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Vocational Training Center for Undergraduate University Students and Teachers in Jordan (VTC)

John Gabriel PhD

Senior Professor, London Met. University

Principal Fellow of Higher Education Academy

Chair, Oral History Society UK

Agora Institute

j.gabriel@londonmet.ac.uk





Aim

To review the current and future role of role VTCs in promoting student employability and good employment outcomes.

Any others?

VTCs bridge the gap between courses and jobs

Computer skills for all students offered as generic, transferable skills

VTCs provide Job portal for vacancies





Objectives of Workshop

By the end of the workshop participants will have

- Identified the challenges in developing Vocational Training Centres,
- Considered institutional factors that critically promote student employability and graduate employment
- Reviewed subject level initiatives at London Met and considered their applicability in partner institutions.
- Considered ways of using VTC to disseminate best practice

- Any others?
- Curriculum development is key to the employability of students
- Role of Government. Ideally it just allows you to get on with it OR should it play a more proactive role in managing student numbers and courses and take account of student interests with one eye on meeting the needs of labour market. Otherwise too many engineers graduating and ending up in technician roles.
- More engineers per member of society than anywhere – 1 in 60 of population –too many?





Review of Vocational Training Centres (VTCs)

- In group/s summarise progress to date in the creation/development of VTCs
- Highlight any challenges and how you have or intend to address them.
- Discussion time 20 minutes; Nominate rapporteur to give 5 minute feedback





Feedback from discussions

- BAU VTC and Consultancy Centre doing same job, resources and budgets an issue, training materials for students, currently university provides umbrella for professional education (FE) hybrid car maintenance, renewable energy, but VTC doesn't provide such training but does share courses, across VTCs
- JUST chose not to share courses, integration between employers and people stay within subject area and rely on personal contacts, VTC access external funding brought us together, challenge to work with employers, latter don't see the benefits, most SME's not corporate cultures hence don't include continuing professional development. Courses numerous, but other universities offer hybrid technologies, though not sure about quality. Can't charge for courses as students don't have money to pay for vocational training- still , seeking partner funding agencies in order to subsidise courses, in order to help economy, syrian refugees, etc/
- GJU- buying equipment – using top management- opening centre, questionnaire survey of stakeholders, workshops, contact employers, students, using contacts, training courses offered in VTC. The selection of courses, funding sources and target group, based on questionnaires for students/graduate. Developed booking system for courses, teachers from local community and students, job portal linking to university job portal. Challenge how to create local training material, why is course needed, what resources are needed, local professors or students and market feedback voluntary or paid? How to keep centre running? RESOURCES a big challenge sustainability and continuing links with other VTCs
- Mutah expectations not met, too general courses, lack of specialist nutrition medical dietetic doesn't know about food processing
- Diploma – for those who don't get into university –
- Summary achievements include centre launches, bought technology, training courses contacts with stakeholders, but challenges include sustainability, resources - mismatch between student interests and available courses market driven. Lack of specialists (ie.g. involving employers) in curriculum , sharing of materials, resources (links with companies) sustainable need support of insitution and government embed employability across university –courses very vocational individual contacts, portals for jobs. Employers need appropriate skills, alumnae can help, raise profile of employers and help with sponsorship/





Higher Education in UK- Recent changes

Understanding national context:

- Changes in student funding
- Greater accountability of Universities to stakeholders: students, government, employers
- New metrics for measuring success, including data on graduate employment
- Affects funding, league tables/reputation.





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London Metropolitan University





Supporting Student Employability and Graduate Employment at London Met: the Challenges

- Variation between Schools and courses vis their relationship to employability and careers
- Schools (formerly Faculties) had more autonomy both from each other and central departments e.g. careers.
- Fragmentation meant that both students and staff in subject areas and staff in not always aware of services provided in other faculties or centrally, e.g. by careers department.
- AND not forgetting wider policy context presenting challenges for all Universities:
 - Changes in student funding
 - Greater accountability of Universities to stakeholders: students, government, employers
 - New metrics for measuring success, including data on graduate employment
 - Affects funding, league tables/reputation.





Institutional Responses

- Pro VC (Employment Outcomes) Appointed 2015
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- Each School has member of staff responsible for partnerships and employment outcomes. These staff report to Pro VC
- Other heads of relevant Departments including Employability and Careers, and the University Enterprise Centre, also report to the Pro VC
- Created a joined up structure, the purpose of which was to integrate, provide consistency, and enhance employment outcomes for students.





Coordinating Initiatives: the role of the Employability and Careers Service.

- Online resources careers portal <http://www.londonmet.ac.uk/services-and-facilities/employment-support/>
- 4 Careers Consultants attached to Schools. Offer 20 minute slots of one to one support, e.g. help with CV or job application
- Offer regular workshops on topics including Job Search, Networking, Creating a CV, Using LinkedIn, Completing Applications and Interview Techniques.
- Fast Forward Festival; careers and employability week long event held in November. In 2017 there were 189 sessions involving employers and careers staff and 2700 students attended.
- Offer regular workshops on topics including Job Search, Networking, Creating a CV, Using LinkedIn, Completing Applications and Interview Techniques.
- 'Fast Forward' Festival; careers and employability week long event held in November. In 2017 there were 189 sessions involving employers and careers staff and 2700 students attended.
- Don't ask employers what they want but what they do. Coordination of training, competencies
- Just engineering market competencies, (VTC coordinate) specialist courses health engineering computing, pharmaceutical engineering





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Widening Student Employment Opportunities

- Accredited work based learning module across University. Numbers of students on WBL rose from 1500 (2016) to 2580 (2017). Target 3000 each year i.e. all students.
- ‘Earn as you Learn’ 200 jobs offered in 2017. University as student temporary employment agency
- Volunteering; employers attend job fairs, university database of opportunities.
- Graduate Internships; paid employment in University e.g. marketing, computing/IT, university administration



OTHER STUDENT OPPORTUNITIES TO GAIN WORK EXPERIENCE



- *Student Ambassadors*. Visit schools and colleges, attend open days to talk about their experiences;
- *Success Coaches*. Students supporting year one and year two students in aspects of their studies.
- Access to employer mentors : 5 meetings (min) over five month period. Advice, support offered person in relevant profession.
- *Internships* with partner employer organisations



Student Employability Awards

- Students who have completed Work Based Learning (WBL) module who also: undertake sessions with careers consultant and careers guidance sessions; complete LinkedIn profile; complete CV and skills profile at the beginning and end eligible for *Student Employability Award*.
- Excellent student feedback on experience of completing award. Students refer to increased confidence, networking opportunities and having a stronger CV.



Support for Alumnae

- Part of a FT careers consultant and the role of a graduate intern are dedicated to building relationships with alumnae
- Alumnae invited to attend careers workshops, etc.
- Increasing targeted interventions depending on employment outcomes in particular subject areas.
- 85 Alumnae Mentors (plus Ambassadors)



Monitoring and Evaluating Success

Stakeholder involvement in course validation and review process, including annual monitoring: e.g.

- Employers on validation panels
- Feedback from stakeholders: external examiners, employers and students
- Other measures: no of work experience opportunities, employability awards, take up on courses, workshops etc.
- Ultimately no of students in work (all work) after graduation increased to 97% in 2017, 71% of whom in professional work.



Lunch!



Discussion (In Groups)

- What institution-wide actions (one or two) would enhance the role of the VTC? (20 minutes in Groups and 5 minutes for feedback)
- How realistic and practicable are these? Is there anything the VTC can do to make the case for further institutional backing (20 minutes in Groups and 5 minutes for feedback)
- Discussion and Summary of Day 1. Look ahead to Day 2.



Discussion in Groups

- BAU
- Staff and students service community;
- Make contracts with Institute of Vocational Education- they need HE participation.
- Relationship to Constultancy and Training Centre
- JUST
- Freelancers platform, Live projects, outside compass, website, networking, linkedin, platform, fresh money-
- Internship, engineering association real job and one day a week for training-
- Problem solving session, tutorials, engineering from industry, (4th and 5th year materials)
- How do you apply for licence- competencies, can't just rely on science.
- GJU
- Need top management support
- Adapting programmes to industrial needs- visits, speakers, problem solving approach team out to didactic
- Integrate different units work together
- Employability compass, what additional skills you need, plan for that two transcripts applied courses planned generic skills,
- Learn to earn give it more momentum, fees deduction, incentives,
- al Albeyt similar issues to other partners
- Challenge is securing student engagement in activities.





Summary

- VTC- training equipment, links with stakeholders surveys links with other projects sharing info website BUT sustainability, resources in future
- Significance of government (need more proactive – labour market intelligence, linked to course approval and student numbers) and institution wide policies
- –transferable skills and interdisciplinarity in new curriculum devts (professions don't respect boundaries between academic disciplines)
- Leadership, embedding across curriculum (Work placement Module at London Met?) integrated organisational structure led by senior manager.
- Stakeholder involvement –don't ask employers what they want but to describe jobs build reln from there





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See you tomorrow!





Subject level initiatives: Case Studies from London Met. University

- Enterprise/Entrepreneurship
 - Applied Languages/Interpreting and Translation
 - The Social Sector.
-
- What knowledges and skills do you associate with the following case studies and examples?
 - Are there similar examples from your own institutions where such knowledges and skills are supported? If not would any from London Met work in your universities?



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1 Enterprise and Entrepreneurship





Enterprise Support

Education/Training:

1. Entrepreneurship module
 2. Boot camp
 3. Incubator/Hatchery
- **How the startups are supported**
 - Logos
 - Banners for social media
 - Packaging design
 - Signage
 - Website design
 - Slogans



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BIG CHALLENGE

The Awards Night for London Met's biggest and best Big Idea Challenge ever is taking place on Thursday 26 April at 6:00pm.

- **COMMERCIAL**

Ideas with the potential to become successful commercial businesses. Ideas that are innovative, have a large potential market and add value people will be prepared to pay for.

SOCIAL IMPACT

Ideas that will have a positive impact on our communities and the world beyond. This could be an environmental, social or other not-for profit idea that helps those who need it most.

CREATIVE

An idea for a new product, an exhibition, or a way to make our city more vibrant. Or perhaps an idea that will help creative people reach new audiences and be more successful.





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Winners!



- **WÜ: BRING THE BAR TO YOU**
- **Nathaniel Amish and Niah**
- **Tired of queuing for a drink? Wü is an app that allows you to order and pay for your drinks via your mobile device, making the queue a thing of the past.**



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Winners!



- **DOGGY LOCK**
- *Elise Harrison*
- Doggy Lock is a lockable lead and collar so you can safely lock your dog outside; delivering peace of mind to pet owners and reducing dog theft



Winners!



- The future of London transport is electric. eConnect Cars is London's zero emission alternative to taxis and minicabs
- KTP with eConnect Cars:
To develop a bespoke software application that will facilitate a large scale use of electric vehicles in a private hire operation to provide efficiency, customer service and driver experience.



Review....

- What knowledges and skills do you associate with the above examples from the Enterprise Centre?
- Are there similar examples from your own institutions where such knowledges and skills are supported? If not would any from London Met work in your universities?



- HACKTHON- SIMILAR IDEA –ANLAYTICAL THINKING SPONSORED- ANALYSED MARKET, LABOUR COSTS, VALUES, Team work, communication,
- Centre of excellence for different projects- technical support business modelling for start ups, competitions (masters degree) applied research competition testing prototype in engineering problem solving for market
- Programme for innovation biomedical covert to prototypes pitching ideas, committee select ideas, between Germany and Jordan breaking wall – bias in news, prize in conjunct with chamber of commerce
- Soft skills, does not build on effective utilisation of student, less content more know how. Soft skills begins with observation, critical thinking how you find the gap, convert into ideas, how to put it into feasibility study,





2. Applied Languages (Interpreting and Translation)

- Rather than considered as an afterthought, employability and employer engagement have drive curriculum developments from course validation
- Teaching and learning not didactic but on developing an understanding and skills required for professional interpreting roles.
- The Course Organizer sees the University as a market place, with a roof but no walls, a concept reinforced by the use of digital media technology, external employer links, international Memoranda of Understanding, professional body partnerships and memberships of networks.
- In the case of the latter the University was a founding member of the Public Service Interpreting and Translation Network and a member of CIUTI, (see www.ciuti.org) the latter comprising around fifty top international interpreting and translation schools with strong links to professional bodies and representatives from elite employer organisations.





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The European Union
Court of Justice



The United Nations in Geneva



The European Commission



Interpreting and Translation (contd)

- Relations with top employers, notably the European Commission and the United Nations helped shape the curriculum.
- EC visits the University and students visit the EU institutions, have the opportunity to practice in the language booths and benefit from the advice of professional interpreters.
- Agreement with the United Nations, which ensures that students have the opportunity to visit the UN in Geneva and Vienna on a regular basis and gain practical experience under the watchful eye of UN interpreters.
- Course assessment mirrors the entry tests for both EU and UN.
- Work placements with both EU institutions and UN



Interpreting and Translation (contd)

- Use of social media, e.g. twitter in preparation for and during seminars
- Virtual conferences three way links with EC in Brussels and Universities across Europe.
- Development of business/entrepreneurial skills- business cards, networking, communication
- Led to businesses in applied languages, (e.g. service supporting Polish construction and decorating businesses)



3 Employment in the Social Sector

- ‘Live projects’ commissioned by:
 1. A local authority (Camden, north London) to produce website for older people, capturing their memories of their neighbourhood, publicising events. Social work students education/training involved understanding of older people (needs, services) and interviewing techniques (oral history). Digital media students trained in website design.
 2. A local authority commissioned a training video on young people’s experiences of care. Trained students in interviewing techniques and digital media students in videography and editing.



3 Housing Association (Lewisham Homes) commissioned rolling three day training programme for tenants.

- ‘Students’ gained understanding of housing issues (housing law, anti-social behaviour, social housing, how LH works –policies and services.
- Awarded Undergraduate credits (5) and progression onto a degree course;
- Employment (including for Lewisham Homes in customer services) and senior roles in residents association
- Over 2 years 39 residents have completed the course
- Chair of LH “It gives them the knowledge and confidence to get more involved in our work and help us improve services for all residents”
- Student “What I really gained from the course was getting to know my rights as a tenant”
- University lecturer “a great opportunity for us to support residents into further learning and work.”





Review....

- What knowledges and skills do you associate with the above case studies and examples?
- Are there similar examples from your own institutions where such knowledges and skills are supported? If not would any from London Met work in your universities?



Critical Success Factors

- 'Applied' expertise
- Strong Partnerships
- Responsive, flexible curriculum
- Institutional support
- Tangible benefits for all parties, notably students but partners too!
- Financial returns- research grants, student fees, consultancy contracts.
- **Active student engagement and participation**
- **Embedded in and across the curricula**



Discussion

- Tailored, customised courses in response to market demands.
- How to pay for projects courses- corporate sponsorship? Course fees?
Fees from project sponsor? (Make sure the contract includes these!)
- Assessment tailored to professional needs
- Embed across curriculum
- Take account of local areas- e.g. craft, and can create culture (skills)
- Need to show Tangible impact
- Feedback on workshop: UK examples good, interactive approach appreciated but further understanding of role of VTCs in the Jordanian context, would have helped





Group Discussion

- Identify one or two examples of subject vocational initiatives- 'best practice' from your own institutions (20 minutes in Groups and 5 minutes feedback).
- How can the VTC play a role in disseminating best practice? What are some of the key actions required? (20 minutes in groups and five minutes feedback)
- Group discussion and summary of days 1 and 2.



Discussion of best practice/dissemination

GJU software training in skills, in software, (communications)

JUST student in electronics come back as trainers provides sustainability and continuity and illustrates best practice as well as offering soft skills (communications for student trainers and role models for students participants in the training. It's Advertised on website, job fairs disseminate newsletters, etc and schools word of mouth. Open days also used to disseminate via parents (maybe also through learning and teaching conferences/seminars etc?)

BAU preparing on line courses, lack in curriculum digital marketing networking– uploaded materials share experience of application of software used in work by graduates.

Workshop on robots, student ran session, gained confidence communications skills and used facebook and whats app to disseminate (nb use of social media for students)

Students in renewable energy , mechanical engineering, basic science, evidence –what is lacking, task based learning, describe their job flow, (professionals reflected on their job flow and claimed it helped in their own development) how do we achieve the objectives (similar to jobs, prepare licence application)
Tailored to needs of employers good feedback from grads





Summary- John

- Challenges- sustainability and resources engagement,
- Institutional factors- role of govt, don't leave market to its own devices, strong leadership coherence subject buy in- VTC part of wider employability strategy
- Talked about subject initiatives how applicable they are
- VTCs examples of disseminating best practice
- I wish you all well, below are some resources please contact me and don't hesitate to invite me back to Jordan! I'd love to have an excuse to come back
- And thanks for making me feel welcome, for the discussions illustrate how knowledge is co produced!





Online References

<http://www.unialliance.ac.uk/wp-content/uploads/2015/10/Mind-the-gap-web.pdf>

<https://www.heacademy.ac.uk/institutions/consultancy/employability>

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

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