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CTL Center for
Teaching and Learning

Employability – the Way Forward: The Perspective of the University of Vienna

14-16 September 2009

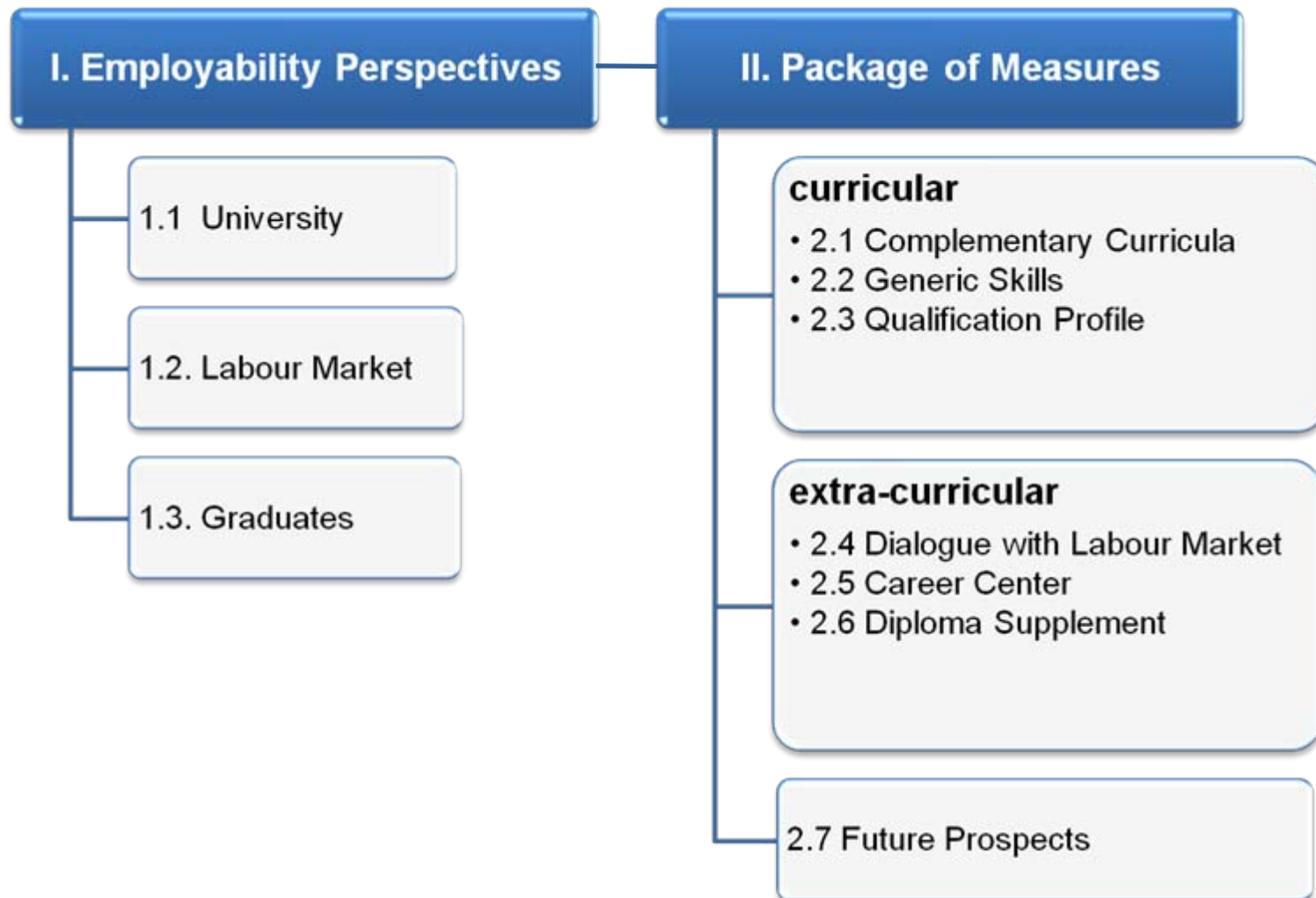
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Overview





I. Employability Perspectives

1.1 University of Vienna's Perspective



What does the University want? “Bachelor should be seen as a preparation for the labour market, but not as a vocational training”.

Double function of bachelor degrees:

- **Foundation for master level**
- **Long-term employability for Austrian and European Labour Markets**

That means:

- **The ability to manage the job and further education**
- **The ability to get a job, hold the job and get a better job**

1.2 Labour Market Perspective



What does the Labour Market want? → “Value for money!”

That means:

– **Life Long Learning:**

» **Willingness to steady learning**

» **Ability to adapt to variations in the Labour Market**

– **Practical experience**

– **Generic skills (e.g. self-management skills)**

– **Additional qualifications (computer skills, economics, law)**

– **Flexibility**

– **Mobility**

(SORA Institute for Social Research and Analysis, 2007)

1.3 Graduate's Perspective



What do graduates think? „Study can not cover all the needs!“

62% of graduates think that additional education is necessary:

- **42% attended long-term additional education**
- **69% attended short-term additional education**

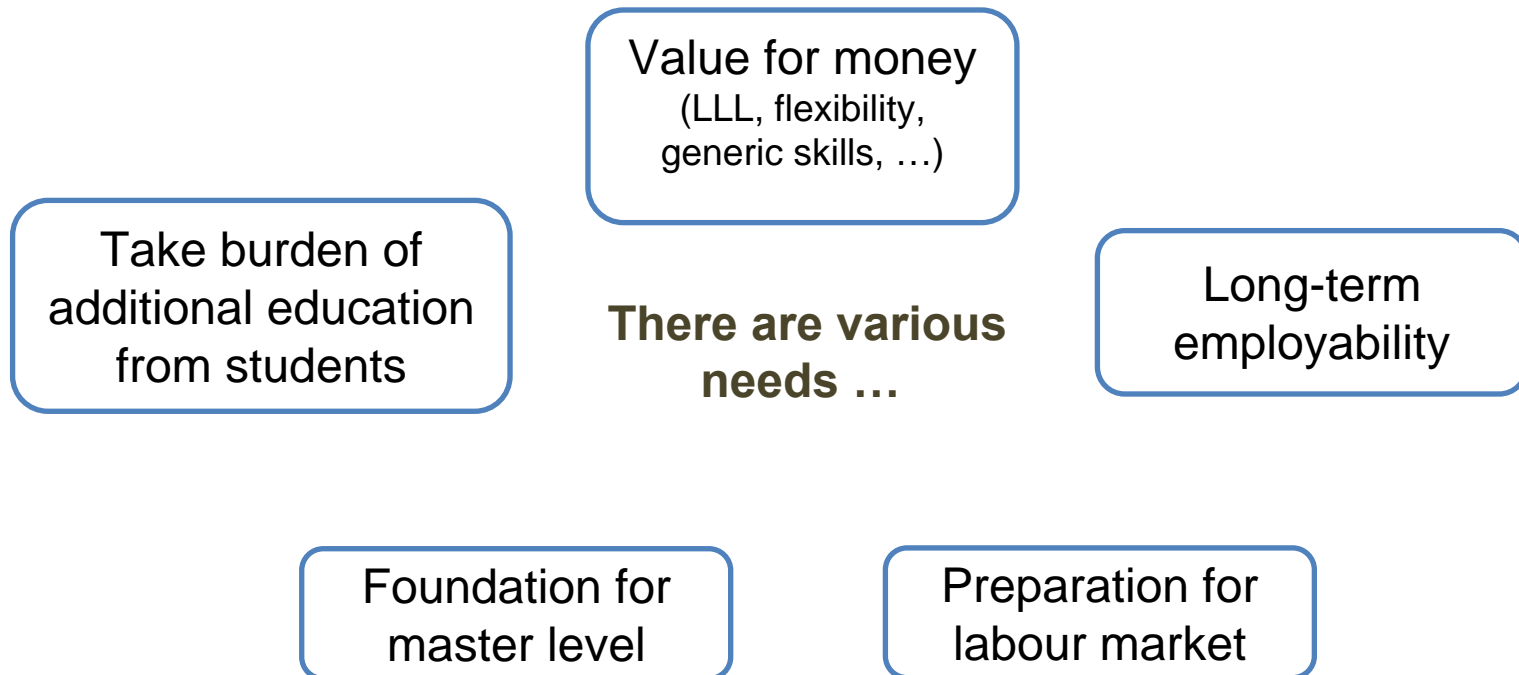
What kind of additional education was chosen?

- **66% subject-related knowledge**
- **35% generic skills (transferable skills)**
- **34% computer skills**

(Multiple references were possible)

(SORA, Institute for Social Research and Analysis, 2007)

Conclusion



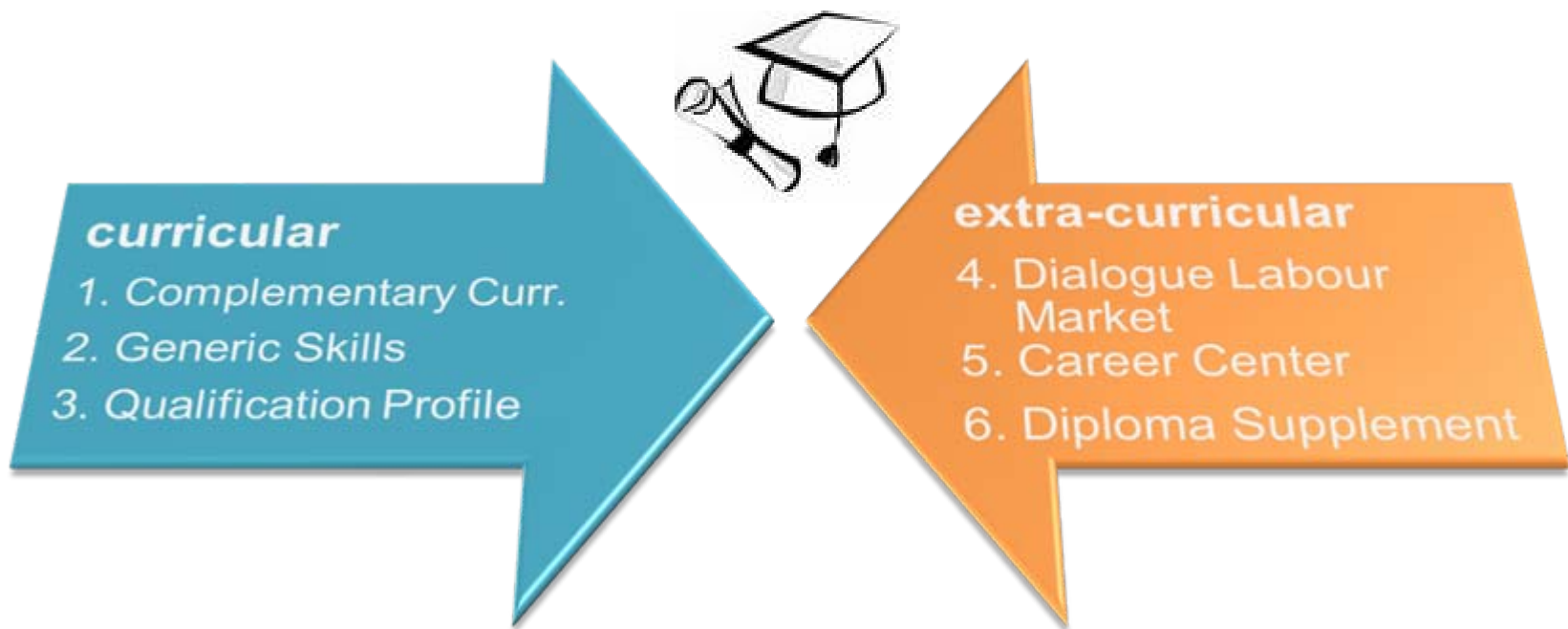
How to deal with them?



II. UoV's Package of Measures to boost Employability of Graduates



UoV's Package of Measures to boost Employability of Graduates



2.1 Complementary Curricula (CC)

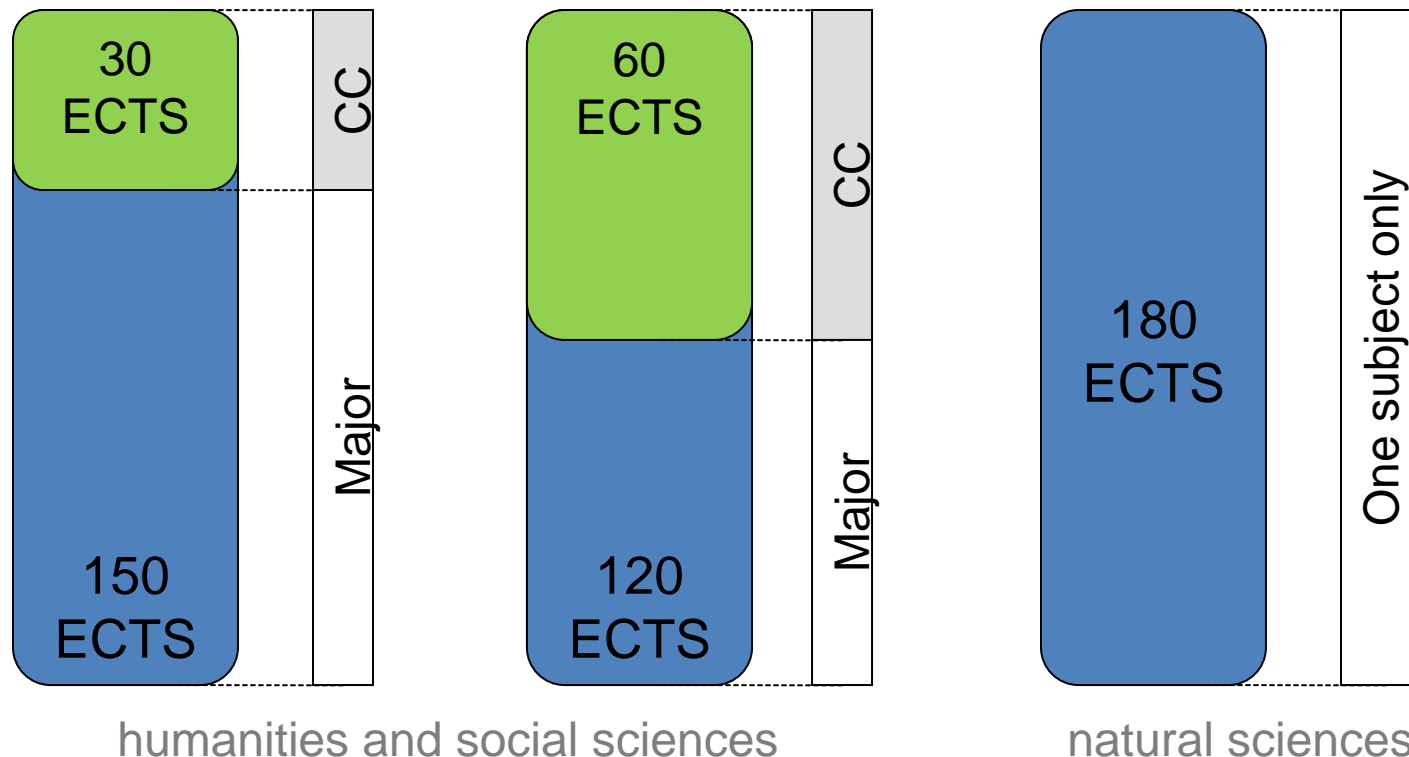


How to increase flexibility of study programs? → “Development of complementary curricula.”

- **Give the possibility to design studies individually**
 - pick and choose
- **Focus on future employability**
- **Refers particulaly to humanities and social sciences**

2.1 Complementary Curricula (CC)

Curricular Structures at Bachelor Level





2.1 Complementary Curricula (CCs)

Design of Complementary Curricula

CCs are designed to complement the major studies, and thus broaden the experience of the students.

- CCs are structured as module groups**
- worth either 15 or 30 ECTS**
- CCs allow individual learning paths**



1. Complementary Curricula (CCs)

The University of Vienna's Offer

Current offer:

- 62 CCs in several disciplines (linguistics, philosophy, history, ...)
- Interdisciplinary CCs (cultural studies, media, psychoanalysis, ...)

In progress:

- Development of CCs particularly with regard to the needs of labour market
- To acquire subject-related knowledge
- To acquire generic skills



1. Complementary Curricula (CCs)

This is the case in the fields of:

Economics

- e.g. basics of business administration, project management,...

Law

- e.g. introduction to business and tax law, public service law, ...

Communication & media

- e.g. media analyses, audio-visual communication, ...

Natural sciences

- e.g. introduction to natural sciences, scientific thinking and methods

2.2 Generic Skills

cycle	focus on ...	generic skills (<i>examples</i>)	goal
transition from school to university	self-managemet skills social skills methodical skills	motivation, ability to handle oneself in work situations, resilience, willingness to perform, deductive reasoning, ...	general qualification for university entrance
First study cycle: Short cycle (student intake phase)	methodical skills Self-management skills social skills	deductive reasoning, analytical thinking, self-directed learning, handling of modern media, analysis of own strengths and weaknesses, time management, teamwork, ...	increasing general qualification
Bachelor Level	self-management skills methodical skills social skills	ability to handle oneself in work, self-directed learning, alanytical and critical thinking, ability of expression (written and spoken), ...	2nd level skills
transition to working environment or	methodical skills social skills self-management skills	critical and analytical thinking, ability to solve problems, ability to recognize knowledge gaps, ability of expression (written and spoken), ability to organise oneself, leadership qualicifation, flexibility, ...	employability
Master Level	methodical skills self-management skills social skills	alanytical and critical thinking, capability of expression (written and spoken), ability to solve problems, discipline, abilty to organise oneself, ...	academic qualification

2.3 Qualification Profile



How to get out of the qualification jungle? → „Transparency is needed.“

- **Implementation of qualification profiles in the curricula (in Austria: to be regulated by law from 2013 onwards)**
- **Quality improvement for the time being: evaluation of qualification profiles through all curricula. Quality is measured and based on the following criteria:**
 - » **Study goals**
 - » **Subject-related knowledge**
 - » **Generic skills**
 - » **Job profile/ description of activities**
 - » **Vocational fields**

2.4 Dialogue with the Labour Market



What are the current and future needs of the labour market? → „Ask for it!“

Focusgroup-discussions with stakeholders in the labour market:

- **To clarify stakeholder's expectations**
- **To see how the graduates meet the requirements of the labour market**

The results help to:

- **Reduce uncertainty about bachelor degree**
- **Raise transparency**
- **Adjust curricular design**

2.4 Dialogue with the Labour Market

Focusgroups – The Main Results

Methodical Skills:

- Ability to organise oneself
- Critical and analytical thinking
- Problem-solving ability
- Ability to recognize knowledge gaps

Social Skills:

- Ability of expression (written and spoken)
- Leadership qualification
- Negotiating skills
- Teamwork

Self-managmenemt Skills:

- Ability to handle oneself in work situation
- Discipline
- Flexibility
- Sense of responsibility



2.5 University of Vienna's Career Center



How can the Career Center support the University? „Close Collaboration between labour market and university“.

Since 2002 the UoV's Career Center „Uniport“ has been serving students and graduates with a high level of competence.

Services:

- **Job fair**
- **Newsletter**
- **Offerings of practical courses**
- **Job center**
- **Personal support**

2.6 Diploma Supplement



Why is the Diploma Supplement important? „Employers, Students and University appreciate DS for the assessment of qualifications.“

- It promotes transparency in higher education
- It accommodates rapid changes in qualifications
- It enhances mobility, employability and Life Long Learning of graduates
- It promotes fair assessment of qualifications



2.7 Future Prospects

- **Promotion of continuous dialogue with stakeholders in the labour market to keep up with recent developments and demands**
- **Promotion of the concept of employability also within the University**
- **Focussing on generic skills**
- **Expansion of complementary curricula offer**



Thank You for Your Attention!



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