



# Student Employability Profile

WUS Austria / LMOC Programme Training Seminar  
Dr M.Savic / Becici, Montenegro / 14.09.09.

# Student Employability Profile

embedding employability in the curriculum

## EMPLOYABILITY >>>

'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, reissued 2006)**

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AIM >>>

To design the curriculum throughout the employability criteria, to ensure / and describe / reconciliation between academic and professional points of view

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## BENEFIT >>>

To a wide range of staff within higher education including those closely concerned with:

- designing and delivering the curriculum
- supporting students' personal development planning activities
- providing career guidance and support to students and graduates
- communicating what disciplines can offer to prospective students
- undertaking employer liaison.

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## BENEFIT >>>

To students:

- to self-evaluate themselves if they are suitable to study a chosen discipline
- to understand how their courses are preparing them for employment
- to be aware about skills to be developed which are relevant to the future profession

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## CONCEPT >>>

Enhance the employability skills of students via curriculum interventions and higher education experience

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## METHOD >>>

- A. Identify and evaluate the skills and attributes required for successful graduate employment
  - B. Define subject benchmark indicators for the discipline
  - C. Define employers' employability criteria
  - D. Make cross reference between benchmarks and criteria
  - E. Personal development planning
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*F. The basis for the adaptation or adding learning resources*

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## A. SKILLS & ATTRIBUTES >>>

### 1. Cognitive Skills (Brainpower)

The ability to identify and solve problems, work with information and handle a mass of diverse data, assess risk and draw conclusions

### 2. Generic Competences

High level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensibility

### 3. Personal Capabilities

The ability and desire to learn for oneself and improve oneself/awareness, emotional intelligence and performance. To be a self-starter (creativity, decisiveness, initiative) and to finish a job (flexibility, adaptability, tolerance to stress)



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## A. SKILLS & ATTRIBUTES >>>

### 4. Technical Ability

For example, having the knowledge and experience of working with relevant modern technology

### 5. Business and/or Organisation Awareness

An appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies and processes

### 6. Practical and Professional Elements

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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## B. SUBJECT BENCHMARK INDICATORS>>>

Examples (**Architecture**) :

- An ability to create architectural designs that integrate social, aesthetic and technical requirements
- Exercise informed and reflective judgement in the development of sustainable design
- Use range of visual, written and verbal techniques in order to communicate architectural designs and ideas
- Work in teams
- Be flexible and adaptable in the approach to and development of an issue, problem or opportunity

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## C. EMPLOYERS EMPLOYABILITY CRITERIA>>>

### 1.Cognitive Skills (Brainpower)

Analysis, judgement, attention to detail, planning etc.

### 2.Generic Competences

Written communication, listening, questioning, working with others, interpersonal sensibility etc.

### 3.Personal Capabilities

Decisiveness, creativity, organisational sensitivity, leadership, adaptability/flexibility etc.

### 4.Technical Ability

Technical ability, technical knowledge, etc.

### 5.Business and/or Organisation Awareness

Organisational understanding etc.

### 6.Practical and Professional Elements

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### D. CROSS REFERENCE>>>

	Cognitive Skills	Generic Competences	Personal Capabilities	Technical Ability	Business Awareness	Professional elements
An ability to create architectural designs that integrate social, aesthetic and technical requirements	Analysis, judgement, attention to detail		Decisiveness	Technical ability, technical knowledge		Professional expertise
Exercise informed and reflective judgement in the development of sustainable design	Judgement, attention to detail		Creativity, decisiveness			
Use range of visual, written and verbal techniques in order to communicate architectural designs and ideas		Written communication, listening, questioning	Organisational sensitivity	Technical ability, technical knowledge	Organisational understanding	Professional experience

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## E. PERSONAL DEVELOPMENT PLANNING>>>

Questions which could be used by students autonomously , guided by tutors, or in careers services, in purpose to:

- Raise self-awareness
- Evidence or reflect on achievement
- Feed the CV
- Become familiar with competency based interviewing

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### E. PERSONAL DEVELOPMENT PLANNING>>>

#### Examples:

**Achievement orientation** – Thinking about a time when you did not achieve a goal or meet a deadline, what did you do? What was an outcome?

**Adaptability / Flexibility** – Consider an example of an important goal that you set yourself in the past. Thinking about your success in reaching it, how did you approach it?

**Analysis** – How do you deal with data from a variety of sources, to identify the key information?

**Attention to detail** – How do you ensure the facts that you have are correct and complete?

**Creativity** – How do you present an idea that you know may be considered unusual to your family / friends / lecturers / manager?

**Decisiveness** – How do you make a decision based on incomplete information?

**Image** – How do you introduce yourself in social gatherings or new and different situations?

**Initiative** – Describe a time when you were able to convince a sceptical or resistant person to purchase a product or use your skills?

**Interpersonal sensitivity** – Give a specific example of a time when you had to address an angry colleague. What was a problem? What was an outcome? How would you assess your role in diffusing the situation?

**Judgement** – How selective are you in the use of relevant, available information?

**Leadership** – Describe your leadership style and give an example of a situation when you successfully led a group?

**Professional expertise** – Do you actively seek new people to become part of your professional network?

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Thank you for your attention

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