

Embedding Employability in the Arts BA: Recommendations and Options

Discussion Document by Associate Professor Jennifer Lees-Marshment
j.lees-marshment@auckland.ac.nz

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3. Create an Associate Dean in Employability
4. Collate and communicate existing best practice ideas for embedding employability
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Section 1: Introduction

This document suggests a range of ideas for embedding employability in the ARTS BA as part of the BA Renewal Project.

It firstly discusses what employability is in general, why we need to think about it, and how employability relates to an Arts BA.

Secondly, it offers a range of ideas for ways we might embed employability, ranging from communicating the employability skills we already teach in our courses to more radical proposals for more comprehensive change.

Section 2 Employability: why we need to think about this

2.1. The wakeup call: a BA is not enough to get a job

You may be a world expert, and a fabulous teacher, and your courses may be brilliant and potentially very relevant to the workplace. But a student cannot just get a job by taking your course. The world facing students both during and after university is a very different world to that faced by most university staff when you were students.

It was probably always the case that the vocational link between degree and job is not as clear for Arts as it is for other subjects like medicine and law - most of those studying politics won't all become politicians; those studying history will not all become historians; nor will those studying anthropology become anthropologists. However there is one big change: it is also no longer possible for students to get a good job/career just with a BA.

Many of us know fantastic graduate students who secured good jobs in arts-related organisations. But how many of them got these jobs just with a BA - didn't they complete honours or masters study first? And they often have to go through gruelling tests to secure them. For example, the Treasury is currently known to be seeking arts graduates. But in order to secure a job one student had to go through 8 stages of assessment to get it – and this tested skills beyond what we normally teach in the BA. Other students have already gained necessary work experience through working before and during their BA.

Ask yourself when was the last time you looked at a job ad outside academia? What skills did it ask for? And to what extent do you think we prepare our students doing a BA to get and communicate all these skills effectively?

When university education was limited to a small elite, and society was more uniform, a degree itself was enough to mark students out as possessing superior knowledge. But the number of job hunters with a degree has expanded considerably and competition is fierce. Knowledge is available online or through google.

Furthermore, students no longer get university free and come out with significant debt. They and their parents therefore question the financial value of a degree much more. It is now much more of a financial decision for students whether to go and what to do.

There is a growing demand from government, employers, students and the media to promote graduate employability. New Zealand media has noted how 'employers are ignoring candidates with the best university grades in favour of those who clearly demonstrate skills.'¹ In the TVNZ documentary series *The Hard Stuff*² presented by Nigel Latta one recruiter interviewed noted that a degree is 'just another tool to put in your toolbox' and that if two candidates for a job and one has a degree, whilst if they have the same experience the person with a degree will be favoured, 'if the person without a degree has a significant level of experience then it changes, the rules change.'

¹ http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=10897008

² <https://www.tvnz.co.nz/content/tvnz/ondemand/shows/t/the-hard-stuff-with-nigel-latta/s2/e6.html>

Feedback from employers in art-related organisations have emphasised how a BA is not enough:

“Increasingly not...experience is critical when considering employment and simply having a BA (or any other under graduate degree for that matter) is not sufficient.” (Simon O’Connor, MP)

“A degree can be a good demonstrator of some of these things but we would expect that to be backed up by other evidence too (work experience, demonstration in an interview situation, extracurricular experience, work experience and possibly assessments” (Nicky Jones, Principal Advisor, Leadership and Talent, State Services Commission)

“A BA degree is definitely helpful however that in itself is unlikely to determine whether someone is successful with a job application or not....To stand out from the crowd you will need to demonstrate achievements and behaviours (and ideally experience) that is unique to you and offers potential value to the organisation you’ve approached.” (Lisa Hansen, Gm People & Talent TVNZ)

“I would still consider someone for a junior role if they had only a BA, but they would need some practical skills to back that up.” (Tory Whanau, Digital Director, Green Party)

“It just needs to be used in unison with either a well-articulated reason to employ them, or with a tangible skill they have that makes them fit into the role being offered” (Sandra Cullen, People and Organisational Manager, Amnesty International)

Source: Arts Employers Feedback collated by Jennifer Lees-Marshment,
October 2016

And it is not enough to just have good grades.

“I can honestly say that during my time as an employer in New Zealand I have not really given consideration for good grades.” (Sandra Cullen, People and Organisational Manager, Amnesty International)

“here at Kea we definitely look further than purely the grade” (Nathalie Malfeyt, Business Manager, Kea)

Source: Arts Employers Feedback collated by Jennifer Lees-Marshment,
October 2016

Simply arguing as academics that the skills we teach are transferrable, or asserting that we think an arts degree is valuable, is not enough – it is not self-evident to 18 year olds, their

parents or employers. Employability needs to be much more direct. Students need to be able to communicate their strengths and skills effectively:

“Most people applying for roles at any level will have a uni degree...so promoting their unique skills and experiences is vital.” (Nicky Jones, Principal Advisor, Leadership and Talent, State Services Commission)

“Realistically your application will be one of many so your ability to effectively stand out from the crowd is integral. You need to be able to succinctly and confidently articulate your strengths in a way that is enthusiastic but also authentic...There are loads of intelligent people out there” (Lisa Hansen GM People & Talent, News & Current Affairs, TVNZ)

“There is also a potential over-confidence at times i.e. I have my degree so of course you should employ me. This attitude rarely goes over well!” (Simon O'Connor MP)

“What I look for is that they have crafted a cohesive argument for me to hire them. They have articulated why they should be given a shot over the person who has 3 years experience in the same field. Arts students write arguments for essays, so that skill set needs to be taught to cross over to a cv creating and interview setting.” (Sandra Cullen, People and Organisational Manager, Amnesty International)

Source: Arts Employers Feedback collated by Jennifer Lees-Marshment, October 2016

Additionally, the world is increasingly complex and diverse, employers naturally are looking for more than just the transfer of knowledge. CDES (Careers, Development and Employment Service) report that employers want graduates to have learning agility. And given the predicted movement to much more fluid employment contracts and practices, we cannot simply remain the dinosaurs in society, pretending that everything is fine because we are a university.

There is new horizon for Arts ahead, and if we want our students to contribute to the world, we must prepare them for the realities of working in that world.³ We need to start thinking from the perspective of the workplace.

2.2. The gap between traditional university culture and the workplace

One example of the disjuncture between academic study and workplace practice is essay writing and exams. These are so prevalent and important in the UG degree, but are not used at all in the workplace. And the writing that is required in the workplace is very different. As one former Chief Press Secretary to the Prime Minister advised me when I asked for insights before integrating employability in my graduate course:

³ Adapted from Cleland and Lees-Marshment (2015)

“Use plain English...Be very clear, succinct; and summarise; the PM and ministers are very busy and have huge volumes of written material to get through...Use brevity; briefs might be provided just prior to a meeting...Start with the important points first then give background second.”

Workplace writing needs to be succinct, easily comprehensible, action-oriented and use images, tables, bullets and subheadings. This is completely different to traditional academic writing. Thus, most of what we traditionally do writing wise does not prepare students for the writing they will do after they graduate.

Another difference is our more flexible approach to overall behaviour and following the rules, including attendance and deadlines for submitted work and word lengths.

In Degrees of Success it was noted that employers valued were personal attributes and qualities – aspects which appear to have very little to do with a degree – attitude, aptitude, ambition, aspiration, and attendance. Attendance was ‘the biggie’ for employers – ‘you’ve got to keep showing up day in day out’ – and this is rarely checked, valued or assessed at university. ⁴ CDES noted employers want graduates to be workplace ready in terms of being ready to show up on time and act professionally.

Even where there are clear policies in terms of penalisations for late work they are not always applied, with staff bending over backwards to accommodate late submissions to ‘be nice’ to the student. But this is not how it works in the workplace. The deadline difference was one of the major differences between UG study and working in politics that graduates cited when interviewed for the practice of politics class:

If you miss deadlines at university you lose marks or get no marks for one part of one course but can still pass if you do okay at the rest of it. But graduates noted, in a job:

‘If I miss deadlines at work I risk getting fired’

‘A minister can’t answer a question in the house after it has been asked, a minister has to get up and respond to the opposition immediately. If you send it in late that’s that.’

‘If you hold up one part of the process you hold up everyone else, so you’re not just disappointing yourself you are disappointing other people’

‘In the real world there are schedules and you have to stick to it...with government projects there are timeframes and the public expects you to deliver on that...and especially in politics it has consequences for people’s actual lives’

Source: Practice of Politics interviews with politics graduates conducted by Edward Elder for Jennifer Lees-Marshment’s course, 2013

⁴ <https://www.tvnz.co.nz/content/tvnz/ondemand/shows/t/the-hard-stuff-with-nigel-latta/s2/e6.html>

And note these are graduates working in the public and government sector – it's not just a corporate mentality to make more money, it's about serving the public, and that is a value entirely consistent with Arts.

There are also sorts of ways in which the cultures and traditions we have followed in the University – on the basis of being kind – don't match the workplace and make it harder for students to adjust between the two. We need to change the way we approach such issues, otherwise whilst we are being 'kind' we are actually preparing students to fail.

A recent faculty report by Working group on Retention⁵ noted how some students said they found it hard to manage their work when deadlines fell on the same day. They suggested academics might do more to coordinate so they don't put deadlines on the same day. Unfortunately, that is not the right kind of answer for these reasons:

- employers, funders, the public and all the other people who create deadlines in the workplace won't do that
- the deadline affects the final submission point but it does not, and should not, affect when the actual work is done. Students shouldn't be doing their work the day before the deadline, they should be working all through the semester.
- The problem is not the deadline date, it is students ability to manage and plan their work. So the answer is not for academics to change the deadlines, but for students to get better at doing work ahead of time, rather than at last minute.

However that doesn't mean we do nothing, either. It just means we need to look at it from a different perspective and focus on educating the students to succeed, rather than lowering or changing demands.

Instead of changing deadlines, we could consider offering students training in time management and planning. That way we maintain the workplace like line of deadlines but we offer them support in developing skills to succeed both at university and in the workplace.

2.3 Why academics need to be involved

Employers want their staff to have a range of skills which the traditional BA does not – or does not appear – to provide. Add to this that students now come out with \$\$\$\$\$\$ of debt, and face high rent prices let alone the challenges of buying a place to live.

You may prefer not to think about employability, and think we are here to provide knowledge for knowledge sake. And maybe we should be.

But you already have a job. They do not. And they won't get one unless someone does something differently. So unless you are offering to pay their student loans, rent and food for them when they leave it's about time you started thinking about this.

⁵ Report - Retention Working Group - *WG Membership* - Vivienne Elizabeth (School Academic Director & Chair); Christine Dureau (Anthropology); Julie MacArthur (Politics and IR); Sarina Pearson (MFT)

At the moment we leave it to them to figure it out or CDES. But we are needed in this. We can – and probably already do even without realising it – help link what we research and teach with the workplace and getting a job. We need to make them aware of the jobs they might get and should aim for and of the skills they are developing and need to develop whilst at university to get them. Students won't know this unless we tell them.

We need to make them aware of the possibilities and help them get those jobs so that our students go and run governmental and non-profit organisations instead of corporations. This will increase the chance that they take the knowledge and understanding we traditionally teach them into the practice not just the study of Arts.

2.4 Changing the world through employability teaching

There is also a heart, passion or soul aspect to this otherwise pragmatic topic. Creating employability teaching in Arts is not just about our students getting *a* job, but getting the *best job* that is *suited* to them, that they will do well in, and take all the learning we have given them into the workplace.

We also need to get the right people into the right jobs doing the right thing – there are a wide range of jobs out there and students need to know what they are like and reflect on what would suit them most before applying to ensure they end up in the right place.

By providing students with a sense of possibility of the career options in arts and the skills to pursue them we are enabling them to follow their passion, to be fulfilled, and be happy. They can also then make a difference to people's lives, create positive change for society, create transformation in the workplace and contribute to the public good.

2.5 We don't need to change everything we do

However embedding employability does not require 100% change.

It could just involve identifying what we already do in other courses and making sure we communicate this more effectively. It could just mean thinking about how traditional teaching relates to employability. Or it could just mean adding a small element into a course.

It may just mean creating 1-2 new courses for the whole faculty that those staff really interested in this issue can lead on and the rest just support without doing anything.

It's not a revolution in our teaching but it is an important and necessary development for us to continue to contribute – and be seen to contribute - to society. Employability is all about taking the research you do, and applying it. This is about preparing students to get a job, but also do a good job using the values and ideas so important to arts, but in practice not just theory in a way that make them valuable and adaptable employees.⁶

⁶ Adapted from Cleland and Lees-Marshment, 2015

Section 3 Employability in the Arts BA: the potential link between university and practice

3.1 Definitions of employability from the literature

There are, of course, a range of definitions of employability, but at its core it is about increasing student's ability to get a job, and do well in it.⁷ Universities need to pay more attention to developing the ability of our students to gain employment and do well in their careers, rather than just offering a degree to 'educate' our students without any thought for what they will do once they graduate.

So this means thinking about what skills students need to get and do a job, and how we can develop them whilst they are at university.

It includes skills – workplace skills - knowledge, understanding and personal attributes. In terms of skills, workplace skills – things students will need to be able to do in a job – are important.

More generic skills such as critical analysis and ability to research something are also still valuable. But we need to connect these more traditional academic skills to action-oriented behaviour in the workplace. For example, politics graduates now in the workforce explained when interviewed that in the workplace you have to move from critiquing past behaviour to suggesting what to actually do in future:

'it's not enough to be just asking the right questions, you need to provide answers to the government that they can work with'

'in academic life you are acquiring knowledge; when you work you have to apply it.'

Cleland and Lees-Marshment, CLear 2015 Fellows, noted that 'teaching in the context of the real world requires students to experience and apply real-world solutions to real world problems' and quote Stein (1998) who argued that 'by creating opportunities for learners...in the context of real world challenges, knowledge is acquired and learning is transferred from the classroom to the realm of practice.'⁸

⁷ For example see this "*Employability: A combination of knowledge, competences and personal attributes that make graduates more likely to gain employment and progress during their career*" from Education, Audiovisual and Culture Executive Agency (EACEA). *Eurydice brief: Modernisation of higher education in Europe* (2015, p.15)

⁸ Cleland, Alison and Jennifer Lees-Marshment (2015) 'Applied academic teaching and learning: How and why you should introduce real world teaching' in *Insights into practice: Teaching cases for student engagement and achievement*, edited by Cathy Gunn and Liz Ramsay, CLear – https://cdn.auckland.ac.nz/assets/clear/documents/fellows/fellows_pub_2015.pdf; and Stein, David, "Situated Learning in Adult Education", ERIC Clearinghouse on Adult Career and Vocational Education, *Career and Vocational Education*, 195. Retrieved from <https://www.ericae.net/edo/ed418250.htm>

Employability can also be seen as broader and including values, life skills, ability to contribute to society.⁹

3.2 Employability in Arts

Employability in Arts is not about preparing students to work in companies and abandoning all our values and principles. We do not have to train our students to work in business and law. Whilst some might end up there, or go there on the way to their dream job that is in the arts, there are lots of jobs in the Arts that are directly linked to the disciplines we teach.

And there are a lot of values in Arts research and teaching such as ethics, social conscience, principle, gender and cultural awareness that employers seek, and society needs, especially in government and non-governmental organisations.

However most of us don't know what these jobs are, and thus neither do our students. When most of us went to university employability was not on the agenda. We were part of an elite group who were fairly likely to get a good job after university because having a degree was an attribute only a few possessed. Now that the numbers going to university has expanded, a degree is not such a novelty. But it is hard to imagine how to teach in a practical or applied way when – unlike discipline-based courses - we've never experienced this type of teaching ourselves.

3.3 Employers in the Arts

The good news is there are a lot of organisations related to Arts who can and do employ our graduates. They are non-profit, societal, charitable, governmental or in the public good (so including the media). They are not corporations/business to make money.

Many government departments can be directly related to Arts Disciplines, e.g. MSD – Sociology; Ministry of Justice – Criminology; DPMC – politics; MFAT - International relations; Auckland Art gallery – Art History; National Library of New Zealand – English, History; and TVNZ – media, film and tv; communication. And some of our graduates already make their way there.

They include:

- Central Government – both Wellington and Auckland based - including government departments, ministry's and ministers' offices
 - Auckland Policy Office; Department of Internal Affairs, Department of Conservation, Ministry of Business Innovation and Employment, Ministry of Foreign Affairs and Trade, Ministry of Justice, Ministry of Social Development, Office of Treaty Settlements, Department of Prime Minister and Cabinet, Treasury
- Local Government
 - Auckland Council
- NGOs/Charities
 - Amnesty International, Greenpeace, Oxfam

⁹ Paul Blackmore, Zoe H. Bulaitis, Anna H. Jackman and Emrullah Tan (2015) 'Employability in Higher Education: a review of practice and strategies around the world' University of Exeter pp. 10-12

- Crown entities
 - Electoral Commission
- Political Parties
 - Green Party
- MPs office
- Parliament
- Libraries
- Museums e.g. Auckland Art Gallery, Auckland War Memorial Museum
- Len Lye Centre, New Zealand Maritime Museum
- Media
 - TVNZ, Media works, Paramount Pictures, Panasonic, South Pacific Pictures, SKY TV, Directors & Editors Guild of New Zealand

3.4 Jobs in the Arts

What is hard when first thinking about employability is knowing what words or terms to use. After searching on job sites for my practice of politics course I came to learn certain titles are used:

- ▶ analyst (e.g. policy, local board, research or intelligence analyst),
- ▶ advisor, strategist, assistant
- ▶ coordinator, administrator, officer,
- ▶ facilitator, organiser, campaigner,
- ▶ manager, team leader, director,
- ▶ researcher

Below are examples of job titles from job ads and jobs our graduates have taken in arts organisations, somewhat divided into separated and overlapping disciplinary areas.

Archaeology

Graduate Archaeologist, Specialist Archaeologist, Senior Archaeologist, Heritage Information Advisor, Heritage Consultant & Anthropologist, Archaeologist and Heritage Manager, Heritage Information Advisor, Technical Advisor Historic and Cultural Heritage

Central Government (Politics/Sociology/History)

Policy Advisor - Strategic Policy Branch, MBIE - Advisor Communications, MBIE - Policy Analyst, Department Internal Affairs - Stakeholder Advisor, MBIE - Ministerial coordinator, Ministry for Primary Industries, Ethnic Affairs Adviser, Development Manager - Auckland Metro Crime and Operations, Historian – Treaty Settlements, Adviser – Ministry of Justice Youth Worker

English/Writing

Senior Content & Publications Editor, Independent Journalist, Publicist, Content Writer and Coordinator, Writing Director

Communications

Advertising Traffic Executive, Content & Advertising Manager, Digital Content Marketer, Digital Specialist, Digital Content Director, Digital Adviser, Digital Marketing Technologist,

Marketing Specialist, Marketing Associate, Online Marketing Coordinator, Sales and Marketing Executive, Communications Specialist, Publicist, Retail Marketing Executive, Communications & PR Specialist at Mental Health Foundation of New Zealand, Publicity and Interactive Manager at Paramount Pictures NZ, Publicity Assistant at TVNZ

Language Teaching/Translation/Interpretation

English Language Teacher, English Language Instructor, English as a Second Language Teacher, Medical Interpreter - Auckland District Health Board, Manager Translation Service- Department of Internal Affairs, Freelance Chinese Translator and Interpreter, Teacher (ELG, E4E) at English Language Partners New Zealand - Working with Refugees and Migrants English Language Assistant, Language assistant - Court Interpreter at Ministry of Justice

Media

Creative Producer, Assistant Editor - Legend of the Seeker, Production Manager - Motion Media, Promotions Scheduler, Promotions Producer, Producer, Research Writer, Game Designer, Journalist – Radio production, Film Director/Producer, Marketing and Events Coordinator at Directors & Editors Guild of New Zealand

International relations/defence:

Coordination assistant NZ Defence Force - Advocacy Officer, UN/UPR - Analyst Strategic Intelligence, NZ Defence Force - Advisor, New Zealand Defence Force, Educational Consultant - United Arab Emirates, International Relations Coordinator – Japan, International Consultant - Climate Change Division, Programme, Policy and Partnerships Manager

NGO/Charities:

Outreach Campaigner, Greenpeace - Media, Advocacy and Communications Manager, Oxfam - Communications Coordinator, Oxfam - Administration Manager, South Pacific Animal Welfare - Fundraising Development Planning and Support, Royal NZ Foundation of the Blind - Communications and marketing officer, Age Concern - Fair Trade Networks and Services Officer – NZ Fair Trade association, Community Network and Fund Coordinator

Arts

General Manager at Performing Arts Network NZ

Local government:

Marketing advisor; Internal Communications Advisor; Strategy Manager; Democracy Advisor; Local Board Engagement Advisor; Policy Analyst (Auckland Council) - Strategy and research unit Manager, Hamilton Council - Committee administrator, Tauranga City Council

Parliament/Party Offices:

Executive Assistant for Green Party Parliamentary Office - Research services analyst, Parliamentary Library - Policy advisor, Department Prime Minister and Cabinet - Out of Parliament MP Support - Communications & marketing assistant, National Party HQ

3.5 Skills asked for in jobs in the Arts

Skills below were derived from 4 government job ads – could be expanded using a bigger and broader sample:

Advocacy skills	representing an argument or group of individual, making a case
Analytical skills	research, strategy, quick identification information, interpretation of information, problem-solving, identifies hidden problems and risks, can project future issues/scenarios, checks all fruitful sources, looks beyond the obvious
Writing skills	report writing, policy briefs; concise and comprehensible
Communication skills	presentations, speeches, media interviews, blogs, social media, listening, websites, concise communicator, debating, public relations/affairs, media management, press releases, conciseness, accuracy
Interpersonal skills	team work, peer work/learning, empathy, relating to people from range of backgrounds/all walks of life/status, teamwork, meeting people, diplomacy, relationship-building, liaison skills, rapport building, tact, discretion, approachable, understanding, working across teams/units, networking, collaborative, respectful of alternative views
Advisory skills	political advising, policy advising,
Political skills	reflects government priorities, understands current issues
Policy skills	understands context; uses frameworks and tools; applies clear logic and objective reasoning; understands different perspectives; identifies pros and cons of options
Organisational skills	events management, diary planning
Management skills	planning, development, management, implementation, project or policy management, understands government processes
Engagement skills	community relations and outreach, engagement with the public and stakeholders
Leadership skills	leadership roles, team leadership, vision, strategy, adaptability, generates new ideas, thinks differently, initiative
Attributes or Character skills	such as openness, reliability, integrity, trustworthiness, cultural understanding, tolerance, aware of unconscious bias, objective, adaptability, perseverance, resilience, patience, flexible, copes with challenges and unfamiliar tasks
Self-management	works independently, responds appropriately to feedback, manages workload, good time management, responsible for own professional development, seeks learning opportunities, follows rules and meets deadlines
Values	commitment to the cause, courage to speak up and do the right thing, ethical, understands and applies EEO principles, can think globally, passion
Marketing skills	market research, data analysis, strategic thinking
Data skills	quantitative skills, google analytics

Computer literacy	basic programmes such as Word, Excel, Outlook and PowerPoint
Workplace culture	role play, understanding of working in government

Feedback from arts employers includes:

“Arts graduates have the ability to take in a lot of information and communicate it back succinctly, both verbally and in written form. They are critical thinkers and understand people and the human condition. The skills you learn in your Arts degree are absolutely critical in today’s workforce” (Helen Grant – Senior Community Development Facilitator – Auckland Council)

“Arts graduates have an advantage when you look at what organisations are now wanting: agility, diversity, ability to think on your feet and to interpret what’s coming at you [these skills] would cross any range of sectors or scale of organisations”. (Margi Luzanycia – Head of Business Partnering, People and Capability – Auckland Council)

Disciplines and the jobs, skills they link to

[NB not completed – needs further research – for use in courses/careers day]

Disciplines	Related arts organisations ¹⁰	Related jobs	Skills these jobs ask for	Courses that develop these skills
School of Social Sciences				
Anthropology		Graduate Archaeologist Heritage Information Advisor Heritage Consultant & Anthropologist Archaeologist and Heritage Manager Heritage Information Advisor Technical Advisor Historic and Cultural Heritage		
Development Studies	Tear Fund	Advisor Communications, MBIE Policy Advisor at Ministry of Business, Innovation and Employment		
Media, Film and TV	TVNZ, Mediaworks, Newshub, NZ Herald, Stuff	Marketing and Events Coordinator at Directors & Editors Guild of New Zealand Digital Content Director at Media Milk Communications & PR Specialist at Mental Health Foundation of New Zealand Publicity and Interactive Manager at Paramount Pictures NZ Publicity Assistant at TVNZ		
Politics and IR	Any Government Department Auckland Council Auckland Policy Office Department of PM and Cabinet Transparency International	Community Network and Fund Coordinator Local Board Engagement Advisor Policy Analyst Auckland Council Committee administrator, Tauranga City Council Executive Assistant for Green Party Policy advisor, Department Prime Minister and Cabinet Communications & marketing assistant, National Party Research services analyst, Parliamentary Library Policy Advisor MBIE Policy Analyst, Department Internal Affairs		

¹⁰ Examples of the most pertinent only, not an exhaustive list

		Stakeholder Advisor, MBIE Ministerial coordinator, Ministry for Primary Industries		
Sociology	Ministry of Social Development YWCA	Adviser – Ministry of Justice Youth Worker Development Manager - Auckland Metro Crime and Operations		
[Compass]				
School of Humanities				
Art History	Auckland Art Gallery Artists Alliance	General Manager at Performing Arts Network NZ		
Classics and Ancient History				
English, Drama and Writing Studies		Content Producer, Digital Content Specialist at Panasonic New Zealand Ltd Publicity and Interactive Manager at Paramount Pictures NZ	Communication	
History	National Library of NZ Parliamentary Library	Historian – Treaty Settlements		
Philosophy				
Theology				
School of Cultures, Languages and Linguistics				
Applied Language Studies and Linguistics				
Cultures and Languages				
Translation and Interpreting		English Language Teacher, English Language Instructor, English as a Second Language Teacher, Medical Interpreter - Auckland District Health Board, Manager Translation Service-Department of Internal Affairs, Teacher (ELG, E4E) at English Language Partners New Zealand - Working with Refugees and Migrants Language assistant - Court Interpreter at Ministry of Justice		

Intercultural Programmes (Asian Studies, Latin American Studies, European Studies)	MFAT Tear Fund			
Te Wānanga o Waipapa - School of Māori Studies and Pacific Studies				
Māori Studies	Ministry of Maori Development, Te Puni Kōkiri, Maori Television	Ethnic Affairs Adviser		
Pacific Studies	Ministry of Pacific Peoples			
Indigenous Studies				

Ways in which employability can be taught/shown in Arts

We already develop a range of skills in our existing courses that are useful for the workplace. that are often mentioned in literature reviews and documents on employability in general, such as critical analysis.

What politics graduates said their degree gave them

When we asked politics graduates what their degree gave them that helped them in their job for the practice of politics courses, they had a wide range of answers:

Political Knowledge	Political skills
<ul style="list-style-type: none"> ▶ general knowledge of society and political systems ▶ understanding of what is happening in the world and current events ▶ a sense of the history, tradition and what worked or did not work in the past in politics ▶ Papers on political campaigning and communication helped them be a strategist as it involved analysing problems and finding pathways to overcome the obstacles 	<ul style="list-style-type: none"> ▶ Summarising <ul style="list-style-type: none"> ▶ take complex information and whittle it down ▶ simplifying very complicated material ▶ ability to go through a huge amount of information and pull out key points ▶ Research skills ▶ Creative thinking <ul style="list-style-type: none"> ▶ Able to figure out where do I want to get to and how am I going to do it ▶ rigour of considering and adapting ideas ▶ Critical analysing ▶ Communication <ul style="list-style-type: none"> ▶ Written and verbal ▶ Writing clearly ▶ Argument <ul style="list-style-type: none"> ▶ how to voice opinion as an advisor ▶ able to say why something might be a good idea or what the risks are

However we could also link these to specific jobs to make the employability aspect more cognizant or obvious:

- Critical analysis can be linked to policy analyst
- Research can be linked to parliamentary, party or policy researcher

Furthermore we can - and already do - go beyond this.

Specific exercises that mirror workplace activities

There are also workplace-style assessments and teaching methods that develop workplace skills which some of us already use in our teaching, such as a policy brief, a memo, a report, give a presentation, write a press release, role play advising a minister, simulations, shadowing/observation of practice, write a blog.

Skills we might want to develop more teaching on (or extend to all disciplines)

There are a range of generic skills which are sometimes taught, maybe more in some disciplines than others, that we could extend to all, and are directly relevant to the workplace

such as media training, workplace writing, oral and written communication skills, interviewing, negotiation, leadership and team work, website and social media use and media production.

Ethical workplace attitudes

Lastly, and something particularly relevant to Arts teaching, is the more values-based subject matter that also helps develop appropriate 21st century attitudes which employers, and especially government, increasingly ask for, such as being culturally aware, supporting diversity, being ethical and following rules. We could argue that all arts graduates should emerge being more empathetic, more open to diversity, less biased.

But we might want to think about how we make such valuable attributes more obviously stated in our teaching.

3.6 Examples from what we already do

Employability-focused courses:

POLS 206 The Practice of Politics; Convenor: Jennifer Lees-Marshment

- Knowledge of jobs available
- Report writing
- Creating advice for action from academic research
- Careers – skill development plan, application and interviewing skills
- Ethical and diversity awareness
- Workplace skills – understanding of working in government
- Advisory skills: turn ideas from research/the past into recommendations for future action
- Communication skills - presentations
- Writing skills - short workplace-style report writing

ARTSGEN 301 Internship

- Workplace environment understanding
- Professionalism
- Project management
- Workplace meetings
- People (or interpersonal) skills – interacting with different people
- Data skills – excel
- Real world report writing
- Careers - network building

General courses with employability within them

[NB obviously needs expanding via a call for more examples from the whole faculty - so anyone teaching anything applied or workplace linked in their course]

POLS 318 Thomas Gregory

- Communication - blogs

POLS 345 Political Marketing

- Advisory skills: turning ideas from research/the past into recommendations for future action
- Writing skills: Report Writing

3.7 The benefits of embedding employability

Recruitment/marketing

There are obvious recruitment and retention benefits with embedding employability.

If we can badge our BA as having employability at the heart of it, we can attract more students/parents choosing whether to do it.

If we can guarantee that each course has an employability element that's a big selling point.

Once option 1-3 are completed we should re-brand/relaunch this. Courses and careers day should be upbeat and focused on how well we do this.

Makes our arts research and teaching count in the real world

If we make our students more aware of the arts jobs out there, and help them get them, we are likely to get more of our students into arts-related jobs rather than losing them to commercial companies with the better funded recruitment schemes.

Employability teaching helps to get our students – with all the knowledge and awareness we've given them – into jobs in the arts to positively influence what goes on in organisations and society in the arts. It helps to make more of what we already do – make our arts teaching count.

Prepares students for the workforce

We can then say we prepare students properly for the workforce. Student feedback on courses focused on employability convey this value:

For POLS 206/315 The Practice of Politics:

'This course is very useful and the most relevant to work life after graduation; should be a core paper for ALL politics majors'

'The practicalities of each report has been really useful in terms of gaining knowledge and skills that I can apply'

'The skills such as writing a CV are extremely valuable.'

'Skills section was particularly helpful.' - 'Learnt a lot of new skills that will help me get a job'

Arts Gen 301 summative feedback

'I have learnt valuable social and communication skills, from how to interact with different people, how to pick up social cues, and how to behave during a workplace meeting.'

Especially in the non-profit sector, most internships are unpaid and usually quite time-consuming, and so to be able to gain this experience for academic credit is so valuable. It saved me from having to sacrifice a summer or semester to unpaid work - instead I was able to gain the experience I needed alongside my degree.

Retention and showing value of traditional courses/whole degree to current students

Employability courses help support traditional courses by showing students what they can do with their degree in the workplace. It helps show them their typical study is worth it.

Student who completed Arts Gen 301 Internship commented that:

‘Possibly the most meaningful thing I learnt was I do have value as an arts graduate and far more transferable skills than I previously understood.’

Students who have completed The Practice of Politics course noted in evaluations and videos¹¹ that it showed them the value of their politics degree:

‘Every workshop was valuable not just to the assignments, but also my understanding of how my education would be useful in the workforce.’

‘It gave relevance to what I was doing with the rest of the degree.’

‘Politics...can be very theoretical and it can be hard to really get that understanding of how can I use this information to improve my country...what the practice of politics does is it says well here are the roles that you are actually going to be doing; here are the vital information and skills and tools that you need to do these roles.’

‘It applied the knowledge that I’d learnt in those courses in a way that was practical and useful in my future career. I could put in place all the things I’d been learning in environmental politics and New Zealand politics and the theory of politics.’

A self-rating skills test completed at the beginning and end of the course demonstrates how the course helped them see the value of the politics degree and going on to graduate study through the course:

Skill they felt they had a high level of	Average 2013-5 (%)	
	Beginning	End of course
An understanding how their politics degree could be used when working in politics	24	92
Appreciation of the value of PG study in broadening my job options	43	77

Employability teaching shows students why their other courses are valuable and creates a bridge between traditional teaching and their future practice.

¹¹ See <https://www.youtube.com/watch?v=AOHse6bbZSE>

Section 4 Embedding Employability in the Arts BA: the options

There are a range of ways to do this which range in quantity and difficulty to achieve. Below are a range of options to consider.

4.1 Identify and communicate employability elements for each course, and enable students to earn employability badges across their degree

Universities in the US are issuing digital badges to help their students display skills and accomplishments that are relevant to the workplace because academic transcripts don't do this.¹²

Course convenors could be asked to identify employability elements in their courses – e.g. workplace skills it develops and potential jobs it relates to. These should be placed on course outlines/syllabi, course descriptions online, and used in recruitment, and canvas. Canvas has the capacity for us to add badges with an external url for each course; we could investigate badges for the BA overall also.

Students could earn employability badges with a logo and symbol as they go through their degree.

Employability badges can be used in recruitment and retention and students can use them in job-seeking

We would need to develop and expand and categories the skills noted in job ads:

- Advocacy skills – representing an argument or group of individual, making a case
- Analytical skills – research, strategy, quick identification information, interpretation of information, problem-solving, identifies hidden problems and risks, can project future issues/scenarios, checks all fruitful sources, looks beyond the obvious
- Writing skills – report writing, policy briefs; concise and comprehensible
- Communication skills – presentations, speeches, media interviews, blogs, social media, listening, websites, concise communicator, debating, public relations/affairs, media management, press releases, conciseness, accuracy
- Interpersonal skills – team work, peer work/learning, empathy, relating to people from range of backgrounds/all walks of life/status, teamwork, meeting people, diplomacy, relationship-building, liaison skills, rapport building, tact, discretion, approachable, understanding, working across teams/units, networking, collaborative, respectful of alternative views
- Advisory skills – political advising, policy advising,
- Political skills - reflects government priorities, understands current issues

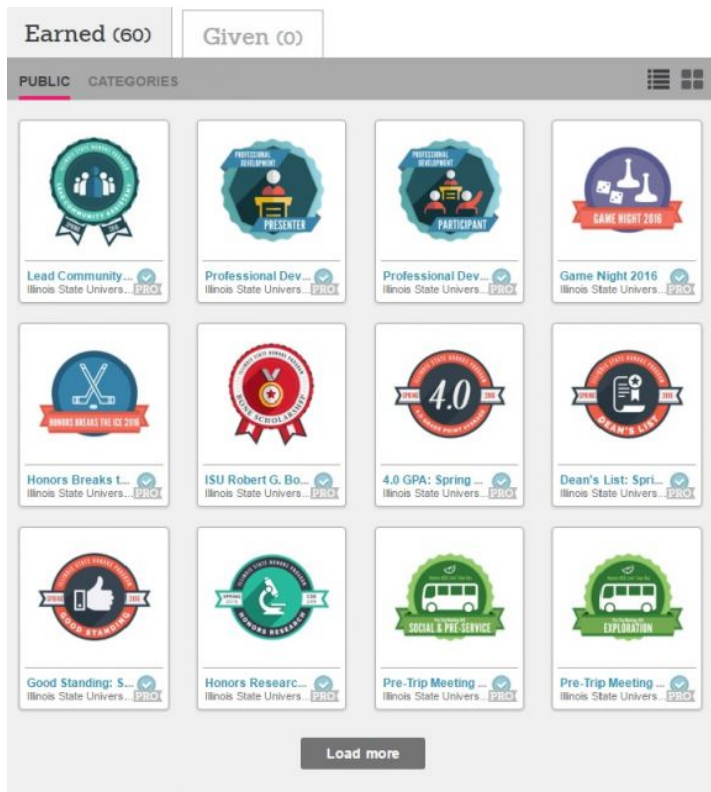
¹² https://www.insidehighered.com/news/2016/08/09/digital-badging-spreads-more-colleges-use-vendors-create-alternative-credentials?utm_source=Inside+Higher+Ed&utm_campaign=a4c7a9eaf6-DNU20160809&utm_medium=email&utm_term=0_1fcbc04421-a4c7a9eaf6-197432877#.V6pFbll0boU.mailto

- Policy skills – understands context; uses frameworks and tools; applies clear logic and objective reasoning; understands different perspectives; identifies pros and cons of options
- Organisational skills - events management, diary planning
- Management skills - planning, development, management, implementation, project or policy management, understands government processes
- Engagement skills - community relations and outreach, engagement with the public and stakeholders
- Leadership skills – leadership roles, team leadership, vision, strategy, adaptability, generates new ideas, thinks differently, initiative
- Attributes or Character skills such as openness, reliability, integrity, trustworthiness, cultural understanding, tolerance, aware of unconscious bias, objective, adaptability, perseverance, resilience, patience, flexible, copes with challenges and unfamiliar tasks
- Self-management - works independently, responds appropriately to feedback, manages workload, good time management, responsible for own professional development, seeks learning opportunities, follows rules and meets deadlines
- Values – commitment to the cause, courage to speak up and do the right thing, ethical, understands and applies EEO principles, can think globally, passion
- Marketing skills – market research, data analysis, strategic thinking
- Data skills – quantitative skills, google analytics
- Computer literacy - basic programmes such as Word, Excel, Outlook and PowerPoint
- Workplace culture – role play, understanding of working in government

We could also consider if students could earn them with student associations too.

Illinois State’s honors program created criteria for earning a badge. Course instructors or other university staff evaluate the evidence behind a badge application. US universities hire outside companies: The New York City-based Credly, along with Merit Pages and Pearson’s Acclaim, is among those making the most headway as a skills-displaying platform in higher education. Other platforms experts say are worth watching include Badgr, BloomBoard and the PD Learning Network.

Example of Illinois States visual badges:



4.2 Appoint academic Employability Champions within every school to work with CDES (Careers, Development and Employment Service) to connect students, academics, the careers service and employers

CDES proposes academics interested in this area to become the career or employability champions and work with CDES to carry out activities such as:

- Identify school-specific student needs.
- Suggest relevant content/interventions.
- Help CDES disseminate information to other faculty staff.
- Support CDES expos, employer presentations and general CDES initiatives and activities through faculty promotions to encourage students to engage with CDES and participate in CDES activities.
- Inform CDES of potential employers/organisations that are engaging with the faculty and could provide additional student support and activity.
- Identify possible student groups and clubs that require career development support that can also collaborate with CDES faculty ambassadors to promote CDES events and activities.

This would help embed employability, connect traditional study with careers more effectively, and also give academics interested in this area recognition for their work.

4.3 Create an Associate Dean in Employability

This would send a strong signal to the Faculty and SLT that this area is valued, and they could support other academics to identify and develop employability in their courses.

4.4 Collate and communicate existing best practice ideas for embedding employability within single courses

There are a range of different ideas already in existence for how to embed employability within single courses, even if just a one hour simulation or short applied assessment. We could collate the different ideas and add to a resource website for other academics who might like to develop this aspect to their teaching.

Consideration could also be given to awards and prizes for employability teaching.

4.5 Cultivate more professional practices in BA courses to bridge the gap between university and the workplace

Potential aspects to reflect on include:

- Training in professional behavioural skills such as time management, working independently, self-responsibility, following rules, responding appropriately to feedback. These are often mentioned in job ads, yet increasingly students are poor at following instructions, managing their work to submit ahead of deadline, and often complain about grades given to them without taking in the feedback for how to improve their performance.
- Stricter late submission penalties. E.g. meet the deadline; or there is just once chance to submit late up to 3 days late and you get 25% off. Nothing else. No chasing students to submit to get them to pass. A simpler penalty system This would also save academics time.
- Central system for managing extensions which uses typical HR workplace policies; and gives the student a one stop place to go to, saving them having to tell problems to several academics and saving academic time
- Investigate rewards for turning up to class, given at work you can't just turn up when you feel like it (and then complain when your performance and grade/pay is poor).
- Drop the bell curve used in some DAs as there isn't a bell curve in the workplace
- Engage in reflection on grading schemes to ensure anyone passing our courses is doing so by demonstrating enough ability that would be useful in the workforce. Simple regurgitation of knowledge is enough to get a pass at university, but it's not very useful in the workplace anymore now there is google. In the days when there was no internet possessing knowledge that was hard to get was valuable. This is no longer the case.

4.6 Create a new Arts in Practice Course/Pathway to serve the BA and possible also the new BA in Communication

This aims to embed employability preparation by offering courses to all students across the faculty that focus on developing employability skills. Thus, we can claim we give all students the opportunity to gain employability skills through these courses and individual DA courses.

An Arts in Practice Course/Pathway would provide long-term support to students throughout their degree to help provide students with:

- a sense of possibility of the career options in arts
- a sense of direction and a plan to succeed
- core workplace skills including workplace writing, communication skills, and professional behaviour in the workplace
- ethical awareness in terms of the need for ethical behaviour and supporting diversity
- inspiration through examples and practitioner speakers talking about creating change and making a difference in Arts organisations
- a sense of belonging – a network between students, staff, societies and with alumni especially recent graduates (e.g. 5 years or less)
- a long-term ongoing relationship with CDES, students, academics/academic study and employment throughout their degree

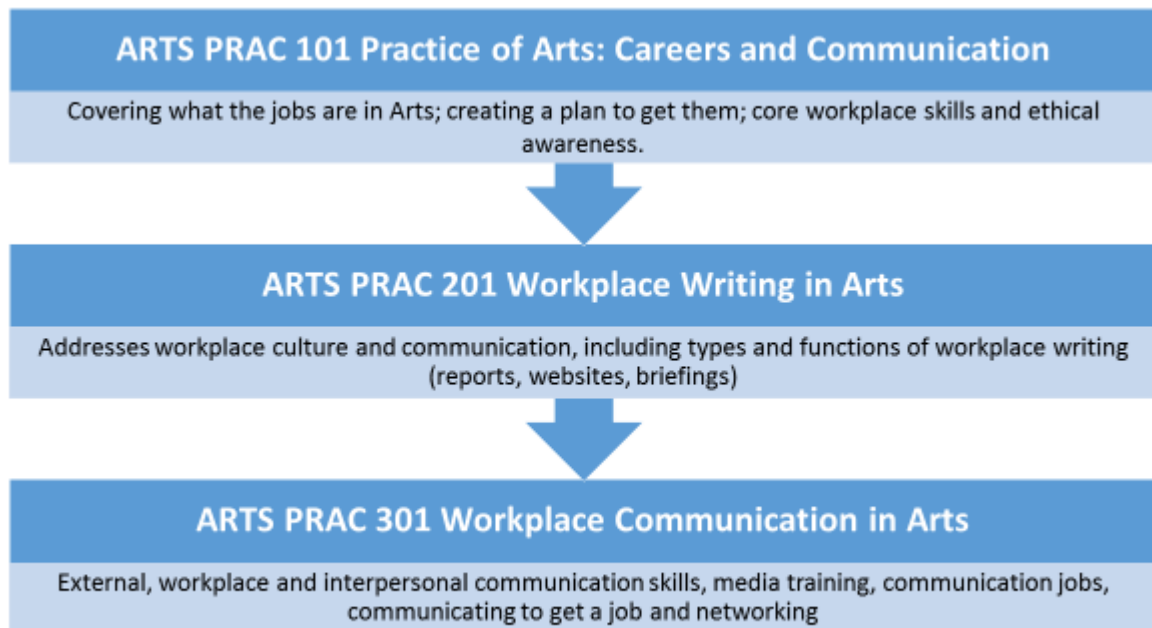
The focus will be on work and organisations related to what is researched and taught in traditional courses within the BA. Whilst students can of course get jobs in any

The focus of Arts in Practice will be on helping students discover the wide range of arts organisations directly related to their BA, where they can make difference to people's lives, create a positive change for society, contribute to the public good and create transformation in the workplace, and thus putting their BA into practice.

The focus will therefore be on work and organisations related to what is researched and taught in traditional courses within the BA. Whilst students can of course get jobs in any kind of organisation, there are a wide range of Arts organisations. The precise definition can of course be debated endlessly, but they tend to be non-profit, societal, charitable, governmental or in the public good (so including the media), and thus have a very different and distinctive ethos and culture compared to corporations.

Arts organisations include those that are non-profit, societal, charitable, governmental or in the public good (so including the media) and include Central Government (Wellington and Auckland based such as the Auckland Policy Office; including government ministries); Local Government (a wide range of councils); NGOs/Charities such as Amnesty International and Greenpeace; Crown entities like the Electoral Commission; Political Parties; MPs office; Parliament; Libraries; Museums; Media (e.g. TVNZ, Newshub).

Arts in Practice Pathway: potential courses



The Arts in Practice course would be an elective for the BA in Arts, and potentially core on the new BA in Communication as well.

Two further courses might be added at Stage 2 and 3 depending on workloads and resources. They would aim to be multi-disciplinary but focus on the disciplinary subjects taught in the Arts faculty focus on jobs and workplace skills in arts organisations and employers in relation to the range of disciplines in Arts - i.e. those that are for the public good: non-profit, governmental, charitable or media

ARTSPRAC¹³ 101 Practice of Arts: Careers and Communication

Convenor: Jennifer Lees-Marshment, with GTA support

Core themes: What the jobs are in Arts; creating a plan to get them; core workplace skills; and ethical awareness.

Topics: The Practice of Arts would cover

- *Working in the Arts*: Ideals and motivations for working in arts; Arts jobs and practitioners including skills; The highs and lows of working in the arts; What arts employers want and employees need to offer; self-reflection on what jobs students are most suited to/motivated to do
- *Careers in the Arts*: facilitate students to find a sense of direction and create an aspirational plan to succeed especially the summer of their first year such as finding volunteer/paid part time work to build necessary skills

¹³ ARTPRAC was suggested by Misha Kavka in 2015 discussions. Alternative coding is ARTSEMPLOY or COMMS as long as COMMS coded courses can be taken by non-comms students and it be counted towards whatever discipline they end up majoring in.

- Effective practice in arts: core workplace skills such as short succinct workplace writing, time management as a career capability, and being professional behaviour in the workplace including punctuality, attitude, meeting deadlines
- Ethical practice in arts: the need for ethical behaviour/following rules; supporting diversity and unconscious bias; and the challenges and potential for creating change and making a difference in the arts workplace
- Networking and social opportunities with other students, arts employers and alumni

Timing: Semester 2 first year

Potential format - online/campus hybrid - this course can be run on campus as normal but could also be run partly online,

- adapt the current two hour workshop run on campus for practice of politics into online self-reflection in relation to prescribed exercises and materials
 - adapt and extend the current website for *The Practice of Politics*¹⁴ with multi-job area/discipline relevant resources
 - turn workshop slides into online discussions, exercises and instruction
 - the course focuses on student engagement with and reflection on a wide range of resources, so it would work well for that individual reflection to be done where suits the student
- GTAs run 12 one hour assessment-focused discussion hours on campus
 - at multiple times
 - for smaller groups (max 50 students in each one), to offer advice and support on the assessment
- GTAs and the convenor organise 12 one hour whole class sessions in lunch time or evening for socialising and networking
 - include guest speakers from CDES, alumni now working in arts-related organisations, and arts employers
 - enabling interaction between peers, CDEs staff, alumni and arts-employers
 - voluntary attendance - although could scan student IDs and give bonus marks to those who turn up

Resource requirements - the Practice of Arts would adapt the already highly successful current politics version (POLS 206 The Practice of Politics¹⁵) to jobs/organisations/disciplines (and thus all students) throughout the faculty. It could be adapted to cover Arts by expanding course materials and the online resource centre materials to suit students from all disciplines so there is discipline-specific material within the course to suit every student and DA specialism – e.g. a job to apply for in every discipline, discussions and links to suit every discipline and so on. But the student then gets to choose which they focus on.

Expanding it to all disciplines in the faculty would need investment in terms of development including costs such as:

¹⁴ See <https://www.coursebuilder.cad.auckland.ac.nz/flexiblelearning/practice-of-politics/> (University of Auckland login only)

¹⁵ See <http://www.artsfaculty.auckland.ac.nz/courses/?Subject=POLITICS&Number=206&Year=2016>

- Research assistant to extend material and content to suit all disciplines/job areas
- Convenor time to supervise and create multi-disciplinary material
- CLEAR resources and academic lead time to develop the course online
- Research assistant to upload all the new material gathered onto the new faculty wide website, with all the new info
- Research assistant to do video interviews with practitioners/arts employers across the range of disciplines

Ongoing costs should be standard as for a normal course - GTA support to run discussion hours/mark/advise students; appropriate workload management for academic lead convenor but could be done within the School

Benefits include:

- Help retention from Stage 1-2 by showcasing the value of arts, and that it is leading to a valuable, exciting job at the end and creating a social network
- Creating a relationship with CDES that will continue throughout the degree
- Starting career planning early in time to guide choices about subjects, volunteer and paid work
- Conveying the need for workplace skills and behaviour from the start of the degree
- Taught partly online, it will suit student who increasingly work part time and find it hard to attend 3 hours per week for each course.

4.7 Create Student Employability Ambassadors

Students themselves can be asked to get involved in employability. If Stage 1 Practice of Arts goes ahead, we could invite all those that complete it to apply to become a student employability ambassador, and engage in activities such as:

- giving us feedback/ideas on how to develop this area
- help with recruitment by going into schools and speaking at courses and careers day
- help with networking events for all three courses within The Practice of Arts Pathway
- co-create Practice of Arts Club for current students
- expand it to include former students once in the workforce, developing a closer connection with arts alumni

This would also be beneficial for the students themselves in developing their public speaking, organisation, and communication skills. It might even be embedded directly within the teaching syllabus and assessment modules for Arts Prac courses.

4.8 Hold an Arts Job Fest for arts employers/organisations

Instead of leaving it to business, we could create a list of arts employers and invite them to an arts-focused employer fest.

4.9 With CDES run Arts Employability Week every year, and every semester if CDES resources allow

An Arts Career and Employability week was run for the first time in Arts in 2016; it should be repeated annually.

4.10 Connect with schools where early decisions are made

A lot of decisions about what to study are made in schools, not just by school children themselves but influenced by careers advisors, teacher and parents. We need to promote arts jobs/employers and the value of an arts degree there.

4.11 Get input from arts-employers about what they want from our graduates

1. Draw on CDES knowledge
2. Directly ask contacts in arts-related organisations
 - a. JLM collating information from her contacts; other academics could add to this
3. Meet with/interview Ask HR staff in arts organisations to ask them what they think of this discussion document
 - a. tap them as 'experts' - pull together a representative group specifically for the purpose of defining what they look for in grads explicitly as part of this redesign for a one off session
 - b. e.g. 6 for a two hours (maybe lunch?) working through a structured /facilitated session could yield some very useful info.
 - c. consider having reasonably high ranking university rep to give added credibility to the session from an external viewpoint.
 - d. make sure you feedback – e.g. summary of their ideas fed back and updates on progress on the redesign.
4. Interview them/get them to give guest talks on what they look for in employees, how tough the job market is, why it is good working in their organisation, why arts graduates are good/what skills they have, what else they would like to see our graduates have skills wise, what the jobs in their organisations are and involve and so on
 - a. use this material in several ways: the Practice of Arts course, CDES workshops, recruitment

4.12 Ask the AUSA to conduct a survey of students about what they'd like us to do in employability

We could ask the AUSA to conduct a survey of students for us like they did for CDES on work-related learning; that got 800 responses. We could ask about what they'd like us to do in employability, whether they want to focus on arts-jobs and/or businesses, what they think of the arts in practice course/pathway, and so on.

4.13 Adapt and expand the Arts internship as another employability-focused course

Review the nature of the current Arts internship and adapt more sustainable models to allow more students to take it.

This can respond to forthcoming CDES ideas in their work related learning project.

For example:

- Rather than placing students with all the liability that implies and simply work with employers to encourage and create opportunities and then students apply, and employers decide who to take
- Consider shorter, more focused internships such as Oxford micro-internship 5 days student group project or a work co-op mid-semester break
- Or Arts work-based project with group work

These will still need resources to be credit bearing/assessed but might make expanding the internship opportunities more feasible.

4.14 Create and deliver an Employability guarantee - every course within the faculty has an employability element and/or make employability capstone courses core to get a BA Arts

Every course has employability

Insist each course, course description and syllabus has an employability section. I suspect each course already has an employability element anyway, but we haven't identified it. But we would need to support staff in identifying it or adding new elements to add it.

For example for the online course description:

Employability Element: Teaches critical analysis. Develops skills for the job of an analyst.

or

Employability Element: Prepares students skills such as issues identification and observation for jobs such as a media commentator.

And for a syllabus:

Employability Development

Teaches skills including critical analysis, research, report writing, blogging

For jobs including media commentator, analyst, parliamentary/charity researcher, communications officer

If we can achieve option 3, it will be a big selling point to parents, students, the media, government and society as a whole. We would become a faculty that has completely embedded employability.

Make employability specific courses core to get a BA Arts

Long-term, we could insist that every student takes and passes the capstone Arts in Practice courses to be able to graduate.

That way, we can say to employers every one coming out of the University of Auckland will have these skills and ethical awareness. They cannot have a BA without demonstrating it.

This would be wonderful. However this would require a lot more work in terms of mind-sets, and repeated provision of courses in each semester and summer school.

4.15 Set up a working group to consider changing/future work practices

Whilst we are catching up with linking university to current employment in Arts, the future face of work is said to be changing considerably, such as with moves to contract work, start ups, niches, project work, freelancing and new areas of employment.

We could consider how to prepare students for that.

Section 5 Acknowledgements

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