy, York.
- Watts, A.G. (2006), [Career Development Learning and Employability](#), The Higher Education Academy: York.