



QAA
Scotland

Focus On: Graduate Skills

Sharing Practice

5 June 2019 | Glasgow



@QAAScotland

#QAAFocusOn

Welcome

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Focus On

What is it?



Enhancement in Scottish higher education



*Deliberate steps to bring about **improvement** in the effectiveness of the learning **experiences** of students*

- Aims to enhance the student learning experience and encourage student engagement and participation in learning and in quality processes
- Emphasis is the quality of the student experience of learning rather than on QA systems and processes themselves

The Enhancement-led Institutional Review (ELIR) process



Peer review of all Scottish HEIs on a four-year cycle

First cycle: 2003-2007

Second cycle: 2008-2012

Third cycle: 2012-2017

ELIR 4: 2017-2022



Student reviewers since 2003



International reviewers since 2008



Judgement and outcomes – commendations and recommendations

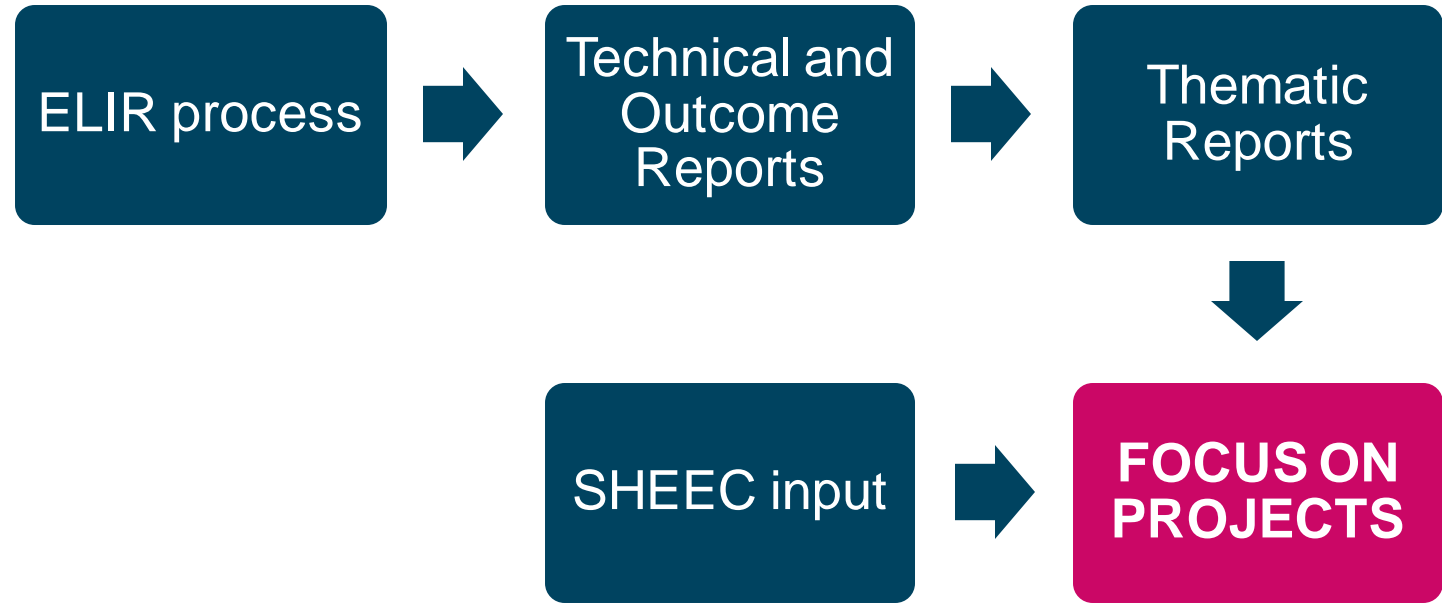
Focus On projects

Focus On projects cover topics that occur frequently in ELIR outcomes as commendations or recommendations



- All HEIs in the sector work collectively to promote policy and practice on the topic.
- One topic is chosen each academic year and all Scottish HEIs work collectively to promote policy and practice around this topic.
- Staff and students identify priority areas and a programme of activity is designed to ensure a positive impact on practice in the sector.

QAA Scotland Focus On projects



**Assessment
and
feedback**
(2014-2015)



**Collaborative
activity**
(2015-2016)



**Institution-
led review**
(2016-2017)



**PGR student
experience**
(2016-2017)



**Feedback
from
assessment**
(2017-2018)



**Graduate
skills**
(2018-2019)

Focus On: Graduate Skills

Supporting
students to
contribute in a
global society



ELIR Outcomes



ELIR team reports on the **effectiveness** of the university's 'approach to promoting the development of graduate attributes including employability'



QAAS identifies and shares practice across the sector



EMPLOYABILITY AND GRADUATE ATTRIBUTES: THEMATIC REPORT UPDATE 2018

Publication Date: 05 Nov 2018

What do ELIR reports say?

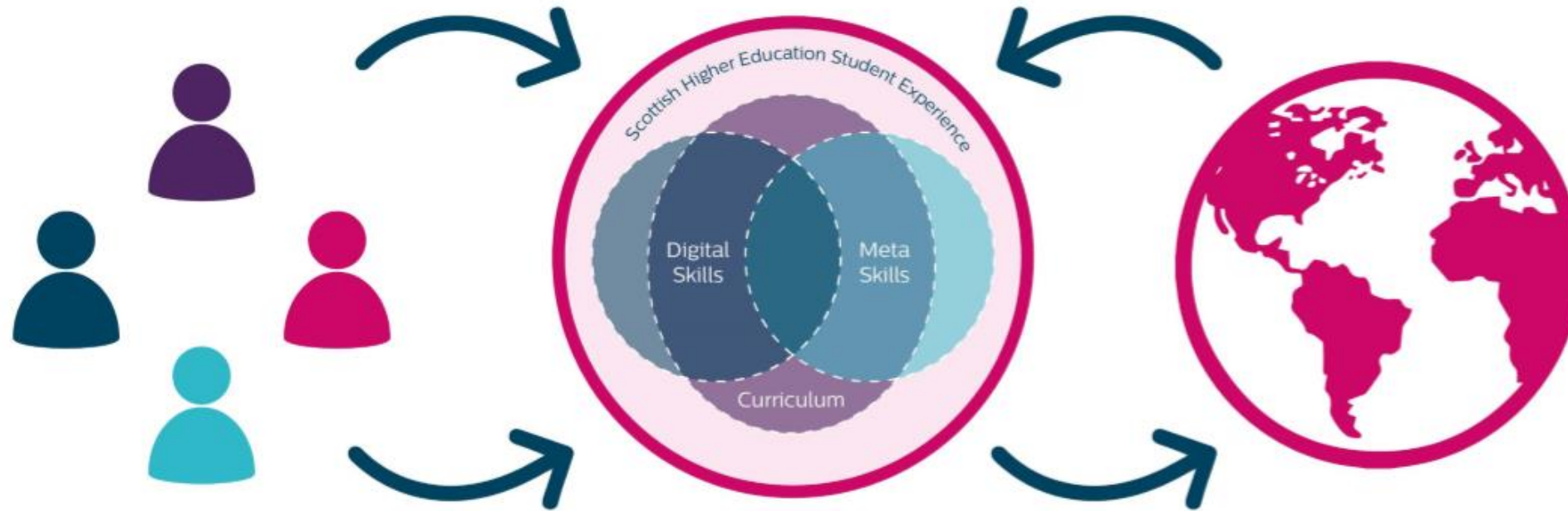
- ✓ Explicit strategy and policy
- ✓ Embedding graduate attributes
- ✓ Employer engagement
- ✓ Careers services
- ✓ Work-based learning & placement opportunities
- ✓ Learning & teaching approaches
- ✓ Co-curricular activities (skills development, volunteering)



REVIEW



Focus On: Graduate Skills



Equality and Diversity

How can we support students from all backgrounds and characteristics to develop skills that will help them to secure and sustain success in the workplace?

Readiness for Employment

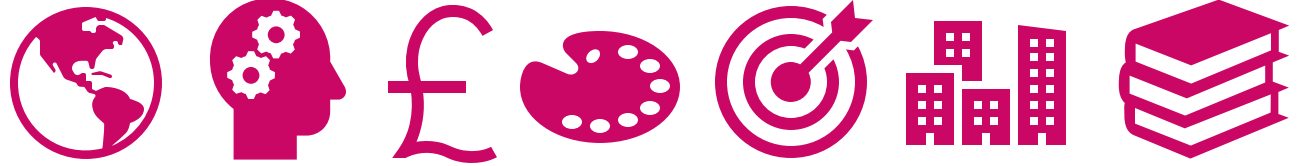
How can we most effectively embed skills inside and outside the curriculum, including digital skills, for graduates from all disciplines?

Global Perspective

How do we ensure that all Scottish graduates are enabled to live and work in a global society, and that the Scottish sector is informed by global developments?

Graduate Skills

What are they and why do they matter?

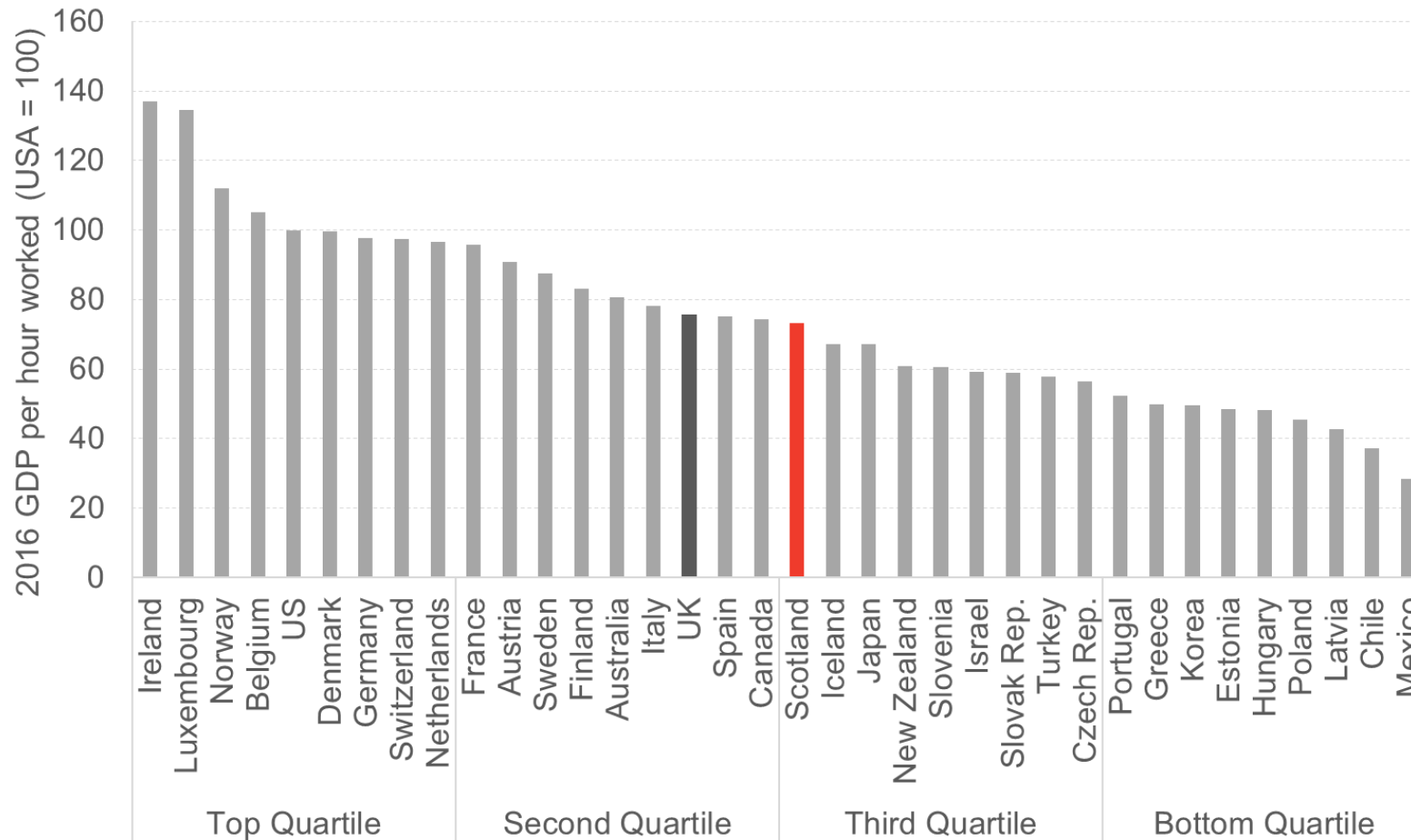


Why do people become university students?

What do you see as the purpose of higher education?

How do you think your answer(s) to the previous question would be different from the answers that the government, employers or university teaching staff might give?

Graduate Skills – challenges and opportunities



Productivity



The **highest percentage** of the population aged 25-64 with tertiary education within the EU.

Scottish Government target to be in top quartile by 2017... still in 3rd quartile

Source: Scottish Government & OECD

Graduate Skills – challenges and opportunities



Meta Skills



**Graduate
Apprenticeships**



Re-skilling



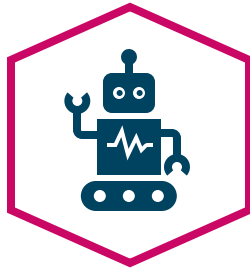
Upskilling



CPD



**Work-based
learning**



Industry 4.0



**Graduate
attributes**



**Disruptive
technologies**

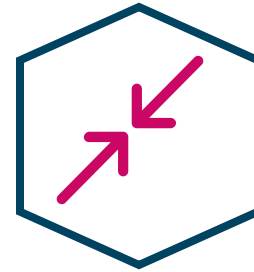
Graduate Skills – challenges and opportunities



Civic wellbeing



Low-value
courses



Skills gap



Part-time study



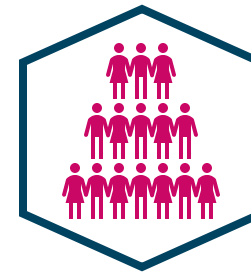
Life-long
learning



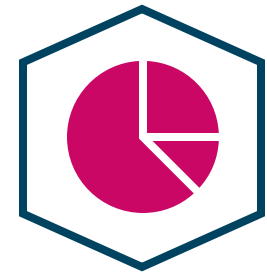
Social
mobility



Global
society



Equality of
opportunity



Graduate
under-employment

Graduate Skills – challenges and opportunities

WONKHE

ABOUT US+EVENTSLATEST+JOBS+SUBSCRIPTION+SUS+

WONKHE MONDAYSWONKHE PLUS



Government to Take Back Control as universities get their most thoughtful kicking to date

On day one of the Augar review's release, Wonkhe's editor in chief gives his first reaction.

MARK LEACH | COMMENT | 29/05/19 | 1

The Student Room

HomeForumsGCSEA-levelRevision & examsApplying to uniUniversityCareers & jobsRelationships & healthStudent finance

Home > Forums > Debate and current affairs > Educational debate

Is it worth having a degree anymore?

☆ watch

Announcements

Applying to uni? Find your uni group chat here >>

start new discussion >

reply

12345

Skip to page:

ineedtorevise127

Badges: 20

Rep:

★ Thread starter

It appears that the only word employers want to hear is "experience." Surely in today's climate graduates will be worse off

Report

6 years ago

#1

reply

How much do students get back in earnings?

The report, based on tax records of people who went to school in England and then went to university in England, Wales or Scotland, **looks at how going to university might affect earnings.**

Setting aside any social benefits, it's asking if it's worth the cash, when graduates are leaving with an average of £50,000 of debt.

LSE offers the best returns for women

Average female graduate earnings vs non-graduates, %

LSE

Imperial

King's College London

Oxford

SOAS

Norwich UC Arts

Bangor

Wales Trinity St David

UC Falmouth

Bolton

Top 5

Bottom 5

0

25

50

75

100

Source: IFS and Department for Education

BBC

A woman with a degree on average earns £6,700 more per year than a non-graduate woman - with women improving their earnings for almost every course at every university.

But the difference is much narrower for men, with a male graduate on average earning £2,700 more than a non-graduate.

There are tougher questions for the one-third of men who go to universities which give "negligible or negative impact" on earnings compared with those without a degree.

Are they getting value for money?

Commissioned work



Students Views Graduate and Employer Views



What is the sector doing well, and where could it do better?



How is the sector ensuring that appropriate digital skills are developed by graduates in all disciplines and subject areas?



How is the sector ensuring that all students (irrespective of background and different characteristics) are able to access the full range of skills development opportunities offered in higher education?



How is the sector ensuring that graduates are equipped to live and work in a global society?

Focus On... Today



Inspirational keynotes

Opportunities to work in institutional teams and with others

Sharing practice sessions – motivating, informal, practical

Question, challenge, network

Focus On... Tomorrow



Key messages

Practice and Policy

Workshop & visual minutes

