ENHANCING EUROPEAN EMPLOYABILITY:
"The Implications of the Bologna Three Cycles for Employability"

FINAL PROGRAMME FOR BOLOGNA SEMINAR 13 AND 14 JULY 2006

Rationale

The Bologna Declaration which aimed to create the "European Higher Education Area" (EHEA) by 2010 was signed in 1999 by Baroness Blackstone, former UK Minister for higher education, and Ministers from 28 other European countries. Through specific objectives, the Bologna Process is working towards developing a coherent European higher education space to foster employability and mobility in Europe. It also aims to increase the competitiveness of European higher education in the world.

'Bologna' is an inter-governmental process resulting in a common commitment by Ministers to an action programme. As an intergovernmental process, Bologna decision-making takes place through the biennial Ministerial summits. The first summit took place in Prague, in 2001, and the most recent took place in Bergen in May 2005. London will host the next ministerial review in May 2007.

The work programme is taken forward in working groups and through intermediary official Bologna seminars. Seminar recommendations are submitted to the Bologna Follow Up Group for discussion and, if accepted may influence the next Ministerial communiqué.

The Bergen communiqué identified a need to increase the employability of graduates with bachelor qualifications and to create opportunities for flexible learning paths, including the recognition of prior learning. An indication of progress made in both these areas will form part of the next stocktaking process in 2007.

The focus of this seminar on "Enhancing European Employability" Seminar will be :

- how we ensure that higher education, particularly at the Bachelor level, is relevant to the labour market
- how we ensure that employers are aware of the additional skills that a graduate, exiting at the three cycle stages, can offer.

DAY 1

9:00-9:05 Introduction by the Chair (TBC)

9.05-9.15 Jane Davidson, Welsh Assembly Government's Minister for Education, Lifelong Learning and Skills opening address.

9:15-10:30 **Session 1:** Employability at Bachelor level

Key themes: Presentations to explore what makes the Bachelor education relevant to the labour market ; and how can we educate employers better? The presentations would also explore university/business links and highlight international good practice. (Three presentations of 15-20 minutes duration.)

Chair: Professor Janet Beer, Pro VC and Dean of the Faculty of Humanities, Law and Social Science, Manchester Metropolitan University.

Speakers:
Professor Ulrich Teichler, University of Kassel, Centre of Research on Higher Education and Work
Dr Christoph Anz, Representative of UNICE and Deputy Director, Education/Vocational Training, BDA Confederation of German Employers' Associations
Professor Eamonn McQuade, University of Limerick
10:30-11:00 Open mic session

11:00-11:20 Break for Refreshments

11:20-11:40 **Bill Rammell MP, UK Minister of State for Lifelong Learning, Further and Higher Education**

11:40 -12:25 **Session 2** : Employability at Masters and Doctorate levels

Key themes: Presentations to explore the notion that higher degrees are a route through to employment, not just academia. What is the added value of a higher degree for the employer? Progression routes – highlighting good international practice. How higher degrees respond to employers needs through effective university/business links. The presentation will also have input from professional bodies. (Two presentations of 20 minutes).

Chair: TBC

Speakers
Dr Janet Metcalfe, Director UK Grad Programme
2nd speaker TBC

12:25-12:45 Open mic session

12:45-13:30 LUNCH

13:40-15:00 **Session 3**: Stakeholders

Key themes: Presentations will explore the understanding and expectation of employability – and job relevant skills, from the various stakeholders' points of view – students, employers and academia. The session will also explore statistical trends on graduate employment across Europe and the Bologna countries, where this data exists. (Four presentations of 20 minutes.)

Chair: Professor John Annette, Professor of Citizenship and Lifelong Learning, Pro Vice Master and Dean of FCE, Birkbeck College, University of London

Speakers
Graeme Roberts, Vice Principal Learning and Teaching, University of Aberdeen
TBC, ESIB
Margaret Dane, Chief Executive AGCAS
Mark Irwin, People and Organisational Development Manager, Corus Strip Products Division
Other speaker(s) TBC

15:00-16:30 Discussion

……..
DAY 2

9:30 – 11:30 **Session 4**: Interactive workshops to explore the key themes of the Seminar, identified as:

1. Embedding in the curriculum – soft skills/ sector skills
2. Links to Industry – including foundation degrees
3. Internationalisation, including mobility – work placements/ teacher mobility

Depending on take-up, up to three workshops will be available on each topic.

11:30 - 12:00 Refreshments while rapporteurs give feedback on recommendations (Working with Industry; Bologna Tools).

12:00-12:30 Final Plenary / closing thanks by Chair

The Changing Professional Relevance of the Bachelor Degree

Contribution to the Seminar "Enhancing European Employability", Swansea, 13-14 July 2006

By Ulrich Teichler

Prof. Dr. Ulrich Teichler
International Centre for Higher Education Research Kassel (INCHER-Kassel)
Email: teichler@incher.uni-kassel.de

Reference of the Bologna Declaration 1999 to the labour market

- *"The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification."*
- *This is not an issue for the UK.*
- *This is only a call for continental European universities with a tradition of long university programmes not to consider the bachelor just as a transitory stage to a "real" degree.*

"Employability": A Completely Misleading Term

- *Meaning in labour market research and policy: Making sure that persons at risk get employed somehow!!*

- The discussion does not refer to the "employment" (exchange) dimension, but rather to the "work" (links between knowledge and work tasks) dimension

„Employability“: The Employment Issues

- To get a job at all
- Job search and recruitment
- Smooth transition
- Employment success
- Competence of managing one's own career

„Employability": The Work Issues

- *Match between field of study and occupation*
- *The complex link between study and work assignment*
- *The demand: transfer skills, work attitudes, values, social skills etc.*

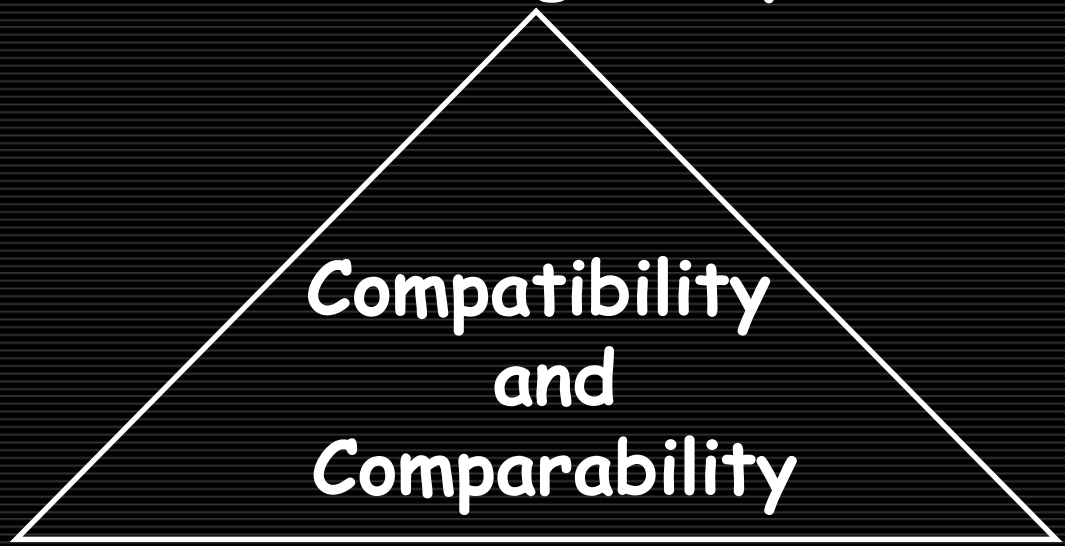
Situation in Various European Countries

- *Prior to the Bologna Process*
  - *Long academic university programmes lead to highest career level*
  - *Short applied programmes of other HEIs lead to second career level*
- *As a consequence of a Stage Degree system*
  - *Academic and applied bachelors as entry qualification to second career level?*
  - *Academic and applied masters as entry qualification to highest career levelß*
  - *Or a vocationalisation of the universities on both levels?*
- *Compare the German/Austrian, the Britsh/Japanese and the U.S. model of linkages between degree types/levels and career levels*

Employment and Work Dimensions of the Bologna Process

- *Professional relevance of the Bachelor*
- *Emphasis on levels, not types of programmes*
- *Counteract steep hierarchies*
- *Support for professional mobility*

Bologna: A Triangle of Conflicting Objectives



"Employability": The Bologna Process as a Trigger for Reconsideration

- *Reconsidering the professional relevance of study programmes*
- *In addition: Improving career-related services*

Curricula and Professions in Europe:

- *Persistent variety amidst structural convergence of study programmes?*
- *Or convergence of substance as consequence of structural convergence?*

Different National Starting Points of the "Employability" Debate

- *UK: From the "socialisation of the gentleman" to employability"?*
- *In addition: Improving career-related services*
- *Gradually counterbalancing national preoccupations or European convergenge?*

Perceived Limited Links between Study and Employment/Work and Job Satisfaction About Four Years after Graduation in Ten European Countries (percent)

Country	Little use of knowledge	Wrong field/ HE not necessary	Level of education hardly adequate	Current work situation worse than expected	Dissatisfaction with current job/work
Norway	5	3	3	7	4
Sweden	12	7	/	22	11
Finland	12	9	6	15	9
United Kingdom	25	27	18	24	18
The Netherlands	16	12	8	10	7
Germany	23	15	16	17	12
Austria	17	16	13	13	10
France	37	26	22	24	14
Spain	25	15	17	38	13
Italy	21	14	22	30	18
Total	**19**	**14**	**14**	**19**	**11**

/ Not asked in the questionnaire

CHEERS Graduate Survey 1999

Explanation of Job Satisfaction by Characteristics of Professional Situation in Ten European Countries

(multiple regressions; standardized regression coefficients)

Country	Aspects of professional situation							Percent explained (R^2)
	Work auto-nomy	Status and career	Use of knowledge and skills	Social communi - cation	Leisure time/ family	Job security/ routine	Useful-ness for society	
Norway	0.29	0.12	0.23	0.11	0.04	0.08	-0.05	35,6
Sweden	0.21	0.11	0.08	0.05	-0.04	-0.15	-0.05	11,1
Finland	0.29	0.16	0.15	0.15	0.02	0.13	-0.03	35,6
United Kingdom	0.25	0.21	0.16	0.16	0.04	0.01	0.00	36,5
The Netherlands	0.34	0.07	0.12	0.16	0.02	-0.01	-0.01	29,4
Germany	0.27	0.20	0.09	0.18	0.03	0.14	-0.05	33,6
Austria	0.29	0.17	0.13	0.14	0.00	0.13	-0.01	33,8
France	0.31	0.15	0.15	0.14	0.01	0.07	0.06	39,6
Italy	0.29	0.16	0.18	0.06	-0.07	0.04	0.04	37,0
Spain	0.18	0.12	0.22	0.16	-0.03	0.02	0.04	33,8

Explanation of the regression model: Dependent variable "job satisfaction" (Question G1: Altogether, to what extent are you satisfied with your current work? Scale of answers from 1 = 'Very satisfied' to 5 = 'Very dissatisfied'); Seven independent index variables based on 19 items characterizing the professional situation (Question G3: "To what extent do the following characteristics of an occupation apply to your current professional situation?" Scale of answers from 1 = to a very high extent to 5 = not at all). Source: CHEERS Graduate Survey

Common Demands for Curricular Change?

- Increasing professional relevance
- More practice-oriented learning
- Learning to learn
- Learning working techniques
- Emphasis on socio-communicative skills
- Transferable skills
- Preparation for mobility
- Training for self-management of career

The World of Work and the Responsibilities of the University

- *The ivory tower university*
- *The subordinated university*
- *The knowledgeable, reflective university*
- *The pro-active university*

Strategies for Bachelor Programmes

- The propedeutic approach
- The bonsai university approach
- The generalistic approach
- The vocational approach
- More creative options?

Enhancing European Employability

"The implications of the Bologna Three Cycles for Employability"

Employability – how to reach and what does it mean?

Dr. Christoph Anz,
Deputy Director
Education / Vocational Training

Structure

- Importance of Employability
- Lifelong Learning
- Career Service Centre
- Personal responsibility and initiative
- Definition of Employability
- Guidelines for study programmes
- Forms of Co-operation

Importance of Employability

- Qualified staff is crucial
- Extending and refreshing knowledge
- Changes on the labour market
- Support by Higher Education Institutions

Lifelong Learning

- New understanding of a HE degree
- Different types of students
- Providers of further education
- Opening of HE institutions

Career Service Centre

- Link between HE institution and the labour market
- Exchange of information and experiences

Personal responsibility and initiative

- Reflecting on own competence profile
- Proactive development of competences
- Investing in own employability

Definition of Employability

Employability includes:

- the ability to act independently within a specific professional field;

- the ability, willingness and commitment to develop the skills and competences needed for a specific job;

- the ability and willingness to reflect on one´s own profile of competences; self-promotional and career-development skills

Guidelines for study programmes

- Employability as a strategic goal of Higher Education Institutions
- Close, flexible and continuous cooperation
- Checklist of criteria:
  - Programme development
  - Programme implementation
  - Goal attainment
  - Quality assurance

Forms of Co-operation

- Campus co-operation
- Sponsoring
- Representatives of enterprises as part of the teaching process
- Types of Higher Education Institutions
- Common goals

Contact details

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Employability and Bologna

Eamonn McQuade

University of Limerick

Ireland

Thursday 13th July 2006

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Responding to

- **The generic nature of the Bologna Accord**
- **The specific national employability needs**

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Third level education in Ireland

- 7 Universities
- 13 Institutes of Technology
- Some private providers
- 143,271 full-time students (CSO 2004)

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Bologna implementation

- Bologna Promoters
- National Qualification Authority of Ireland and National Qualifications Framework
- ECTS and Diploma Supplement
- Bologna models
  - 3+2
  - 4+1
  - 3+1+1 (3+2+1)

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Research

- Science Foundation Ireland and the Programme for Research in Third Level Institutions
- National Development Plan 2007-2013 provides €3.8 billion for research

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Precipitating Concerns

- Competitiveness falling – cost base rising
- Actual and inevitable loss of higher quality jobs to lower labour cost countries
- The skills and competencies that have served Ireland well in the past may not be adequate in the future
- **The employability needs are changing dramatically**
- We at PUII need to understand the dynamics of the emerging environment and the role that education should play

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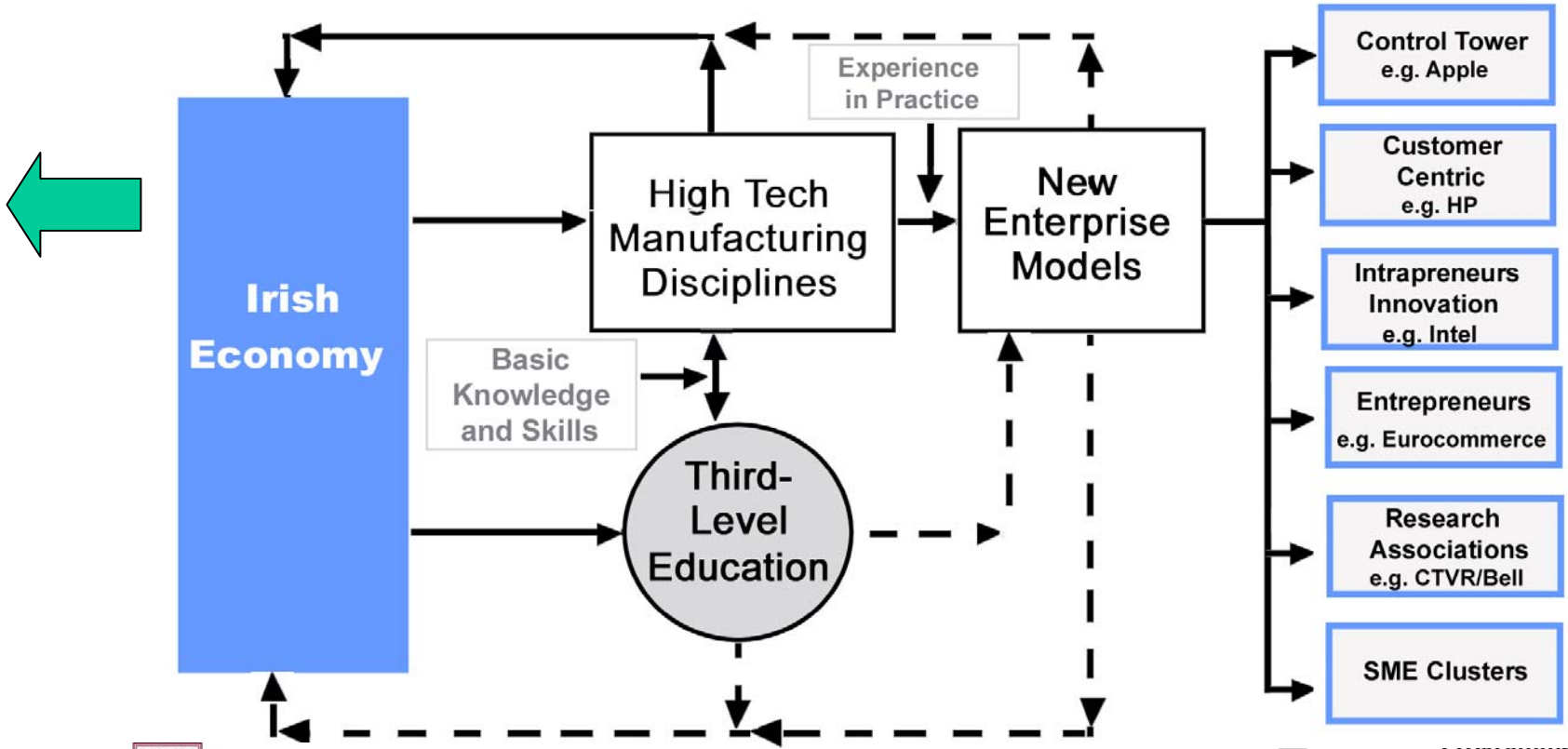
Value-Add Models



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Scenario

Importing cutting edge product and process technologies

Importing people with cutting edge expertise

Paying close attention to the needs of the existing FDI companies

Developing Irish people and technologies at the cutting edge

Developing Irish people with cutting edge expertise of value chain optimisation

Creating wealth and employment in Ireland based on people, technologies and applications at the cutting edge

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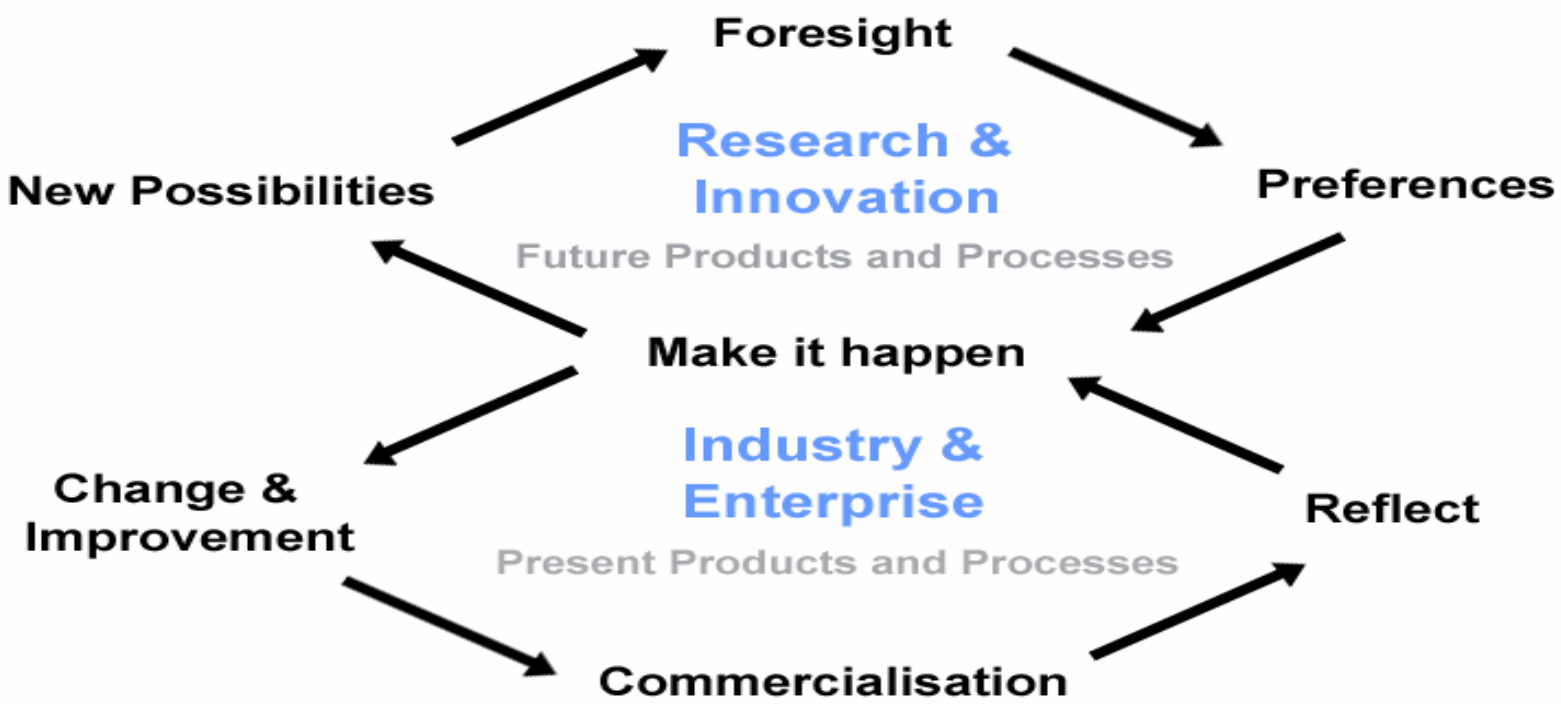
The Development Cycle

The development cycle[1] given below illustrates how the research and innovation communities should interact with the industry and enterprise communities.



1. Developed from Lindquist K, "Learning region initiatives as a collaborative strategy", EUCEN 27 Conference, University of Limerick, June 2004.

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(PUII)

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PUII Aims

- Identify the skill sets and technical competencies needed by individuals to contribute to the future economic development of Ireland
- Research and pilot new and innovative learning models that deliver education and training for next generation employability
- For students in full-time education
- For people in full-time employment

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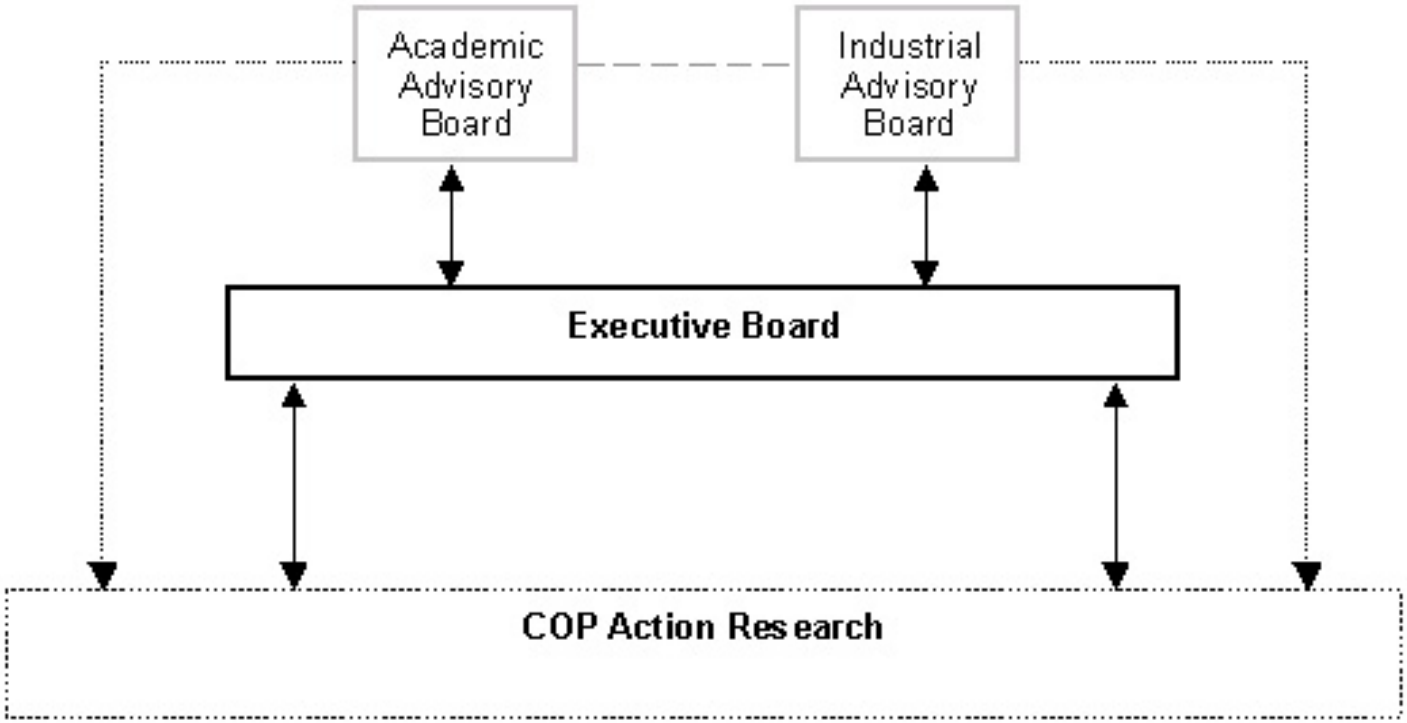
PUII Organisational Structure



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Capturing the Authentic Voice of Industry

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Getting a handle on the skills and competencies required of individuals for next generation employability

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Communities of Practice (COPs)

COPs are a data collection method.

- **COP1 -** Competencies for Next Generation Employability
- **COP2 -** In-Company, Technology Enhanced Instruction, Learning and Training
- **COP3 -** Moving SMEs towards Next Generation Employability
- **COP4** – Developing Competencies in the Workplace
- **COP5 -** The Teaching, Learning and Development of Professional Transferable skills

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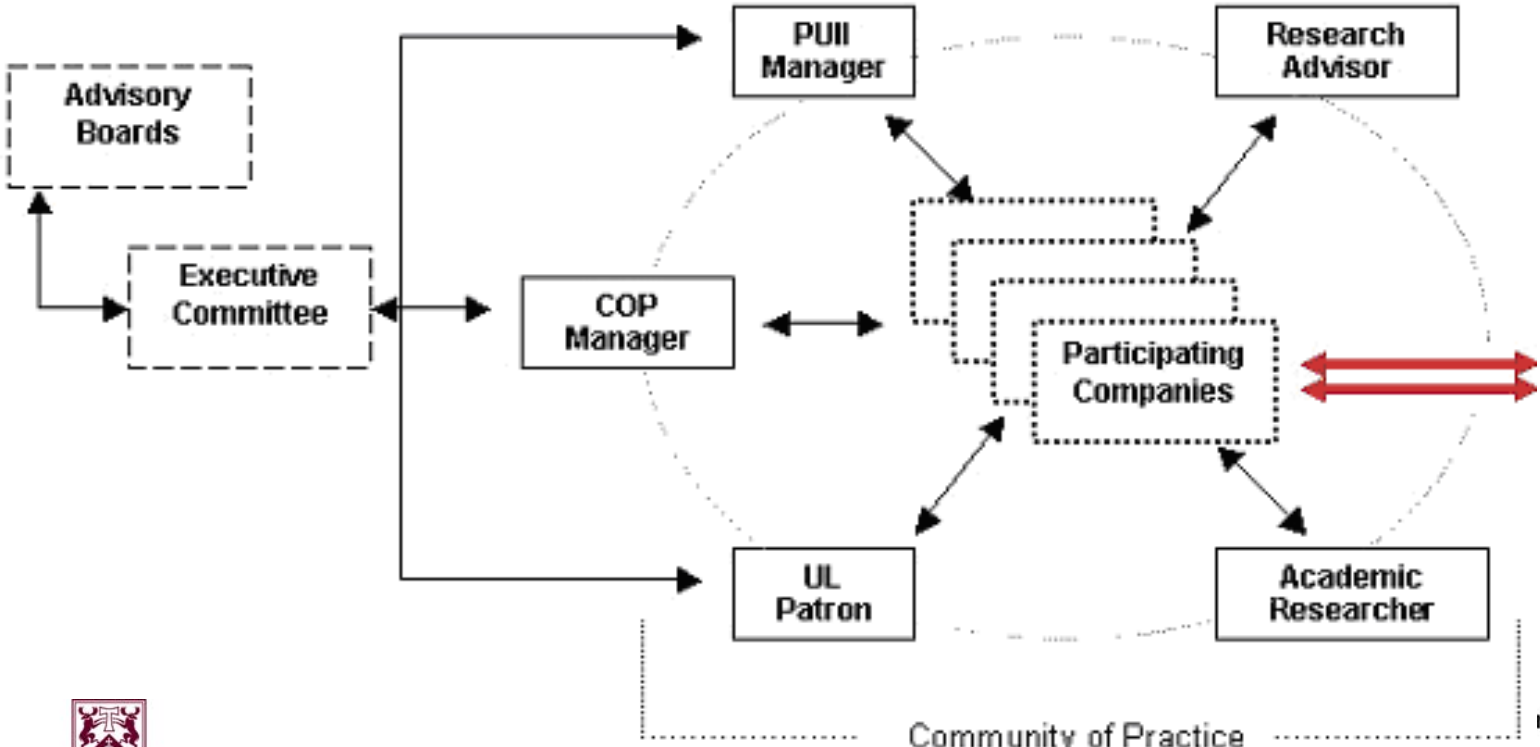
PUII COP Structure



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Typical COP Activities

- 6 meetings over 6 months
- Addressing selected questions
- Presentations by participating company
- Presentations by PUII researchers
- Presentations by outside experts
- Brain-storming
- Discussion of issues
- COP report preparation

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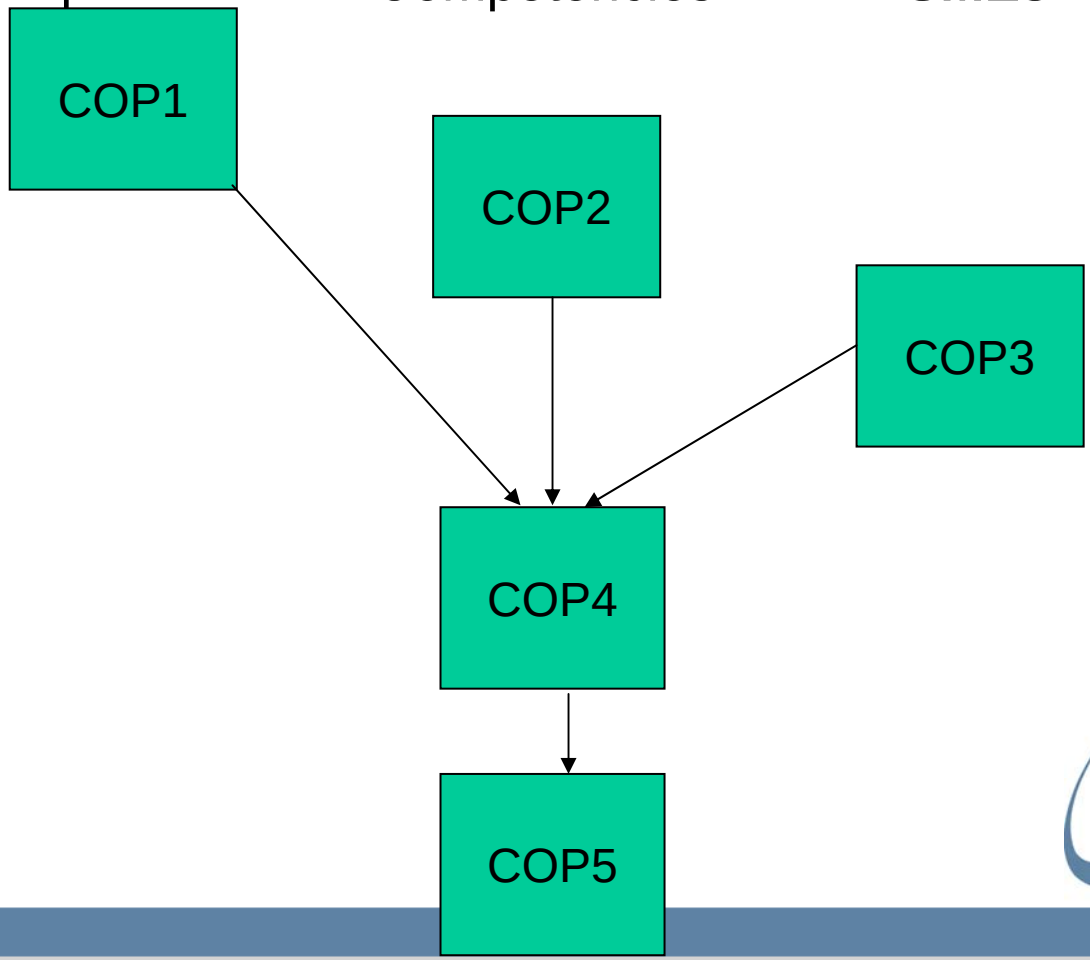
COP Relationship

Identifying Skills and Competencies

Delivering Skills and Competencies

Skills and Competencies in **SMEs**



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COP1 Skills and Competencies

(*#) Top 10 Future Competencies

		Technical	Intrapersonal	Interpersonal	Business
1	**H**R Management	X			
2	ICT skills	X			
3	Information Management	X			
4	Language Skills	X			
5	Priority Setting	X			
6	Project Management	X			
7	Supply Chain Management **(*8)**	X			
8	World Class Manufacturing Standards	X			
9	**C**reativity, Innovation, Intrapreneurship, Entrepreneurship **(*2)**		X		
10	Flexibility		X		
11	Individual Ownership of Career Development		X		
12	Reflection		X		
13	Stress Management		X		
14	**C**ommunication Skills **(*3)**			X	
15	Conflict Resolution			X	
16	Networking Skills **(*4)**			X	
17	Sociological People Skills			X	
18	**C**ustomising a solution for a customer **(*7)**				X
19	Understanding Supply Chain Structure and Decision Making Structures **(*6)**				X
20	**A**dapt to change **(*1)**		X	X	
21	Customer Centric Skills **(*5)** (Execution & Relationships)		X	X	
22	Collaboration **(*9)**		X	X	
23	Influencing		X	X	
24	Leadership – Corporate Mgt.		X	X	
25	Ownership of Career		X	X	
26	Sell your skills in a client environment		X	X	
27	Working in virtual environment		X	X	
28	**B**usiness Acumen	X	X	X	X
29	Think globally, act locally		X	X	X
30	Decision Making Under uncertainty	X	X		
31	Strategic Planning	X			X
32	Negotiation	X		X	
33	Presentation Skills	X		X	
34	Problem Solving **(*10)**	X		X	
35	Proposal Generation and articulation	X		X	

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Top Ten

- Adapt to change
- Entrepreneurship
- Communication skills
- Networking skills
- Customer centric skills
- Decision making
- Customising
- Supply chain management
- Collaboration
- Problem solving

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COP3 Competencies for Next Generation Employability

Courses Taken By SMEs (in last 2 years)

Management

- Negotiation Skills
- Sales Entrepreneurship
- Business Law
- Marketing
- Strategic Planning
- Set up your own Business
- Leading Management for SMEs
- New technologies for Web – usability and accessibility
- Time Management
- Give your confidence a buzz
- Public Speaking

Technical/Professional

- Sector Specific Technical Training e.g. Wire Erosion in Manufacturing
- New technologies for Web – usability and accessibility
- Quality Assurance
- Project Management
- Communication
- Computer Programming
- Business Law
- Time Management
- Shipping By Air
- IT Systems – Central IT, Sales and Marketing Package (Goldmine)
- New Product Introduction

All Levels

- First aid
- Health and Safety
- ISO Standards
- Basic IT
- Excellence Through People
- New Company Products
- Conversational Irish

Technical/Operational/Trades

- AutoCad
- Manual Handling
- Forklift Driving
- Trades e.g. setting

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Professional transferable skills

- Communication
- Collaboration
- Customer focus
- Adaptability
- Multi-tasking
- Time management

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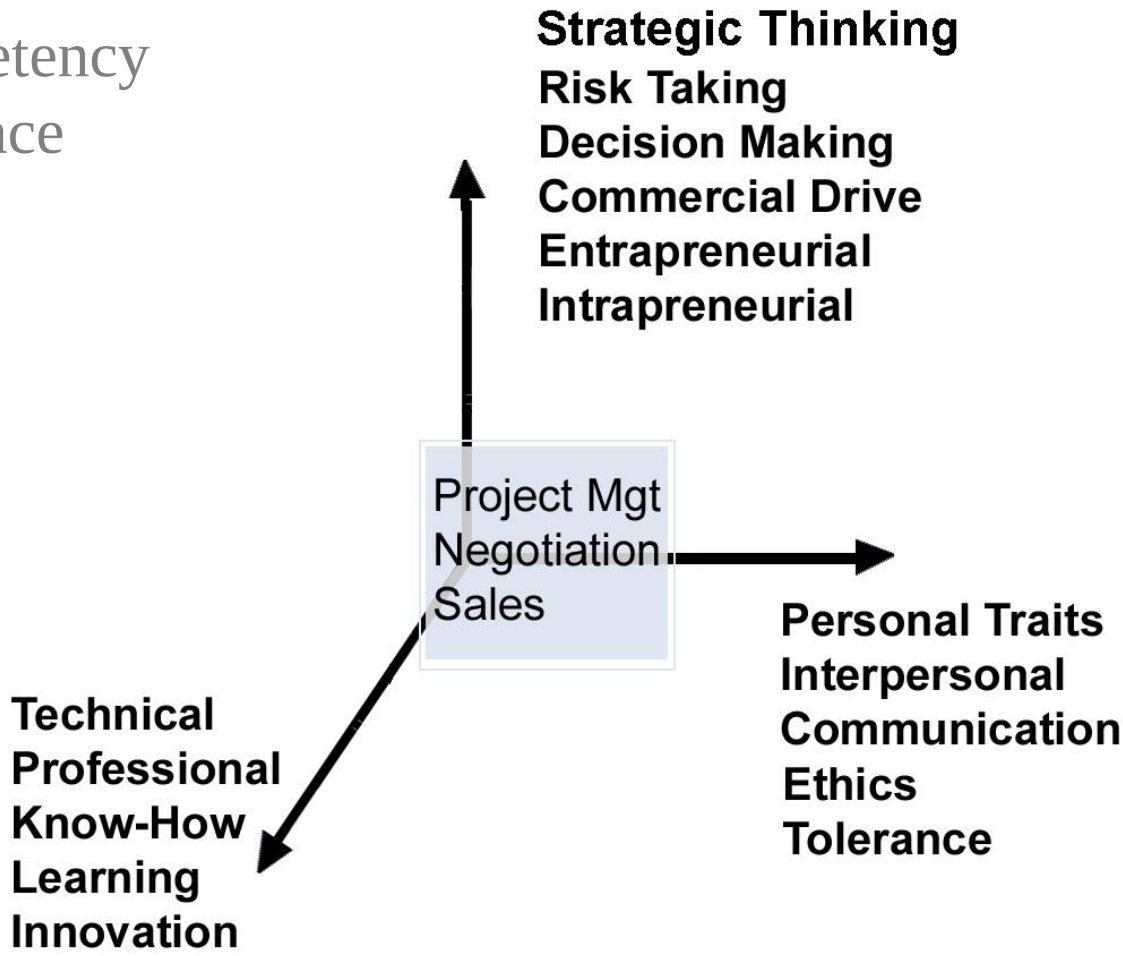
Competency Space



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Public Events: Open Day

- **18th June ’04 in Lucent Technologies, Blanchardstown**

- **Attended by over 70 representatives from industry, development agencies and academia.**

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Year 2

Continuation of Data Collection

Reflection on Year 1

Modes of Delivery

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Participating Organisations

- Analog Devices
- An Garda Síochána
- Eircom
- ESB
- Fidelity Investments
- IBM
- IVAX Pharmaceuticals

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Examples of COP Activities

- 6 Meetings
- Upskilling at Analog Devices presentation
- Multiskilling in IVAX Pharmaceuticals presentation
- Competency Development Presentations by
  - IBM, eircom, ESB, Fidelity Investment Systems, Garda Training College
- Detailed Case Studies
- Forum on Elements of a Good Training Event
- Methods of Evaluating Training

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Delivery of Learning

- An experience not a task
- Learning environment
- Allowed time to learn
- In manageable units
- Practical examples and case studies
- Opportunity to apply the learning
- Mentoring available
- Appropriate resources
- Training is evaluated

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Accrediting the Learning

- Academic Accreditation
  - FETAC, HETAC, DIT, Universities
- Vocational Accreditation
  - NVQ, City and Guilds
- Industrial Certification and Recognition

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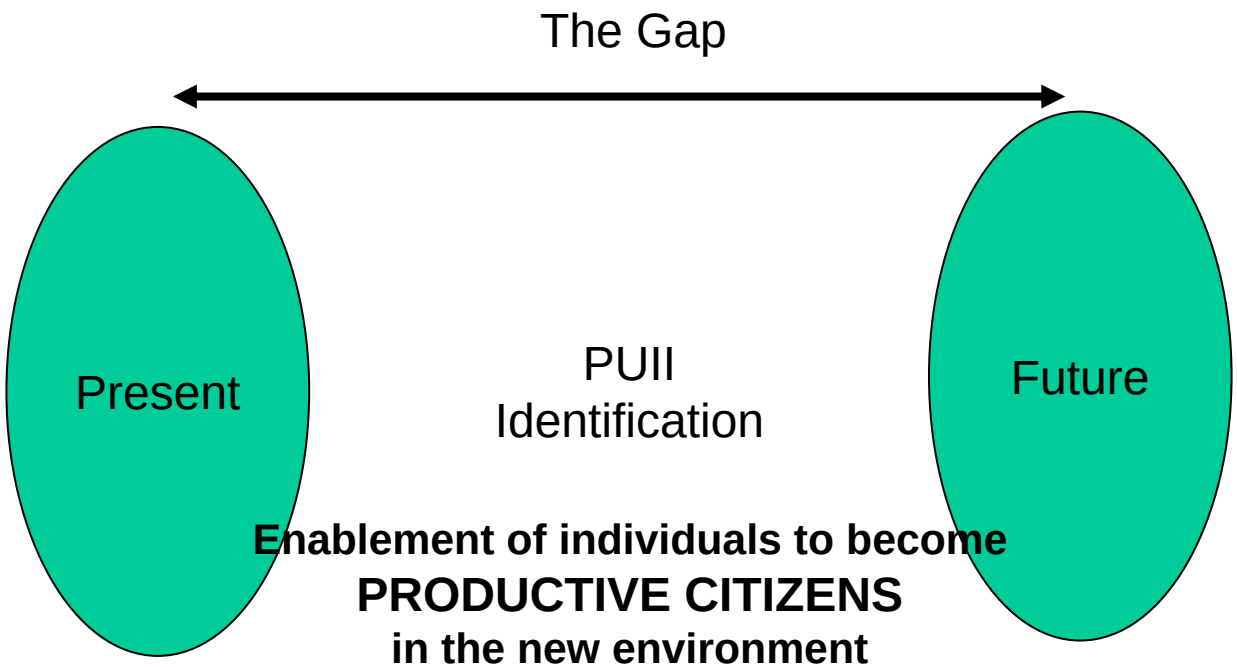
Reflection and Outcome

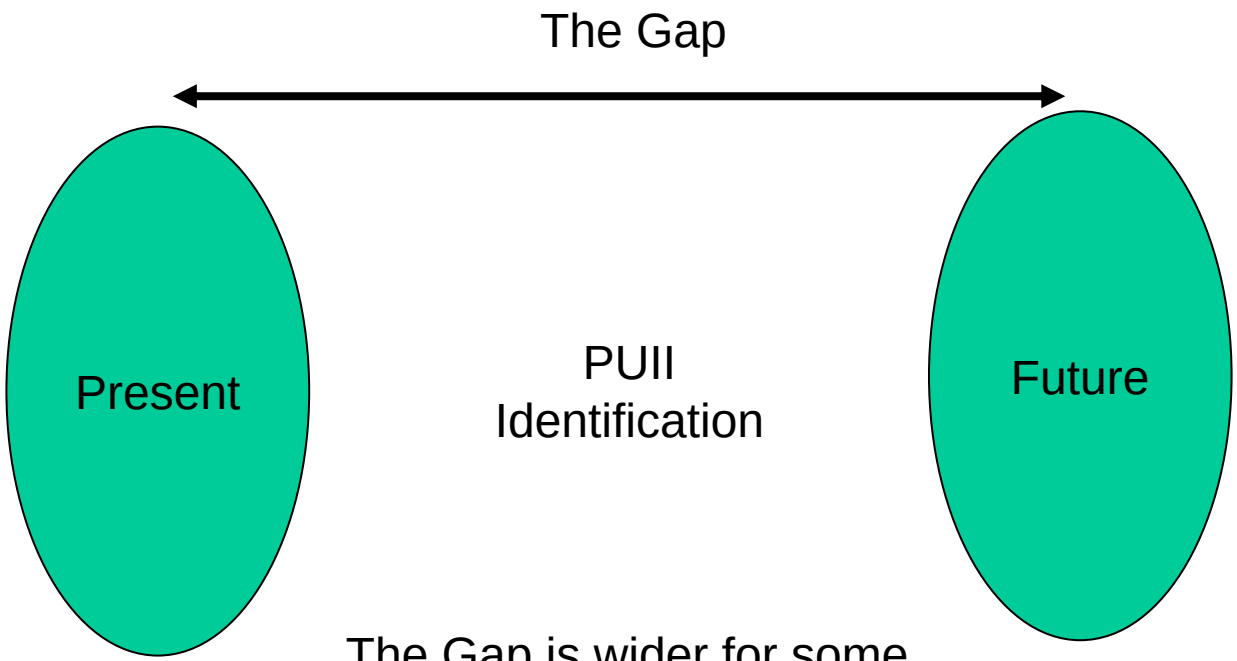
Skill and Competency Gap
for Productive Citizenship and Employability



Enablement of individuals to become
PRODUCTIVE CITIZENS
in the new environment
By being self-directed, autonomous learners

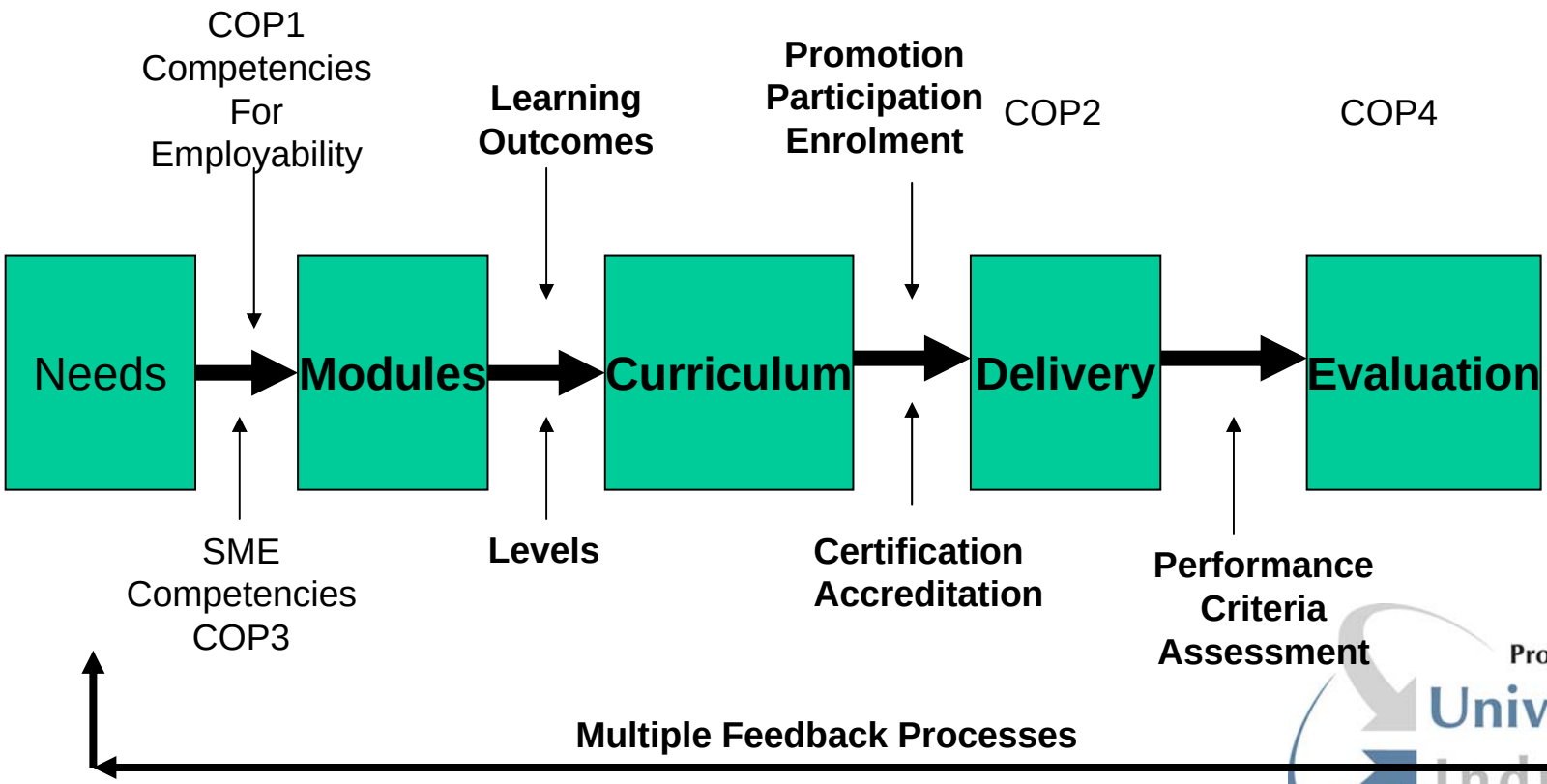
and providing access to learning to
all potential learners

The Gap to be Filled



The Gap is wider for some
and
Less wide for others

Achieving Productive Citizenship



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Enhancing European Employability

Year 3

Work–in-Progress

Year 3 Report

The National Perspective

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COP5

The Teaching, Learning and Development of Professional Transferable skills

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

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Professional transferable skills

- Communication
- Collaboration
- Customer focus
- Adaptability
- Multi-tasking
- Time management

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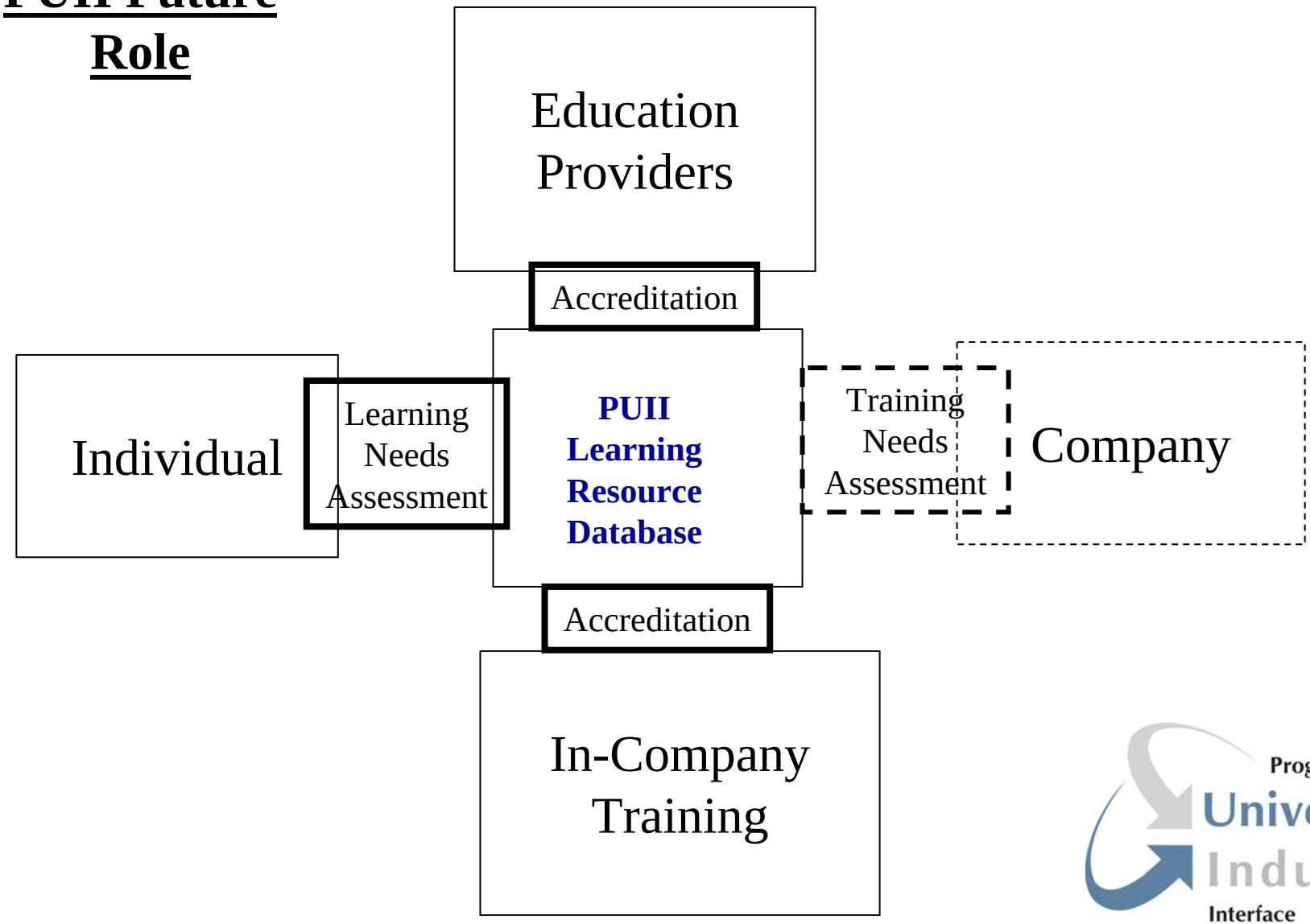
PUII Future Role



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PUII Roles

- **Advice on**
  - **Design of Learning Material**
  - **Design of Modes of Delivery**
  - **Assessment**
  - **Accreditation**
  - **Evaluation**
- **Needs Analysis Techniques and their ICT Support Systems**
  - **Learning Needs of Individuals**
  - **Company Training Needs**
- **Establishing and Operating a Learning Resources Database**
  - **Quality Criteria for Learning Resources to be included**
  - **User Interfaces for Operations, Maintenance and Users**
  - **Decision Support and Search Systems for Users**

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PUII Roles 2

- **Establishing and operating Learning Resource Provision based on the Learning Resources Database**
  - **Quality Improvement System**
  - **User Interfaces for Operations, Maintenance and Users**
  - **Assessment, credit awards,feedback and evaluation**
  - **Decision Support and Search Systems for Users**
- **Developing a Funding/Business model**

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A Big Idea

- PUII initiating a National Programme starting from its initial research and proposals
  - Need a much more expert team
  - **Need much more political influence**
  - Very complex
  - Will take a lot of energy
  - At the expense of the current research and development agenda?
  - In parallel with the current research and development agenda?
- What do we want to do?

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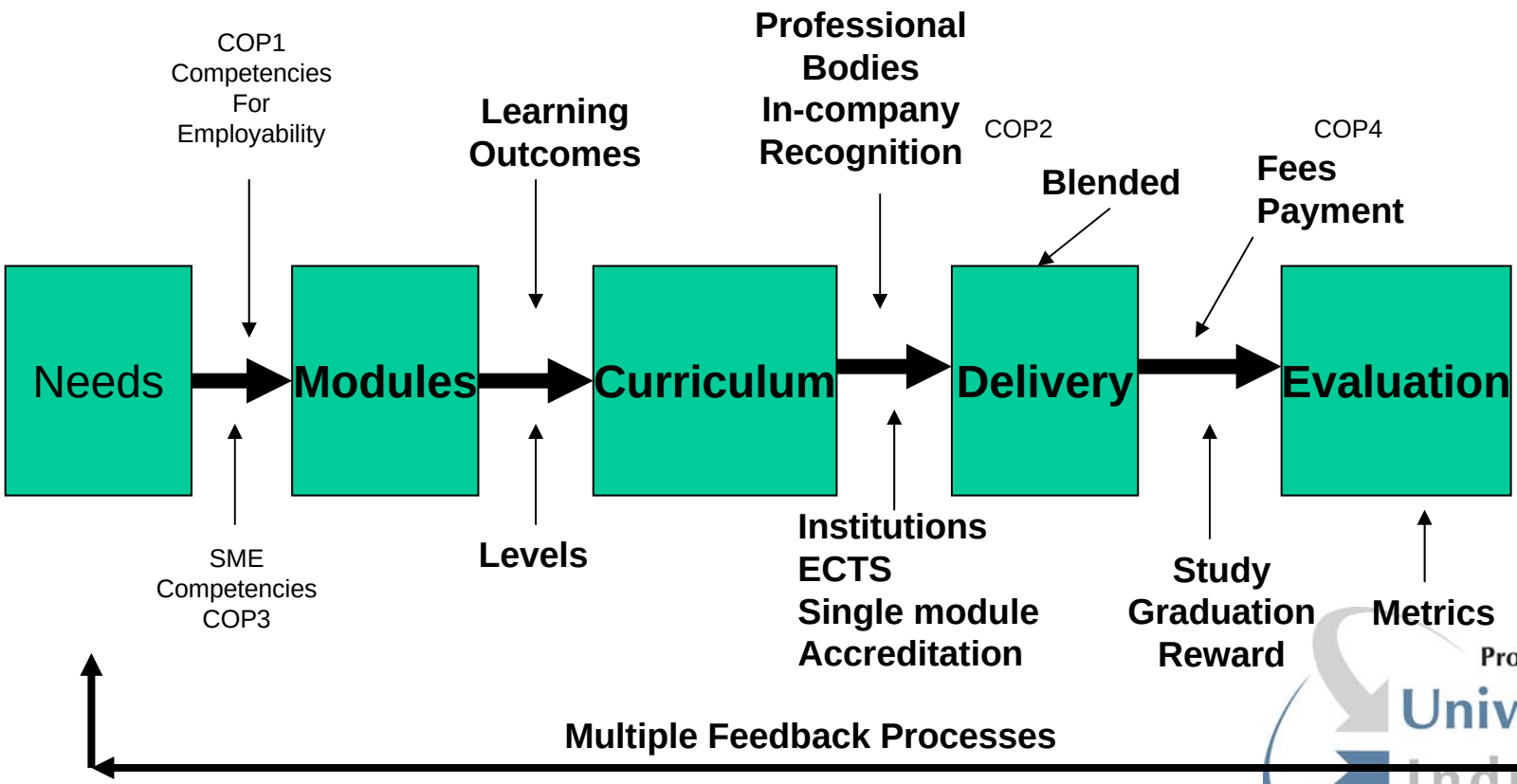
Achieving Productive Citizenship



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Implementing Bologna

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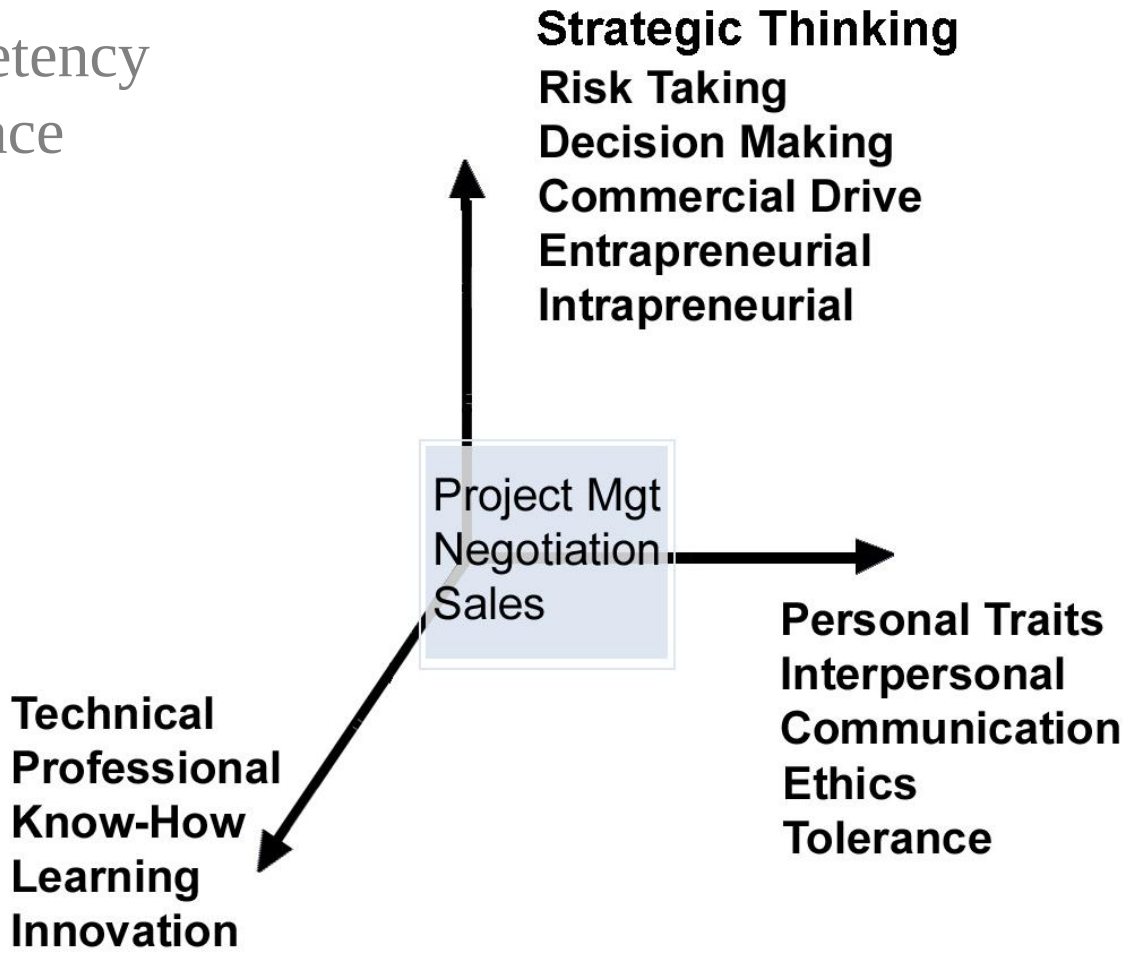
Competency Space



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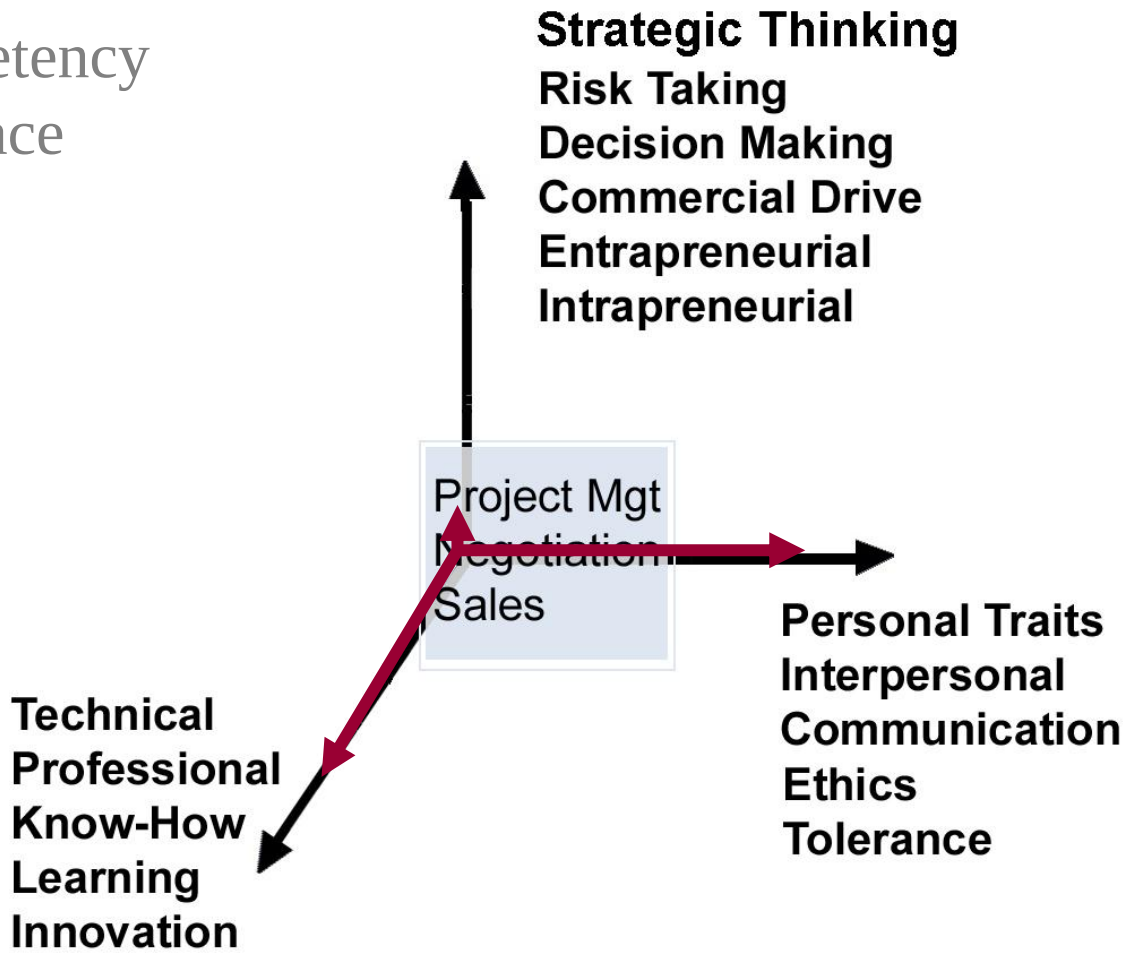
Competency Space

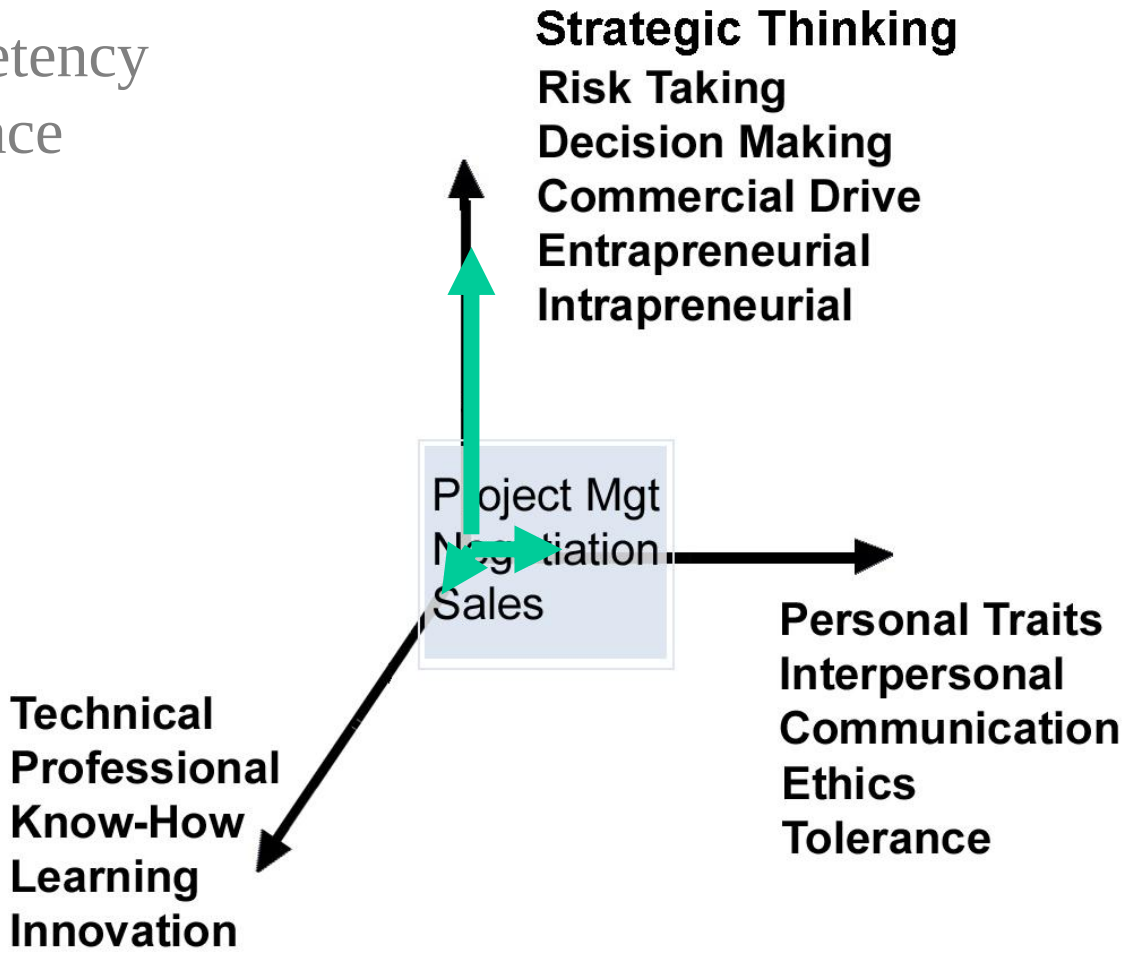
Cycle 1



Programme for University Industry Interface

Competency Space

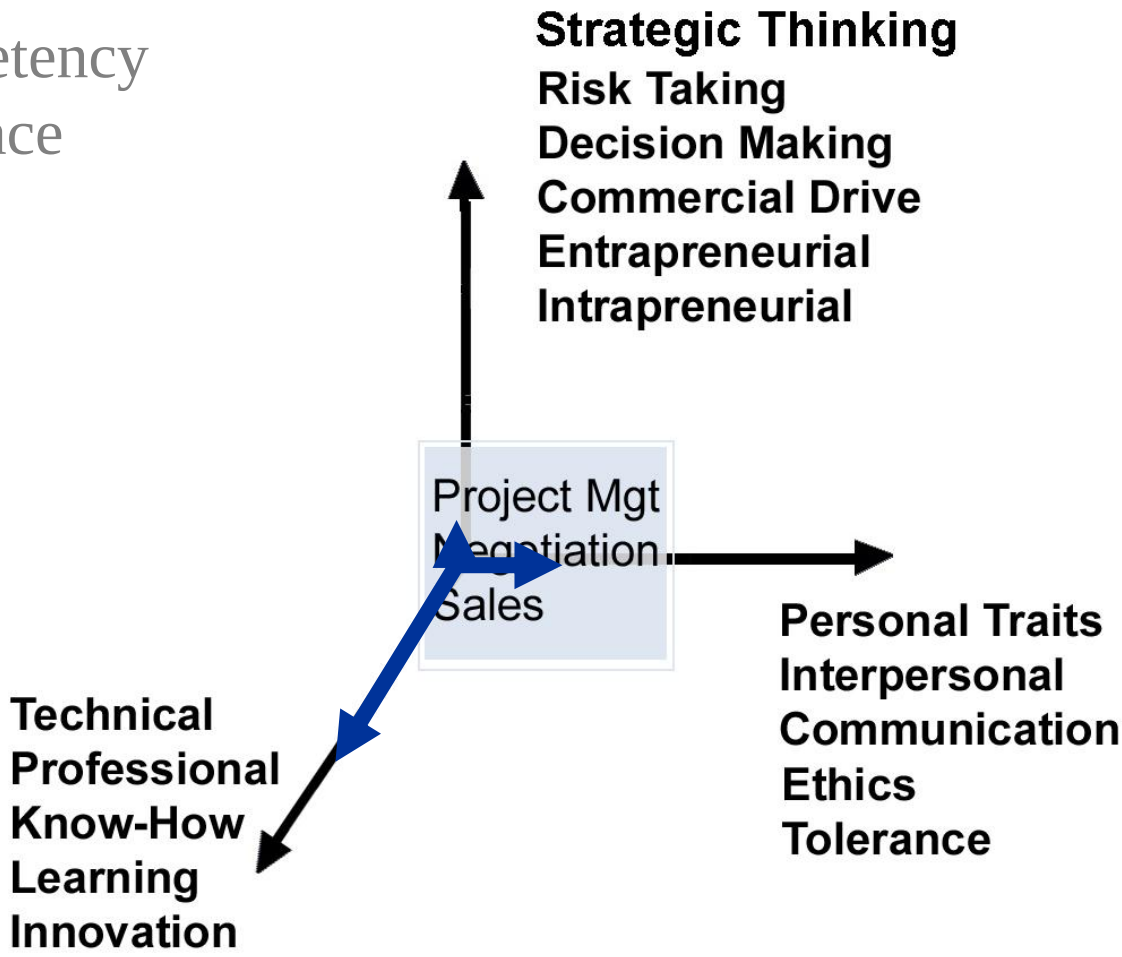
Cycle 2a



Programme for University Industry Interface

Competency Space

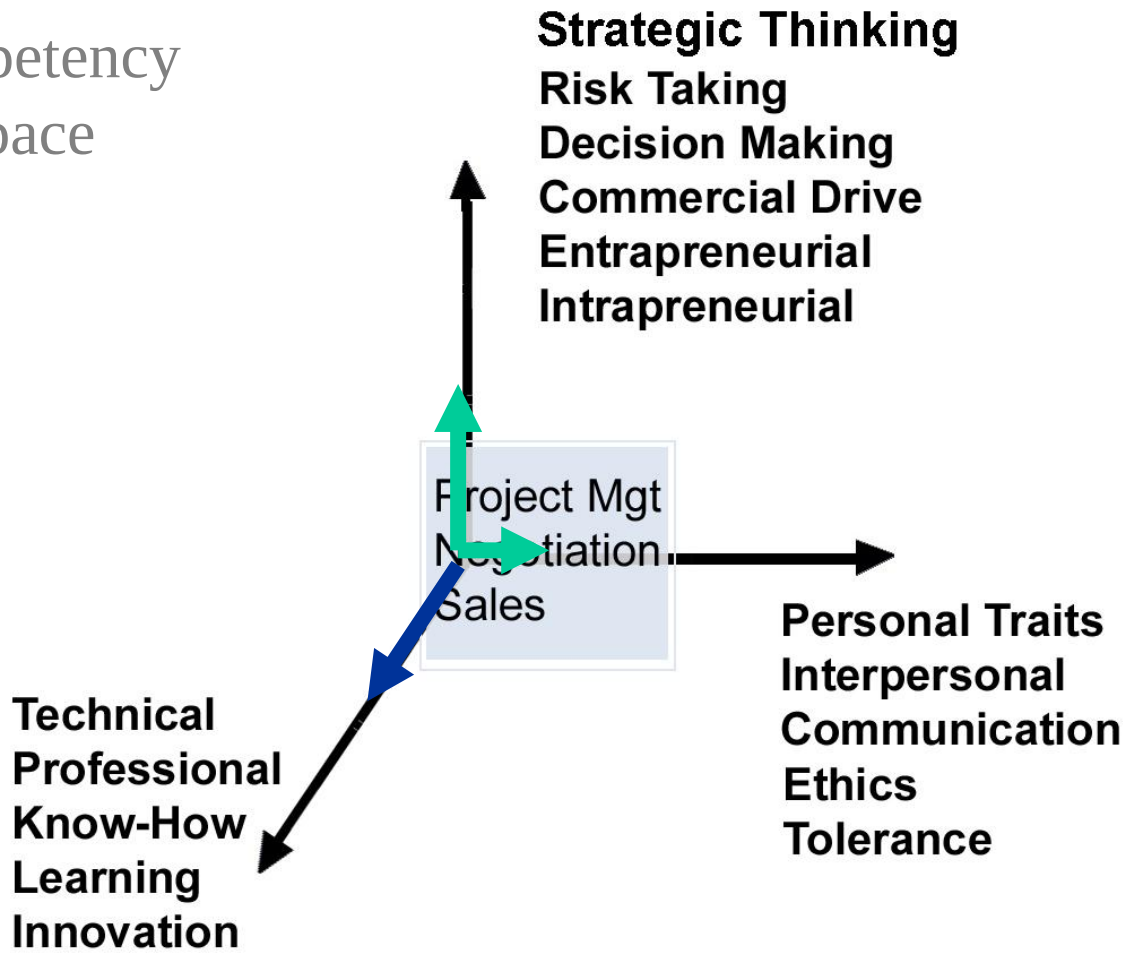
Cycle 2b



Programme for University Industry Interface

Competency Space

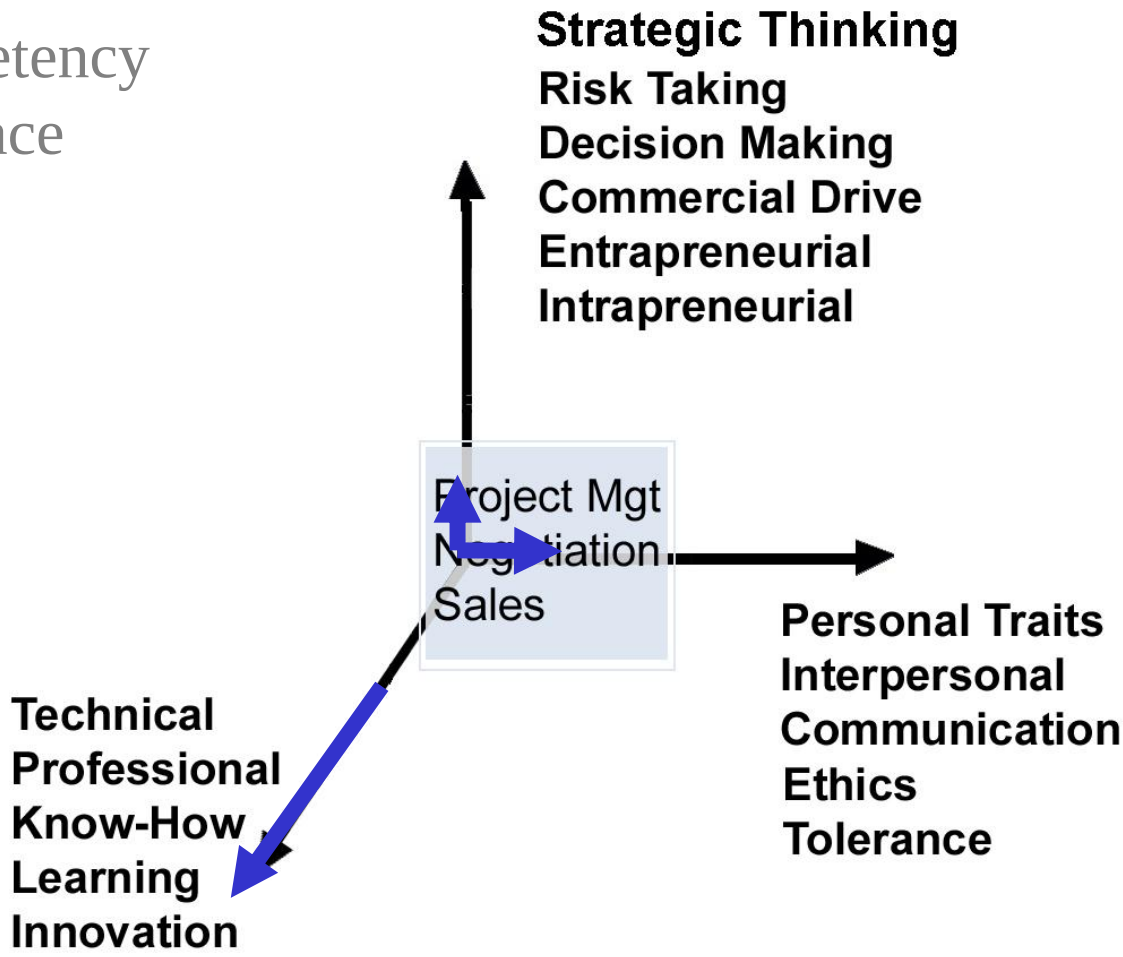
Cycle 2c



Programme for University Industry Interface

Competency Space

Cycle 3



Programme for University Industry Interface

Implementing Bologna

- **Detailed curriculum review** not just a repackaging of existing curriculum
- **Integrate** the teaching and learning of **professional transferable skills** in the core courses as much as possible
- **Government commitment and funding** of the Cycle 1 and 2 at least

Programme for University Industry Interface

Year 4 of PUII

- Delivery of the outcomes from the productive citizenship concept Nationally
- Supporting the special needs of the µE/SME sector
- Social/lifestyle and non-financial implications of life-long-learning and work
- Financial support of the life-long-learner
- IT infrastructure for students, industry, academic institutions and training providers

Programme for University Industry Interface

www.ul.ie/~puii

funded by
Higher Education Authority
and
Department of Enterprise, Trade and Employment

Programme for University Industry Interface

the uk GRAD programme

realising postgraduate talent

Enhancing European Employability: "The implications of the Bologna Three Cycles for Employability"

A doctorate: a piece of original research or a preparation for a career?

Dr Janet Metcalfe, UK GRAD Programme
www.grad.ac.uk

NATIONAL TRAINING AWARDS 2000

Arts & Humanities Research Council

bbsrc

EPSRC Engineering and Physical Sciences Research Council

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

MRC Medical Research Council

NATURAL ENVIRONMENT RESEARCH COUNCIL

PPARC Particle Physics and Astronomy Research Council

RESEARCH COUNCILS UK

PhD: a piece of original research?

- Move from ‘apprenticeship’ to PhD ‘programme’
  - growth of graduate schools
  - thesis to trained researcher
- Vocational to generic qualification
- Diversity of doctoral qualifications
  - professional doctorate, practice-based
- Diversity of cohort
  - 46% female; 28% part-time (2003)
- Development of skills
  - recognition of competencies of researcher

PhD: a piece of original research?

- UK Code of Practice for research degree programmes
  - researcher centred; holistic approach
- Bologna ‘Dublin Descriptors’
  - systematic understanding… demonstrate ability… capable of… can communicate…able to promote… (as well as original research)
- European Charter & Code for researchers
  - recognition of the profession of ‘researcher’

PhD: a preparation for a career? more or less...?

"PhDs do not prepare people adequately for careers in business or academia

- *in particular, there is insufficient access to training in interpersonal and communication skills, management and commercial awareness"*

Sir Gareth Roberts, SET for Success, 2001

Employers' perspectives...

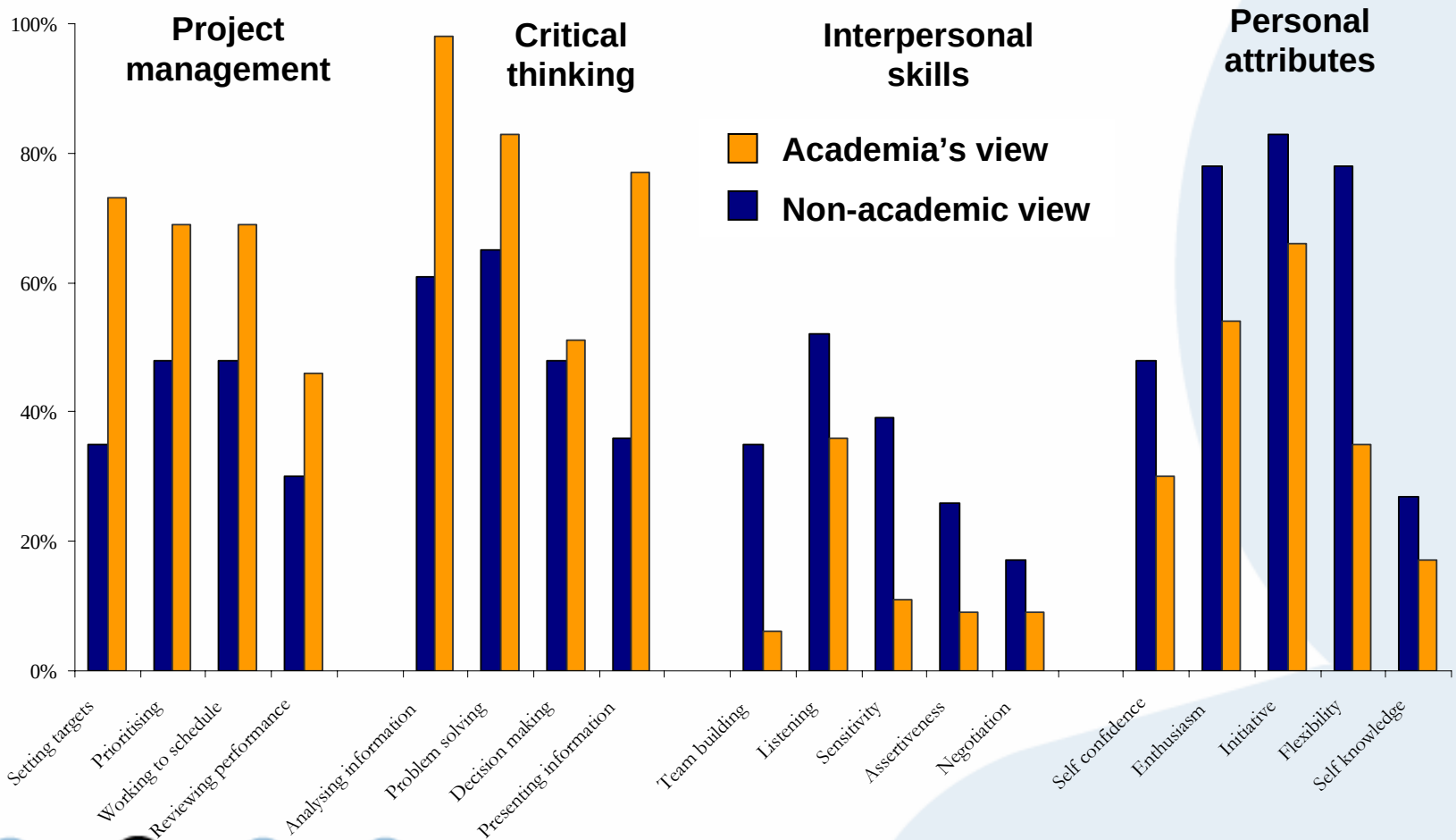
Stereotype of researchers

...the lone working, introverted academic

Common negative statements include

…too specialised
...narrowness of interest
...problems of integration
...too old to mould to business needs
...lack of interpersonal skills
...over expectations in terms of salary and career progression

Skills and attributes rated essential for researchers



SET researchers (1999 survey)

Less than a preparation for a career...

2003 Study: PhD career paths 6-8 years on

[50% private sector / 35% academia / 15% public sector]

Skills that could have been given more emphasis:

- project management: 32% (24%)
- leadership: 23% (14%)
- financial management 23% (18%)
- time management: 21% (19%)
- teamwork and communication: 19%
- organisation and planning (13%)

Employability

- A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy

UK initiatives to improve PhD researchers' employability

- UK GRAD Programme - self awareness & empowerment
- Roberts' recommendations (SET for Success)
  - skills and career development
- RCUK Joint Skills Statement - skills and competencies
- QAA Code of Practice for research degrees
- Oxford CETL: preparation for academic practice
- Continued professional development
  - personal development planning & learning needs analysis
- ESECT publication - raising the profile

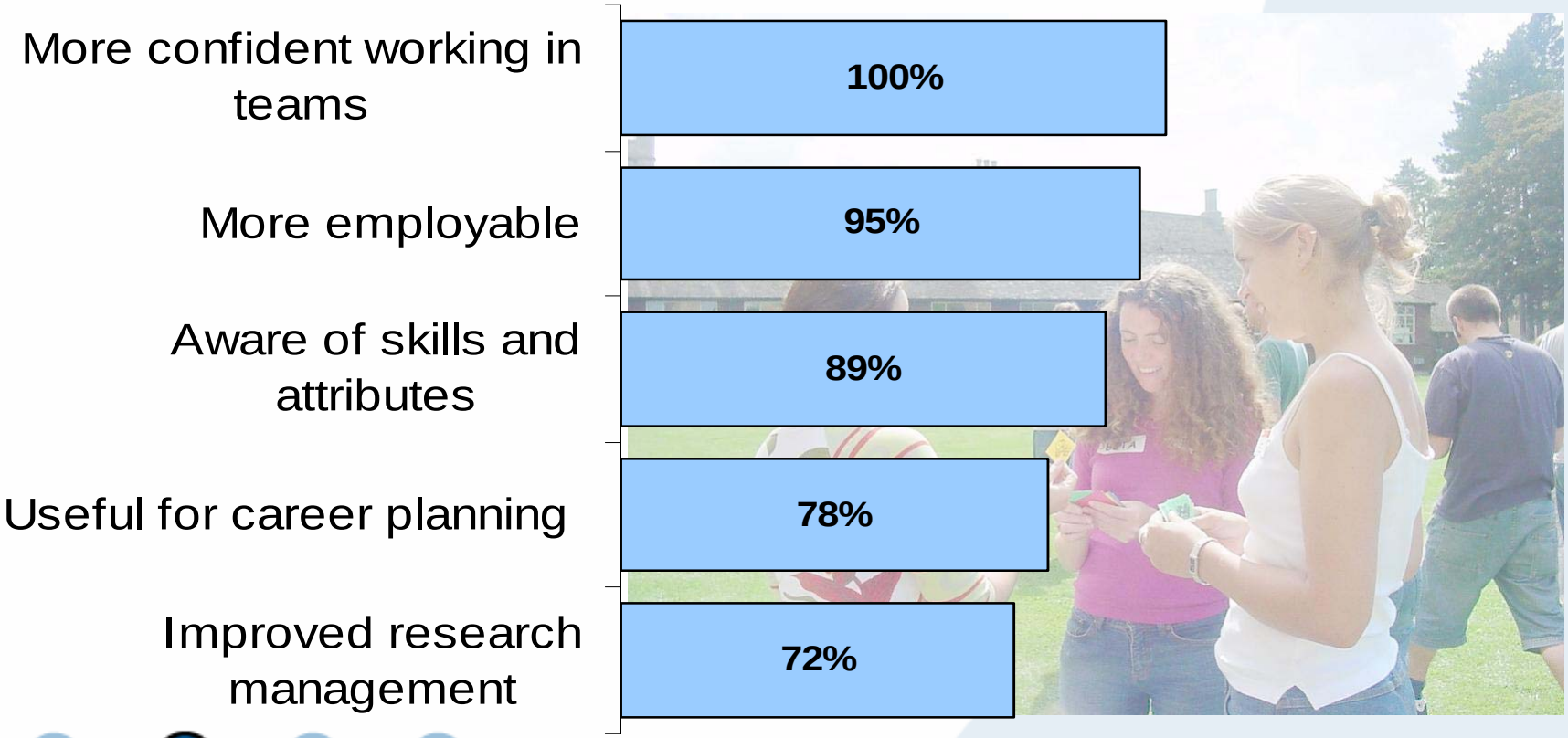
UK GRAD Programme

- Funded by the UK Research Councils, and The Wellcome Trust
- Vision
  - "For all postgraduate researchers to be fully equipped and encouraged to complete their studies and then to make the successful transition from their doctoral studies to their future careers."

UK GRAD Objectives

- Raise the profile of the importance of personal and professional development in researcher training for all stakeholders
- Encourage the integration of, and opportunities for, personal and professional skills development in research degree programmes
- Encourage and share good practice within higher education institutions
- As a national resource, continue to innovate, develop and provide exemplar ways of embedding personal and professional development and career management skills

Significant contribution: aims and outputs



UK Research Councils' Joint Skills Statement

- Research skills and techniques
- Research environment
- Research management
- Personal effectiveness
- Communication skills
- Networking and team working
- Career management

PhD: more than a preparation for a research career...

As well as their technical skills and knowledge...

- An ability to work autonomously
- Independence of thought
- Research trained intellect
- Problem solving skills
- Communication skills
- Ability to manage upwards
- Experience of teaching/coaching
- A high level of maturity

WDPD? Employers' perspectives...

Self belief, self reliance and confidence

...the individual is able to set and achieve goals, manage their own time, think both analytically and creatively, and overcome problems; a set of highly desirable skills and attitudes in any professional person.

John Hopkins, English Nature

Problem solving and sharper intellect

...we look for bright young people who come to us with new ideas and the ability to think about problems in novel ways – lateral thinkers. We've found that PhD graduates offer all of these things

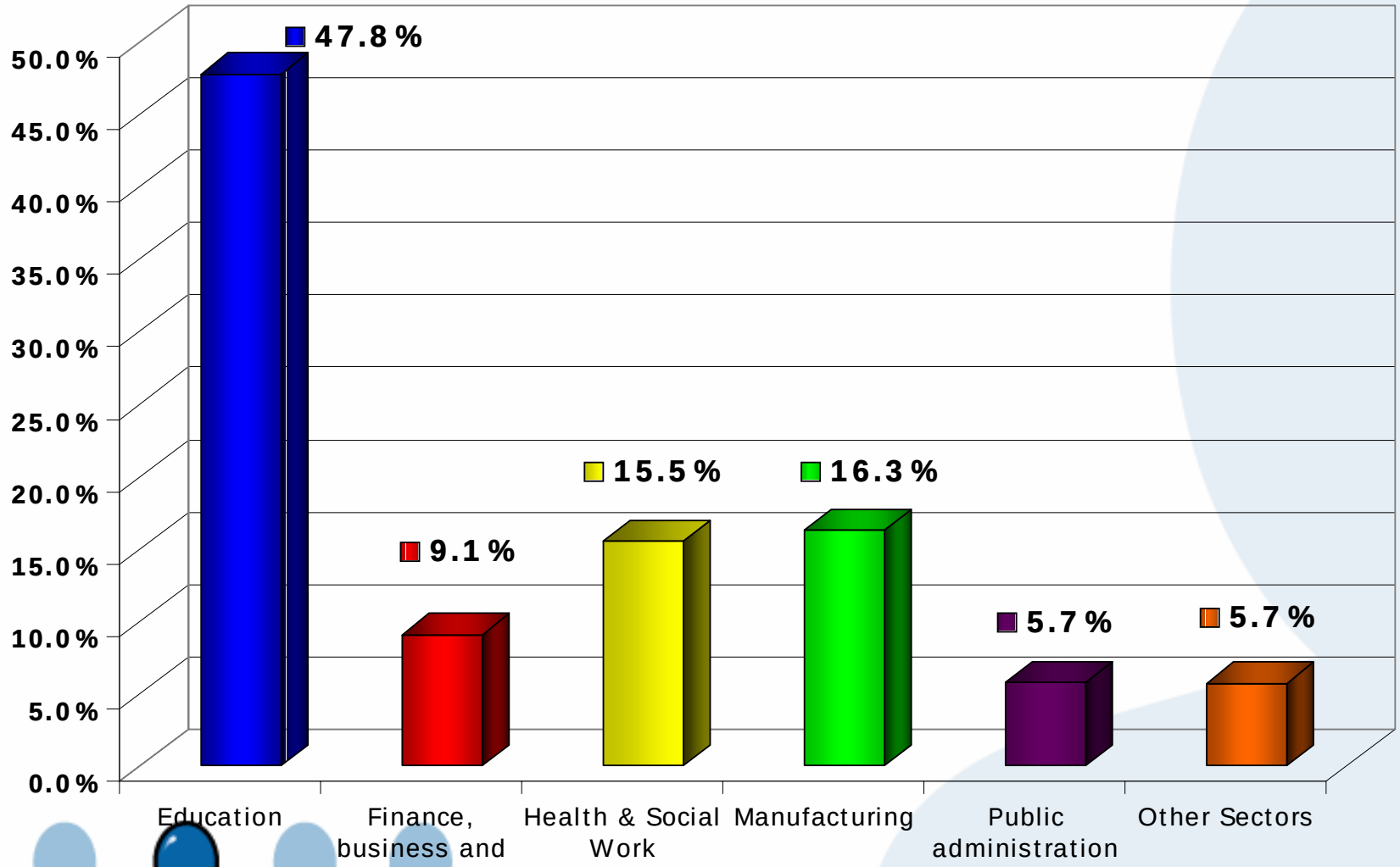
David McCarthy, Albion Colours

Tenacity

We like PhDs in our business sector – they never take anything at face value. That is a real bonus in a business compliance function. Their philosophical training and critical judgement have direct application in business services, whatever the topic of their research.

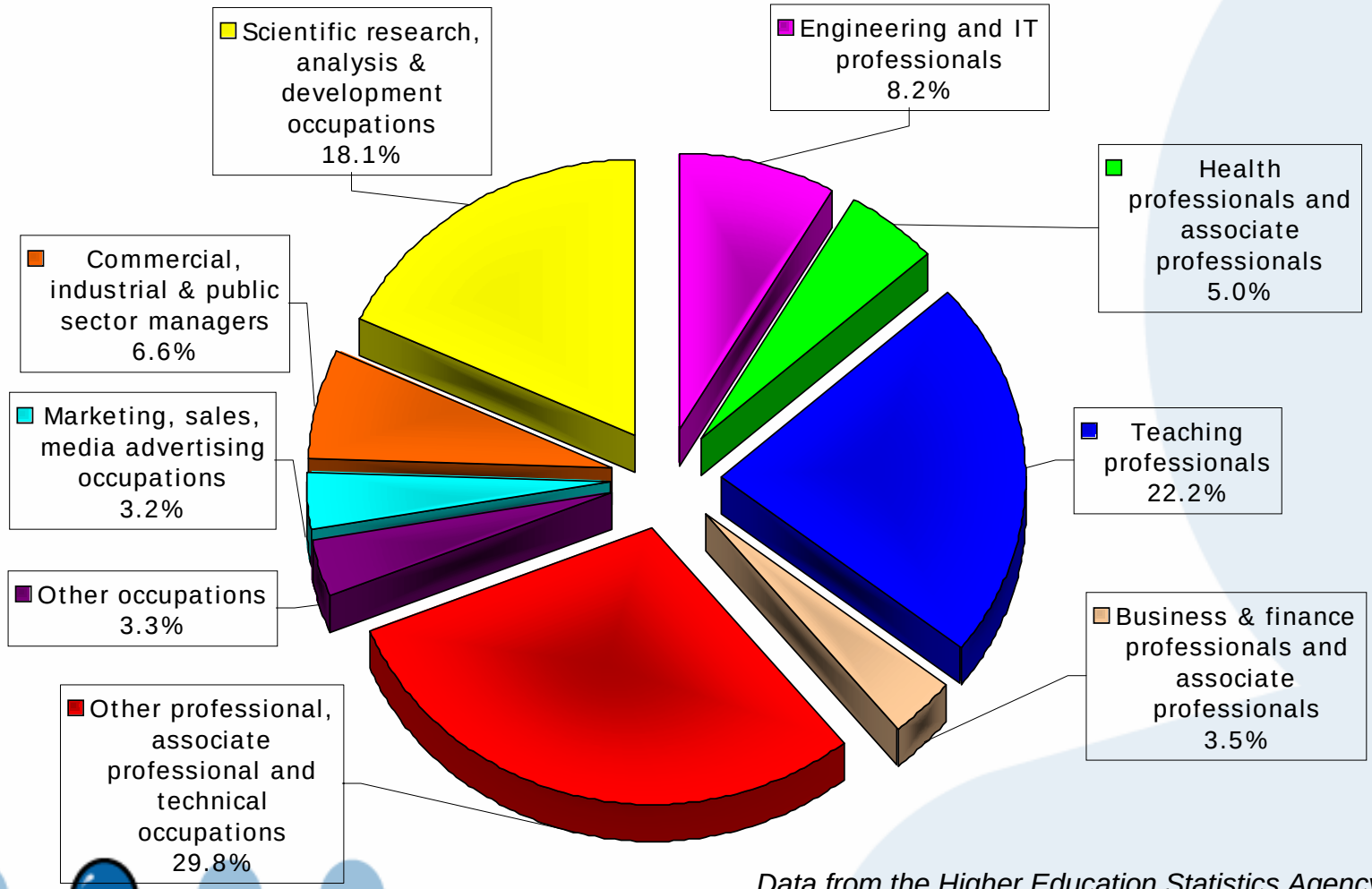
Head of Graduate Recruitment, 'Big 4' Accountancy firm

What Do PhDs Do?: Employment Sectors



Data from the Higher Education Statistics Agency

What Do PhDs Do?: Key Occupations



Data from the Higher Education Statistics Agency

Key messages from WDPD?

- PhDs offer a full package of skills and attributes
- PhD qualifications take graduates beyond academia and research (38%) to all sectors and occupations
- Employers value generic skills as well as specific knowledge
- PhDs are increasingly more able to articulate their skills using the language of employers
- Many PhDs see great value in generic skills training they are now receiving

Challenges

- Cultural change within HE critical
  - Embedding CPD for researchers within the research degree
  - assessing the PhD…?
- Availability of sufficient funding
- Accommodating diversity within converging frameworks
  - UK Code of Practice, Bologna
- Raising the profile of PhD graduate skills and attributes with employers
  - promote HE and non-HE career structures
  - overcome stereotyping of PhDs
  - encourage more interaction between HE and employers

Masters students and Employment

Prof Alastair Pearce

Principal, Rose Bruford College

MA graduates can:

- Demonstrate knowledge
- Integrate knowledge
- Develop new skills
- Demonstrate leadership
- Assess teams
- Communicate project outcomes
- Solve problems
- Manage change
- Respond to social, scientific and ethical issues

Employers want:

- Effective communication (Written & presentation)
- Organisation
- Gathering of information
- Use of Information Technology
- Ability to act/think independently
- Working in teams
- Making use of information
- Analytical skills
- Synthesising of ideas and concepts
- Thinking critically

Rose Bruford College

- MA in Theatre Practices
- International placement with *Transnational European Theatre Network*
- Aim: To train the European theatre professional
- Ministries of Culture, Rural Affairs, archaeological dig, local community, an old school, professional theatre, research.

Non-performance elements

- project management
- event management
- arts administration
- festival management
- entrepreneurship (including generating new income streams e.g. European cohesion funds);
- cultural tourism
- museum management
- cultural animation (museums and heritage centres)

Key points

- Network includes employers from the start
- Network of other Colleges / organizations
- Linked to staff research / development
- Linked to Knowledge Transfer (KT)
- Explicit transferable Skills

Non-performance elements

- project management
- event management
- arts administration
- festival management
- entrepreneurship (including generating new income streams e.g. European cohesion funds);
- cultural tourism
- museum management
- cultural animation (museums and heritage centres)

Enhancing employment opportunities by course design

- Use Dublin / EQF descriptors
- Involve employers in the design and delivery
- Build on existing KT and research work
- Ensure employment-friendly transferable competences are explicit

Enhancing student employability: the Scottish experience

Graeme Roberts
Senior Associate, Higher Education Academy

Aim

- To share the outcomes to date of one nation's approach to enhancing student employability through a strategic partnership involving the Scottish Funding Council, the Quality Assurance Agency, the Higher Education Academy and the staff and students of Scotland's 20 HEIs
- To suggest some possible lessons

Scottish Funding Council

- Distributes £1.5 billion to Scotland's FE and HE institutions and takes a strategic overview of the sector
- Commissioned QAA to conduct periodic reviews of the quality of the student learning experience at every HEI
- Review specifically asked to comment on the effectiveness of each HEI's approach to promoting student employability

Higher Education Academy

- Main UK development agency for HE
- Commissioned to support HEIs, subject communities and staff to improve the quality of the student learning experience
- Successful development programme supports a network of employability champions (Burlington Group)
- Its 24 Subject Centres support a variety of discipline-related projects and activities

Learning to Work (2004)

- Framework for enhancing employability in Scottish FE and HE - developed in consultation with staff, students and employers
- Important reference point for the sector - helped establish shared understanding of 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"*
- http://www.sfc.uk/publications/pubs_other_sfefcarchive/learning_to_work.pdf

Challenges (1)

- *“Learners are the main stakeholders in…higher education, and most learners have employability as one of their objectives. So it follows that one of the primary objectives of…higher education must be to help learners enhance their employability”*
- SFC longitudinal study *On Track* showed over 80% of qualified leavers in 2004 gave career development as their main reason for studying

Challenges (2)

- *"If educators are to meet the needs of their main stakeholders, it is important that they make learning relevant to the needs of work…By this we mean that learning programmes should be designed so that what learners take from their learning will help to enhance their employability"*
- Means consciously re-designing the curriculum to put development of employability at the heart of the student learning experience - including non-vocational programmes
- Aimed to stimulate discussion and debate across the sector…but also action!

Employability enhancement theme (2005)

- Year-long programme of awareness-raising events and development work
- Designed by sector representatives and delivered with QAA support and funding
- Set out to engage sector via network of employability champions
- Feedback enabled programme to be tailored to the needs of the sector
- Most HEIs planned to use the year to develop institutional employability strategies
- http://www.enhancementthemes.ac.uk

Outcomes

- What did we learn from the theme?
- What do we think we achieved?
- What did we not achieve?
- What next?

What did we learn?

- Much useful material already available to assist HEIs and individual academics
- Briefings and toolkits by the Enhancing Student Employability Co-ordination Team and the HE Academy: e.g. *Briefings on Employability* for academics, senior managers and employers (ESECT) and *Learning and Employability* series 1 and 2 (HEA)
- Publicised and disseminated via enhancement theme website and events
- www.heacademy.ac.uk/learningandemployability.htm

Three sets of case studies on innovative practice

- Embedding employability in the curriculum
- Enhancing students' employability through the co-curriculum
- Engaging employers (on website)

Innovative Projects from across the Curriculum (Macfarlane and Roy)

- Shares practice that can be adapted for use outside original discipline and context
- Some of the 12 projects recent, others well established
- Employability should be a key concern and be approached in a serious, considered and academically robust manner

Working Together (Cockburn and Dunphy)

- Survey of 60 collaborative projects between HEIs and students' associations to enhance employability through the "co-curriculum": i.e. participation in sports clubs, societies, welfare services and voluntary community work
- Activities can be used to develop and provide evidence of explicit employability-related skills

Guide to International Best Practice (Bottomley and Williams)

- Illustrates some general principles of best practice
- Identifies twelve critical success factors to assess viability and sustainability of proposed HEI/employer joint ventures

Five lessons

1. Address skills development in a progressive manner at programme level, since some skills require time to mature: real challenge to curriculum developers in a modular system
2. Create space in curriculum, especially in early stages of programmes: poses problems for those designing 3-year bachelor degrees
3. Possibility of tuning rather than redesigning an existing curriculum (e.g. case study of non-vocational course on history, theory and practice of rhetoric at St Andrews)

Five lessons (2)

4. Convert what students already do alongside their academic curriculum from a potential obstacle into a significant opportunity for learning (e.g. case study on work-related learning at Napier)
5. Make explicit links between classroom assignments and workplace tasks (e.g. St Andrews case study)

Five critical success factors

1. Discreet support from the careers service
2. Funding for a dedicated employability support post – to increase institutional capacity
3. Energetic employability champion – to drive agenda and network with sector
4. Access to project funding: e.g. to buy out academics' time for curriculum development
5. Mechanism for co-ordinating activity

Five main challenges

1. Increasing involvement by front-line academic staff
2. Combating student apathy
3. Managing information
4. Addressing the enterprise agenda
5. Sustaining momentum beyond the end of the enhancement theme

What do we think we achieved?

- Raised sector's awareness and understanding
- Provided catalyst and support for development of institutional employability strategies, mapping exercises and action plans
- Provided clear evidence of willingness of many academics, support staff and student bodies to find effective ways of promoting employability and collaborating to develop resources
- Made case for SFC to fund institutions to work together on projects to benefit whole sector

What did we not achieve? (1)

- Low participation by front-line staff in national events and activities
- Persuading sceptical and over-burdened academics whose career prospects primarily depend on their research output to give serious attention to employability is a big challenge

What did we not achieve? (2)

- Student participation low despite high level of employability-related activity amongst student associations
- Only a minority of student-run services recognise and exploit their employability enhancement potential
- But ways of making skills development explicit can be incorporated into existing activities with a little extra creative thinking and resource

What did we not achieve? (3)

- Erasmus programme an under-used source of work-related learning: needs more promotion by HEIs and recognition of its value by employers
- Need to raise student awareness of what employability is, why it is important and how they can use opportunities available to them as students to enhance it

What next? (1)

- Unanimous support for continuing employability champions network as forum for sharing good practice and source of fresh ideas/inspiration
- Also for maintaining employability website: but make it more user-friendly as a search facility and guide to key resources for busy academics
- Jointly supported by SFC, QAA and HEA to help HEIs implement their strategies and action plans
- Key role for HEA Subject Centres to work with front-line academic staff at discipline level to embed employability in the curriculum

What next? (2)

- SFC offer to invest £2m in 3/4 strategic collaborative development projects
- Sector plea for some funding to be used to build capacity by supporting appointment in each HEI of employability co-ordinator to help delivery of local strategy and national development projects.

Four lessons

Importance of:

- National leadership
- Strategic partnerships between funding, quality assurance and development bodies - also between HEIs and their student associations
- Engaging the sector at local level through a network of employability champions to generate ideas and share effective practice
- Supporting their work with funding and high-quality staff development materials

Enhancing European Employability

Margaret Dane
AGCAS Chief Executive

Enhancing European Employability

Context

- Internationalisation of the Labour Market
- Huge expansion/ diversity of higher education
- Student & graduate mobility
- Cosmopolitans v. locals
- Employer expectations
- The skills debate
- Student support across Europe

Internationalisation of the labour market

- Global recruiters
- International qualifications
- Global competition for the best / cheapest
- Cultural awareness issues
- Language issues
- Diversity of qualifications and application procedures
- Relevance of qualifications

Expansion/ diversity of higher education

Growth in student numbers worldwide

Diversity of student population

- Gender
- Country of Origin
- Disability
- Mode of study
- Ethnicity
- Social background
- Age
- Type of institution

Expectations

- Students
- Employers
- Parents / partners
- Government

Student & graduate mobility
Cosmopolitans v. locals

Drivers and constraints

- Personal, social, financial
- Opportunities & awareness of these
- Motivation
- EU programmes to encourage mobility
- Knowledge of advisers
- FEDORA & INGRADA networks

Employer expectations

- Recruitment procedures & practices
- Careers Services & provision
- The UK situation
- Variations across Europe
- Multi-nationals v. small & medium firms
- Qualifications & skills
- Age & maturity
- Comparability

The Skills Debate

- Academic v vocational qualifications
- Any discipline recruitment
- Postgraduate vocational courses
- The value of work experience
- Developing, identifying & articulating skills
- Hard & soft skills
- Personal Development Profiles

Student support across Europe

- The role of Careers Services & growth in EU
- Information & guidance – high tech / touch
- Role of AGCAS & ESECT
- Other student services
- Career Management Skills in the curriculum
- Quality standards – fitness for purpose
- Guidance in the context of Lifelong Learning
- OECD Reviews & EC Resolution

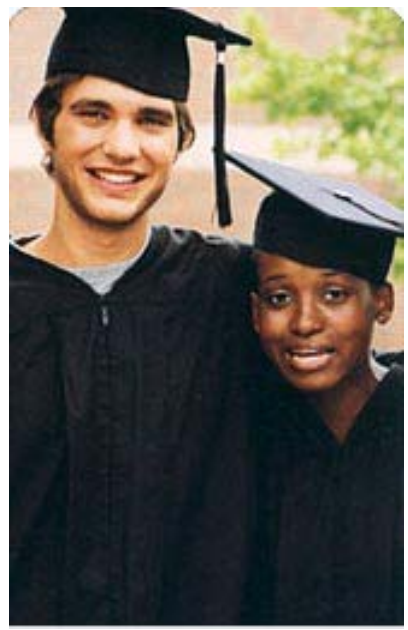
Conclusion

- Importance of collaboration
- Building and sharing good practice
- Links with employers
- Professionalism & high quality standards
- Encouraging students to start early
- Adequate and appropriate guidance
- Equality issues

Thank you

Enhancing European Graduate Employability

Corus Graduate Employment Scheme



Presented by: Mark Irwin

People & Organisational Development Manager

Corus

- Corus is an international company that manufactures, metal products and services for construction, packaging and automotive sectors.
- Corus has manufacturing operations in many countries, including the UK, Netherlands, Germany, France, Norway and Belgium.
- Corus is organised into four divisions and employees over 48,000 employees worldwide.

We recruit

- Engineering Doctorates – 25/year (CSP UK – 8)
- Graduates 140 – 150/year (CSP UK -48)
- Trainees 30/year (CSP UK – 16)
- Modern Apprentices – 210/year (CSP UK - 52)

Planned Recruitment 2006

Graduate vacancies

UK graduate vacancies 2006	TECHNICAL										SUPPORT FUNCTIONS						Total
	Mechanical Engineering	Electrical Engineering	Civil Engineering	Metallurgy	R&D	PMD	Environment	Manufacturing Management	Process Control	Total (Technical)	HR	Logistics / Supply Chain	Commercial	Supplies	Finance	Total (Support Functions)	
NORTH	12	10	5	16	6	0	0	4	0	53	2	4	4	0	4	14	67
WALES	8	11	1	8	0	2	1	10	3	44	1	2	3	0	10	16	60
MIDLANDS	1	2	0	0	0	0	0	2	0	5	1	0	6	4	1	12	17
TOTAL	21	23	6	24	6	2	1	16	3	102	4	6	13	4	15	42	144

Skills Shortages: Engineering, Metallurgy, Manufacturing & Finance

Corus UK Target Universities 2006/07

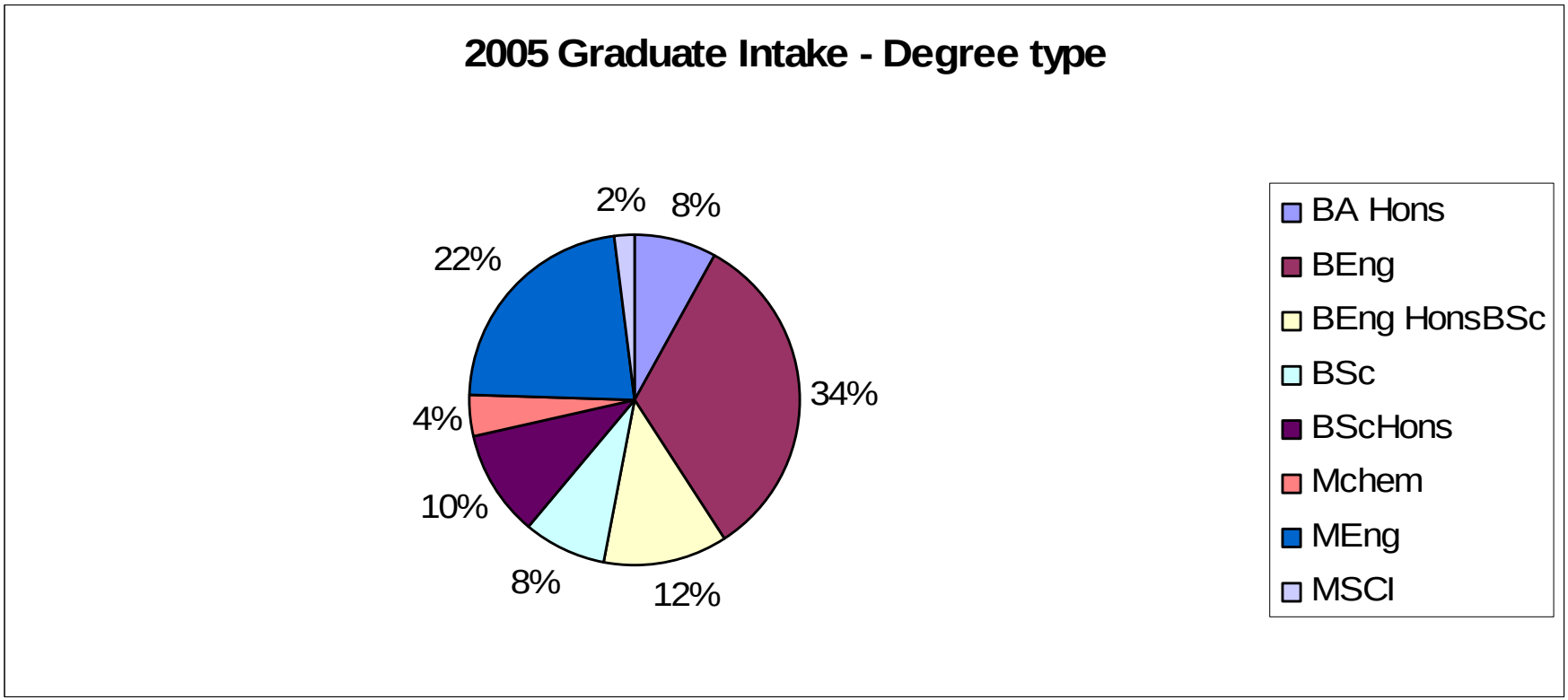
Corporate Targets
Aston
Birmingham
Cambridge
Cardiff
Durham
Imperial
Leeds
Liverpool
Loughborough
Manchester (inc. UMIST)
Newcastle
Nottingham
Oxford
Sheffield
Strathclyde
Warwick

European Targets
Hungary
Bulgaria
Poland

Local Targets
Glamorgan
Hallam
Hull
Leicester
Liverpool John Moores
Northumbria
Swansea
Teesside
York

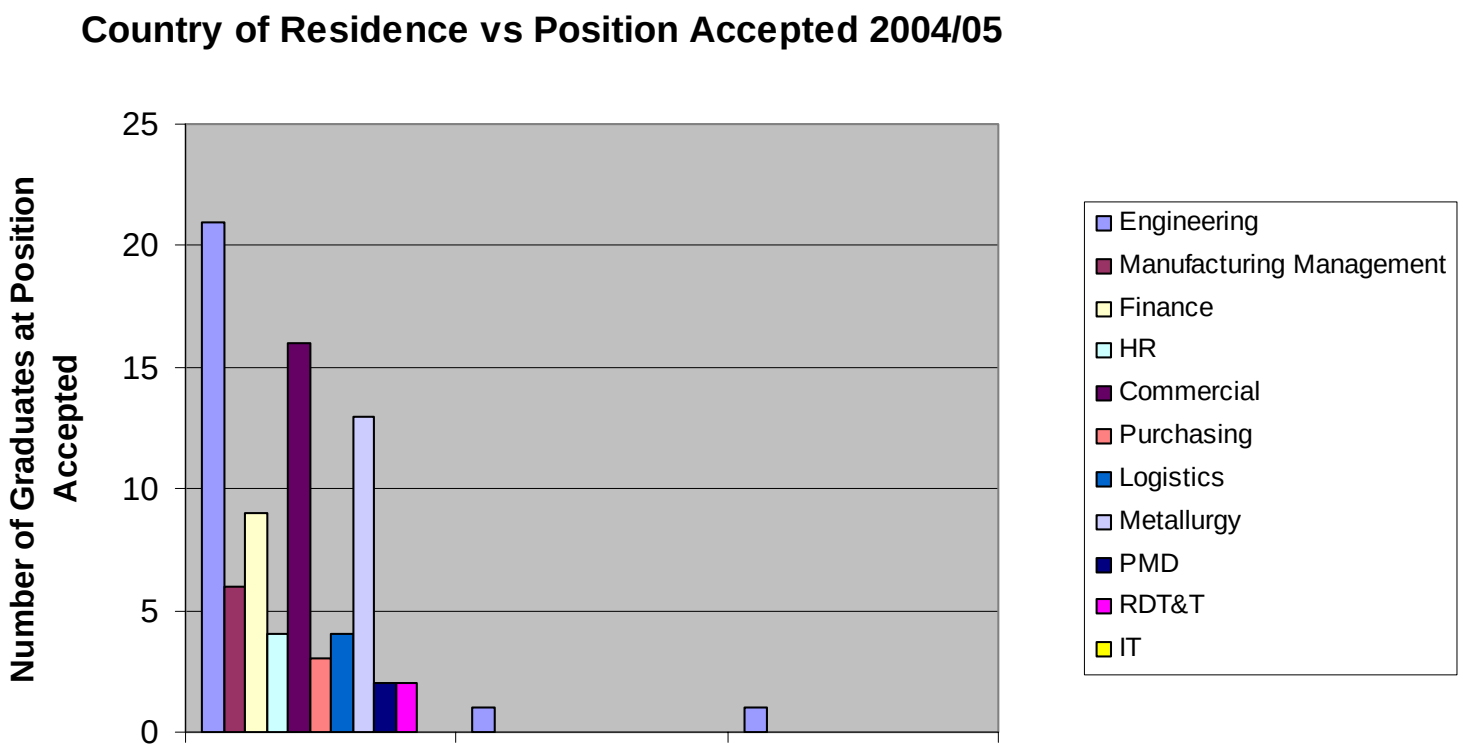
Selective Targets
Bath
Bristol
Lancaster
Queen Mary's
Lancaster

Graduate Qualifications Distribution

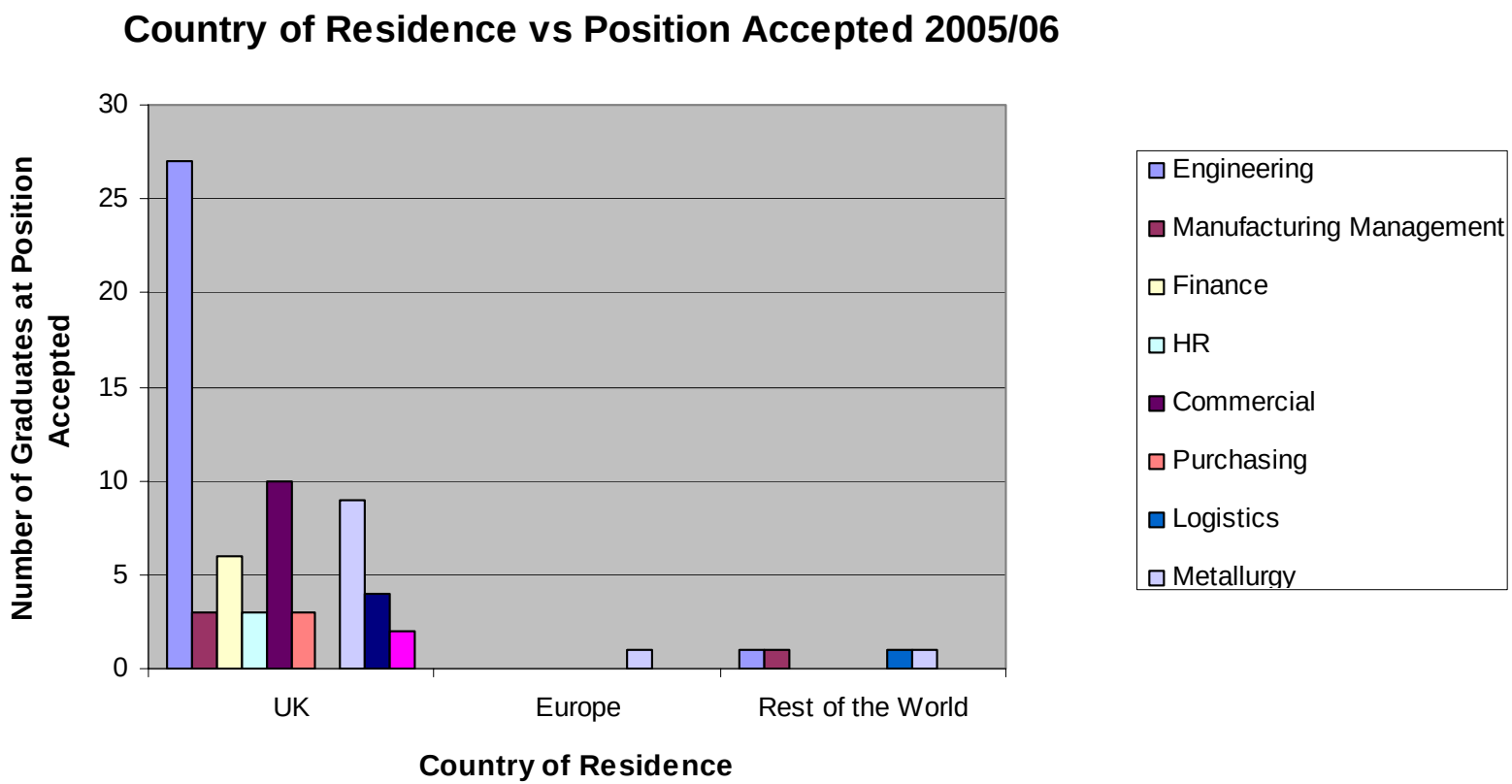


15/49 graduates in Corus Strip Products have Bachelor Degrees

International Trend



International Trend



International Trend

- **In 2004/05 61 students from universities in Belgium, France, Germany and the Netherlands registered with Corus. In the same year 935 students from outside of Europe registered with us.**

- **In 2005/06 so far, figures stand at 77 new registrants from the afore mentioned European universities and 1,012 from outside of Europe**

- **There has been an increase in the number of International and European candidates applying since the widespread industry move from paper based application forms to web based application forms. Corus moved to a web based recruitment process in 1999 and since then has seen a dramatic increase in the number of international students applying for our graduate scheme.**

- **Over the past few years seven graduates have worked abroad in Ireland, Czech Republic, America and Holland**

What we look for in our graduates - competencies

Self Starter

Performs tasks on own initiative. Values self-discovered opportunities. Proactively initiates change and seeks responsibility.

Achievement Motivation

Sets clear goals and has the ambition, drive and enthusiasm to reach these goals in an efficient and effective way. Is continuously searching for possible improvements

Conceptual Thinking

Is able to detect relations, structures and explanations in situations, Works with different kinds of reasoning and a broad framework to come to a clear understanding, especially when distilled from masses of complex information. Application of intelligence to get to the route of problems quickly.

Teamwork

Works with others in the group to realise shared goals. Recognises that working with individuals in teams with different strengths is crucial to achieving goals, Uses own input to build commitment for various ideas.

What we look for in our graduates - competencies

Natural Authority

Displays confidence in own capabilities to accomplish a task and to work in a goal orientated and effective way, taking into account the people in the environment. Has own ideas and views, stands up for these and acts upon them, even when circumstances are increasingly challenging.

Influencing

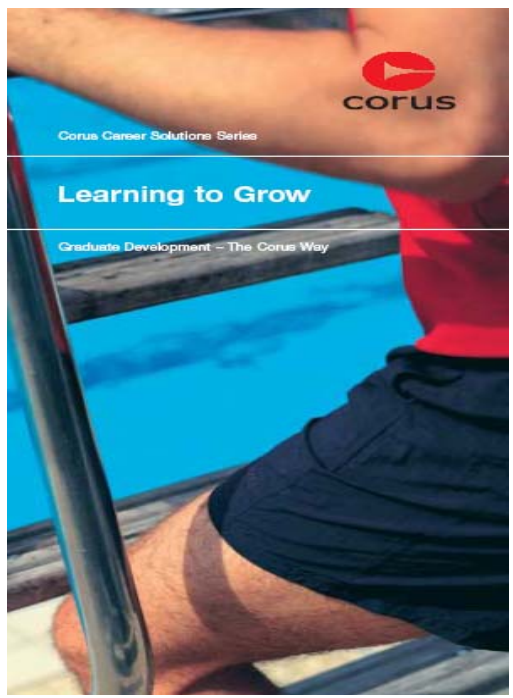
Can build commitment for own ideas from others using different methods and approaches, thereby working in a positive decisive and professional way. (Neither timed nor arrogant)

Flexibility

Understands the need to adapt own actions and strategies to the specific situation at hand to reach the goal in an effective way. Ability to see the interconnections between different areas, looking for opportunities to integrate concepts from one project to another.

Corus – Graduate Employment Scheme

- Branded as ‘Learning to Grow’.
- 5 Year Scheme
- Established to ‘attract and retain talent’
- Focus on:-
  - Chartered/Professional Status
  - Personal Effectiveness & Development
  - Business & Career Orientation
  - Recognition



Corus Graduate Employment Scheme

Training	Shared learning	Personal continuous learning
Year 1	***UK Graduate Induction*** Induction – division / business / department Personal Skills (e.g. presentation skills, team working, basic leadership skills, health & safety)	Individual skills Functional specific skills 'On the Job' training
Year 2	**Corus Awareness**	
Year 3		
Year 4	***Corus Awareness 2***	
Year 5		

Corus Graduate Employment Scheme

Development		Continuous personal development
Year 1	✓ Registration for Professional programme (such as IMechE, IEE, CIPD, CIPS) ✓ Find a Professional Mentor Find a Personal Mentor	6-monthly performance reviews Regularly updated PDP *(Personal Development Plan)* Challenging jobs / work placements Continuous Professional Accreditation Programme
Year 2		
Year 3	Career Orientation Workshop	
Year 4		
Year 5		

Skills Gaps

Corus Group HR is currently working in conjunction with the AGR and the Royal Academy of Engineering on research into why large number of engineering graduates in the UK choose not to join the engineering profession on completing their studies.

In particular Corus main skill shortage areas consist of:

- **Civil Engineers**
- **Electrical Engineers**
- **Manufacturing graduates**
- **Metallurgy graduates**

In 2004/05 Corus successfully applied for 4 work permit for RD&T, Electrical Engineering Metallurgy and Process Technology and Manufacturing Management.

Employers Needs

- Able to recruit international graduates more effectively.
- Attracting foreign students to work summer/gap years with employers, through strong university links and centre's of excellence e.g. Metallurgy. Possibly through stronger university/company branding.
- Better mix of academic ability and 'personality'. Qualification is a filter point only, personality is the main differentiator.
- Standards in some subjects noticeably falling e.g. English.
- A labour market which can supply talented people (Apprentices, Trainees & Graduates) with technical knowledge and skills to meet global competitive pressures.