

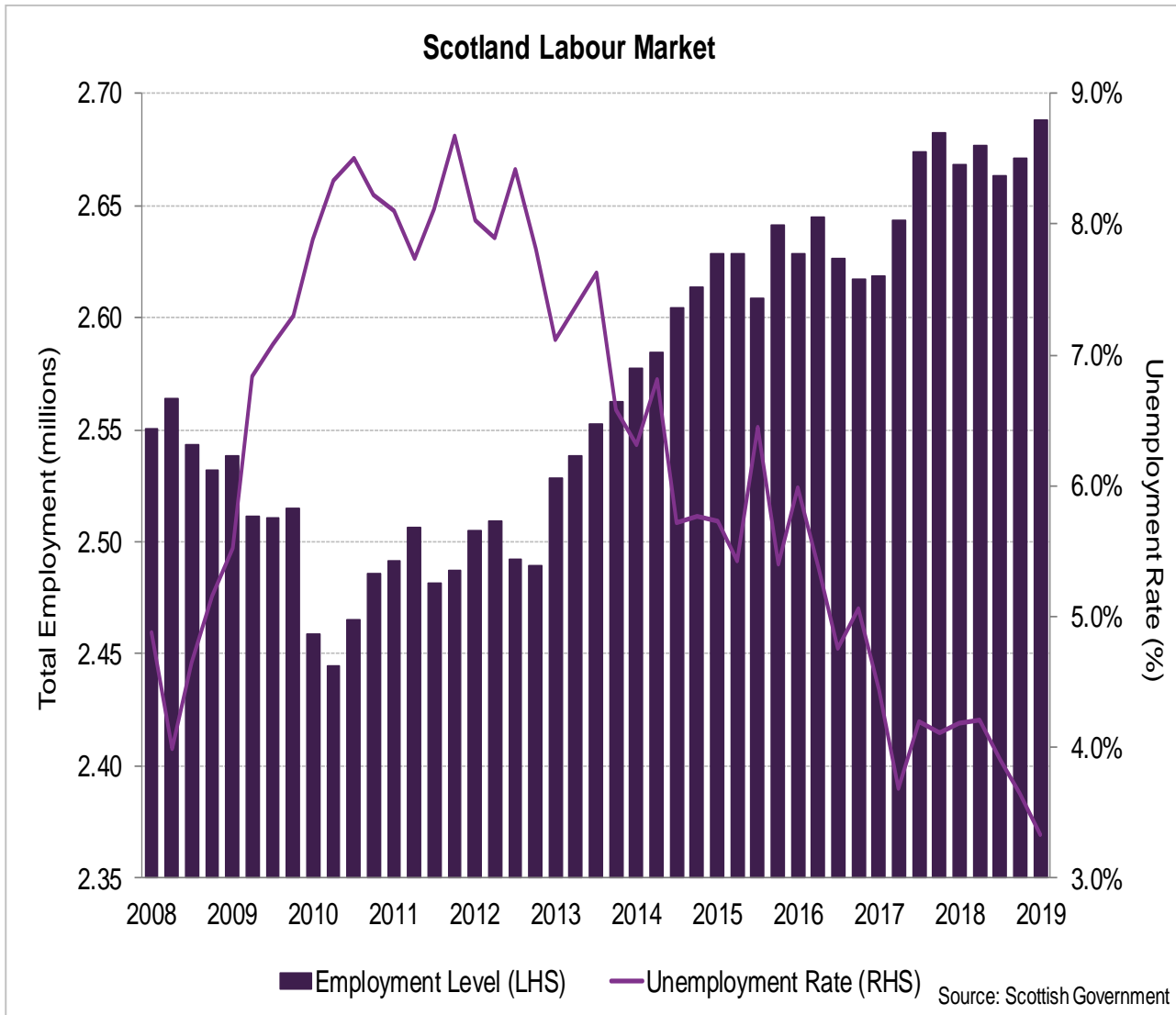
# QAA Focus On: Graduate Skills – Shaping Strategy

**Professor Sara Carter**  
**University of Strathclyde**

# Focus on: Graduate Skills

- Economic context and future challenges
- Readiness to meet these challenges – policy ideas
- Role of Enterprise & Skills Strategic Board
- HE Challenges: Graduate jobs, skills utilisation
- How Strathclyde is addressing graduate skills

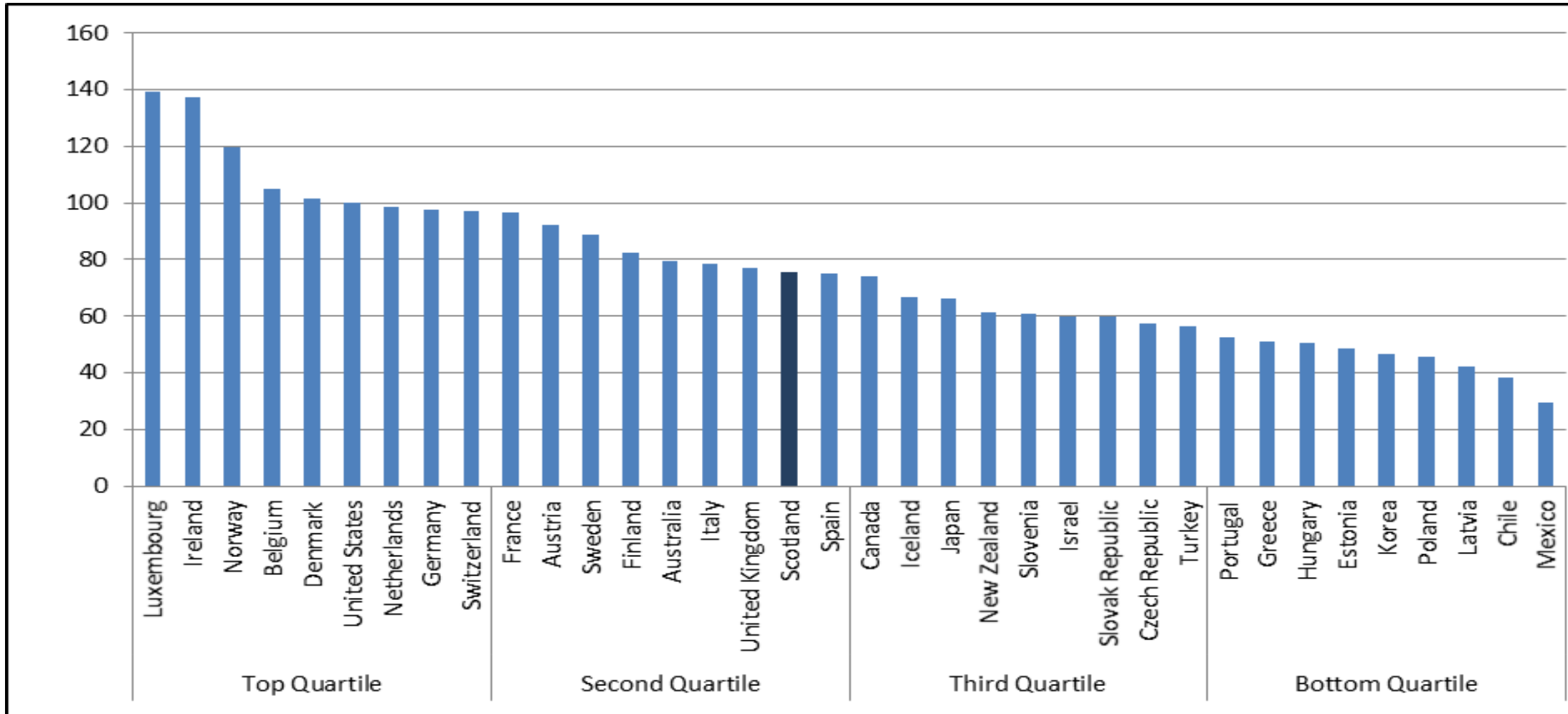
# Economic Context: Labour Market



## Year to December 2018

- Employment rate up to 75.6% (UK 76.1%).
- Unemployment fell to 3.3% (UK, 3.9%).
- Economic inactivity rate up to 21.8% (UK, 20.7%).
- Near full employment, but
- An aging population
- Declining in-migration
- Underemployment, gig economy

# Economic Context: Productivity



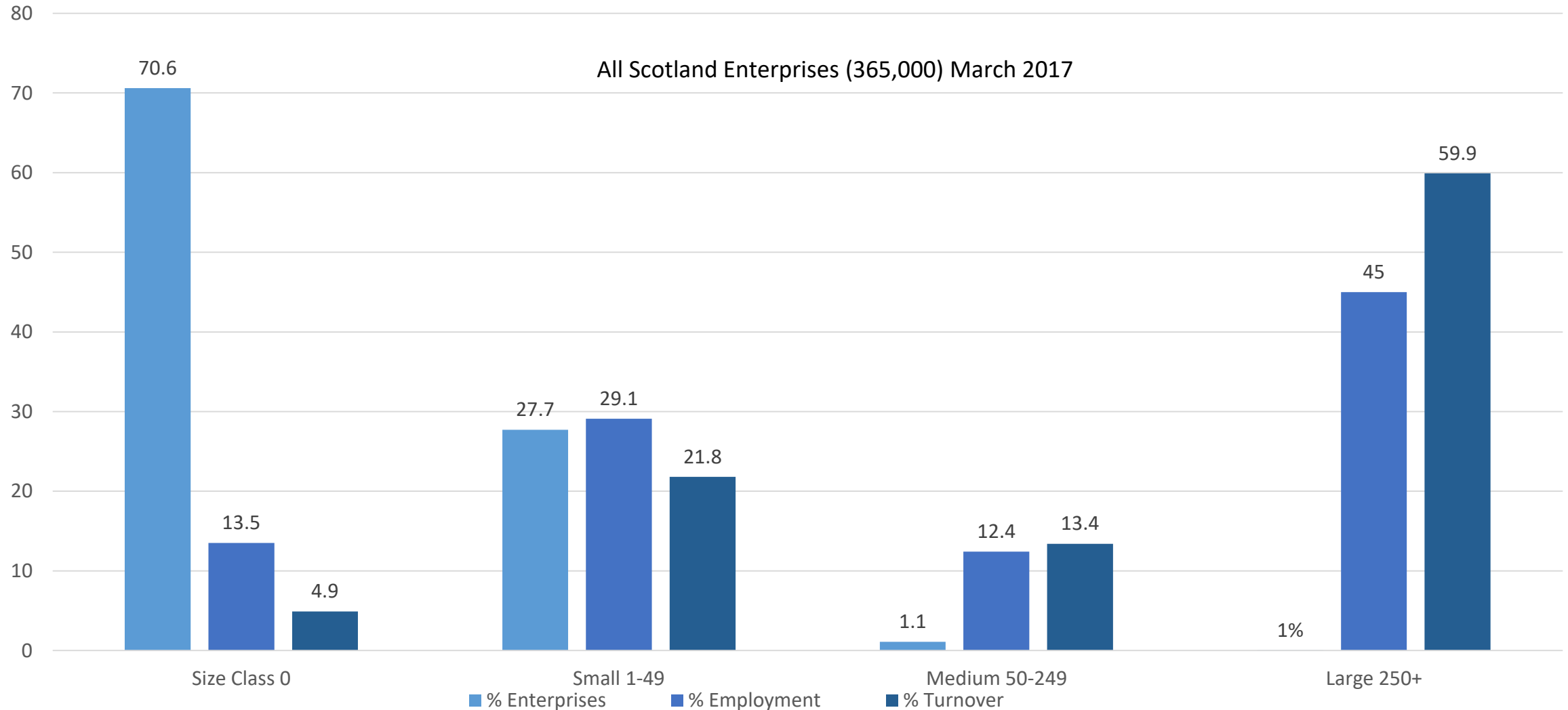
**Scotland is currently ranked 19th out of OECD countries when measured by GDP per hour worked**

# Economic Context: Investment

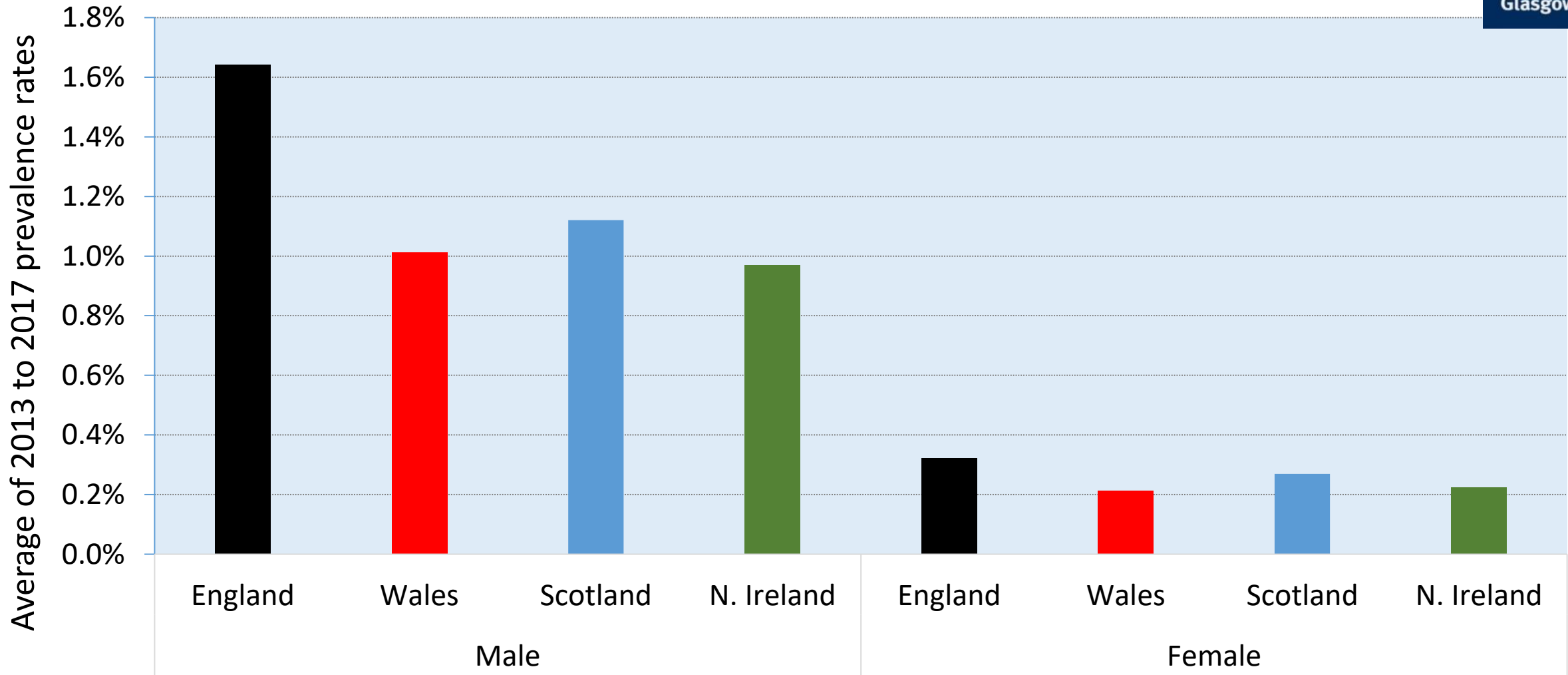
Country	BERD	GOVERD	HERD
Scotland	46%	7%	45.50%
England	68.70%	6.70%	22.30%
Wales	60.80%	2.10%	37.20%
N Ireland	74.30%	2.20%	23.50%
GBR Average	67.10%	6.60%	24.30%

The focus is on productivity, but also equality, wellbeing and sustainability

# Businesses in Scotland: Size, Employment, Turnover

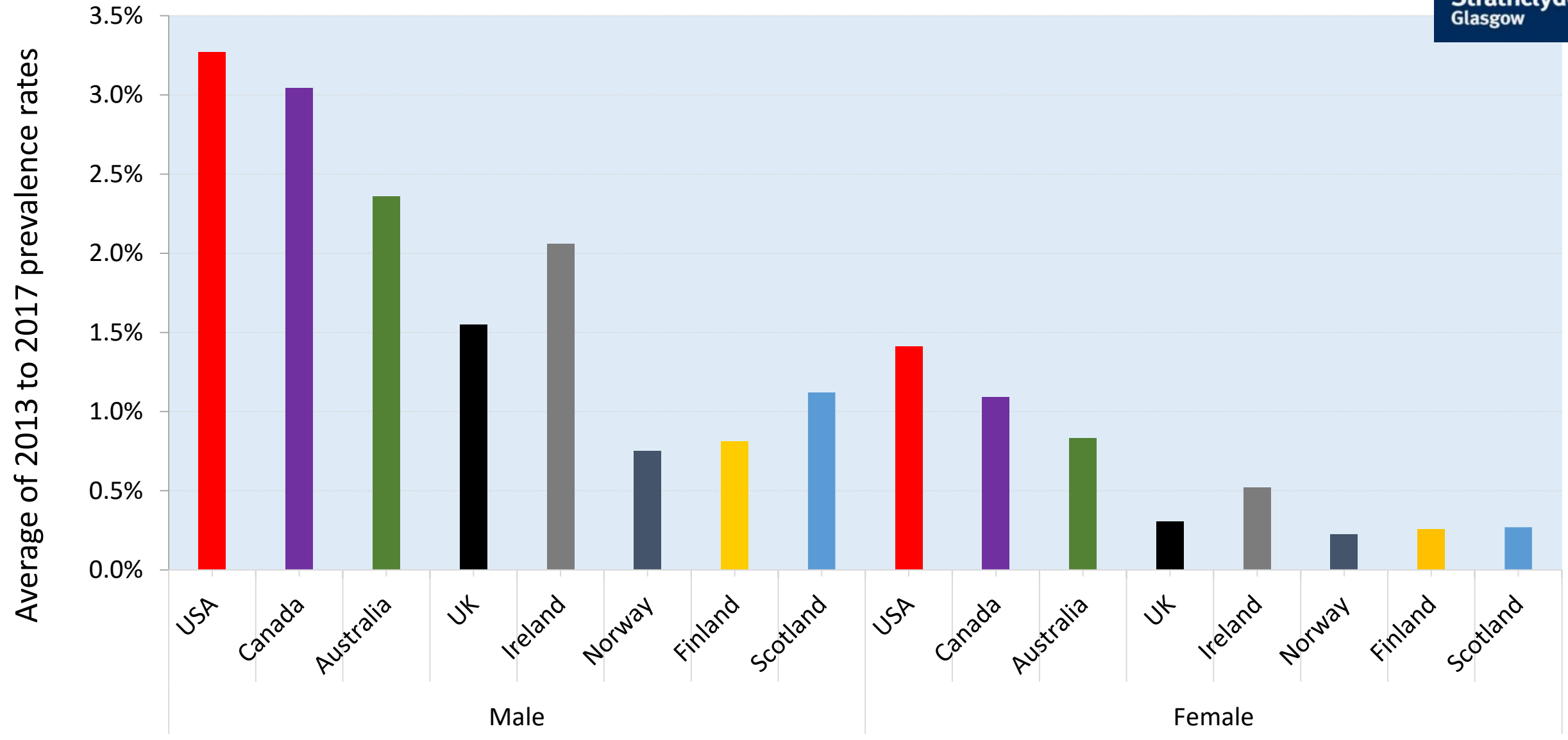


# High Growth Expectations - Early Stage Entrepreneurs



**High growth expectations: expect to employ at least 20 people in 5 years' time**

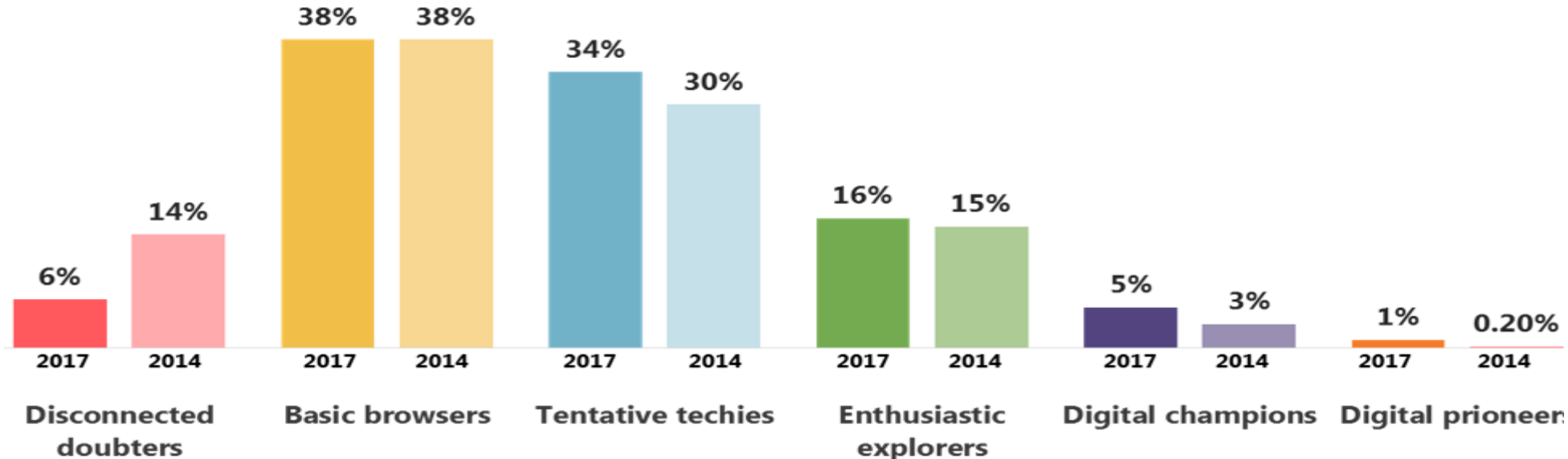
# High Growth Expectations - Benchmark Nations





# Businesses in Scotland: Digital Maturity

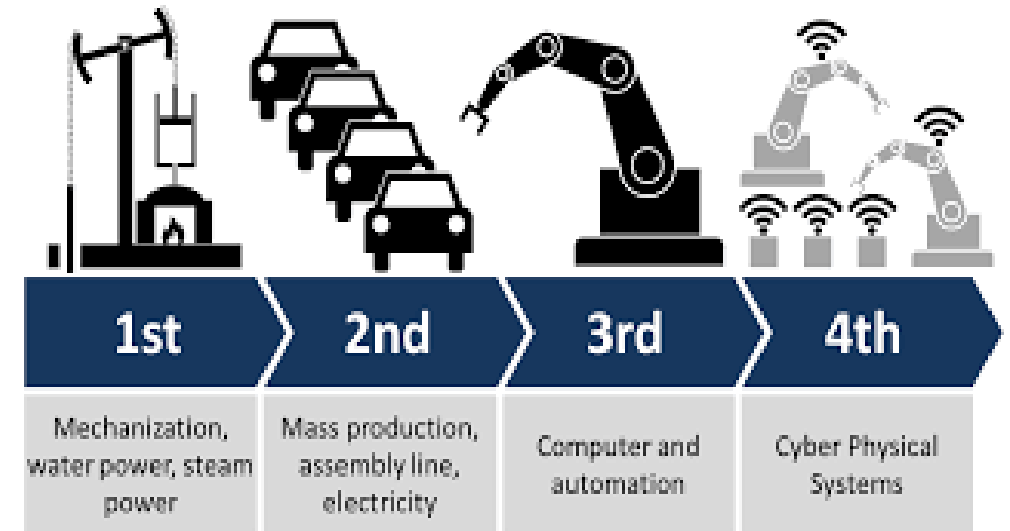
**Digital economy maturity index, 2017**



- 44% of businesses remain either disconnected or have only basic digital proficiency.
- Larger businesses and younger businesses with growth ambitions are more likely to embrace digital technology.

# Economic Context: Future Challenges

- Industrial Disruption
- Emerging general purpose digital technologies
  - Industry 4.0
  - Artificial Intelligence
  - Machine Learning
  - Ethereum Blockchain

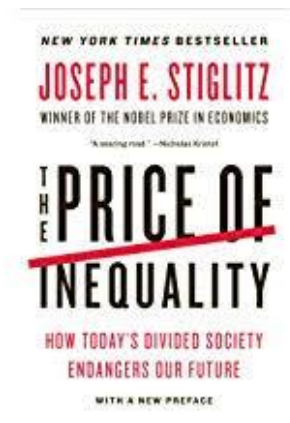


- Go beyond simple automation by exploiting large dynamic data sets using complex, adaptive algorithms to perform highly-skilled tasks normally requiring human intelligence
- Threaten low-skilled service-based work *and* professional work
- Fears of mass unemployment and growing levels of inequality in the near future

# Economic Context: Future Challenges

## Potential Effects & Policy Responses

- Less work, less employment, less income, more leisure
- Can we mitigate the potential job losses?
- What about incomes and Universal Basic Income?
- More work, more employment, more (unequal) income, less leisure
- Opportunities are intrinsic part of disruption - will this create more jobs than destroyed over longer run?
- ... as previous versions of automation



# Enterprise & Skills Strategic Board

## Impacts

Productivity

Equality

Wellbeing

Sustainability

## Outcomes

Population skill profile

Wealth inequalities

Healthy life expectancy

Carbon footprint

Access to broadband

Gender pay gap

Mental wellbeing

Energy from renewables

Spend on R&D

Gender balance

Work related ill health

Waste generated

Number of businesses

Persistent poverty

Natural Capital

Innovative businesses

Contractually secure work

Workplace learning

International exporting



Inputs

The money agencies spend and the people they employ

Activities

The things that get done with resources

Outputs

What is produced as a result of the activities

Outcomes

What is achieved and is measured ***using NPF indicators***

Impacts

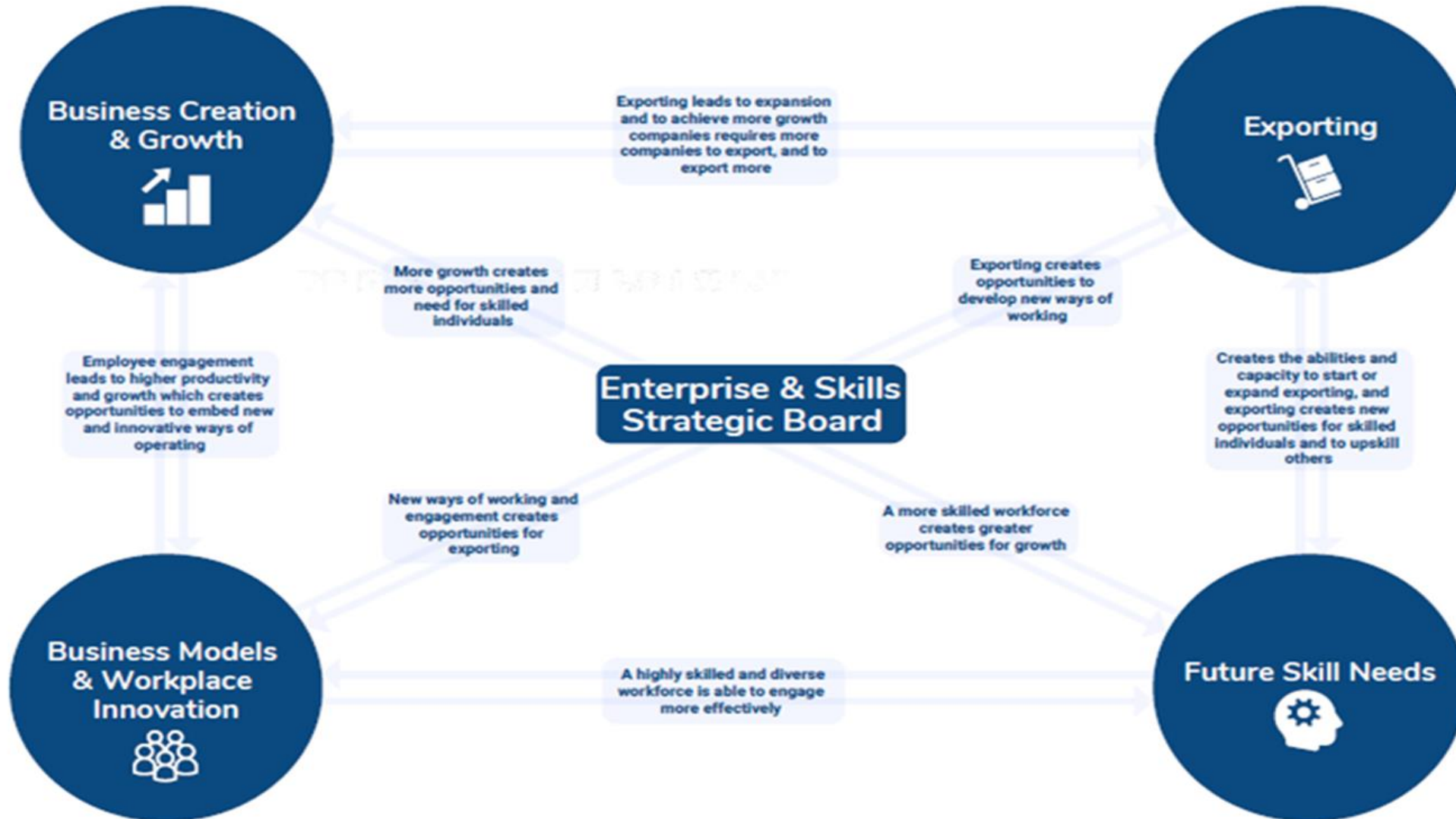
The ultimate effects on productivity, equality, wellbeing and sustainability

# Enterprise & Skills Strategic Board

- Works collaboratively to improve the enterprise & skills system with customer at centre
- Strategic plan October 2018
- Next steps
- Implementing actions within the plan – coordinating agency plans, developing Performance Framework
- Promoting development of the processes and culture to ensure delivery of commitments, improved performance and deeper collaboration
- Continuing to look ahead to future opportunities – e.g. Innovation

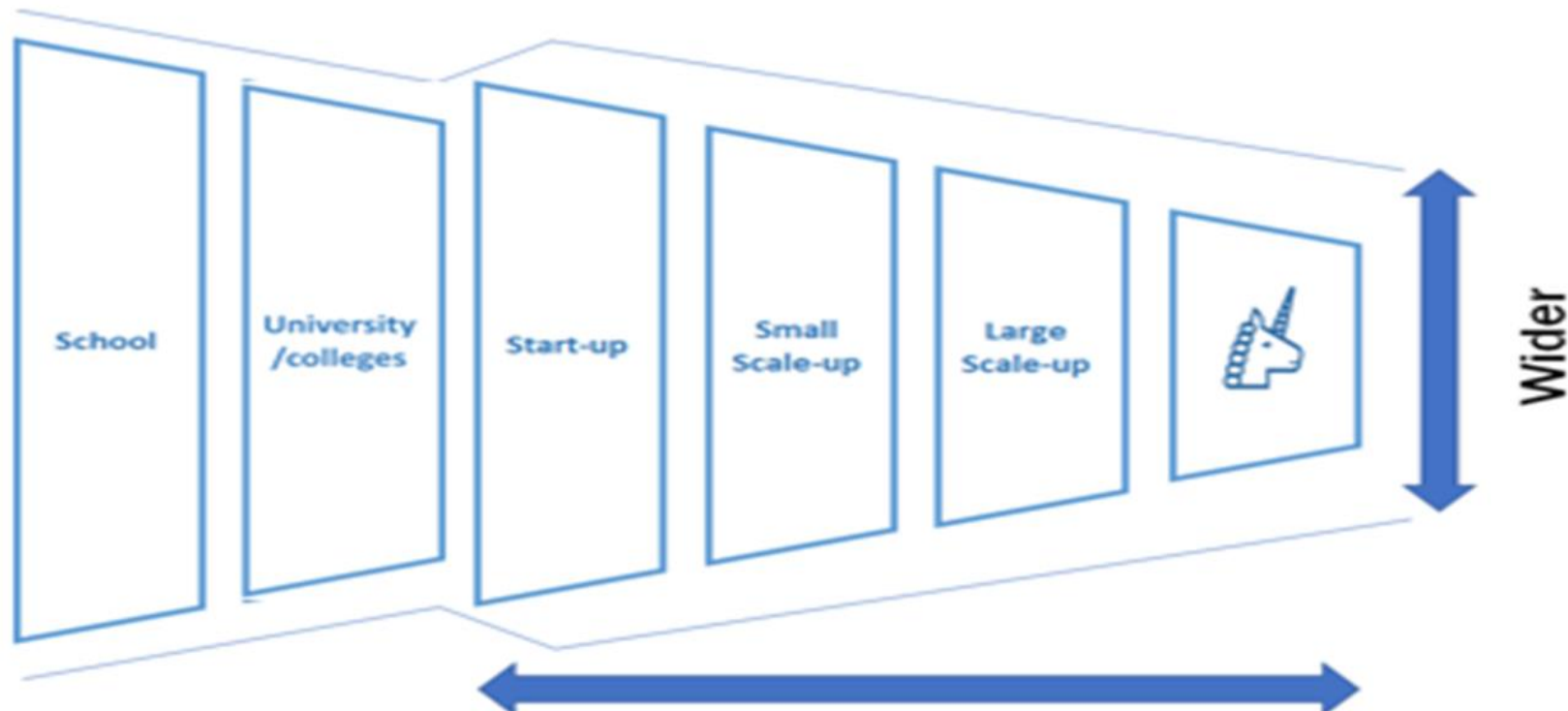


# Enterprise & Skills Strategic Board





Key to improving our rate of sustainable scale-ups creation is the concept of a start-up/scale-up funnel as detailed by Mark Logan, former COO of Skyscanner, one of Scotland's 'unicorn' companies.



# Graduate Jobs, Skills Utilisation, Value for Money

- Graduate Jobs: “49% of recent graduates were working in non-graduate roles” – UK Education Select Committee
- Skills utilisation: “48% of Scotland’s population has a tertiary education, but the skills and qualifications not being fully utilised” SDS
- What is a graduate job?
- What determines skills underutilisation?
- What is this debate really about?

**Mail**Online

“Number of students getting first class degrees sky-rockets as universities are accused of grade inflation - making 'Desmond' (2.2 awards) almost extinct”



# Graduate Jobs, Skills Utilisation, Value for Money

## **Most graduates 'in non-graduate jobs', says CIPD**

**The majority of UK university graduates are working in jobs that do not require a degree, with over-qualification at "saturation point", a report claims.**



Overall, 58.8% of graduates are in jobs deemed to be non-graduate roles, according to the Chartered Institute of Personnel and Development. It said the number of graduates had now "significantly outstripped" the creation of high-skilled jobs. The CIPD said the report's findings should be a "wake-up call". "The assumption that we will transition to a more productive, higher-value, higher-skilled economy just by increasing the conveyor belt of graduates is proven to be flawed," said Peter Cheese, chief executive of the CIPD, the professional body for human resources managers.

**'Simply wasted'**

# What is a Graduate Job?

SOC	Proportion of jobs classified as 'Graduate Jobs'
1 – Managers, directors and senior officials	75% (2.6m graduate jobs)
2 – Professional occupations	100% (6.5m graduate jobs)
3 – Associate professional and technical occupations	53% (2.5m graduate jobs)
4 – Administrative and secretarial occupations	9% (0.3m graduate jobs)
5 – Skilled trade occupations	0% (no graduate jobs)
6 – Caring, leisure and other service occupations	3% (0.1m graduate jobs)
7 – Sales and customer service occupations	0% (no graduate jobs)
8 – Process, plan and machine operatives	0% (no graduate jobs)
9 – Elementary occupations	0% (no graduate jobs)
TOTAL	37% (12.0m graduate jobs)

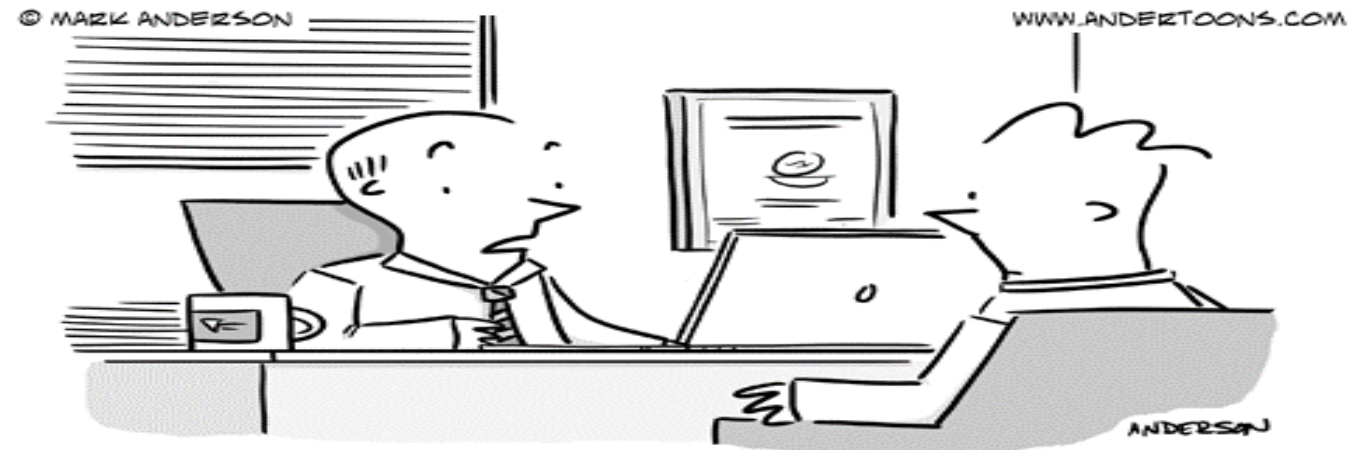
# Graduate Jobs, Skills Utilisation, Value for Money

*“It is important to understand whether or not higher education qualifications are benefiting graduates over their careers in terms of whether the skills they develop allow them to do more highly-skilled work, be more effective and productive in their jobs and enjoy higher earnings than non-graduates with similar characteristics. However, simplistic interpretations of subjective data which has a lot of caveats and is based on the situation early on in a graduate’s career will lead to the wrong conclusions being drawn and the wrong policies being implemented.”*

Peter Brant <https://wonkhe.com/blogs/what-is-a-graduate-job>

# Millennials: Generation Rent

- More opportunities
- More challenges
- Intergenerational injustices
- Higher Education costs
- Housing affordability
- Job insecurity
- (No) Pensions
- Challenges the non-parental role of HE



"According to your LinkedIn profile you're a focused, disciplined achiever. According to your Facebook photos you love Jack Daniels and are pretty comfortable with your body."

# Generation Z: More mild than wild

- Volunteering - 46% up from 30% in 2000
- Community groups - 29% up from 10% in 2000
- Ethical consumers - 26% up from 19% in 2000
- Less alcohol - 28% view as 'very risky'
- Crime down, institutional trust up
- Importance of employability
- Having a degree is no longer enough
- Want ROI in HE
- Want confidence in future employability

## WHO THEY ARE TO YOU

### MILLENNIALS

Tech Savvy: 2 screens at once  
Communicate with text  
Curators and Sharers  
Now focused  
Optimists  
Want to be discovered

**YOUR CURRENT STUDENTS & ALUMNI**

VS.

### GEN Z

Tech Innate: 5 screens at once  
Communicate with images  
Creators and Collaborators  
Future focused  
Realists  
Want to work for success

**YOUR PROSPECTIVE STUDENTS**

# Skills, Metaskills & Capabilities

- Future graduates likely to work in job types and specialties that do not currently exist
- Future jobs are unpredictable, but a broad set of employability meta-skills can help our graduates to adapt to changes over their working lives
- Subject knowledge dates fast, capabilities are enduring
- HE Metaskills = Graduate Capabilities

# Meta-skills for Employability

**Leadership**

**Entrepreneurial thinking**

**Communication**

**Critical thinking**

**Quantitative reasoning**

**Ability to manage  
complex tasks**

**Self-management**

**Taking responsibility for own  
behaviour and well-being**

**Social intelligence**

**Awareness of others' feelings, needs and  
concerns to effectively negotiate complex  
social relationships and environments**

**Innovation**

**The ability to define and create  
significant positive change**

# Defining Employability

## What it is

- It applies to all students, whatever their situation, course or mode of study
- It is about supporting students to develop a range of knowledge, skills, behaviours, attributes and attitudes that will enable them to be successful in employment and in life
- It is about making the components of employability explicit to students to support lifelong learning
- It is a university-wide responsibility

## What it is not

- Not about replacing academic rigour or standards
- Not necessarily adding additional modules in curriculum
- Not just about preparing students for employment
- Not able to be quantified by a single metric (e.g. DLHE)
- Not just the responsibility of the careers service



# Strathclyde's Focus on Employability

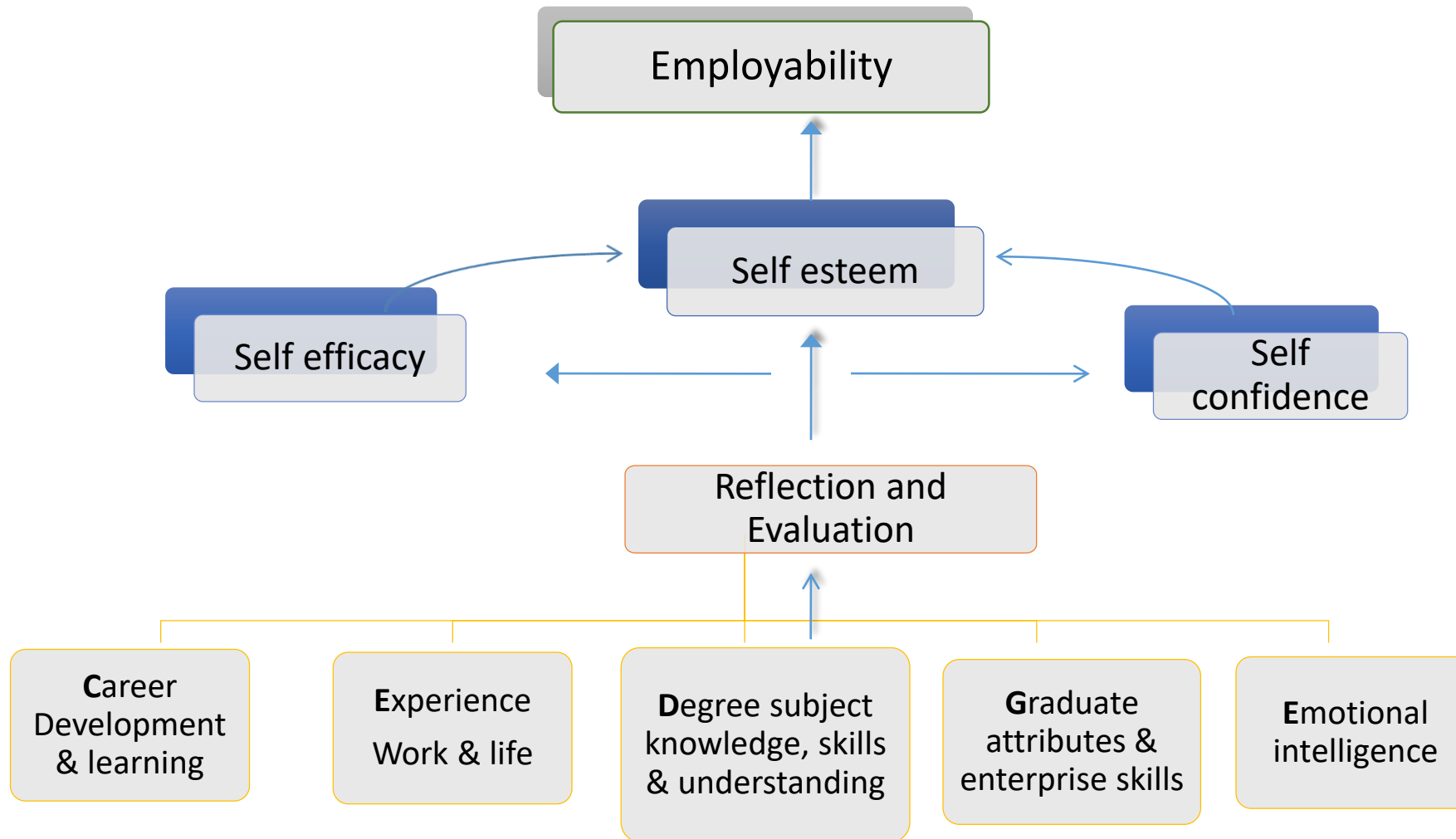
## For students ...

- A degree is not enough
- Return on investment
- Volunteering
- Social impact
- Ethical & environmental concerns
- Supports engagement in education - see the relevance of their studies to their future careers and life beyond university
- Supports engagement in wider student experience, formal volunteering, social innovation, making a difference

## For staff ...

- Good learning practice
- Students who engage in developing their employability are likely to be independent, reflective and responsible learners
- Teaching practices encouraging students' understanding and 'deep' learning also enhance their employability
- Industry / employer engagement helps students appreciate the relevance of their course and supports application of knowledge in the workplace
- Links to accreditation requirements from professional bodies

# CareerEDGE Model



- Developing an Employability Strategy for Strathclyde
- Embedding employability at course, department/school, faculty and University levels
- Developing a set of generic employability-related skills training courses (with certification/accreditation) for all UG and PG students

## HEA Employability Framework

1. Defining employability and making this explicit at institutional and programme level and with all our students
2. Auditing and mapping provision
3. Prioritising actions to address gaps and share best practice
4. Measuring impact

# Careers & Employability at Strathclyde



Founding mission: **Useful Learning**

Graduate attributes: **Developing graduates that are engaged, enquiring, enterprising and ethically and globally aware.**

Definition of Employability: ***Strathclyde student learners will develop the knowledge, skills, aptitudes, attributes, experience and confidence to be successful, valuable and responsible lifelong global citizens.***

Ambition and approach: ***Every student learner will have the opportunity to undertake an experiential work placement, internship or work-based project while studying at the University of Strathclyde.***

# University of **Strathclyde** **Glasgow**

