

360° employability skills

The workshop:

1. **Introduction: understanding employability skills**
2. **Employability skills**
3. **Small groups: brainstorming, reflection & discussion**
4. **Feedback from all groups & further discussion**
5. **Employability skills & inclusivity**
6. **360° skills**
7. **Small groups: brainstorming, reflection & discussion**
8. **Feedback from all groups & further discussion**
9. **Summary & conclusion**
10. **Further discussion and questions**

360° employability skills

1. Understanding employability skills in the global world/economy

The concept of **employability** – or at least the one most familiar to us – appeared in the 1980s. It was introduced by corporations, marketed as a response to the need to be **flexible** in the face of **global competition**, **adapting** to the **unstable economic environment**. Companies, it has been claimed, could no longer offer job security to employees and introduced 'employability' instead, as **the new psychological contract** (Chertkovskaya, 2013).

Executive directors of **global talent** use a **complex matrix of skills** to select a successful recruit. They **prioritise sector or industry-specific knowledge** and a **range of transversal and soft skills**. **Cultural agility** is an essential attribute of the global graduate, as they will be expected to **work in multilingual and culturally diverse teams face-to-face and virtually**. The **ability to approach a problem from multiple perspectives and to take into account different cultural expectations** in finding solutions is key to **effective transnational cooperation** (Holmes, 2015 p9).

360° employability skills

Group discussion and brainstorming

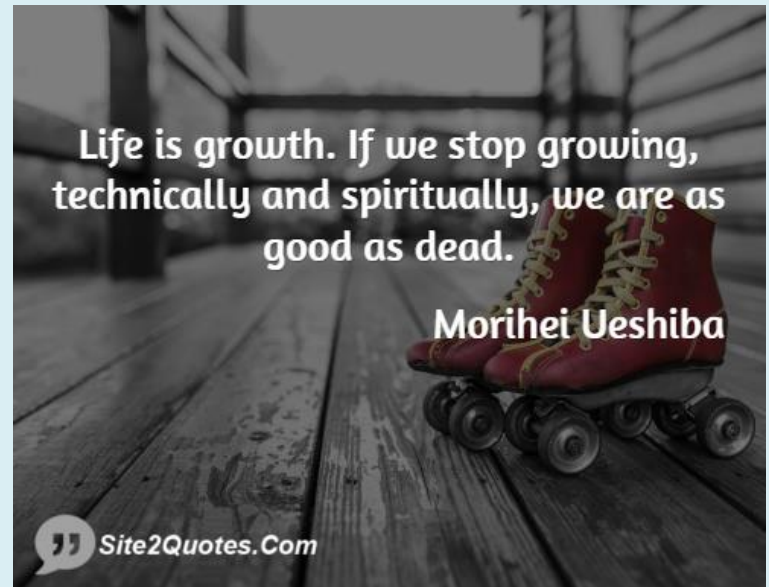
Use the A1 sheet to write & share your group's findings & ideas:

- What is learning for you?
- Is it important to understand learning styles? Why?
- Can you identify yours?
- And, your students'?

► *Sharing and discussion*

Learning = fun

(fun = exploring + discovering)



360° employability skills & inclusivity

“We will be inclusive and provide equal opportunities for all”

(University Strategy 2014-2020)

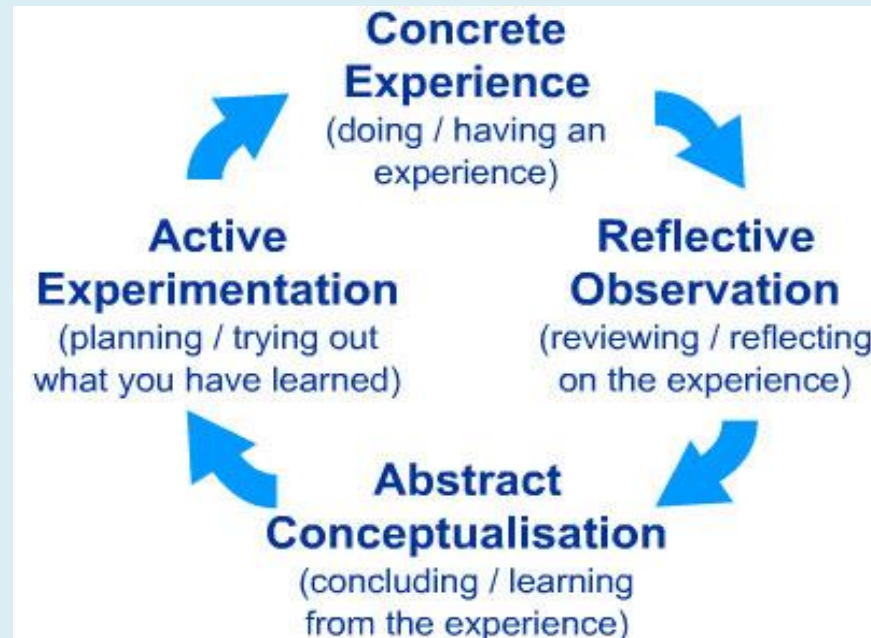
Learning styles

“Each learner is an individual, and although we share many characteristics we have our very own distinctive traits which make us all unique. Some of us can remember facts and events particularly well, some can recall vividly what they see, others have a sensory memory and can remember experiences very clearly, including smells, tastes, temperature, etc., yet unconsciously, we all can remember what we regularly do and practise again and again in order to become better at something: playing an instrument, a sport, or, in this case, learning and using a foreign language. The more often we practise something, the better our understanding of the subject, the higher the standard we can achieve and deliver, and the more developed our implicit memory (Schacter, 1987) becomes (commonly referred to as ‘muscle memory’) – in the same way that our muscles improve with exercise, when they are utilised” (Álvarez-Mayo, 2016).

360° employability skills & inclusivity

*Design modern and inclusive student work and assessment: practising and improving **digital literacy skills**, essential to develop **employability and lifelong learning** [B.1.4, C6.3]*

Experimental Learning (Kolb)



360° employability skills

Group discussion and brainstorming

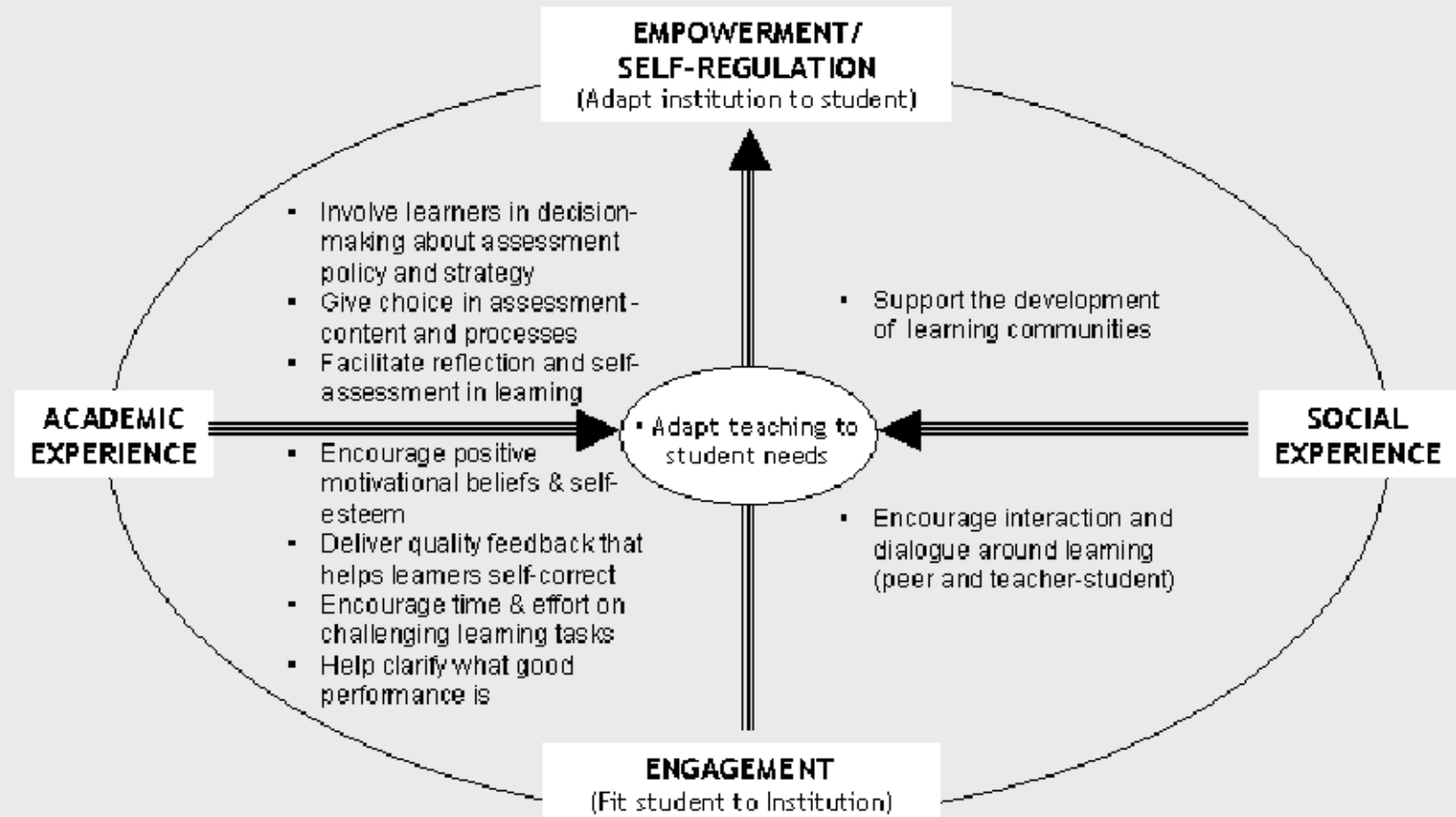
Use the A1 sheet to write & share your group's findings & ideas:

- You – what skills could/should you improve/develop?
- The York Pedagogy: what do you know about it?
- What does the York Pedagogy mean to you?
- And, what do you think it means for your students?
- In your opinion, what skills should our/your students improve/develop?
- How can we facilitate that learning/development?
- Can we also improve student motivation? How?

► *Sharing and discussion*

Developing **modern, diverse and inclusive student work and assessment**, both formative & summative: ideas and suggestions

360° employability skills & inclusivity



Principles of good assessment and feedback (Nicol, 2007b)

360° employability skills & inclusivity

The UoY Learning and Teaching Strategy 2015-2020 addresses **inclusivity**, to ensure that **all students receive any support they may need, to avoid experiencing any disadvantage:**

*B.2.5 We should **foster** in students the recognition that **freedom of thought, self-reflection, the development of an ethical outlook, and the testing of ideas through observation, experiment, debate and reason are cornerstones of understanding.***

*B.4.2 Having met our entry requirements, **all students should be supported to do their best. By inclusive design of learning and targeted transitional support where appropriate** (e.g. for students new to the UK), we should empower all students to get the most they can from a York education.*

*B.4.3 Recognising that despite inclusive policies and widened participation, gaps due to social class, disadvantage, disability and public versus private schooling reopen after university, and that other inequalities persist, we should **equip all students to play the fullest role in society that they are able.** These will include **fostering the intellectual tools, ability to form networks, resilience, self-confidence and self-awareness that close the gap of social advantage.***

360° employability skills

C.3.4 Through the York pedagogy, in particular the design of primary learning outcomes [C.1.3], we will improve students' development of transferable skills and their capacity to apply these to new situations, including those that are likely to be experienced in employment. Students will develop as global citizens, socially and environmentally aware, and sensitive to international contexts and cultures. They will benefit from the international and cultural diversity of students and staff of the University, and be encouraged periods of study abroad, the York Award, and the community activity of Colleges.

Some of those ideas are encapsulated in the first article of the Universal Declaration of Human Rights:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

University of York Learning and Teaching Strategy 2015-2020

Learning and teaching strategy, underpinned by 5 values:

A.1 **Excellence** is the University's responsibility and commitment.

A.2 **Knowledge and understanding** are valuable in themselves. University education equips students to make their own contributions to the advancement of knowledge.

A.3 The **ability to make meaningful choices is a fundamental good and a challenge**. University education enlarges students' options, equipping them for a range of careers, and provides the **tools of discovery, analysis and discrimination to inform the act of choosing**.

A.4 **University education lifts collective capability, benefiting humanity and enriching society in general**.

A.5 Justified **distinctiveness** is worthwhile. York seeks to offer a **distinctive learning experience** that sets our graduates apart.

University of York Learning and Teaching Strategy 2015-2020

*B.1.3 We should organise learning and teaching with **clarity, efficiency, and fairness.***

*B.2.3 We should **foster innovation in teaching and learning, harnessing the creativity of our own teachers,** and sharing evidence of methods that enrich student understanding.*

*B.2.5 We should **foster in students the recognition that freedom of thought, self-reflection, the development of an ethical outlook, and the testing of ideas through observation, experiment, debate and reason are cornerstones of understanding.***

*B.3.1 **The development of fundamental learning abilities should be intrinsic to every programme. These learning abilities include the ability to analyse, critical thinking and written and oral expression.***

*B.3.2 We should **provide other activities that expand student choices and enhance employability. These include opportunities for experience of people, places, cultures and ways of doing business, and exposure to work contexts that instill an understanding of the expectations of professional behaviour.** [University strategy key objective 3, key objective 2 subsection 5].*

University of York Learning and Teaching Strategy 2015-2020

C1.1 The York pedagogy is based on the principles that we seek, analyse and apply evidence in learning and teaching design [B.2.2]. It offers a consolidated realisation of the principles that we organise for clarity [B.1.3], foster innovation [B.2.3] and develop students as independent learners [B.2.5, B.3.1, B.4.3].

C1.2 [...] Carefully-designed student work will engage and challenge our students by drawing directly on activities known to enhance learning, for example spaced and interleaved practice, retrieval of previously-learned material in new contexts, collaboration, and development of transferable skills.

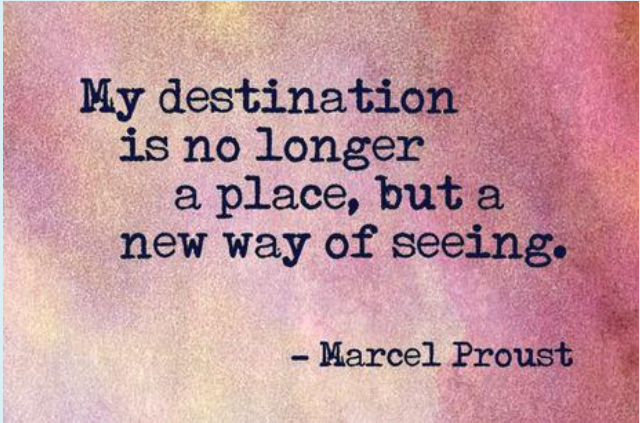
C3.4 Through the York pedagogy, in particular the design of primary learning outcomes [C1.3], we will improve students' development of transferable skills and their capacity to apply these to new situations, including those which are likely to be experienced in employment. Students will develop as global citizens, socially and environmentally aware, and sensitive to international contexts and cultures. They will benefit from the international and cultural diversity of students and staff of the University, and be encouraged to experience periods of study abroad, the York Award and the community activity of Colleges. [B.3, B.4, University strategy, key objective 3, subsection 4].

360° employability skills

- Creativity
- Digital technology
- Independent & continuous learning
- Working with others & independently
- Oral communication & interaction
- Time-management & planning
- Reading
- Critical and creative writing
- Document use, creation and publishing
- Critical thinking
- Diversity awareness & respect
- Using English and foreign languages
- Resourcefulness, resilience & initiative
- Intercultural competence & communication (cont'd)

360° employability skills

*We are dealing with a **value-added economy**. This notion extends to recruitment...: the '**Value-Added Recruit**'..... The candidate who, in addition to meeting the core requirements of the job specification, can demonstrate an **international outlook** and a **global mind-set**, together with **fluency in more than one language and culture**, is likely to be selected over the candidate with few or no language skills, whose only experience outside the UK was on holiday (Holmes, 2015 p9).*



My destination
is no longer
a place, but a
new way of seeing.

- Marcel Proust

360° employability skills

University Strategy 2014-2020

- We encourage **creativity, independence, enterprise and initiative**.
- We will be **inclusive and provide equal opportunities for all**. We apply the **highest ethical standards to all our activities and want to make a positive contribution to the development of a fairer and sustainable world**.
- We aim to provide an **environment that attracts the very best staff and students from all over the world, encourages and facilitates academic endeavour, and provides a supportive atmosphere for the development and sharing of knowledge**. We want to be a University in which **every member of staff and every student feels valued as an individual**.

Vision for an outstanding teaching and learning:

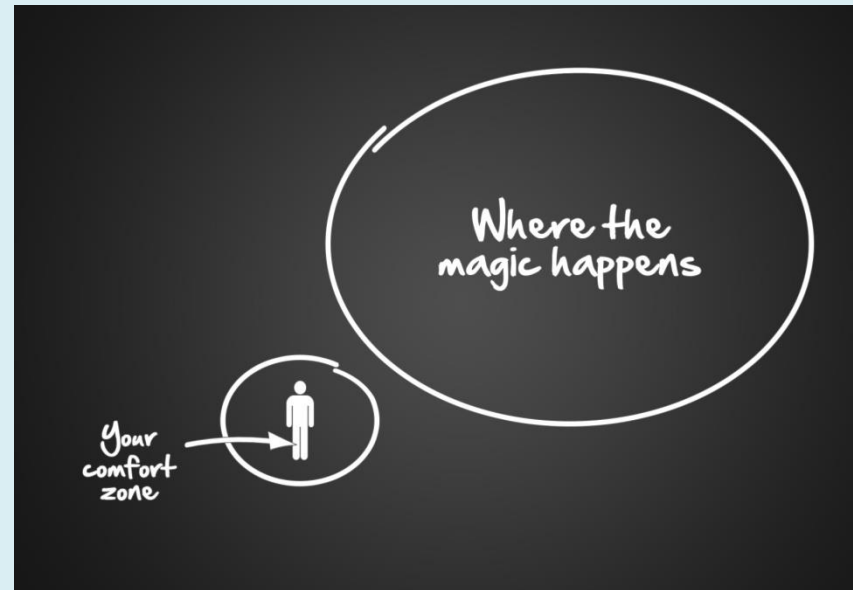
Teaching will be led by research. design and delivery of teaching, in support for students' intellectual growth, in assessing students' attainment, and in evaluating and improving our performance as a place of learning. We will invite students to explore their subject as independent learners and as active researchers. We will encourage and develop creativity, advanced problem-solving skills and critical, independent thinking. Our students will be challenged to reach the highest level of attainment and they will acquire skills that **enhance their employability and professional effectiveness**.

360° employability skills & inclusivity

Preference and habit: widen our students' experience to increase their adaptability and acquire a range of transversal and soft skills ► get out of our comfort zone

Foster and develop:

- creativity
- initiative
- independence
- enterprise
- motivation
- respect
- responsibility



360° employability skills

Conclusion

Current student work and assessment practice should be reviewed and updated in order to **ensure that all skills, traditional and ‘new’ can be tested** - as well as to **allow equal opportunities of assessment ensuring inclusivity and accessibility**. We need to make sure that **our graduates are fully equipped to face the challenges of the 21st century job market**, they need to be **all-rounders and possess 360° skills**.

In an **academic environment, employability** needs to derive from a **genuine desire for education and betterment for all**, and it's our duty as educators to instill such principles, **sharing and fostering a positive attitude among students and staff** alike.

We need to concentrate on ‘re-channeling the vitality that employability aims to kindle, focusing on equality and human development without rooting them in capitalist progress and renewal’ (Chertkovskaya, 2013).

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University of York Learning and Teaching Strategy 2015-2020

University of York Strategy 2014-2020

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Thank you!

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Reflection

Having compiled the group work carried out throughout the workshop, and actively listened to the information shared, it seems to me that a more **holistic approach** to the York Pedagogy and employability would be appropriate to ensure that all the good principles and ideas included in the Pedagogy can be taken into account and applied by our colleagues, being able to share them effectively with our students to allow for a successful implementation of the University's approach to excellence in education, and having a positive impact in society – as underpinned in the 5 values of the Learning & Teaching Strategy.