

A 'capitalist' approach to student employability

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Interdisciplinary Learning and Teaching
Conference 2019

Tuesday 9th April, Keele University



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Scholarship funding
March to October 2019
(Ida Kemp, Visiting Fellow)

“Understanding approaches to supporting multi/ interdisciplinary students with developing and understanding employability skills: a UK and European perspective”

Approach (qualitative):

- Gather qualitative evidence from across the HE sector relating to employability support for multi-subject students
- Interdisciplinary Learning and Teaching Conference at Keele University, April 2019
- Annual Association for Interdisciplinary Studies Conference in Amsterdam, October 2019

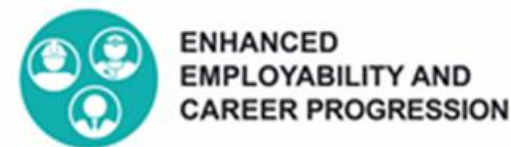


Scholarship funding
May to September 2019
(Ida Kemp / Helen Cooke)

“Understanding sector-wide approaches to supporting multi/interdisciplinary students with developing and understanding employability skills: a quantitative analysis”

Approach (quantitative):

- Analysis of Destination of Leavers in Higher Education (DLHE) and HESA data for interdisciplinary graduates
- Survey distributed to UK HE university career services
- Interviews with Heads of Employability Services at institutions with significant numbers of interdisciplinary graduates



Embedding employability project
(Helen Cooke / Rosie Meade)



AdvanceHE

30 April 2019
Advance HE Employability Symposium, York
(Helen Cooke / Rosie Meade)

“The Open University’s Employability Framework: Making sense of employability for interdisciplinary students”

Approach:

- Conference presentation to share best practice

Teaching Excellence and Framework **Student Outcomes**

...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.

(Yorke, 2004, p. 410)



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Generic Graduate Attributes and Skills


GENERIC GRADUATE ATTRIBUTES AND SKILLS

Higher Education Academy (Rees, Forbes and Kubler, 2007)

Cognitive Skills/Brainpower: The ability to identify, analyse and solve problems; work with information and handle a mass of diverse data, assess risk and draw conclusions.

 **Analysis, Attention to detail, Judgement**

Generic Competencies: High-level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity.

 **Image, Influencing, Interpersonal Sensitivity,
Planning and organising, Questioning,
Teamwork/Working with others,
Written Communication**

Personal Capabilities: The ability and desire to learn for oneself and improve one's self-awareness and performance – lifelong learning philosophy, emotional intelligence and performance. To be a self starter and to finish the job

 **Achievement Orientation, Adaptability/Flexibility, Creativity,
Decisiveness, Initiative, Leadership and tolerance of stress**

GENERIC GRADUATE ATTRIBUTES AND SKILLS

Higher Education Academy (Rees, Forbes and Kubler, 2007)

Technical Ability: For example, having the knowledge and experience of working with relevant modern laboratory equipment. The ability to apply and exploit information technology



Technical Application, Technical Knowledge

Business and / or Organisation Awareness: Having an appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies, and processes through organisational understanding and sensitivity. Ability to understand basic financial and commercial principles



**Commercial Awareness, Financial Awareness,
Organisation Understanding**

Practical Elements - Vocational Courses: Critical evaluation of the outcomes of professional practice; reflect and review own practice; participate in and review quality control processes and risk management.



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The Metrics

How will interdisciplinarity be accounted for in the Teaching Excellence Framework?

THE METRICS

HOW WILL THE TEF MEASURE THIS...?

BA (Hons) History and Philosophy:

own curriculum. There are no compulsory modules, but the department covers an unusually wide range of topics, including courses on major figures such as Aristotle, Descartes and Hegel.

When you're not in seminars, you'll be able to work on projects such as our New Histories blog and WikiAmerica. There are opportunities to take part in volunteering projects with a history focus. You could go on work placement with a heritage or culture organisation. This emphasis on communicating ideas is why you will find Sheffield history graduates working for organisations such as the Imperial War Museum, the National Archives, BBC Online and the Guardian.

Qualification	Study mode	Location
Bachelor of Arts (with Honours) - BA (Hons)	Full-time	Main Site
Start date	Duration	
30 September 2019	3 years	

How to apply

Application deadlines

If your application is completed by the following date, it's guaranteed to be considered:

15 January *

*If you apply after this deadline, universities or colleges don't have to consider your application if they've filled their spaces, so the sooner you apply, the better!

Course contact details

[View course details on provider's website](#)

Admissions Service

0114 222 8030

Unistats information

92% Students were satisfied overall

(There isn't enough data to publish just for this course. This data is for all...)

BA (Hons) History and Philosophy
3-year course, Full time
Optional sandwich year,
Optional year abroad

To see more details and compare with other courses

Visit **UNISTATS**

Operated by the Office for Students

THE METRICS

...COMPARED TO THIS?

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Unistats information

84% Students in work / study six months after finishing

For this course, your score is for all students in Philosophy.

BA (Hons) History and Philosophy
3-year course, Full time
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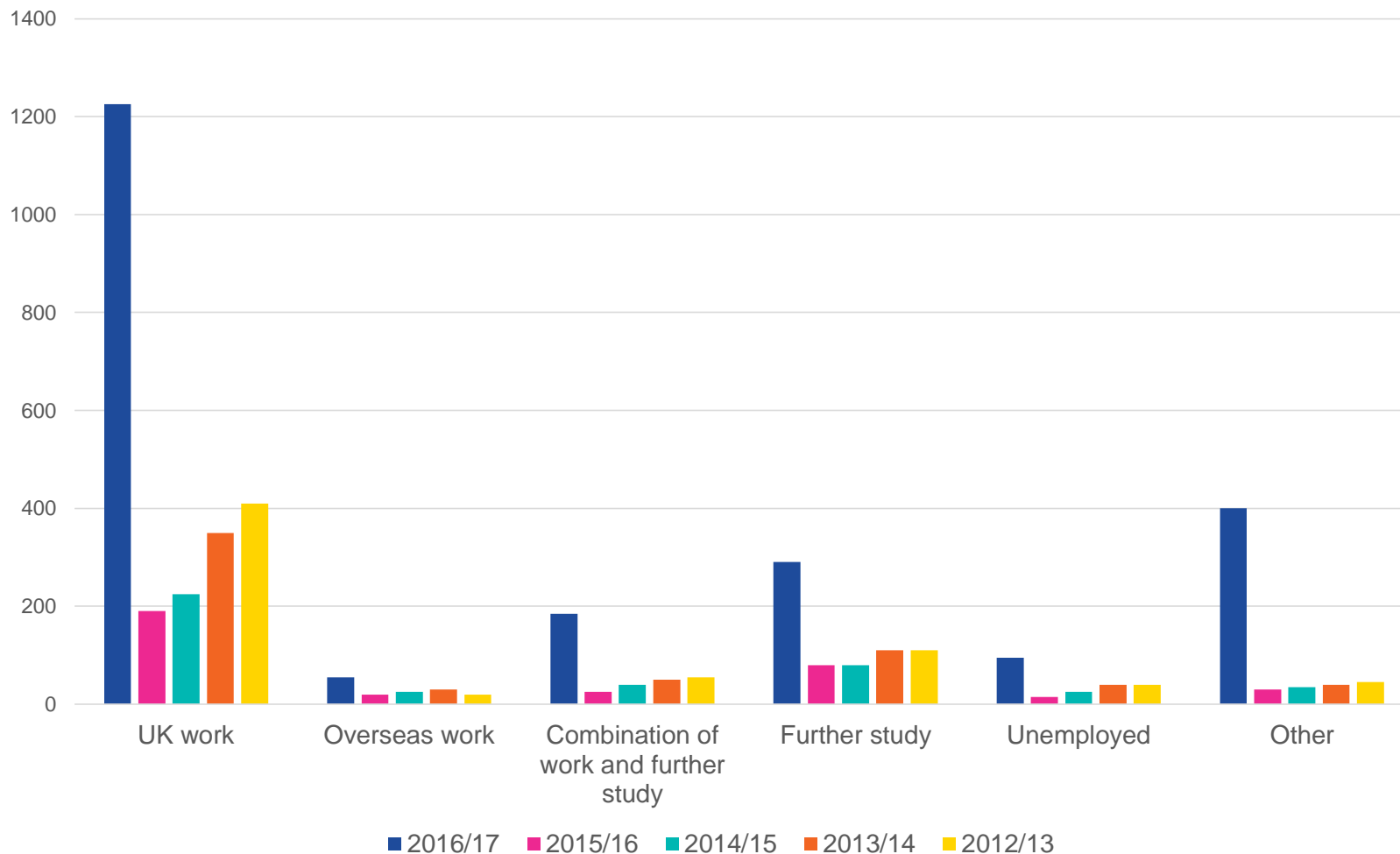
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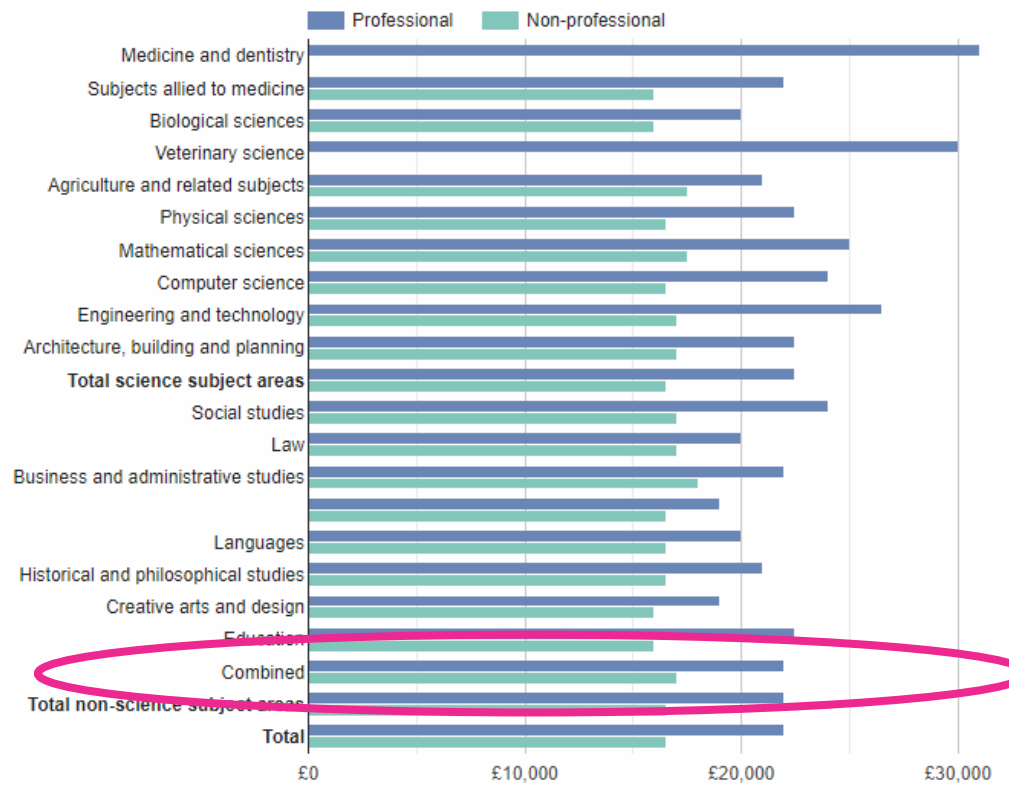
WHAT HAS HAPPENED TO COMBINED?



THE METRICS

2016/17 – NOW BY SALARY TOO!

Figure 13 - Median salary of UK domiciled full-time leavers from HE providers (including alternative providers) who obtained first degree qualifications and entered full-time paid work in the UK by subject area and professional/non-professional marker 2016/17



Standard Occupational Classification 1-3 (DLHE):

1 Managers, directors and senior officials

A significant amount of knowledge and experience of the **production processes** and service requirements associated with the efficient functioning of organisations and businesses.

2 Professional occupations

A degree or equivalent qualification, with some occupations requiring postgraduate qualifications and/or a formal period of experience-related training.

3 Associate professional and technical occupations

An associated high-level vocational qualification, often involving a substantial period of full-time training or further study. Some additional task-related training is usually provided through a formal period of induction.



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Graduate Identity

What is the latest work on graduate employability and identity across the UK?

“It is almost impossible to disentangle the interplay between intellectual and social structures.” (Becher and Huber 1990)

“Any person entering a new group with the ambition of becoming a fully fledged, competent member has to learn to comply with its fundamental cultural rules. This applies also to academic departments...In other words, I am claiming that failure to acquire this implicit knowledge is often taken as a sign of failure to have acquired the explicit knowledge itself.” (Gerholm 1990)

“... informal interaction processes have tended to prove more illuminating than formal ones.” (Klüver, et al. 1990)

“Our study suggests that the limitations imposed by social structures [parents and ‘family’] should be recognised by curriculum designers and, in turn, influence the creation of resources for identity adaptation, including creating the conditions for student identity claims and discipline-specific episodes of affirmation.” (Smith, et al. 2017)

“Strategic development of the curriculum to enhance graduate employability should acknowledge the intersection of student identity, graduate/professional identity, social and cultural factors together with the vagaries of the labour market.” (Smith, et al. 2017)

“The women’s experiences of post-university employment were embedded within complex and interconnected networks comprised of kin and non-kin relationships as well as generalised and imagined affinities.” (Finn 2017)



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Employable vs Employed

How can we address the source of tension between “employable” graduates and graduates attaining employment?

“For graduates, the challenge is being able to package their employability in the form of a dynamic narrative that captures their wider achievements, and which conveys the appropriate personal and social credentials desired by employers. Ideally, graduates would be able to possess both the *hard* currencies in the form of traditional academic qualifications together with *soft* currencies in the form of cultural and interpersonal qualities.” (Tomlinson 2017)

“The problem of graduate employability and ‘skills’ may not so much centre on deficits on the part of graduates, but a graduate over-supply that employers find challenging to manage. Employers’ propensities towards recruiting specific ‘types’ of graduates perhaps reflects deep-seated issues stemming from more transactional, cost-led and short-term approaches to developing human resources.” (Tomlinson 2017, based on Warhurst 2008)

“Capitals are defined here as key resources that confer benefits and advantages onto graduates.” (Tomlinson 2017)

Human capital: knowledge, skills and future performance

Social capital: networks and human relationships

Cultural capital: employability and cultural synergy and alignment

Identity capital: self-concept and personal narratives

Psychological capital: resilience and career adaptability

- Need to set out the different ‘capitals’ to students when thinking about employment
- Ask students to think about each of the capitals for themselves and their identities and subjects
- See how they can articulate these in CVs/personal statements/when looking for work

REFLECTIVE and **GUIDED**

- The career environment has changed
- There are more options and students may be encouraged to think about **'boundaryless'** careers, which are wider in scope
- Compared to more traditional 'protean' which is linear in structure
- Has particular impact for 'interdisciplinary' students who have a range of interests and skills
- Graduates may need to be guided to articulate this



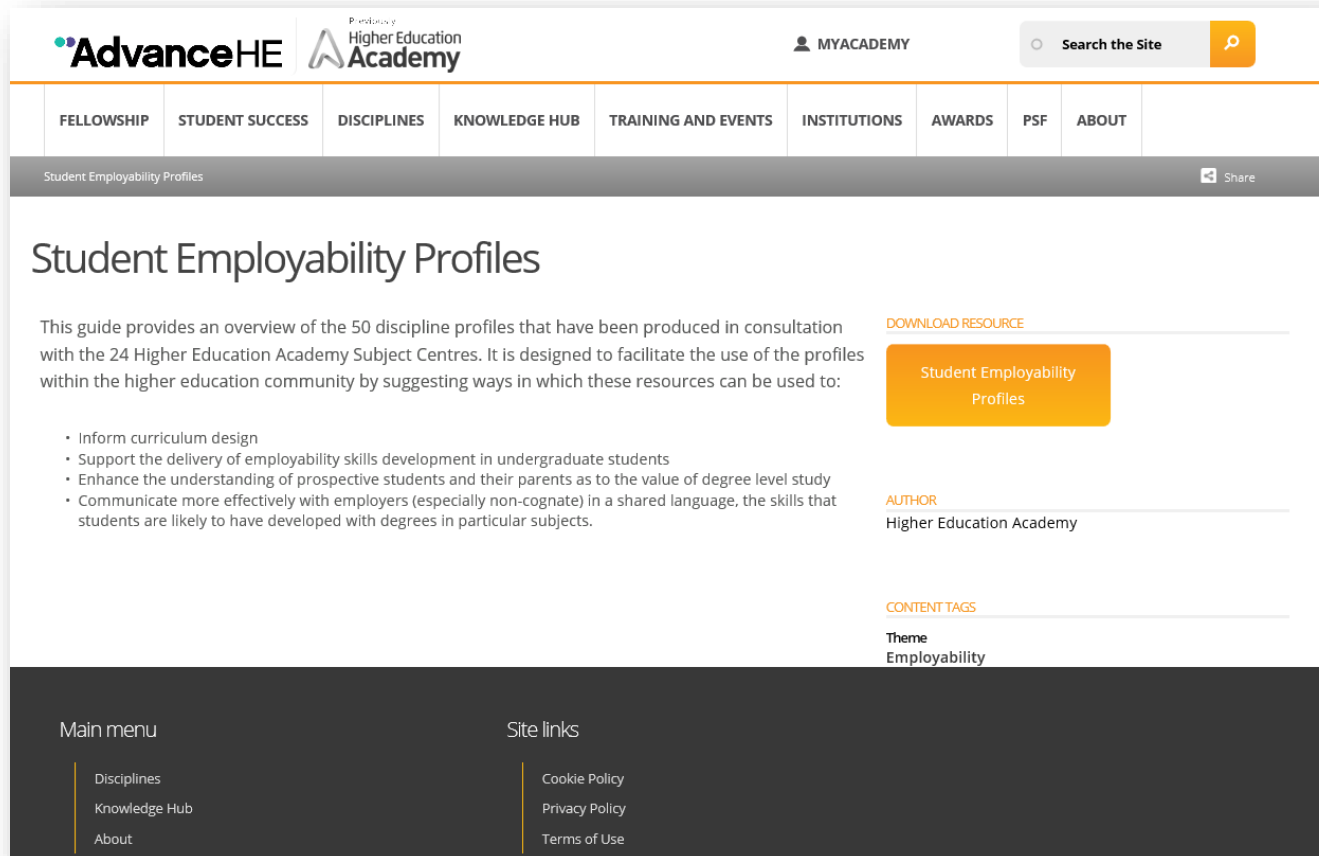
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Attributes for multi-subject graduates

ATTRIBUTES FOR MULTI-SUBJECT GRADUATES

HIGHER EDUCATION ACADEMY / ADVANCE HE



The screenshot shows the AdvanceHE website interface. At the top, there is a navigation bar with the AdvanceHE logo, the Higher Education Academy logo, a user profile icon labeled 'MYACADEMY', and a search bar labeled 'Search the Site'. Below the navigation bar is a horizontal menu with the following items: FELLOWSHIP, STUDENT SUCCESS, DISCIPLINES, KNOWLEDGE HUB, TRAINING AND EVENTS, INSTITUTIONS, AWARDS, PSF, and ABOUT. The main content area is titled 'Student Employability Profiles' and includes a 'Share' button. The page content describes a guide for 50 discipline profiles and lists three key purposes: informing curriculum design, supporting employability skills development, and enhancing understanding of degree level study. On the right side, there are sections for 'DOWNLOAD RESOURCE' (with a 'Student Employability Profiles' button), 'AUTHOR' (Higher Education Academy), and 'CONTENT TAGS' (Theme: Employability). A dark footer contains 'Main menu' (Disciplines, Knowledge Hub, About) and 'Site links' (Cookie Policy, Privacy Policy, Terms of Use).

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THANK YOU



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