EduTECH_AU 2017

Graduate Employability & Productivity: The Future of Tertiary Education

Professor Shelley Kinash
Director, Advancement of Learning and Teaching
Shelley.Kinash@usq.edu.au

http://GraduateEmployability.com

8 June 2017 | Sydney
2:10-2:30pm
Graduate Employability and Productivity: The Future of Tertiary Education

Outline

• Definition (Shared Understanding)
  • Assumptions
• Relevant Research Findings (From National Research)
• What the Future Needs To Be
Definitions

Employability -

Graduate Employability means that alumni have developed the capacity to obtain and/or create work.

Support for …
• Knowledge
• Skills
• Attributes
• Reflective Disposition
• Identity

http://GraduateEmployability.com
Assumptions

1. Tertiary Education will continue. Campuses will continue. (Blended Delivery)
2. The Future will become increasingly digital. Tertiary Education will have to do better at keeping-up and then move beyond to lead discovery, application and innovation in all industries.

cultural transformation, real-world skills, collaboration, technology access, personalisation, digital fluency, deep understanding, content co-creation, online, mobile, blended learning, learning ecosystems, incubation, lifelong learning

Relevant Research Findings (From National Research)

Based on 2014-2016 Australian research
Over 1200 people
undergraduate & postgraduate students;
graders; employers; educators &
other higher education staff
Across all 8 States & Territories

http://GraduateEmployability.com
How do the views of students, graduates, higher education staff and employers differ when asked about employability strategies?

Are there further differences between Australia and India?
India: 7.7 million
Australia: 0.42 million
(UNESCO, 2017)

18 : 1
Annual total of India: Australia university graduates in 2014

33.5% : 70%
Youth in full-time, discipline-related careers
(four months post-graduation)
When do tertiary education students and graduates know what careers they want?
The employability pathfinder: a university student and graduate career knowledge framework
Does assessment matter to employability – according to students, graduates, academics and employers?
Table 2: Prevalence of the Theme ‘Assessment’ across Stakeholder Groups

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Participants</th>
<th>Participants who mentioned <em>assessment</em> (% of stakeholder group)</th>
<th>Overall no. of <em>assessment</em> mentions (% of full data set)</th>
<th>Mean number of <em>assessment</em> mentions by participant</th>
<th>Range of <em>assessment</em> mentions within stakeholder groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>21 (17%)</td>
<td>6 (29%)</td>
<td>11 (9%)</td>
<td>2</td>
<td>1-4</td>
</tr>
<tr>
<td>Alumni</td>
<td>26 (21%)</td>
<td>5 (19%)</td>
<td>5 (4%)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educators</td>
<td>63 (50%)</td>
<td>22 (35%)</td>
<td>112 (88%)</td>
<td>5</td>
<td>1-20</td>
</tr>
<tr>
<td>Employers</td>
<td>17 (13%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>127</td>
<td>33</td>
<td>128</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
What the Future Needs to Be
Key Takeaways

• Collaborative (Stakeholders as Partners)
• Cohesive & Connected (Before, During, After)
• Visioned, Clear & Transparent
• Embedded & Explicit
• Personalised & Agile
• Knowledge, Skills, Attributes, Reflective, Identity