Student Views on graduate skills

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QAA Focus On: Graduate Skills – Student Views

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FOCUS ON: GRADUATE SKILLS 2018-19

Employability
a set of abilities, knowledge and skills that enable us to find work, stay at work and develop our careers

- Efficacy beliefs
  Awareness and understanding of one's self and one's abilities

- Personal characteristics
  Personality, activity, networks, experiences before and outside university

- Outward factors
  Graduate labour market, geographical factors, support available, coincidence

- Metacognition/Self-leadership
  The ability to reflect on and regulate one's own learning and behaviour (incl. career skills)

- Understanding
  appropriate subject knowledge, apprehension and applicability

- Skills
  subject-specific and generic abilities

- Degree
  Field, study time, generalist vs. profession-oriented

T-Model Expertise
depth and collaborative

THE USEM account of employability
Mantz Yorke & Peter T. Knight: Embedding employability into the curriculum. The Higher Education Academy, April 2006

After Tuominen Visa (2013): Maistereiden työllisyys. University of Helsinki
FOCUS ON: GRADUATE SKILLS 2018-19

- **Readiness for Employment**: how can we most effectively embed skills inside and outside the curriculum, including digital skills, for graduates from all disciplines?
- **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?
- **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?
FOCUS ON: GRADUATE SKILLS 2018-19

Survey N=319
Graduate Skills
Global Citizenship
Digital Skills
Academic & Extra Curricular Activities
Readiness for Employment
E & D

Open text response
University experience
Room for improvement
Support

Focus Groups N=8
Reflecting on Graduate Skills
Opportunities
Challenges
How well does university experience equip students with graduate skills?
How well does university experience equip students with global citizenship?

![Diagram showing the mean rating of various aspects related to global citizenship]

- Interact: Mean rating 4.4
- Understand cultures: Mean rating 4.2
- Communication: Mean rating 4
- Awareness global issues: Mean rating 3.8
- Knowledge global: Mean rating 3.6
- Contribute to world problems: Mean rating 3.4
How well does university experience equip students with digital skills?
Comparison across skill sets & opportunities to develop and be recognised
What is the perceived contribution of academic and extra-curricular activities to development of graduate skills, global citizenship and digital skills?

Course, University and Student organisation led activities supporting Graduate, Global & Digital skills

<table>
<thead>
<tr>
<th></th>
<th>Course (N)</th>
<th>Uni (N)</th>
<th>Student Org (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Skills</td>
<td>319</td>
<td>286</td>
<td>253</td>
</tr>
<tr>
<td>Global</td>
<td>292</td>
<td>243</td>
<td>174</td>
</tr>
<tr>
<td>Digital</td>
<td>313</td>
<td>314</td>
<td>258</td>
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</table>
Perceptions and experiences of graduate skills, global citizenship and digital skills

These skills have been developed and honed through extracurricular activities, such as leading committees and working abroad..

At the end of the day I guess it’s up to the student’s own initiative to actually seek out that kind of help and be guided.

It’s [digital skills] becoming super important in every single aspect, not just employment, but everyday life.

I feel that everything nowadays revolves around being able to be proficient digitally.

…if I worked in a different country it shouldn’t be so difficult to work with people from other nations.

…it’s definitely important so you can accept people from different backgrounds. But I don’t feel like it’s a graduate skill at all.
Is skills development accessible to all?

Satisfaction with equal opportunities to develop graduate skills

Have there been any barriers preventing you from taking advantage of opportunities to develop skills?

<table>
<thead>
<tr>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>20</td>
</tr>
<tr>
<td>NO</td>
<td>80</td>
</tr>
</tbody>
</table>
Is skills development accessible to all?

[careers services]...at uni is really bad...the focus is entirely on young students

I haven’t seen a lot of older people, but I know they are studying

looking after elderly parents, ill spouse, my own mental health issues and being a commuting student have all been factors [hindering GS development]
How do students perceive their university experience as a preparation for the graduate workplace?

<table>
<thead>
<tr>
<th>Enhanced skills</th>
<th>Broad range of skills</th>
<th>Evidence of skills</th>
<th>Future career requirements</th>
<th>Portfolio</th>
<th>Current abilities fit</th>
<th>Employers expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9</td>
<td>3.8</td>
<td>3.7</td>
<td>3.6</td>
<td>3.5</td>
<td>3.4</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Are you aware of graduate skills being built into learning and teaching on your courses?

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<tr>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>66</td>
</tr>
<tr>
<td>NO</td>
<td>34</td>
</tr>
</tbody>
</table>
How do students perceive their university experience as a preparation for the graduate workplace?

**Skills Development**

- My degree programme and all of the extra-curricular activities offered by the uni have provided me with numerous transferable skills,

- These are aspects of the course that can be directly applied to many jobs from teaching to finance to law...

**Work-based Learning**

- I know the skills that look good on paper - but the reality of a real workplace (long overdue hours, difficult customers/clients) cannot be learned on a university campus

- Teach us skills that we need. Teach us to actually be able to do something.
**Focus On: Graduate Skills 2018-19**

**Readiness for Employment:** Well equipped with graduate skills, less equipped with digital skills & knowledge of employer expectations. Importance of academic activities.

**Equality & Diversity:** Barriers include age, balancing work & study, carers, mental & physical health.

**Global Perspective:** Well equipped to work with different cultures, less equipped to apply this to the graduate global workplace.
Thank you

- QAA Scotland
- Student Interns: Aikaterini Manoli, Grigorias Kokkinidis & Anoushka Kapoor
- Scott Kirby: SRC
- Students from Scottish HEIS