Employers, Employment and Employability: Embedding Graduate Attributes in your Curriculum

Katie Dallison
k.dallison@imperial.ac.uk

Mark Allen
m.allen@imperial.ac.uk
Learning outcomes:

• To better understand what employability means and how this links to the Imperial Graduate Attributes/L&T Strategy
• To analyse what employers and the labour market needs will be in the future
• To introduce the Graduate Capital model to support embedding Imperials graduate attributes
• To begin to map your student journey in regard to developing the graduate attributes
Defining Employability
Mentimeter results from the audience
Our students said

Skills

Soft

Experience

Communication

Leadership

Convincing

Team

Competitively

Job

Grade

Work

Self-confidence

Problem

Qualification

Confidence

Solving

Versatile

Passion
HEA Definition:

A set of achievements – skills, understanding 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

Yorke and Knight 2006
Key points:

- Very personal to each individual and is constantly evolving and changing
- Although individual links to society and external factors
- Not about getting a job as such
- Broader than just their HE education
What's happening in the labour market:

1st Industrial Revolution
- 1760-1840
- Manufacturing

2nd Industrial Revolution
- 1870-1914
- Technology

3rd Industrial Revolution
- 1960-2004
- Digital

4th Industrial Revolution – starting now
Embedded Technology
Currently employers consider:

Most important factors considered when recruiting graduates (%)

Future skills predictions:

<table>
<thead>
<tr>
<th>Top 10 skills in 2020</th>
<th>Top 10 skills in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
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</tr>
<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
</tr>
<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
</tr>
<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
</tr>
<tr>
<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
</tr>
<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
</tr>
</tbody>
</table>

Emotional Intelligence:

The ability to perceive, and understand, one’s own personal feelings, and those of others. EI means recognizing emotions and acting on them in a reflective and critical

(Adapted from Goleman 1995)
Cognitive Flexibility:

Cognitive flexibility refers to the brain’s ability to transition from thinking about one concept to another. The quicker you are able to switch or “shift” your thinking from one dimension (e.g. colour of an object) to another (e.g. shape of an object), the greater your level of cognitive flexibility.
Imperial Graduate Attributes

1. Demonstrate deep conceptual understanding of their chosen discipline
2. Work effectively in multi-cultural, international teams and across disciplinary boundaries
3. Approach challenges with curiosity, critical thinking and creativity
4. Innovatively apply their skills to tackling complex real-world problems
5. Understand and value different cultures and perspectives
6. Have developed into independent learners with high self-efficacy
7. Display a strong sense of personal and professional identity
Imperial Graduate Attributes

Working with the Graduate Attributes:

Let's break it down. Each group was given a graduate attribute to break down into skills and ideas that describe that attribute. See the attached document to see the results.
What we know about our students:

- Technically and subject knowledge generally not a problem
- Reflection around transferable skills/situations can be a problem
- Team work = leadership often
- Situational judgement often a struggle
- Failure question difficult
- Difficulty marketing themselves
Embedding?

1. fix (an object) firmly and deeply in a surrounding mass. "he had an operation to remove a nail embedded in his chest"

   synonyms: implant · plant · set · fix · lodge · root · insert · place ·

2. implant (an idea or feeling) so that it becomes ingrained within a particular context. "the Victorian values embedded in Tennyson's poetry" linguistics

3. place (a phrase or clause) within another clause or sentence. "phrases or clauses that are embedded in a sentence for effect"

4. attach (a journalist) to a military unit during a conflict. "the CNN correspondent is now embedded with the US Navy aboard the USS Constellation"
Embedding employability

Stage 1: Defining employability
- Knowledge and application
- Behaviours, qualities and values
- Enterprise and entrepreneurship
- Career guidance and management
- Self, social and cultural awareness
- Reflection and articulation
- Confidence, resilience and adaptability
- Experience and networks
- Attributes and capabilities
- Specialist, technical and transferable skills

Stage 2: Auditing and mapping

Stage 3: Prioritising actions

Stage 4: Measuring impact

Inclusivity

Engagement

Collaboration
Graduate Capital Model
Tomlinson 2016

GRADUATE CAPITAL MODEL

HUMAN
IDENTITY
SOCIAL
PSYCHOLOGICAL
CULTURAL
## Graduate Capital Model

<table>
<thead>
<tr>
<th>Capitals</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Capital</td>
<td>Developing graduate level knowledge and skills to become well-rounded professionals, confident to access the labour market.</td>
</tr>
<tr>
<td>Social Capital</td>
<td>Developing networks and social relations to enhance knowledge and access to target employment.</td>
</tr>
<tr>
<td>Cultural Capital</td>
<td>Appreciating the culture of sectors and organisations; being able to present yourself and your profile in a credible way.</td>
</tr>
<tr>
<td>Psychological Capital</td>
<td>Having the capacity to move into and adapt to a fluid job market and to withstand challenges and pressures.</td>
</tr>
<tr>
<td>Identity Capital</td>
<td>Understanding experiences, values and achievements to support development of your professional profile; the development of strategies to accomplish career goals.</td>
</tr>
</tbody>
</table>
Your programme:

• Given the learning outcomes related to each graduate capital element, where does your current curriculum allow you students to develop this? Should it include these outcomes at all?

• See attached handout or the University of Southampton Employability Exchange for the learning outcomes.
Putting yourself in your students shoes:
Putting yourself in your students shoes activity

• Groups were asked to use the attached template to think about how their current curriculum already embeds employability over the 3-4 degree. Where could it be enhanced? What might be missing?
How can we help:

- Working with/identifying employers
- Graduate Outcomes/DLHE statistics
- Brainstorming ideas
- Identify areas for collaboration
- Information on Career development learning
- Support with transferable skills training/highlighting
Take home points:

- Lots of this you’re already doing and will be doing within the CR
- Lots of it our students already have and are good at developing themselves
- Questions for review:
  - Where are we covering this? Do the students know we’re covering it?
  - Where could skills like these naturally fit? How can we get them in there?
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Further Resources:

- Employability: A review of the literature 2012 to 2016
  Downloadable from: https://www.heacademy.ac.uk/knowledge-hub/employability-review-literature-2012-2016
  http://reports.weforum.org/future-of-jobs-2016/
- Southampton University Employability Exchange (for more information on the Graduate Capital Model
  https://www.southampton.ac.uk/careers/staff/employability-exchange.page
- HEA knowledge hub https://www.heacademy.ac.uk/hub
- Imperial Teaching Toolkit: https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/
The Careers Service:

Sherfield Building (L.5)
South Kensington Campus
London SW7 2AZ

Monday - Friday
10:00 - 17:15

+44 (0)20 7594 8024
careers@imperial.ac.uk