

2nd DEHEMS International Conference
Employability of Graduates and Higher Education
Management Systems
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I am here to learn Biology, not personal development. Testing the Blueprint for Careers.

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Overview

- Graduate employment issues
- The blueprint
- Research
- Findings and discussion
- Recommendations

Reality or Aspiration – the context

Influences ;

- first in family
- knowledge of graduate opportunities
- social and cultural capital,
- 49% located in EM, 59% working in EM
- European, international
- confidence

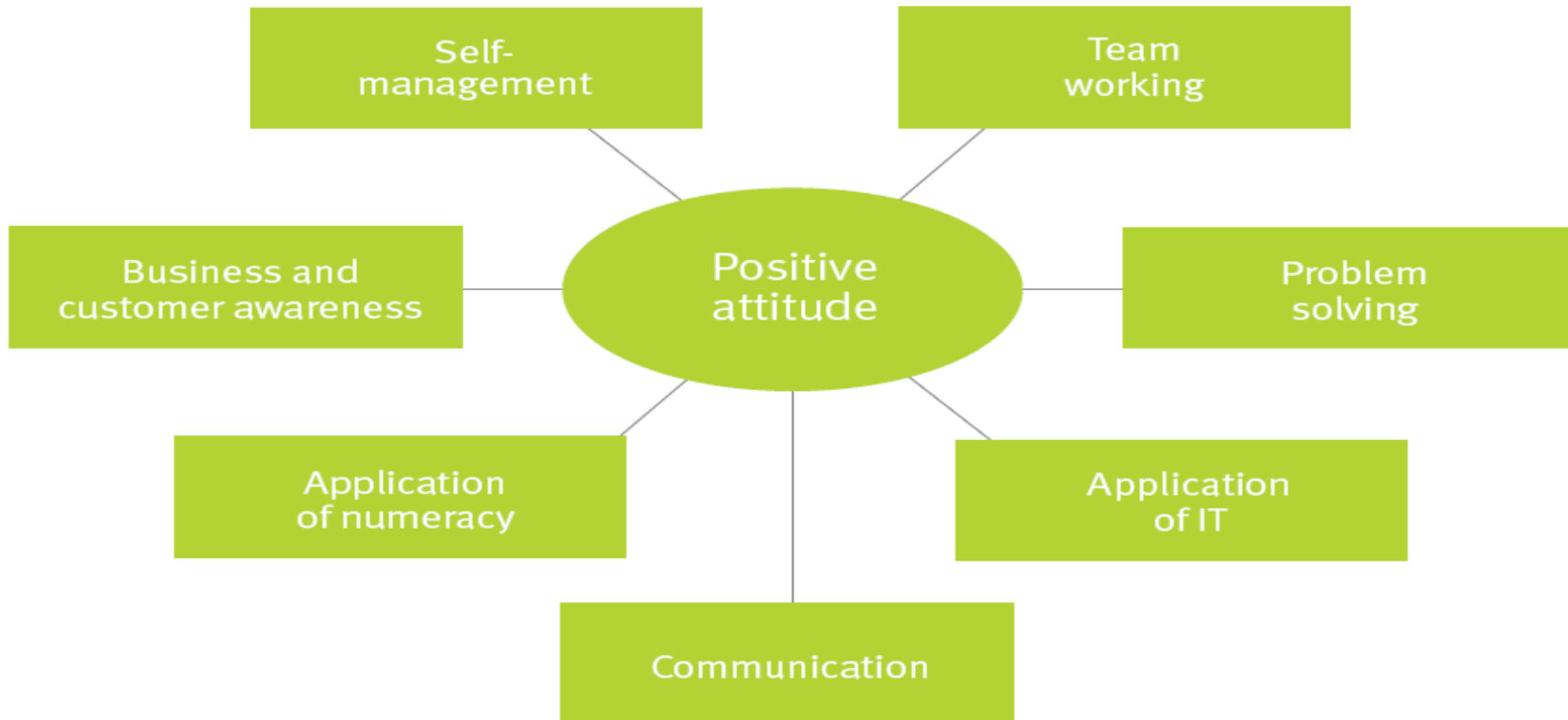
Pedagogy for Employability, 2012, HEA

“We argue that employability is not about lists or categories of skills, and when we refer to employability throughout the publication, this refers to both “skilful practices in context” (as described in the previous edition (Pedagogy for Employability Group 2006)) and an approach to personal development and career planning that is included within the notion of employability.”

Employability = skilful practices + career management

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.



What is “strong graduate employability?”

- Destinations of Leavers from Higher Education, (DLHE), 6 month snapshot.
- Contradiction – individual aspirations v definitions of graduate jobs, at 6 month snapshot
- Employers say they want, ***a can do attitude***

Graduate employability

“Achieving global graduate employability is not just about attaining qualifications and excelling in a knowledge base or professional capacity, it is about holistic development including outlook, values and character. If students are to maximise their potential, acquire graduate level work, and thrive emotionally and financially, they will need to leave university with self confidence and self efficacy, a clear idea of who they are, their values, strengths and motivations, be able to articulate this, and fully appreciate the drivers and activities that create opportunities.”

CDC 2012

The Blueprint

- 1980's US – National Career Development Guidelines
- 1990's Canada – Blueprint for Life/Work
- 2000's Australia – Australian Blueprint
- 2011 England – Blueprint for Careers

Why the Blueprint?

- gives students the opportunity to locate their requirements for personal/career development within a paradigm that makes career development the responsibility of the individual. It empowers and enables.
- the framework locates personal/career development in a context broader than the degree, thus helping students to contemplate life beyond the degree and start to ask questions earlier.
- challenges the assumptions that there are no jobs so I won't do anything, I'll focus on my degree, when I finish I'll do my part time job/go home and hope something turns up
- its inclusive of all students. All can find a place within the framework and can develop their own personal development plan
- <http://www.excellencegateway.org.uk/node/18469>

What is the Blueprint?

Understanding and developing Myself

- 1 I know who I am and what I am good at
- 2 I interact confidently and effectively with others
- 3 I change, develop and adapt throughout my life

Developing and managing my career

- 8 I make effective decisions relating to my life, learning and work
- 9 I find, create and keep work
- 10 I maintain a balance in my life, learning and work that is right for me
- 11 I plan, develop and manage my life, learning and work

Exploring life, learning and work

- 4 I learn throughout my life
- 5 I find and utilise information and the support of others
- 6 I understand how changes in society, politics and the economy relate to my life, learning and work
- 7 I understand how life, learning and work roles change over time

The effective career manager

LSIS, 2011

Methodology

Student researchers

Recruited and employed to promote and manage the project within programme areas – 9 delivered the project

Survey approach

- An on-line questionnaire for students – 157 responses
- Programme focus groups – 2/3?
- Feedback to academic staff – 2 to date

Key findings

- Students generally tended to feel more confident in their own abilities to
 - Change, develop and adapt through life
 - Understand how changes in society, politics and the economy relate to life
- Students tended to feel confident in the programmes ability to help them to
 - Change, develop and adapt through life
 - Recognise the role and importance of lifelong learning

Key findings

- Students felt least confident about their abilities
 - To make effective decisions about life, learning and work
 - Develop and manage life, learning and work
- Students felt least comfortable about the programmes ability to
 - Help you to apportion and maintain a balance in life, learning and work
 - Help you to find, create and keep work
- ‘**Events**’ is the most positive about their skills and ‘**Biology**’ least positive

What do the programmes do well

- Advice on volunteering
- Different types of assessment
- PDP lectures
- Group work, presentations
- Mock interviews
- Lab work
- Seminars on wide range of jobs available
- Research skills
- Career assessment quiz
- Reflective practice
- Problem solving using real life examples
- Work experience

What could the programmes do better?

- Networking opportunities with professionals from industry
- Team building outside the university such as life skills trips
- Help to find relevant work/placements/internships
- More career fairs
- Career development planning
- Volunteer work
- More practical lab work
- Career orientated seminars with employers
- A short round up of global news relevant to each module each week
- Workplace visits
- Work experience module
- Time management and working effectively
- Work with students you don't know
- Talks from past students
- Seminars about society and impact on career

Additional research

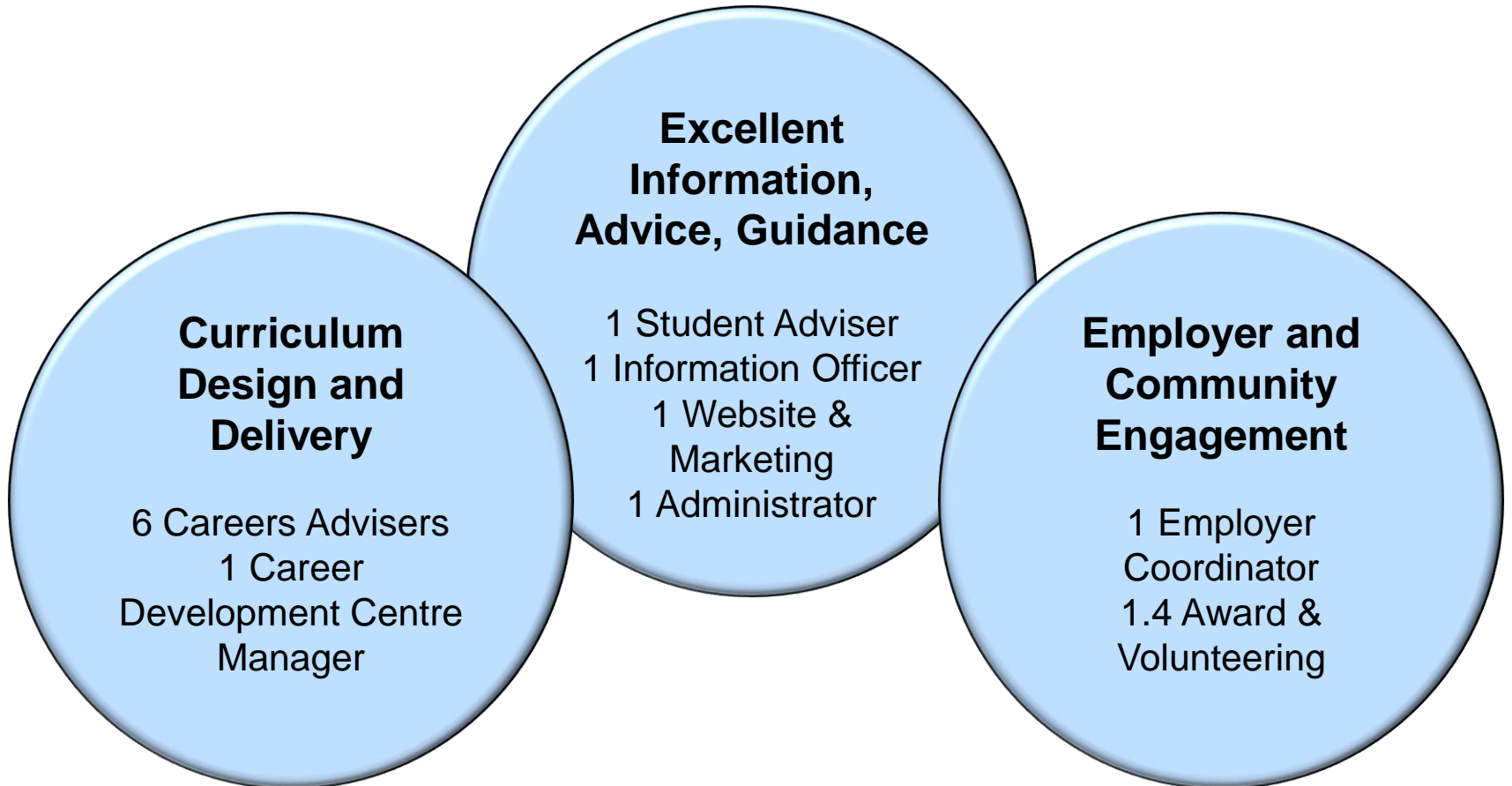
- Focus groups, in 2/3 areas, Biology/Zoology, Events and Business?
- Feedback to and from academic staff, 2 to date, and continuing.
- Feedback from students.
- <http://www.youtube.com/watch?v=KK75TNmVxrQ>

Next steps

Develop the proposition that the Blueprint framework can be used:

- A with students – as a theoretical framework to help explain the nature of career development and develop a sense of personal responsibility.
- B as an audit tool to identify personal development priorities and to empower students to maximise opportunities during their HE experience.
- C within programme development activities – to develop understanding and to explain what career management/employability skills and attributes to embed into a programme to help students.

CAREER DEVELOPMENT CENTRE



Questions?

Thank you

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