A Future Focus – Employability for English

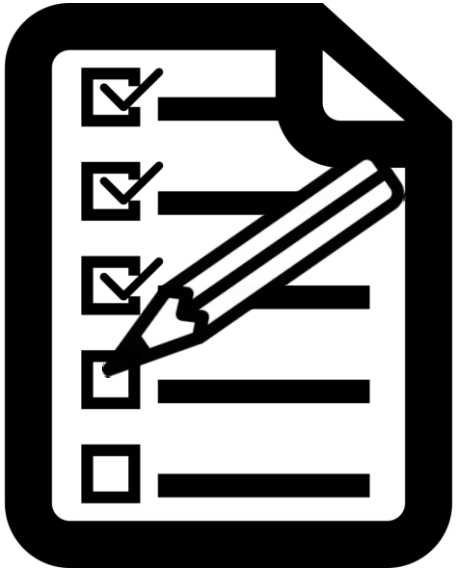
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Monday 16th September 2019


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Overview

- Employability context
- What is employability?
- Shifting expectations of HE
- English & Employability
- Looking forward
- Points to consider



Context & the strategic importance

































Context & the strategic importance

- The Media – the value of Higher Education?
- ‘Consumerisation’ of HE
- League Tables
- Graduate Outcome Survey
- Longitudinal Education Outcomes (LEO data)
- UG & PG
- Fiscal changes
- National Student Survey (NSS) (student satisfaction, engagement)
- OfS Strategy and Business Plan (April 2018)
- Teaching Excellence Framework (TEF)
- Uni Stats
- Student Choice
- Sustainability



A contested topic

- Despite the use of the term ‘employability’ at the highest level, it still remains a contested term used in a range of contexts (Hillage & Pollard, 1998).
- Gazier, (1998:298) (Cited in McQuaid & Lindsay, 2005:197) states employability is ‘a fuzzy notion, often ill-defined and sometimes not defined at all.’
- Philpott (1999) describe employability as a ‘buzzword’ which is often used but which is interpreted in a number of ways.
- Williams et al. (2015) highlight the definition of employability has evolved over the years and still continues to be contested.
- Gedye & Beaumont (2018) Employability is elusive and there have been a wealth of interpretations across different disciplines

Defining Employability

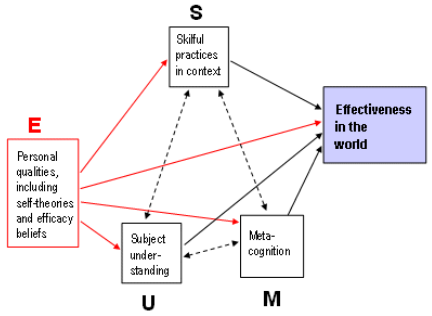
"A set of achievements - *skills, understandings and personal attributes* - that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."

HEA ESECT working definition: Yorke (2006:8).

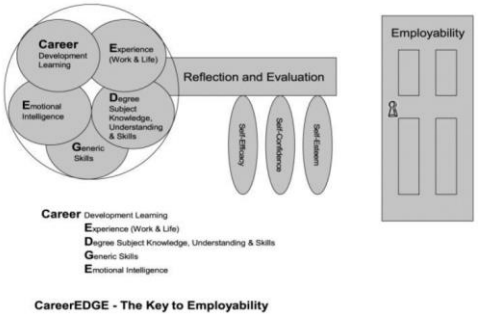
Examples of models of/for employability

- DOTS – Law and Watts, (1977/1996)
- USEM - Knight and Yorke (2004)
- SOAR – Kumar (2007)
- CareerEDGE – Dacre Pool & Sewell (2007)



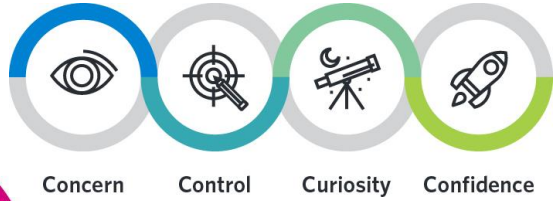


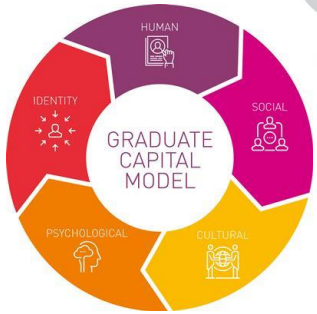


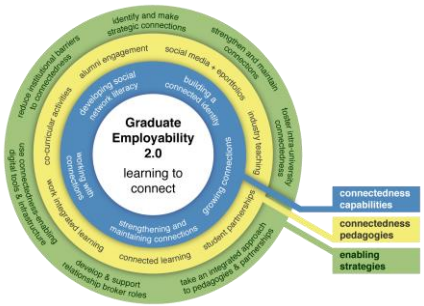


Examples of models of/for employability

- Career Adaptability – Saviskas (1997/2013)
- Graduate Capital Model – Tomlinson (2016)
- Graduate Employability 2.0 – Bridgstock (2016)
- Literacies for Life – Bennett (2017)









What does the research tell us?

- It’s complex - but important
- Academics need to be convinced of the value
- We have a number of models
- We describe how we ‘do it’
- There is very little in relation to the praxis involved



More than just a job:

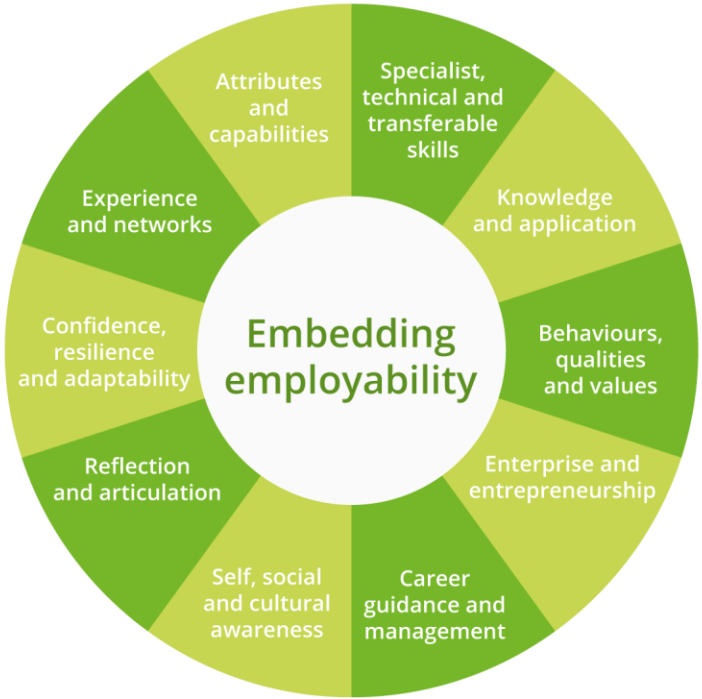
GOS
graduate outcomes survey

‘EMPLOYMENT’ NOT ‘EMPLOYABILITY’



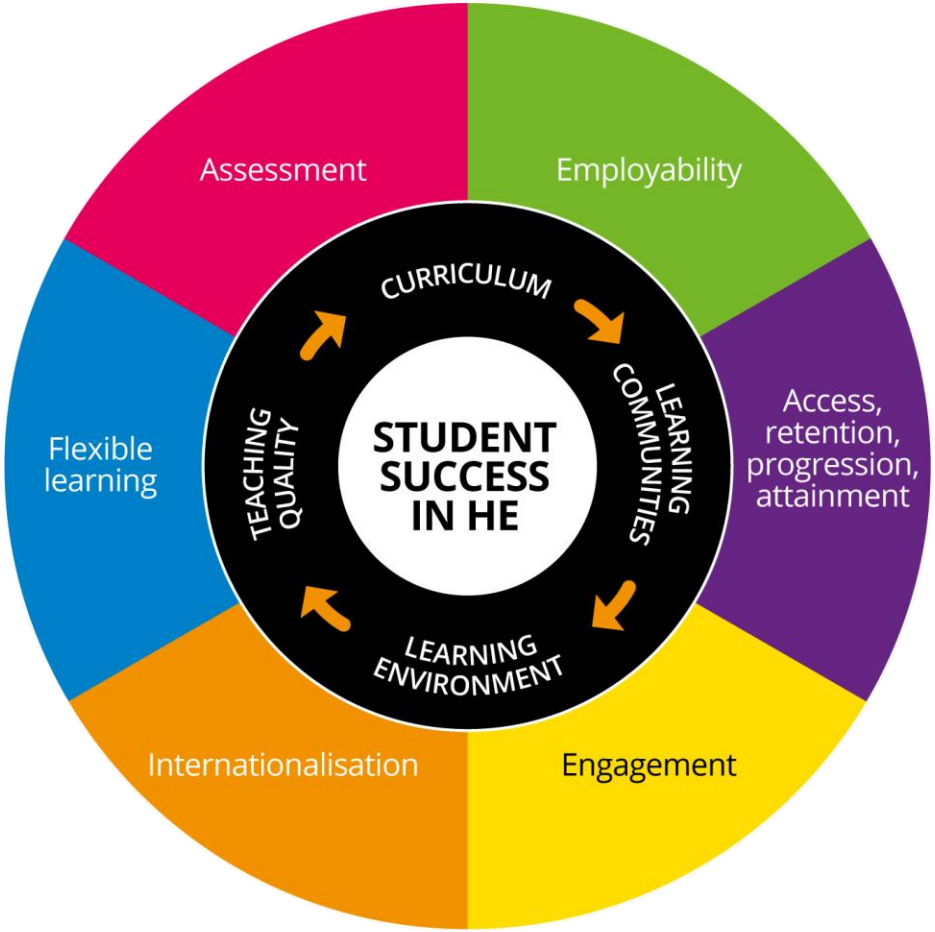


Employability inner dial (2015)



Employability as a…




Assessment
Employability
Flexible learning
Access, retention, progression, attainment
Internationalisation
Engagement
CURRICULUM
LEARNING COMMUNITIES
LEARNING ENVIRONMENT
TEACHING QUALITY
STUDENT SUCCESS IN HE

Individuals and society are expecting a different return on their investment in a university degree

Change is accelerating

Some jobs will disappear, others will grow and jobs that don't even exist today will become commonplace. What is certain is that the future workforce will need to align its skillset to keep pace. (Gray, 2016)



(Just some of the) Inventions since 2000

























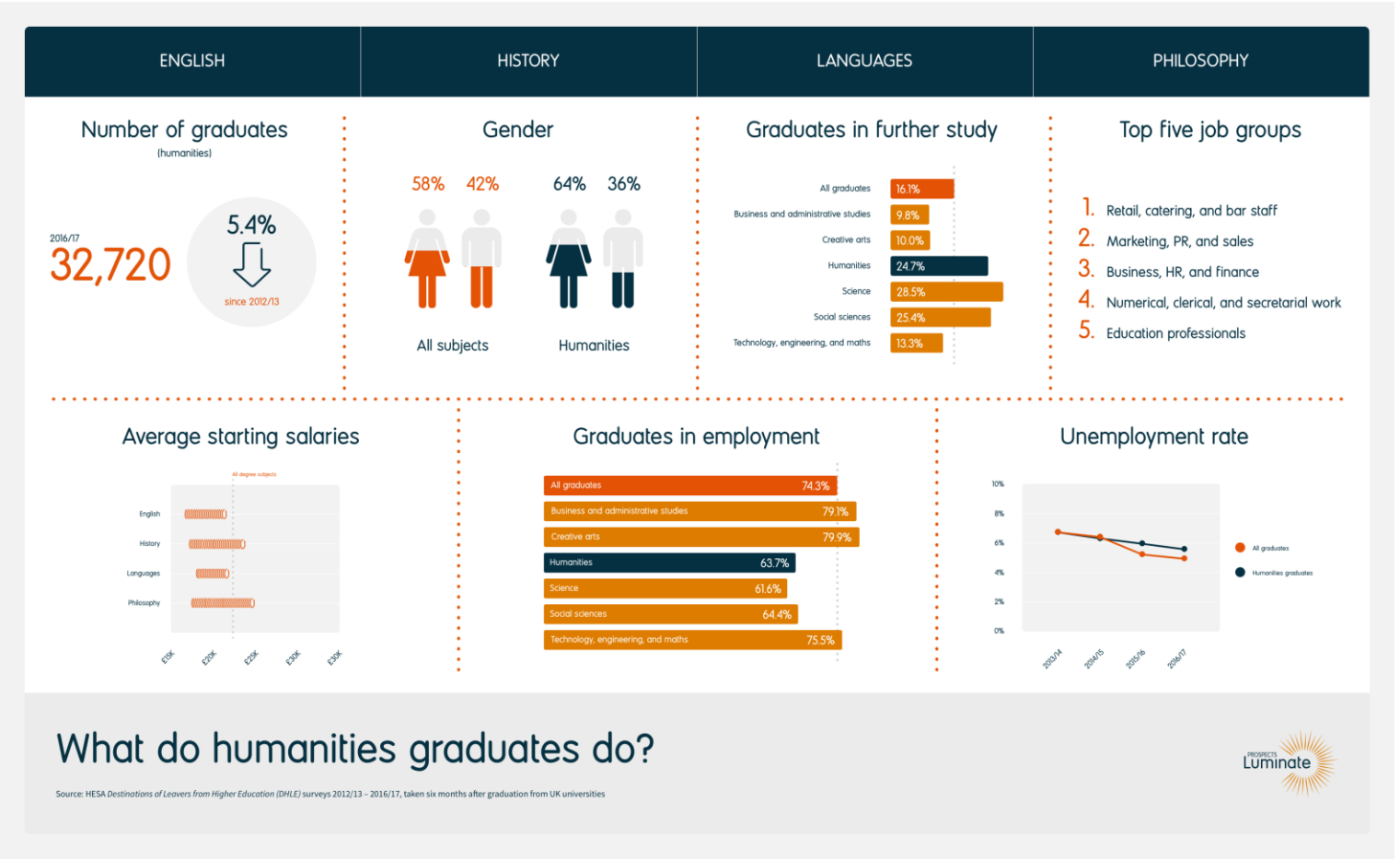









10:24
HSBC
SAMSUNG
SAMSUNG


ENGLISH
HISTORY
LANGUAGES
PHILOSOPHY
Number of graduates
(humanities)
2016/17
32,720
5.4%
since 2012/13
Gender
58%
42%
All subjects
64%
36%
Humanities
Graduates in further study
All graduates
16.1%
Business and administrative studies
9.8%
Creative arts
10.0%
Humanities
24.7%
Science
28.5%
Social sciences
25.4%
Technology, engineering, and maths
13.3%
Top five job groups
1. Retail, catering, and bar staff
2. Marketing, PR, and sales
3. Business, HR, and finance
4. Numerical, clerical, and secretarial work
5. Education professionals
Average starting salaries
All degree subjects
English
History
Languages
Philosophy
£15K
£20K
£25K
£30K
£35K
Graduates in employment
All graduates
74.3%
Business and administrative studies
79.1%
Creative arts
79.9%
Humanities
63.7%
Science
61.6%
Social sciences
64.4%
Technology, engineering, and maths
75.5%
Unemployment rate
10%
8%
6%
4%
2%
0%
2013/14
2014/15
2015/16
2016/17
All graduates
Humanities graduates
What do humanities graduates do?
Source: HESA Destinations of Leavers from Higher Education (DHLE) surveys 2012/13 – 2016/17, taken six months after graduation from UK universities
PROSPECTS Luminate

Looking forward

The top 5 soft skills companies need most in 2019

Based on research from LinkedIn Learning

1. Creativity
2. Persuasion
3. Collaboration
4. Adaptability
5. Time Management

Source: LinkedIn

2022 Skills Outlook

WORLD ECONOMIC FORUM

COMMITTED TO IMPROVING THE STATE OF THE WORLD

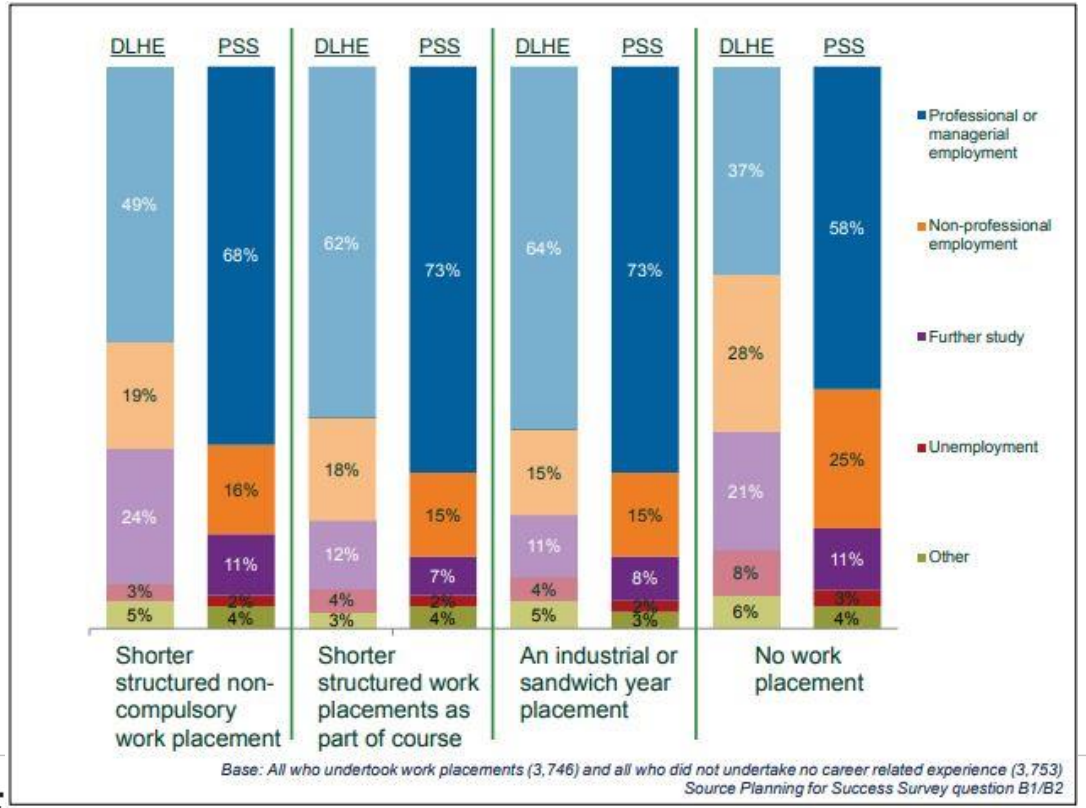
Growing

1. Analytical thinking and innovation
2. Active learning and learning strategies
3. Creativity, originality and initiative
4. Technology design and programming
5. Critical thinking and analysis
6. Complex problem-solving
7. Leadership and social influence
8. Emotional intelligence
9. Reasoning, problem-solving and ideation
10. Systems analysis and evaluation

Declining

1. Manual dexterity, endurance and precision
2. Memory, verbal, auditory and spatial abilities
3. Management of financial, material resources
4. Technology installation and maintenance
5. Reading, writing, math and active listening
6. Management of personnel
7. Quality control and safety awareness
8. Coordination and time management
9. Visual, auditory and speech abilities
10. Technology use, monitoring and control

Department of Education Planning for Success Survey (2017)
Main activity at DLHE and the PSS amongst those who had undertaken work experience placements as part of their degree and those who did not



Base: All who undertook work placements (3,746) and all who did not undertake no career related experience (3,753)
Source Planning for Success Survey question B1/B2

Points to consider:

- Enhancing employability through all aspects of the formal and informal curriculum
- Prioritising student, staff and external stakeholder engagement
- Integrating a range of professional experience opportunities
- Interdisciplinary/transdisciplinary approaches
- Developing a truly inclusive approach
- Recording and articulating the employability ‘road map’ for each and every student
- Developing a consistent approach that has connectivity across the programme
- Don’t forget your beach ball…

Future focus

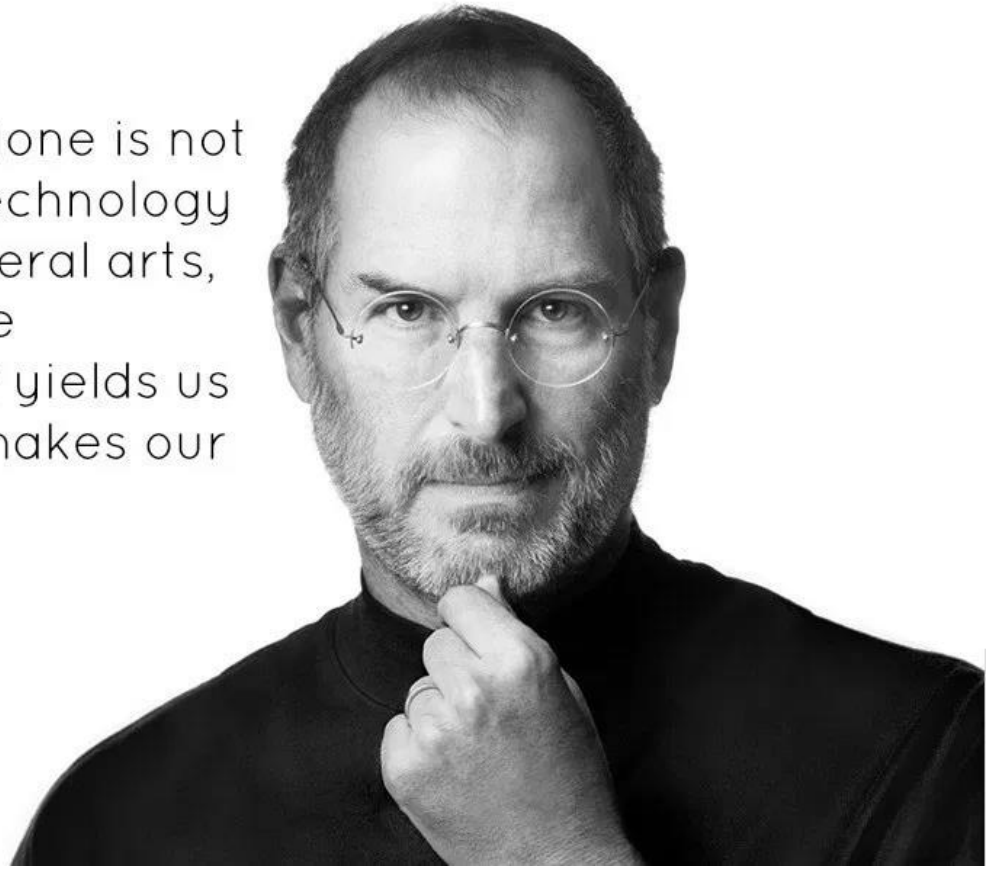
Employers aren’t interested in what your students know.

Employers are interested in what they can do with what they know.

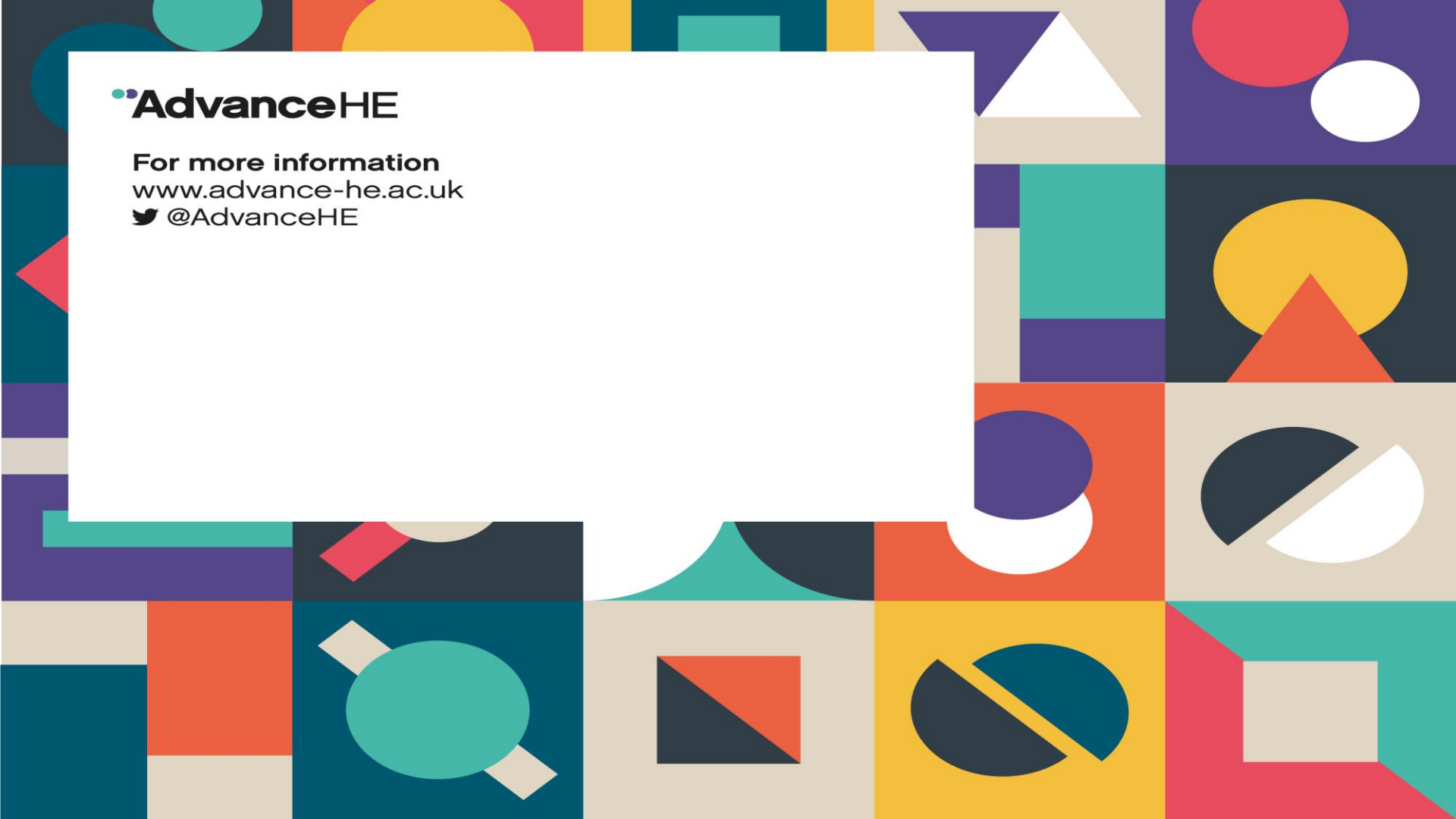


"...technology alone is not enough — it's technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing."

—Steve Jobs



Thank you – Questions?


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