

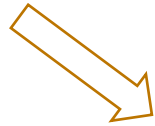
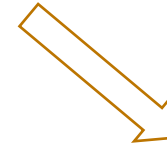


# Repositioning Employability – Learning for Student Success

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# What does it take to be successful?



**Contents:**

# ONE AMAZING PERSON

**Nutrition Facts**  
Serving Size: one 80kg mass of bones and flesh  
Servings Per Container: varies

Amount Per Serving	
Calories	110,000
	<b>% Daily Value*</b>
Total Fat 20kg	30,769 %
Cholesterol 100g	333,333 %
Sodium 120g	5,000 %
Carbohydrates 1.2kg	400 %
Protein 13.6kg	181,333 %
Calcium 1.0kg	90,909 %
Iron 4.2g	30,000 %
Vitamin A 730mg	73,000 %
Vitamin B12 5mg	2,500 %
Vitamin C 1.6g	2,666 %

Not a significant source of riboflavin. \* Percent Daily Values are based on a 2,000 calorie diet.

**Ingredients by weight:**  
65% Oxygen, 18% Carbon, 10% Hydrogen, 3% Nitrogen, 1.4% Calcium, 1.1% Phosphorus, 0.25% Potassium, 0.25% Sulfur, 0.15% Sodium, 0.15% Chlorine, 0.05% Magnesium, 0.006% approx Iron, 0.004% Fluorine, 0.003% Zinc, 0.002% Silicon, 0.0006% Zirconium, 0.0005% Rubidium, 0.0005% Strontium, 0.0003% Bromine, 0.0002% Lead, 0.0002% Niobium, 0.0001% Lanthanum, 0.0001% Copper, 0.00009% Aluminium, 0.00007% Cadmium, 0.00007% Boron, 0.00006% Cerium, 0.00003% Barium, 0.00003% Vanadium, 0.00003% Arsenic, 0.00002% each Tin, Mercury, Selenium, Manganese, Iodine, 0.00001% each Nickel, Gold, Molybdenum, Uranium, Beryllium, Radium, Thallium, Indium, Scandium, Bismuth, Yttrium, Gallium, Germanium, Tungsten, Samarium, Thorium, and Tantalum

**Also contains:**  
70m<sup>3</sup> of lung tissue, you like lung tissue; over six square meters of warm human skin; 40L of tapid, body-temperature water; the delicious partially-digested remains of whatever I gobbled 10 hours ago; 8L of air contained in a matching set of messy carrying cases; one (1) 1500g chunk of self-conscious fatty meat in an attractive skull container; about 39 million sperm cells and/or 500 thousand egg cells; 500 to 1000 different species of bacteria on my skin alone, hah hah, weird; up to 800cm<sup>3</sup> of warm urine in a convenient elastic sack; 10 times more bacteria cells living in my digestive tract than there are human cells making up my entire body, not even joking. Look I don't know why this happened but we all just have to deal with it; some chunks of my head extruding through my flesh that I've found useful for crushing food into tiny pieces and also when smiling; a bunch of blood, I mean, like 5000 cubic centimeters of it, just - just sloshing around; one (1) spookily skeleton; 6.7 x 10<sup>21</sup> human cells, some of which will be dead in hours and the majority of which will be dead in 10 years but I'm just gonna replace them with perfect duplicates anyway so no worries; a bunch of specialized membranes that are there just to secrete and absorb mucus, if you want mucus, man have I got you COVERED; over 30,000,000,000km of DNA, but they're all coiled up in these double helices so whatever; one (1) liver, uncooked; intestines longer than I am tall (the insides have protopoopos in them though); various chemicals with a street value of over \$3.50 USD; warm eyeballs; weird stretchy folds of flesh in my neck that make noises when I blow on them, hah hah, it's crazy; gastric acids including but not limited to hydrochloric acid, potassium chloride, and sodium chloride all contained in a muscular fleshy bag; also I think once I swallowed a bug maybe

# Are we speaking the same language?





# More than just a job!



**'EMPLOYMENT' NOT 'EMPLOYABILITY'**

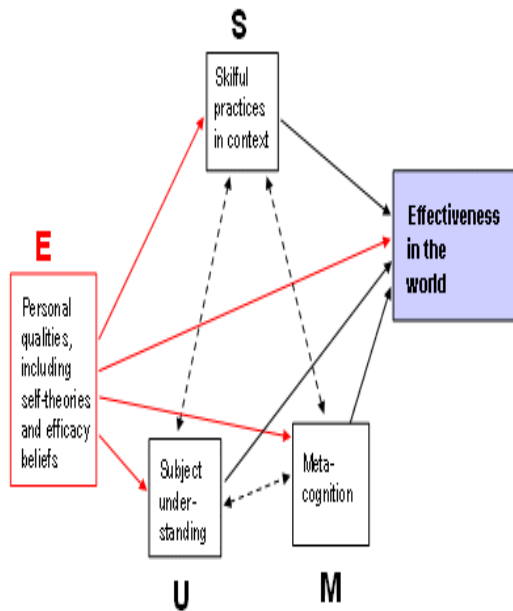
# Learning from research in employability?

- > 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).
- > Philpott (1999) describe employability as a 'buzzword' which is often used but which is interpreted in a number of ways
- > Gazier, (1998:298) (Cited in McQuaid & Lindsay, 2005:197) states employability is 'a fuzzy notion, often ill-defined and sometimes not defined at all.'

# Employability: what is it?

Examples of models used within higher education institutions in UK

**Knight & Yorke (2004)**



**Kumar (2007)**

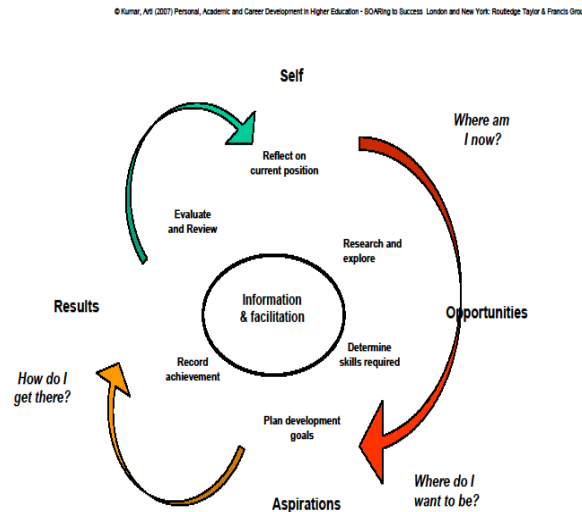
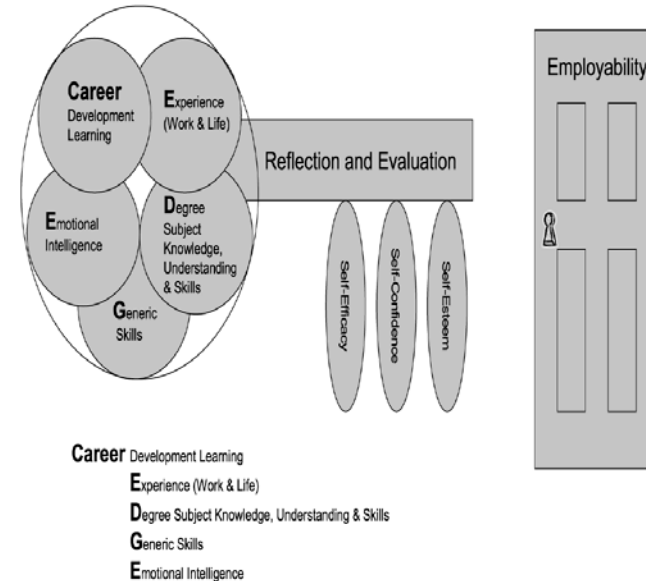


Figure 2.4: SOAR as a cyclical, developmental process

**Dacre Pool & Sewell (2007)**



CareerEDGE - The Key to Employability

# What does the research tell us?

- > We have a number of definitions and models
- > We describe how we 'do it'
- > There is very little in relation to the praxis describing how these two areas connect
- > This is where the HEA Embedding Employability in HE Framework has value



# What more can we do?

- > Work placements for every student
- > Internships in the UK and overseas
- > Enterprise projects / competitions
- > Enterprise Societies
- > Embedded work related learning
- > Career Management – CV advice, interview preparation, writing cover letters
- > Live projects and briefs
- > Community projects
- > Industry consulted on course design
- > Guest lectures and industry panels
- > Alumni networks and partnerships
- > Employer / Industry Advisory Groups

- > Largely an 'ad-hoc' approach of disconnected activities
- > Is provision consistent for all students?
- > What is missing?
- > What do they all have in common and how can we engage all staff?

**THEY ARE ALL ABOUT  
LEARNING**

# Employability and Enterprise - challenges

- Perceptions and interpretations
- Engagement (Staff, Students and Industry)
- Reaching ALL students and *joining up the dots*
- Career Development Learning (for all students)
- Work – Related / Experiential Learning (for all students)
- Measuring impact





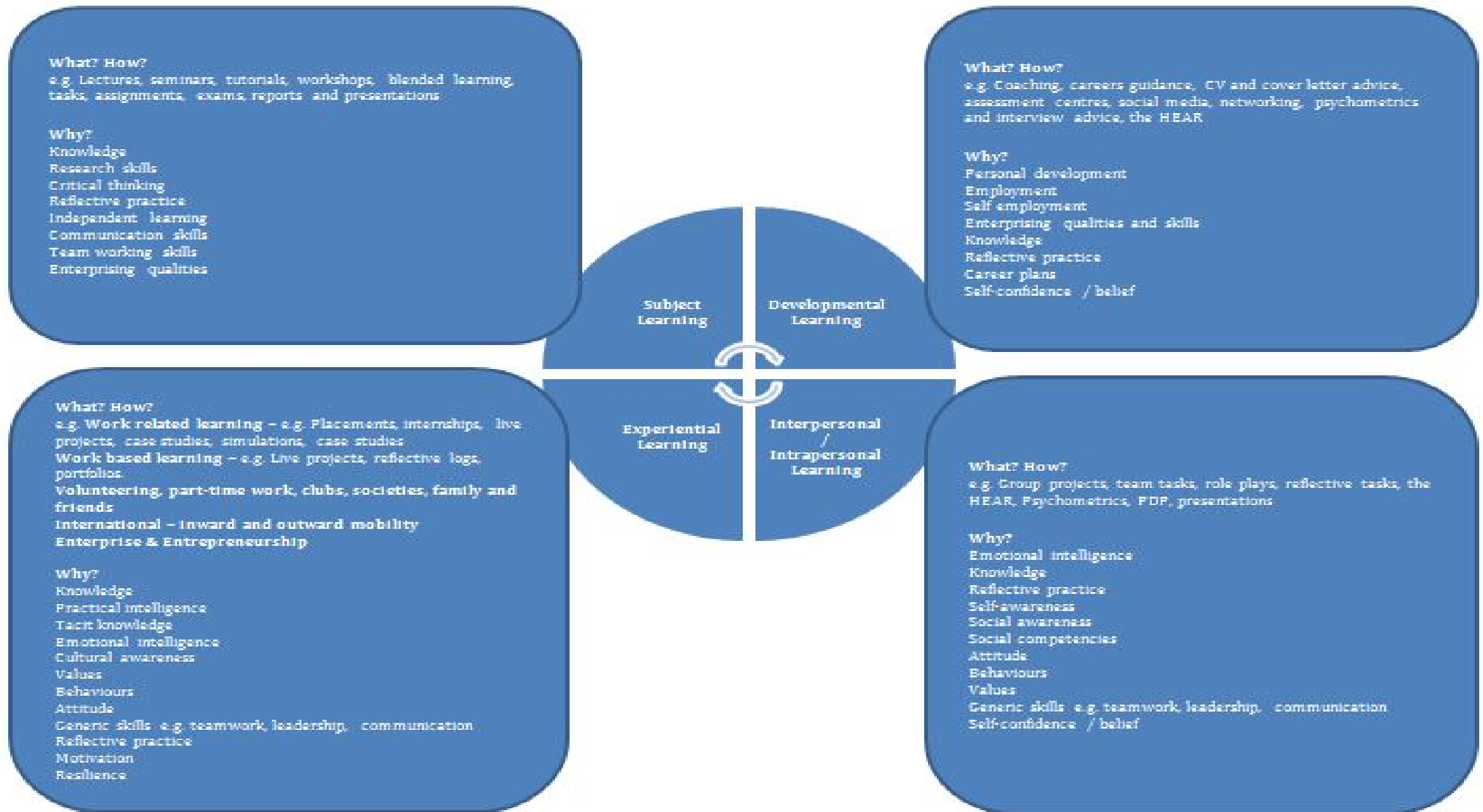
# Repositioning employability - *'Dimensions for Learning'*

*Narrow discourse* → *Narrow teaching* → *Narrow learning*



*Broader discourse* → *Broader teaching* → *Broader learning*

## Dimensions for Learning - Doug Cole 2017



→ **The Student Experience / Journey** →

# A bank of metrics for employability / learning

- > Increase in Industry links/collaborations/activity
- > Number and percentage of students engaged in work-related learning (e.g. core metric)
- > Percentage of students accessing careers support (e.g. core metric)
- > Survey results i.e. student career confidence, satisfaction etc.
- > Stakeholder feedback
- > Psychometric and EQ tests
- > Reflective journals, logs, portfolios
- > Alumni case studies
- > Professional accreditations
- > External awards/recognitions
- > Student awards / the HEAR
- > Student retention



# Questions to take away

- If employability is fundamentally about learning, is it time to rethink and reframe this agenda?
- Could you develop a culture that supports learning in its broadest sense? That extends well beyond subject knowledge but that is still defined and explicit in its direction?
- Could you work collaboratively with colleagues, your students, industry and other stakeholders to define this direction and learning for success?
- Could you commit to one university approach to this learning design that is flexible enough to be shaped by individual programme areas?
- How could you support students to recognise and articulate their learning across a range of contexts, both in the curriculum and beyond, yet still understand how this comes together to support their individual success?
- Are you ready to start talking differently about employability to help realise the changes needed?

# Thank you

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