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8 September 2022

HEIR Network 2022

Student Futures Manifestos – What role for IRs?

Student Futures Commission

- Ensure students' success after the pandemic by contributing to a generous and collaborative effort in the sector to ensure their successful futures

- To make practical recommendations for universities, and future plans for the sector and government

- To curate ideas, insights and learnings from all stakeholders in higher education that can be widely disseminated and used to enhance the post-pandemic student experience.
  - Expert oral evidence
  - Vice Chancellors
  - 40 submissions
  - Special topic blogs

The context

- 73% of students reported that the pandemic had a very or somewhat negative impact on their mental health;

- 57% of students said the pandemic had a negative impact on the knowledge they needed to succeed on their course;

- 52% of students felt they were somewhat or much below where they personally expected to be in their academic studies;

- 90% of students said they strongly or somewhat prefer in person teaching where content is also recorded.

- Only 33% of students said they were slightly or very satisfied with the support their university had provided to help them find a job or work experience over the last 12 months

New context?

- Lack of confidence in exams/assessment performance and grades (in school and at uni)

- Social confidence still an issue

- Digital accessibility, poverty and readiness

- Cost of living crisis

- The working world has changed

- Living in an uncertain world

- Jobs?

A Student Futures Manifesto

Co-created with students

A powerful and public expression of commitment to successful student futures

Brings together existing and new approaches

A document or multi-media artefact that is engaging and empathetic

A button on the landing page of every website?

Read our **Student Futures Manifesto** – how we and our students are committed to your successful future

Anchoring Themes for Student Futures Manifestos

Support for students before they reach university

An induction into university life for each year of study

Support for mental health and wellbeing

A clear outline of the teaching students will receive and the necessary tools to access it

Activities inside and outside the curriculum that build skills, networks and communities
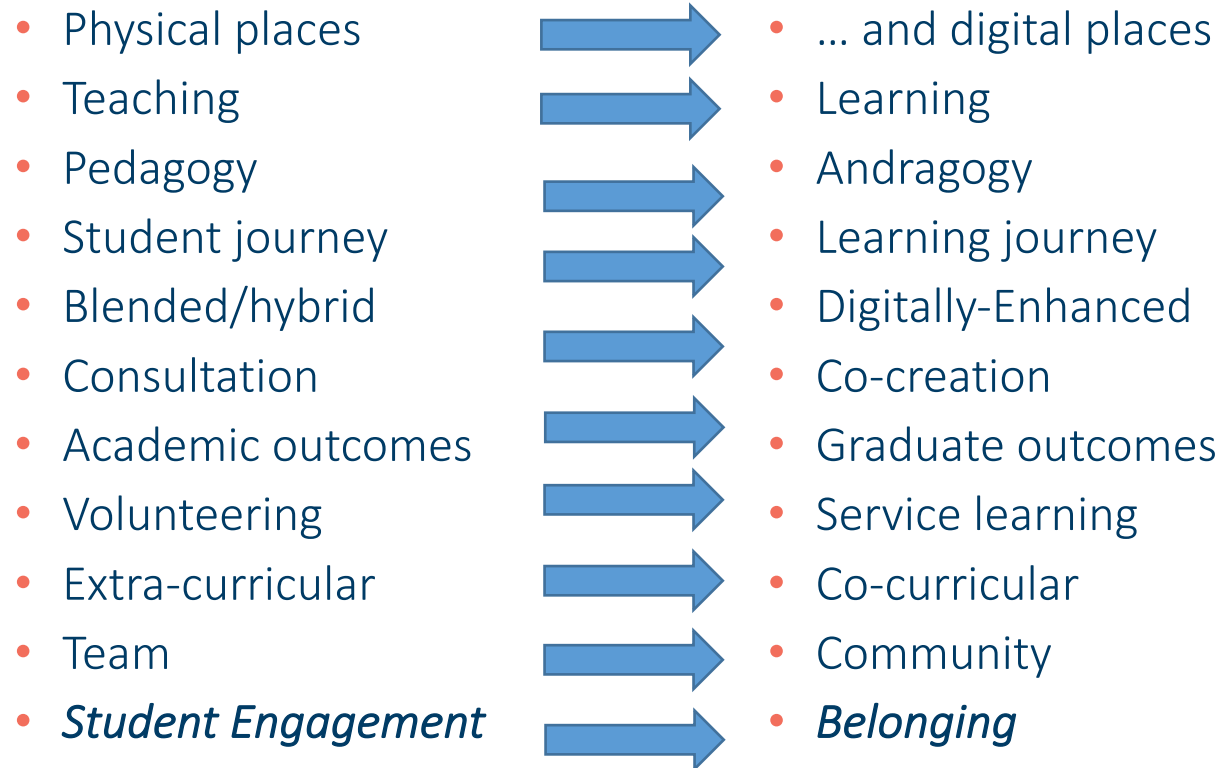
A clear pathway towards graduate outcomes

#studentfutures

New mental models for thinking about Student Experience

The future is not what it used to be…….

• Physical places	→	• … and digital places
• Teaching	→	• Learning
• Pedagogy	→	• Andragogy
• Student journey	→	• Learning journey
• Blended/hybrid	→	• Digitally-Enhanced
• Consultation	→	• Co-creation
• Academic outcomes	→	• Graduate outcomes
• Volunteering	→	• Service learning
• Extra-curricular	→	• Co-curricular
• Team	→	• Community
• *Student Engagement*	→	• *Belonging*

Physical and digital places

Balance of investment in physical vs digital

How do you create community and 'belonging' in digital places?

What does teamwork look like in digital places?

Can digital 'places' encourage social learning?

Check out StudyStream.com

A key recommendation about Technology Infrastructure

A new sector technology infrastructure strategy, led by Jisc, to accelerate the shift to modern digital systems, ensuring the increased use of digital tools is sustainable and cost effective.

Teaching ➡ Learning; Blended ➡ 'digitally enhanced'; pedagogy ➡ andragogy

- Reframe focus from Teaching to Learning
- And pedagogy to *andragogy*
- 'Learning journey' overtakes 'student journey'
- ('data journey' still important)
- ERT – Emergency Remote Teaching
  - ie full-time online learning (during pandemic)
- Challenge is now: how can we use digital tools to enhance the full-time, on-campus academic experience
- DELT = Digitally Enhanced Teaching and Learning
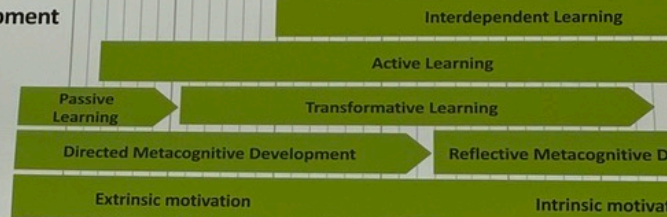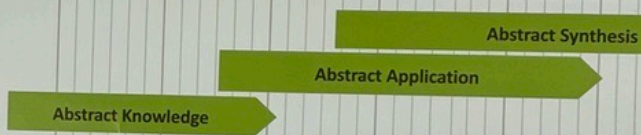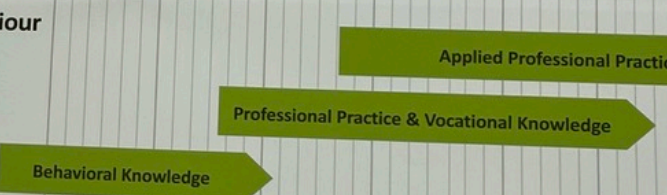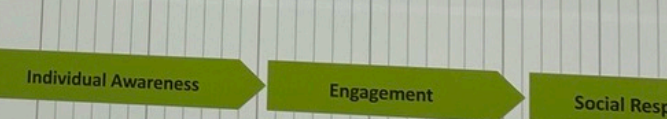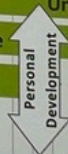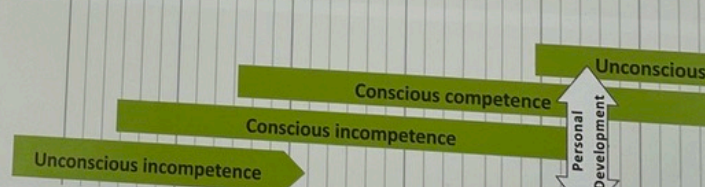
The *Learning* Journey
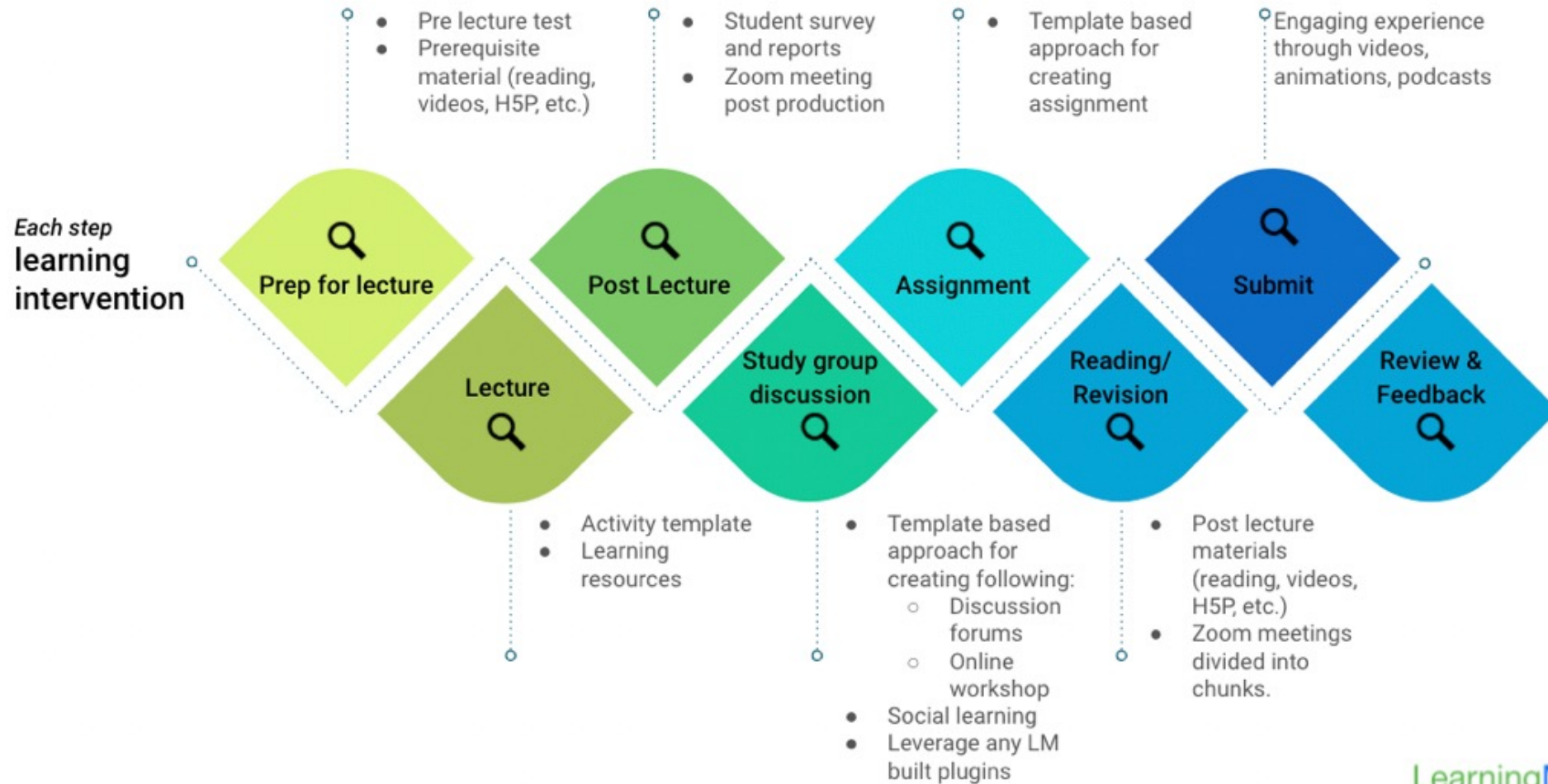
Co-creation vs consultation

- Student Unions reported that this was a big win during the pandemic crisis

  It changed the dynamic between SLTs and SUs

Graduate outcomes

Graduate vs academic outcomes

- Embrace the 'employability' purpose of uni
- The rise of the 'no-collar worker' – "*around here we don't call them jobs*"
- Is there enough exec-level sponsorship of this agenda?

Co-curricular

- 'Service learning' is conceptually different to 'volunteering'
- Can it be co-curricular rather than extra-curricular?
- Check out MMU's RISE programme
  - Credit bearing
- Important for marginalized, disadvantaged or under-represented groups
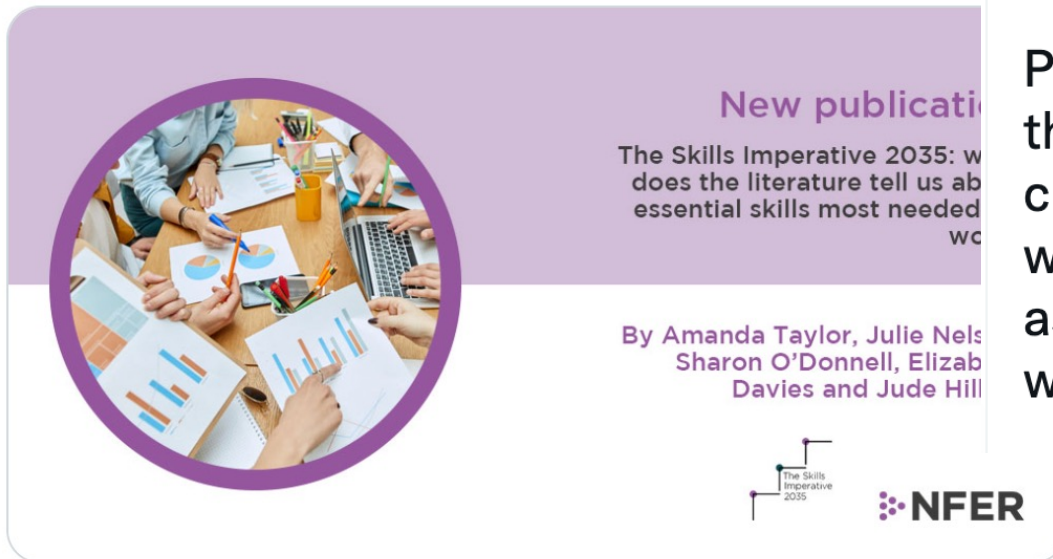- Social capital

NFER Skills Imperative 2035

National Foundation for Educational Research ✔ @TheN... · Mar 3 ···

Earlier today, NFER published a research review on how the world of work is changing & what this means for essential employment skills. This is the first part of our five-year 'Skills Imperative 2035' partnership project.

What did the literature review find..? #Skills2035

New publicati...

The Skills Imperative 2035: w... does the literature tell us ab... essential skills most needed... w...

By Amanda Taylor, Julie Nels... Sharon O'Donnell, Elizab... Davies and Jude Hill...

The Skills Imperative 2035 :: NFER

National Foundation for Educational Research and 9 others

National Foundation for Educational Research ✔
@TheNFER

Problem-solving/decision making, critical thinking/analysis, communication, collaboration, creativity and innovation are transferable skills which will be in high demand in the next 15 years and beyond, as technology becomes more embedded in the workforce. #Skills2035

≡ Filters   ≡ List   ⊞ Grid   ↕ Sort by: **Best match**

Undergraduate   2022-2023   🗑 Clear filters

0 courses from 0 providers

Looks like you're not getting any results.

We're sorry, we couldn't find any courses that matched your search.

Here are some tips to help:

- Be less specific – using a more general term may give you more results. For example, instead of searching for historic studies of ancient Rome, try ancient history.

- Apply the filter for the type of degree you want to study – 'Undergraduate' or 'Postgraduate'.

- Search by subject, not course title.

- If you can't find the UCAS Conservatoires course you're looking for, please use the filters to switch between 'Undergraduate' and 'Postgraduate'.

Feedback

Check out….

"Teaching employability is not my job!": redefining embedded employability from within the higher education curriculum

Kate Daubney
The Careers Group, University of London, London, UK

Abstract

Purpose – This paper introduces a new approach to embedding employability by extracting from higher education curriculum the knowledge, attributes, skills and experience that employers value. The Extracted Employability concept enables academics to surface the innate employability value of what they already teach across all curriculums, disciplines and programmes, enabling students to prepare better for work and make more effective career decisions.

Design/methodology/approach – Manual textual analysis of all UK Quality Assurance Agency Subject Benchmark Statements surfaced a database of common descriptors for defining and articulating the innate employability value of higher education curriculum, enriching language in attributes and transferable skills.

Findings – Extracted Employability enables academics to articulate the employability value of their existing curriculum without sacrificing rigour or integrity, which is particularly of concern in research-led universities. Piloting the concept, a database of attributes and transferable skills enabled academics to surface significantly greater value for students from curriculum in the language employers recognise, addressing the perceived "skills gap".

Practical implications – Students, particularly studying subjects not professionally-aligned, will find it easier to connect the extracted employability value of their curriculum with what employers are looking for. Academics can use richer language of skills for creating learning outcomes that also have employability value.

Social implications – Surfacing employability through curriculum makes it structurally unavoidable for all students to engage with, supporting social mobility and enabling students to realise more effectively the value of their higher education in work.

Originality/value – Research and practice on employability has derived from a position outside academic curriculum established by Knight and Yorke (2003), but this approach redefines employability from within academic curriculum.

Keywords Curriculum, Skills development, Teaching and learning, Embedded employability, Extracted Employability, KASE framework

Paper type Research paper

*"The concept of 'extracted employability' opens up enormous opportunities to create and realise far greater impact from what is **already being taught**. This concept makes it possible to work with academics to identify how employability is **already innate to existing programmes**, without the need for revision or restructure."*

BAUKJEN *Designed for Good*

SALE NEW SHOP FEATURED RENT PLANET+PEOPLE JOURNAL

🔍 SEARCH

Certified B Corporation
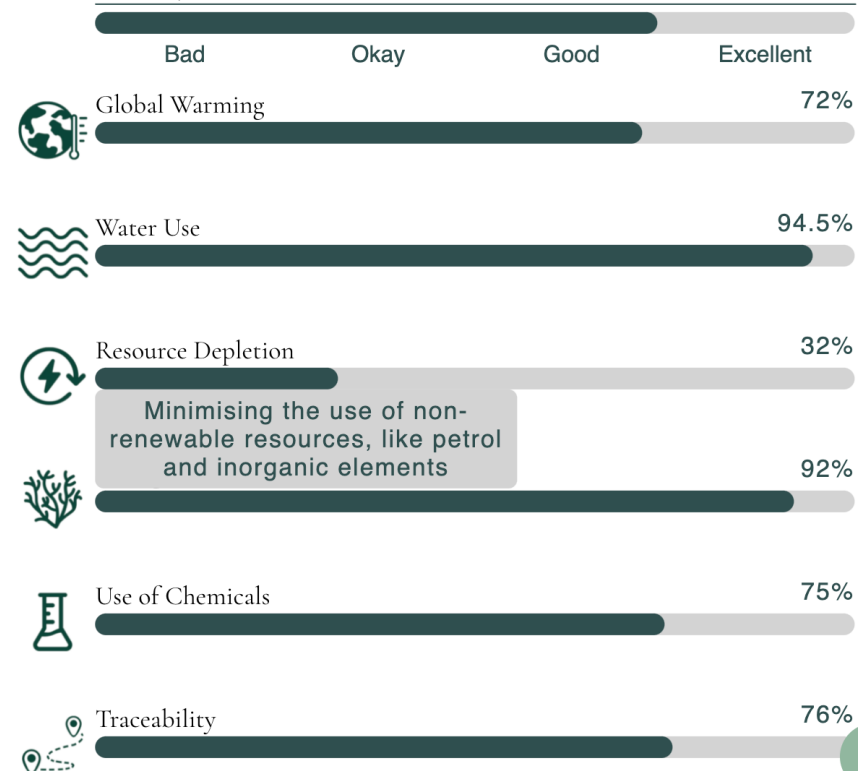
★ Trustpilot
Excellent

♡ 🛍 0

74%

What

We rate each product on its environmental and social impact. The higher the score (1 to 100), the more sustainable a product is for the planet and its people.

How

We measure our positive impact as accurately as possible by using Higg MSi tools and Lifecycle Analysis data from our suppliers. This data is science-based and relies on independent databases, to

BAUKJEN SUSTAINABILITY IMPACT

	Bad	Okay	Good	Excellent
Global Warming				72%
Water Use				94.5%
Resource Depletion				32%
				92%
Use of Chemicals				75%
Traceability				76%

Minimising the use of non-renewable resources, like petrol and inorganic elements
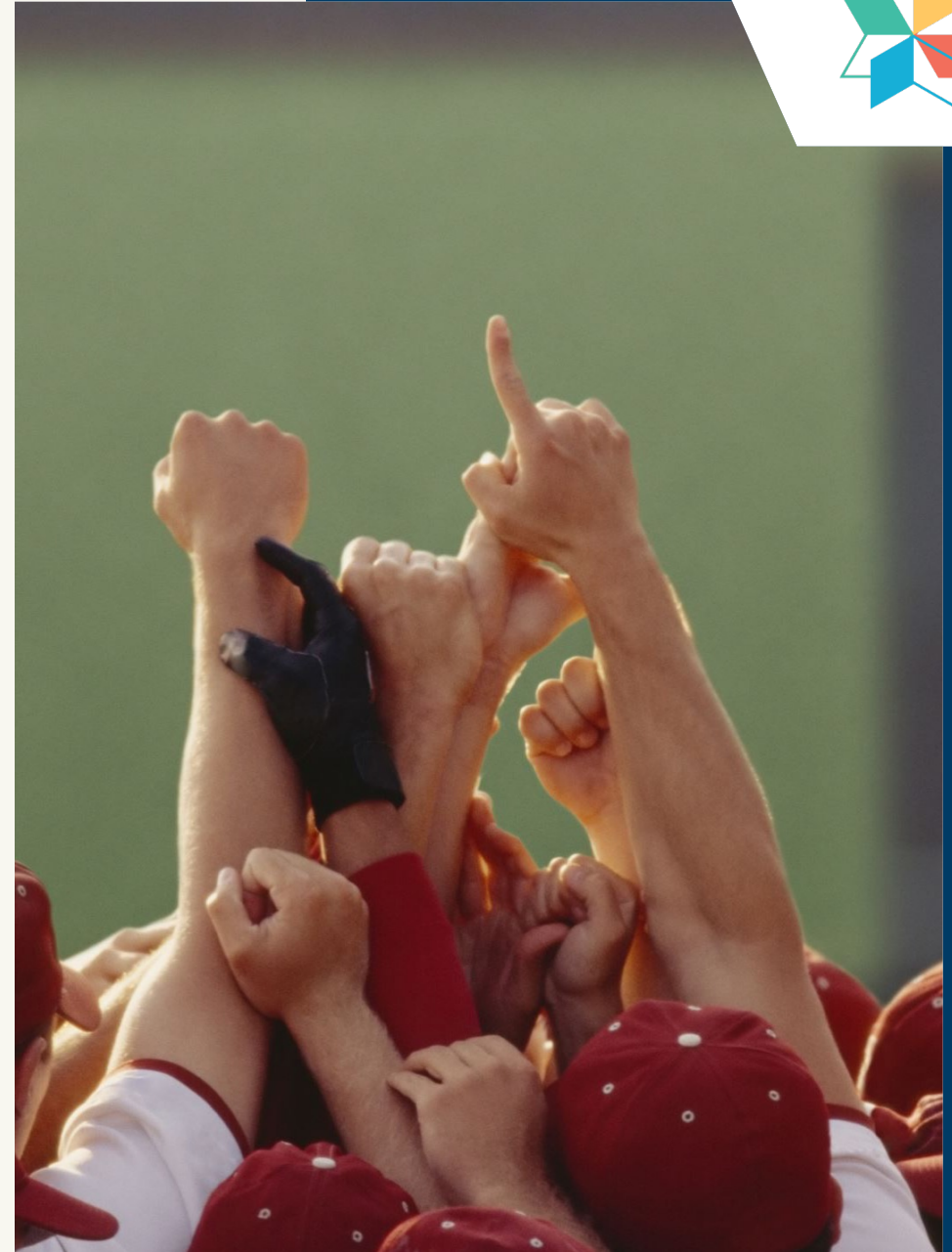
⊙ Support

'Belonging' is the new Student Engagement!

Belonging in:
        University
        Faculty/School
        Cohort
        Social and special
        interest groups

Build Communities (rather than teams?)

The 'nowhere' office?

If we don't get it right for colleagues, we won't get it right for students

(co-create? Belonging? Wellbeing?)

# Some context for Student Futures Manifestos

Proposals for which numerical thresholds to set

128. We propose to set numerical thresholds for indicators in each of the following outcomes:

- continuation

- completion

- progression.

Level and mode of study	Continuation	Completion (cohort tracking)	Completion (composite indicator)	Progression
FT Other UG	75%	65%	65%	45%
FT First Degree	80%	75%	75%	60%
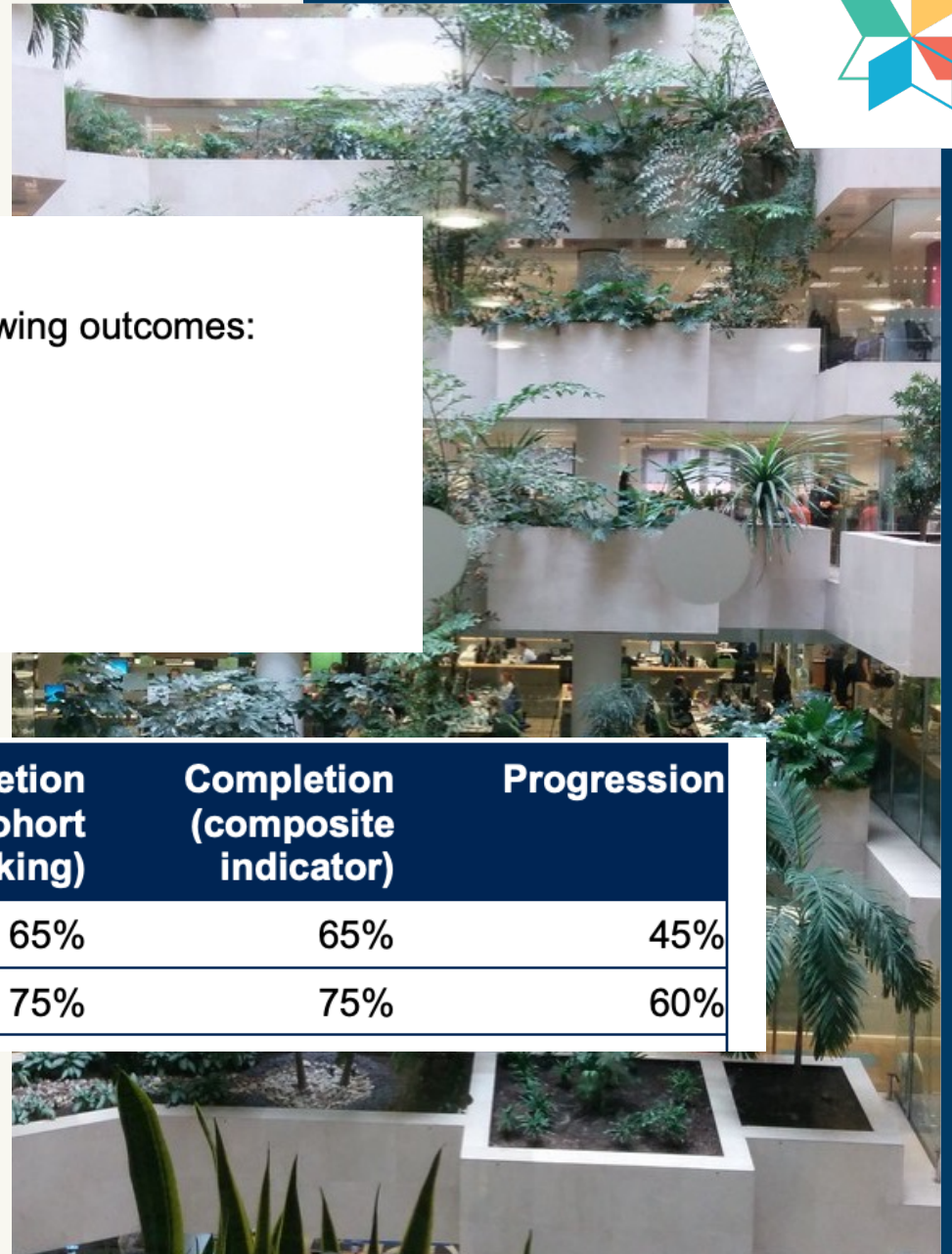
Questions?

- Are there siloed initiatives in the University that could be amplified successfully under a Student Futures Manifesto umbrella?

- Is there enough focus on successful student futures after the pandemic – especially for marginalized or minoritized groups?

- Is there a nuanced understanding of the concept of DELT as opposed to 'blended' or online learning?

- Are careers and employability approaches visible at Executive and Council level? Is enough resource and strategic emphasis given?

- Can you see a clear strategy to remove technical debt and cost of legacy technology infrastructure?

What role for IRs?

- Creating a framework for the Manifesto development, iteration, monitoring, and evaluation

- Developing models for student co-production

- Evaluating impact of constituent initiatives

- Evaluating holistic impact of the Manifesto approach

- Evaluating cultural impact of Manifesto approach

- Mapping Manifesto commitments to performance objectives (incl for OfS benchmarks)

- An alternative view…..

- Allow Manifestos to flourish in an organic and boundaryless way

- A cultural movement rather than a strategic tool

- Cultural compasses to guide students to more successful futures

- A lodestar to orientate everything we do towards successful student futures

- Light or no-touch IR might be better?

Next Steps

- Commit to developing a Student Futures Manifesto with your students

- Join a UPP Foundation workshop later this term

- Let us know how we can help

Read our **Student Futures Manifesto** – how we and our students are committed to your successful future

The UPP Foundation Student Futures Commission

Thank you!

https://upp-foundation.org/student-futures-commission/

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