

NAFEA Conference, Melbourne July 2016  
Beyond the Borders

# CAN EMPLOYABILITY BE USEFULLY MEASURED?



Sue Elston, Team Leader, The University of Melbourne



# Presentation Outline

- Why measure ?
- Defining Employability
- Core Skills for Work Framework
- Core Skills for Work- Self Assessment Tool
- Pre and Post WIL using the Tool
- Results of Measuring Employability
- The updated model- My Employability



# Why Measure Employability?

Changing landscape in Higher Education....

- HE is now expected to produce employable graduates
- **HE has identified WIL as key to building employability**
- WIL activities tend to be more expensive, so measurable outcomes a necessity



# Defining Employability- Different Stakeholders

## Student

*“Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required” (Hillage & Pollard 1998)*

## Employer

The capabilities that they need from their employees, in order for their business to function effectively

## Education Institutions

Graduate Employability = Graduate Jobs

(see Manz Yorke’s research using experiential learning through WIL)

## Government-

A skilled workforce= economic growth

Works with all stakeholders, establishing

- Qualification templates for all industry sectors (AQF)
- Non-technical skills template- that underpins successful participation in work (SkillsUSA and Australia’s Core Skills for Work Framework)



# Employability Skills in Field Experience

- Managing People
- Organising Self and others
- Working to workplace protocols
- Life-long learning
- Managing OH&S
- Communication
- Report Writing
- Team Work

In order of importance?



# Australia's Core Skills for Work Framework (CSfW)

## **1. Manage career and work life**

a) identifying career and work options, b) finding work, c) developing the relevant skills and knowledge required for my work/career

## **2. Work with roles, rights and protocols**

a) working with roles and responsibilities b) legal rights and responsibilities in my work, c) protocols

## **3. Communicate for work**

a) communicating with others, b) speaking and listening , c) understanding and interpreting communication

## **4. Connect and work with others**

a) understanding myself, b)building rapport with others, c) cooperate and collaborate with others

## **5. Recognise and utilise diverse perspectives**

a) recognising different perspectives, b) responding to and utilising different perspectives, c) dealing with conflict with others

## **6. Plan and organise**

a) planning and organising my workload and commitments, b) planning and implementing tasks

## **7. Make decisions**

a) applying decision-making processes, b) reviewing the impact of decisions

## **8. Identify and solve problems**

a) problems happening at work, b) problems to be solved in my work environment, c) problem occurs in my work environment

## **9. Create and innovate**

a) thinking about the value of new ideas, b) think about generating new ideas, c) selecting ideas for implementation

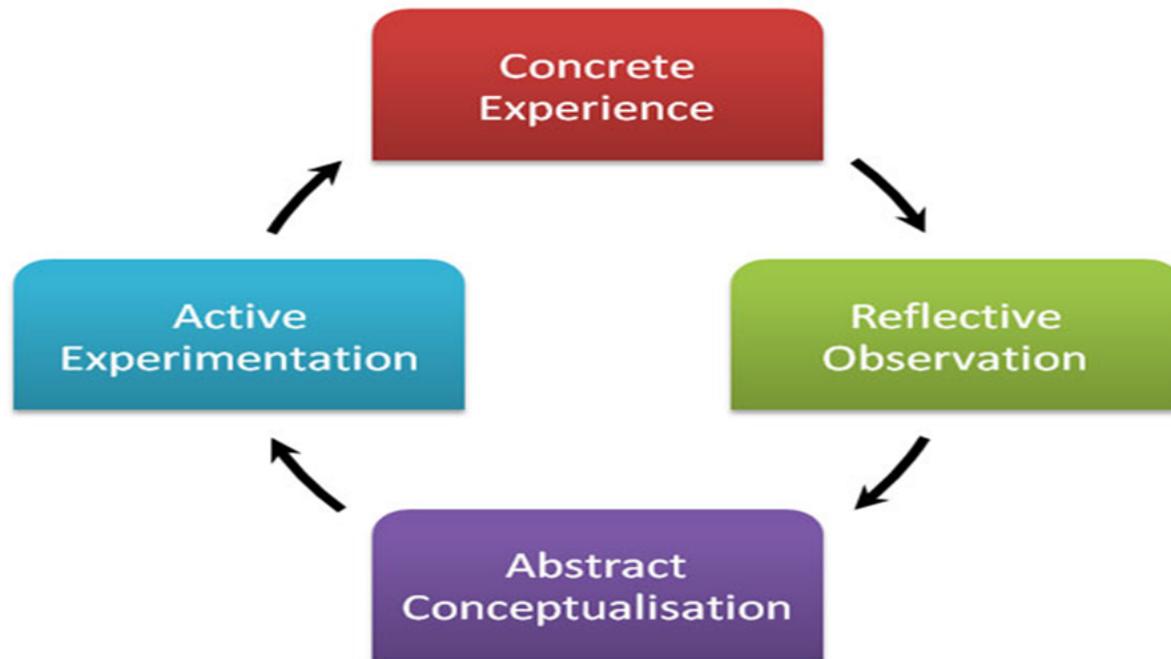
## **10. Work in a digital world**

a) digitally based technology in my work, b) using digital technology to connect to others and to access, organise and present information, c), awareness of the need to manage risk when using digital technology



# CSfW-Self Assessment TOOL (CSfW-SA)

- Developed in conjunction with the Australian Government , initially to test the clarity of language used in CSfW Framework (2012)
- Used as pre and post assessment in Business WIL program in 2012
- Now adopted by Arts and Science Faculties
- Uses experiential learning techniques (see David Kolb's work) with students providing evidence for their selection of capacity



# Students Complete The CSfW-SA (Sample Skill 2)

## Choose From Five Different Stages- Novice to Expert

### Skill Assessment

For each group of statements, tick the stage that best describes where you are at in your skill development and provide a brief example that illustrates your skills in this area.

#### 2. Understand and work with roles, rights, responsibilities and protocols

These groups of statements are about your capacity to understand work roles, rights and responsibilities and to recognise the explicit and implicit expectations of work and workplaces.

Skill Statements	Stage 1 - Novice	Stage 2 - Advanced Beginner	Stage 3 - Competent	Stage 4 - Proficient	Stage 5 - Expert
2a. In terms of understanding a specific work role,	<input type="checkbox"/> I can explain the main things I do in my specific role, but am not sure where that fits in the bigger picture	<input type="checkbox"/> I understand my regular tasks and responsibilities and have some idea of how what I do is influenced by other roles within my work setting	<input type="checkbox"/> I have a thorough understanding of my role and can see beyond it to the roles of others and some of the larger goals of the organisation	<input type="checkbox"/> I have integrated my understanding of the nature of my role with how it fits into my immediate work situation and within the field of work I am involved in	<input type="checkbox"/> I can adapt to and am sensitive to wide reaching factors that shape and influence my role within an organisation and within my field
2b. When managing responsibilities in my work,	<input type="checkbox"/> I am most comfortable following clear plans and instructions provided by others	<input type="checkbox"/> I take some responsibility for how things are done and know how to get help if it is beyond me	<input type="checkbox"/> I plan and take responsibility for those aspects of work directly related to my role and consider how this links with the work of others	<input type="checkbox"/> I work independently to attain the goals and outcomes that are expected of me with an eye to the bigger picture of my workplace's aspirations	<input type="checkbox"/> I take complete ownership of my workload to achieve both personal and organisational goals and manage the needs of other stakeholders
2c. With regards protocols (i.e. rules, expectations or customs regarding workplace behaviour) and legal rights and responsibilities at work,	<input type="checkbox"/> I can meet the expectations of me when I understand clearly what they are	<input type="checkbox"/> I understand the protocols and legal responsibilities that apply to my work role and if a new situation arises I know who to ask for help	<input type="checkbox"/> I understand the legalities of being an employee, meeting both the explicit and implicit protocols that shape my role, and am able to draw on support if any issues arise	<input type="checkbox"/> I broadly understand the legalities and protocols that govern my individual role, my workplace and my industry and can make decisions about how to meet them based on my understandings and available support networks	<input type="checkbox"/> I have a thorough understanding of the protocols, legal rights and responsibilities relating to my workplace and field of work and will adapt protocols if necessary to better meet personal and organisational goals

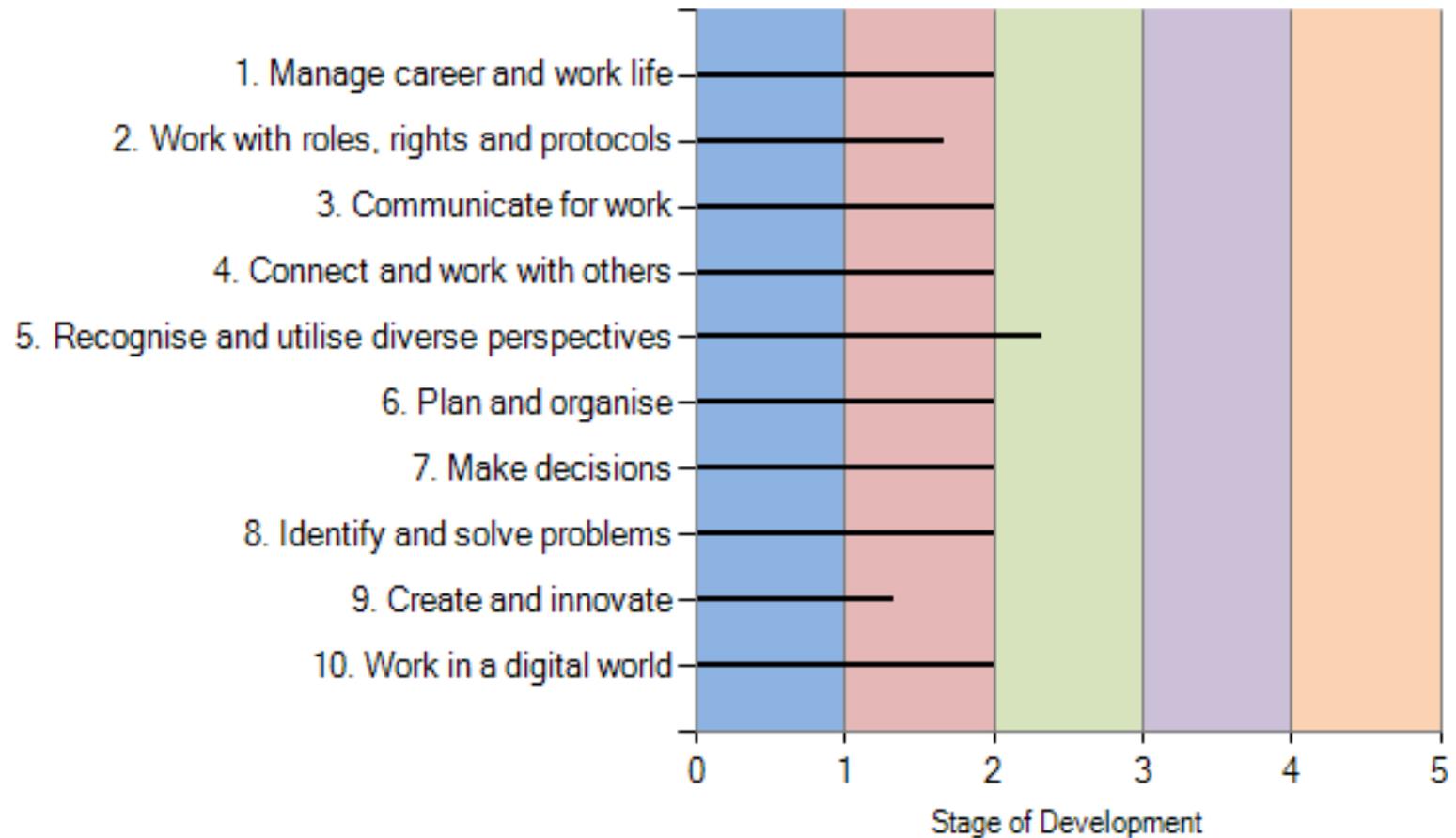
Please provide a brief example that illustrates your skills in this area

# Descriptor Sample 2a

<b>Skill Focus</b>	<b>1 Novice</b>	<b>2 Advanced Beginner</b>	<b>3 Competent</b>	<b>4 Proficient</b>	<b>5 Expert</b>
<b>2a</b> <b>In terms of understanding a specific work role....</b>	I can explain the main things I do in my specific role, but I am not sure where that fits into the bigger picture	I understand my regular tasks and responsibilities and have some idea of how, what I do, is influenced by other roles in my work setting	I have a thorough understanding of my role and can see beyond it to the roles of others and some of the larger goals of the organisation	I have integrated my understanding of the nature of my role with how it fits into my immediate work situation and within the field of work I am involved in	I can adapt to, and am sensitive to, wide ranging factors that shape and influence my role within an organisation and within my field



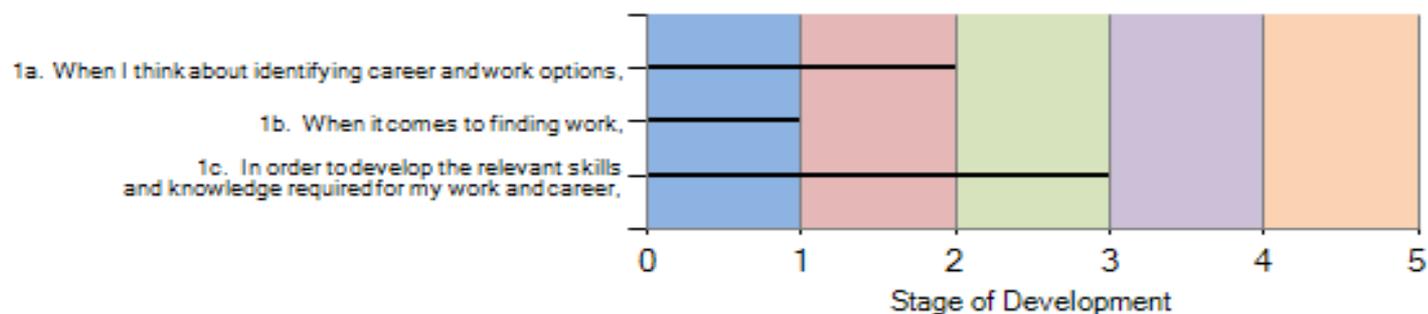
# CSfW-SA Student Report Summary



# CSfW-SA Student Report

## Sample Skill 1 - Manage Career & Work Life

Skill Level Focus Areas	Student selects their level from the descriptors
1a. When I think about identifying career and work options	I can see some work options that suit me, but would benefit from some further advice
1b. When it comes to finding work,	I can see what's required for some jobs, but need some help with how to apply for work
1c. In order to develop the relevant skills and knowledge required for my work and career	I use both formal and informal learning to develop my skills and knowledge for my role and am starting to recognise the importance of on-going learning



### Evidence Example:

*“Last year I discovered a good intern opportunity in Beijing through Unimelb Careers Online and I successfully got that intern position. During the intern period, I learnt that ongoing learning is crucial in building a solid career path, as the task I was required to perform at workplace is quite different from what I learnt in class. I need to build my skills particularly in English language and Chinese business culture. I have attended Careers Consultations and skills workshops last year and joined Student Experience activities”*



# Measuring Employability- Process & Results

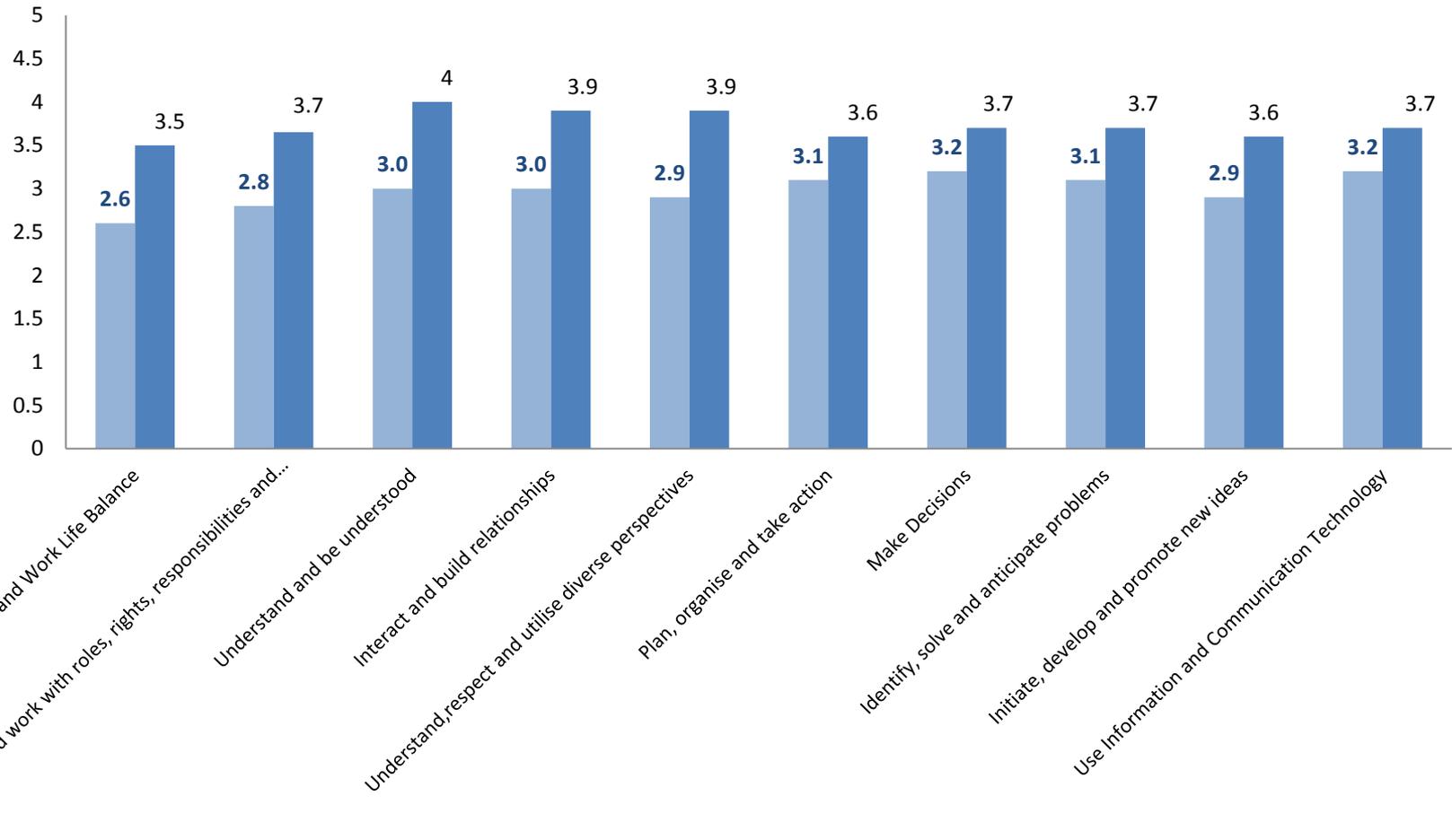
- Students complete a pre and post CSfW-SA
- Students receive their own CSfW-SA report and can request an individual career consultation
- CSfW-SA data is collected by faculties to assess impact and improve delivery
- **23 students in 2013**
- 232 in Semester 1, 2016  
(Results continue to be consistent)
- Results across Business, Science and Arts faculties elective WIL subjects

Currently not used in Field Placements



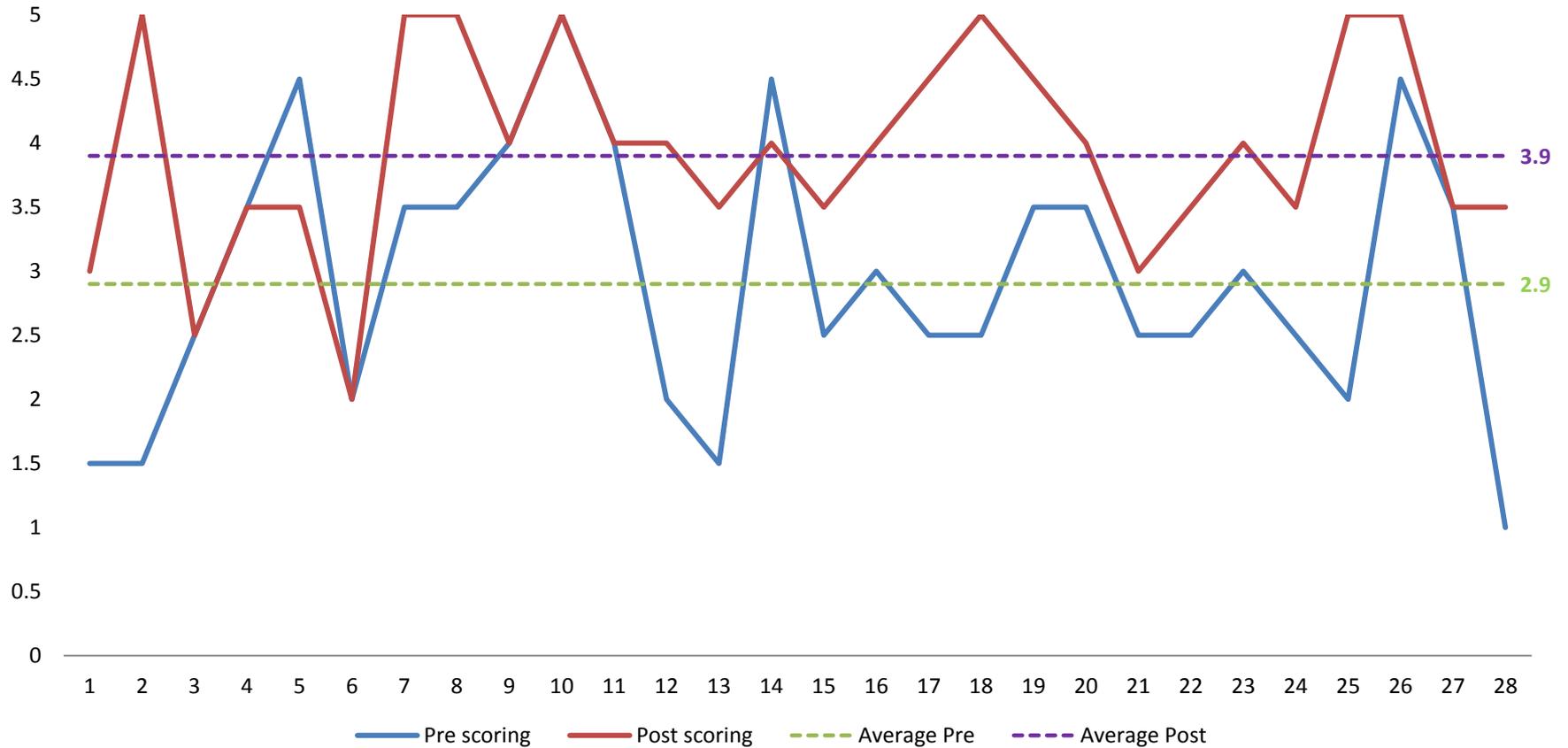
# RESULTS Pre and Post WIL

Pre and Post Comparison (July)



# CSfW-SA- Individual Results

Understand, respect and utilise diverse perspectives (July)



# SUMMARY of CSfW-SA FINDINGS to date

- Most students continue to be in Stage 2 or 3
- All students improved their employability rating overall
- A few individual skills showed students recognising they over-valued their rating initially- great learning
- **65% + of students continue to find the exercise valuable**

“Very good exercise which makes you think beyond university. “ Student Feedback June 2016

## Other comments:

- it is possible that students are more familiar with the process in the second assessment therefore a better result
- *creativity and innovation* continues to be the most challenging skill-faculties can adjust their induction programs to focus on this



## The next model- MY EMPLOYABILITY

- Builds on the CSfW-SA, more functionality
- Targets professional millenials
- Allows any HE institution to measure students' employability
- Allows any HE institution to add their own assessments
- Allows students to have their self assessment verified
- Verifiers can use an app to assess student's performance whilst students are undertaking tasks
- Produces an Employability Transcript



# My Employability- Uses Professional Capabilities

Covers Support, Attributes, Learned Skills and Workplace  
eg Attributes

A6	I am <a href="#">resilient</a> and <a href="#">adaptable</a> , and try to work out solutions to challenges as they arise		<b>R</b>
A7	I maintain a healthy <a href="#">personal</a> and professional network		<b>R</b>

Eg Workplace Indicator

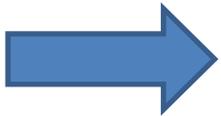
W1	I think about my contribution to organisations		<b>R</b>
W2	I understand workplace protocols and processes		<b>R</b>



# Promotes learning through reflection, support resources

- First Reflection

A7	I maintain a healthy <a href="#">personal</a> and professional network		<b>R</b>
A8	I am committed to on-going <a href="#">life-long learning</a> to function effectively in a changing place.		<b>R</b>
	Provide evidence of your claims		



## Second Reflection

Looking at those skills again, what could you do to build up the three areas that you feel you have the least capacity in?

First skill development

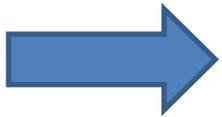
Second skill development

Third skill development



# Allows for Verification

- Verifier Data Base established by Licensed Site
- Students forward assessment to relevant verifier
- Verifiers Yes/No or can adjust students' claims
- Students forward results to their transcript



On-the-spot verification possible through an app



# Employability Transcript



## ZEN Institute

### EMPLOYABILITY TRANSCRIPT

Sue Elston

Student No 23345

Issued 30 June 2016

A1	Work Ethic	60%
S1	Verbal Communication	58%
A4	Critical Thinking	45%
S8	Computer Literacy	90%
W1	Occupational Health & Safety in the Workplace	80%
S5	Dealing with People	60%
S6	Report Writing	45%

Signed

Director ZEN Institute



Questions?

