Teaching and Learning for Employability: Triangulating three perspectives. A case of Bahrain Polytechnic.

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Context & Constructs

Higher Education – to what purpose?
Employability Context

SUPPLY & DEMAND
of Something for Something

What is that Something?

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What is employability?

“the achievement of the skills, understanding and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy” (Yorke, 2006).
What is employability?

“the relative capacity of an individual to achieve meaningful employment given the interaction of personal circumstances and the labour market” (Canadian Labour Force Development Board, 1994)
What is employability?

“work specific active adaptability that enables workers to identify and realize career opportunities... facilitates the movement between jobs, both within and between organizations ... does not assure actual employment ... it enhances and individuals likelihood of gaining employment” (Fugate et al, 2004)
What influences employability?

Intrinsic Factors
- Competencies

Actionable Factors
- Engagement
- Experience

Extrinsic Factors
- The economy
- The labour market
- Enabling Policies
- Socio-cultural

Employability
Purposeful Higher Education
HE transformation process is about ‘becoming’ a work ready graduate (Mayur and Johnson, 2014; Hagar and Hodkinson, 2009; Harvey and Knight, 1993)

TRANSFORMATION

“to transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as life-long critical, reflective learners” (Harvey, 2000, pp.3)
Teaching and Learning for Employability

Pedagogy/Andragogy Attributes of T&L practice

- Authentic (Patrick et al., 2008)
- Student Centered (DEST, 2005)
- Activity Based (Fallon et al., 2013)
- Reflective (DEST, 2005)
- Collaborative (DEST, 2005)

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Industry Involvement in HE for Employability

**Input:** labour market requirements / feedback on working graduates

**Process:**
- curriculum design / delivery / assessment

**Output:** validation of graduates / programme endorsement / employment
The Case of Bahrain Polytechnic

Bahrain 2030 Vision

2008 - Royal Decree no. 65 in foundation of Bahrain Polytechnic

Business, Logistics, Engineering and ICT

“professional and enterprising graduates with the 21st Century skills necessary for the needs of the community locally, regionally and internationally”

PBL philosophy for Teaching and Learning

Pilot study on Marketing Major
Methodology

In order to know the ‘why’ of the ‘what’ we need to understand the ‘how’.
Employability Skills

COURSE DOCUMENTATION
Assessment Delivery

QUASI - QUALITATIVE

FACULTY PERCEPTION
Assessment Delivery

QUASI - QUANTITATIVE

FITNESS FOR PURPOSE?

EMPLOYER APPRAISAL OF TO-BE GRADUATES
QUASI - QUANTITATIVE

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KEY - Findings

It is what it is ...
### DELIVERY:

<table>
<thead>
<tr>
<th>Activity based</th>
<th>Learner centered</th>
<th>Reflective</th>
<th>Collaborative</th>
<th>Authentic</th>
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<tr>
<td>Case studies (audio/video and descriptive)</td>
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<td>Online forum and discussion</td>
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<td>Interactive workshop</td>
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<td>Reflective journaling</td>
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<td>Team Teaching</td>
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<td>Simulations</td>
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<td>Role Plays</td>
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<tr>
<td>Collaborative enquiry (brainstorming, exploration)</td>
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<td>Q/A sessions</td>
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<tr>
<td>Individual tasks followed by feeding back to whole class discussions</td>
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### ASSESSMENT:

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<td><strong>MARKETING MAJOR</strong></td>
<td>96%</td>
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<td>85%</td>
<td>85%</td>
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Faculty Perception

**DELIVERY:** full embedding of Employability Skills

**ASSESSMENT:**

![AV ES Distribution Assessment - Core Courses Yrs 1 & 2](chart1)

![AV ES Distribution Assessment - Marketing Major](chart2)
Discussion

What does it all mean?
Key discussion points

- Institutional framework is developed in collaboration with industry and actively used with industry partners.
- Strong alignment with the 5 attributes of conducive T&L for employability through a large variety of enacted T&L practices.
- Strong consideration for and embedding of intrinsic, extrinsic and actionable factors of employability in the curriculum.
Key discussion points

- The collaborative aspect of the transformation process is challenging in terms of assessment.
- Development of skills does not de facto require assessment.
- The transformation process is a culmination of T&L events that all amount to employability.
- Scaffolded approach towards complexity and independent learning.
- Invasive involvement of industry throughout the Major years.
- More careful consideration for the inclusion of all aspects of the employability framework in industry projects.
Conclusion

So what?
THEORY

INTENTION & ENACTMENT

EMPLOYER REVIEW

STUDENT

T&L at Bahrain Polytechnic

EMPLOYABLE GRADUATE

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Thank you...