

OLT Conference 10 – 11 June 2014 Sydney  
Symposium on Graduate Employability and Productivity

# ESAGE: Enacting Strategies to Advance Graduate Employability

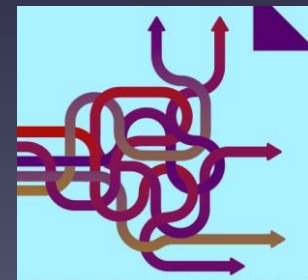


Australian Government



Office for  
Learning & Teaching

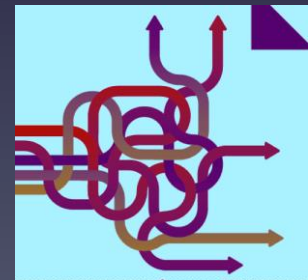
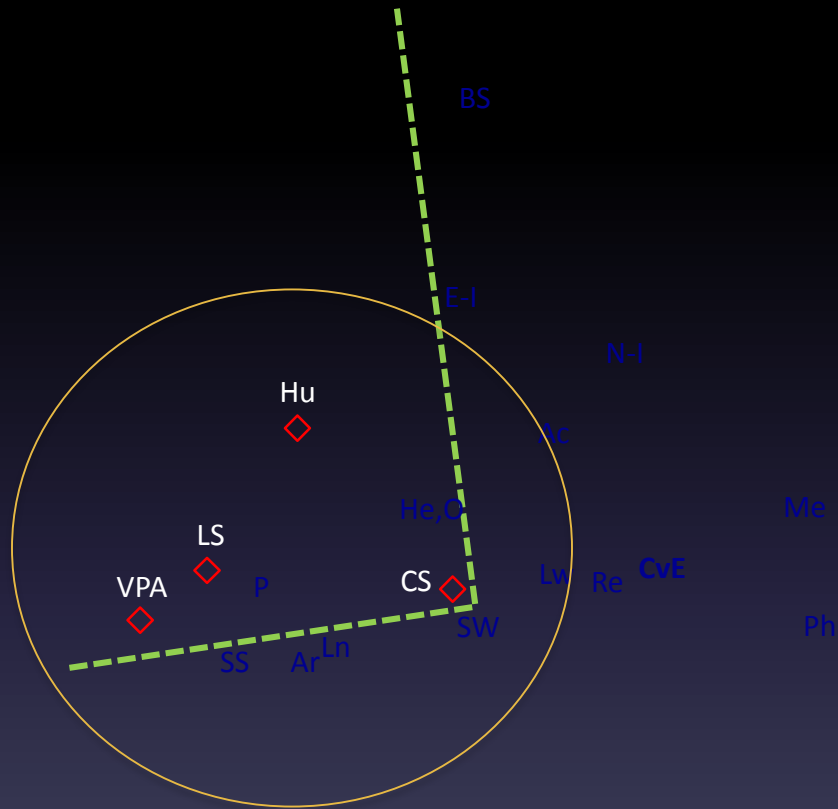
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# Team members

- **Professor Dawn Bennett (Curtin University);**
- **Dr Philip MacKinnon, Ms Marian Thakur and Professor Hamish Coates (University of Melbourne);**
- **Dr Sarah Richardson (Australian Council for Educational Research);**
- **Dr Charlotte Brack (Northern Melbourne Institute of Technology);**
- **Dr Lisa Schmidt (Flinders University);**
- **Professor Philip Poronnik (University of Sydney)**

# The projects' focus areas



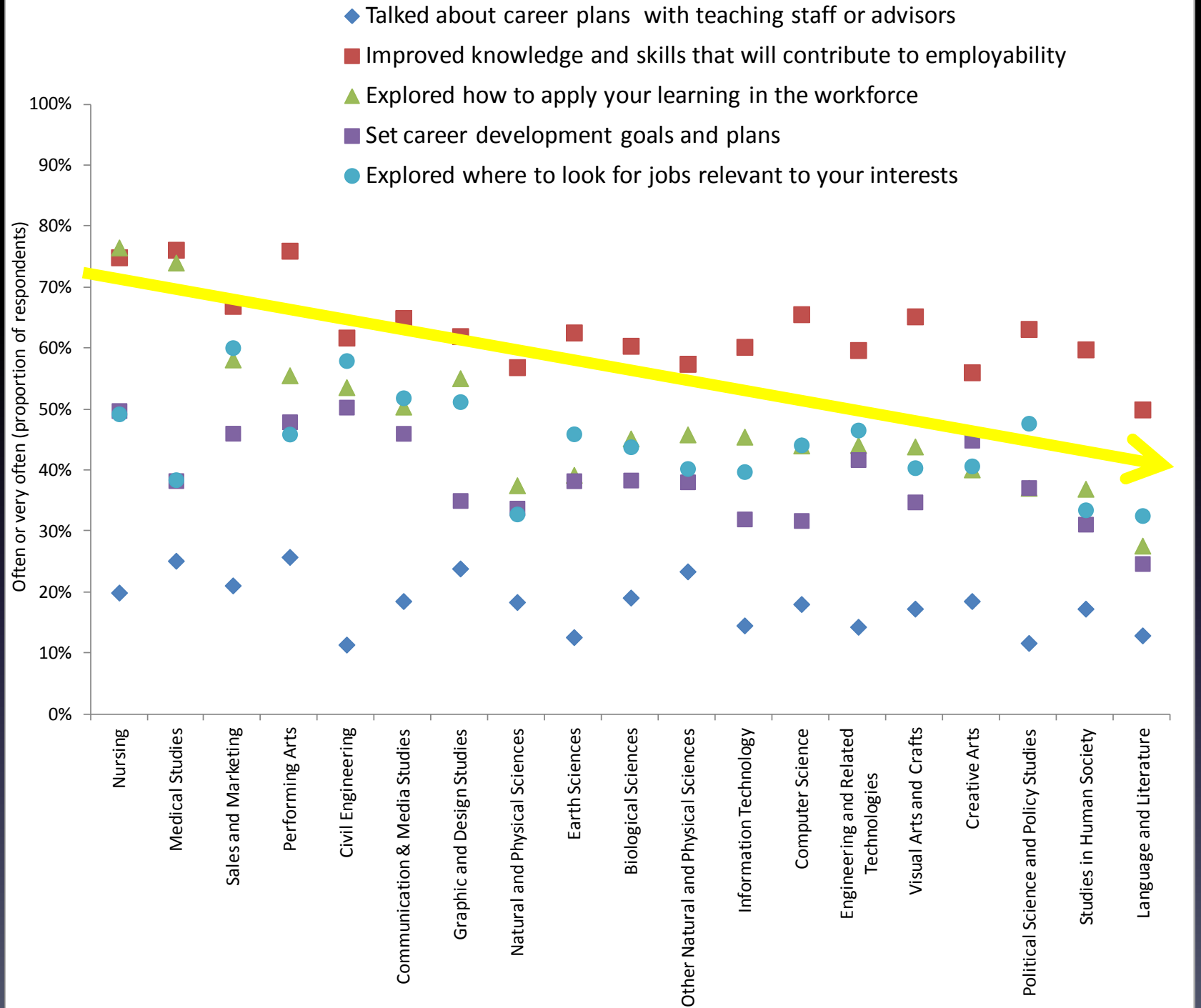
# Preparing for work

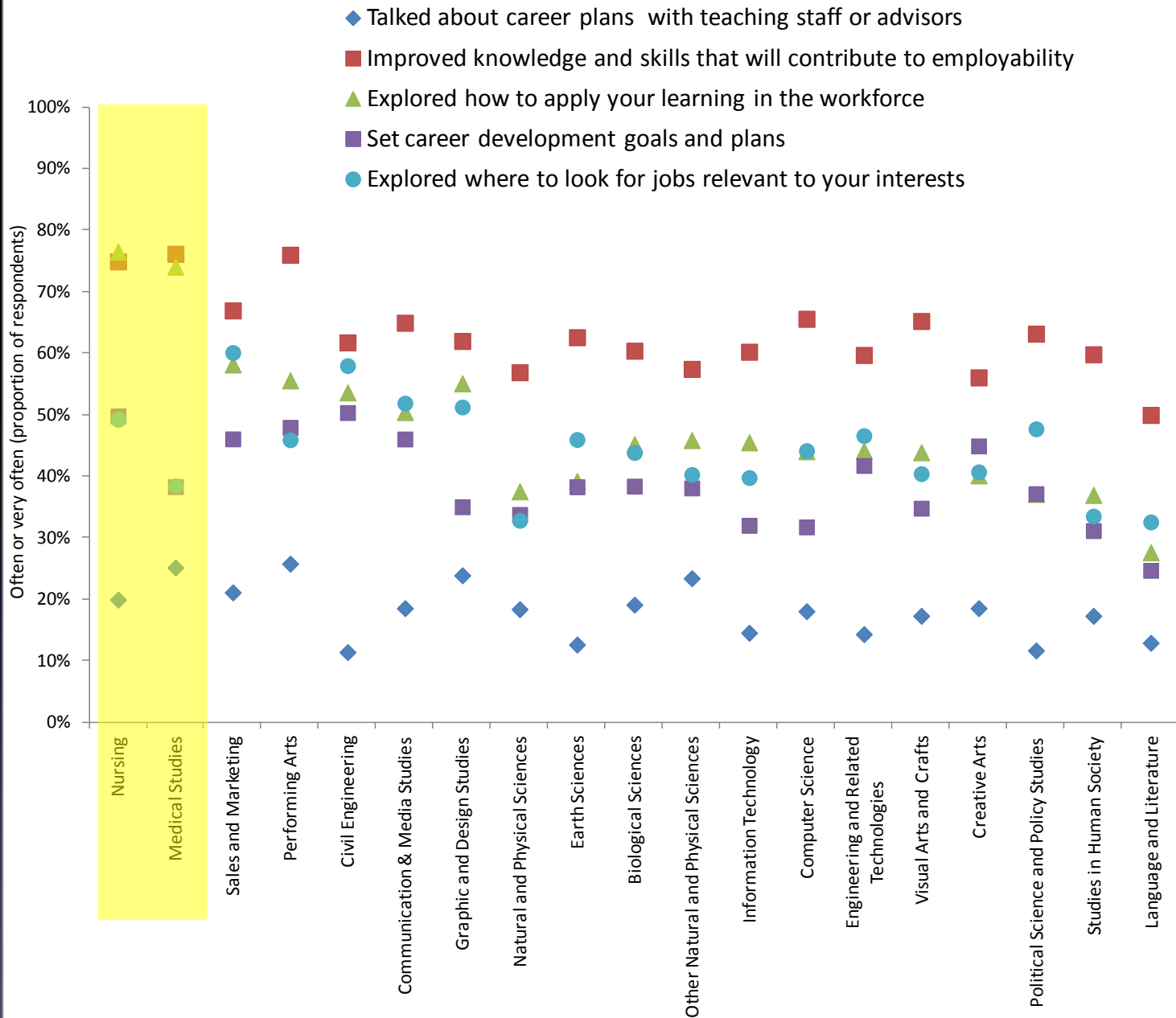
Have students:

- Talked about career plans?
- Improved employability knowledge & skills?
- Explored how to apply their learning in the workforce?
- Set career development goals and plans?
- Explored where to look for jobs relevant to their interests?

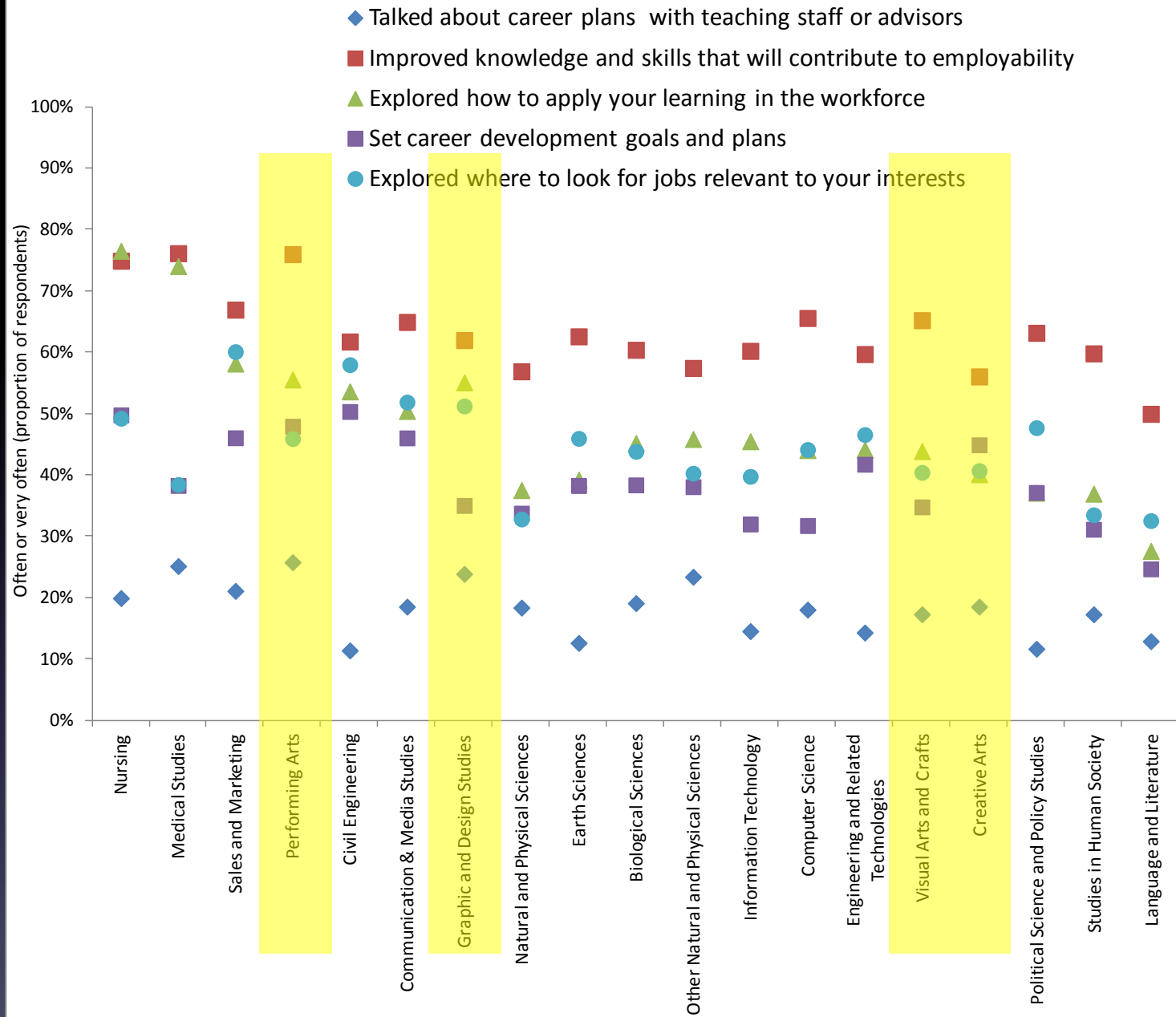
Australasian Survey of Student Engagement, 2012, Australia, Undergraduate, 35,000  
(Weighted)

Australian Council for Educational Research

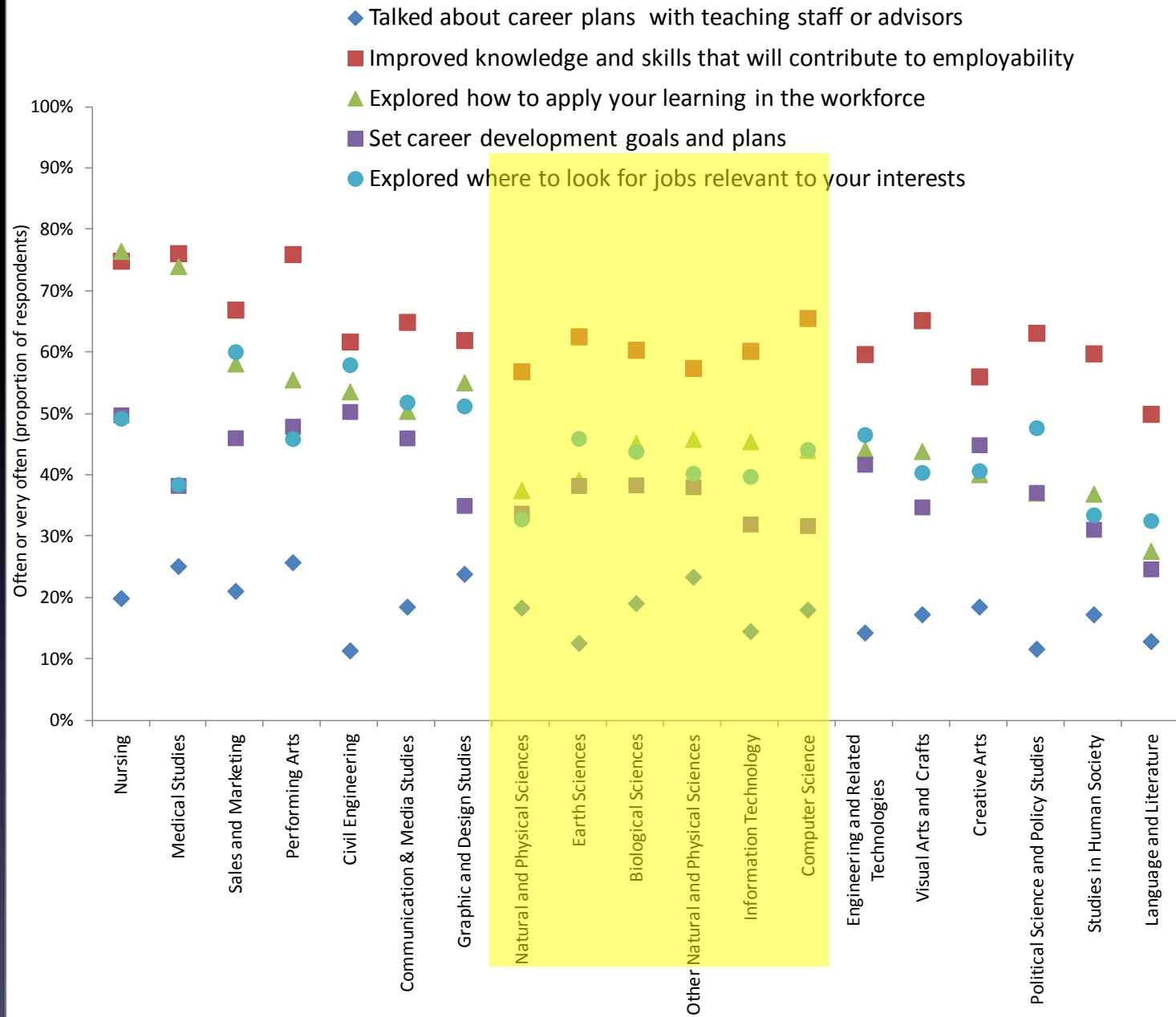




## Nursing & Medical Studies

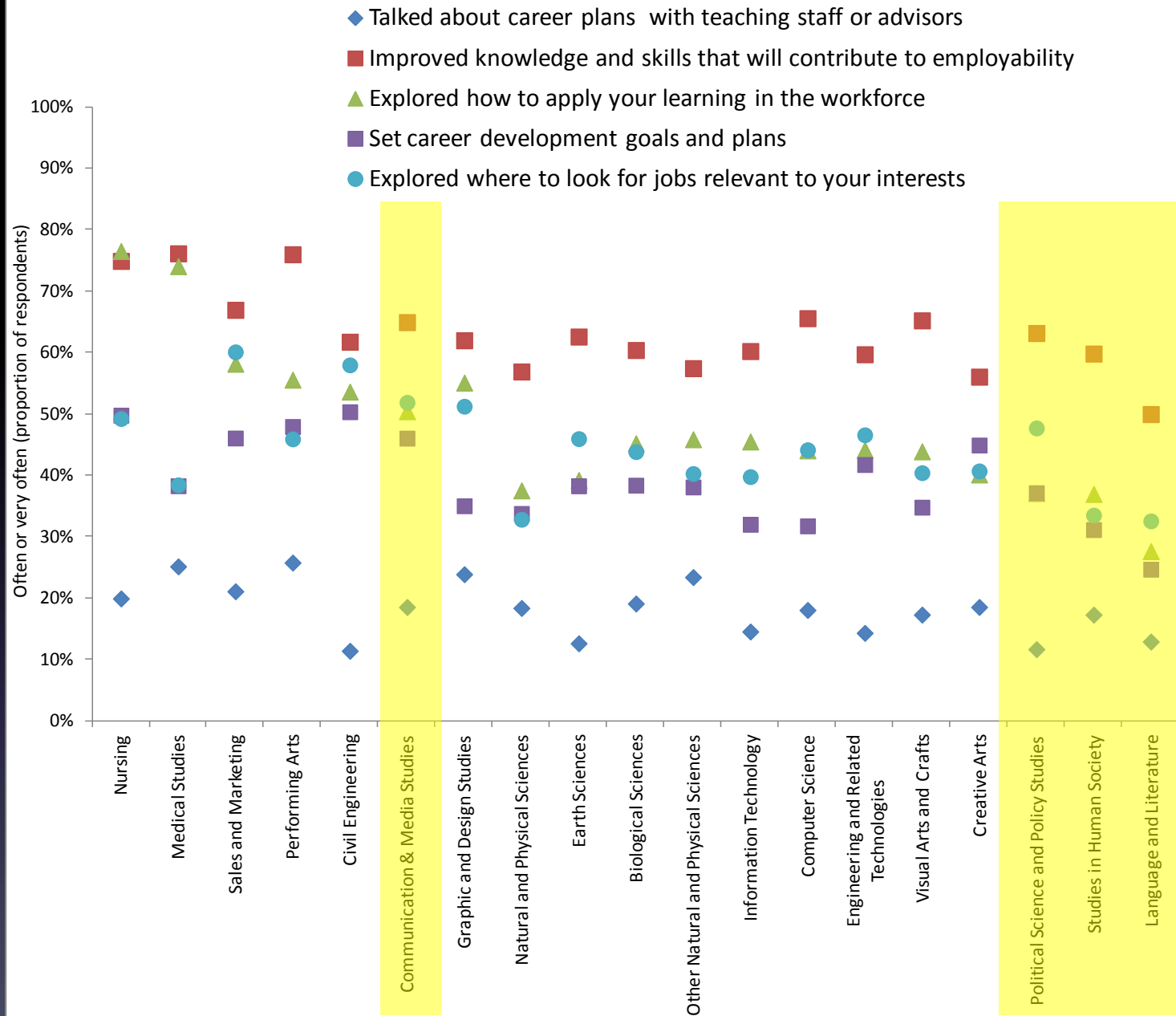


## Visual, Creative & Performing Arts

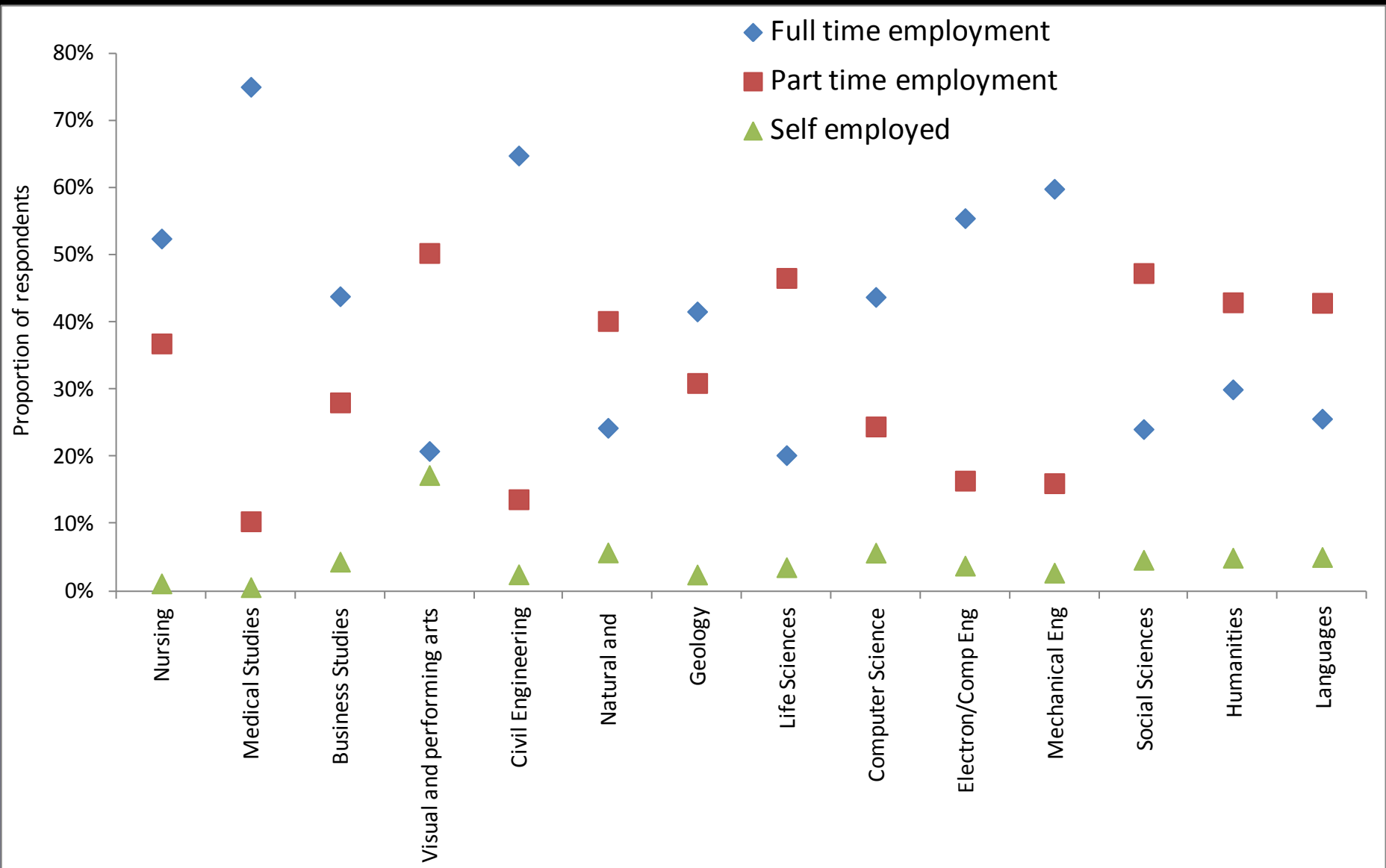


## Natural sciences & Computer Sciences





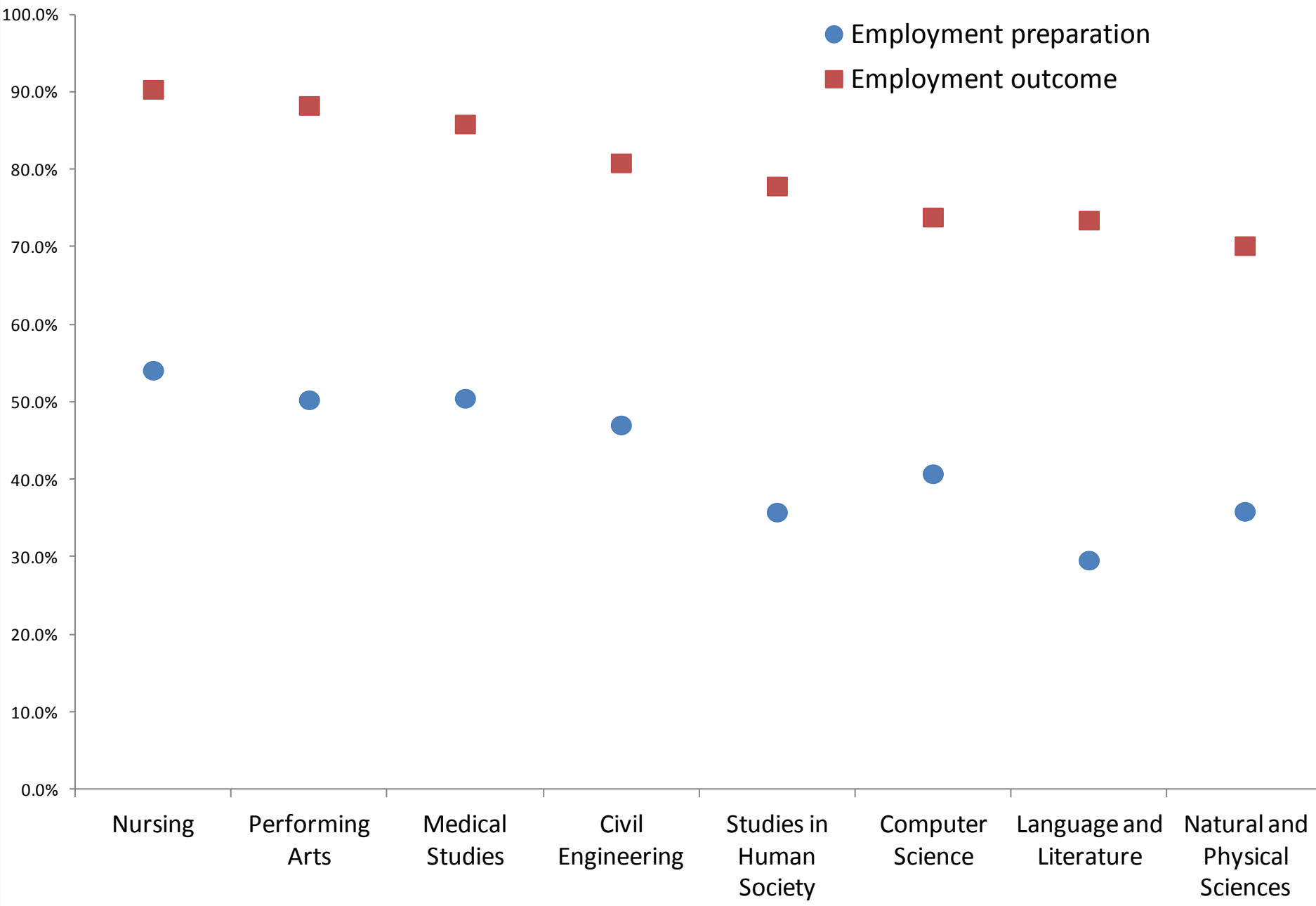
Humanities, communication & media studies



→ → → → → → → → Same order as the AUSSE (imperfect fit) → → → → → → → →

# Employment preparation vs. Employment outcomes

- Employment preparation responses: often/ very often (mean) AND
- Employment outcomes = full time work + part time work + self employment

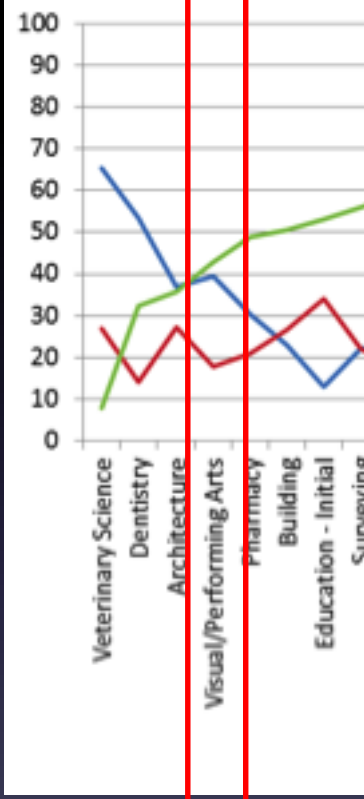


# Complex employment outcomes

1 paid role	35.8%
2 paid roles	31.8%
3 paid roles	11.2%

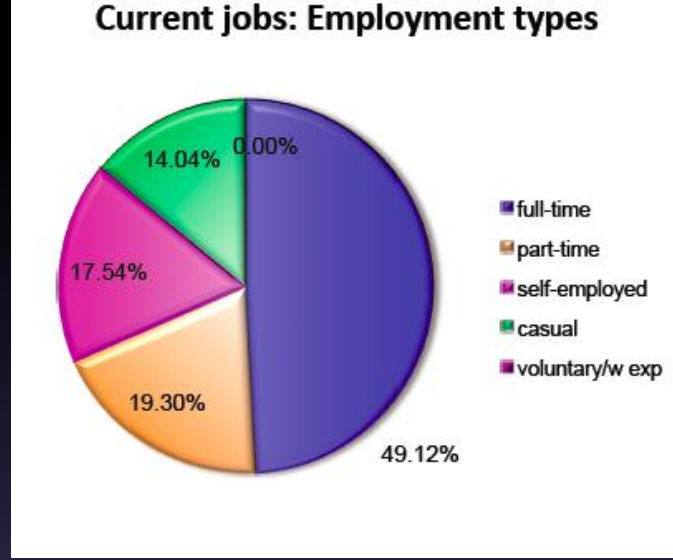
Creative Workforce Initiative 2013,  
Australian data (n=182) (Bennett et al)

(Graduate Destinations 2012 Tables and Figures; 2012 Table 24, adapted)

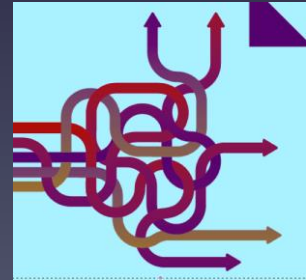


Spotlight on visual and performing arts

(Bridgstock et al, 2014 (Curtin graduates)

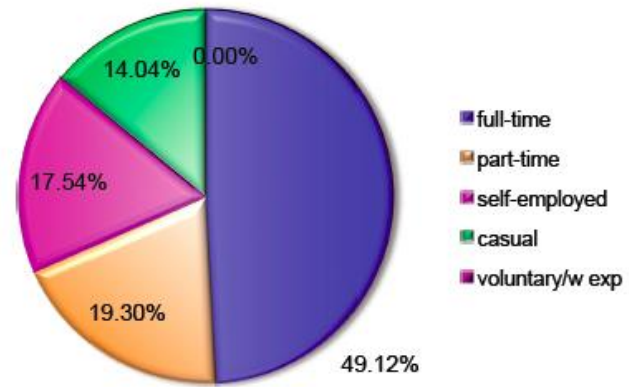


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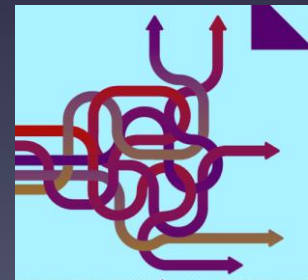
(Bridgstock et al, 2014 (Curtin graduates)

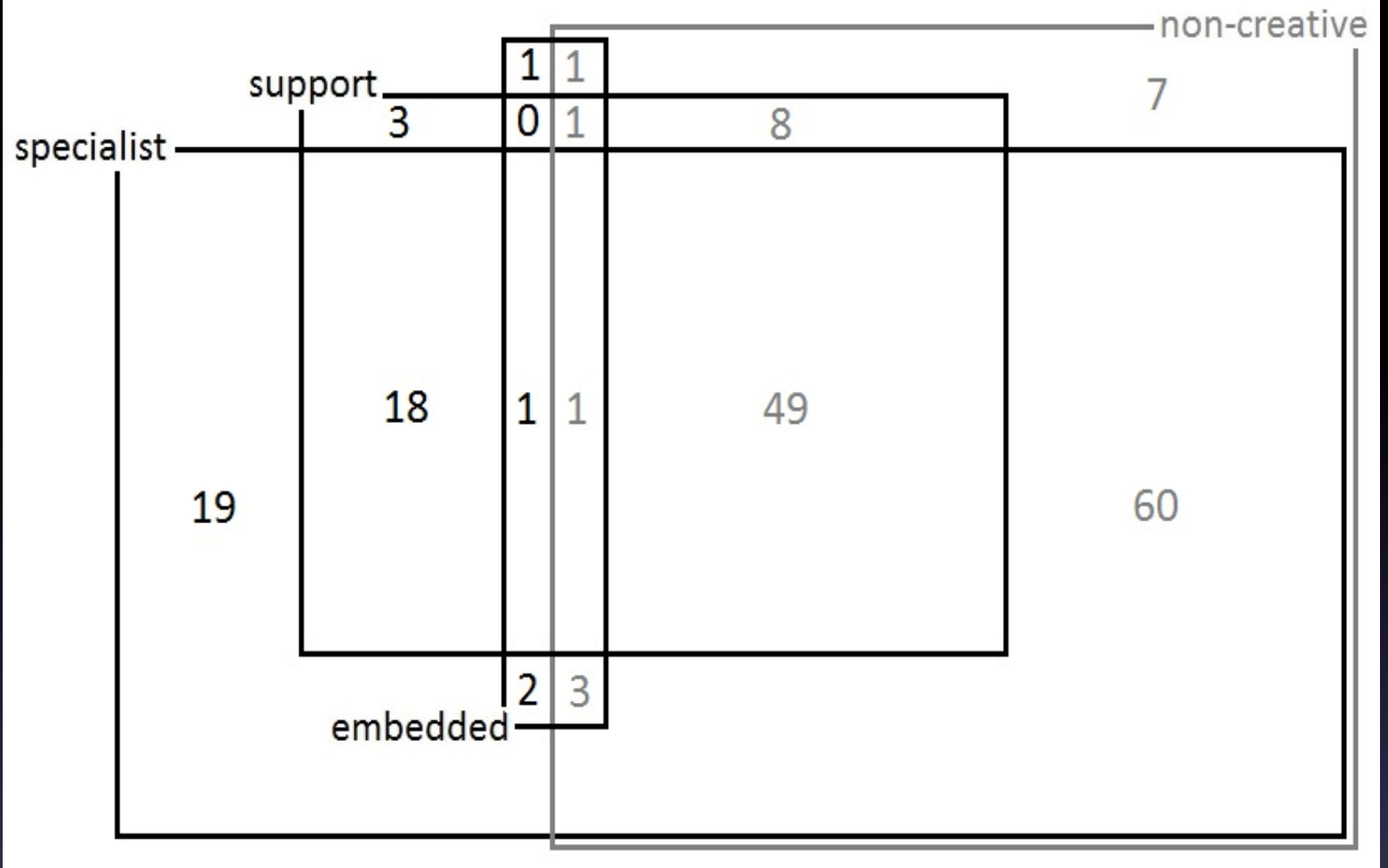
Current jobs: Employment types



Curricular improvements	%
Career-based skills	59.4
Entrepreneurship	25
Self-management	25
Hands-on industry experience	12.5

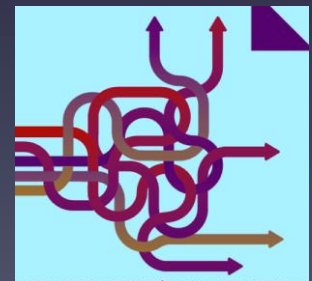
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(Bennett et al., 2014)

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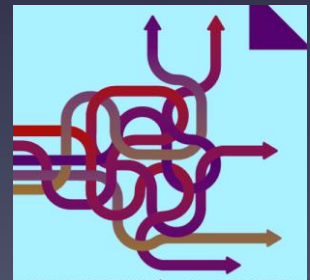
# Very early indications

Engagement in career preparation is correlated with better employment outcomes (although mediated by field of education and available work);

Employment comes in many forms and requires many different skillsets. This must be recognised in career preparation activities;

Many graduates appear to be more 'successful' than the data suggest, but graduates report that their success is not entirely down to us!

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# Questions for collaboration and discussion

Can we shift the language and metrics to speak of work rather than employment?

Would you help us map work across a discipline?

Can you help us learn when and how students develop employability skills?

Can you share best practice examples in employability skills development?

Would you engage students in our 1<sup>st</sup>-year career aspirations survey?

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