

INTERNATIONAL CAREERS CONFERENCE

Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives

UNIVERSITY OF NIŠ, October, 24th 2013

# Changing conceptions of students' career development needs



Tempus



DEVELOPMENT OF CAREER GUIDANCE  
AIMED AT IMPROVING HIGHER EDUCATION IN SERBIA

Tempus Project 517119-TEMPUS-1-2011-RS-TEMPUS-SMGR



# Outline

1. The emergence of 'employability'
2. The role of work-based learning in higher education outcomes
3. Career adaptabilities
4. Some questions for discussion



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**...in short ... a job!**





# Employability ...

*a set of achievements, - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.*

(Higher Education Academy, 2012 based on Yorke, 2006)



# Confederation of British Industry

*Employability skills are the most important attributes that businesses look for in new recruits, but graduates are currently falling short of employers' expectations. Competition for jobs is intense and graduate unemployment remains high, so students need to proactively develop relevant employability skills. But at the same time all universities need to explain these skills better and make sure they embed them in teaching.*

(Susan Anderson, CBI Director for Education & Skills, 2011)



## Business

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February 20, 2012 7:05 pm

## Education system 'failing business and workforce'

By Brian Groom, Business and Employment Editor

Britain's education system is failing both business and the workforce, a group of leading employers including [Adecco](#), the recruiter, Deloitte, the professional services firm, and [Cisco](#), the network equipment company, has warned.

The companies say the gulf between what employers need and the skills of students emerging from schools and colleges is widening. They call for an urgent effort by government, educators and businesses to equip prospective employees with the interpersonal skills as well as the qualifications they say are lacking.



That could involve more teachers being seconded to businesses, more employers getting involved with schools and a formal "employment experience" programme combining careers advice with work experience.

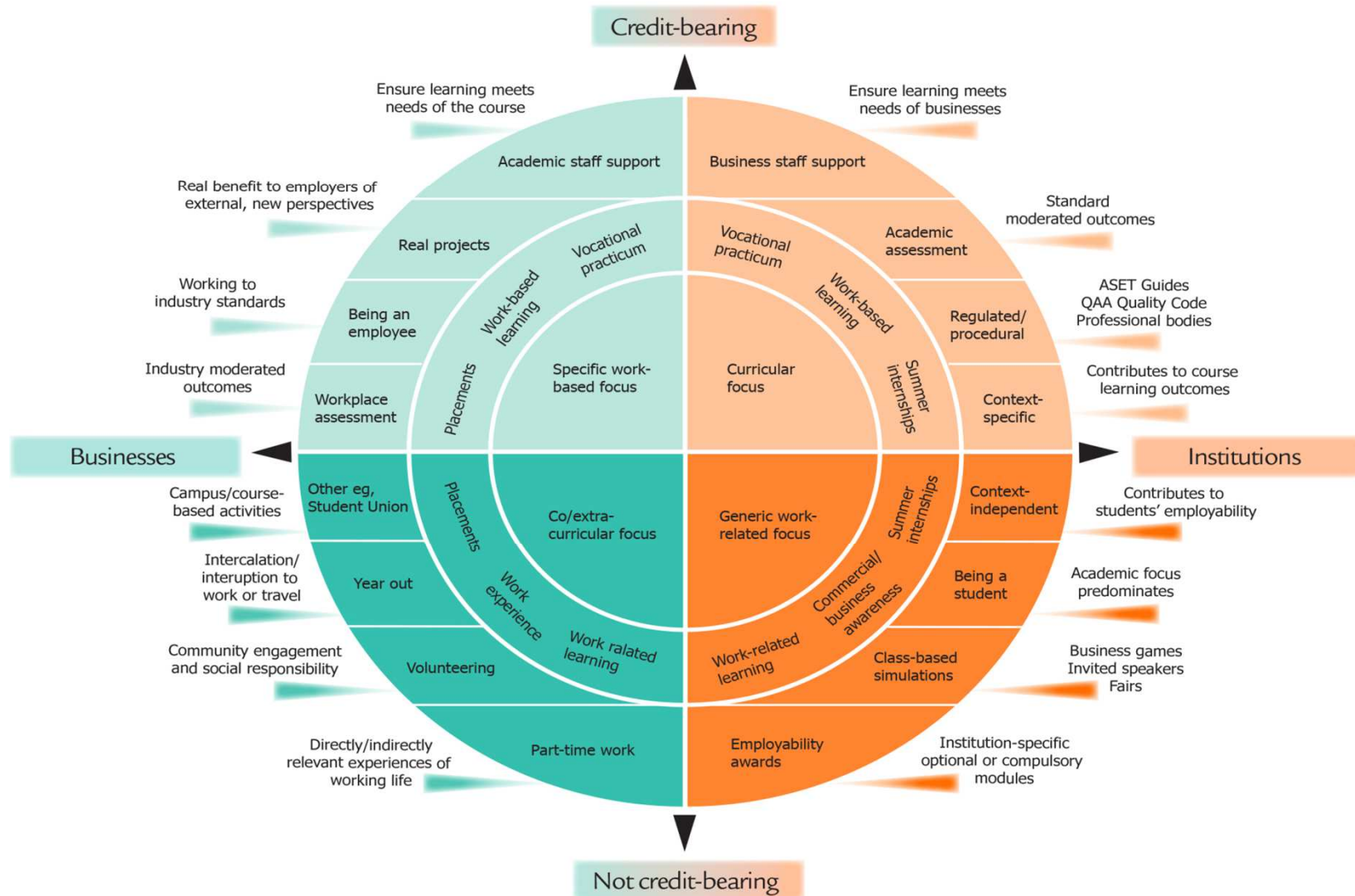


# **‘governmental’ scene setting**

- Dearing review, 1997
- Wilson review, 2012
- Witty review, 2013
- Call for stronger university-business collaboration as the bedrock of economic prosperity (universities’ third mission) and a vehicle for enhancing graduate employability.
- Suggested that work experience/placement is key to developing students’ employability skills.

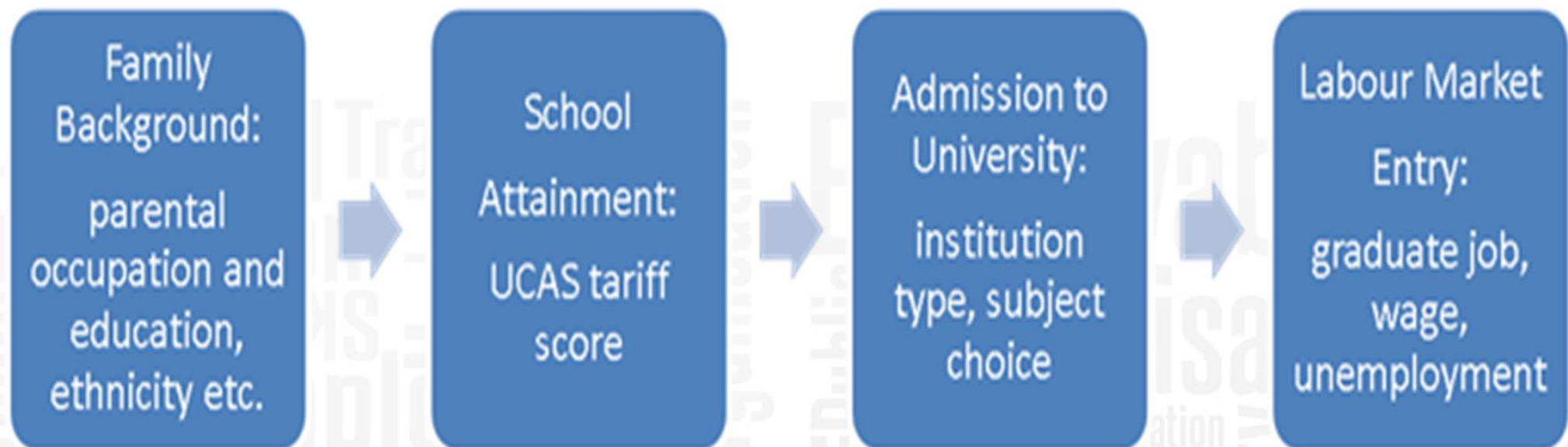


# Quality placements in focus





# Entry to and experience of work



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# Outcomes

| Outcomes          | Type of Work Experience |                     |  |         | Number of respondents |
|-------------------|-------------------------|---------------------|--|---------|-----------------------|
|                   | Paid work only          | Work-based learning | Both paid work and work-based learning | None    |                       |
| Good degree       | 77.0                    | 73.1                | 81.9                                   | 67.3    | 8386                  |
| Self-confidence   | 82.5                    | 84.6                | 85.7                                   | 78.1    | 8389                  |
| Unemployment      | 9.2                     | 7.7                 | 6.1                                    | 14.9    | 8384                  |
| Graduate job      | 36.2                    | 59.4                | 55.2                                   | 33.6    | 6057                  |
| Wage <sup>1</sup> | 19442.3                 | 22054.7             | 23581.6                                | 18343.6 | 6278                  |

<sup>1</sup> the figures for the wage give the mean wage

Learning from Futuretrack, 2013

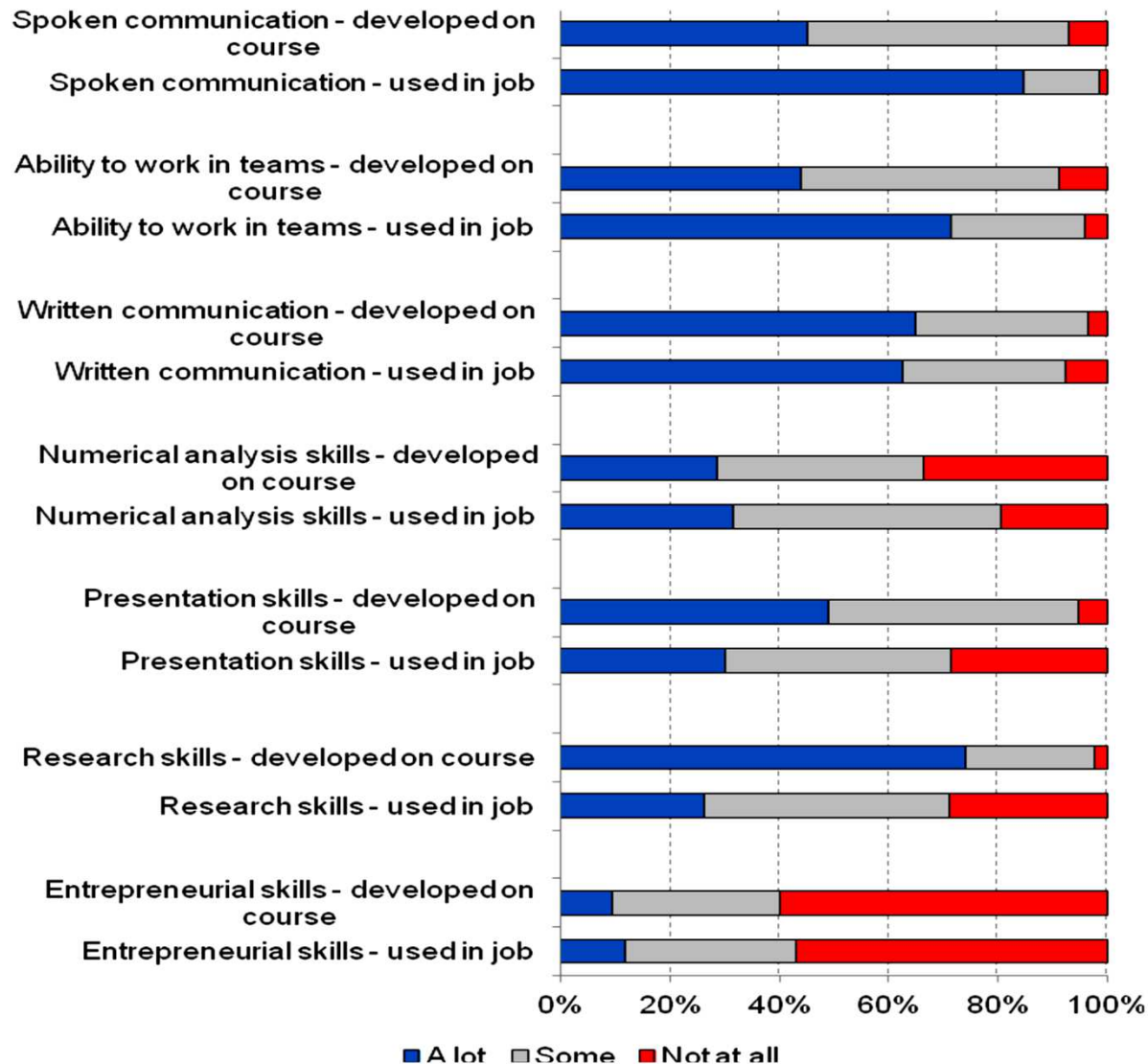


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# Use of knowledge & skills





# Moving on to further study..

- GRADUATES WERE **MORE LIKELY** TO ENGAGE IN FURTHER STUDY IF...
  - They had completed a three-year course
  - They were male
  - Both parents held degrees
  - They had attended a highest or high tariff institution
  - They had studied biology, veterinary science, physical sciences, linguistics, classics, languages, or historical or philosophical studies for their first degree
  - They held a first-class honours degree
- GRADUATES WERE **LESS LIKELY** TO ENGAGE IN FURTHER STUDY IF...
  - They had completed a five-year course
  - They were female
  - Neither parent held a degree
  - They had attended a middle or low tariff institution
  - They had studied medicine or subjects allied to medicine, education, dentistry or creative art and design for their first degree
  - They held a lower second-class degree



# Traditional view of career learning

- Developmental
- Technically rational
- Based on assessment of self in relation to opportunities in the labour market
- Meritocratic
- Amenable to planning
- Progressive



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## Another view

- **Serendipitous and haphazard**
- **Subject to 'horizons for action'**
- **Pragmatically rational**
- **Constructed**
- **Opportunistic**
- **Flexible**

**(Hodkinson and Sparkes, 1997)**



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# Career adaptabilities

|   |            |
|---|------------|
| Thinking about what my future will be like<br>Realising that today's choices shape my future<br>Preparing for the future<br>Becoming aware of the education & vocational choices<br>Planning how to achieve my goals<br>Concerned about my career               | Concern    |
| Keeping upbeat<br>Making decisions by myself<br>Taking responsibility for my actions<br>Sticking up for my beliefs<br>Counting on myself<br>Doing what's right for me   | Control    |
| Exploring my surroundings<br>Looking for opportunities to grow as a person<br>Investigating options before making a choice<br>Observing different ways of doing things<br>Probing deeply into questions that I have<br>Becoming curious about new opportunities | Curiosity  |
| Performing tasks efficiently<br>Taking care to do things well<br>Learning new skills<br>Working up to my ability<br>Overcoming obstacles<br>Solving problems  | Confidence |



# Discussion..

- Has the 'employability agenda' hijacked career information and guidance?
- Is it reasonable to expect HE to deliver a satisfying, well paid job?
- The labour market is dynamic; but self-confidence and the ability to learn are the basis of career adaptability (employability).
- Stakeholders' views on what HE career information and guidance should deliver differ.



**96%**  
**would do it all**  
**again!**



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# Thank you

Contact Jane Artess on [j.artess@prospects.ac.uk](mailto:j.artess@prospects.ac.uk)  
or telephone 0161 277 5208

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