



Employability Working Group

**Supporting Employability and Career Development
for Humanities & Social Science Students**

Case Studies and Context from across the Coimbra Group

January 2019

Introduction

Coimbra Group members operate in a global education environment which is ever more competitive and in which those funding our students, whether via personal fees or via public sector investment, are increasingly concerned about the evidence of impact and return on investment. Potential applicants are questioning the career outcomes of previous students and are graduate outcomes are therefore of growing significance.

The benefits of a degree in the humanities and social sciences (HSS)¹ are sometimes questioned, or they are challenged as not providing graduates with the skills and abilities for future success. Yet the study of humanities and social science subjects can prepare graduates for the global economy and a working life in which people will increasingly move between careers, employers and sectors and in which complex human tasks and understanding will be necessary to complement technology and automation.

In many respects at the heart of the dilemma is **preparing graduates for the multiplicity of career options on offer, many of which may not yet exist, and ensuring their ongoing success** as our alumni in a dynamic labour market.

Higher Education Careers Services across the Coimbra Group have the expertise and experience to support this activity, in partnership with faculty, employers and alumni. This report highlights the core support available to students, shares examples of practice from across the Group focused on the specific needs of HSS students and provides an insight into the current employment outcomes.

In producing this report careers and employability leaders from across member universities identified important messages for our students and academic stakeholders:

- skills and attributes developed by HSS students are relevant to many career areas, students benefit from these being made explicit during their studies
- career planning is a developmental process, therefore early engagement with career and careers services should be encouraged
- supporting students' career development is a collaborative venture - academic and faculty staff can be supported in this by their specialist career colleagues, e.g. engaging with employers, modifying content, providing complementary activities
- the employability agenda is likely to increase in importance - it needs to be a whole institution approach and non-vocational programmes will need to respond to this creatively

Content

Section 1: Overview of Higher Education Careers Support

Section 2: Examples of practice to support HSS students

Section 3: Recent experience of HSS students transitions to the labour market

¹ *Defining the boundaries of Humanities and Social Science subjects is difficult; subject mix, classification and structures vary across member institutions. Participating universities have provided data relevant to their context and we have endeavoured to combine this in a way which is meaningful to the reader and makes sensible comparison. The report restricts itself to the undergraduate student experience.*

Section 1: Overview of Higher Education Careers Support

University Careers Services continually evolve and develop their offer, responding to the needs of a diverse student population in an ever changing labour market and in line with the strategy and contact of the individual institution. That said, there are commonalities in the provision to support the career development journey of our students.

The terminology and models used will vary between institutions but in essence our activities respond to the student needs outlined in Figure 1. The intention is to build autonomy and self-sufficiency in our students, enabling them to continue planning and managing their career beyond the initial transition from University.

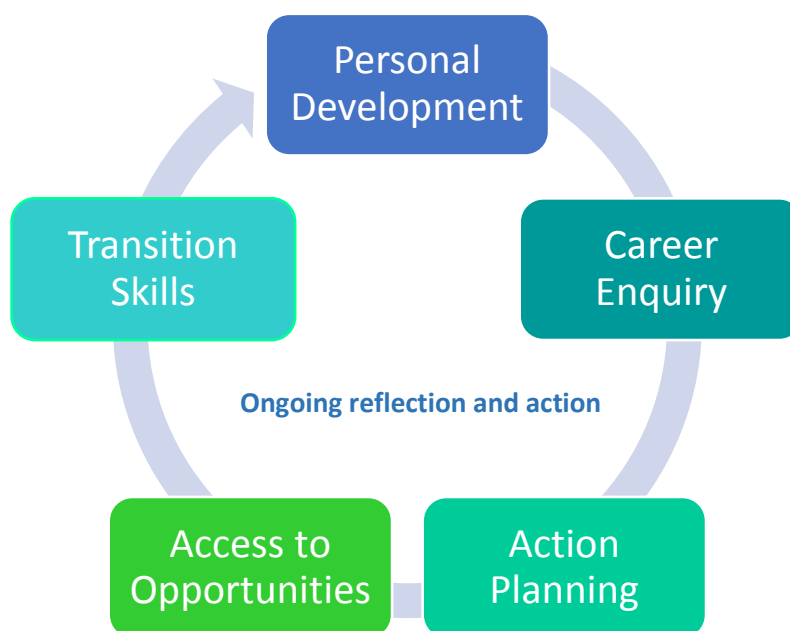


Figure 1: Careers Service Support

These needs may be addressed in a variety of ways: from delivery in the curriculum, large and small scale events such as careers fairs and workshops, to one-one support and online resources. Increasingly Careers Services provide targeted support which seeks to recognise the particular context and needs of particular student cohorts, this includes linking directly to academic areas. This is complemented by comprehensive central provision: the figure below provides examples of the central provision that is typical across member services.

Personal Development

- Development and delivery of activity within the curriculum to develop graduate skills and attributes
- Promoting access to and learning from study and work abroad opportunities
- Promotion of co- and extra-curricular activities, such as volunteering, student societies and work experience
- Training activities aimed at improving key professional competencies and skills, e.g. commercial awareness, team work, networking
- Training and support for entrepreneurship and business creation

Career Enquiry

- Providing multiple sources of inspiration: blogs, web resources, alumni career panels
- Access to reliable, impartial and up to date graduate careers and labour market intelligence
- Exposure to the range of opportunities open after graduation, including further student and self-employment
- Company presentations: providing students with useful information about specific professional fields, and introduction to organisations business and mission alongside recruitment and selection processes

Action Planning

- 1-1 support from Career Counsellor to identify career interests and explore professional goals
- Alumni connection to offer careers insights and mentoring
- Career planning courses and comprehensive self-help resources to support career planning and decisions making

Access to Opportunities

- Careers Fairs enable students and employers to meet face to face; these may be large scale generic events or sector specific, and also encouraging exploration by earlier year students
- Exclusive online job sites advertising internships, student jobs and graduate roles, including international opportunities
- Promotion of our graduates through active employer engagement and activities such as CV profile books
- Signposting to scholarships and funding opportunities for further study,

Transition Skills

- Advice on and critique of self-marketing materials such as CVs, application forms and LinkedIn profiles
- Support for job hunting, including networking and proactive job search strategies, both in home and overseas labour markets
- Access to practice resources for psychometric tests, recruitment interviews and selection centres
- Documents and procedures to start an internship: The Career Service Office assists students and graduates in complying with the procedures to start an internship
- Short lectures, workshops and boot-camps to support transition

Section 2: Examples of practice to support HSS students



Career Management Skills

Aims: Reduce unemployment among recent graduates and give students the competencies to manage their own career.

Description: a series of workshops integrated in the students' education, planned in collaboration with the academic colleagues.

Success factors/learning points – what made it work?

Students are better able to handle their own career and make decisions during the time as students.

Outcome: Very positive feedback from both students and staff, with a satisfaction level around 85%.

Didactic Development Project

Aims: To help professors handle questions and topics regarding career to better guide and help students.

Description: a number of teaching materials and exercises are developed for professors, who can use it in their teaching. Topics could be competencies, applications of academic topics/teaching, how to contact an employer and so on.

Success factors/learning points – what made it work?

Professors find it useful and applicable. Students become more aware of career choices during the studies.

Passport to Professional Practice: Library and Information Science

Aims: To offer a guidance programme for bachelor's students.

An *Actions Menu* offers students a series of training activities to complement their degree and enhance their CV with key skills for their professional future. The Menu is approved by the head of studies of each degree and developed using suggestions from the faculties' own departments and research groups.

The overall continuity of the Passport programme is provided by the career guidance counsellors at the Student Support Service through annual seminars and individual counselling for the students. Students are encouraged to gradually build on their self-knowledge, explore career opportunities, define their training route (conferences, stays abroad, optional subjects, master degrees) and gain professional experience (volunteering, non-curricular internships), and each individual's participation in the programme is recorded in a personal file called the Dossier (the *Carpeta*).

The Philology Studies: Professional projects and Employability Day

Aims: Offer to Philology's future students an overview of the professional opportunities that they will have if they decide to study this discipline and provide a guide to job placement and ongoing training.

An *eBook*, written by Professor Imma Miralpeix, shows some of the 'worlds' in which the students of Philology can develop possible professional projects or where they can focus their aspirations. You can enter each world in the hands of a former student of Philology of the University of Barcelona who made that vocation their professional project, and are currently working in their chosen field

Outcome: eBook: <https://goo.gl/HTGfJn>

Employability Day consisting of two kind of activities: a fair through which the students have a direct contact with a sample of companies and institutions and a program of talks, round tables and discussion sessions about job placement and internships.



THE UNIVERSITY
of EDINBURGH

Harnessing the power of Alumni to Support HSS students

Aims: HSS degrees are well respected by graduate employers but students may lack confidence, motivation and direction, which impedes progress into graduate careers. These initiatives were conceived to address this, offering the opportunity to develop career insights, broaden horizons and navigate the graduate job market.

History Mentoring: 3rd year History students were matched with mentors, drawn from existing alumni contacts and LinkedIn, across a broad range of sectors from academia, to heritage, law and finance. Mentees were offered up to 4 interactions (virtual or face-to-face) with their mentors, but this could extend beyond this with the agreement of both parties. Bespoke training workshops were provided for mentees and an online webinar delivered to mentors, to clarify expectations and define boundaries. A project evaluation was carried out via telephone calls with both mentees and mentor.

Students valued access to 'external' expertise, which added value and credibility while ensuring existing staff resource wasn't over stretched. The initiative has cemented the partnership working between the School, Development & Alumni and the Careers Service. Based on positive evaluation the School has agreed to allocate funds (from the School budget) to cover costs and provide administrative support, and to also extend to students from Classics and Archaeology.

- *"I never thought I would get an opportunity like this"*
- *"New insights and ideas which have changed my thoughts on what I want to do"*

Life Beyond PPLS: This evening event consists of very short (5 minutes) inputs from up to 10 Philosophy, Psychology and Language Science alumni, followed by networking and further career exploration over drinks and refreshments. Consenting speakers are filmed, ensuring the content and messaging has a lifespan beyond the event itself and for those unable to attend.

<https://www.youtube.com/watch?v=QOWIIAKPI80>

Alumni are very positive about the event and many return in future years, supporting the School's engagement with its important alumni community.

Insight Into Business: An opt-in one day event for students across the College of Humanities and Social Sciences. Students are provided with short presentations and activities around networking, presenting and team work. A real business challenge is set by an employer partner, which students work through and present to a judging panel. The case study focuses on core business skills to ensure its widest relevance. Students work in multi-disciplinary groups which provides a good taster of the professional environment, where a diverse workforce is becoming the norm. The learning in each group is supported by a humanities graduate from a different company who acts as a facilitator and role model.

- *"I learned that even without studying for a business and marketing degree, I still had relevant and important insights to contribute"*
- *"I am doing fine! A reaffirmation that I can work well in a team, and enjoy meeting new people."*

The Career Service of the University of Göttingen offers **all** interested students and graduates detailed information about the process of career planning, job applications and how to enter into the world of work in general. This is complemented by the faculty's very own Careers Service, established by the Faculty of Humanities' Dean's Office. This offers individual coaching for students, several different types of events, a physical library as well as extensive information online. The KOMPASS programme is an example of the activities offered specifically for Humanities students

KOMPASS program

The KOMPASS programme (KOMPASS: Kompetenzen – Perspektiven – Ausblicke, meaning “competencies – perspectives – outlooks”) aim is inspiring career ideas amongst students through a series of different events each semester. Students have the opportunity to inform themselves about possible career paths according to their individual preferences. The programme uses three different formats:

- **Expert Talks:** Graduates of the humanities with different professional backgrounds give short presentations on their field of work, talk to students about their career path and give advice on job search strategies and the application process.
- **Company visits:** Students visit companies and organisations which employ graduates of the humanities. They gain insights on the respective field of work and possible job positions for graduates of the humanities.
- **Workshops:** Trainers with practical experience offer hands-on workshops on different fields of work or topics like developing career ideas, the application process and career planning.

Building Bridges Mentoring Project

Humanities and Social Science Students also benefit from activities offered by the services of the central careers service such as 'Building Bridges'. The project links students with a mentor from a field that interests them, who will give them personal guidance and supports them with any questions relating to requirements, qualifications or strategies that will help them break into the chosen field. The exchange of experiences provides the participants with insights into real world professional experiences and gives them impulses for professional decision-making and orientation how to qualify for their career entry. The mentoring programme provides targeted support to students who encounter specific challenges during the transition from university to work due to their social or personal situation.



UNIwersytet Jagielloński
w Krakowie

Academy of Self-Development

Context: The Careers Service of the Jagiellonian University in Krakow provides various services for all students and graduates with the aim of supporting them in the transition from education to the labour market.

As one of our main goals is to help students gain lifelong, transferable career skills, we organize workshops with experts from local and international companies and institutions. Our **Academy of Self-Development**, held each autumn, is a week filled with soft-skills workshops on different subjects. We chose the subjects of these workshops based on the needs, requests and suggestions of students and graduates obtained from different surveys that we conduct, along with our activities. Interestingly, amongst the most popular subjects are those connected with the use of specific software such as MS Excel, or learning the basics of programming. Other popular topics are related to stress management, business negotiations, public speaking, personal branding and entrepreneurship. All competencies which are highly valued in a range of employment settings.

We stay in touch with our graduates not only by doing **Alumni Careers Paths Research** but also by closely cooperating with them. Some graduates form a special bond with the University and as a result we make use of them to share their knowledge and experience with current students. Our **mentoring programme** is a great opportunity for students to find a career path and get inspired by experienced graduates. As part of the mentoring programme there are lectures, training, workshops, webinars and individual consultations, all lead by our successful graduates.

Students and graduates have the options to choose between two approaches to individual support – coaching and counselling.

- During a cycle of 6 one-to-one **career coaching** sessions, students and graduates have the possibility to: discover their strengths and talents; start proactively planning their future career; increase motivation to develop useful skills; become more confident in job-oriented situations; identify career goals; develop steps for achieving them; increase decidedness; improve time management and build work-life balance.
- During **career counselling** meetings students and graduates obtain useful information about: the labour market and labour law; job searching strategies; job offers; placement test and job interviews; building a professional LinkedIn profile, producing a CV and writing a cover letter.

Twice a year **job fairs** are organised to provide a perfect opportunity for students to meet employers from different companies and institutions. A speed-recruitment formula enables both employers and students to talk and learn about both sides' expectations in a direct and open manner.



Living Library

“The Living Library – Come and “read” a professional in your field!” facilitates the interaction between students and professionals in their field of study in a friendly and less crowded environment. This is informal education method merges both the students need to interact with specialists in various fields and hear their success stories and the Universities’ Alumni giving something back.

“Books” are invited to the event and promotion starts on the campus. Through an online form “readers” submit preferences for the number of “book(s)” they want to read and two questions they expect the “book(s)” to address. The event starts with a 10 minute introduction, during which the “books” and the settings are presented to the “readers”. During three “reading” rounds of 30 minutes each, based on the preferences submitted in the online form, the “readers” interact with the “book(s)” and find out about their career path, work and life experiences.

The “living books” have included specialists from different domains and areas including management, IT, education, finance, psychology and research. Sessions run once a month during the academic year, resulting in over 18 editions of the Living Library and 90 specialists interacting with almost 700 students. <http://cariera.uaic.ro> (in Romanian)

Students today, professionals tomorrow

This project was initiated in 2013 and involved 8 partners (7 HEIs and 1 organization from business environment). The project aimed to improve graduates’ transition to the labour market by involving 5000 students (990 students from our University) in an integrated program of career conferences, career guidance and study visits. The students involved in this project were enrolled in the first two years of BA studies, and first year of MA studies.

The project had three mandatory activities and two elective activities. The mandatory activities included:

- one career conference (3-5h)
- a general career guidance session (1 hour)
- a study visit at a company significant for their studies (2-8 hours, depending on the company profile, the number of employees and the visit period)

The elective activities were:

- one specific career guidance session (6-8 hours)
- two specific conferences (both involved students from all seven universities)

All students had to attend the mandatory activities, but only 160 of them benefited from specific career guidance and 40 applied and participated to the two specific conferences. Each phase emphasized students’ job skills. Almost 1000 students were involved in the project, with 23 speakers, 57 study visits to 27 companies. <http://cariera.uvt.ro> (in Romanian)



Project Laurea Magistrale Plus

Aims: University should be a turning point combining new generations' expectations with skills needed by technological, economic and social changes. University should link students with enterprises and Labs through a new path that integrates academic courses with company knowledge.

This project is connecting university knowledge with society and labour markets in particular, adapting students' skills to economic and social changes. Students will have the same academic training as currently provided, with the addition of know-how, technologies and problem-solving learned through focused internship experience in enterprises/labs. It complements knowledge gained by students during their academic path with a high quality and well framed job experience. Soft skills such as problem-solving, relationship management and organizational attitude are enhanced, with the University and companies working together to improve student's employability.

The students in LM+ will attend 5 semesters instead of 4 in the MA university levels; the last 2 semesters are based in a company or institution. Students' receive a minimum reimbursement (500€/month). At the first phase Philosophy is include alongside Biotechnology, Chemistry, Electronic Engineering and International Business and Entrepreneurship. The tutoring activity involves academic and enterprise tutors drawing up internship projects to the student's activity monitoring. The internship activity will be the subject for the student's final academic dissertation.

The selected students started their internship experience in February/March 2018.



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

Local Job Market Observatory

Job markets develop rapidly. Such evolution is determined by a wide range of factors: one of the most important is technological development. In the last 20 years, not only our way of living has been changing but also new job related work competences have been introduced - this is absolutely necessary to companies that want to be competitive in a global market. It is therefore fundamental that every university reads and interprets the job market, handling the systematic acquisition and analysis of information about demand and supply of labour, with a particular focus on the needs of professionalism in different industries from the territory where they are located. This will permit universities not only to provide useful information to their students in order to orient themselves in the job market but also to adapt the education to actual needs expressed by those who “create” jobs.

The Local Job Market Observatory is a University service which carries out regular collection and analysis of information about labour supply and demand, providing an overview about professional needs of specific professional sectors in the Italian region of Veneto, where the University is located.

Aims: The Observatory of the Local Labour Market, has the following objectives:

- monitor the emerging economic sectors, providing a brief national overview and an in-depth description at the local level;
- understand and describe the structure of companies and their organization;
- describe the internal processes in companies especially in terms of present and past mobility of human resources;
- identify professional roles required in each economic sector in order to describe them in detail, in terms of activities to carry out and the possession of specific technical skills, soft skills, attitude;
- identify - with the support of entrepreneurs - training gaps linked to professional roles, collecting opinions and suggestions to improve the training offered by University to provide better skills and competence to start a professional career in each sector and, therefore, to activate a constructive dialogue between academia and business.

Main Outputs: From the research activities of the Observatory periodical publications of notebooks of the PHAROS series are produced (Pursuing Home-Market Accessibility and Raise of Occupational Standing) and yearly conference organized to present the results of research and give the opportunity to compare entrepreneurs and professors opinions through round table discussions.

Some of the publications are particularly useful for Social Science & Humanities students who can have an overview about interesting sectors, such as Communication and Marketing; Social Co-operative; administrative services. To consult the complete notebooks series, that includes 25 publications, please link to <https://www.unipd.it/osservatoriolavoro>

Success factors/learning points: The Observatory of the Local Labour Market can be used to build a collaborative relationship with companies and start a dialogue with them about topics of mutual interest, such as the employability of graduates, and to bridge the gap between the needs of companies and the knowledge and skills of graduates. This activity helps the University identify the professional skills required by local employers, through face to face interviews. Developing the activities related to the Observatory can make companies more available to collaborate with the University. Investigations on how long it takes for our graduates to find a job in our region and which positions they fill, through longitudinal surveys, reinforces relations between the University and Companies.

Soft Skills Laboratories

Aims: Technical skills and motivation are no longer enough to guarantee satisfactory integration into the labour market. As stated by much research, soft skills can make the difference since they provide added value to the profile of the graduates. Soft skills are a crucial factor for better job performance and therefore boosting the career path within a company.

The greatest shortcomings of new graduates, from the point of view of integration into the labour market, is not due to a lack of technical-disciplinary knowledge, but mainly to the poor ability to translate knowledge into effective organizational behaviours. This is why it is important to offer training courses to develop soft skills alongside training to transmit technical-disciplinary knowledge and skills.

Project: Five modules about transversal skills and one module to provide graduates with job search methodology and current information about the labour market and appropriate organizational behaviours. The contents are modulated on the basis of the participants (students, graduates, PhDs) and on the basis of the disciplinary fields of reference.

- Module 1: Listening and Communicating
- Module 2: Negotiating and conflict management
- Module 3: Team working
- Module 4: Manage the difficulties
- Module 5: Problem Solving
- Module 6: How to face the Labour Market

Each module has a duration of 5 hours for a total of 30 hours. This includes both classroom activities and individual activities to be carried out at home. Independent work is necessary to reflect and apply content covered during classroom activities.

At the end of each module, participants who had attended at least 80% of the total hours can access a final test. A positive result is needed for the recognition of credits for those who are enrolled in a degree course according to the study course and department.

During classroom activities active learning methodologies stimulate learning through experience. Practical exercises are important to guarantee the continuous involvement of participants both inside and outside the classroom. At the end of each lesson independent work is allocated and forms the starting point for the next lesson, to support reflection and discussion about topics of previous lessons.



Developing Social and Cultural Entrepreneurship

Aims: The University of Salamanca has a majority of faculties in Arts (10 out of a total of 16); graduates in these degrees have a lower work placement rate than graduates in Scientific/Technical degrees. Making visible the new model of entrepreneurship that has emerged under the auspices of the social economy will support their employability, promote new niches of emerging employment and entrepreneurship and generate a positive impact on wider society.

The “**Social and Cultural Entrepreneurship Program**” is offered to USAL students as an alternative to incorporation into the workplace and consists of three key activities:

Social and Cultural Entrepreneurship Workshops: a 3-hour workshop taught by an entrepreneur, held in each faculty with 20 attendants maximum. Using the methodology of the Team Academy, students arrange themselves in teams and work together developing their innovative business model over the Business Model Canvas (Osterwalder, 2004). This tool, that fosters understanding, discussion, creativity and analysis, make students easily visualize and understand the business model as a whole. <https://emprende.usal.es/es/proyectos/emprendimiento-social-y-cultural>

Social and Cultural Entrepreneurship Week: a set of varied activities carried out over a week in different facilities of the University (historical buildings, residence halls, faculties, etc.) to spread the alternatives of entrepreneurship among the university community and overall society and to surface potential projects and partnerships. Activities included meeting with local social and cultural agents, motivational talks given by successful social and cultural entrepreneurs, screening of documentaries/films regarding social and cultural entrepreneurship and further discussion. Creativity workshops included: *Pechakucha Night*, *Hack For Good in Social Innovation and Entrepreneurship* and a travelling exhibition of roll-ups of good practices in Social and Cultural Entrepreneurship. <https://emprende.usal.es/es/semana-de-emprendimiento-social-y-cultural>

Practical Guide of Social and Cultural Entrepreneurship: on-line and public access guide containing information and resources about Social and Cultural Entrepreneurship, designed, developed and published with the aim of disseminating the entrepreneurial culture among the university community. <https://emprende.usal.es/esyc/index.html>

A minority of those who engage in the program become self-employed or create a business. Perhaps, because social and cultural businesses have lower rates of return compared with technological start-ups or more conventional businesses. Positive feedback from all stakeholders has resulted in attention outside the University of Salamanca. At the 2014 annual meeting of Employment and Entrepreneurship Services of Spanish Universities, this program was acknowledged as a good practice.



Turun yliopisto
University of Turku

Projektiässät (Project Aces) <http://projektiassat.fi/en/>

Aims: The aim is to enhance employability among non-vocational students (many of whom are HSS students) and provide contacts and actual experience to them.

Project Aces is an activity where employers give real projects to groups of students. Students work on those projects for free however, in addition to the experience itself, they receive study credits in return.

The activity has worked well in bringing together students from different study backgrounds. Since they have to face different ways of thinking and co-operate with each other, as well as try to fulfil the needs of employers, the students gain real working life experience. HSS students have discovered that they have versatile knowledge that really brings something to the project. In some cases for example the HSS students have reported actually seeing that in a project they have added an important human-centric view that business students did not have.

Project Aces gives HSS students the ability to recognize, value and articulate their skills and to realize how to use them in real working life tasks. They see, in a concrete way, that education has prepared them for professional life and that they are highly capable of learning and finding out things in order to succeed in a work task.

Competent Generalists

Seeking EU funding for a project to strengthen the career skills and employment opportunities of the generalist students and recent graduates of University of Turku and to increase their knowledge of the job market in Turku region.

Structural change in Southwest Finland stresses the importance of a competent work force to growing lines of businesses, by widening the scope of how the competences gained from generalist degrees are perceived and applied. A majority of students of higher education institutions in Turku study generalist degrees. These graduates have more challenges in finding employment yet possess extensive transferable skills that are often inadequately recognized by both employers and students.

The project tackles the problem by providing students and new graduates with tools to recognize the versatile employment opportunities in the region and to describe and apply their competences in a manner that speaks to the employers and their needs. The project works in cooperation with the Employment Services of Southwest Finland and provides career coaching for newly graduated generalists.

Career options for students of the Humanities

Aims: To provide an insight into career paths of people who studied similar subjects, making students aware of and better equipped for the broad variety of possibilities as a humanities graduates.

Lecture Course: Frequently students do not select a career option when starting their studies. It is therefore important that they develop skills which can later be applied to the questions and problems they are interested in addressing. In order to identify and discuss the best career opportunities, we provide a series of lunchtime lectures and courses with company representatives and alumni. These events provide orientation and guidance for students, direct contact to professionals and the possibility to ask direct questions. Through this several internships have resulted from the conversations between speakers and students.

http://www.presse.uni-wuerzburg.de/aktuell/einblick/single/news/berufsperspektiven_fuer_geisteswissenschaftler/

Workshop Programme: Provides focused and inspirational courses on specific work areas with experts from that field; providing a chance for students to get insights without doing a full internship. Topics covered include journalism, cultural management, Public Relations (PR), Publishing, Company communication, and successful project management. Through this approach interesting speakers are able to motivate the students, develop close contacts with lecturers and thus develop a course together, which is oriented to the students' needs. <https://www.uni-wuerzburg.de/career/veranstaltungen/>

Career+ By providing basic economics skills participants acquire additional skills in business areas and are able to access careers in a wider range of companies. The knowledge acquired during the course of studies (40 Credits on top of their other studies) is supplemented by targeted seminars, lectures and e-learning offers for an internship application in a company environment. Participants complete at least 2-month internships in a company they choose, providing in-depth insights into operational procedures. The program is a collaboration between the Center for Continuing Education and the Career Centre and the majority of graduates from the programme found careers in new areas and were able to unlock new career paths. <http://www.uni-wuerzburg.de/karriere/startseite/>

Career handbooks: Developed closely with the respective departments at the university these handbooks enable students to get a feeling on what they can do after graduation.

https://www.uni-wuerzburg.de/fileadmin/39030300/Berufsfelder_fuer_Geisteswissenschaftler_ONLINE_FINAL.pdf



Vilnius
University

Systematic Transferable Skills Development

Background: Teaching at university is mostly focused on delivering hard skills directly related to the corresponding study program. Therefore, graduates can lack certain so-called “soft skills”, “transferable competences” or “graduate attributes” that are necessary in any work environment. As a result the university faces its employability rankings to be not as high as desired.

Description: The research of top 50 QS universities was conducted to understand what competences are developed and how these competences differ between bachelor and master degree students at other universities. A detailed list of competences and behaviors is also systematized by the European Commission. Another reason to focus on transferable skills was the overview of every programme at Vilnius University. More than 30 different transferable skills were found to be developed in these programmes. However, those skills that are most important nowadays (e.g. leadership) were mentioned only a few times in the descriptions of study programs.

After analyzing the current situation, four main target groups were chosen to be analyzed while deciding on Vilnius University Graduate Attributes: students, alumni, academic staff and employers. At this stage, questionnaires, interviews and focus groups were held in order to find out the 5-7 key competences.

Next year the project will continue in three different directions:

- Every program will be reviewed to evaluate how these competences are developed formally
- “Teach the teacher” programs will focus on methods to develop these competences
- All non-formal activities will be reviewed to evaluate how they develop these competences

SMART internships

Background: Internships, as a part of the study process, are often concentrated on applying the hard skills gained by a student into practice and is mostly organized in traditional ways. Acknowledging the fact that today’s employers seek more than great hard skills, and having identified that soft skills can be best developed in an interdisciplinary learning environment, a new type of internship was brought to University.

Description: Students from different study fields work together as a team to solve real-life problems of a private or public company. Each team is composed of 5-7 students, who study at different departments and study different programs. During such internships, students work closely with company representatives, are granted access to relevant work areas of the company, learn to analyze lots of data, draw conclusions and develop tangible solutions to overcome challenges that the company is facing and prototype or test them. The team is coordinated by two mentors – one from the University and one from the company. Smart internships last for 3 months and follow the stages of the “Design Thinking” methodology, which concentrates not only on case solving, but also on group dynamics and development of soft skills. This has received very positive feedback from students and companies.

Section 3: Student transitions into the labour market

There is no single source of information on the destinations of humanities and social science graduates across Europe. EU statistics on tertiary education do not address the career outcomes for graduates. http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary_education_statistics. In some member countries there are national data sets which enable a detailed analysis of graduate destinations https://www.hecsu.ac.uk/assets/assets/documents/what_do_graduates_do_2017.pdf And individual institutions often track the career paths of their own alumni in some detail.

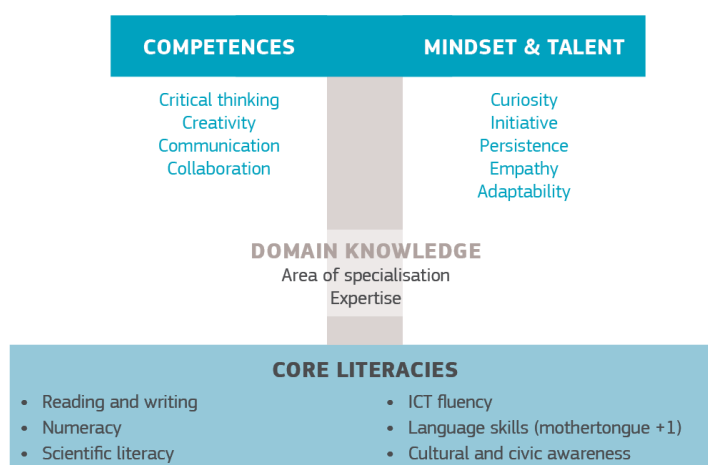
A recent report from the British Academy highlights the broad skill set developed through the study of humanities and social sciences. This follows a report on the Campaign for Social Scienceⁱ. The broad skills set of these graduates can be perceived as both a benefit and a limitation: graduates are equipped to enter a diverse range of roles yet the lack of clear direction may make the options overwhelming. Simultaneously recruiters, and graduates themselves, may not recognize the transferable skill set being offered.

The economy and 'local' labour market play significant roles in graduate outcomes. The OECDⁱⁱ notes that *"considerable variation in the proportion of graduate jobs is found across industries and countries and in the short period from 2011 to 2013, the proportion of graduate jobs has become more diverse across countries."*

With talk of the 4th Industrial Revolution, The World Economic Forumⁱⁱⁱ, European Commission^{iv}, global consulting firm PWC^v and many others have speculated on the future needs of the labour market. There is anticipated change in the nature of employment, such as greater remote working, fragmentation of roles and the growth of the gig economy. This puts a premium on personal initiative and professional resilience.

It is likely that the work culture and economy of the future, will require broader analytical skills and knowledge, the ability to learn and re-learn and to link different perspectives and disciplines. This approach is sometimes referred to as T-shaped skills: the T represents the depth of an expertise in a particular field while the horizontal bar is the breadth and ability to collaborate across disciplines.

The diagram below is taken from Skills and Resilience for a World of Change, European Political Strategy Centre Strategic Note, Issue 14, June 2016 inspired by the T Skills framework.



Higher education in the humanities and social sciences is well placed to enable and support students to develop the skill set required of the future labour market. Collaboration between academic departments and specialist careers services can support this activity, ensuring students can recognize and articulate their capabilities and make a smooth transition into employment and vitally can continue to manage their career in what will be a highly dynamic labour market.

ⁱ <https://campaignforsocialscience.org.uk/wp-content/uploads/2013/10/Graduate-report-2013.pdf>

ⁱⁱ Henseke, G. and F. Green (2016), ""Graduate Jobs" in OECD countries: Analysis Using A New Indicator Based on High Skills Use", OECD Education Working Papers, No. 144, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5j1phd30vdr0-en>.

ⁱⁱⁱ <https://www.weforum.org/reports/the-future-of-jobs>

^{iv} http://ec.europa.eu/epsc/publications/strategic-notes/future-work_en#h-4

^v <https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-the-future-the-competing-forces-shaping-2030-pwc.pdf>