

## Employability literature review database of articles

Author	Year	Title
Allen, K et al	2013	Becoming employable students and 'ideal' creative workers: Exclusion and inequality in higher education work placements.
Andrews, G and Russell, M	2012	Employability skills development: strategy, evaluation and impact.
Andrews, G. and Russell, M.	2012	Employability skills development: strategy, evaluation and impact.
Andrews, J and Higson, H	2014	Is Bologna Working? Employer and Graduate Reflections of the Quality, Value and Relevance of Business and Management Education in four European Union

Arora, B	2015	A Gramscian analysis of the employability agenda.
Artess, J.	2014	Changing conceptions of students' career development needs.
Arthur, M.B. and Rousseu, D.M.	1996	The Boundaryless Career
Azam, M	2013	Enterprising and Entrepreneurship in Higher Education A private sector perspective.
Bandura, A.	1997	Self-efficacy: The Exercise of Control

Bell, R	2016	Unpacking the link between entrepreneurialism and employability.
Bennett, D	2012	A creative approach to exploring student identity
Bezuidenhout, M	2013	The development and evaluation of a measure of graduate employability in the context of the new world of work
Binder, J F et al	2015	The academic value of internships: Benefits across disciplines and student backgrounds.
BIS	2013	Learning from Futuretrack: The Impact of Work Experiences on Higher Education Student Outcomes

BIS	2016	Success as a knowledge economy: teaching excellence, social mobility and student choice. Cmnd 9258
Blackmore, P., Bulaitis, Z.H., Jackman, A.H. and Tan, E.	2016	Employability in Higher Education: A Review of Practice and Strategies Around the World.
Bradford, J	2013	A qualitative exploration examining the enhancement of students' personal and professional development through an employability focused curriculum
Braun, E M P and Brachen, J-C	2015	Requirements HE graduates meet on the labour market

Bridgstock, R and Cunningham, S.	2016	Creative labour and graduate outcomes: implications for higher education and cultural policy
Bridgstock, R et al	2015	Creative graduate pathways within and beyond the creative industries.
Britton, J et al	2016	How English-domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background. IFS Working paper W16/06.
Brooks, R et al	2012	International education and the employability of UK students
Burrows, K and Wragg, N	2013	Introducing enterprise – research into the practical aspects of introducing innovative enterprise schemes as extra curricula activities in higher education.

Byrom, T and Aiken, V	2014	Doing it differently.
Cai, Y	2013	Graduate employability: a conceptual framework for understanding employers' perceptions
Carneiro Pinto, J. and do Céu Taveira, M.	2013	Developing Career Self-Management skills: A study in higher education.

Cashian, P S	2012	A critical realist exploration of the comparative impact on successful first generation and non-first generation graduates of a programme of change aimed at enhancing employability
Cavanagh, J., Burston, M., Southcombe, A. and Bartram, T.	2015	Contributing to a graduate-centred understanding of work readiness: An exploratory study of Australian undergraduate students' perceptions of their employability.
Cerdeira, L., Machado-Taylor, M., Cabrito, B., Patrocínio, T., Brites, R., Gomes, R., Lopes, J.T., Vaz, H., Peixoto, P., Magalhães, D., Silva, S. and Ganga, R.	2015	Brain drain and the disenchantment of being a higher education student in Portugal
Cherry, J	2013	Enhancing the QLD: internationalisation and employability: the benefits of Erasmus Intensive Programmes

Chin, W.S. and Shen, Q.L.	2015	Factors affecting individual career management among undergraduates in higher education institutions.
Christie, F.	2016	Careers guidance and social mobility in UK higher education: practitioner perspectives.
CIMO	2014	Faktaa - Facts and Figures: Hidden Competences
CIPD	2016	Employee Outlook
Clark, M and Zukas, M	2013	A Bourdieusian approach to understanding employability: becoming a "fish in water"
Clements, M	2012	Contribution of the SPEED Programme to the enhancement of an enterprise culture in a UK university
Clements, M D and Cord, B A	2013	Assessment guiding learning: developing graduate qualities in an experiential learning programme

Coetzee, M	2014	Measuring student graduateness: reliability and construct validity of the Graduate Skills and Attributes Scale.
Cole, D., and Tibby, M.	2013	Defining and developing your approach to employability: a framework for higher education institutions
Crane, L et al	2015	Case studies to enhance graduate employability: Commercial employment enterprise
Crayford, J and Fearon, C	2012	Affirming entrepreneurial education: learning, employability and personal development.
Cutts, B., Hooley, T. and Yates, J.	2015	Graduate dress code: How undergraduates are planning to use hair, clothes and make-up to smooth their transition to the workplace.
Dacre Pool, L., and Qualter, P.,	2012	Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students,

Daghbashvan, Z and Harsman B	2014	University choice and entrepreneurship.
Daniels, J and Brooker, J	2014	Student identity development in higher education: implications for graduate attributes and work-readiness
DBIS	2013	Enterprise education impact in higher education and further education: final report
de Senna, P	2014	Student Choice in the Curriculum
Drayson, R et al	2014	Student attitudes towards and skills for sustainable development
Eden, S	2014	Out of the comfort zone: enhancing work-based learning about employability through student reflection on work placements
Eurico, S.T., da Silva, J.A.M., do Valle, P.O.	2015	A model of graduates' satisfaction and loyalty in tourism higher education: The role of employability.
European Commission	2014	The Erasmus Impact Study: effects of mobility on the skills and employability of students and the internationalisation of higher education institutions.

Ferrández-Berrueco, R	2016	A framework for work-based learning: basic pillars and the interactions between them.
Ferrández-Berrueco, R.; Kekale, T., Devins, D.	2106	A framework for work-based learning: basic pillars and the interactions between them.
Florin, J., Karri, R. and Rossiter, N.	2007	Fostering entrepreneurial drive in business education: an attitudinal approach
Forrest, S	2014	Quality, assurance, enhancement and partnerships.
France, D et al	2016	Ability of students to recognize the relationship between using mobile apps for learning during fieldwork and the development of graduate attributes.

Gardiner, C M	2015	From certificate chasing to genuine engagement: The contribution of curriculum design to students' career intent in a subfield.
Gbadamosi, G et al	2015	Employability and students' part-time work in the UK: does self-efficacy and career aspiration matter?
Gordon, D A	2013	Employability and social class in the graduate labour market

<p>Govender, C.M. and Taylor, S.</p>	<p>2015</p>	<p>A work integrated learning partnership model for higher education graduates to gain employment.</p>
<p>Greenbank, P</p>	<p>2014</p>	<p>Career decision-making: 'I don't think twice, but it'll be all right'</p>
<p>Greenbank, P</p>	<p>2015</p>	<p>Still focusing on the 'essential 2:1': Exploring student attitudes to extra-curricular activities.</p>

Grotcowska, G et al	2015	Ivory-tower or market-oriented enterprise: the role of higher education institutions in shaping graduate employability in the domain of science.
Grotkowska, G., Wincenciak, L. and Gajderowicz, T.	2015	Ivory-tower or market-oriented enterprise: the role of higher education institutions in shaping graduate employability in the domain of science.
Haddock-Millar, J	2015	Supporting education and career transitions in the financial and accountancy sector
Hall, D. T.	1996	Protean careers in the 21st century
Hazenberg, R et al	2015	Programme recruitment and evaluation: the effect of an employability enhancement programme on the general self-efficacy levels of unemployed graduates.

Hejelde, K	2015	Paradox and potential: Fine Art employability and enterprise perspectives.
Helyer, R and Lee, D	2014	The Role of Work Experience in the Future Employability of Higher Education Graduates.
Henry, C	2013	Entrepreneurship education in HE: are policy makers expecting too much?
Higher Education Academy.	2015	Framework for Embedding Employability in Higher Education.
Hill, J., Walkington, H. and France, D.	2016	Graduate attributes: implications for higher education practice and policy.

Holmes, L	2015	Becoming a graduate: the warranting of an emergent identity.
Hooley, T.	2015	Who wins the rat race? Social justice and the graduate labour market..
Hooley, T.	2014	The Evidence Base on Lifelong Guidance.

<p>Hooley, T., Hutchinson, J. &amp; Neary, S.</p>	<p>2012</p>	<p>Supporting STEM Students into STEM Careers: A Practical Introduction for Academics.</p>
<p>Hooley, T., Watts, A. G., Sultana, R. G. and Neary, S.</p>	<p>2013</p>	<p>The 'blueprint' framework for career management skills: a critical exploration.</p>
<p>Huq, A and Gilbert, D</p>	<p>2013</p>	<p>Enhancing graduate employability through work-based learning in social entrepreneurship: A case study.</p>
<p>Inkson, K., Gunz, H., Ganesh, S., and Roper, J.</p>	<p>2012</p>	<p>Boundaryless careers: Bringing back boundaries.</p>

Jackson, D	2014	Testing a model of undergraduate competence in employability skills and its implications for stakeholders.
Jackson, D	2014	Factors influencing job attainment in recent Bachelor graduates: evidence from Australia.
Jackson, D	2015	Employability skill development in work-integrated learning: Barriers and best practice
Jackson, D	2016	Modelling graduate skill transfer from university to the workplace.

Jackson, D	2012	Business undergraduates' perceptions of their capabilities in employability skills Implications for industry and higher education
Jackson, D	2014	Self-assessment of employability skill outcomes among undergraduates and alignment with academic ratings
Jackson, D and Wilton, N	2016	Developing career management competencies among undergraduates and the role of work-integrated learning.
Jacobone, V	2015	Evaluating the impact of the Erasmus programme: skills and European identity.
Jameson, J et al	2012	Academic principles versus employability pressures: a modern power struggle or a creative opportunity?

Jarvis, J et al	2013	Staff-student Partnership in Practice in Higher Education: The Impact on Learning and Teaching
Jollands, M et al	2012	Project-based learning as a contributing factor to graduates' work readiness
Jones, E	2013	Internationalization and employability: the role of intercultural experiences in the development of transferable skills.
Jones, H and Warnock, H	2014	Towards a competency-based framework for work-based learning
Jones, N et al	2012	A peer-to-peer support model for developing graduate students' career and employability skills
Jones, R	2014	Bridging the Gap: Engaging in Scholarship with Accountancy Employers to Enhance Understanding of Skills Development and Employability.
Kalfa, S and Taksa, L	2015	Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability.

Kalfa, S. and Taksa, L.	2015	Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability.
Kettis, A et al	2013	Placements: an underused vehicle for quality enhancement in higher education?
Kettle, J	2013	Flexible pedagogies preparing for the future
Killick, D., and Dean, L.	2013	Embedding internationalisation, and employability through graduate attributes.
Kinash, S	2015	8 ways to enhance your students' graduate employability

Kinash, S et al	2015	What students and graduates need to know about graduate employability: Lessons from National OLT research
Kolb, D. A.	1984	Experiential learning: Experience as the source of learning and development.
Kucel, A et al	2016	Entrepreneurial Skills and Education-Job Matching of Higher Education Graduates
Kumar, A.	2015	Enabling all Learners to SOAR for Employability.
Lau, H H et al	2014	Impact of participation in extra-curricular activities during college on graduate employability: an empirical study of graduates of Taiwanese business schools.
Leach, T.	2015	Graduates' experiences and perceptions of career enactment: identity, transitions, personal agency and emergent career direction. Research in Post-Compulsory Education, 20(1), 50-63

Lee, D et al	2016	Implementing the Employability Agenda: A Critical Review of Curriculum Developments in Political Science and International Relations in English
Lee, K W and Chung, M	2015	Enhancing the link between higher education and employment.
Lee, S	2016	Massification without equalisation: the politics of higher education, graduate employment and social mobility in Hong Kong.
Leech, T	2015	Graduates' experiences and perceptions of career enactment: identity, transitions, personal agency and emergent career direction.

Lees, B and Anderson, D	2015	Student Conceptions of Employability: A Phenomenographic Study.
Leoni, R	2014	Graduate employability and the development of competencies. The incomplete reform of the "Bologna Process".
Lilley, K et al	2015	Exploring the Process of Global Citizen Learning and the Student Mind-Set.

Lin, Y	2015	Are you a protean talent? The influence of protean career attitude, learning-goal orientation and perceived internal and external employability.
Lloyd-Reason, L	2013	Entrepreneurship Education: Shifting the Landscape through Embedding Practitioner Experience
Lord Young	2014	Enterprise for All - the relevance of enterprise in education

Mackay, S., Morris, M., Hooley, T. and Neary, S.	2015	Maximising the Impact of Careers Services on Career Management Skills: A Review of the Literature.
Maczulskij, T	2016	Higher education and public sector employment: evidence from Finnish data on twins
Mahmood, L et al	2014	Employability in the first degree: The role of work placements on students' perceptions of graduate employability.
Mellors-Bourne, R, Hooley, T and Marriott, J.	2014	Understanding how people choose to pursue taught postgraduate study.
Mellors-Bourne, R et al	2015	Transnational education and employability development
Minten, S and Forsyth, J	2014	Academic Papers: The careers of sports graduates: Implications for employability strategies in higher education sports courses
Moon, J	2004	Reflection and Employability.

Moon, C J	2014	Enterprise and Entrepreneurship Education: Implications for Innovation in Delivery.
Moon, R et al	2013	How enterprise education can promote deep learning to improve student employability
Moore, E and Reddy, P	2012	No regrets? Measuring the career benefits of a psychology placement year
Moore, E and Reddy, P	2012	Placement year academic benefit revisited: effects of demographics, prior achievement and degree programme

Morrison, A R	2014	'You have to be well spoken': students' views on employability within the graduate labour market.
Mowbray, J., Hall, H., Raeside, R., and Robertson, P.	2016	The role of networking and social media tools during job search: an information behaviour perspective.
Naylor, R., Smith, J., & Telhaj, S.	2015	Graduate returns, degree class premia and higher education expansion in the UK
Neary, S., Dodd, V. and Hooley, T.	2015	Understanding Career Management Skills: Findings From the First Phase of the CMS Leader Project.
Neary, S. and Beizsley, C.	2012	I am here to learn biology, not 'personal development': Testing the Blueprint for Careers
NESTA	2014	What will the collaborative economy look like in 2025?
NCUB	2015	Increasing the offer of work experience in STEM subjects: can demand match supply?
NCUB	2016	Work experience as a gateway to talent in the UK: Assessing business views.
OECD	2004	Career Guidance and Public Policy: Bridging the Gap
O'Mahony, J.	2014	Enhancing student learning and teacher development in transnational education.

O'Leary, S	2012	Impact of entrepreneurship teaching in higher education on the employability of scientists and engineers
O'Leary, S	2015	Integrating employability into degree programmes using consultancy projects as a form of enterprise
Oliveira, G	2015	EMPLOYABILITY AND LEARNING TRANSFER: WHAT DO STUDENTS EXPERIENCE DURING THEIR PLACEMENTS?
Oria, B.	2012	Enhancing higher education students' employability: a Spanish case study.
Osmani, M et al	2015	Identifying the trends and impact of graduate attributes on employability: a literature review.
Owens, J and Tibby, M	2014	Enhancing employability through enterprise education: examples of good practice
Paine, A.E., Mckay, S., and Moro, D.	2013	Does volunteering improve employability? Evidence from the British Household Panel Survey.

Pavlin, S	2014	The role of higher education in supporting graduates' early labour market careers
Pavlin, S. and Svetlik, I.	2014	Employability of higher education graduates in Europe.
Pawel, B	2015	The Impact of International Student Mobility on Subsequent Employment and Professional Career: A Large-scale Survey among Polish Former Erasmus Students
Pegg, A and Caddell, M	2016	Workplaces and policy spaces: insights from third sector internships Scotland.
Pegg, A et al	2012	Pedagogy for Employability

Pemberton, J et al	2013	Higher education as a portfolio investment: students' choices about studying, term time employment, leisure, and loans.
Penttinen, L and Vesisenaho, M	2013	Career repertoires of IT students: A group counselling case study in higher education
Penttinen, L et al	2013	Supporting students' pedagogical working life horizon in higher education.
Pericles Rospigliosi, A., Greener, S., Bourner, T., and Sheehan, M.	2014	Human capital or signalling, unpacking the graduate premium
Perz, V G	2014	Ethical Entrepreneurship Training. Theoretical Reflection and Case Analysis
Pollard, E., Hirsh, W., Williams, M., Buzzeo, J., Marvell, R., Tassinari, A., Bertram, C., Fletcher, L., Artess, J., Redman, J., and Ball, C.	2015	Understanding employers' graduate recruitment and selection practices: BIS Research paper 231.
Pollard, V and Wilson, E	2014	THE "ENTREPRENEURIAL MINDSET" IN CREATIVE AND PERFORMING ARTS HIGHER EDUCATION IN AUSTRALIA.

Praskova, A et al	2015	Career identity and the complex mediating relationships between career preparatory actions and career progress markers.
Purcell, K., Elias, P., Atfield, G., Behle, H., Ellison, R., Luchinsaya, D., Snape, J., Conaghan, L., Tzanakou, C.,	2012	Futuretrack Stage 4: transitions into employment, further study and other outcomes.
Qenani, E et al	2014	An empirical study of self-perceived employability: Improving the prospects for student employment success in an uncertain environment.
Refai, D	2012	Developing enterprise skills through enterprise education : the significance of the contribution of experiential learning approaches in the pharmacy education context in the UK HEIs

Reibe, L and Jackson, D	2014	The Use of Rubrics in Benchmarking and Assessing Employability Skills.
Reibe, L et al	2013	Impact of industry guest speakers on business students' perceptions of employability skills development
Reid, J	2016	Redefining "Employability" as something to be achieved.
Reid, J.	2016	Redefining "Employability" as something to be achieved
Rich, J	2015	Employabilty: Degrees of Value

Riley, C	2012	Learning from the Learners: a student centred syllabus in preparation for the real world
Rocha, M	2015	Predictors of the acquisition and portability of transferable skills: a longitudinal Portuguese case study on education

Roepen, D	2015	Business graduate perceptions of the development and application of non-technical skills within higher education and the workforce
Rooney, S. and Rawlinson, M.	2016	Narrowing participation? Contesting the dominant discourse of employability in contemporary higher education
Royal Academy of Engineering	2016	Diversity Programme Report 2011–2016
Roulin, N and Bangerter, A	2013	Students' use of extra-curricular activities for positional advantage in competitive job markets
Ruth Bridgstock & Stuart Cunningham	2016	Creative labour and graduate outcomes: implications for higher education and cultural policy
Rust, C	2016	Shifting the focus from skills to 'graduateness'

Rutt, L et al	2013	A social constructivist approach to introducing skills for employment to Foundation Degree students
Savickas, M.L.	2013	Career Construction Theory and Practice.
Serrano, G et al	2015	Measurement and Sustainability of the Qualifications Frameworks in the European Higher Education Area through an Employment Survey on Access to the Labour Market
Shadbolt, N	2016	Shadbolt Review of Computer Sciences Degree Accreditation and Graduate Employability.
Schon, D	1991	). The reflective practitioner.
Sidiropoulou-Dimakakou, D., Argyropoulou, K., Drosos, N., Kaliris, A. and Mikedaki, K.	2015	Exploring career management skills in higher education: Perceived self-efficacy in career, career adaptability and career resilience in Greek university students.
Simatele, M	2015	Enhancing the portability of employability skills using e-portfolios
Simon, A.	2014	Quality assurance in university guidance services

Sims, S	2012	Exploring a potential correspondence between the structural conditions of universities and stratified graduate work
Skipper, Y and Kent, A	2015	Making a difference with psychology: Reporting on a module to develop psychological literacy in final year undergraduates.
Smith, A M J and Paton, R A	2014	Embedding enterprise education: A service based transferable skills framework.
Smith, C and Worsfold, K	2014	WIL curriculum design and student learning: a structural model of their effects on student satisfaction

Smith, C and Worsfold, K	2015	Unpacking the learning–work nexus: ‘priming’ as lever for high-quality learning outcomes in work-integrated learning curricula
Speight, S et al	2013	The contested curriculum: academic learning and employability in higher education
Spence, S and Hyams-Ssekasi, D	2015	Developing business students’ employability skills through working in partnership with a local business to deliver an undergraduate mentoring programme.
Standley, H	2015	International mobility placements enable students and staff in Higher Education to enhance transversal and employability-related skills.

Stewart, J et al	2016	Developing 21st century graduate attributes: incorporating novel teaching strategies in a physiotherapy curriculum
Sultana, R G	2012	Learning career management skills in Europe: a critical review
Tate, K, A, et al	2015	An Exploration of First-Generation College Students' Career Development Beliefs and Experiences.
Taylor, A R and Hooley, T	2014	Evaluating the impact of career management skills module and internship programme within a university business school.
te Wierik, M.L.J, Beishuizen, J. and van Os, W.	2015	Career guidance and student success in Dutch higher vocational education
Teal, J.	2013	Improving financial planning graduate employability through enterprise education.

The Quality Assurance Agency for Higher Education.	2016	Evaluating the Impact of Higher Education Providers' Employability Measures.
Tholen, G	2015	What can research into graduate employability tell us about agency and structure?
Tholen, G	2014	Graduate employability and educational context: a comparison between Great Britain and the Netherlands.
Tholen, G.	2012	The social construction of competition for graduate jobs: A comparison between Great Britain and the Netherlands.
Thorley, M.	2014	Graduate meets employer – a model for embedding industry professional involvement in the development and assessment of student portfolios.
Tibby, M	2012	Report of Employability Summit 2012
Tomlinson, M	2012	Graduate Employability: A Review of Conceptual and Empirical Themes

Tran, T. T.	2015	). Is graduate employability the 'whole of-higher-education-issue'?
Turner, N K	2014	Development of self-belief for employability in higher education: ability, efficacy and control in context.
Tymon, A	2013	The student perspective on employability
Tyrer, G et al	2013	Professional capabilities in non-vocational subject disciplines
Universities UK	2015	Gone International: mobile students and their outcomes. Report on the 2012/13 graduating cohort.
Verhaest, D. and Van der Velden, R.	2013	Cross-country differences in graduate overeducation.

Vuourien-Lampila, P	2016	Gender segregation in the employment of higher education graduates
Wakeham, W	2016	Wakeham Review of STEM Degree Provision and Graduate Employability.
Walker, I and Zhu, Y	2013	The impact of university degrees on the lifecycle of earnings: some further analysis
Watts, C	2012	Using toolkits to achieve STEM enterprise learning outcomes
Weiss, F and Klein, M	2014	The effects of work experience during higher education on labour market entry: learning by doing or an entry ticket?
Williams, S et al	2015	A systematic review of current understandings of employability
Wilson, R., Beaven, R., May-Gillings, M., Hay, G., and Stevens, J.,	2014	Working Futures 2012-2022: evidence report 83,

Wilson, Sir T	2012	A Review of Business–University Collaboration.
Wilton, N	2012	The impact of work placements on skills development and career outcomes for business and management graduates.
Wilton, N	2014	Employability is in the eye of the beholder.

Wilton, N.	2014	Employability is in the eye of the beholder: Employer decision-making in the recruitment of work placement students.
Wright, T and Frigerio, G	2015	Career Adapt-abiliites Pilot Project
Yorke, M	2006	Employability in Higher Education: What It Is – What It Is Not. (Learning and Employability Series 1).
Zacher, H et al	2015	Career adaptability and career entrenchment



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## Abstract

In this paper we explore how the 'employable' student and 'ideal' future creative worker is prefigured, constructed and experienced through higher education work placements in the creative sector, based on a recent small-scale qualitative study. Drawing on interview data with students, staff and employers, we identify the discourses and practices through which students are produced and produce themselves as neoliberal subjects. We are particularly concerned with which students are excluded in this process and show how normative evaluations of what makes a 'successful' and 'employable' student and 'ideal' creative worker are implicitly classed, raced and gendered. We argue that work placements operate as a key domain in which inequalities within both higher education and the graduate labour market are (re)produced and sustained. The paper offers some thoughts about how these inequalities might be addressed.

The purpose of this paper is to report how one University has sought to test the effectiveness of strategies to enhance employability skills, and the key themes which emerged from this investigation. Design/methodology/approach – A survey tool has been used to record staff perceptions of where employability skills are strongly developed and assessed in a sample of courses. The results have been triangulated against explicit statements/mapping in course documentation, and top level University strategies and policies. Key performance indicators have been reviewed, and focus groups have been conducted to appraise student perceptions. An external scan of selected comparator benchmark institutions has also been undertaken. Findings – Key emerging themes include issues surrounding the role of higher education; deficiencies in the classification of graduate destinations; the challenge of predicting the needs of employers of the future; and gaps between strategies, perceptions and realities. Research limitations/implications – A number of the outcomes of the audit are University specific. However, some of the key themes and issues that have emerged are relevant to the sector as a whole. This paper highlights these broader issues, whilst acknowledging that individual Universities will find their own unique responses to these challenges. Originality/value – This paper shares an approach to the critical evaluation of the effectiveness of strategies to enhance employability skills development, which may be of value to educational establishments wishing to review their own provision. The paper also draws attention to key issues relating to the enhancement of graduate employability.

Purpose – The purpose of this paper is to report how one University has sought to test the effectiveness of strategies to enhance employability skills, and the key themes which emerged from this investigation. Design/methodology/approach – A survey tool has been used to record staff perceptions of where employability skills are strongly developed and assessed in a sample of courses. The results have been triangulated against explicit statements/mapping in course documentation, and top level University strategies and policies. Key performance indicators have been reviewed, and focus groups have been conducted to appraise student perceptions. An external scan of selected comparator benchmark institutions has also been undertaken. Findings – Key emerging themes include issues surrounding the role of higher education; deficiencies in the classification of graduate destinations; the challenge of predicting the needs of employers of the future; and gaps between strategies, perceptions and realities. Research limitations/implications – A number of the outcomes of the audit are University specific. However, some of the key themes and issues that have emerged are relevant to the sector as a whole. This paper highlights these broader issues, whilst acknowledging that individual Universities will find their own unique responses to these challenges. Originality/value – This paper shares an approach to the critical evaluation of the effectiveness of strategies to enhance employability skills development, which may be of value to educational establishments wishing to review their own provision. The paper also draws attention to key issues relating to the enhancement of graduate employability. Keywords United Kingdom, Universities, Higher education, Graduates, Employability, Skills, Evaluation Paper, Case study

This article focuses on the relevance of undergraduate business and management higher education from the perspectives of graduates and graduate employers in four European countries. Drawing upon the findings of an empirical qualitative study, the data was collated and analysed using grounded theory research techniques, the paper draws attention to graduates' and employers' perceptions of the value of higher education in equipping students with discipline-specific skills and knowledge as well as so-called 'generic' skills. It also highlights the importance of formal 'work-based' learning within undergraduate curricula in providing students with the skills and experiences required by employers operating within a global workplace.

The economic downturn has caused governments to reassess levels of resilience and adaptability in the face of new challenges. There has been increased focus on the higher education sector, which has been blamed for developing graduates whose skills do not meet the needs of the economy. The author explores a framework to interpret and understand contemporary policy and practice relating to the employability agenda in UK higher education. The article reflects upon power dynamics driving the creation of entrenched business-facing universities through the development of the employability agenda and draws upon the work of Antonio Gramsci to provide a theoretical foundation for exploration of the agenda and its rise to prominence. The agenda has, arguably, emerged as an organising principle, which has been framed as common sense.

**Abstract** — This paper takes as its starting point a brief review of a range of theoretical assumptions about the nature of career learning and decision-making and plots the emergence of the notion of ‘employability’ as a predominant paradigm for the organisation and delivery of career guidance services in UK higher education. The acquisition of employability skills in students is essentially a deficit paradigm that the provision of work-oriented learning opportunities seeks to address. A key driver for the development of employability as an institutional priority is policy-making by governmental agencies that foregrounds university-business partnerships as a component of economic generation. The development of workbased learning (WBL) and work placements as part of higher education courses is shown to exemplify how responsibility for students’ employability development is increasingly shared between institutions and (prospective) employers. The paper draws upon recent research findings that raise issues of quality assurance in WBL and work placements and poses questions for institutional services aimed to support student transition from higher education to the labour market. Access to WBL and work placements appears to be stratified and different types of opportunity are taken up by particular groups of students. A relatively new way of conceptualising career learning and ‘adaptability’ has been developed out of theories of career ‘constructivism’ and is suggested to provide a return to a more student-centred paradigm which has the potential to be more inclusive. Career adaptability is exemplified by the use of the career adaptability scale to support students’ selfassessment of their career learning and development.

Enterprising and Entrepreneurship education has gained momentum due to the changing dynamics of the global economy, the labour market demand of graduates equipped with employability skills and the governmental support to foster enterprising culture to regenerate economic growth. The Oslo Agenda for Entrepreneurship Education in Europe in 2006 calls for better integration across subject areas, improved practice-based pedagogical tools, and better approaches to teamwork, whether internal or external (through collaboration with industry and business). Enterprise and entrepreneurship education can provide highly engaging learning opportunities, particularly when related to the programme of study chosen by the student; developing enterprising abilities can enrich both students’ educational experience and their career prospects, especially within micro and small enterprises (QAA, 2012). There has been numerous initiatives introduced by the UK government to encourage a more enterprising spirit amongst the population and to articulate the need for the development of skills for employment. Where policies have been implemented, universities have responded by making interventions in their curricula but the agenda of enterprising and entrepreneurship has not been fully embraced by the private sector higher education institutions. There are enormous opportunities available for the private sector higher education institutions to integrate enterprising and entrepreneurship by restructuring its offering to learners, building capacity for entrepreneurship in students, staff and the community alike. By offering various courses relevant to the enterprising and entrepreneurship, introducing the flexibility in the choice of modules, integrating work placements, organising industry visits, inviting guest speakers from the industry and to engage students in work-related projects could develop the sense of commercial realism among students and they would acquire employment relevant and transferable personal skills. By embracing the enterprising and entrepreneurship agenda, private sector providers could build their image, as being part of the true commercial driver of the enterprising economy.

The purpose of this paper is to investigate the relationship between students' entrepreneurial attitudes and traits and their classification of employment six months after university graduation. It aims to identify what specific attitudes and traits of entrepreneurial graduates are linked to employability in a professional or managerial field. Design/methodology/approach – research adopts a quantitative approach to measure the entrepreneurial drive of final-year undergraduate business school and regresses this measurement against the employment level of the same students six months after their graduation. The employment classification of each respondent was classified as “professional/managerial” or “non-professional/non-managerial” in line with the Standard Occupational Classification 2010. Findings – The research found that both proactive disposition and achievement motivation were statistically linked to the likelihood of graduates being employed in a professional or managerial position six months after graduation. Originality/value – This research goes beyond existing literature linking entrepreneurship to employability to quantitatively examine what specific attitudes and traits can be linked to employability in recent graduates. Identifying the aspects of entrepreneurialism that have a relationship with employability, more information is available for educators who are designing entrepreneurial education programmes and allows for greater focus on aspects that may be of greatest benefit to all students

This paper attempts, through a critique of academic discourses about learning, identity and work, to reinforce the need for students to position their learning in relation to creatively exploring the future. This aim is first addressed by way of an overview of the research undertaken thus far, including some of the emergent themes. Then the article presents the context with an overview of work and employment in Australia. This is followed with a discussion of employability and career development. The article concludes by considering what this means for developing self-concept among university students, the potential for possible selves and the role of creativity to play an important role, and the value of incorporating identity development within existing courses.

Rapid forces for change in the post-modern society have left their mark on the labour market, creating a metamorphosis in the nature of work and the way in which careers should be approached. This has resulted in the need for individuals to possess a combination of attributes that will enable them to take an adaptive, proactive approach to their careers, which involves managing their employability. Employability is especially relevant to graduates, who are expected to acquire more than academic capabilities to ‘hit the ground running’ in their transition from higher education to the workplace. Despite the significance of the topic, it remains conceptually ambiguous with few empirical studies that explain its foundation, and fewer still that have constructed a measure to explicitly gauge employability, particularly in South Africa. The main purpose of this study was to develop and evaluate a measure of graduate employability in the context of the new world of work. A theoretical model of graduate employability was developed based on an extensive review of the literature and the Graduate Employability Measure (GEM) was subsequently constructed. A cross-sectional survey was utilised to collect data from a random sample of final-year undergraduates and postgraduates from the College of Economic and Management Sciences at a higher distance learning institution in South Africa. The 272 useable questionnaires returned were subjected to exploratory factor analysis, which revealed a reliable three-factor model consisting of three dimensions of career self-management drive, career resilience and cultural competence, and explaining 36.42%, 3.5% and 3.5% of the variance respectively. Analysis of variance was used to determine whether there were any significant differences between the biographical variables of the sample and the GEM factors. It was found that females and final-year undergraduates obtained significantly higher means on all the GEM dimensions than males and postgraduates.

While student benefits from internship experience have been frequently documented in research, the emphasis has been on the effects of internship on employment and career indicators. This work is concerned with effects on academic outcomes and focuses on the robustness of such effects across academic disciplines as well as for different achievement levels of students, student gender and ethnicity. We present findings from a longitudinal sample (  $n > 15,000$  ) that covers an extensive range of subjects and disciplines for large undergraduate cohorts. Main effects and interactions for student background characteristics were investigated, showing stable academic benefits for advantaged and disadvantaged students. Further, using ordinal logistic multi-level models, we explored the impact on the probability of attaining a higher degree classification for different student scenarios, thus illustrating the practical significance of these internship effects. Effects are less likely to stem from maturation or self-selection. Findings are therefore discussed against a background of motivational approaches suitable to integrate both direct and indirect paths from internship experience to academic outcomes to career indicators.

This report is designed to provide a review of the literature associated with the practice, ecosystems and strategies in place in the world that are used to improve the employability levels of students and graduates and ensure that their skills and knowledge fit for purpose for the graduate labour market upon leaving Higher Education (HE). The research approach was utilised (Johnston 2003, Tod et al. 2007). The research programme broadly consisted of three phases: 1. Phase 1 involved interviewing 17 Liverpool John Moores University (LJMU) School of Sport & Exercise Sciences (SSES) alumni about their attitudes regarding the purpose of HE, the impact their HE experience had in preparing them for the requirements of the world of work, and what more can be done to, prepare students for their post HE lives. 2. Phase 2 utilised an ethnographic research approach and was conducted in two parts. Part 1 involved participant observation within the SSES student learning and teaching (L&T) environment and culture, and aimed to determine what the SSES curriculum provides in preparing students for the post HE world. Part 2 involved conducting focus groups with final year SSES undergraduate students regarding their experiences and perceptions of the employability focused L&T opportunities provided. 3. Phase three involved interviewing 11 SSES graduates at the end of their undergraduate university experience about their attitudes regarding the purpose of HE, and their evaluative perceptions of the SSES course from the perspective of L&T and post HE preparation. Phase 2 found that the SSES had responded to the demand of the competitive graduate job market and developed a three stage employability model that involved opportunities to prepare students for post HE. This included personal development planning (PDP), careers sessions, guest speakers, a placement and reflective practice. The SSES were perceived to be proactive in providing opportunities, advice and encouragement to students to develop personally and professionally. However, the research also demonstrated that students are not engaging sufficiently with these aspects of the curriculum. Yorke (2006) notes that the provision of opportunities to develop employability prerequisites does not guarantee that such development occurs, and that it cannot be assumed that students are employable on the basis of curricular provision alone. Students' lack of engagement was explored through phases 1, 2 and 3 by gaining a better understanding of students' attitudes to L&T within their university culture. This understanding and the subsequent recommendations can be utilised to diminish the dissonance between SSES provision and students' engagement, and determine how the SSES can promote effective learning and post HE preparation within the SSES curriculum. Phase 1 and 3 of this research programme demonstrated that students generally envisage that HE will develop them personally and result in them feeling more prepared for their lives post HE. Since students are orientated to pursue their degrees and post HE preparations in different ways, HEs need to ensure that they understand and meet the aspirations and needs of the broader student population (Barrie 2007, O'Regan 2009). Understanding the individual needs of students and providing them with the post HE nurturing and support they require will ensure that they are better prepared to meet the requirements of the working world, which will in turn lead to a more skilled workforce that can enhance the economy and society (Barrie 2007, Brennaner al. 2005, Martin et al. 2000, Minten 2010, O'Regan 2009). Such student support needs to be orientated around an enhanced student awareness of the relevance and value of what they are learning and how it relates to the post HE world. Specifically, students need to be engaged with an effective support network grounded in the competitive reality of the world of work, the reality and outcome of their degree, the world of work requirements and the importance of engaging in curriculum interventions that prepare students for the world of work. Alongside enhancing awareness, students need to be supported and guided through the process of determining and appropriately preparing for their individual post HE aspirations. This process should involve gaining an awareness of the wide range of post HE opportunities that are available, consideration of how these options fit students' individual needs, and gaining some experience of those opportunities. To better prepare students for post HE and diminish the gap that exists between the skills graduates gain from the curriculum and the requirements of the world of work, there needs to be a closer fit between the two. In essence, the world of work realities and requirements need to feature more centrally within HE L&T culture and content to enhance the employability relevance and ensure that students attach to their degree programme.

In Europe and all over the world, higher education systems face the challenge of preparing an increasing number of students for the labor market and teaching them discipline-related knowledge and competences as well as generic competences. But what requirements do higher education graduates actually meet on the labor market? To identify higher education graduates' generic job-related activities and requirements, a literature review was conducted that considered 30 job analysis questionnaires and publications. Additionally, transcripts from employer interviews, which were conducted by a cooperating project, were analysed. Based on these materials, 49 generic job-related activities and requirements could be identified and transformed into a questionnaire based on the assumptions of the Job Requirements Approach. After running an online survey with 10,511 higher education graduates and using reliability and confirmatory factor analyses, eight conceptual areas of job-relevant generic competences could be confirmed ("Planning and organizing of work processes," "Promoting others," "Leading," "Dealing autonomously with challenging tasks," "Information processing," "Number processing," "Communicating in foreign language," "Physical performance"). The results demonstrate what higher education graduates are doing at work, what requirements they are facing, and which conceptual areas of job-relevant generic competences can be applied to higher education graduates in general. The results can be interesting for curriculum developers and academic quality managers, for policymakers and employers, for the scientific community and the graduates themselves.

One of the principal ways that cultural and higher education policy and practice intersect is over a shared concern with the talent and its employability and career sustainability. This article considers the multidisciplinary contributions to these debates, then engages with these debates by drawing upon research from analyses of national Census data, and via granular empirical survey research into Australian creative arts graduates' initial career trajectories. In so doing, it seeks to paint a more nuanced picture of graduate outcomes, the significance of creative skills and by extension creative education and training, and the various kinds of value that creative graduates add through their work. This evidence should assist in a closer affinity between the different approaches to creative labour and the creative economy, and has implications for cultural and higher education policy.

This special issue explores the nuances of graduate creative work, the kinds of value that creative graduates add through various types, graduate employability issues for creative graduates, emerging and developing creative career identities and implications for educators who are tasked with developing a capable creative workforce. Extant literature tends to characterise creative careers as either 'precarious' and insecure, or as the engine room of the creative economy. However, in actuality, the creative workforce is far more heterogeneous than either of these positions suggest, and creative careers are far more complex and diverse than previously thought. The task of creative educators is also much more challenging than previously supposed. In this introductory article, we commence by providing a brief overview of the creative labour debates, and the evidence for each position. We present the latest literature in this area that starts to speak to how diverse and complex the landscape of creative work is. We then introduce each of the articles in this special issue and indicate how they contribute to a more multi-faceted picture of creative activity, and the lives and career trajectories of graduates from creative degrees.

This paper uses tax and student loan administrative data to measure how the earnings of English graduates around 10 years after the labour market vary with gender, institution attended, subject and socioeconomic background. The English system is complex to enter, with some universities demanding very high entrance grades. Students specialise early, nominating their subject before they enter higher education (HE). We find subjects like Medicine, Economics, Law, Maths and Business deliver substantial earnings premiums over typical graduates, while disappointingly, Creative Arts delivers earnings which are roughly typical of non-graduate. Considerable variation in earnings is observed across different institutions. Much of this is explained by student background and subject mix. Based on a simple measure of parental income, we see that students from higher income families have median earnings which are around 25% more than those from lower income families. Once we control for institution attended and subject chosen, this premium falls to around 10%.

A common theme within the literature on higher education is the congested nature of the graduate labour market. Research has highlighted the lengths to which many students now go, in response to this congestion, to 'distinguish themselves' from other graduates: paying increased attention to university status; engaging in a range of extra-curricular activities; and pursuing postgraduate qualifications. Studies that have focused on the strategies of Asian students, specifically, have pointed to the place of studying abroad as a further strategy in this pursuit of distinction. Given that there is now some evidence that the number of UK students enrolling on a degree programme overseas is increasing, this article explores the extent to which an overseas education can be seen as part of a broader strategy on the part of British students to seek distinction within the labour market, and whether such an education does indeed offer tangible employment benefits.

Enhancing student opportunity and providing an outstanding learning experience within an increasingly competitive market requires a multifaceted approach to learning. This paper aims to show how a social enterprise initiative can help students differentiate themselves in the workplace and in doing so develop skills that promote elegant self-management. Design/methodology/approach – The research is a continuous project to gather data to evaluate on the effectiveness of enterprise activities and will incorporate both qualitative and quantitative methodologies, through what is largely an action research study. Findings – This paper presents findings on the challenge of student engagement, by encouraging choice and being proactive in adding value to CV's, through student led practical initiatives. Lecturers assist in managing student expectation and embedding realism; the realism of the transferable employability skills, and the challenges and opportunities faced during times of change. By enthusing students and gathering feedback suggests this is happening in our current project) a virtuous circle is created, manifested in increased graduate student employment and a competitive edge. Originality/value – This is an experiential project of creating an enterprise committee which enhances the learning experience, teaches students how to take theory and apply it in real situations, and builds their confidence. By linking vocational and reflective modules' to entrepreneurial skills, a balance is struck not just between academia and employability but also work and life, addressing the contemporary challenge of not just teaching students business theory or employability skills but of practical self-management.

Work-based learning (WBL) is increasingly viewed as important in students' higher education (HE) experiences. Drawing from the process of revalidating a Joint Honours in Education (JHE) programme, the purpose of this paper is to highlight challenges in ensuring a meaningful placement experience for students that is fully embedded within their course. Primary challenges include the disparate number of subject strand combinations and concomitant career aspirations, wider university requisites on degree Graduate Attributes and student expectations of their placement opportunities. In broadening the scope and number of placement opportunities, the authors simultaneously increased the partnership links with employers to attract increased student buy-in to opportunities available to them. Design/methodology/approach - This case study utilizes staff reflections, stakeholder contributions and student evaluations to illuminate the process involved in revalidating a JHE programme to incorporate increased placement opportunities. A particular focus is placed on consideration of the tensions inherent within WBL opportunities and the ways in which such experiences can be successfully embedded within a HE degree programme. Whilst the authors are able to report on the successful integration of placement opportunities in Year 1, the authors utilize student perspectives to gain understanding of the importance, or otherwise, they place on placements through the duration of their degree. Findings - Whilst placements are now accepted as a positive feature of HE, inherent tensions emerged from some students who questioned the value and purpose of placements and time away from university. Conversely, employers saw placement and particularly the assessment of students on placement as critical in students' development into professional workers. The inclusion of placements in HE is therefore problematic, particularly in light of increased tuition fees. This case study, however, suggests that meaningful and disparate placement opportunities can be successfully embedded within each year of an HE degree programme and can be viewed as enhancing the student academic experience. Research limitations/implications - The paper is located within a body of research that focuses positively on placement/WBL opportunities for undergraduate students, but does raise some emerging tensions linked to the marketization of HE and resulting student perspectives on "value". Although generic themes can be applied to curriculum design elsewhere, outcomes may be different and linked to differing institutional habituses that influence practice. In addition, this paper reports solely on a single case that has developed a degree course to support the unique needs of its students within a particular context. Practical implications - The WBL model presented here facilitates student empowerment in tailoring their degree to their interests and career aspirations. It requires effective internal and external partnerships to inform curriculum design and the organization of placements. This paper will therefore be of interest to HE practitioners who are faced with the challenges of providing a broad range of placement opportunities for large and diverse groups of students with differing career aspirations. In addition, it may also be attractive to employers that have strong links with universities and are in the position to influence curriculum design. Implications - The focus on employability and the development of key generic skills is interconnected with structures influencing social mobility. The range of students entering HE and the concomitant expectations on their degree to have "value" in the employment "market" on graduation is becoming increasingly important - particularly for students categorized as widening participation. Offering increased opportunities for placements and linking assessment to work-based competencies can therefore be viewed as an integral part of HE's responsibilities to students. Originality/value - This case study highlights the versatility of WBL. On one hand, it requires the academy to embrace alternative ways of learning, but on the other hand, it creates new and innovative ways of engaging students. In addition and critically, it illuminates an approach to embedding WBL into an overarching degree structure that enables students to tailor their degree to their interests and career aspirations.

This study provides a conceptual framework for understanding what employers think about the value of graduates with similar educational credentials in the workplace (their employability), using insights from the new institutionalism. In this framework, the development of employers' beliefs about graduates' employability is broken into a number of factors and mechanisms, including exogenous factors, initial signalling effects and the processes of both private and public learning. With such conceptualisation, this article discusses the implications for international higher education providers on how to improve their graduates' employability by influencing employers' beliefs.

This study aims to evaluate the Career Self-Management Seminar, version B. This is a psychological intervention model, designed to support PhD students in the improvement of crucial skills for effective career problem solving and decision making. Samples included 63 PhD's, (49 experimental group, 14 control group), from both sexes (44 women, 19 men), and with ages ranging from 25 to 49 years old ( $M=29.7$ ;  $SD=6.74$ ). These participants were assessed on the career exploration and career concern dimensions through the completion of the Portuguese versions of the Career Exploration Survey and of the Adult Career Concerns Inventory, respectively, at three different moments in time (pre-test, post-test and follow-up). Results demonstrated that the CSMS-B is effective in promoting external instrumentality beliefs, and self and environment exploration, and also in diminishing concern about the deceleration and reduction of their current professional role. Future studies should invest in the development and assessment of career self-management interventions aimed at students attending higher education.

The research presented in this thesis relates to an aspect my practice setting as an Associate Dean in a large and diverse post-92 University. The issue investigated relates to the contribution made by a series of employability enhancements, introduced as part of a curriculum review in 2005-06, to a four year upward trend in the Faculty's Destination of Leavers of Higher Education (DLHE) statistics. The enhancements included a number of initiatives at both University and Faculty level. However of particular concern at Faculty level was the growing evidence in the literature of the specific needs of first generation students, who constitute a significant proportion of the Faculty's students. Therefore some of the enhancement initiatives introduced had these students particularly in mind. However although an exploration of the effectiveness of the employability enhancements provides the practice context the main contribution of the research arises from the methodology adopted. The research takes an overtly critical realist approach and argues that, for managers looking to make practice enhancements, the perspective provides a much richer basis than traditional outcome based approaches. The method used was to develop from previous research an employability social structure and then explore, through semi-structured interviews, the experiences of ten 'successful' graduates. Through the process of deconstruction and reconstruction the data was explored from a number of angles to address the main research objectives. However what is also demonstrated is how, by the development of a critical realist approach, I am able to identify specific practice improvements which are both evidence-based and contextually relevant. From a broader view critical realism offers a pluralist approach to research which is problem-led in the sense that you commence with an issue or problem and work down to a specific discourse and research method. The argument is made that this is also a particularly useful approach for practice-based research.

The view that university graduates should be equipped with work-readiness skills has become increasingly normalised in university graduate capabilities designs. The framework of this study is established around an Australian university's graduate capabilities framework. This exploratory case study aims to contribute to a graduate-centred understanding of work-readiness. A qualitative methodology was used to map students' perceptions and evaluations of their skill development in criteria referenced graduate capabilities frameworks. The study constructs a representation of skill development in graduate capabilities from entry to exit. The more problematic areas of skill development and competence in graduate capabilities were in the higher order skills of inquiry/research, creativity and problem solving and collaborative teamwork. Student respondents appeared to have most difficulty in relating the relevance of inquiry/research to work contexts. This study illustrates the need for university educators and curriculum designers to proactively intervene and develop effective learning activities for individual learners and to regularly monitor and review progression towards desired employability skills from entry to exit. Graduates risk criticism from employers if they leave university with underdeveloped skills on exit from university and for the purpose of transference to employability skills.

The efforts made by most countries to accelerate economic development have included a significant investment in education. It has been argued that investment in education, particularly higher education, was itself a potential factor in economic development. Education has become a relatively easy means of improving access to the labour market. However, in Portugal, the recent trend has been reversed, and the country now faces a growing number of university graduates in several fields of education and training who do not have a job based on their formal qualifications. Despite the differences of unemployment by area of education and training, unemployment of the young skilled has been a problem in recent years. Therefore, following this unemployment trend, there has been growing the exodus of highly skilled professionals from the Portuguese economy, leaving it with a reduced supply of skilled people. This article discusses the employability of graduates from several academic areas and discusses the educational and economic policies that generate a real brain drain.

With the aim of enabling students and teachers to work together in multinational groups in order to gain new perspectives on a specific topic being studied and so benefit from special learning and teaching conditions not available in a single institution, the European Commission funds international Intensive Programmes under the ambit of Erasmus mobility. An Intensive Programme culminates in a short programme of study, lasting from 10 continuous full days to six weeks, which brings together at one of the partner institutions students and teaching staff from higher education institutions of at least three countries who have spent the preceding semester studying the topic under consideration at their home institutions. The purpose of the present paper is to explore the nature of Erasmus Intensive Programmes and their value for law students by sharing the experience of London South East University's engagement in such a programme with four partner institutions from across the EU. The programme constitutes an optional module for final year LLB students and LLM students on a relevant LLM programme. The paper considers the parameters within which such programmes operate, their aims and objectives and the extent to which such aims and objectives are met. It is suggested that such programmes may fulfil a particularly useful function in enabling students on qualifying law degrees in the UK to enhance their employability by participating in an international collaborative project without the need to extend their degree.

This research aims to examine the factors that affect undergraduates' perception towards career management in Malaysia's education institutions. A correlation study was conducted in 16 private higher education institutions. Samples of 150 undergraduates were involved in this study. The findings suggest that individual-related factors (self-efficacy and outcome expectations) and a related factor (peer influences) have positive relationship with individual career management. The research findings are used to encourage organizations (i.e., potential employers) to have better understanding towards career management trends among undergraduates who are the potential employees to join the labor market upon graduation. The appropriate Human Resource Development interventions should be implemented to support their career planning and development in the future.

This paper reveals findings from a small-scale research project which explored how university careers advisers experience their role in guiding clients within a labour market where barriers to social mobility prevail. The research discovers that advisers' daily work gives them a depth of insight into social mobility. The professional turbulence in which advisers operate and the evolution of their role from in-depth work to a focus on breadth is chronicled. University environments with regard to the scope advisers have to impact lives, but a strong set of values anchors them. Recommendations are made with regard to how high quality careers information, advice and guidance can support social mobility for traditionally disadvantaged students into the labour market.

Employers' views and expectations on international experiences: how do employers value international skills and competences for recruitment? What are the skills and competences associated with international experiences? How are international experiences defined? And what are the qualities driving working life today and in future?

#### Employee views on working life

It is assumed in the current policy environment that higher education should lead to graduate employability, although undercurrents of employability are generally limited. In this paper, we discuss issues relating to graduate employability with reference to a study of an information technology (IT) student progressing to a graduate role in the IT industry. Our analysis uses Bourdieu's 'thinking tools', habitus, field and capital, to discuss the importance to graduate employability of individual positions and dispositions, workplace culture and organisation, and the social contacts developed as part of undergraduate life. We argue that employability needs to be understood in relational terms. In particular, the value of skills and knowledge depends on the work and workplace in which a graduate progresses. Similarly, employable graduates need a 'feel for the game'

When the current UK coalition government came to power in 2010, it sought amongst other things to stimulate a dormant entrepreneurial spirit and deal with the national budget deficit. One of its first acts was to charge universities to become the bedrock for entrepreneurial activity, and to deliver challenging enterprise education to all their students, so making those students more employable. However, successive reports from government itself and from industry and academia suggest that universities continue to deliver into the workplace graduates insufficiently prepared to make an early, positive impact in the world of work. This case study, based on experiences at one UK university, looks at how the SPEED (Student Placements for Entrepreneurs in Education) Programme (2006-) has provided the foundations for a university-wide enterprise and employability strategy, with an impact on syllabus, teaching methods and staff engagement, as well as enhancing and strengthening the role given to contributors drawn from the business community in delivering enterprise education

As industry demands increase for a new type of graduate, there is more pressure than ever before for higher education (HE) to respond by cultivating and developing students who are prepared for these workplace challenges. This paper explores an experiential learning programme built on the principles of work-related learning that develops students to attain graduate quality and competitiveness in the business sector. The role and importance of assessment as a core influence for learning is recognised and embedded into the programme, as well as the prevalence of meeting the needs of its stakeholders. Issues concerning assessment and work-oriented learning are explored as well as what assessment methods might be most appropriate for enhancing and evaluating learning in this context. Feedback from stakeholders on the structure of the programme and its assessment are discussed and the question of how to maintain work-related programmes in HE. If such programmes continue to focus assessment and development around student learning, students will not only have the opportunity to apply their knowledge in a practical context, they will be maximising their personal learning outcomes with the added advantage of being better equipped to compete in an increasingly competitive marketplace

This study reports the development and validation of the Graduate Skills and Attributes Scale which was initially administered to a random sample of 272 third-year-level and postgraduate-level, distance-learning higher education students. The data were analysed using exploratory factor analysis. In a second study, the scale was administered to a stratified proportional random sample of early-career, undergraduate open distance-learning higher education students in the economic and management sciences. The data were analysed using confirmatory factor and Rasch analyses. The structural validity and reliability of the scale were confirmed by the results. Educators and learning and development practitioners may be able to use the findings in their teaching, learning and assessment design.

This is one in a series of case studies to enhance graduate employability. The theme of this case study is: • Employability for business endeavours Graduate employability has traditionally been the sphere of higher education providers, employers and students/ graduates seeking employment. However, as employment outcomes tighten and employers/higher education providers seek to maximise the effectiveness of their investment in strategies, it is important to consider the potential for other organisations to contribute to employability. An important consideration in this regard is the relatively recent emergence of commercial for-profit enterprises offering services to graduate job seekers and/ or employers. These typically take one of two forms or a combination of both. Most commonly, the services involve a range of psychometric testing to identify key strengths of individual job seekers measured against employability skills – this information can then assist the individual to identify and communicate those strengths and/or identify suitable career paths. Employers can use the tools to improve their recruitment strategies and identify internal development needs based on understanding the profiles of graduate employees.

This article aims to discuss the changing role of entrepreneurial education for promoting personal development, learning and employability skills. Design/methodology/approach – The authors review key literature and policy from the EU, in conjunction with recent UK initiatives and organisations that are urging greater action to develop the skills and entrepreneurial mind-set needed by the graduates of tomorrow. Findings – There is a sense of urgency and change in mainstream higher education (HE) to promote and embed greater entrepreneurial and workplace skills among graduates. Students are expected to demonstrate greater employability skills and signs of the entrepreneurial mind-set that will help organisations innovate and succeed. Originality/value – The article clearly makes the link between the need for personal development, employability skills and attributes of an entrepreneurial mind-set among graduates for the post 2011 workplace

This article explores the relationship between students' identities, their ideas about professional appearance and their anticipated transition to the world of work. It is based on a series of semi-structured interviews with 13 students from a vocationally-focused university in England. It was found that participants viewed clothing and appearance as an important aspect of their transition to the workplace. They believed that, if carefully handled, their appearance could help them to fit in and satisfy the expectations of employers, although some participants anticipated that this process of fitting in might compromise their identity and values. The article addresses students' anticipated means of handling the tension between adapting to a new environment and 'being themselves'. It is argued that the way this process is handled is intertwined with wider facets of identity – most notably those associated with gender.

Emotional intelligence continues to receive a substantial amount of attention from researchers who argue that it is an important predictor of health, wellbeing and in particular, work-related outcomes. Emotional self-efficacy, which is concerned with belief in one's emotional functioning capabilities, has recently been shown to be important in relation to graduate employability. However, there are very few empirical studies which demonstrate that emotional functioning ability is something that it is possible to teach and develop. This study investigates whether it is possible to improve levels of emotional intelligence and emotional self-efficacy among university students through a teaching intervention. The findings show that it is possible to increase emotional self-efficacy and several aspects of emotional intelligence ability. These findings are considered within the framework of graduate employability, as improved emotional functioning may be particularly important to young people who will shortly join the graduate working population.

This paper aims at shedding light upon the impact of universities on graduates' entrepreneurial choice. Previous studies on the relationship between the choice of university and labor market success of graduates in terms of their subsequent wages, employability or over-education, whereas the possible link between the choice of university and entrepreneurial choice is not clear. Using 1998-2008 data on graduates from Swedish higher education institutions, the paper finds significant variation in the impact of universities on the career choice of graduates. The results suggest that graduates with degrees in the social sciences, natural sciences, medicine and teacher education from more prestigious universities systematically differ from others in their entrepreneurial choice. At the same time, no statistically significant difference is found for technical science graduates

Background: As universities in many countries engage more directly with industry, the learning emphasis has moved from the student experience to the work-readiness of the graduate. This focus on the student as potential worker is expressed through graduate attributes: particular sets of employability skills developed by institutions and embedded into the curricula. Main argument: Graduate attributes are problematic, however, since they focus firmly on students' future identity as workers, rather than their identity as students, and in doing so they offer a simplistic, and – for some – troubling, view of the purpose of universities. In this paper, we advocate a return to consideration of student identity. Conclusion: We suggest that, for students, building an awareness of their student identity as they progress through their higher education experience is not only important for student engagement with university, but is also an integral aspect of shaping their work-readiness as graduates.

Entrepreneurship is important for future economic growth. The Government therefore needs to understand what enterprise and entrepreneurship education is in place in Further Education (FE) and Higher Education (HE); what difference it makes to the growth of entrepreneurship and the growth of businesses; how could the impact be enhanced; and what difference it can make to the economy. ICF GHK was commissioned by the Department for Business, Innovation and Skills (BIS) to: review and critically assess available international literature on economic impacts of enterprise and entrepreneurship education initiatives aimed at HE; carry out a comparative analysis of initiatives (impact, payback, context, transferability); and map the landscape of the provision of enterprise and entrepreneurship education initiatives in FE and HE in England.

Investigation into existing practices in theatre and drama

Research conducted by the NUS

This paper examines the work-based learning about employability reported by 26 undergraduate Geography and Environmental Management students on part-time, unpaid work placements. The students' "reflective essays" emphasized their learning in terms of emotional challenges than in terms of skills, as being pushed out of their "comfort zone" forced them to be more prepared to tackle unfamiliar activities and develop emotionally. This conceptualizes employability as more than skills and as integrative, reflective and adaptable. This also emphasizes that higher education institutions must support employability and work-based learning outside the academic zone and better integrate off-campus work-based learning with on-campus reflection.

This study seeks to examine the role of employability in the process of satisfaction and loyalty formation towards higher education institutions (HEIs), when considering tourism graduates. It explores how employability has been approached within HEIs and how graduates' satisfaction and loyalty have been assessed in higher education. A structural equation model, including the employability construct, is proposed and validated, and the results confirm that the HEIs' image is strongly influenced by employability. The results might represent a valuable source of information for HEIs in the process of finding the balance between the service provided and the needs of the stakeholders.

E\_x001F\_ects of mobility on the skills and employability of students and the internationalisation of higher education institutions

Purpose – European policy is placing an increasing emphasis on involving employers and labour market institutions in the design and delivery of higher education (HE) programmes that match curricula to current and future needs of the economy. The purpose of this paper is to investigate the curriculum development process for work-based learning (WBL) programmes and to connect the basic pillars, organizational and pedagogical strategies and key stages that enable higher education institutions (HEIs) to foster students' learning, employability and innovation. Design/methodology/approach – Case studies of 14 European WBL programmes in HE are reported using interviews and document analysis. These case studies are used to develop a final framework and extend it to practice. Findings – A framework was designed to develop WBL programmes that include three basic pillars and the interrelationships between them to enhance learning quality (doctrine), provide authentic experiences (authenticity) and respect the ways of developing and delivering WBL (culture). Research limitations/implications – While selecting the cases on this “best practice” approach, some important pitfalls were not discussed. Thus, rather than offering a definitive theory, the authors provide a framework of practice that should at least be taken into account in the different stages of planning, delivery and reflection. Practical implications – The framework is simultaneously a kind of “checklist” for WBL curriculum developers. Originality/value – The research presents 14 case studies from programmes recognized in six European countries and develops an original WBL programme planning, delivery and evaluation framework that can also be used as a checklist for HEIs offering WBL programmes.

Purpose – European policy is placing an increasing emphasis on involving employers and labour market institutions in the design and delivery of higher education (HE) programmes that match curricula to current and future needs of the economy. The purpose of this paper is to investigate the curriculum development process for work-based learning (WBL) programmes and to connect the basic pillars, organizational and pedagogical strategies and key stages that enable higher education institutions (HEIs) to foster students' learning, employability and innovation. Design/methodology/approach – Case studies of 14 European WBL programmes in HE are reported using interviews and document analysis. These case studies are used to develop a final framework and extend it to practice. Findings – A framework was designed to develop WBL programmes that include three basic pillars and the interrelationships between them to enhance learning quality (doctrine), provide authentic experiences (authenticity) and respect the ways of developing and delivering WBL (culture). Research limitations/implications – While selecting the cases on this “best practice” approach, some important pitfalls were not discussed. Thus, rather than offering a definitive theory, the authors provide a framework of practice that should at least be taken into account in the different stages of planning, delivery and reflection. Practical implications – The framework is simultaneously a kind of “checklist” for WBL curriculum developers. Originality/value – The research presents 14 case studies from programmes recognized in six European countries and develops an original WBL programme planning, delivery and evaluation framework that can also be used as a checklist for HEIs offering WBL programmes. Keywords Work-based learning, Curriculum development, Higher education, Market needs, Organizational practice, Students' learning Paper type Research paper

Drawing from research in individual characteristics of entrepreneurs and the theory of planned behavior from social psychology literature, this study identifies attitudinal dimensions of entrepreneurial drive (ED), proposes a model, and develops and tests an instrument to measure it. Results show that students differentiate among five attitudes that have been found to promote entrepreneurial behavior in prior research, namely, preference for innovation, nonconformity, proactive disposition, self-efficacy and achievement motivation. Taken together, these attitudes define the authors' conceptualization of ED. The article provides recommendations of initiatives that were proven to be helpful in developing entrepreneurial drive in undergraduate business students.

An introduction is presented in which the editor discusses various reports within the issue on topics including involvement of students in structured peer teaching, emotional resilience for well-being and employability for helping professionals, and student satisfaction in higher education

The increasing importance of employability in Higher Education curricula and the prevalence of using mobile devices for learning prompted an investigation into student awareness of the relationship between the use of mobile apps for learning and the development of graduate attributes (GAs) (and the link to employability). The results from post-fieldwork focus groups from two courses indicated that students could make clear links between the use of a variety of mobile apps and graduate attribute development. The study suggests a number of mobile apps can align simultaneously with more than one graduate attribute. Furthermore, prior experience and the context of use can influence students' perceptions of an app and its link with different

Many students enter business degrees without a defined career goal beyond working in the business world and adopt a scaffolding approach to employability by accumulating certifications accessed through individual subjects. Yet, space and time limitations commonly prevent extended exposure to rewarding and interesting career subfields within main specialisations. This case study draws on student feedback collected over three years exploring students' career interest following an elective human resource development subject in the final stage of a human resources major. Project-based curriculum provided students with scaffolding for learning while undertaking key multiphase human resource development tasks. Subsequently, students reported human resource development career interest and intent, attributed to more realistic appreciation of human resource development's activities and values. The paper makes an important contribution illustrating how curriculum design can transform instrumentalism into logically, emotionally, and intuitively based career engagement. Further, human resource development is a study and career little mentioned in higher education or careers literature

Amid a growing focus on graduate employability, this study examines the relationship between students' part-time work, career aspirations and self-efficacy, in a survey of 357 UK students from two post-92 universities. The results suggest a positive and significant relationship between part-time work and career aspiration. Students who work part-time, and value this opportunity (likely to have a high career aspiration and strive to enhance their employability agenda. Self-efficacy (students' belief in their ability to succeed) is significantly associated with career aspiration. No significant gender differences were found in our sample for any of the variables. Finally, students' level of study and malleable self-theories (the belief that people are changeable and with effort can achieve more) were found to be the strongest predictors of part-time work, while self-efficacy is the strongest predictor of career aspiration. These findings confirm the importance of individual self-efficacy in the value attached to part-time working among students in higher education (HE). Nonetheless, those students who do not work part-time while studying, do so mainly because they do not want to detract from their study. The concluding part of the paper discusses relevant application and policy implications of these findings.

~~ranked universities. It finds that outcomes are more than the sum of credentials and hard work. Access to social, economic and academic forms of cultural capital is found to be important and graduates from middle class backgrounds are more likely than graduates from working class backgrounds to access the forms of capital recognised by the graduate labour market. This leads to observable differences in graduate labour market outcomes. However, the complex relationship between higher education and the graduate labour market means that class differences are not simply reproduced. In the first instance, patterns in graduate labour market outcomes are a product of the academic requirements demanded by certain occupations. These academic barriers are tangible and affect all graduates regardless of background. Graduates with more prestigious credentials are more likely to access professional or managerial occupations and are more likely to find traditional graduate employment: the proportion of middle class graduates employed in professional or managerial occupations was 100% at the Elite University, 79% at the Russell Group University and 69% at the Post-1992 University. This compares with figures of 100%, 56% and 31%, respectively, for working class graduates. However, labour market success is also predicated upon exhibiting the 'right' combination of competencies and experiences, privileging middle class graduates. Middle class graduates have greater access to economic capital, are able to leverage their social networks to augment their employability, and are more likely to exhibit ways of being and doing associated with professional and managerial competence. As such, intra-university comparisons find that middle class graduates are more likely to access graduate employment (79% of Russell Group University middle class graduates were in graduate employment compared to 22% of working class graduates) and work in professional or managerial occupations (see figures above). These observations can be attributed to significant differences in economic, social and cultural capital. However, such comparisons conceal subtle inter-class differences. This thesis identified distinct class fractions within both the middle and working class groups. An interesting distinction within the middle classes was that between middle class graduates with parents employed in the public/third sectors and those with parents employed in the private sector. For instance, 80% of graduates in the public sector had one or more parents employed in the public sector and almost 60% had both parents employed by the public sector, which constituted all of those with both parents employed by the public sector. All of the graduates in the private sector had at least one parent employed by the sector and 85% had both parents employed by the sector, constituting 85% of graduates with both parents employed in the private sector. This pattern did not emerge for working class graduates. The sector of parental employment is significant because it reflects systematic differences in social and political orientation, which for graduates give rise to discernible differences in their inherited labour market orientation, social networks and cultural capital. The graduate labour market outcomes of working class graduates are acutely shaped by the institutions they attend and their experiences therein. Unlike many middle class graduates, working class graduates do not inherit forms of social and cultural capital that can be easily realised in the graduate labour market. As such, differences between working class fractions can be traced to differences in educational achievement and trajectory. Through the acculturation of middle class behaviours and alignment of practices, working class graduates benefit from the institutional proximity to middle class norms and become caught in their 'slip stream'. The benefits are clear to see: 65% of elite trajectory graduates were in traditional graduate employment and 94% were in professional or managerial occupations. For modal trajectory graduates mediocre credentials and low levels of inherited social and cultural capital are compounded by socially segregated institutional experiences. Consequently, these graduates were found in the least competitive regions of the graduate labour market, typically in non-graduate employment and in occupations that did not require a degree-level education. These findings add to our understanding of how class background, higher education and the graduate labour market interact. They raise some important questions for the academic field but also for public policy, particularly around the role of higher education in promoting social mobility and its relationship with the (graduate) labour market.~~

South Africa has embarked on a National Development Plan and Vision for 2030 to promote a triple helix partnership with government and industry to reduce the unemployment rate from 27% in 2011 to 6% by 2030. In support of this national imperative, the Human Resources Management (HRM) Programme at the University of Johannesburg pioneered a Work Integrated Learning (WIL) Partnership Model to promote the employability of graduates. The WIL model allows students to gain workplace knowledge, skills and experience while industry partners observe the newly emerging talent in the form of future-fit leaders entering the work. Research was conducted to elicit the responses of key stakeholders on the proposed implementation of the WIL partnership model. Qualitative focus group sessions were facilitated with industry, academic and student groups to highlight common and profound perspectives on participant support, concerns and questions on the implementation process. Major findings revealed that three groups of participants supported the implementation of the WIL model. Industry welcomed the model as it provided opportunities for recruitment and meeting national skills imperatives. Academics supported the model as it bridged the theory-practice gap while meeting compliance standards. Students supported the model as they gained workplace exposure and preparedness for practice. All three participant groups

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expressed concerns and raised questions on placement, indemnity, confidentiality, work preparedness, time span, tracking processes and practice-theory alignment. This article presents the current WIL trends, research method, research findings, Partnership Model, and the implications for implementation of the model.

This paper is based on in-depth interviews carried out with students in their first and final years of undergraduate study. The paper examines how students approached career decision-making and the rationale underpinning the approach they adopted. The research found that students were not utilising the type of rational approaches to career decision-making promoted by policy-makers, careers professionals and the educational system. This was because students tended to be present- rather than future-oriented; they had a predisposition to an extrinsic locus of control and dependency rather than agency; and they preferred to make decisions using informally absorbed information and their intuition. The paper concludes by suggesting that colleges and universities encourage students to critically evaluate the way they currently make decisions and support the development of their student decision-making skills so that they can make more rational career decisions.

In order to compete for positional advantage in the graduate labour market students need more than a good degree classification. The evidence suggests that participation in extra-curricular activities (ECAs) can have a significant influence on labour market outcomes. The purpose of this paper is to examine the extent to which undergraduates engage in ECAs during their studies and analyses the factors influencing their participation in such activities. Design/methodology/approach: This study is based on data from 21 undergraduates in the Business School at a "new" university. These students completed two questionnaires in their first year of study. These were followed-up by in-depth interviews which were carried out in their first and final year of study. Findings: The study found that many of these students were not participating in ECAs because they lacked an appreciation of the value of ECAs to graduate employers. The students were also influenced by social and peer norms, especially the fact that their peers were not engaging in ECAs. Finally, the students often exhibited an extrinsic locus of control and dependency which was not conducive to engagement in ECAs. Research limitations/implications: The generalisability of the findings may be seen as limited by the fact that the study is based on a relatively small sample of students from one university. This research, however, provides detailed information into the factors influencing student participation in ECAs and adds new perspectives to this under-researched area. Practical implications: The paper concludes by suggesting a range of inter-related approaches that higher education institutions could adopt in order to improve student participation in ECAs. These include careers education at all stages of the students' studies; the use of unfreezing techniques in conjunction with case studies; a more substantial role for personal tutors; and the development of an institutional habitus that encourages autonomy and agency. Originality/value: Despite the importance of ECAs to graduate employers there have been relatively few studies into the factors influencing undergraduate participation in such activities.

This article researches higher education (HE) managers' perception of graduate professional success and higher education institutions' (HEI) activity aimed at enhancing graduate employability. The issue is worth examining not only because of the high relative unemployment rates among HE graduates but also because it is a part of a heated discussion on the contemporary evolution of HEIs. We analysed 36 semi-structured interviews with representatives of HEIs offering studies in the field of science in six countries (Austria, Germany, Italy, Poland, Slovenia and Turkey). Our analysis showed that there are three approaches observed, depending to a large extent on the balance between different HE stakeholders within subdomains (triple-helix theory). The results support the hypothesis of diversification of HEIs' models varying from the traditional ivory-tower-type university (with a dominating role of academic oligarchy) to the market-oriented educational enterprise (where the business sector is a key driver of change).

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The aim of this pilot project was three-fold: 1) create a learning intervention with the aim of developing priority employability skills for first year undergraduate students as determined within the financial services and accountancy sector; 2) explore the participants' experience of the programme content; 3) identify recommendations for future schemes. The United Kingdom (UK) Financial Legal Skills Partnership (FLSP) developed a platform to provide mentoring and skills development across financial services and accountancy. Known as 'Get In Get On' (GIGO), the FLSP'S virtual work experience comprises two discreet though interdependent features: 1) skills and knowledge development; 2) e-career mentoring. Between February 2014 and April 2014, twenty eight mentees and mentors (from Middlesex University and supportive organisations/individuals) participated in the scheme. The evaluation suggests that there is reciprocal learning for students and professional mentors within the context of the accountancy and finance profession. Students have benefitted from a heightened awareness of the career opportunities available in the sector and their studies may assist them in developing their key employability attributes. Feedback suggests that the scheme has great benefit for students entering higher education, with a view to preparing them for future employment.

"The career is dead—long live the career!" Such is the mixed message regarding careers that we are carrying into the next millennium. The business environment is highly turbulent and complex, resulting in terribly ambiguous and contradictory career signals. Individuals, perhaps in self-defense, are becoming correspondingly ambivalent about their desires and plans for career development. The traditional psychological contract in which an employee entered a firm, worked hard, performed well, was loyal and committed, and thus received ever-greater rewards and job security, has been replaced by a new contract based on continuous learning and identity change, guided by the search for what Herb Shepard called "the path with a heart." In short, the organizational career is dead, while the protean career is alive and flourishing. In this special issue of *The Executive* we will examine the new career environment and the executive of the 21st century will shape the direction of careers in the years to come. In this opening paper, we will provide a brief overview of the emerging career landscape, for both organizations and individuals. Then we will provide an overview of the papers in this Special Issue and then to the papers themselves.

This paper reports research that engaged in the evaluation of an intervention programme designed to enhance the employability of a group of unemployed graduates. The evaluation adopted a quasi-experimental intervention research method employing a general self-efficacy scale, which had been validated in prior research. Results revealed that participants displayed higher levels of self-efficacy after engagement in the programme. Results also revealed the effect of 'behavioural plasticity' on the intervention experience of unemployed graduate participants. The findings of this study are discussed in relation to programme design, recruitment and evaluation.

This article explores the Fine Art curriculum in relation to the increasing focus on employability and enterprise within art and design institutions in the United Kingdom. The connection between the curriculum and enterprise and employability in the art school is under pressure from different fronts. On the one hand, the introduction of higher tuition fees in the United Kingdom has focused the student (but also staff and institutions) on the necessity to make a living after completing studies, and preferably enter into a career. The art school could be seen to have an ethical responsibility for their students here. On the other hand, within contemporary art practice there is an increased resistance towards current models of labour within neo-liberal capitalism; in particular, the idea of the ever-flexible portfolio worker, resilient and ideally adapted to an uncertain future (i.e., an artist), is increasingly being rejected as unsustainable and exploitative. The UK Fine Art curriculum is in flux, and questions have been asked about what exactly art graduates need to know and learn to prepare for their future. As a subject, Fine Art has not been consistently considered through a lens of employability and enterprise in the way more industryorientated design-based subjects have, but in the United Kingdom this is changing. This article asks: can art schools both prepare Fine Art graduates for a successful career in the arts to make them entrepreneurial and employable, and provide them with the critical tools to fundamentally question their place within this system (which some regard as a financially and environmentally unsustainable order)? It also considers whether this is a useful question and asks whether courses should perhaps make a choice and declare their position to potential students.

Many new graduates are finding it difficult to obtain graduate-level work and impossible to break into the sectors they were trained for. In order to address this, higher education institutions are examining the methods they use to enhance student employability and are deploying various measures to grow and strengthen this activity, with an increasing focus on providing work experience. One of the most popular ways of doing this is via internships (placements). This paper examines the context in which work experience has come to the fore as an approach to enhancing employability by interrogating recent research and policy related to this agenda. Employment is presented as an on-going debate that cannot be viewed as a finite entity but must move and develop with the market, so the global situation. In addition the paper closely examines a graduate internship programme in a university in North East England. Comparing and contrasting findings from this scheme, with other examples of experiential learning through work experience, provides some evidence to suggest the value of internships and furthermore supports some formative ideas about how internships might be developed to best serve those taking part in them: interns; employers and universities.

The purpose of this paper is to explore current entrepreneurship and enterprise education policy in the UK. The way in which entrepreneurship education is defined and conceptualised in current policy discourse is discussed. The key question addressed in the paper is whether policy makers are expecting too much from current entrepreneurship provision in UK HE. Design/methodology/approach – This is a conceptual, perspective style paper, drawing mainly on entrepreneurship and enterprise education policy documents published in the UK as well as related reports and academic literatures mainly published within the last decade. As such, its main intention is to prompt further debate and research in this area. Findings – The paper helps further our understanding of entrepreneurship and enterprise education as portrayed in current policy documents, and suggests that expectations of outcomes from its inclusion in higher education (HE) may have spiralled beyond what is both realistic and possible. The author argues for a more realistic and measurable perspective of the expectations of entrepreneurship and enterprise education in HE, particularly in non-traditional discipline areas, and suggests that policy in this regard is in need of realignment. Research limitations/implications – The paper is based mainly on UK entrepreneurship and enterprise education policy documents published within the last decade, as well as related papers. Practical implications – The paper has implications for educators and policy makers in terms of curriculum content and expectations. Originality/value – The paper should be of value to researchers, educators and those involved in curriculum development in the area of entrepreneurship and enterprise education. The paper should be of particular value to policy makers in the context of helping them to be more realistic in relation to their expectations of such education.

With expansion of higher education in most developed and developing economies, graduates constitute a large section of the workforce. However, even prior to the economic problems of the past few years, the transition from higher education into employment has not been and is not straightforward. The purpose of this paper is to draw upon relational, social constructionist perspectives to examine such transition and early careers in terms of "emergent identity" trajectories. The "graduate identity" is considered in terms of the interaction between identity claim by the individual and the identity ascriptions by others.

**Design/methodology/approach** -- A model is presented, providing for five "modalities" of such emergent identity, whereby a particular individual may pass in varied trajectories. This is illustrated by three case examples of graduates, based on biographical interview data. The exploration is continued in terms of discussion of the discursive warranting of identity claims and ascriptions, enabling a reconsideration of the discourse of skills and attributes. Implications for research and practice are considered. **Findings** -- The paper argues that the approach presented provides a cogent approach for conceptualising and for engaging in empirical investigation of the early career trajectories of individuals entering post-graduation employment. Such individuals may "form" as graduates, but face the task of "becoming" graduates, i.e. gaining acceptance by significant others that they are "worthy" of being employed in "graduate jobs". That task involves identity claim making, warranting their claim on the identity of a graduate. **Practical implications** -- The model and approach presented provide a framework for analysis of early-career trajectories of graduates, in a way that the dominant skills and attributes approach cannot. It contributes to other empirical studies based on qualitative, biographical research, by providing conceptual tools for the analysis of such studies. **Originality/value** -- This provides a practical approach to help undergraduates and new graduates to enhance their prospects for gaining employment, consider desirable and appropriate. It enables staff who seek to support students to gain appropriate employment to develop practical strategies, unencumbered by flawed notion of "skills" and "attributes". **Social implications** -- Post-graduation employment continues to be a major policy issue for government, and a matter of considerable concern for students themselves and for their families. The approach presented promises considerable opportunity for addressing the critical issues faced. The paper elaborates the graduate identity approach, and provides empirical support for the claims made.

This article presents the case for the injection of ethics and politics into careers practice.

Lifelong guidance refers to "a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual paths in learning, work and other settings in which those capacities and competences are learned and/ or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and teaching of decision-making and career management skills."<sup>1</sup> There is an extensive research base on lifelong guidance, set out in this guide, with detailed references. It recognises that there are many beneficiaries of such guidance, including individuals, their families and communities, and the organisations where they study and work, as well as society as a whole. Lifelong guidance impacts on: educational outcomes; economic and employment outcomes; and social outcomes. This guide suggests that policy-makers should continue to develop this evidence base to ensure that policies are based on the best evidence available so that they work as expected. It builds upon earlier and ongoing ELGPN work addressing quality assurance and evidence-based policy and system development. The evidence supports the use of lifelong guidance as a key tool of education, employment and social policies. Lifelong guidance can help to address the current economic crisis and Europe 2020 targets on education, employment, and poverty and social exclusion. Guidance is most effective when it is conceived as a lifelong system, though much of the evidence relates to its impacts in particular sectors.

Graduate employability is increasingly becoming a selection criteria used by students in their choice of university and discipline, and is also used as a metric for the quality assessment of institutions and the construction of the various league tables produced by newspapers and other media outlets. In addition to identifying levels of employment, further study and unemployment, graduate employment destinations are classified as “graduate” or “non-graduate” jobs. The distinction between “graduate” and “non-graduate” is also important for the various metrics that are produced from the destinations data.<sup>6</sup> To evidence that a particular course or discipline supports graduate employability it is therefore important not only that graduates are able to find work, but also that they can find work of an appropriate level. A STEM degree should be a clear asset in achieving this aim of finding graduate level employment.

The importance of the STEM skills supply chain, of student employability and of the role of the destinations statistics in student recruitment combine to create a strong rationale for academics to attend to student destinations and to provide some career support for their students. Of course, many academics do this already by working with professional associations, colleagues, career services, employers and students themselves. For example, some engineering subjects have a strong vocational element and associated links with employers.

Other academics may feel that career management and employability skills are outside of their remit. They have expertise in teaching and researching their subject, but may feel less comfortable for a variety of reasons with taking on roles around of careers support to students. Yet as the Employability Skills Review<sup>7</sup> demonstrates there are a number of drivers within universities themselves that focus on employability skills and on the issues of employer expectations and skills gaps. This publication has therefore been produced to help academics to think through what their role should be in relation to students’ career development. The purpose of the publication is to provide some underpinning knowledge about the area of student career development and the graduate labour market alongside some practical suggestions about how to support students in their career development. It includes some case studies of career and employability related initiatives that demonstrate a range of approaches aimed at enhancing the employability of STEM graduates. It does not seek to prescribe a particular approach but rather to provide some routes in to the area and tools that academics can apply in an appropriate way within their disciplinary context.

The publication is designed to be a practical handbook rather than an academic text. References are provided where they help to clarify the points that are being made. The publication concludes with a further resources section which is not comprehensive again is offered to provide a number of entry points to explore these ideas further

This article examines the Blueprint framework for career management skills as it has been revealed across sequential implementations in the USA, Canada and Australia. It is argued that despite its lack of an empirical basis, the framework offers a useful and innovative means through which career theory, practice and policy can be connected. The framework comprises core elements (learning areas, learning model and levels) and contextual elements (resources, community of practice, service delivery approach and policy connection). Each of these elements is explored.

The purpose of this paper is to investigate the possible benefits of a work-based learning (WBL) model in “social entrepreneurship” for enhancing graduate employability and an appreciation for “responsible” entrepreneurship. Design/methodology/approach: Pre- and post-course experience surveys were conducted with the yearly cohorts, followed by focus group discussions with students at each semester between 2008 and 2011. In addition, ten not-for-profit (NFP) industry partners were interviewed for their feedback on the enhanced curriculum. Findings: The findings strongly validate the adoption of WBL curriculum for social entrepreneurship education, enhancing graduate employability and opportunities for responsible entrepreneurship education. The case study also provides insights into how to overcome the key challenges relating to designing and implementing WBL models through a curriculum innovation in social entrepreneurship. Research limitations/implications: Further research with longitudinal data is needed to explore the link between students undertaking work-based learning and enhanced graduate employability. Future research should also investigate whether there is a major difference in the associated benefits and challenges of WBL initiatives between “social entrepreneurship” enterprises. Practical implications: Higher education providers could consider incorporating WBL as part of their response to the employability agenda, in a climate where employers are increasingly seeking graduates who possess entrepreneurial skills and an awareness of ethical and environmental concerns emerging from the new post-global recession economic era. Originality/value: Social entrepreneurship has received scant attention within the field of WBL. This case study demonstrates how this field can be used to enhance the WBL model to enhance graduate employability. It also provides a case for how WBL within the NFP sector can produce socially responsible graduates who are capable of adding value to the CSR initiatives of organisations across sectors.

Despite the development of employability skills being firmly entrenched in higher education's strategic agenda worldwide; recent graduates' standards in certain skills are not meeting industry expectations. This paper presents and tests a model of undergraduate competence in employability skills. It highlights those factors which impact on competence in employability skills and identifies in which stakeholders can adjust curricula and pedagogy to enhance graduate skill outcomes. Data were gathered from an online survey of 1008 business undergraduates who self-rated their competence against a framework of employability skills typically considered essential in graduates. The data were analysed using multiple regression techniques. Results suggest a range of factors influence competence in employability skills. These include geographical origin, sex, work experience, engagement with the curriculum, stage of degree studies, scope of relationships and activities beyond education and work and the quality of skills development in the learning programme. The implications for stakeholders in undergraduate education are discussed, highlighting their shared responsibility for ensuring undergraduate employability skills are developed to required industry standards. The paper provides an important contribution to the multifaceted concept of graduate employability, of which skill development forms an important part.

Favourable graduate employment outcomes are critical for future enrolments in higher education. Enrolments fund higher education providers and ensure a continuous supply of graduates to enhance organisational effectiveness, national productivity and global competitiveness. Recent evidence suggests the global financial crisis has softened graduate labour markets. Stakeholder concern for graduate career prospects and the adequacy of return on investment from studying at university prompt exploration of the factors which influence graduate employment outcomes. This study tests, using logistic regression, a model of job attainment for recent Bachelor graduates of Australian higher education providers using national data gathered in 2011 (n = 28,246) and 2010 (n = 28,009). Findings indicate employer selection criteria broadly align with our understanding of what constitutes graduate employability, including technical expertise, generic skill mastery and a successfully formed graduate identity. Labour market opportunities, however, are not based on merit alone with employers favouring those graduating from prestigious universities, full-time students and whose study incorporated elements of on-campus learning. There were also noted variations by discipline and residency status. The study enhances our understanding of which factors influence graduate employment outcomes and discusses implications for relevant stakeholders.

Work-integrated learning (WIL) is widely considered instrumental in equipping new graduates with the required employability skills to function effectively in the work environment. Evaluation of WIL programs in enhancing skill development remains predominantly outcomes-focused with little attention to the process of what, how and from whom students acquire essential skills during work placement. This paper investigates best practice in the classroom and placement activities which develop employability skills and identifies factors impeding skill performance during WIL, based on survey data from 131 undergraduates across different disciplines in an Australian university. What students actually experienced during placement, or what they felt was important to their learning, broadly aligns with best practice principles for WIL programs and problems experienced in performing certain skills during placement can be largely attributed to poor design. Implications for academic and professional practitioners are discussed.

This study explores skill transfer in graduates as they transition from university to the workplace. Graduate employability concerns to dominate higher education agendas yet the transfer of acquired skills is often assumed. The study is prompted by documented concern with graduate performance in certain employability skills, and prevalent skill gaps across developed economies. Using confirmatory factor analysis (CFA) and structural equation modelling (SEM), it models skill transfer in 674 business graduates from 39 different Australian universities. Findings support extant literature with the three areas of learner, learning programme and workplace characteristics influencing transfer. The model highlights the need for a more process-oriented, rather than outcomes-focused, approach to the acquisition and transfer of skills in graduates and the shared responsibility of transfer among stakeholder groups. There is a lack of variation among different graduate groups which suggests a generic model of skill transfer and intervention strategies for educators and employers may be implemented as best practice. Ultimately, graduate employers will enhance their investment return on new recruits; educators are more likely to achieve goals of work readiness; and individuals benefit from career progression and intangible rewards associated with improved performance.

In response to the continuing disparity between industry expectations and higher education provision, this study examines the assessed capabilities of 1,024 business undergraduates in employability skills typically considered important by industry in developed economies. The findings indicate relative perceived strengths in 'social responsibility and accountability', 'developing professionalism' and 'working effectively with others', and weaknesses in 'critical thinking', 'developing initiative and enterprising' and 'self-awareness'. Although these findings align with those of recent employer-based studies, undergraduates rate themselves considerably higher than their industry counterparts. The implications of this overconfidence in personal ability, commonly associated with so-called Generation Y graduates, for persistent graduate skill gaps are discussed from the perspectives of higher education and the graduates themselves. Possible ways of encouraging undergraduates to evaluate their capabilities critically and accurately are discussed. Variations in perceived capability as students progress through their degree program are also examined.

Despite acknowledgement of the benefits of self-assessment in higher education, disparity between student and academic assessments, with associated trends in overrating and underrating, plagues its meaningful use, particularly as a tool for formative assessment. This study examines self-assessment of capabilities in certain employability skills in more than 1000 Australian business undergraduates. It evaluates the extent to which student self-assessments differ from academics, in what ways and the influence of certain individual and background characteristics – such as stage of degree, gender and academic ability – on accuracy. Explanations for documented disparities are presented, in addition to implications and strategies for educators.

This paper explores undergraduate capabilities in career self-management and the influence of work-integrated learning (WIL). Career management competencies are an important aspect of individual employability and impact on wellbeing, graduate job attainment and long-term career success. Enhanced competencies among graduates can assist Faculty in achieving strong employment outcomes and support industry partners who wish to employ graduates able to self-manage their career pathways effectively amid flatter organisational structures and greater employee mobility. Our findings indicate that business undergraduates at one UK and one Australian university consider themselves reasonably proficient in career self-management yet variation exists across the different dimensions of self-awareness, opportunity awareness, decision-making learning and transition learning. Participation in work placements and study and employment characteristics influenced certain elements of career self-management. Our study highlights the importance of nurturing career management competencies in undergraduates and we discuss strategies particularly in relation to WIL, which may promote effective career self-management.

The primary purpose of this study lies in the evaluation of what students acquire from studies abroad in the context of credit accumulation in terms of competence development and personal growth, compared with that gained by students completing their study or an internship in their home country. A pre-post test design, with both an experimental group and a control group, was employed with students participating in the Erasmus programme and those continuing their regular course of study at their home university. Findings obtained suggest that study abroad programmes have a positive impact on the perception of university students. The highest values among Erasmus students in terms of outcomes were attributed to cultural enhancement, personal development and foreign language proficiency. Study abroad has, furthermore, a Europeanising impact inasmuch as it affects the self-identity of students.

This paper considers both the difficulties and the opportunities created by the mounting political pressures on UK universities to increase the 'employability' of undergraduate students. Using the subject of criminology as an example, the paper considers the tensions that can be created when practitioners are brought into the academy to contribute directly in the curriculum. The paper advocates that whilst such difficulties cannot be underestimated, academic engagement in this agenda can be beneficial. Using a brief example it will be argued that creative use of practitioner discourses not only empowers students in their career planning but can be used to facilitate student understanding of the links between critical theory and practice. Consideration is also given to the argument that staying out of the debate risks the marginalisation of academic influence.

This staff-student collaborative project involved six small project teams each composed of staff and undergraduate students within the University of Hertfordshire, UK. Each project team engaged in a mini-project designed to research an aspect of learning and teaching to develop learning and teaching and to enhance students' employability skills. The 'student researchers' from the small project teams were also members of a larger coaching group that met with the project lead and other experienced colleagues and undertook joint enquiry. Students used reflective logs as one means of recording data on their developing employability skills and their learning from the project. Evaluation activities included documentation of all coaching group workshops and collection of quantitative and qualitative data for each learning and teaching research project. The usefulness of this data was evaluated by members in relation to its impact on their module planning. The main implication of this approach is that staff-student partnership in learning and teaching has a significant impact on learning and teaching development and enhancement, learning to learn, and the profile of research into learning and teaching, and employability skills and attributes. The student researchers came to a deeper understanding of learning and teaching, and became much more aware of their responsibility for their own learning and committed to enhancing the learning of others. Members of staff noted that working with students had been 'extremely inspiring' seeing students work with other students and what they could achieve that could not be achieved by members of staff.

This paper explores what work readiness means for two cohorts of graduate engineers, one from a traditional curriculum, the other from a largely project-based curriculum. Professional bodies and employers have defined a set of attributes for engineering graduates so that graduates will be 'work ready'. Problem-based learning (PBL) is claimed to be a suitable approach to develop such skills. The graduates were interviewed some months after starting work, along with their managers. All the graduates recognised the benefits of taking PBL subjects as well as vacation work, with success in communication attributed more to PBL. Both cohorts had similar learning outcomes, high skill levels in project management, problem solving, communication skills, and sustainability. A skills gap in ethics was identified for both cohorts of graduates and their managers. Further work is planned to link skill development with undergraduate learning experience.

This article identifies the alignment of transferable skills developed through international experience with those sought by global employers and argues the value of domestic intercultural contexts for similar learning. It is essential reading for world-wide universities, policy-makers and academics, offering key pointers for policy and practice.

#### Framework and guidance

Career opportunities for Australian research graduates have expanded in recent years into areas outside academia. However, the employment market is highly competitive, and Australian universities have recognised the need to produce graduates with transferable skills across all sectors, not just academia. The need to provide an infrastructure to support the career and skill development of research students has become essential, with funding from the Australian government hinging on institutions providing explicit graduate outcomes. This paper presents a research student peer-to-peer support programme as a model that contributes to the development of graduate career planning and employability skills.

This paper reports on the author's experiences of working with accountancy employers to develop a deeper understanding of skills development and employability in the accountancy profession. It notes that while there is a well-developed literature that examines skills development amongst university accounting students, there is also evidence of a gap between skills development in the university setting and the reported experiences of new entrants into the accountancy profession. The paper examines the nature of this gap and attempts to bridge it, using the experiences of working together with employers. The evidence from this study indicates that accountancy employers seek new recruits with the capacity to establish professional credibility amongst colleagues and clients through their attitudes and behaviours, something subtly different from much of the literature, which focuses on the importance of discrete generic skills.

This article examines the increased interest being shown by Australian business faculties in the development of students' employability skills. Many universities have demonstrated their commitment to translating such interest into practice by elaborating lists of 'graduate attributes' in order to enable the development of generic skills and by encouraging their staff to adopt specific pedagogical tools for such ends. This approach is underpinned by the assumption that the acquisition and transferability of generic skills can enhance students' human capital and, therefore, their employability. The aim in this article is to identify the limitations of this perspective and to present a conceptual framework that overcomes them. To this end, the article draws on various concepts elaborated by Bourdieu as a means to encompass the multiple stakeholders involved in the field of tertiary education and to investigate the adoption of teaching methodologies designed to enable the development of generic skills.

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Placements have the potential to contribute more effectively to the quality of higher education. The aim of this article is to discuss how placements can be made more worthwhile for individual students, while also contributing to the overall quality of teaching and learning at HEIs as well as to the development of workplace cultures that are conducive to learning. Work experience opportunities help students to build substantive relationships and apply what they are learning. Students' overall view of their learning experience becomes more positive, their identification with their intended profession strengthens and academic performance improves, leading to higher graduate employment rates. Introducing placements in the curriculum does not, however, guarantee these positive effects. The impact is likely to be greater if the experience is 'intentional and recognised' and tightly knit into the curriculum. Using evidence from research on workplace learning is one way to improve the quality of placements, as exemplified by a scholarly approach to the development of placements for pharmacy students at Uppsala University. HEIs' interaction with employers through placements enriches both parties. Academics gain insights into practice which may inspire teaching on campus, e.g. by generating real-world examples that trigger students' motivation and by informing curriculum design. Practitioners supervising students on placements often excellent educational development partners. Placements may also contribute to organisational development. Developing a reflective, deliberate approach to learning in the workplace may be as useful for the employees as for the students. Also, students may carry out projects of value to the employer, while also keeping the university informed of current practice. An increased engagement in students' work experience opportunities may improve the student experience, and contribute to bridging the academy-practice divide in a way that is as much about influencing the rest of society as being influenced by it.

#### Part of the flexible pedagogies work

This paper presents a case study of an institution-wide curriculum refocus project, which included embedding graduate attributes into the curriculum. The co-authors of the paper approached the work from the different perspectives of their individual backgrounds in employability on the one hand and internationalisation on the other. The paper begins with an overview of perceptions of those agendas from the 'other' side, showing the authors' trepidation about the agenda of the other then how they can be reconciled. It continues with presentation of work designed to develop and embed the graduate attribute of a global outlook and illustrate how the agendas of internationalisation and employability can be mutually supportive.

Extract: Graduate Employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

Based on 2013 data, Graduate Careers Australia reported that graduate employability rates are the lowest they have been in years. This paper applies outcomes from a National OLT project commissioned in 2013 (completed in 2015) in response to the employment crisis. This paper presents research outcomes from analysis of in-depth one-hour interviews and focus groups with people from across four stakeholder groups: students, graduates, higher education personnel (educators and career development personnel) and employers. Validated narrative analysis was conducted on full transcripts. Eleven themes emerged: multi-national corporations; competitive sport, athletes and employability; entrepreneurship; private institutions; career development centres; indigenous employment; commercial employment enterprises; government; emerging careers; generalist disciplines; and graduate attributes. Each theme is elaborated in the paper. Based on the research results, in order to enhance employability upon graduation, students are encouraged to: start early, such as in their first semester; participate in work experience, placements and internships; join in extra-curricular and co-curricular activities (e.g. student societies, clubs and competitive sport); and get to know their educators and their career development centre personnel. Based on the research, stakeholders from across groups perceive that employability is enhanced when graduates: actively participate in their learning, particularly engaging in placement/internship opportunities when available; choose a few prospective employers, do their research and tailor their applications; participate in industry graduate initiatives when offered; and know themselves and practice articulating their personal employability brand.

This article studies entrepreneurial education and its impact on job-skills matches for higher education graduates. Those who possess entrepreneurial skills are assumed to be more market aware and creative in their job search. They are also expected to foresee which job offers would and would not, match their skills. Using a large comparative survey (REFLEX-HEGESCO) to test a hypothesis, we show that higher levels of entrepreneurial skills (defined as scanning and search, association and connection, evaluation and judgement) reduce the probability of over-education for university graduates in 18 OECD countries five years after graduation. Entrepreneurial education helps individuals to obtain better jobs, even if they search for wage employment and not self-employment. Resorting to a multilevel regression, our results indicate a stronger need for training in entrepreneurial skills in higher education institutions on the one hand, and the introduction of policies that promote innovation at the micro and macro levels in countries' economy, on the other.

This study examined college graduates' evaluations of their employability skills associated with graduate participation in various extra-curricular activities including being a core member of: (a) student government (such as student councils), (b) service organizations (scouts clubs), (c) sports, (d) music and (e) arts clubs. The final sample comprised 28,768 business school graduates who have entered the workforce immediately upon graduating in the 2008 school year. Results from propensity score matching analyses demonstrated that students who had been core members of extra-curricular activities were more likely to positively evaluate communication, leadership, creativity and self-promotion skills. Furthermore, results suggested that different types of extra-curricular activities could unequally influence the employability of graduating college students. Leadership skills benefited most from involvement in sports clubs, while creativity skills benefited most from involvement in music clubs. Communication and self-promotion skills benefited moderately from all extra-curricular activities. Unlike other employability skills, the time management skills of students hardly benefited from extra-curricular activities. [

This paper contributes to the contested body of work on graduate employability, employment and sustained career building. Educational establishments across the world are expected to equip students with the knowledge and skills for employability, sustainable employment and career development. The protean career concept and the boundary-less career model influence today's career literature. To remain marketable, it is said that protean careerists are able to repackage their knowledge, skills and abilities to fit the changing work environment. They are said to be 'career actors' who value their freedom, are flexible, believe in continuous learning and seek intrinsic rewards through their work. Hardly surprisingly, therefore, commentary on protean careers tends to emphasise the 'winners' in the employment marketplace. There are few critical studies that focus on the difficulties others face when attempting to be 'career actors'. Drawing on the work of Martin Buber and Homi Bhabha in particular, the focus for this paper is focused on the way graduates perceive and enact their careers, the evolution of their careers and how building careers involves crossing physical, cultural and psychological boundaries. The implications of the research findings for post-compulsory education are discussed.

This article draws on research commissioned by the Higher Education Academy (HEA) and conducted during 2013. It interrogates the ways in which the employability agenda has been fed through to the level of individual politics departments. The project is particularly concerned with establishing whether, and how, colleagues in politics and international relations (IR) had taken account of student employability at the level of the curriculum. In the article, the key findings of the research are summarised. There is a discussion of the (sometimes troubling) professional implications of infusing concern for graduate outcomes within a pedagogical framework that emphasises critical engagement with the underpinning political structures of the labour market.

This study aims to improve the efficiency of fiscal assistance programs for higher education by investigating those variables that influence college graduates' employment rates. An empirical analysis of 2010–2011 higher education statistics shows that two variables – educational expenditure per student and the number of students per full-time faculty member – consistently and significantly affect college graduates' employment rates, even after location and type of school are controlled. Although school size also affects employment rates positively, the number of students per industry–academe liaison officer does not have a statistically significant effect. Moreover, as educational expenditure per student or the student/faculty ratio increases beyond a certain level, graduate employment improves at an increasing rate. The two variables also affect the employment rate interaction. At a relatively higher level of per-student expenditure, employment rates increase even as the student/faculty ratio rises. However, at a relatively lower level of per-student expenditure, employment rates decline as the student/faculty ratio rises. The policy implication is that fiscal assistance programs for higher educational institutions should accord a much greater weight to these key variables when selecting and assessing institutional recipients.

This article explains why the massification of higher education in Hong Kong has, contrary to the predictions of received wisdom, failed to enhance the upward social mobility of the youth in the city. Building upon recent literature in political science, it argues that massification can take different forms, which in turn determine the effects of massification on various social groups. Through exploring three critical phases in the city's higher education reform, this article demonstrates how higher education policies have been heavily shaped by the interests of the city's elites, who, on the one hand, see the expansion of higher education as a solution to such social and economic problems as unemployment and regional integration but, on the other, remain reluctant to increase public spending on the education sector. As a result, higher education has expanded almost exclusively in the private sector. Due to poor planning and implementation, graduates from self-financed programmes are severely disadvantaged in terms of employment, resulting in wage compression and unemployment. The findings of this study shed light on the regressive nature of higher education.

This paper contributes to the contested body of work on graduate employability, employment and sustained career building. Educational establishments across the world are expected to equip students with the knowledge and skills for employability, sustainable employment and career development. The protean career concept and the boundary-less career model influence much of today's career literature. To remain marketable, it is said protean careerists are able to repackage their knowledge, skills and abilities to fit the changing work environment. They are said to be 'career actors' who value their freedom, are flexible, believe in continuous learning and seek intrinsic rewards through their work. Hardly surprisingly, therefore, commentary on protean careers tends to emphasise the 'winners' in the employment marketplace. There are few critical studies that focus on the difficulties others face when attempting to be 'career actors'. Drawing on the work of Martin Buber and Homi Bhabha in particular, the focus for this paper is focused on the way graduates perceive and enact their careers, the evolution of their careers and how building successful careers involves crossing physical, cultural and psychological boundaries. The implications of the research findings for post-compulsory education are discussed.

Despite its everyday use in the higher education discourse, there is still ubiquity around the concept of employability where it continues to be used in a number of contexts and with reference to a range of meanings that include skills, knowledge and experience in varying degrees of importance (Knight & Yorke, 2002; Moreland, 2006) to a multidimensional psycho-social construct based on career identity, personal adaptability and social and human capital (Fugate, Kinicki & Ashworth, 2004). Although HEIs have placed greater emphasis on developing employability support for students (Rae, 2007), employers are still finding graduates lack the appropriate skills, aptitude and behaviours for the workplace (Tymon, 2013). Despite this extensive discussion, there is little research that considers how well students understand the concept of employability and how this affects their job seeking behaviour. To improve this understanding a sample of 35 undergraduate business students from a range of levels and programmes took part in an online survey asking them to reflect on their employability. These written accounts were then analysed phenomenographically to investigate the qualitatively different ways that business students conceive of employability. To maximise variation in the sample participants were first to final year students, including some on placement, and were following a mixture of generalist business and specialist programmes, including accounting, marketing and IT. The responses were analysed in three phases (Marton & Säljö, 2005); sorting quotes into groups oriented around the meaning of employability, examining each group further as a deconstructed set of responses and then determining categories of description to represent the outcome space. This methodology was used to fully appreciate the variety and breadth of conceptions students held, and identified a hierarchy of five distinct ways of understanding employability. The results of this study should be of value to educators and career support professionals in facilitating interventions that move students' conceptions of employability from that of a possession, to one they must participate in, encouraging students to be more self-aware when entering the employment arena.

The purpose of this paper is to analyse the coherence between competency mismatches and the objective of European policymakers to transform the higher education system through the Bologna Process and the Dublin Descriptors, moving from the transfer of knowledge from the teacher to learning by the student and from disciplinary knowledge to competencies. Design/methodology/approach – The paper is based first on the theoretical arguments that confront the European reform of the tertiary education system and the nature of competency mismatches, and second on graduate earnings function estimates from Italian databases. The paper demonstrates the waning signalling power associated with university degrees and the disruptive assertion of the competency concept. Findings – The theoretical arguments developed suggest that competency mismatches are not only responsible for the medium-low positioning of the competency profile with respect to a counterfactual constituted by a graduate with a good match but also tend to affect the growth path of the competencies themselves: the bigger the initial gap the smaller the steps in their growth. The econometric estimates carried out document that the level of expressed competencies is positively related to graduate remuneration. Originality/value – By disentangling educational outcomes (i.e. disciplinary knowledge) from requested competencies, the study demonstrates that firms remunerate competencies and to a far lesser extent disciplinary knowledge and that cultural background tends to assume greater importance than formal education in forging transversal competencies. The Bologna Process could overturn this situation, provided it is integrated with a constructivist pedagogical approach, a tool that is lacking today but is vital in providing education processes that enable students to acquire and develop the competencies required for modern production techniques.

Increasingly, university and employer discourse identify a need for graduates to have an intellectual and global “mind-set” beyond disciplinary competencies and national boundaries. Universities aiming to educate global citizens show limited outcomes. Global citizen research has investigated the mobility experience, yet limited attention has been paid to the theoretical process of student change to inform how domestic students could engage in comparable learning experiences. The purpose of this study was to expand knowledge on the process of global citizen learning and the student mind-set. Two phases of research gathered information from international higher education key informants and mobility students. The research resulted in a conceptual model for global citizen learning and an “identikit” of recognizable markers for a global citizen disposition. The model identifies factors and manifestations of “student change” and identifies reflexivity, relationality, criticality, and the social imaginary as capacities for a global mind-set. These findings suggest that educating all students as global citizens could be more closely aligned to the internationalization of education and employability agendas.

Purpose – The purpose of this paper is to investigate the relationship between protean career attitude and perceived internal and external employability, along with the mediating effect of learning-goal orientation. Design/methodology/approach – Data was collected by distributing paper-based questionnaires to 527 workers in private banking sectors in Taiwan. Hierarchical regression analysis was used to examine the results of the relationships. Findings – The results supported the idea that protean career attitude is a significant antecedent of perceived internal and external employability. Protean talents with a higher degree of protean career attitude toward value-driven career orientation and self-directed career management have an external employability that is greater than internal employability. Learning-goal orientation fully mediated the effect of protean career attitude on perceived internal employability, but only partially mediated external employability. Practical implications – The findings can help human resource managers gain a better understanding of the use of an appropriate strategy to influence an employee's perceived internal and external employability, which can increase the motivation and improve employer-employee relationships that contribute to organizational success and performance. Employees should recognize the increased importance of continuous learning with a growth mindset in order to deal with changes at work. Originality/value – This paper empirically establishes the association between protean career attitude and perceived internal and external employability. The protean career concept may provide organizations with a valuable perspective in the evolution of careers. Valuable and protean talents place an emphasis on individuals' core values, while learning goals are meant to suit employer organizations, they may also establish opportunities that could cross-organizational boundaries.

The QAA Framework for Higher Education Qualifications (England) in General Business and Management states that 'Preparation for business should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for many different positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment. In a report recently produced by the National Council for Graduate Entrepreneurship (NCGE), the National Endowment for Science, Technology and the Arts (NESTA) and the Council for Industry and Higher Education (CIHE) concluded that 'Entrepreneurship education is currently taught primarily through modules in business school courses and extra-curricular activities. HEIs need to enhance the perception and relevance of entrepreneurship education, so students and staff recognise the value of its combination of innovation, creativity, collaboration and risk-taking skills to a wide range of disciplines'. This paper focuses on a ground breaking programme specifically designed to address these criticisms of the way in which enterprise and entrepreneurship is taught in universities. There are a huge number of programmes on offer across within European Higher Education with the words 'enterprise' and 'entrepreneurship' in the title. What makes the BA (Hons) Enterprise and Entrepreneurial Management unique is the close involvement of entrepreneurs right from the outset, including course design, module content and delivery. This is achieved through an 'entrepreneur in residence' network with Walter Herriot, Managing Director of St John's Innovation Centre, Cambridge, one of the world's leading incubation centres. This enables leading entrepreneurs to be embedded in fabric of the programme through playing a very active role in the continued development of the curriculum, content, and delivery of the pathway. Additionally, each student is allocated an entrepreneur as mentor for the duration of the three year programme. This paper will firstly explore the key issues raised by the policy community and others calling into question the appropriateness of the way in which enterprise and entrepreneurship is taught. It will then look at the way in which universities are responding to these comments. The paper concludes with a case study of an academic programme developed and delivered jointly by academics and practitioners

Enterprise for All is about motivating young people to learn and excel in their education and to see the relevance of their studies. Enterprise is more than the creation of entrepreneurs, it is about a can-do and positive attitude and equipping people with the confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of professional skills and capabilities, including resilience, risk taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do.

The development of Career Management Skills (CMS) is one of the main areas against which the National Careers Service monitored and funded. This paper reports on the key findings from a review of the literature relating to CMS. The review initially identified over 15,000 papers for possible inclusion and a systematic process was applied to sift these down to 21 high quality papers that directly address the core issue of CMS outcomes.

The review identified an international body of work on the development and implementation of competency frameworks in relation to CMS, including the 'Blueprint' frameworks, which are a series of interrelated national approaches to career management skills (originating in the USA and taken up subsequently, and with different emphases, by Canada, Australia, England and Scotland). There is, as yet, little empirical evidence to support the overall efficacy of CMS frameworks, but they do have the advantage of setting out what needs to be learned (usually as a clear and identifiable list of skills, attributes and attitudes) and, often, how learning is intended to happen.

The international literature emphasised the iterative nature and mixture of formal and informal learning and life experiences that people needed to develop CMS. It suggested that, though there was no single intervention or group of interventions that appeared most effective in increasing CMS, there were five underpinning components of career guidance interventions that substantially increased effectiveness, particularly when combined. These include the use of narrative/writing approaches; the importance of providing a 'safe' environment; the quality of the adviser/client relationship; the need for flexibility in approach; the provision of specialist information and support; and clarity on the purpose and aims of action planning.

Using data from Finland on twins, this paper examines the effect of labour quality, as measured by education, on the choice of work in the public sector. A distinction to previous studies is made by allowing controls of family background and genetics effects. The results could drive the positive relationship between higher education and public sector employment. The conditional (fixed effects) regression estimates indicate that highly qualified employees are more likely to seek public sector employment. The paper also utilizes the longitudinal structure of the data to examine whether the results vary over time. These results indicate that the association between public sector work and higher education is counter-cyclical. In other words, highly qualified workers are more likely to hold public service positions and to have greater access to public sector jobs during economic downturns.

Employers often claim that graduates are not ready for the world of work as they lack employability skills (Archer & Davison, 2003). One policy response to this claim has been to encourage students to undertake a work placement to enhance success in the competitive job market (The Dearing Report, 1997). The present research investigated whether psychology students, who were enrolled on an undergraduate degree programme that included a one-year work placement, understood the advantages and disadvantages of work placements and perceived its impact on employability. We present questionnaire data from 49 undergraduates at different stages of their degree programme - pre- and post-placement. Generally, students perceived the employability benefits of the work placement. However, there were differences in how these were articulated by pre- and post-placement students, with post-placement students able to use more concrete terms. This suggests that there is some development throughout the applied degree, but emphasis needs to be placed on training students how to demonstrate the skills they have developed through the work placement to potential employers.

Increasing emphasis on the economic importance of higher education (HE) has led to a focus on the employability of graduates. Within sport there has been little empirical research into graduate careers, consequently the aim of the study was to explore the nature of the careers of sports graduates and the implications for the development of sports students' employability. Using qualitative methods it was found that their career is dynamic, exhibiting characteristics of traditional, protean, boundaryless and bounded careers. The implication for HE sports courses' employability strategies is the need for sports graduates to develop career management skills.

This paper studies current provision of enterprise and entrepreneurship education at one university and provides recommendations for curriculum development across several different subject areas. The paper reviews the Quality Assurance Agency for Higher Education (2012) report Enterprise and entrepreneurship education: Guidance for higher education providers; and the recent Party Parliamentary Action Group for Micro Businesses report (2014) An Education System fit for An Entrepreneur. The former report highlights the importance of four factors concerning the students learning experience (enterprise awareness, developing entrepreneurial mind-set, developing entrepreneurial capability, entrepreneurial effectiveness) and relates these to graduate outcomes (behaviours, attributes, skills). The approach of this research is to map existing delivery in three subjects against these factors and consider what gaps can be plugged and how. Thus the approach is largely a mapping exercise but includes primary interviews with four senior managers (n=4) and a sample of students (n=42) to elicit their feedback on changes in delivery. The results provide a basis for curriculum development planning applicable to the particular subjects involved. However, implications are stated for how other subject areas can innovate in three key areas of HE provision (teaching, learning, and assessment) in order to improve the effectiveness of entrepreneurs and the employability of graduates in general. The value of the report is in highlighting key aspects of current delivery that can be improved through enhanced student learning, and improved delivery, around the provision of enterprise and entrepreneurship education

This paper focuses on identifying the approaches students take to their learning, with particular regard to issues of enterprise, entrepreneurship and innovation when comparing the traditional lecture format to a more applied, practice-based case study format. The notions of deep and surface learning are used to explain student learning. More active methods of teaching (such as discussion and case studies) promote a deep approach; and work elsewhere has suggested that these methods are more effective than traditional lectures for the promotion of thought. For this study, questionnaire surveys were used to determine whether there was a difference in approach to learning between most and least beneficial course modules, and between the lecture-based and more applied practice-based case study formats. The findings indicated that deeper learning results from a more active approach, with students who adopted deeper learning being better able to apply their learning in different entrepreneurial contexts.

We report an analysis of whether a psychology placement provides significant benefit to graduates' careers. Destination of graduates from Higher Education (DLHE) survey data six months post-graduation suggested that placement programme graduates at one university are significantly more likely to be (1) in work and (2) in graduate-level jobs. For psychology, the association between graduates' placement status and employment status at the same time was not significant overall. However, when analyses were split by degree classification obtained, it was shown that amongst those graduates with 2.1 degrees reporting themselves as working, more placement vs. non-placement programme graduates had obtained graduate-level jobs (63% vs. 33%). In 2.2 classified graduates there was no significant association. This pattern persisted in the data from a survey of psychology alumni 18 months to six and a half years post-graduation). Psychology placement programme alumni were also more satisfied with their careers. Although placement graduates earned marginally more, this difference did not reach statistical significance. This study is therefore able to show some measurable and persistent effects of a psychology placement year, although whether the benefits can be claimed to outweigh the costs is inconclusive. Limitations and implications of the study are discussed

Investigations of whether students taking undergraduate work placements show greater academic improvement than those who do not have shown inconsistent results. In most studies, sample sizes have been relatively small and few studies have taken into account pre-existing student differences. Here data from over 6000 students at one university over six cohorts and a range of programmes are analysed. Consistent academic benefit from placement experience, regardless of ethnicity, gender, socio-economic background and subject is shown. However, the impact of demographic factors on both achievement and the probability of securing a placement suggests that future research should take these factors into account. The role of placements in promoting employment is contextualised as a secondary benefit to the primary goal of educating the mind in the Newman tradition. Possible causes of the benefit and further research into, the improved academic performance identified are discussed

This study reports upon the perceptions of a sample of Education Studies undergraduates of their employability within three teaching, accountancy and marketing/sales management. The concept of employability is framed around two themes analysed through a Bernsteinian conceptual analysis: transferable utility of an Education Studies degree for employment in the jobs and importance of class and gender to employment in the jobs. The question of how undergraduates, who would traditionally be working in teaching-related employment, perceive jobs within different occupational areas has acquired particular interest following ongoing public sector cuts in the UK with consequent implications for employment within teaching. In focus group interviews, students identified class and gender barriers in relation to all three jobs, thus demonstrating a wider sensitivity to the class-gendered nature of the graduate labour market. While the students did not, generally, see either of the two business/finance sectors completely closed to them in terms of class and gender-related constraints, there was a clear perception that their degree did not provide them with the necessary skills for employment within these jobs. This represents a rejection of dominant discourses regarding transferable graduate skills and challenges assumptions of graduate occupational mobility.

The paper presents a critical analysis of the extant literature pertaining to the networking behaviours of young jobseekers in offline and online environments. A framework derived from information behaviour theory is proposed as a basis for conducting further research in this area.

We investigate the extent to which graduate returns vary according to the class of degree achieved by UK university students and examine changes over time in estimated degree class premia. Using a variety of complementary datasets for individuals born in the UK around 1970 and aged between 30 and 40, we estimate an hourly wage premium for a 'good' (relative to a 'lower') class degree of 7% to 9%, implying a wide spread around the average graduate premium. We also estimate the premium for a good degree relative to a lower degree for different cohorts (those born between the mid-1960s and early 1980s), and find evidence that the premium for a good degree has risen over time as the proportions of cohorts participating in higher education have increased.

Method. Relevant material for the review was sourced from key research domains such as library and information science, information search research, and organisational research.

University careers services in the UK are increasingly challenged to contribute to ensuring graduates find, obtain and engage in graduate level opportunities. Parallel to this the range of graduate opportunities has become increasingly competitive. All universities strive to identify and promote their added value to the academic experience. The Blueprint for Careers (LSIS, 2011a) builds on international practice in developing career management competencies. It offers a useful framework, which can be used by university professionals to work with students and academics to review and assess the attainment of career competencies. This multi-faceted research project utilised an online questionnaire, student peer researcher training and focus groups to engage a sample of students across all faculties of the university. The indicative findings present a mixed picture, with students generally feeling most confident about their attitudes to lifelong learning, and how changes in society impact on life, learning and work. Areas of least confidence focused on the ability to make effective career and life decisions and planning and managing life, learning and work. In relation to programme provision students welcomed opportunities to engage in extra curricular activities but demanded more focused and relevant work experience opportunities.

This paper explores the impact effective entrepreneurship teaching has on the employability of scientists and engineers. Business teaching, guest speakers and work placements are part of many science and engineering degrees and this research indicates that entrepreneurship and related issues are also being addressed in a variety of ways and having a positive impact on student employability. It also benefits several other stakeholders, including the higher education institution, potential employers and government. This study aims to provide guidance on ways to improve entrepreneurship teaching for scientists and engineers in higher education, so that their employability is enhanced through the '3Cs' – content, capability and character [

This paper reports on an assessment of how enterprise initiatives develop graduate employability attributes, exploring the use of client consultancy projects as a platform for such enterprise provision in higher education. The study was based on reviews of the literature and an appraisal of an institutional initiative using live projects as an alternative to the more traditional final dissertation. Enterprise initiatives exist in many forms and the final semester postgraduate students in this research are shown to enhance their understanding of client needs, their individual confidence and their team-working abilities. After five years of the programme with 60% of students choosing the consultancy project option, the study is offered as a platform for other higher education institutions to use as a basis for enhancing graduate employability and the student experience. It is argued that enterprise activities, in addition to enhancing the student experience, are also of substantial value to higher education institutions themselves and their associated funding bodies.

This article examines learning transfer as an alternative framework for investigating transitions of students between higher education and the workplace. It highlights some of the shortcomings of the current framework provided by human capital theory and employability concepts and describes the learning transfer model as an alternative that focuses on the transition and continuity of students' work-placements experiences. Drawing on the findings of an empirical study that gathered qualitative data from interviews, observation and written reflections of undergraduate students during and after their one year work-placement, this paper draws attention to the problems of narrow views of learning transfer and the limitations of human capital theory to explain current professional paths.

Pedagogical research on higher education during the last decade has been mainly concerned with fostering an educational environment in accordance with the recommendations of the Bologna Declaration of 1999. However, despite the remarkable progress that has been made so far, the students' future employability is still seriously curtailed by an excessively theoretical and/or content-based approach which does not cater effectively for the development of transversal skills. The aim of this article is to report the results of a pilot project experience carried out at the University of Zaragoza (Spain), in the joint programme in Law and Business Administration and Management. The goal of this project was to enhance students' employability by supplementing the subject's syllabus with complementary activities and tasks meant to improve some of the competencies and skills promulgated by the European Standards for Higher Education, thus improving the students' chances in today's competitive labour market, while at the same time enhancing the quality standards of the Degree.

Graduate employability has become an issue since there are broad mismatches between the acquired graduate skills from higher education and the required skills by employers. While previous researches have outlined the salient skills that need to be embedded in graduate education, to date no studies have attempted to methodically identify and synthesize the literature on graduate attributes. In this paper a total of 39 relevant studies on graduate skills and attributes in the subject areas of business and management, accounting, and computer science were extracted from Scopus®(database). This revealed a total of 53 graduate attributes, some being highly used, such as communication, teamwork, problem solving, technological skills, creativity, interpersonal skills, leadership skills, self-management and flexibility/adaptability. The majority of studies used a quantitative survey method to identify and rank graduate attributes, and Australia emerged as the most active country in researching the domain.

Case studies

The purpose of this paper is to explore perceptions by higher education (HE) senior professors and managers of their role in preparing graduates for entry to the labour market. By providing a theoretical and empirical overview of the functional role of institutions in preparing graduates for work, the paper designs an own research framework for future developments in this area. Design/methodology/approach – The conclusions in the paper are based on a literature review and approximately 240 semi-structured interviews with HE professors and managers from six European countries and from six different study fields. The findings are broadly compared with an international survey of graduates from 20, mainly European, countries. Findings – The senior professors and managers see their own role in supporting graduates' careers in a surprisingly intuitive way. There are some important differences and similarities among the study fields, although they are generally not motivated to apply an evidence-based approach to study and programme developments. Originality/value – This paper is based on the results of a three-year survey of a European research network, and two international conferences comprising more than 100 contributions from over 30, mainly European, countries.

Purpose – The purpose of this paper is to introduce the special issue on “Employability of higher education graduates in Europe from the perspective of global changes. Design/methodology/approach – The empirically based papers of the special issue cover six main areas related to the transition of graduates from education to the labour market: employment and employability, job (mis)match, development of particular areas of competency, new certificates of higher education, along with the disciplinary status of the self-perceived role of academics in supporting graduates' careers. Findings – This issue provides empirical findings relevant to various stakeholders of higher education systems which are essential for strategic development in the area. Originality/value – The selection of papers proposes an interdisciplinary scientific approach in the areas of bridging (higher) education with the labour market.

The Erasmus programme contributes to quality improvement in higher education at 3 levels: system (policy), institutional, and individual, and thus enhances employability of university graduates who have taken part in Erasmus mobility. This paper aims to present selected results of a large-scale empirical study on the impact of international student mobility on subsequent employment and professional career. We addressed our questionnaire to 14705 Polish alumni, including all Erasmus programme participants in 2007 and 2008. We have received 2450 completed questionnaires. As the survey was conducted in 2012, the respondents report their professional career over 5-6 years after the return from a study period abroad. Only 1.6% of the former international student mobility participants mentioned they had never worked, with a vast majority having a white-collar job or even a managerial position. As much as 68.6% reported they had ever worked abroad. We wanted our respondents to estimate the importance of selected factors for their career development and job position. Higher education and proficiency in foreign languages were considered very important by the majority of our study subjects. 1/3 of former international student mobility participants considered international experience to have a very important influence on their professional development and position.

Understanding the relationship between learning and work is a key concern for educational researchers and policy makers at local, national and international level. The way that learning and the economic environment are framed impacts upon policy and funding decisions and has significant implications for the HE sector. The purpose of this paper is to explore how internships have become a key site in which policy and funding mechanisms seek to address concerns about graduate employability and graduate skills in relation to Scottish national economic plans and perceived business needs. Design/methodology/approach – Drawing on five years data generated from the Third Sector Internships Scotland programme, the authors adopt an approach to the analysis of policy and internship experiences based on a spatial perspective. The authors explore two spatial arenas in play; the conceptual space where discussion and policy making occur and the physical places of education and the workplace where learning takes place. The authors trace shifts in the policy and funding of higher education internship and work placement schemes and compare how these shifts respond to internship experiences of the workplace. Findings – The authors argue that changes within the conceptual and physical spaces intersect and that identifying contrasts and overlaps helps them to focus on particular questions about how internships develop learning for students. Originality/value – Taking the national approach within Scotland as a benchmark case offers a unique opportunity to explore the ways in which internships have played an increasingly significant place as a pedagogic device operating at the borderlands between educational organisations and the physical spaces of employment.

Updating a previous ESECT report of 2006

Recent UK changes in the number of students entering higher education, and in the nature of financial support, highlight the complexity of students' choices about human capital investments. Today's students have to focus not on the relatively narrow issue of how much academic effort to invest, but instead on the more complicated issue of how to invest effort in pursuit of 'employable skills', and how to signal such acquisitions in the context of a highly competitive graduate jobs market. We propose a framework aimed specifically at students' investment decisions, which encompasses corner solutions for both borrowing and employment while studying.

Uncertainty about future career prospects has increased enormously for students enrolled in higher education Information Technology (IT) programs. However, many computer science programmes pay little attention to career counselling. This article reports the results of a pilot study intended to develop group counselling for IT students to promote the students' agency concerning their future careers. The group counselling discussions were analysed from the discourse-analytic perspective. Five repertoires were found: the status, the professional career, the pedagogical orientation, the employability, and the emergency plan repertoire.

In this article, we introduce a model of a pedagogical working life horizon. It encompasses questions posed by individual students concerning their future and incorporates the idea of a working life orientation to the pedagogical possibilities within education. Working life orientation consists of three elements: individual relationship, knowledge and skills and employability. In the model, we aim to outline how an orientation to working life might be included in higher education, providing a broad perspective on the pedagogical possibilities. There are two key pedagogical elements supporting the implementation of the pedagogical working life horizons model: reflection and an inquiring attitude. Our inquiry is a synthesis of socio-constructionist theories of career guidance, a review of international writing on career guidance and working life skills in higher education, adult learning theories and of our own practical experiences as educators and scholars in the fields of guidance and adult education.

The purpose of this paper is to revisit the debate on the contribution of higher education (HE) to the economy which has been dominated by human capital theory and signalling theory. Human capital theory contends that HE contributes by adding to the potential productivity of graduate employees. Signalling theory, asserts that HE contributes by enabling employers to differentiate potentially productive graduate employees.

In this paper we first reflect on the theoretical foundation of ethical entrepreneurship training in the field of economy. In this paper we try to establish briefly the theoretical and historical assumptions of ethical entrepreneurship, especially from a review of the work of Adam Smith, professor of Moral Philosophy and central figure in the birth of the modern economy. We then present a definition of entrepreneurial activity, which is closely linked to a social and ethical dimension of economy and to the internal goods of economic activity. On the basis of these considerations, we propose some objectives of training for ethical entrepreneurship. Finally, we present a case study on ethics training and promotion of Corporate Social Responsibility (CSR) in the field of entrepreneurship, specifically the ETNOR Foundation (Ethics for Businesses and Organizations).

Creative and performing arts schools are increasingly facing the challenge of developing curricula to address an employability agenda in higher education. Arts entrepreneurship education is thought to address this need because it supports the unique circumstances of the work circumstances of creative and performing arts graduates. As an emerging area of research, arts entrepreneurship education faces the challenge of not only being relevant and important to creative and performing arts education but of being significant enough to contribute to a "paradigm shift" (Beckman, 2011, p. 29). With this in mind, this article attempts to clarify a recurring theme in the literature on arts entrepreneurship education, this being the development of an "entrepreneurial mindset." We argue that if an entrepreneurial mindset is to be considered an essential aspect of arts entrepreneurship education, educators need to have a good understanding of what it means and how it might be taught. We examine data from four interviews with arts educators who have responsibility for teaching arts entrepreneurship in creative and performing arts schools. Their experiences enable us to clarify the meaning of "entrepreneurial mindset" in a creative and performing arts context in higher education and to make suggestions about teaching and learning.

We tested a cross-sectional, moderated-mediation model of career identity in young adults (N =667, 72.9% female, mean age=20years). In this model, career preparatory activities (career exploration and planning) were associated with perceptions of future employability and career distress. These relationships were mediated by career identity, and career identity was controlled upon level of career calling. We found that career exploration was associated with more career distress, while career planning was associated with less, and both career exploration and planning were associated with higher perceived employability. Career identity mediated between career exploration and planning and both outcomes, and these mediated relationships were stronger when career calling was higher. We interpreted the results from career construction, identity, and exploration perspectives; highlighted the applicability of these perspectives in the development of agency, career calling, and career identity; and made recommendations for testing other theory-based moderators.

Employability of graduates has taken more prominence in recent years due to the bleak economic situation, the impact of student debt, and an increasingly competitive global labor market. Given the substantial individual and public investment made in higher education, it is particularly important that graduates are employable upon graduation. The focus of this study is students' self-awareness through a measure of their expectations of gaining employment. Through the use of regression analysis, we examined the relationship between students' expectations of finding employment upon graduation and a series of related variables and identified those factors that serve as boosters to self-perceived employability. Findings point out to the increasingly important role universities can play in developing and enhancing graduates' employability

Higher Education is often cited as a key for the enhancement of the quality of graduates. In this research, the contribution of Higher Education Institutions (HEIs) in developing more enterprising graduates was investigated. The research specifically looked at the significance of the contribution of the learning activities embedded within the curriculum as part of experiential learning approaches and how these contributed to equipping graduates with a range of generic transferable enterprise skills that are an essential part of employability skills. Nowadays, the idea of graduates with a bulk of knowledge, which they cannot apply, is no longer valid. Therefore, HEIs are under growing pressure to deliver graduates with the necessary range of skills that satisfy the demands of the employment marketplace. This research follows a qualitative research method through adopting an hermeneutic phenomenological methodology, and was conducted in the context of pharmacy education in the United Kingdom (UK) HEIs during 2011. The research primarily considers the views of pharmacy academics as to how pharmacy schools understand the concept of enterprise education, what efforts they place to develop students' enterprise skills and the extent to which experiential learning activities are utilized to serve this objective. The research also considers opinions of pharmacy employers in the marketplace to evaluate their views on the need for enterprise skills by recent pharmacy graduates, and whether they are satisfied by the level of skills demonstrated by recent graduates. Furthermore, the research briefly considers views of pharmacy students to evaluate the extent to which they perceive the need for enterprise skills, and whether they believe the educational process is helping them in developing those skills. In order to consider the large amount of data obtained in this research, analysis of results was divided into four parts, each representing a major theme. This supported a more efficient discussion of analysis and drawing of conclusions in ways that clearly relate to the research objectives. The findings of this research show that HEIs consider the development of a range of students' enterprise skills. However, the skills considered are generally focused around particular contexts, and are, thus, confined to certain parts of the curriculum rather than others. The research points out some gaps in the application of experiential learning approaches that contribute to impeding the efficient development of graduate enterprise skills. In doing so, the research emphasises the importance of formally addressing the development of enterprise skills as part of schools' strategies or philosophies in order to have the intended outcomes intentionally developed as part of the learning objectives across all modules by all academics. In conclusion, this research highlights the significance of the context in developing enterprise skills, and shows how the contexts in which enterprise skills are developed affect the way in which these skills are demonstrated, as well as the ability to demonstrate those skills in other contexts. Accordingly, the research proposes two original models suggesting that the more a person is exposed to different contexts in which he/she is allowed the opportunity to develop enterprise skills, the more that person's skills become transferable. Last but not least, the research proposes a third original model suggesting six essential aspects of experiential learning. This model will help in implementing experiential learning approaches more efficiently in ways that could overcome the several identified gaps, and enhance the value of these learning approaches as means to develop graduates' enterprise skills.

Calls for employability skill development in undergraduates now extend across many culturally similar developed economies. Government initiatives, industry professional accreditation criteria, and the development of academic teaching and learning standards increasingly drive the employability agenda, further cementing the need for skill development in undergraduate programs. Principles and best practice on developing employability skills continue to emerge in international literature, yet we grapple with ways to determine student learning in targeted employability skills. The purpose of this article is to explore the pedagogical conundrum of how employability skill attainment can be assessed through the use of rubrics. The rationale for rubrics to promote learning and facilitate assessments through shared understanding by stakeholders of benchmark standards is outlined. Industry will have a clearer picture of what can realistically be achieved during university years, and students will gain a better appreciation of targeted skills and expected outcomes. Furthermore, rubrics may provide a tool for engaging academic employers in an ongoing dialogue on expected skill attainment and identifying ways in which they may actively collaborate to enhance student learning. The implications of developing and implementing rubrics for determining employability outcomes for stakeholders are also presented.

This study provides insights into the perceptions and expectations of Australian undergraduate business students (n=150) regarding the incorporation of guest speakers into the curriculum of a leadership unit focused on employability skills development. The study adopted a mixed methods approach. A survey was conducted, with quantitative results analysed using SPSS allowing comparison of mean values between items and the identification of any statistical difference by student demographics. A thematic approach using inductive coding was applied to analyse the qualitative responses to open-ended questions. The results indicate that an appropriately briefed, qualified, interesting and engaging guest speaker plays an important role in active learning by exposing students to the 'real world' of the workplace and can reinforce the significance of key employability skills for future career success. The results also indicate that students' experience of guest speakers may be influenced by cultural factors and learning style differences between the perceptions and expectations of domestic and international students with regard to certain factors. This paper has practical implications for those organizing the implementation of guest speaker programmes in HEIs and for the guest speakers themselves.

**Purpose** – The purpose of this paper is to contribute a broader understanding of the complexity in relationships of power and responsibility in employability in higher education contexts and posits a conceptual framework for employability as a process of something to be achieved. **Design/methodology/approach** – This conceptual paper arises from experience of and research into placement practices and draws upon Joan Tronto's feminist epistemology (1993, 2012) to argue for a critical understanding of employability. **Findings** – There is little in the literature that discusses employability as a process involving moral and political dimensions. The conceptual framework offers a process of five phases to provide a foundation for understanding employability that moves beyond a focus on skills and attributes. **Research limitations/implications** – The conceptual framework enables all employability professionals, including researchers, to think beyond skills and attributes for employment to explore the implications of the needs that shape the need for employability within and outside their sphere. **Practical implications** – Developing a conceptual framework enables employability professionals to evaluate their practices and assess: if practices are inclusive or excluding; the implications of power and responsibility; the tensions arising from the diverse nature of need in employability work. **Originality/value** – This paper posits a conceptual framework for understanding the process of employability work as something to be achieved.

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In order to meet the demands of our interconnected world, many universities have embraced the concept of internationalisation offering international programmes in many discipline areas. At the same time, European universities have been grappling with introducing all the necessary changes to meet with the Bologna requirements. At the level of both programme and syllabus the focus has often been on specific knowledge and understanding and the setting of very laudable learning outcomes including professional competences and skills. How Language Learning/Support can play an important role in achieving these objectives and in particular how a student-centred "professional syllabus" can be developed to meet future needs of the student is the focus of this talk. Language Learning/Support on International or Foreign Language Mediated (FLM) Programmes, whether credit-bearing or not, needs to meet three main needs: Language for Academic Purposes (LAP) e.g. the mechanics of academic discourse, writing abstracts/dissertations, making presentations etc; Language for Specific Purposes (LSP) focusing on technical language, in particular terminology; and in addition to this more "traditional" kind of language support, Language Learning should also develop those language and communication skills and competences which will enable them to work effectively and efficiently in a professional working environment thus enhancing student employability. To answer this multifaceted challenge, the language teacher needs not only to know what the programme and individual course learning outcomes are and to work in close and effective collaboration with the content teachers (essential prerequisite) but also have some form of contact with the professional world in a specific content domain. One ideal source of up to date and relevant knowledge of this professional world is the students themselves. The Language syllabus can include "professional" tasks based on student feedback and authentic materials, prepared either by current students following internships or alumni who are in contact with teachers. This invaluable input provides information not only regarding technical aspects, but more importantly the text types most commonly found, the types of communication skills frequently called for, the functional language (complaints, troubleshooting, requests etc) not always catered for in published LSP materials. Moreover, and perhaps more importantly, by using students and alumni as informants to create their own "professional syllabus", motivation, that all-important ingredient in successful language learning, is greatly enhanced.

The basis for this longitudinal study was to find the predictors of transferable skills acquisition and portability among university sophomore students. The method employed was the path analysis using as variables: (1) the theoretical framework of transferable skills representations (Evers and Rush in *Manag Learn* 27(4):275-300, ; Evers et al. in *The bases of competence: Skills for learning and employability*. Jossey-Bass, San Francisco, ) in the freshman and sophomore years (2) the developmental dimensions of Career adaptability and Vocational development (Savickas in *Contemporary models in vocational psychology*. Lawrence Erlbaum, Mahwah, , in *Career choice and development*. Jossey-Bass, San Francisco, , in *Career development and counseling: putting research to work*. Wiley, Hoboken, , in *Life-design International Research Group: Career Adaptability Project Meeting*, 2008) and the grades for Project I and Project II (curricular units specially developed for the acquisition of groups of transferable skills in the first and second years of Economics and Management program at the Catholic University of Porto [herein referred to as Catholic University of Porto]). The criteria used were the grades from two second-year curricular units (Business Law and Statistics). The objective was to observe the impact of other dimensions on actual skills acquisition, considering the influence of the former grades of Business Law and Statistics as an indicator of portability of the transferable skills acquisition. All participants were male and female students at the Catholic University of Porto, Faculty of Economics and Management, between 18 and 25 years old (  $M = 18.53$ ,  $SD = 1.37$ ) at the first assessment (  $N = 193$ ). Results suggest that Project I grades are the best predictor of both Business Law and Statistics grades. However, results also reveal that student's representations of their transferable skills measured at the first and the second year are mediated by Career adaptability measured at the second year. Results are discussed in light of the aforementioned frameworks.

Current literature on employability highlights that there is often a disconnect between the expectations of industry, higher education institutions, and graduates of higher education in relation to graduate performance in the workplace. Despite the efforts of higher education to produce graduates who are work-ready, many studies highlight that employers often perceive graduates to be lacking in the ability to demonstrate the non-technical skills required to carry out many day-to-day workplace operations. Higher education institutions have responded to this perceived skills gap with a number of pedagogical strategies designed to improve graduate employability. Some examples of these strategies which have been reported within existing literature include: internships; experiential skills teaching; embedding non-technical skills within discipline-based units; career development and management counselling; opportunities for volunteering; work placements; industry-based competitions and networking events; and, the development of career portfolios. However, while the benefits of such pedagogical strategies for students have been reported, there remains limited evidence of the success of these strategies from the perspective of graduates who are managing the process of transitioning from higher education into the workforce. This mixed methods study investigates the nature of the perceived graduate skills gap by exploring graduates' perceptions of: the non-technical skills which they feel are important within the first 0-12 months of employment; their confidence in displaying these skills; and, the aspects of higher education and industry which positively contributed to the development of their non-technical skills. An online survey (n=50) and follow-up interviews (n=12) were used to explore graduates' perceptions on the experiences within higher education institutions and industry which they feel have positively contributed to the development of their employability. Survey results

This article considers the various roles the so-called 'employability agenda' plays in helping to narrow the terms of participation in higher education (HE) around definitions of educational value dominated by neoliberalist notions of 'human capital'. The author argues that as these definitions become naturalised in the behaviour of learners and their teachers it behoves us (academic careers educators, learning developers et al.) to draw attention to the conditions of learning and to the broader scheme of values around work and identity, and models of success, which shape them in the 21st Century university

With the rise of mass higher education, competition between graduates in the labour market is increasing. Students are aware that their degree will not guarantee them a job and realise they should add value and distinction to their credentials to achieve a positional advantage. Participation in extra-curricular activities (ECAs) is one such strategy, as it allows students to demonstrate competencies not otherwise visible in their résumés due to limited job experience. This article presents data from interviews with students about their use of ECAs in relation to the labour market. It describes the reasons students got involved in ECAs, how they integrate them in their résumés, their perceptions of their peers' behaviour and their beliefs about how employers will interpret these activities. Our data show that especially students involved in associations use ECAs to distinguish themselves from competitors. Implications for employers, students and further research are discussed

One of the principal ways that cultural and higher education policy and practice intersect is over a shared concern with the value of talent and its employability and career sustainability. This article considers the multidisciplinary contributions to these debates and then engages with these debates by drawing upon research from analyses of national Census data, and via granular empirical survey research into Australian creative arts graduates' initial career trajectories. In so doing, it seeks to paint a more nuanced picture of graduate outcomes, the significance of creative skills and by extension creative education and training, and the various kinds of value that creative graduates add through their work. This evidence should assist in a closer affinity between the different approaches to creative labour and the creative economy, and has implications for cultural and higher education policy.

Expectations for higher education providers to produce graduates ready for the workplace have shaped provision, with the introduction of the Foundation Degree, and expectations of an employability component within higher education programmes. This paper reports on an intervention for three groups of foundation degree students, which introduces them to ideas of skills for employability. An initial evaluation was followed up two months later exploring the longer-term impact and connections with students' programmes of study and data were captured from employers and tutors supporting this intervention. In agreement with similar studies, benefits for students were identified. However, this research reinforces the challenging nature of the employability agenda, particularly within the context of Foundation Degrees and their dual vocational-academic remit. This paper suggests a case to be made for a social constructivist approach within programmes and institutions for promoting awareness and competence in developing student employability skills

There is a clear need to measure the correct implementation of the European Framework through the employability of the graduates. The evaluation of the deployment of the Qualifications Frameworks in the European Higher Education Area (QF-EHEA/QF-EHEA) shed significant light on the action that must be taken by legislators and higher education managers to foster employability and guarantee the sustainability of the EHEA. We propose a methodology based on a Survey on Access to the Labour Market (SALM) to assess the correlation between the education provided to the students and the practical utility of the knowledge acquired in the workplace. A questionnaire has been produced to measure the competencies and descriptors that had been theoretically defined within the QF-EHEA. Fifteen questions were designed so that the six QF-EHEA descriptors were quantified through the difference between education and utility. The quantification methodology for the framework has been tested successfully on the former students of a higher education center in Spain. In this center, the alumni perceived that the utility of their acquired competencies and their employability level was greater than their education content, while both levels were reasonably high. The results hold for Bachelor's and Master's degrees

This paper aims at highlighting a grid of career management skills which can help university students respond effectively to the complexity of labor market and career development, namely, career adaptability, perceived career self-efficacy beliefs and resilience. Given that little is known so far regarding the degree to which higher education students possess and develop such skills, a cross-sectional survey was conducted to investigate: (a) students' perceived level of the above mentioned skills, (b) the relationships that may exist among them, and (c) possible differences in skill levels between working and nonworking students. Results demonstrated relatively high scores in all skills, strong positive relationships among them as well as significant differences in scores as to students' work status. Implications for training, career counseling interventions and further research are provided.

Transferable skills are essential in allowing graduates to make the transition between the world of learning and the world of work. Teaching these skills, however, is a challenge that institutions of higher learning are still grappling with. This article describes how the transferability of skills can be encouraged using e-portfolios. It is based on a review of a skills course taught to first-year undergraduate economics students. Google sites were used by students to develop platforms of reflection and evidence the development of skills. The approach used included bolt-on and embedded methods. The sites developed by students are reviewed alongside post-module focus group discussions. We find that the embedded approach is more effective in enhancing transferable skills. We also find that e-portfolios provide a relevant platform and context for the development of transferable skills. The assessment aspect of the portfolio also provides the incentive to transfer.

In Europe there is no common quality assurance framework for the delivery of guidance in higher education. Using a case study approach in four university career guidance services in England, France and Spain, this article aims to study how quality is implemented in university career guidance services in terms of strategy, standards and models, relationship with main stakeholders and quality assessment. The case study findings reveal that the services articulate their strategy and mission as dedication to providing a quality service. However, little objective assessment of programmes and procedures is actually being conducted.

This thesis examines the nature of the relationship between the educational environment of UK universities and the graduate market through the lens of correspondence theory. This theory was developed by Bowles and Gintis (1976), who asserted that there is a structurally reproductive relationship between the conditions of education and labour. One of the key aims of this research is to test the usefulness of this theory to contemporary UK higher education. Semi-structured interviews were conducted with 10 students and key staff members in the Law faculties of three different status universities; Elite, Old and New. The interviews covered a number of key topics including class sizes, relationships between students and staff, career preparation and routines of work. Documents outlining the nature of the courses (e.g. prospectuses) were also collected and analysed. These data revealed that at Elite University, subject specific knowledge is the primary purpose of learning and the students encounter an intense working environment but are afforded high levels of autonomy. At New University, the educational experience for students is much more structured, with much less pressure on students to perform and a central focus upon employability. Old University occupies a position between these two universities, offering a form of education that encourages some autonomy within a structured teaching environment and values both employability teaching and subject specific knowledge. The significant differences between the teaching and conditions at these three universities reflect characteristics associated with different levels of graduate work that indicate the continued analytical value of the correspondence theory.

Improving students' psychological literacy has become a key part of the new British Psychological Society accreditation. This is fuelling an emphasis on helping students to apply their degree knowledge critically and innovatively, both to enhance their competitiveness in a competitive job market and to give them the skills to make a real-world difference. This paper describes the design, implementation and evaluation of a module that boosts psychological literacy in final year undergraduates. We invited external partners to give us examples of current problems they were facing. We then asked groups of students to design a feasible solution to the problem, supported by psychological theories and findings. The module also helped students explore the psychology of job hunting. We found that the module had a beneficial impact on students' learning and skills and the external partners found the ideas useful and innovative. Here we outline the challenges and successes of our approach as a model for any colleagues who may be interested in developing their own teaching in this area.

Enterprise and entrepreneurship education, according to government reports, should be embedded within Higher Education. However, although many HEI's are experienced in programme led initiatives, they have less knowledge of cross-school and wide provision. This paper argues that an alternative approach, based upon embedding transferable skills into the curriculum, produces more consistent and sustainable results than policy led enterprise programme initiatives, especially when informed by a systematic and integrated transferable skills framework. This paper analyses the provision and nature of the transferable skills associated with four, highly successful, enterprise programmes. Using content analysis and a thematic coding system, existing programme documents are analysed to generate a service based framework of transferable skills that can be embedded across institutions. The findings suggest that resource sensitive initiatives are problematic with regard to maintaining sustainable learning programmes and that an embedded transferable skills approach offers greater consistency. We conclude with a framework of transferable skills informed by empirical research, designed to embed such skills across the curriculum, thus shaping the 21st century graduate. The service based framework is an institutional tool for programmes and curriculum design beyond the business school and offers an alternative approach to embedding enterprise education.

With the increasing adoption of work-integrated learning (WIL) as a feature of curricula, the idea of student satisfaction takes on a new dimension – students' experiences on placement are not routinely under the control of university academic staff, yet universities will ultimately be held responsible for the quality of students' placement experiences. In this study the satisfaction measures from multiple samples of students who have experienced placements are analysed. The analysis shows that satisfaction is multidimensional, as hypothesized, and that its sub-dimensions are each associated with different aspects of curriculum design and generic learning outcomes derived from the WIL placement. The findings have implications for the conduct and design of placements and for quality assurance measurement across the post-secondary and higher education sectors.

This paper describes the impacts of work-integrated learning (WIL) curriculum components on general employability skills – professional work-readiness, self-efficacy and team skills. Regression analyses emphasise the importance of the ‘authentic’ WIL placements for the development of these generic outcomes. Other curricula factors (alignment of learning activities and assessments with integrative learning, and the provision of supportive environments) also impact on generic outcomes. We test three competing hypotheses for explaining the relationships between learning outcomes and authenticity on the one hand and alignment of learning activities and assessments with integrative learning outcomes on the other: overlapping, proxy protection and mediation. We conclude that mediation is a plausible explanation for the observed relationships, based on an invocation of ‘availability heuristics’ and ‘priming’ to explain how these factors work together. Findings will have implications for the design and management of WIL curricula in universities.

This article explores the discourse of employability in higher education by investigating the understanding of different stakeholder groups (students, staff, employers) of the University of Nottingham (UK and China), and their fit to each other and to the existing literature. It finds that, while theories of life-long or life-wide learning position employability as an outcome of a holistic curriculum embracing both discipline and employability, stakeholders perceive learning for employability as a threat to disciplinary learning. Results suggest that to progress significant curriculum development in support of employability, a greater consensus of stakeholder views is needed with a deeper sympathy towards the integration of academic learning and employability. The article concludes with an assessment of the re-envisioning needed by Nottingham and other universities as they prepare students for an “employability” purpose in a twenty-first century characterized by change and challenge

Working collaboratively with local business is vitally important in the delivery of higher education (HE) in further education (FE). The purpose of this paper is to explore an effective way of engaging local employers to enhance the employability skills of students through a closely monitored and supported mentoring relationship. The project was developed in order to address the employment needs of final year business students at a HE facility offered by a college situated in the North West of England. Design/methodology/approach – Qualitative data were collected through the use of reflective journals and a series of focus group interviews with mentors and mentees. Findings – Overall both mentors and mentees reported positive responses to the mentoring scheme. From the mentees point of view self-confidence, employability skills and networks were enhanced. Mentors reported satisfaction in contributing to the local community. Challenges were found in matching mentors with appropriate mentees. A perceived power imbalance negatively affected the relationship. Mentors reported that mentees lacked career direction and seemed to have limited understanding of what was expected in the mentoring process. Research limitations/implications – The scope of this study was limited to a mentoring scheme in one institution and therefore has limited generalisability. However, there are implications for the development of further mentoring schemes in other institutions in the UK and beyond. Originality/value – This mentoring scheme was carried out in FE that offers HE courses in a northern town with above average levels of unemployment and with a diverse ethnic population. The scheme involves senior managers volunteering to support business undergraduates.

Internationalization has commanded an ever-more prominent position in higher education over recent years, and is now firmly entrenched. While academia has long been outward looking—international research collaborations, conferences and student exchanges are well-established practices—it is relatively recently that internationalization has become a goal in its own right rather than a consequence of normal academic activity. There are multiple interdependent drivers behind this: a focus on graduate employability and development of broad competencies and transferable skills in addition to subject-specific training, ‘international awareness’ being confirmed as a graduate attribute that is highly valued by employers, the availability of detailed information enabling prospective students to choose between Higher Education Institutions on the basis of their international opportunities, graduate employment rates, increasing competition between Institutions to attract the best students and to ascend national and international league tables, and (both driving and reflecting these trends) national policy frameworks. This minireview focuses on aspects of internationalization of direct relevance to microbiology students and academic staff in a typical Higher Education Institution: student research placements overseas, and the impact of international mobility on teaching practice and the student experience. Practical strategies for developing intercultural awareness and enhancing employability are highlighted

In the current economic climate employability, i.e. the acquisition of a range of knowledge, skills and attributes that support continued learning and career development, is high on the agenda for many higher education institutes (HEIs). Scottish HEIs identified a set of generic attributes considered necessary for graduate employability in the twenty-first century. Teachers often assume students automatically master skills that enhance employability throughout their course, while the explicit teaching of generic attributes is difficult given already full programmes. This report describes the background to incorporating novel teaching strategies, aimed at increasing students' generic attributes, into the level 1 physiotherapy curriculum in a west of Scotland University. Eight Level 1 physiotherapy students participated in a focus group in order to ascertain issues of relevance and concern to the cohort, and ensure novel teaching strategies would be relevant to the needs of students on the programme. Thematic analysis undertaken on the data, and three themes were identified reflecting the shared student experience: importance of peer feedback, perceptions of lack of knowledge, and low confidence levels. The three themes are discussed in relation to generic attributes with an overview of the strategies that were developed for implementation.

Career management skills (CMS) are increasingly touted as necessary for all citizens, young and adult, particularly given the realities of employment and self-employment in a knowledge-based society, where 'protean', 'portfolio' careers are expected to increasingly become the norm, and lifelong career guidance an entitlement of all citizens. This paper provides an account of how CMS are featuring ever more prominently on the agenda of many European countries, and explores how such skills are being defined, how and where they are being taught and assessed, and the various modalities by means of which they are integrated into education and training programmes in both the education and labour market sectors. Particular care is given to debates and tensions around the notion of CMS, and to considering trends and initiatives not only from a country-specific perspective, but from a European one, given the interest of the European Commission in supporting policy development in the area through the Lifelong Learning Programme. The paper concludes by highlighting some of the more pressing issues that need to be addressed.

First-generation college students (FGCS) represent a large proportion of individuals seeking higher education in the United States, yet this population does not perform as well academically as, and persist to graduation at lower rates than, their peers who have a more familial context for the college-going experience. Completing a college degree is clearly tied to employability and mental wellness, which makes FGCS's plight an important issue. Although there is a significant body of research about FGCS's academic performance and experiences, there is little research about this population's beliefs and experiences along their career path. Using an exploratory qualitative approach (Consensual Qualitative Research) and a well-researched model of career development (Cognitive Career Theory), we asked 15 FGCS about external influences on, and internal beliefs about, their career development process. Three major domains emerged from the data—external influences on the career development process, understanding the career development process, and self-concept. These results provide a foundation for future research, as well as implications for practice with this population.

This study evaluates the impact of an intervention on business school graduates' employability comprising of a curriculum-based career management skills (CMS) module and an industrial placement year. The study uses data from the destinations of leavers from higher education survey to examine the employability of different groups within the cohort (no intervention, CMS module only, CMS module plus structured work experience). It finds that structured work experience has clear, positive effects on the ability of graduates to secure employment in 'graduate level' jobs within six months of graduation. Furthermore, participation in the CMS module also has a clear, positive effect upon the ability of participants to secure employment.

To enhance student success, a growing number of vocational education and training institutions in the Netherlands are nowadays implementing new career guidance practices in their competence-based approaches to learning. Based on individual level data of undergraduate first-year full-time students from a Dutch university of applied sciences, this study investigated the influence of career guidance on first-year student success given other known influences such as prior academic performance, faculty and gender. Of all, students obtained more credits in the competence-based educational system in which they from 2006 are guided. Furthermore, students who completed their first year not only obtained more credits after career guidance was introduced in 2006, but at the same time scored substantially higher first-grade points in their first year of study compared to students who left in the first six months.

Financial planning requires students to display tacit learning. However, the traditional teaching approach concentrates on the development independent of any applied connection with the profession. This paper uses an adaptation of the Goetz et al. model to demonstrate how curricula can provide a smoother progression into the financial planning profession. Further, a number of teaching strategies are described to provide a closer connection with the profession.

This report contains the findings of research conducted by the Warwick University Institute of Employment Research (IER) Research to ascertain what is most effective in helping turn diligent students into successful graduate workers. Commissioned by the Quality Assurance Agency for Higher Education (QAA) in partnership with the Association of Graduate Recruiters (AGR), the study is the first of its kind to collectively consider the views and experience of students themselves, education providers, policy makers and employers.

Traditionally theorists who have written about agency and structure have eschewed empirical research. This article uses the findings of an empirical study into graduate employability to inform the sociological debate on how they relate to each other. The study examined how Dutch and British final-year students approach the labour market right before they graduate. The study revealed that the labour market and education structures are mirrored in how students understand and act within the labour market. It also showed that the interplay between agency and structure is mediated by an intersubjective framework shared by other students. The article argues that previous theoretical views on employability have failed to understand this and suggests how to improve our understanding of agency and structure.

Within policy circles, graduate employability remains a problem. It is often understood as an individual phenomenon, overlooking the influence of the organisation of higher education on the competition for graduate jobs. This article explores and compares how graduate employability is socially constructed within Great Britain and the Netherlands. It provides an analysis of both Dutch and British systems of higher education and explains how they shape the positional competition for graduate jobs. In addition it examines how perceptions of employability of final year university students relate to these two educational systems. The article is based on an empirical study on graduate employability in both countries using both micro analysis as well as contextual analysis. The article shows a fit between educational structure and employability strategies. The educational context shapes graduates' understandings and expectations of the competition for graduate jobs.

This article examines how Dutch and British students socially construct the positional competition for jobs within their educational and labour market contexts. The findings illustrate two contrasting approaches to employability. The competition for jobs as understood by the Dutch students is based on absolute performance, an unclear relationship between skills and the labour market and the development of human capital in areas of experiences, skills and abilities. For the British students it is based on relative performance, ranking of candidates and the importance of signals. The study also shows that these principles are aligned to the labour market and educational contexts. These results highlight the importance of the institutional context in how the positional competition for graduate jobs is played out.

The benefit of higher education institutions working with industry professionals has received significant attention in literature and policy. Despite this, the challenges in institutions themselves, and the nature of the music industry makes this concept challenging to manage. In response to this, a project was funded by the Higher Education Academy for Coventry University to examine the benefits of embedding the involvement of industry professionals in the development and assessment of Music Technology student portfolios. This article explains the background, the rationale, realization and outcomes of the project. First, it outlines the issues of graduate employability within music and creative industries courses as reflected in the literature. It then examines the contextual challenges of the music industry and higher education. It continues by describing how the project embedded industry professionals in student portfolio development and assessment. Finally, it outlines the outcomes of the project, its implications and the key risk factors for implementation in other disciplines and institutions.

#### Conference report

The purpose of this paper is to provide an overview of some of the dominant empirical and conceptual themes in the area of graduate employment and employability over the past decade. The paper considers the wider context of higher education (including labour market change, and the policy thinking towards graduate employability). It draws upon various studies to highlight the labour market perceptions, experiences and outcomes of graduates in the United Kingdom and other national contexts. It further draws upon research that has explored the ways in which students and graduates construct their employability and begin to make the transition from HE to work. The paper explores some of the conceptual notions that have informed understandings of graduate employability, and argues for a broader understanding of employability than that offered by policymakers.

Graduate employability has become an issue in Vietnam since many university students do not satisfy the needs of employers. Universities often receive the strongest criticism on the poor employability assets graduates possess. The ill-preparation of graduates is considered the result of the out dated and irrelevant curriculum in the higher education system, of the traditional teaching methods and the absent of career guidance in most universities. This article, however, aims to challenge this common criticism that university is to blame for the ill-preparation for employment of its graduates. By conducting a qualitative research inviting the voices of both students and employers on the issue, this article wants to address a wider context and circumstances also the related issues surrounding the transition from university to work of Vietnamese university graduates. It suggests that not only universities, but also students, employers and other related stakeholders (i.e. student's family, government and educational policy makers) should acknowledge the changes in society, should be aware of the cultural features at work, and should share responsibility in the process. They all should make an effort to create mutual understanding, to collaborate and to enhance the development of graduate

Self-belief is argued here to be a key aspect of employability development that has been largely under conceptualisation in what the construct may mean and how it may be developed through higher education (HE) study. This paper proposes three fundamental beliefs that need to be fostered in order to develop student self-belief: (1) that ability can be improved; (2) that the ability to achieve one's goals; and (3) that the environment will allow for goal attainment. Self-belief needs to be developed in the HE curriculum in the context of disciplinary knowledge and skills. The factors that may influence the development of self-belief within the curriculum will be explored along with implications for practice that may support the development of self-belief and contribute to the production of employable graduates from HE

Despite ongoing debate about whether they can and should, most higher education institutions include the development of employability skills within their curricula. However, employers continue to report that graduates are not ready for the world of work and lack some of the most basic skills needed for successful employment. Research into why this might be abounds from the perspectives of multiple stakeholders, including government, employers, higher education institutions and graduates. Interestingly though, the views of undergraduates, the recipients of this employability development, are not well known. This could be important because learning theory tells us that motivation and commitment of learners is an essential prerequisite for effective outcomes. The question is raised as to whether undergraduate students are engaged with employability skills development. This article reports on a study exploring the views of over 400 business studies, marketing and human resource management undergraduate students about employability. Findings suggest there is only limited alignment between the views of students and other stakeholders. There are differences between first, second and final year students, which could explain an observed lack of engagement with employability-related development. Some suggestions for improving engagement are made, alongside ideas on what can, realistically, be done within higher education institutions

Project report

This article focuses on the explanation of cross-country variation in graduate overeducation using a multilevel analysis. We draw from representative surveys among graduates in 13 European countries and Japan, focusing on the first job and the presence of overeducation years after graduation. We find that cross-country differences in overeducation are explained by the quality and orientation (general versus specific) of the educational system/programme, the business cycle and the relative oversupply of highly skilled labour. Employment protection legislation has no impact on the incidence and persistence of overeducation.

This article examines the employment and placement in the working life of Finnish higher education graduates (i.e. graduates from universities and polytechnics), focusing on gender equality. It reports a study on gender segregation in higher education and working life, considered in relation to Nordic gender equality policies. The data were gathered via a questionnaire administered to graduates in business and administration (n = 1067) and in technology (n = 1087), three years after their graduation. The results show that men were able to secure permanent and full-time employment more often than women, and men achieved better correspondence between their degree and their employment. However, gender divergence manifested differently in polytechnics and universities, thus a higher (Master's) university degree seemed to have a compensating influence on the effect of gender. Despite Nordic gender equality policies, female and male graduates were placed in the labour market according to tendencies of gender segregation.

This report, commissioned by the Department for Business, Innovation and Skills (BIS), provides further evidence on the impact of higher education on lifetime net earnings. There are two important components to the research: the statistical modelling of the relationship between higher education and gross earnings (and employment) that is used to predict what non-graduate earnings (and employment) would have been if only they had been graduates; and then simulating the way in which taxes and the student loan scheme affect these predicted gross earnings to allow us to infer the relationship between higher education and net earnings.

The purpose of this paper is to evaluate the effectiveness of using several commercial tools in science, technology, engineering and maths (STEM) subjects for enterprise education at Newcastle University, UK. Design/methodology/approach: The paper provides an overview of existing toolkit use in higher education, before reviewing where and how tools are used across science and engineering disciplines. Feedback was collated from Newcastle educators and students to determine whether the projected enterprise learning outcomes were achieved. STEM learning outcomes were also mapped to the NCEE entrepreneurship learning outcomes framework. Findings: The paper investigated the use of three key enterprise toolkits across the Faculty of Science, Agriculture and Engineering and the Faculty of Medical Sciences, where the focus is on innovation and product/service development, rather than the desire to "be an entrepreneur". This reflection on practice evaluates the benefits and student perceptions of workshop tools for enterprise, decision making and teamwork. It makes comparison between the perceived employability needs of these students and addresses the intended and actual outcomes of these tools. Research limitations/implications: Evaluating toolkit use within a university is constrained by common internal workings, however as exemplars of good practice this is of value to other UK higher education institutions. Practical implications: Consideration is given to entrepreneurial support and development, and whether existing tools should be used for summative or for formative assessment. It also questions whether tools are fit for purpose. Originality/value: This paper reveals patterns of tool use and their effectiveness across science and engineering.

Graduates from higher education often enter the labour market with a considerable amount of work experience. Using German data we address the question of whether early work experience pays off upon labour market entry. We compare the labour market benefits of different types of work experience. This comparison allows us to more generally test hypotheses about different explanations of why education pays off. Results indicate that tertiary graduates do not profit from work experience that is unrelated to the field of study or was a mandatory part of the study programme. Even though field-related and voluntary work experience helps graduates to realize a fast integration into the labour market, it is not linked to higher chances for entering a favourable class position or to higher wages in the long run. These results provide evidence for the signalling explanation of educational benefits in the labour market rather than the human capital explanation.

A theoretical framework is essential for the effective evaluation of employability. However, there are a wide range of definitions of employability coexisting in current literature. A review into existing ways in which employability has been conceptualised is presented to inform a better understanding of the nature of contributions made by various employability development opportunities, and to provide an appropriate assessment of these contributions. A systematic review is presented, assessing the similarities and differences between the components of employability conceptualisations, focusing on employability at an individual level. Relevant publications were identified through a sensitive search strategy of eight electronic bibliographic databases from 1960 to 2014. Data were extracted from 16 eligible manuscripts. Capital, career management and contextual dimensions were identified as unifying themes in the components. Findings indicate that success in developing employability needs to be contextualised within a conceptualisation of employability as a multifaceted construct.

It has become a received wisdom that the completion of a work placement as part of a sandwich undergraduate degree is of benefit both to graduates and employers, particularly in an era that stresses the economic contribution of higher education to developing graduate employability. This benefit is twofold: first, work placements positively contribute to the development of employability skills; and second, placements provide a 'head start' for graduates at the outset of their careers. This article evaluates the value of a work placement in these two areas for a cohort of business and management graduates who completed their undergraduate studies in 2003, drawing upon both longitudinal quantitative and qualitative data. Whilst the qualitative data provides a positive assessment of the benefits of a work placement, the quantitative data suggests a more complex relationship between work placements, skills development and labour market outcomes. [

The purpose of this paper is to outline the findings from an exploratory research project investigating perspectives on the role of work placement students among a diverse sample of employers in order to disentangle what constitutes student "employability" in the eyes of these employers. Design/methodology/approach - The paper draws on data collected in 30 detailed qualitative interviews with managers responsible for the recruitment and selection of work placement students in a wide range of organisational settings. Findings - The paper identifies multiple facets of employability that are the explicit or implicit focus of student recruitment and highlights the often subjective, unknowable and shifting criteria used to select among similar candidates for employment. Research limitations/implications - Despite the richness of the data, the restricted sample of managers interviewed limits the extent to which the findings can be generalised. It provides, however, a strong rationale for a greater focus in research and practice on the demand-side of the employability equation. Practical implications - This paper presents a strong argument for a more nuanced understanding of how employers select among applicants to enable more effective student preparation for the labour market. Originality/value - This paper contributes to the literature seeking to elucidate the range of factors that shape employment outcomes and, in doing so, adds to the political and academic discourse on employability, skills and the role of higher education institutions (HEIs) in preparing students and graduates for the labour market

– The paper draws on data collected in 30 detailed qualitative interviews with managers responsible for the recruitment and selection of work placement students in a wide range of organisational settings.

#### Findings

– The paper identifies multiple facets of employability that are the explicit or implicit focus of student recruitment and highlighting often subjective, unknowable and shifting criteria used to select among similar candidates for employment.

#### Research limitations/implications

– Despite the richness of the data, the restricted sample of managers interviewed limits the degree to which the findings can be generalised. It provides, however, a strong rationale for a greater focus in research and practice on the demand-side of the employability equation.

#### Practical implications

– This paper presents a strong argument for a more nuanced understanding of how employers select among applicants to improve more effective student preparation for the labour market.

#### Originality/value

– This paper contributes to the literature seeking to elucidate the range of factors that shape employment outcomes and, in so doing, adds to the political and academic discourse on employability, skills and the role of higher education institutions (HEIs) in preparing students and graduates for the labour market.

Testing the career adaptabilities scale.

Career adaptability constitutes a resource that can help employees to effectively manage career changes and challenges. The purpose of this study was to investigate the relationship between the two higher-order constructs of career adaptability and career entrenchment (i.e., the perceived inability and/or unwillingness to pursue new career opportunities), as well as relationships between the dimensions of career adaptability and career entrenchment. We hypothesized a negative relationship between overall career adaptability and career entrenchment, and more differentiated associations among their dimensions. Data for this study came from 404 employees in Brazil. Results of structural equation modeling showed that overall career adaptability weakly negatively predicted overall career entrenchment (standardized effect =  $-.13$ ), after controlling for age, gender, education, and job tenure. More differentiated findings emerged at the dimension level. Future research should examine the mechanisms and boundary conditions of the relationship between career adaptability and career entrenchment.



Type of publication	Theme	DOI
Journal	Experience/Network	
Journal	Models	
Journal	Policy	<a href="http://dx.doi.org/10.1108/20423891211197721">http://dx.doi.org/10.1108/20423891211197721</a>
Journal	Tech Trans Skills	

Journal	Models	
Conference paper	Models	<a href="http://hdl.handle.net/10545/565734">http://hdl.handle.net/10545/565734</a>
	Book	
Conference proceedings	Enterprise	
	Book	

Journal	Enterprise	
E resource	Confidence/Resilience	
E resource	Confidence/Resilience	
Journal	Self, Soc, Cul Awareness	
Report	Experience/Network	

White paper	Policy	
Report	Policy	
Thesis	Career Guidance/Mngt	
Journal	Tech Trans Skills	

Journal	Knowledge	
Report	Policy	
Journal	International	
Journal	Enterprise	

Journal	Policy	
Journal	Models	
Journal	Career Guidance/Mngt	

Thesis	Models	
Journal	Models	<a href="http://dx.doi.org/10.1016/j.ijme.2015.07.002">http://dx.doi.org/10.1016/j.ijme.2015.07.002</a> 1472-8117
Journal	Policy	
Journal	International	

Journal	Career Guidance/Mngt	
Journal	Career Guidance/Mngt	
Report	International	
Report	Tech Trans Skills	
Journal	Self, Soc, Cul Awareness	
Journal	Enterprise	
Journal	Knowledge	

Journal	Attributes/Capabilities	
Report	Policy	
E Journal	Tech Trans Skills	
Journal	Enterprise	
Journal	Models	<a href="http://dx.doi.org/10.5367/ihe.2015.0261">http://dx.doi.org/10.5367/ihe.2015.0261</a>
	Confidence/Resilience	

Journal	Enterprise	
Journal	Attributes/Capabilities	
Report	Enterprise	
Report	Policy	
Report	Self, Soc, Cul Awareness	
Journal	Reflection/Articulation	
Journal	Policy	<a href="http://dx.doi.org/10.1016/j.jhlste.2014.07.002">http://dx.doi.org/10.1016/j.jhlste.2014.07.002</a>
Report	International	

Journal	Models	
Journal	Policy	<a href="http://dx.doi.org/10.1108/HESWBL-06-2014-0026">http://dx.doi.org/10.1108/HESWBL-06-2014-0026</a>
Journal	Enterprise	
Journal	Confidence/Resilience	
Journal	Attributes/Capabilities	

Journal	Behaviours & Values	
Journal	Confidence/Resilience	
Thesis	Policy	

Journal	Policy	<a href="http://dx.doi.org/10.1080/21528586.2015.1009857">http://dx.doi.org/10.1080/21528586.2015.1009857</a>
Journal	Behaviours & Values	
Journal	Behaviours & Values	

Journal	Attributes/Capabilities	
Journal	Policy	<a href="http://dx.doi.org/10.1080/07294360.2015.1011090">http://dx.doi.org/10.1080/07294360.2015.1011090</a>
Journal	Career Guidance/Mngt	
Journal	Models	
Journal	Behaviours & Values	

Journal	Enterprise	
Journal	Experience/Network	
Journal	Enterprise	
Report	General	
Journal	Policy	

Journal	Confidence/Resilience	
Journal	Policy	
Report	Career Guidance/Mngt	

Report	Career Guidance/Mngt	
Journal	Career Guidance/Mngt	
Journal	Enterprise	
Journal	Models	<a href="http://dx.doi.org/10.1177/0170840611435600">http://dx.doi.org/ 10.1177/0170840611435600.</a>

Journal	Models	
Journal	Models	
Journal	Tech Trans Skills	
Journal	Tech Trans Skills	

Journal	Behaviours & Values	
Journal	Self, Soc, Cul Awareness	
Journal	Career Guidance/Mngt	
Journal	International	
Journal	Policy	

Conference report	Reflection/Articulation	
Journal	Atributes/Capabilities	
Journal	International	
Report	Atributes/Capabilities	
Journal	Career Guidance/Mngt	
Journal	Tech Trans Skills	
Journal	Atributes/Capabilities	

Journal	Models	<a href="http://dx.doi.org/10.1080/03075079.2013.842210">http://dx.doi.org/10.1080/03075079.2013.842210</a>
Journal	Policy	
Report	Models	
Journal	International	
Journal	Reflection/Articulation	

eResource	Behaviours & Values	
Book chapter	Reflection/Articulation	
Journal	Enterprise	
Report	Models	
Journal	Tech Trans Skills	
Journal	Models	<a href="http://dx.doi.org/10.1080/13596748.2015.993872">http://dx.doi.org/10.1080/13596748.2015.993872</a>

Journal	Policy	
Journal	Policy	
Journal	Policy	
Journal	Confidence/Resilience	

Conference proceedings	Models	
Journal	Self, Soc, Cul Awareness	
Journal	Self, Soc, Cul Awareness	

Journal	Confidence/Resilience	
Conference proceedings	Enterprise	
	Enterprise	

Journal	Career Guidance/Mngt	
Journal	Knowledge	
Journal	Experience/Network	
Report	Behaviours & Values	
Report	International	
Journal	Models	
Report	Reflection/Articulation	

Conference proceedings	Enterprise	
Journal	Enterprise	
Journal	Experience/Network	
Journal	Experience/Network	

Journal	Tech Trans Skills	
Journal	Experience/Network	
Journal	Policy	
Report	Career Guidance/Mngt	
Conference	Career Guidance/Mngt	
Report	Reflection/Articulation	
Report	Experience/Network	
Report	Experience/Network	
Report	Career Guidance/Mngt	
Report	International	

Journal	Enterprise	
Journal	Enterprise	
Journal	Models	
Journal	Models	<a href="http://dx.doi.org/10.1386/tmsd.11.3.217_1">http://dx.doi.org/10.1386/tmsd.11.3.217_1</a>
Journal	Attributes/Capabilities	
Report	Enterprise	
Report	Experience/Network	

Journal	Policy	
Journal	Policy	
Conference proceedings	Self, Soc, Cul Awareness	
Journal	Policy	
Report	Policy	

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Journal	Confidence/Resilience	
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Journal	Behaviours & Values	
Thesis	Enterprise	

Journal	Tech Trans Skills	
Journal	Experience/Network	
Journal	Models	
Journal	Policy	<a href="http://dx.doi.org/10.1108/HESWBL-02-2015-0005">http://dx.doi.org/10.1108/HESWBL-02-2015-0005</a>
Report	Policy	

Journal	International	
Journal	Tech Trans Skills	

Thesis	Tech Trans Skills	
Journal	Policy	
Report	Experience/Network	
Journal	Experience/Network	
Journal	Policy	
Journal	Self, Soc, Cul Awareness	

Journal	Models	
Book chapter	Models	
Journal	International	
Report	Experience/Network	
Book chapter	Reflection/Articulation	
Journal	Career Guidance/Mngt	
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Journal	Behaviours & Values	
Journal	Career Guidance/Mngt	
Journal	Career Guidance/Mngt	
Journal	Models	<a href="http://dx.doi.org/10.14453/aabfj.v7i3.6">http://dx.doi.org/10.14453/aabfj.v7i3.6</a>

Report	Policy	
Journal	Policy	
Journal	Models	<a href="http://dx.doi.org/10.1080/01425692.2013.847782">http://dx.doi.org/10.1080/01425692.2013.847782</a>
Journal	Models	<a href="http://dx.doi.org/10.1177/0038038512444815">http://dx.doi.org/10.1177/0038038512444815</a>
Journal	Models	<a href="http://dx.doi.org/10.1386/jmte.7.3.325_1">http://dx.doi.org/10.1386/jmte.7.3.325_1</a>
Conference proceedings	Policy	
Journal	Models	

Journal	Policy	
Journal	Behaviours & Values	
Journal	Behaviours & Values	
	Tech Trans Skills	
Report	International	
Journal	International	

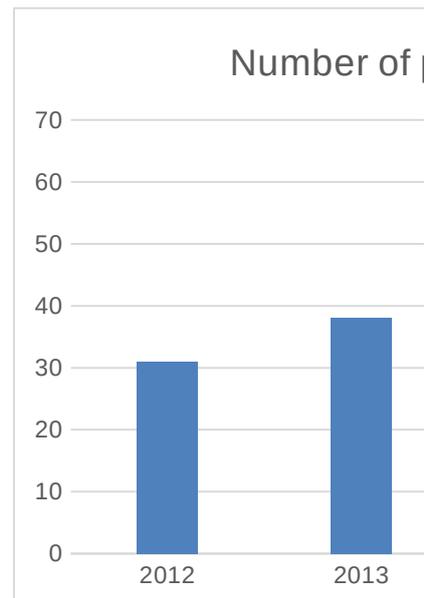
	Self, Soc, Cul Awareness	
Report	Experience/Network	
Report	Knowledge	
Journal	Reflection/Articulation	
Journal	Experience/Network	
Journal	Models	<a href="http://dx.doi.org/10.1080/13639080.2015.1102210">http://dx.doi.org/10.1080/13639080.2015.1102210</a>
Report	Reflection/Articulation	

Report	Experience/Network	
Journal	Experience/Network	
Journal	Tech Trans Skills	

Journal	Models	<a href="http://dx.doi.org/10.1108/HESWBL-07-2014-0027">http://dx.doi.org/10.1108/HESWBL-07-2014-0027</a>
Report	Confidence/Resilience	
Report	Policy	
Journal	Confidence/Resilience	

Year of publication

2012	31
2013	38
2014	49
2015	64
2016	30



papers reviewed by year

