Transforming Higher education for the future

New bridges between university, society and the world of work

COMMONWEALTH of LEARNING

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OVERVIEW

- Challenges in higher education and the world of work

- COL's Employability Sub-Model

  - Institutional employability

  - Program competency mapping

  - Employability guidelines

  - Employability Research

- Lessons learned

  - University of Namibia- Law programme

  - Open University of Mauritius – MSc ICT program

FUTURE OF WORK

The Fourth Industrial Revolution is causing a large-scale decline in some roles as they become redundant or automated. According to the 2018 Future of Jobs Report (https://www.weforum.org/reports/the-future-of-jobs-report-2018), 75 million jobs are expected to be displaced by 2022 in 20 major economies. At the same time, technological advances and new ways of working could also create 133 million new roles, driven by large-scale growth in new products and services that would allow people to work with machines and algorithms to meet the demands of demographic shifts and economic changes.

75 million jobs displaced by 2022

58%
of worldwide employers do not believe new graduates are adequately prepared for work

- Changing nature of work

- Two thirds of jobs (Amazon, UBER, Airbnb) did not exist 10 years ago)

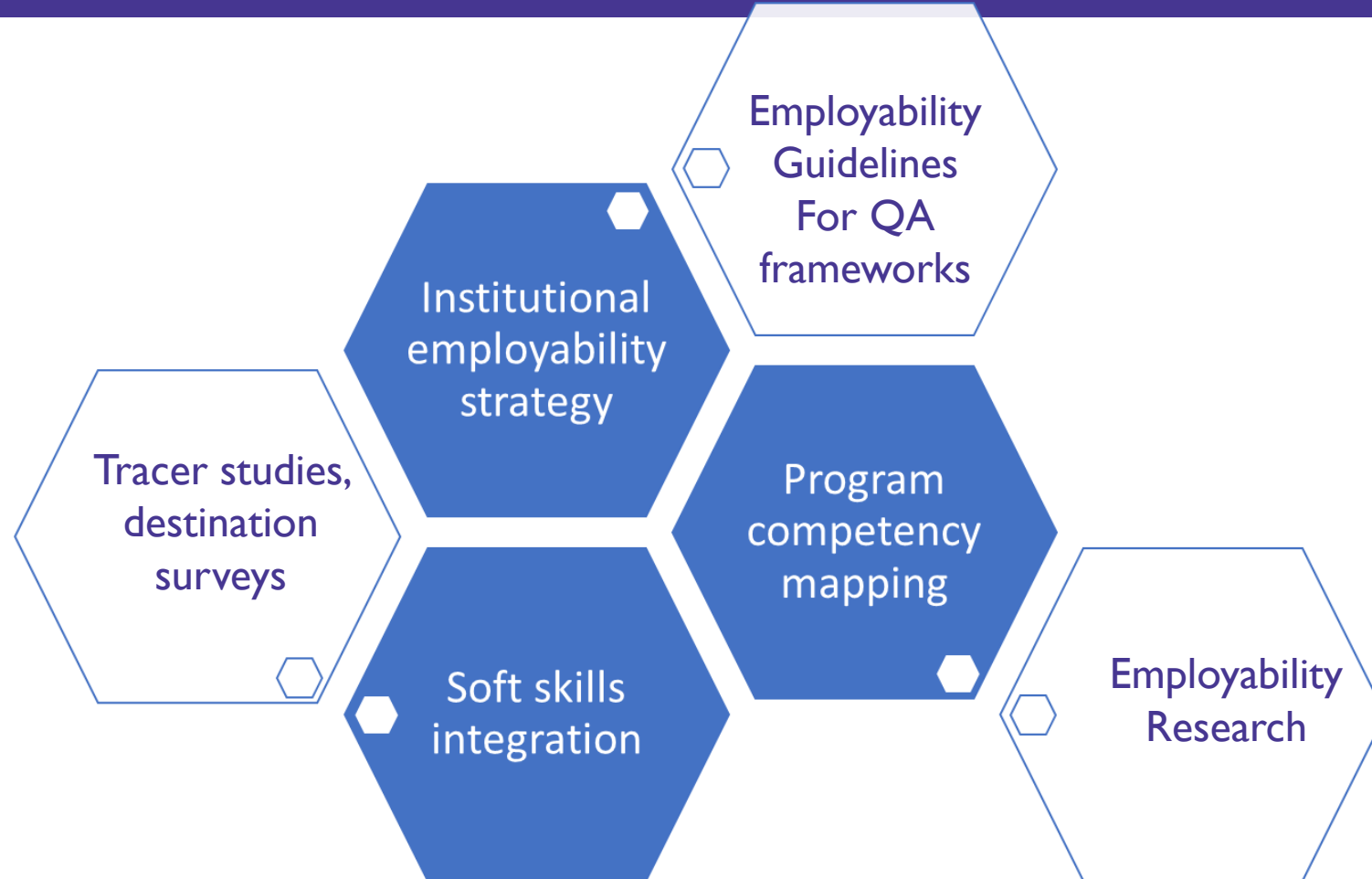- Skills Mismatch- advanced cognitive skills, adaptive skills

IN TODAY'S WORLD

Students need both **in-demand skills and knowledge AND transferable skills** and knowledge to be successful long-term.

Universities need to know AND articulate how **they add value to the investments of learners.**

1. **How are Universities integrating the new trends?**
2. **What is the role of Universities in providing the skills?**
3. **How are institutional QA systems responding to these requirements?**
4. **How are QA national systems integrating the new requirements?**

COL'S EMPLOYABILITY

COMMONWEALTH *of* LEARNING

Employability Guidelines for Enhanced Graduate Employability

Towards a culture of quality in the SADC region
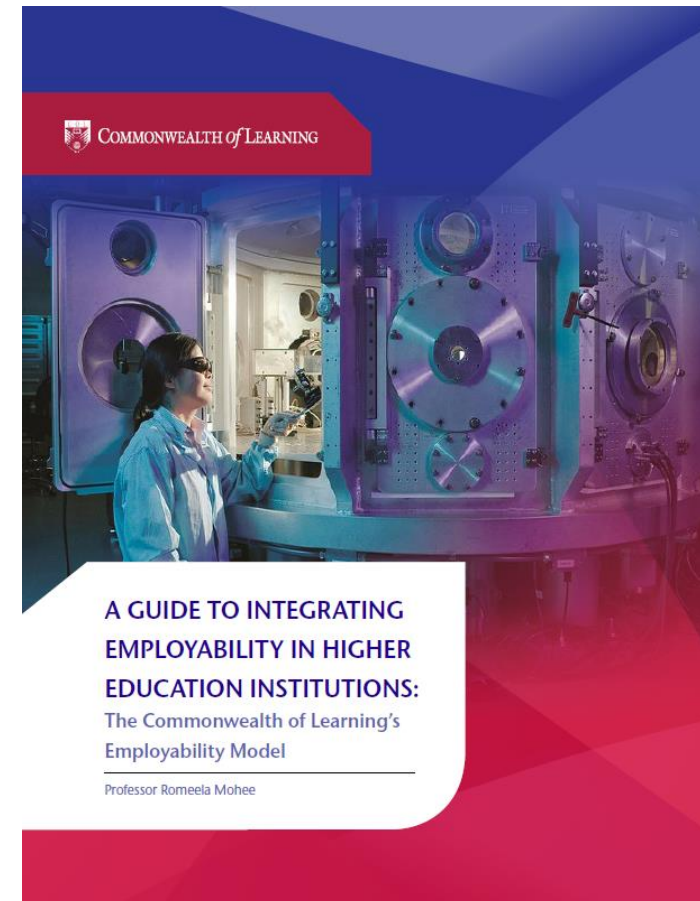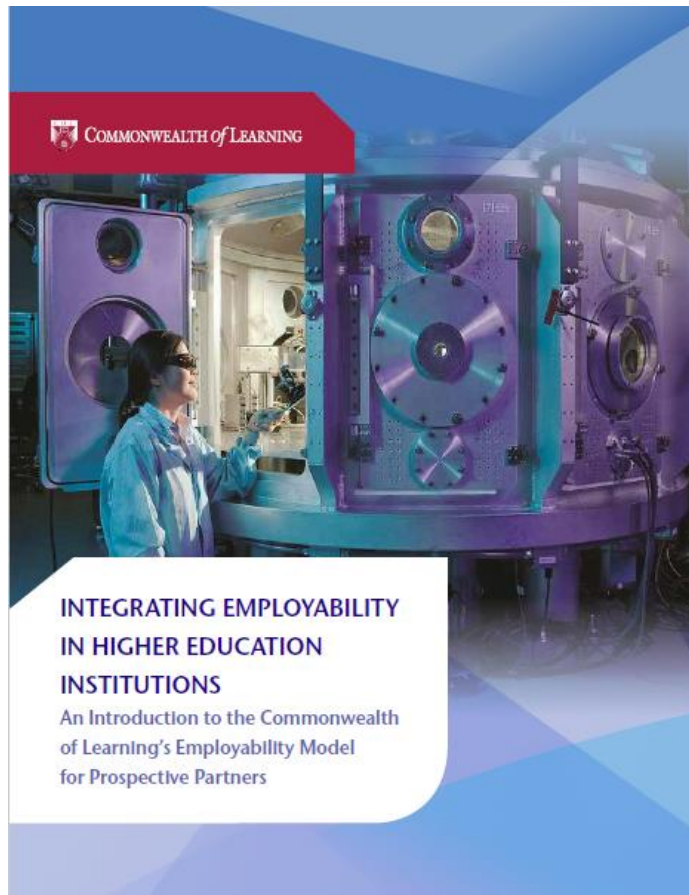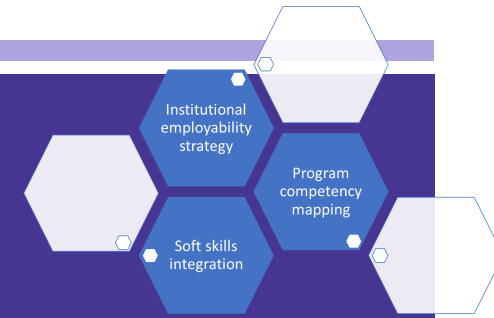
October 2019

C·O·L

1. **Creative Problem Solving**		
Curriculum is designed to promote the development of <u>problem solving</u> skills and creativity required in the world of work.		
Criterion	*Evidence*	*Rating*
• There are clearly stated programme Learning Outcomes (LOs) that encourage development of problem solving skills required in the job market.	• Learning outcomes (curriculum and module descriptors). • Teaching and learning policy/strategy. • Course outlines. • Assessment strategies/policy. • Sample of students' work • Examiners/Moderators reports • Assessment Criteria	
• There are clearly stated programme LOs that encourage development of creativity skills in learners required in the job market.		
• Students engage in activities and other learning experiences that equip them with research/project skills and competencies required to solve work-based problems.		
• Diversified assessment strategies take into account the need for students to master problem solving skills and competencies required in the changing work environment.		
• Students are assessed on their ability to analyse information, synthesize views, make connections where appropriate, and propose creative solutions.		

INSTITUTIONAL EMPLOYABILITY READINESS

INTEGRATING EMPLOYABILITY IN HIGHER EDUCATION INSTITUTIONS
An Introduction to the Commonwealth of Learning's Employability Model for Prospective Partners

A GUIDE TO INTEGRATING EMPLOYABILITY IN HIGHER EDUCATION INSTITUTIONS: The Commonwealth of Learning's Employability Model

Professor Romeela Mohee

http://oasis.col.org/

EMPLOYABILITY MODEL FOR HEIS
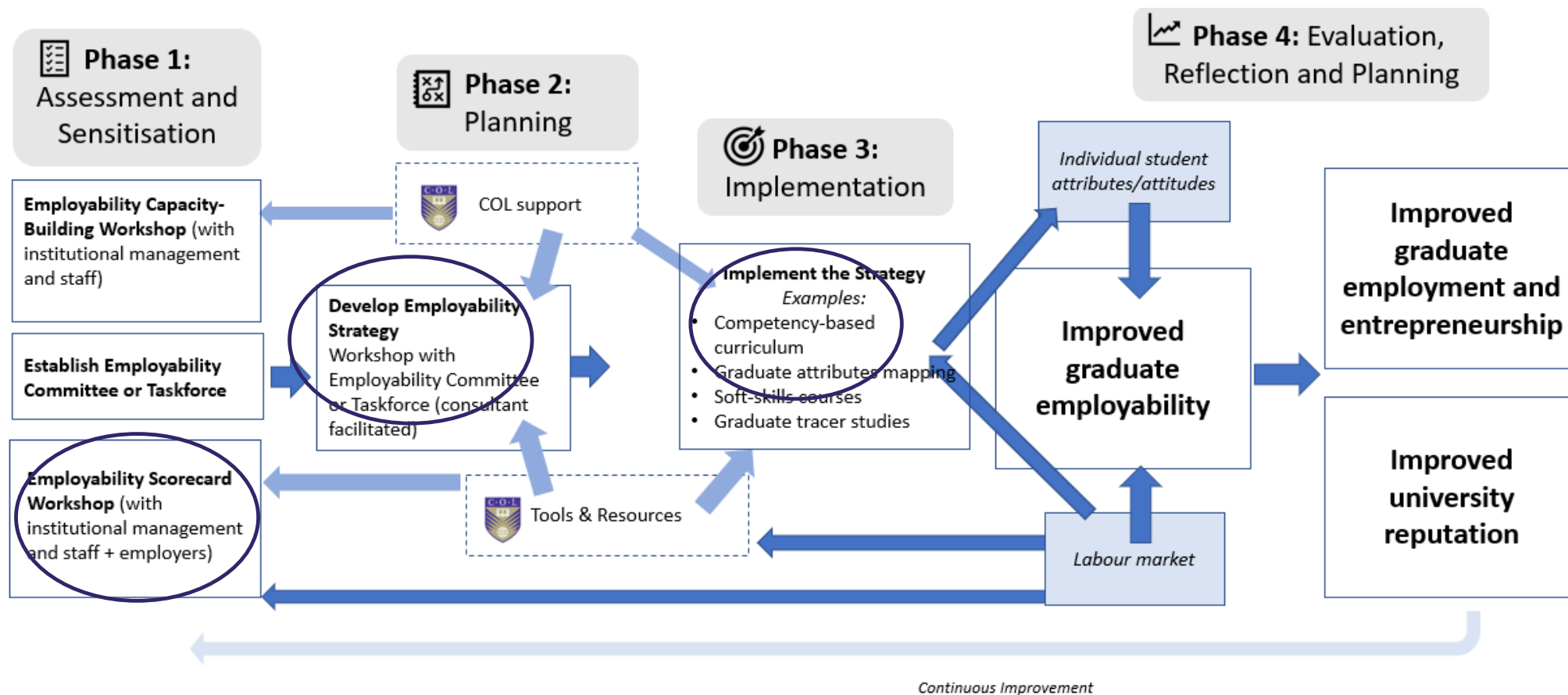
EMPLOYABILITY INSTITUTIONAL READINESS

University of Namibia

LLB programme

Open University of Mauritius

ICT programme

2018-2019

2019-2020

Bangladesh Open University

Business

Botswana Open University

Science Education

Moi University. Kenya

Entrepreneurship

Copperbelt University, Zambia
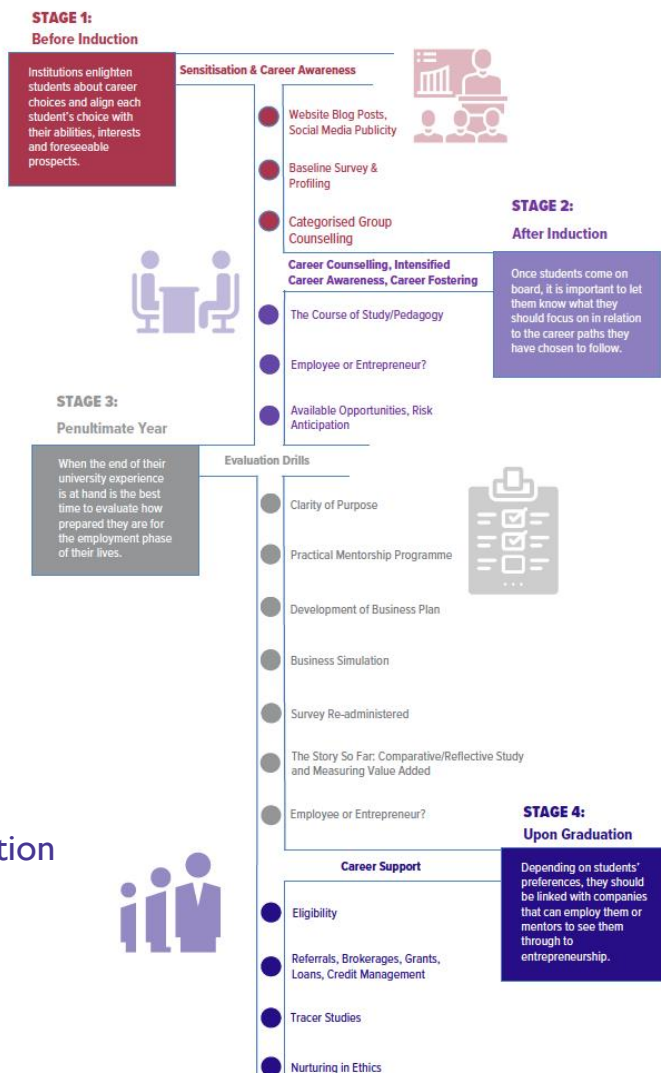
University of Rwanda

Computing

INSTITUTIONAL EMPLOYABILITY

Beginning of year 1

After induction

Penultimate year

Before graduation

STAGE 1:
Before Induction

Institutions enlighten students about career choices and align each student's choice with their abilities, interests and foreseeable prospects.

Sensitisation & Career Awareness

- Website Blog Posts, Social Media Publicity
- Baseline Survey & Profiling
- Categorised Group Counselling

STAGE 2:
After Induction

Career Counselling, Intensified Career Awareness, Career Fostering

Once students come on board, it is important to let them know what they should focus on in relation to the career paths they have chosen to follow.

- The Course of Study/Pedagogy
- Employee or Entrepreneur?
- Available Opportunities, Risk Anticipation

STAGE 3:
Penultimate Year

When the end of their university experience is at hand is the best time to evaluate how prepared they are for the employment phase of their lives.

Evaluation Drills

- Clarity of Purpose
- Practical Mentorship Programme
- Development of Business Plan
- Business Simulation
- Survey Re-administered
- The Story So Far: Comparative/Reflective Study and Measuring Value Added
- Employee or Entrepreneur?

STAGE 4:
Upon Graduation

Depending on students' preferences, they should be linked with companies that can employ them or mentors to see them through to entrepreneurship.

Career Support

- Eligibility
- Referrals, Brokerages, Grants, Loans, Credit Management
- Tracer Studies
- Nurturing in Ethics

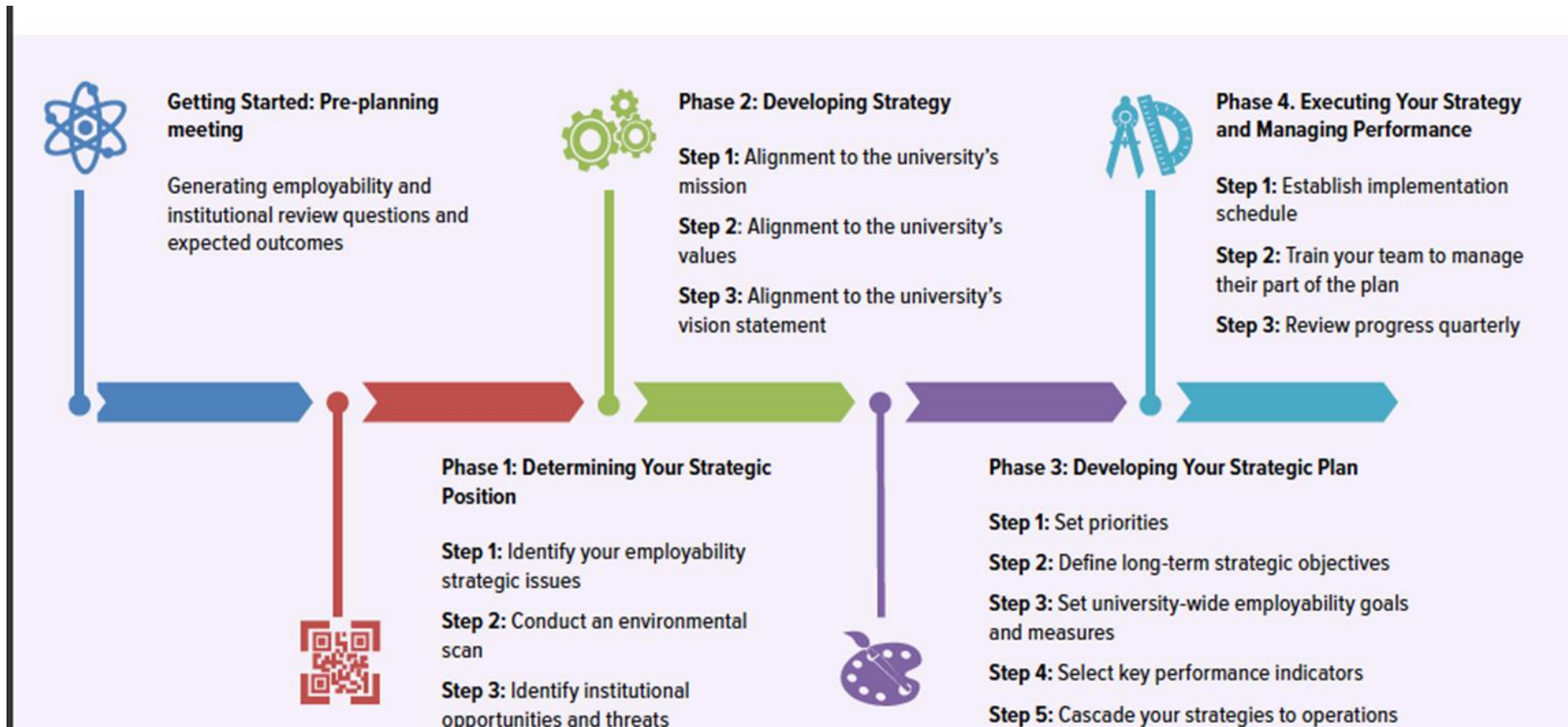## ACTIVITY 1: Establish Employability Committee

An Employability Committee/Taskforce is established, comprised of key individuals who will lead the institutional change-management processes related to the employability model. COL supports this process with input to the terms of reference and guiding documents for the group.

ACTIVITY 2: Capacity-Building and Employability Scorecard Exercise

In a three-day workshop, institutions will undergo sensitisation/capacity building in employability, supported by COL. This activity is intended to support change management by creating common understanding and buy-in from staff and faculty. It will outline why employability is an important concern,

DEVELOPING THE EMPLOYABILITY STRATEGY

Getting Started: Pre-planning meeting

Generating employability and institutional review questions and expected outcomes

Phase 1: Determining Your Strategic Position

Step 1: Identify your employability strategic issues

Step 2: Conduct an environmental scan

Step 3: Identify institutional opportunities and threats

Phase 2: Developing Strategy

Step 1: Alignment to the university's mission

Step 2: Alignment to the university's values

Step 3: Alignment to the university's vision statement

Phase 3: Developing Your Strategic Plan

Step 1: Set priorities

Step 2: Define long-term strategic objectives

Step 3: Set university-wide employability goals and measures

Step 4: Select key performance indicators

Step 5: Cascade your strategies to operations

Phase 4. Executing Your Strategy and Managing Performance

Step 1: Establish implementation schedule

Step 2: Train your team to manage their part of the plan

Step 3: Review progress quarterly

OUM EMPLOYABILITY SCORECARD AND STRATEGY

Table 2: Excerpt from the Open University of Mauritius' scorecard to identify strengths and weaknesses

Item	Standard	Total Obtainable Score	Minimum Obtainable Score	Actual Score	Remarks
Stage 1 – Year 1: Sensitisation and Career Awareness Stage					
1	Baseline survey (induction sessions)	3	1.5	1	No surveys
2	Categorised counselling	3	1.5	2	Induction sessions prior to the intake of new students (either Jan. or Aug. at OU)
3	Career awareness methods	3	1.5	1	No website blogs/ discussion forums and no workshops on career awareness
4	Pedagogy allows for opportunity to explore different disciplines in the first year	3	1.5	1	No interdisciplinary modules in year 1 programmes
	SUBTOTAL, Stage 1	12	6	5	

Stage 1 – Year 1: Sensitisation and Career Awareness

Main remarks and findings: Stage 1

The university holds two induction sessions every year for new students to gather information on courses on offer for the new academic year. These induction sessions are held prior to the January/August intake. In addition, the students have the opportunity to interact with academic staff and discuss possible career prospects for the different programmes on offer. However, once the students are enrolled, there are no formal workshops being conducted for first-year students on career awareness. In addition, there are no formal surveys to track the professional goals of these students.

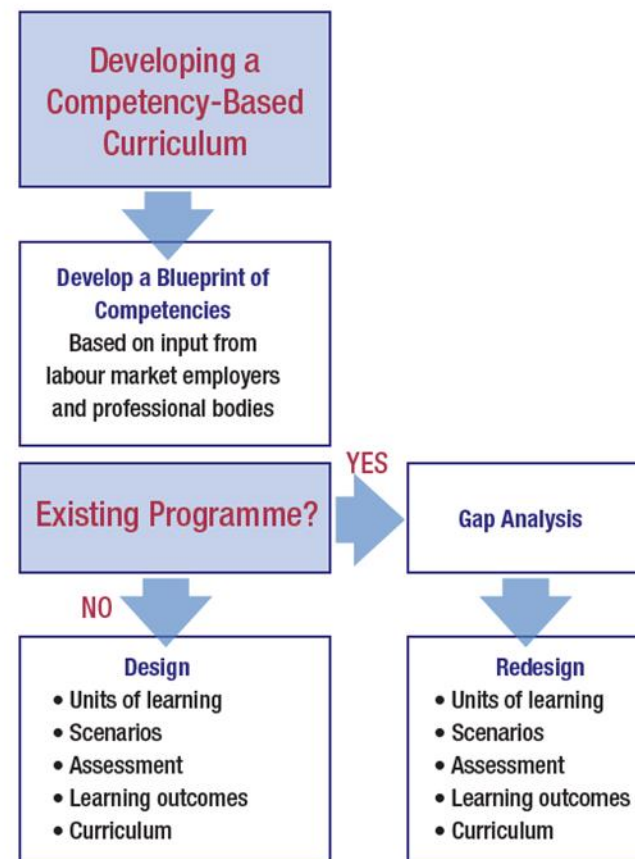**Year 1 – Stage 1: Strategy During Induction: Sensitisation and Career Awareness**

Key Objective: Provide key information to prospective students for them to understand and make informed decisions about their career prospects.

Objectives/Actions	Responsible Parties	Time Frame for Implementation
To provide a clear journey map for each programme to help students better understand available opportunities supporting their personal and professional development during the induction session.	Head of Department	Medium Term
To provide details online about the type of potential employment opportunities for graduates of the programmes.	Academic Staff	Medium Term
To include details on the employability skills that a student will gain from each programme.	Programme Manager	Short Term
To highlight employability and use successful alumni profiles during the induction session and through the university's website.	Marketing Department	Short Term

PROGRAMME COMPETENCY-BASED MAPPING

PROJECT 1:
Competency-Based Programmes: Linking to Labour Market Needs

Competency-based learning moves beyond traditional assessment of knowledge and ties education to the achievement of career-related aptitudes, aligning learning outcomes to the needs and expectations of the labour market and professional bodies. With the Open University of Mauritius, COL has piloted a toolkit, outlining a six-stage process to assess the relevance of current programmes vis-à-vis labour market needs, and transition to a competency-based approach.

Developing a Competency-Based Curriculum

Develop a Blueprint of Competencies
Based on input from labour market employers and professional bodies

Existing Programme?

YES → Gap Analysis

NO → Design
- Units of learning
- Scenarios
- Assessment
- Learning outcomes
- Curriculum

Redesign
- Units of learning
- Scenarios
- Assessment
- Learning outcomes
- Curriculum

Institutional employability strategy
Program competency mapping
Soft skills integration

FINDINGS- UNIVERSITY OF NAMIBIA: LLB PROGRAMME

Disconnect between what a student learns at university and what he needs to do at the work place	**Update on learning outcomes for the whole program to recognize the attributes**	**To integrate**	**Assessment :**

	• General employability attributes
	  • Critical thinking, independent learners, a sense of values and ethics
	• LLB specific attributes
	  • Problem solving
	  • Teamwork
	  • Environmental awareness and social responsibility skills
	  • Effective oral and written communication skills
	  • Research skills
		• **Perform online research (finding acts of parliament….)**
		• **Writing skills for legal drafting (draft a plea of guilt)**
		• **Closer relationship/interactions between justice training centre and UNAM Law department**
		• **Observation in court**
		• **Set up/simulate moot courts**
			• Mix of assessment; Module assessment mapping Test, quiz, journal entries, assignment, moot court simulation, presentation, legal clinic participation , dissertation

EXAMPLE: OUM MSC APPLIED COMPUTING COURSE

Module Code	Module Title	Knowledge and Understanding					Subject Specific Intellectual and Research Skills							Transferable and Generic Skills					Subject specific practical skills
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1
OUpm017 213	Mobile Application Development	•	•	•			•	•							•		•		•

COMPLETE COMPETENCY MAP FOR MSC APPLIED COMPUTING

Module title	Code	Type	Mode	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	C6	C7	T1	T2	T3	T4	T5	P1
Module unit and code				**Knowledge and Understanding**					**Cognitive Skills**							**Transferable Skills and Personal Attributes**					**Practical skills**
Year 1 NQ-MQA Level 9																					
Service-Oriented Architecture and Web Services	OUpm017111	C	BL	•	•	•			•	•							•	•			•
Cloud Computing Applications	OUpm017112	C	BL	•	•	•			•	•						•	•	•		•	•
Web Engineering & Analytics	OUpm017113	C	BL	•	•	•			•	•							•	•			•
Cyber Security and Cyber Law	OUpm017114	C	BL		•									•			•	•	•		
Business IT	OUpm017121	C	BL					•			•					•	•		•	•	
Wireless Sensors and Embedded Systems	OUpm017122	C	BL	•	•	•			•	•							•	•			•
Machine Learning and Artificial Intelligence	OUpm017123	C	BL	•	•	•			•	•							•	•			•
Big Data Theory and Practice	OUpm017124	C	BL	•	•									•			•	•	•	•	
Year 2 NQ-MQA level 9																					
IT Project Management	OUpm017211	C	BL				•				•						•		•	•	
Research Methods	OUpm017212	C	BL					•				•	•		•	•	•		•	•	
Mobile Application Development	OUpm017213	C	BL	•	•	•			•	•							•		•		•
Applied Project	OUpm017221	C	BL	Subject to the topic, various combinations of the knowledge and understanding learning outcomes will be demonstrated					•	•	•	•	•	•	•	•	•		•	•	•

ASSESSMENT STRATEGY FOR OUM MSC COURSE

■ Devise an assessment strategy that will include specific assessment criteria aligned to the learning outcomes of the module being assessed.

■ A range of formative and summative assessment exercises are designed to enable learners to demonstrate and apply knowledge and understanding. Most modules consist of a Tutor Marked Assessment (TMA) component and an examination.

Mix of assessments supporting LEARNING OUTCOMES

Technical Reports	Software designs	Group project

Online quiz	Discussion forum

CONCLUSION

- In both cases; transformative process- as compared to previous curriculum

- Employability guidelines to be integrated in institutional Quality frameworks

- It is our responsibility to ensure that the graduate are work ready and well equipped for the world of work