

# **Employability: The Employers' Perspective and its Implications.**

## **Recognition of degrees in the labour market across Europe.**

Input given by

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Education Policy

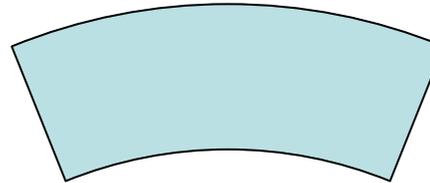
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# Quality circle of HE programmes.

## Quality assurance

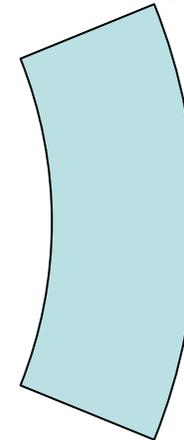
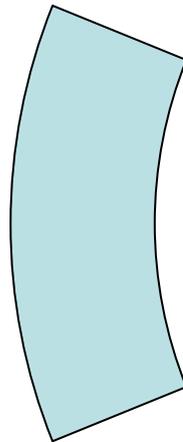
Is employability a criterium in terms of the internal quality assurance process?  
Are representatives of the professional field involved into the internal quality assurance process?



## Programme development

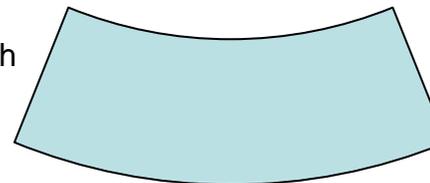
Is there a description of the principal professional field(s) at which the course targets ?  
Do the attributes, the programme aims at, correspond to the qualificational demands in the professional field? Are the objectives of the programme coherent?  
Are representatives of the professional field involved into the development of the programme?

**Employability**



## Goal attainment

Do surveys in the world of work ( e.g. analysis of take-up and employment, consultation with alumni and employers etc.) prove that the programme conveys employability?



## Programme implementation

Coherence of the curriculum, the access criteria, the assessment procedures as well as the teaching methods with the overall goal of employability?  
Are the planned resources appropriate to convey employability?

# **Bachelor and Master.**

## **An unknown species?**

German employers support the new study system – for example by initiatives like „Bachelor Welcome!“

Additional surveys are made – like the „employability rating“ of dapm and CHE.

Important instruments are ECTS, Diploma Supplement and Quality Assurance – but are they used by Higher Education Institutions and are they reliable?

Transparency is needed – but not in sight.

There is (nearly) no marketing for the new study offers – at least in Germany.

What we need is: **TRANSPARENCY** and continuous cooperation between companies and HEI

Recognition of  
degrees  
PZ-30, Dr. Anz  
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# Backup.

# **Employability – „checklist“.**

## **Criteria (I).**

Definition of the vocational fields desired (in economics, science and administration)

- Does it exist a description of the relevant vocational fields for this course of studies?
- How is the curriculum aligned for the students to arrange a capability for the typical work areas of the respective vocational fields?

# **Employability – „checklist“.**

## **Criteria (II).**

Integration of practice during the conception and implementation of the course of studies

- How were the vocational fields merged with the conception and implementation of the course of studies?
- Does it exist a program-council and how is this council set up?
- In which way are changes of the concept coordinated with the vocational fields?

# **Employability – „checklist“.**

## **Criteria (III).**

### Integration of practice in teaching and research

- What kind of working-experience have the teaching staff?
- Are teachers from outside the higher education institution part of the teaching staff – on a regular basis?
- Are there case studies as a regular part of the study programme?
- Are research-projects co-ordinated with enterprises?

# **Employability – „checklist“.**

## **Criteria (IV).**

### Practical experience of the students and graduates

- How is it guaranteed that the students receive an insight of the relevant vocational field?
- Are internships obligatorily and how long do they last?
- Are credit points given for the internships?

# **Employability – „checklist“.**

## **Criteria (V).**

Soft skills, such as: appropriate linguistic and written expression ability in English, team-competences, entrepreneurial thinking and acting, creativity and flexibility in the use of knowledge – and others

- Does it exist a list of the soft skills, which are particularly promoted in the study-programme?
- How are the different soft skills taught?
- How is the reaching of this goal evaluated?