

Student Employability at Maastricht University

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Introduction



Maastricht University

- Most international university in the Netherlands
- Youngest university in the Netherlands (1976)
- European pioneer of Problem-Based Learning
- One of the highest ranked young universities in the world
- Member of YERUN and WUN



Employability

- Ability to get a satisfying job (Harvey, 2001)
- ‘The continuous fulfilling, acquiring or creating of work through the optimal use of **competencies**’ (Van der Heijde & Van der Heijden, 2006, p.453)
- ‘A set of achievements – **skills, understanding 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.’ (Knight & Yorke 2004, 2006 as cited in Rees et.al. 2006, p. 6).

How employable are you?

A = not at all

B = depends on who's asking

C = I'm currently working on it

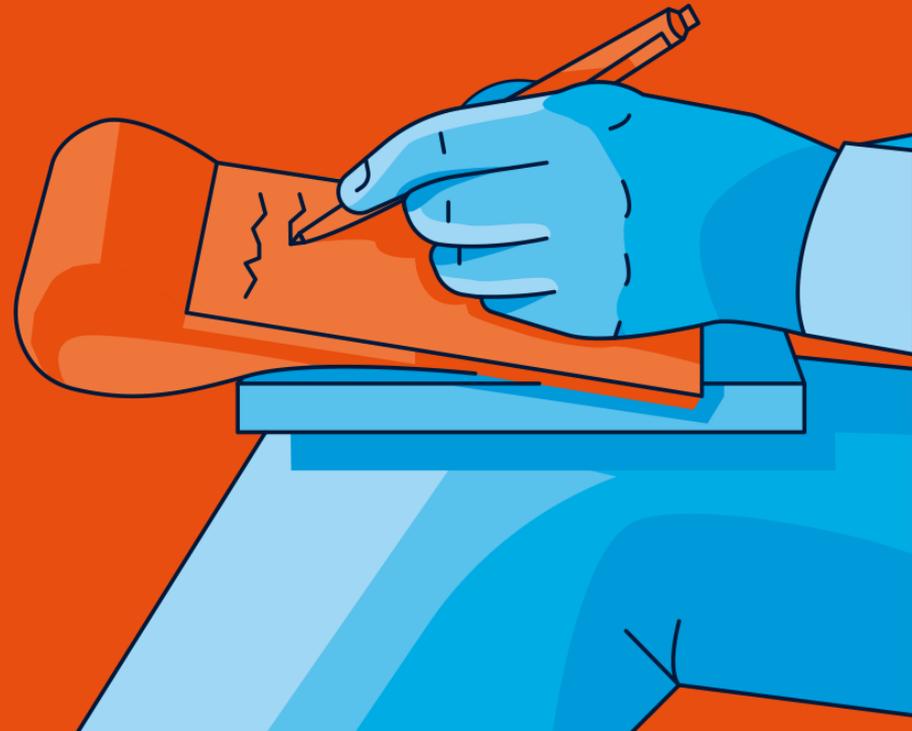
D = very

This session:

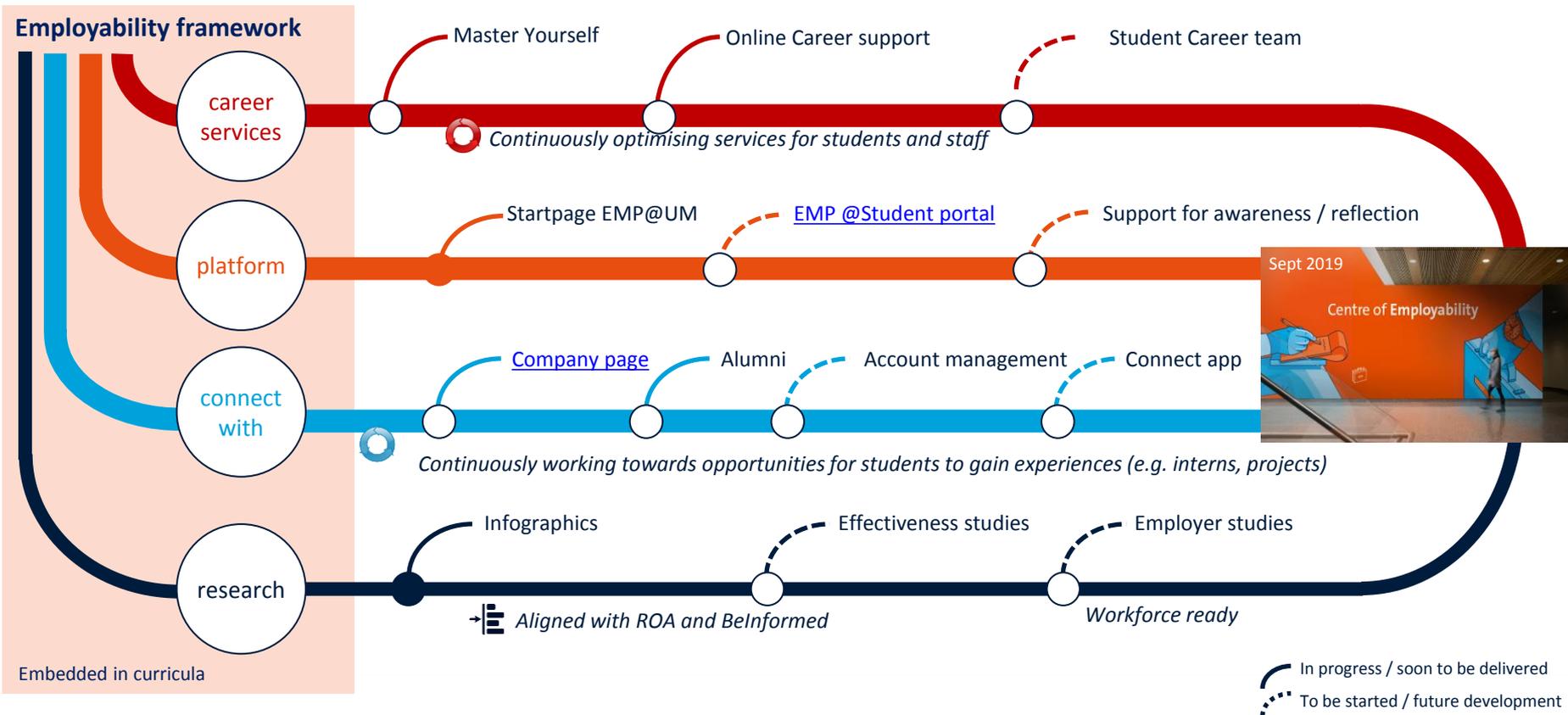
- The Employability programme
- The Employability competence framework
- Making the Implicit Explicit
- Sharing best practices



The Employability programme



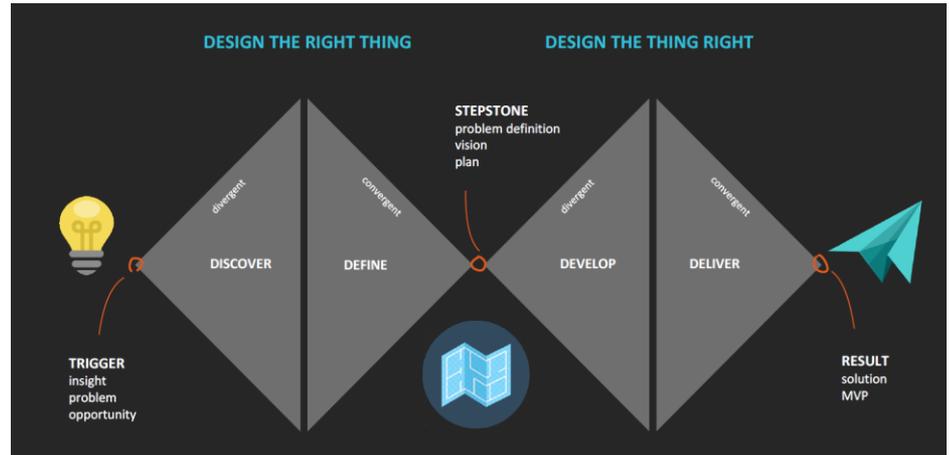
Developing highly skilled, resilient and employable graduates



The way we work: co-creation, 50+ students & staff at faculties involved, rapid prototyping, student journey perspective, long term ambitions combined with concrete results

How we work

- Co-creation with 50+ students, faculties and service centres
- Student centred: student journey and student involvement
- Design thinking approach
 - Ideation
 - Rapid prototyping
 - From big picture to realistic concrete steps...



Overview of working groups

1. Staff development
2. Implicit-Explicit framework
3. Research
4. Alumni
5. Employability Portal
6. Community
7. Company Page (contents)
8. Internships
9. Account management for UM
10. Student Journey
11. Development Online Career Modules
12. Master Yourself
13. Proposal UM Student Employability Centre

Student Employability platform

Student Portal

Eveline Johanson | 🗨️ | 🌐 | 👤(3)

You still have one free workshop for this year. [more info](#)

📁 | My Employability

Workshops, trainings and events | Work experience | My Activities

Further enhance your skills and (self)knowledge and expand your opportunities.

Search for skills or topics ... 🔍

You are interested in: **Leadership skills** ✖️ [edit](#)

🗨️ 📄 📁

★ The top skills of tomorrow

 according to industry leaders



Career Services
Group training
Introduction to the Library
In an interactive way students will be introduced to finding scientific...
📅 01 sep 2018 12:00 🕒 01 may 2018 👁️ 1024 € free ⭐ 3/5 📍 SSC



University Library
Lecture
Getting the most out of LinkedIn
Learn the ins and outs of using LinkedIn to get ahead in your career.
📅 1st sat of month 👁️ 23 € 25



SCOPE
Personal training
Discover your competences
You gain insight into what you can...
📅 1 may 2018 👁️ 983 € 15,50

[View all activities](#) →

Selected for you for BA LAW students

What did you think of the workshop "Introduction to the library"?

☆☆☆☆☆

Don't ask me any more questions

Research

Infographics for all faculties based on trend analysis

- 5 cohorts: 2004-2005 to 2009-2010
- T+5 master's graduate surveys (ROA)

Employability

Faculty of Arts and
Social Sciences (FASoS)

Employment

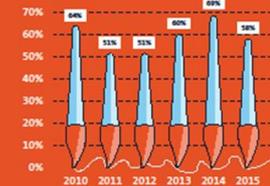


93,3%

of the FASoS alumni were
employed in 2015

Domain

Job within study domain



Income

Relatively high-paying job



Level

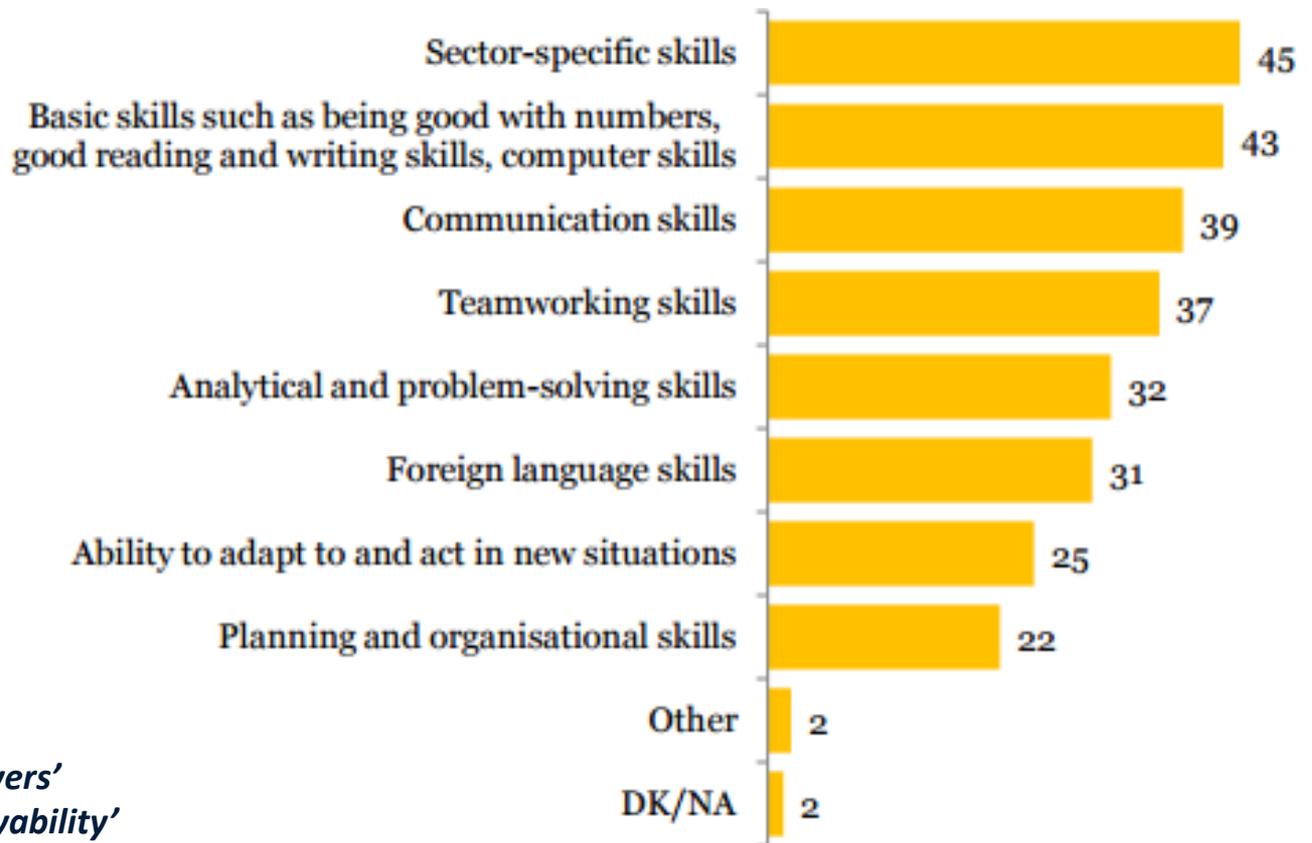


77,5%

of the FASoS graduates held a
job at university level 5 years
after graduation (2015)

Employability competence framework





Eurobarometer (2010) 'Employers' perception of graduate employability'

Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

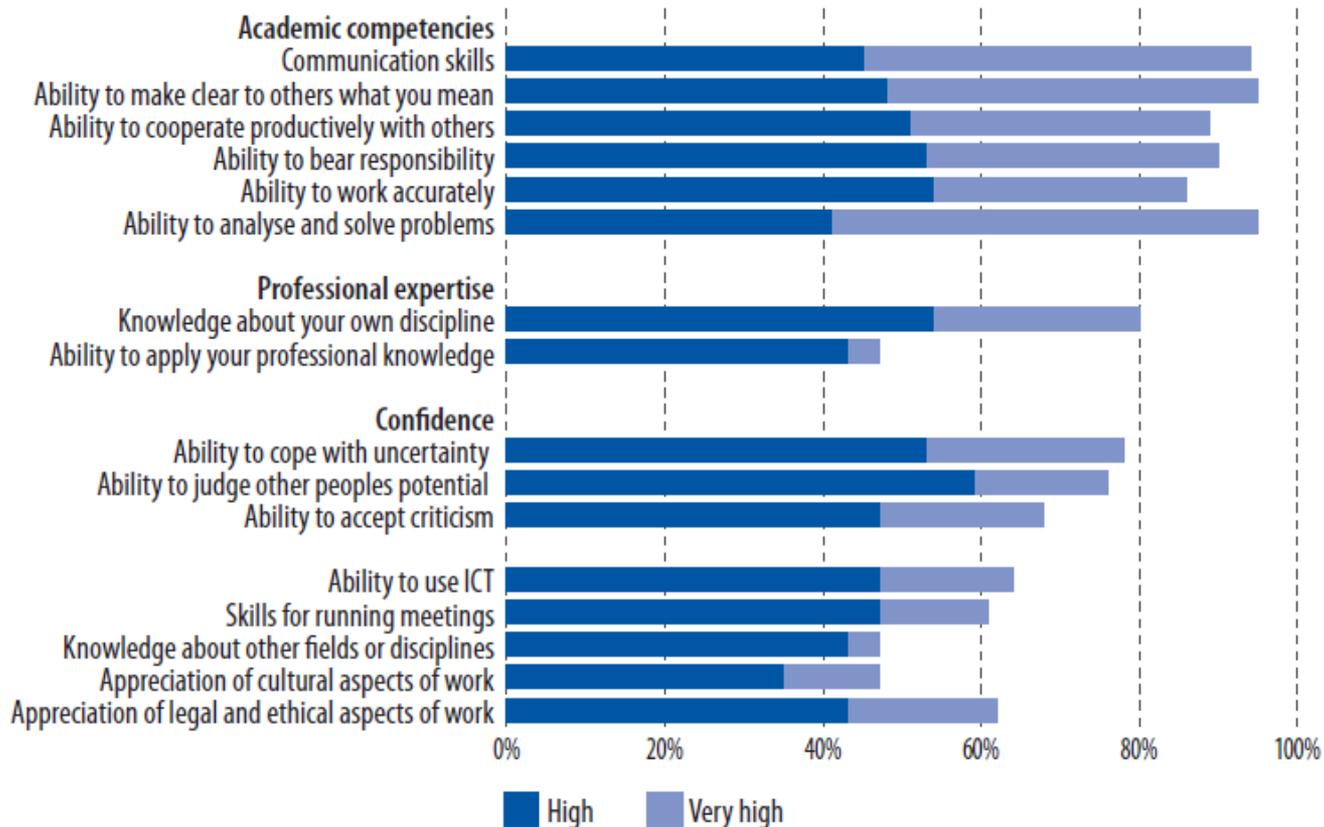
Base: all companies , % TOTAL

Necessary competencies	What these competencies entail
Professional expertise	<ul style="list-style-type: none"> - Knowledge about a specific field / discipline - Ability to solve occupation-specific problems - General academic skills (e.g. analytical thinking, (self-)reflectiveness, problem-solving ability)
Flexibility	<ul style="list-style-type: none"> - Ability to deal with change and uncertainty - Ability to learn new things - Employability skills (life-long learning & taking responsibility for own career)
Innovation and knowledge management	<ul style="list-style-type: none"> - Innovative/creative skills (creativity, curiosity, ability to come up with new ideas, approach problems from different perspectives) - Network & strategic ICT skills
Mobilization of human resources	<ul style="list-style-type: none"> - Interpersonal skills (communication, teamwork) - (Self- / project-) management (working with budget, time restrictions, leadership) - Consciousness of organizations goals & priorities
International orientation	<ul style="list-style-type: none"> - Foreign language skills - Intercultural skills (ability to work with people from different backgrounds)
Entrepreneurship	<ul style="list-style-type: none"> - Ability to identify commercial risks & opportunities - Cost awareness - Ability to turn an idea into a product

Humburg, Van der Velden and Verhagen (2013)

The Employability of Higher Education Graduates: the Employers' Perspective

Figure 4.1
Competencies requirement, Maastricht University



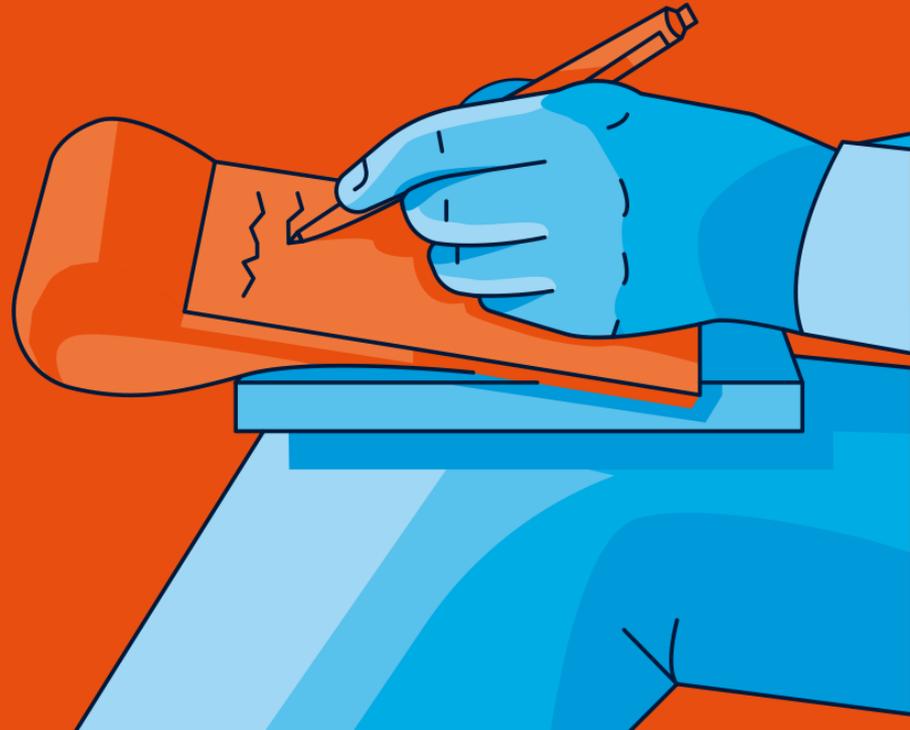
Kuenn, Meng, Peters and Verhagen (2013)
Competencies: requirements and acquisition

Why a framework?

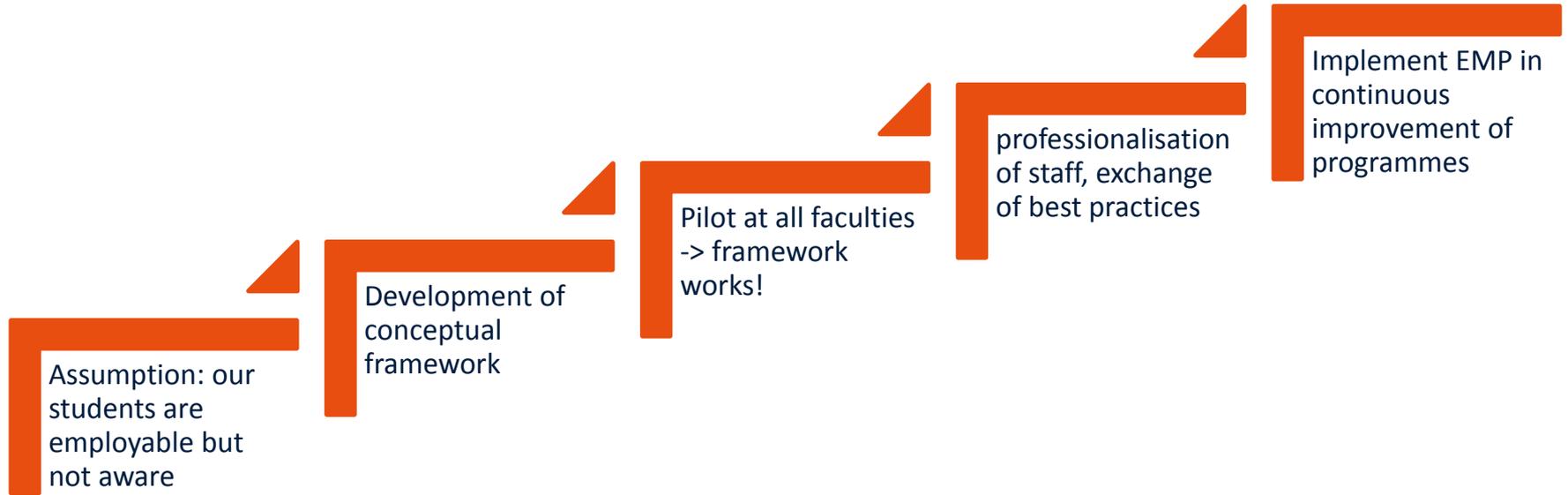
- Provides a definition and a structure for thinking about employability in the context of academic programmes
 - Guideline for defining learning objectives
 - Guideline for evaluating existing learning objectives and teaching activities.
- Gives insight in what knowledge, skills and competencies contribute to employability
- A tool for analysing and evaluating programmes and services
 - Connect to existing frameworks that are used for defining learning objectives (Dublin Descriptors)
 - Ammunition for accreditations



Making the Implicit Explicit



Project Implicit-Explicit



Assumption

**Student:
you are
employable!**

Project Implicit-Explicit



The UM Employability Framework

Academic Expertise and skills	Self-Awareness	Adaptability	Social responsibility
<p>Knowledge and skills related to the particular subject matter of the degree, including (general) analytical (or: academic) skills such as critical thinking, problem solving and information literacy.</p>	<p>Awareness of personal learning objectives, strengths, weaknesses, values and beliefs, including the ability to reflect on these.</p>	<p>Being able to actively prepare for as well as passively adapt to changing (professional) environments and circumstances.</p> <p>This includes personal initiative in study and career planning as well as being able to (study and) work in different environments (including geographical locations and cultural contexts).</p>	<p>Ability to build and function in relevant social networks and teams (interpersonal competences), identification with team goals and responsibilities as well as the ability to find a healthy personal balance between different interests and responsibilities.</p>

Project Implicit-Explicit

Assumption: our students are employable but not aware

You are employable

Development of conceptual framework

Pilot at all faculties
-> framework works!

professionalisation of staff, exchange of best practices

Implement EMP in continuous improvement of programmes

Academic Expertise and skills	Self-Awareness	Adaptability	Social responsibility
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Approach

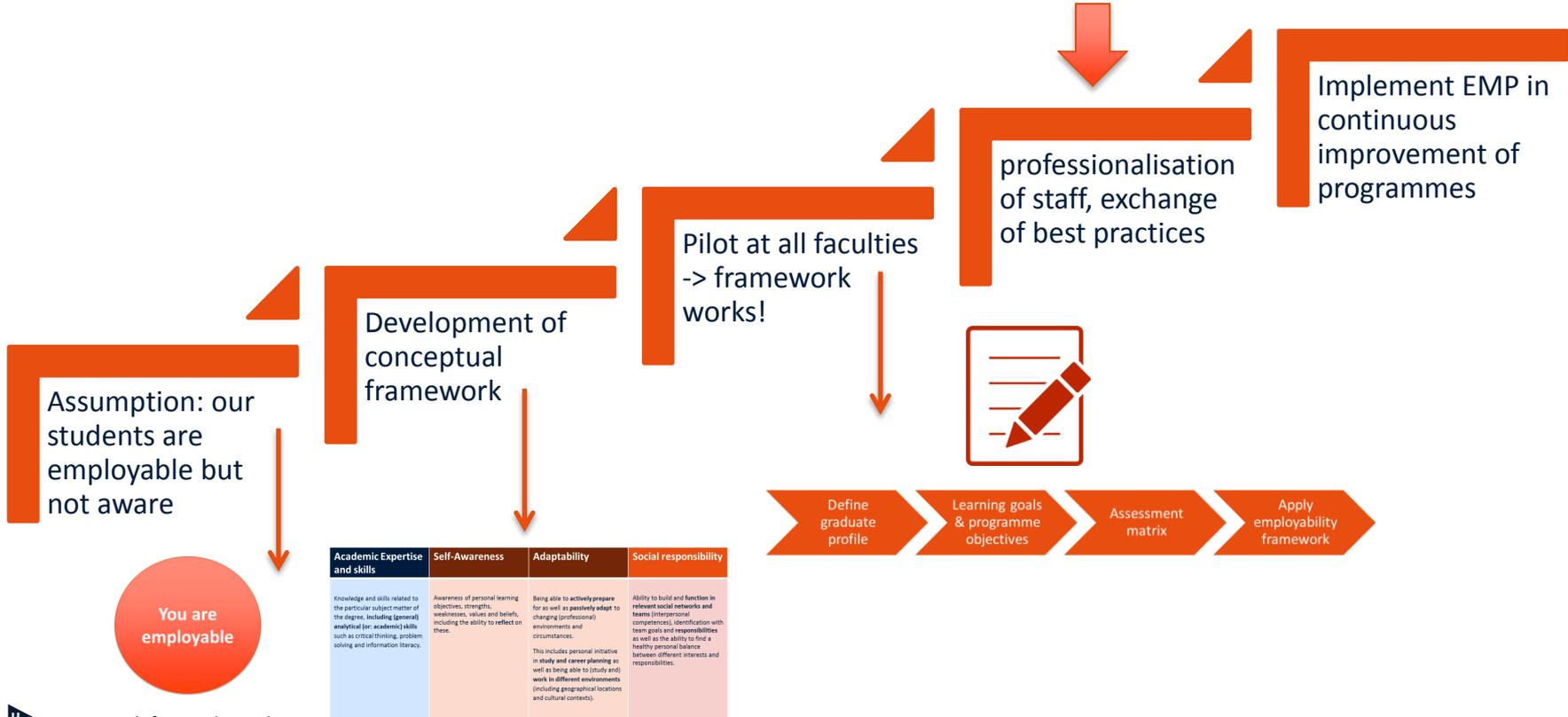


Results of the pilot



- **Increasing awareness of the relevance of Employability**
 - The approach via constructed alignment works
 - Faculties struggle with defining graduate profiles
- **Renewed programme matrices**
 - Specified learning objectives, teaching activities and assessment tasks for selected pilot programmes
- **Need for sharing experiences & best practices**

Project Implicit-Explicit



Sharing best practices



Some general insights from the literature

- There is no single ‘magical trick’, a mixture of teaching methods is most effective (Pegg et.al. 2012).
- By themselves, experiences do not guarantee learning. Active reflection is needed (Knight & Yorke, 2003; Yorke, 2006).
- Include formative assessment (e.g. oral or written feedback) in addition to summative assessment (e.g. graded exams or papers) to stimulate reflection (ibid.).
- Connections between the work field and educational program are important. Such connections can take many forms. Crucial are the commitment invested by all three parties (student, educational institution and employer) (Thompson, et al., 2013; Arcidiacono, 2015; Huq & Gilbert, 2013; Thune & Støren, 2015).

Examples from your university?

- Individual reflection (2 min)
 - Define educational interventions addressing one of the competences of the framework
- Share with your neighbour (10 min)
- Share with us

Academic Expertise and skills	Self-Awareness	Adaptability	Social responsibility
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Example 1 – Applied Research & Internship Project (ARI)

- Bachelor (UCM)
- Applied Research & Internship Project
 - 1 semester in year 2 or 3
 - 10 ECTS



ARI: learning objectives

1. Knows how to analyze a specific case or problem presented by an external client. (Academic expertise, Adaptability)
2. Is able to put the specific problem or case in the wider context within which the client operates as well as in his/her own academic context. (Academic expertise, Adaptability)
3. Is able to recognize what knowledge and skills are needed to analyze and solve the specific case of the client. (Academic expertise, Adaptability)
4. Is able to effectively manage a project in a professional context in his/her field of interest. (Adaptability, Social Responsibility)
5. Has a clear insight in the work-practice within his/her field of interest and is able to draw conclusions from this regarding the development of his/her further studies and career path. (Self awareness)

ARI: Schedule

Educational Activities

- Individual research with client & academic supervisor
- Plenary tutorial meetings
- Workshops

Evaluation: mix of formative and summative

- Brief written assignments & presentations
- Reflection exercises

Week	Activity
Period 1 (4.9 – 27.10)	
1 4.9 – 8.9	Plenary meeting 1: General introduction to the project & project objectives. Pre-discussion of the cases and preparation of first meeting with client and academic supervisor. First meeting with client and academic supervisor ⁵ : Introduction, define first ideas and scope of the project. Discuss 'Project Contract', agree on meeting frequency and preferred way of communication. Deadline: (Friday September 8) hand in Project Contract (email signed copies to supervisors and to project coordinator)
2 11.9 – 15.9	Plenary meeting 2: Peer-feedback on first meetings with client and academic supervisor. Discussion of approaches to conducting case analysis and designing a project proposal.
3 18.9 – 22.9	Workshop 1: Awareness of employability competencies and personal development planning. Deadline: (Friday September 22 nd) hand in personal reflection exercise.
4 25.9 – 29.9	Individual research <i>Second meeting with client and/or academic supervisor, to be scheduled by the student (to discuss progress on Case Analysis & Project Proposal).</i>
5 2.10 – 6.10	Individual research
6 9.10 – 13.10	Plenary meeting 3: Present first draft of Case Analysis & Project Proposal; collect feedback from peers in preparation of presentation to client and academic supervisor. <i>Third meeting with client and/or academic supervisor, to be scheduled by the student (present Case Analysis & Project Proposal. Discuss & agree on assessment criteria).</i>
7 16.10 – 20.10	Individual research Deadline: (Friday October 20 th) hand in Case Analysis & Project Proposal.

Example 2 – Management of Learning (MofL)

- Master
- Study Coaching Trajectory: Focus on reflective dialogue and feedback exchange
 - Whole academic year
 - 5 ECTS

The screenshot shows the Maastricht University website for the Management of Learning (MofL) program. The header includes the university logo, name, and navigation links for Education, Research, UM in the world, Life@UM, News & events, About UM, and Support. A search bar is located in the top right corner. The main content area features a large image of students in a discussion, with a gold seal on the left that reads "Keuzegids Masters TOP RATED PROGRAMME 2018". Below the image is a navigation menu with options like "Master's", "Management of Learning", "Why this programme?", "Courses & curriculum", "Rankings & recognition", "Your future", "Admission requirements", "Admission & registration", "Tuition fees", and "Contact". The main heading is "Master" followed by "School of Business and Economics" and "Management of Learning". A sub-heading states "***Awarded 'Top Rated Programme' label, Keuzegids 2018***". The text below describes the program's focus on workplace learning and personal development. A "Fast facts" section lists key details: learning to invest in learning and development, learning to manage knowledge as a key business asset, a 1-year full-time master's taught in English, starting in September, weekly 8-hour classes with 12-hour group work and 20-hour individual study, and the award of an MSc in Management of Learning. A green footer section encourages users to "Join our community".

MofL: schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Organizational Change & Consultancy <i>EBC4047</i>	Economics of Labour Markets & Human Capital <i>EBC4092</i>	Skill Writing a master thesis <i>EBC4005</i>	Selected Topics in Strategic Human Resource Management <i>EBC4098</i>	Supporting Learning at the Workplace <i>EBC4100</i>	
Organizational Learning & Development <i>EBC4048</i>	Theories and Models of Learning <i>EBC4102</i>		Master Thesis <i>EMTH0001</i>	Master Thesis <i>EMTH0001</i>	Master Thesis <i>EMTH0001</i>
Study Coaching Trajectory <i>EBC4099</i>	Study Coaching Trajectory <i>EBC4099</i>	Study Coaching Trajectory <i>EBC4099</i>	Study Coaching Trajectory <i>EBC4099</i>	Study Coaching Trajectory <i>EBC4099</i>	Study Coaching Trajectory <i>EBC4099</i>
Plenary Meeting & Meeting 1	Meeting 2	Meeting 3: Team		Meeting 4	Assessment

E-portfolio

Developing reflective practitioners

STUDENT INFORMATION

LOOKING FORWARD

COMPETENCIES

COURSES AND THESIS

EXTRACURRICULAR ACTIVITIES

END-EVALUATION

MY BUDDY

[HOME](#) [MEETINGS](#) [DISCUSSION BOARD](#) [ASSESSMENT](#) [CONTACT](#) [LOG ON](#)

E-PORTFOLIO

 Print

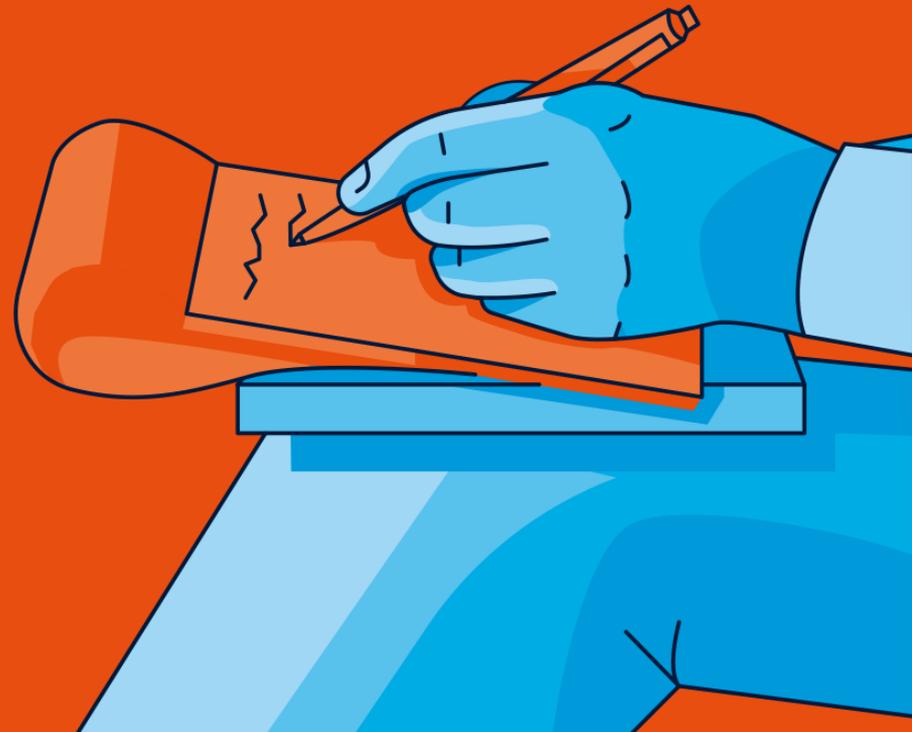
Welcome to the e-portfolio website, developed by the School of Business and Economics, Maastricht University.

Go to [log on](#) and use your Maastricht University student ID and password to enter the website.

Visitors who want to know more about the e-portfolio, see [contact information](#).



Thank you!



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