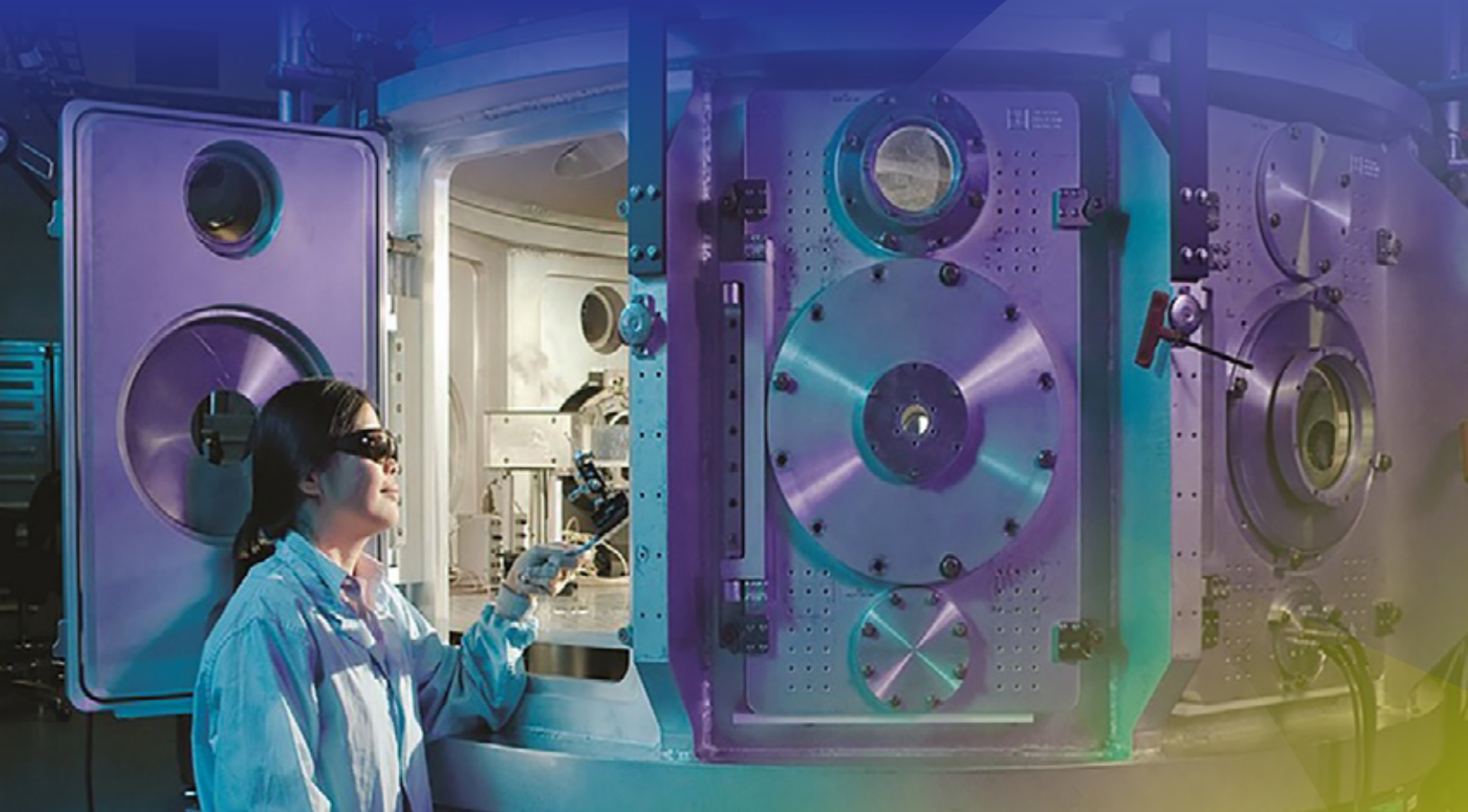




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TOOLKIT FOR KEY EMPLOYABILITY INDICATORS FOR NATIONAL QUALIFICATION AGENCIES

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A Toolkit for Key Employability Indicators for National Qualification Agencies

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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.



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Toolkit for Key Employability Indicators for National Qualification agencies

Introduction

This paper outlines the importance of developing Key Employability Indicators (KEIs) through which Higher Education Institutions (HEIs) as well as National Quality Assurance Agencies (NQAAs) will be able to monitor employability as a quality concept in higher education.

In view of the changing needs of knowledge economies, the focus on the employability of graduates has been at the centre stage of many important policy development forums. Although employability has become a buzzword in many quarters, there is still little consensus among higher education providers and the labour market on how the concept of employability can be embedded within higher education and how such employability can be monitored at the institutional level.

The concept of employability as put forward in this paper, provides for an important distinction between 'lifelong employment' and 'lifelong employability'. Employability is no longer considered of importance mainly for the unemployed but has become a necessity for all labour active groups in society. Employability is not a static characteristic pertaining to an individual but rather a dynamic variable linked to the enhancement of skills, aptitude and knowledge within HEIs and as required by the labour market and society in general. Drawing from the lifelong learning paradigm, employability is concerned with developing the ability in individuals for continuous learning within formal, informal or non-formal contexts. In this line, online and distance learning providers are considered as very influential in providing the necessary wherewithal for lifelong employability.

Consequently, if HEIs and NQAAs are to monitor and evaluate employability as part of their quality assurance initiatives, the approach to employability should cover a wide range of the core components of higher education such as teaching and learning, research, assessment, curriculum design and student experience.

Employability and Higher Education Institutions

As countries worldwide pursue an agenda of increasing and widening access to higher education, there is consensus among policy makers that HEIs have a vital role to play in the development of human capital.

In many countries, the importance of providing students with opportunities to develop their skills and attributes for enhanced employability prospects has been recognised as vital to economic growth. The boundaries between HEIs, industry and government have become blurred by the process of commodification of higher education, increased completion and massification. Concurrently the purpose of higher education has also shifted. Employability is now acknowledged as an important component in the top management agenda of many universities. The focus of HEIs in relation to the individual development of the student has shifted in favour of new economic obligations of preparing graduates for the labour market. Today, there are endless employability skills and aptitudes/competencies that vary across disciplines and professions. The expectation that HEIs are required to match the demands of employers through interdisciplinary programmes is now a reality in many higher education systems. Apart from industry-oriented curricula, there is an expectation that graduates must be equipped with the

necessary lifelong learning skills, knowledge and aptitudes required for the development of human capital, hence catering for a wider range of employment opportunities.

There are several challenges facing higher education, mostly pertaining to ideological concerns about the traditional mandate of HEIs to pursue academic excellence, the lack of consensus at institutional level about which graduate attributes to be developed and the lack of internal structures through which HEIs can pursue and monitor the employability agenda. In the same vein, the role of academics in ensuring a shared understanding of how employability is conceptualised and rolled out into the learning experiences of students should not be underestimated.

Quality for Employability

As mass higher education continues to peak, cost efficiency and accountability have gained prominence in higher education. As a consequence, rising unemployment has subjected higher education to enhanced public scrutiny. The quality of HEIs has been invariably linked to the quality of graduate outputs and the development of human capital for employability.

When referring to the concept of employability in higher education, the measure of employability in terms of the traditional graduate employment rate, poses several risks to HEIs. Very often, the success rate for graduate employment does not distinguish between employment and underemployment. Furthermore, research in the field has highlighted that the graduate employment rate on its own is no indication as to whether students have been successful in acquiring the skills, knowledge and attributes necessary for employment.

HEIs have the responsibility to demonstrate that their programmes are fit for purpose and that the quality of their graduates is in turn contributing sustainably to the development of human capital and economic growth. For this purpose, there is need for reliable and trustworthy indicators that can be institutionalised to monitor the quality of employability within HEIs. Accordingly, in many countries, quality audits and accreditation of HEIs have highlighted the need for reforms in curricula and the need for internal structures and processes within HEIs to support enhanced employability.

Employability Indicators and Quality Assurance

Harvey (2003) identifies a gap between the employability agenda of policy makers cum labour markets and the approach to employability. While NQAs in countries such as England and Scotland have developed a system-wide approach to the concept of employability, in many countries, the employability agenda remains dependent on institutional initiatives. Often, HEIs do not have an institution-wide employability strategy.

Recognising the importance of a strategic approach to employability, this paper harnesses the importance of employability embeddedness across all core areas of higher education. By including the concept of employability in national quality assurance systems, NQAAs can effectively monitor institutional strategies for employability through a more structured, comprehensive and consistent approach. Accordingly, Morley (2001) suggests that the use of performance indicators in assessing employability 'reduces the complexity of subjective judgements' (p.131).

"Employability performance indicator of an institution is intended to be an indicator of effectiveness of the institution in developing employable graduates" (Harvey, 2001, p.10).

Harvey (2005) suggests that employability indicators are mainly used for accountability and improvement purposes. For that purpose, by engaging with NQAAs to include employability indicators as part of their quality assurance guidelines, national convergence towards a shared understanding and improvement of employability will be more likely to emerge.

Performance Indicators relating to sub-themes of employability within HEIs such as work integrated learning, work experience attributes and development opportunities across curricular and co-curricular processes within HEIs, can be monitored through quality assurance reviews. Such indicators will aim at strengthening the internal employability processes whilst ensuring that HEIs performances are benchmarked against tangible deliverables. Through such quality assurance mechanisms, HEIs will be able to demonstrate their fitness for purpose towards their external stakeholders using transparent benchmarks.

By integrating the KEIs into IQA systems, it is envisaged that the KEIs will provide for a coherent approach to the operationalization and monitoring of employability within the HEIs. Considering that IQA systems are process based, the KEIs will take into consideration the inputs, processes and output of IQA with a more focussed approach to employability. It is anticipated that the KEIs will provide HEIs with institutional baseline data about employability outputs and in the longer term, evidence of improvement or regression.

The Key Employability Indicators

The Key Employability Indicators (KEIs) as proposed in this document draw from a thematic analysis of the theoretical aspects of employability as given in literature and the Guidelines for Employability Quality Standards as developed by the COL Regional Community of Practice (CoP) (2) in June 2019 in Johannesburg.

Whilst developing the Guidelines for Employability Quality Standards, the CoP (2) identified 7 transferable skills, namely, creative problem-solving skills, teamwork, communication skills, soft skills, promotion of entrepreneurship, integrated career guidance and counselling and internationalisation. However, the proposed KEIs consider a broader set of employability skills; including knowledge and understanding of the subject area, intellectual skills, professional/practical skills as well as transferable skills. For each employability quality standard proposed, a list of quantitative and qualitative indicators for each corresponding standard was developed. While the list of indicators is exhaustive, the toolkit can be customised to the individual context of an HEI as well as to the national context of NQAAs for enhanced employability outcomes. Also, in view of the fact that transferable skills may vary from discipline to discipline, the KEIs propose a generic approach, giving HEIs autonomy to decide on programme specific graduate attributes.

The Toolkit

The toolkit is a self-evaluative instrument which has been designed based on the proposed KEIs for quality assurance to enable HEIs and NQAAs to evaluate the effectiveness of their employability quality standards through the proposed KEIs. The toolkit will enable the HEIs as well as the NQAAs to review the performance of the HEIs for each KEI based on their specific context by inputting comments, providing supporting evidence of their claim and identifying the strengths and areas of improvement in their internal quality assurance system. The toolkit encourages HEIs to take ownership of their employability outcomes through the collection of baseline data and continuous monitoring of the KEIs for enhanced employability.

KEY EMPLOYABILITY STANDARDS FOR QUALITY ASSURANCE

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
1	Institutional Strategy	<ul style="list-style-type: none"> The concept of graduate employability is embedded at the institutional as well as programme levels. Intellectual and transferable skills development are encouraged across the whole student life cycle. 	<p>The institutional vision and mission recognises the concept of graduate employability embedded in its strategic plan.</p> <p>The institutional portfolio of programmes is aligned to national labour market forecasting in terms of knowledge, skills and competences.</p> <p>Dedicated unit for graduate employability.</p> <p>Institutional Business Incubators</p>	Graduate tracking surveys at the institutional level.
2	Student Selection and Recruitment	<ul style="list-style-type: none"> Minimum entry requirements are decided in consultation with the industry/ professional councils. Student enrolment is coherent with future demands of the industry. 	<p>Student selection is based on merit and in accordance with requirements of the industry /professional councils.</p> <p>Open days and career guidance services by faculty and industry are provided to students at the time of enrolment.</p>	Quantitative data on enrolment by: <ul style="list-style-type: none"> Gender Fields of study Income group Area of study Future demands from the industry/community

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
3	Programme Design	<ul style="list-style-type: none"> • Programme learning outcomes encourage the development of a range of skillsets required for the job market, including inter-alia, communication, creativity and entrepreneurial skills. • Opportunities are provided for academic staff and students to interact regularly with relevant employers (and professional bodies) in order to keep them abreast with developments in the job market. • Programme design include a range of research methodological/ analytical skills required for the world of work. • There are activities that promote entrepreneurial skills and attitudes across all programmes. 	<p>Programme design makes provision for inputs from industry through programme advisory boards or similar structures.</p> <p>Programme outcomes and content are reviewed systematically to ensure relevance for employability.</p> <p>Programme reviews take into consideration feedback from employers and graduates.</p> <p>Programme outcomes are mapped against graduate competences necessary for the world of work.</p>	<p>Number of programme advisory boards.</p> <p>Number of industry-focussed programme reviews.</p> <p>Industry survey on programme relevance and employability skills of graduates (5 years)</p> <p>Data analytics regarding actions taken on external examiners report.</p> <p>Professional accreditation of programmes.</p>
4	Teaching and Learning Experiences	<ul style="list-style-type: none"> • The institutional teaching methods are innovative, varied and make effective use of available facilities, equipment, materials and aids, to expose learners to a variety of communication practices. • Programmes of study and teaching pedagogical strategies employed promote independent learning. 		<p>Regular survey on equipment adequacy and relevance.</p> <p>Student feedback questionnaire include feedback on development of transferable skills.</p> <p>Use of analytical data to be monitored on pedagogical strategies.</p>

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		<ul style="list-style-type: none"> The pedagogical approaches used promote lifelong learning skills (in-service training, work-based training). Teaching and learning strategies encourage the development of entrepreneurial skills and attitudes. Opportunities are provided for academic staff and students to interact regularly with relevant employers (and professional bodies) in order to keep them abreast with developments in the job market. 	<p>Incubators to practice entrepreneurial skills.</p> <p>Industry linkages (seminars, workshops and industrial visits).</p>	<p>Analytical reports to monitor pedagogical strategies.</p> <p>Continuous professional development for staff.</p> <p>Networking forums for interaction between industry and academics. Seminar/ workshops(number and frequency).</p>
		<ul style="list-style-type: none"> Learning experiences are designed to provide opportunities for learners to work in teams, build rapport with their peers and where appropriate, with other people. Students engage in activities and other learning experiences that equip them with research/project skills and competencies. Institutional mechanisms are in place to provide opportunities for learners to take responsibility and work in teams. 	<p>Exposure to real industry projects / Work Integrated Learning (WIL)</p> <p>Assessment strategy to include a wide range of transferable skills</p>	<p>Feedback from industry mentors on WIL (with focus on intellectual as well as transferable skills).</p> <p>Number and types of WIL placement provided.</p> <p>Satisfaction survey from students and graduates on relevance of WIL.</p> <p>Feedback from industry and graduates regarding lifelong employability skills for future demands.</p>

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		<ul style="list-style-type: none"> • Learning experiences are designed to promote awareness of and respect for other perspectives and sensitivities, local, national and international. • Coursework reflects the development of a full range of skills (written, oral and visual/graphic communication) that enable students to effectively communicate ideas. 		Data regarding progression of graduates in the world of work.
5	Student Engagement	<ul style="list-style-type: none"> • Staff and students engage in networking platforms. • Opportunities are provided for students to link individuals through trust and relationship building. • Formal and informal learning experiences equip students with networking skills. This includes where students learn using technology. • Learning experiences promote awareness and understanding of business, commercial and/or social issues and opportunities and the expectations of prospective employers. • Learning experiences promote engagement with trans-disciplinary knowledge. 	<p>Student engagement initiatives with the community and businesses.</p> <p>On campus engagement clubs, NGOs, etc.</p>	<p>Student feedback questionnaires to assess student engagement.</p> <p>Participation rates in extracurricular and co-curricular activities.</p>

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
6	Digital Learning Environment	<ul style="list-style-type: none"> • Appropriate technological infrastructure is provided to facilitate and support learning. • There is easy access to technological devices and connectivity for staff and students. • All programmes of study promote mastery of at least basic digital competencies. • Teaching and learning processes include up-to-date, various technological tools to accommodate the needs of different students. • Students are exposed to discipline specific technological tools applicable to the world of work, (e.g. accounting software). • Appropriate technological infrastructure is provided to facilitate and support learning. 	<p>Digital campus development plan.</p> <p>Collaborative arrangements with specialised firms to ensure student exposure to technology.</p> <p>Staff development on the use of technology for pedagogical use.</p>	Employer surveys to ensure relevance of technological tools.
7	Assessment	<ul style="list-style-type: none"> • Assessment strategies take into account the need for students to master problem solving skills and competencies required in the changing work environment. 	<p>Competency-based assessment framework.</p> <p>Regular consultation with industry on relevance of skills.</p>	Pass rate of students.

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		<ul style="list-style-type: none"> Students are assessed on their ability to analyse information, synthesize views, make connections where appropriate, and propose creative solutions. Students are exposed to frameworks for self-assessment to share professional strengths and interests. 	External examiners' reports.	
8	Student Support	<ul style="list-style-type: none"> Opportunities exist for students to engage with their peers and other people in formal and informal settings in order to build confidence in communicating their own ideas. Support is provided to students to master the language of instruction to enable them to communicate effectively and to facilitate learning. Students are capacitated to develop interpersonal skills and use of appropriate body language for effective communication in a professional context. There are programmes that are used to empower students to promote self-awareness (cleanliness, wellness, self-branding etc), assertiveness, trust, commitment, courteousness and resourcefulness. 	<p>On campus activities.</p> <p>Discipline specific writing and communication skills activities.</p>	Student satisfaction surveys.

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		<ul style="list-style-type: none"> Formal and informal mechanisms are in place to equip students with basic soft skills like compilation of CV, interview skills, report writing and summarising. 		
9	Industrial Linkages/ Work Integrated Learning (WIL)	<ul style="list-style-type: none"> The role and integration of work integrated learning is adequately considered by the providers in conceptualising, designing and assessing of expected learning outcomes. Where appropriate, students engage in workplace learning through internships, work-integrated learning (WIL), and project work as part of their learning. WIL is effectively managed and assessed to ensure effective mastery of relevant skills. There is a variety of ways in which students access information on possible job opportunities that are in line with programmes of study offered. 	<p>Monitoring of WIL</p> <p>Agreements with businesses.</p> <p>On campus recruitment</p>	<p>Number of students engaged in internship and WIL</p> <p>Student satisfaction surveys.</p>
10	Internationalisation	<ul style="list-style-type: none"> The institution's learning programmes have a credit transfer system that is well aligned with other institutions nationally, regionally and 	Institutional compliance to NQA and professional body requirements.	Graduate tracer studies.

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		<p>internationally in order to facilitate student mobility.</p> <ul style="list-style-type: none"> • Where possible, the institution offers joint qualification awards with other institutions in the region and internationally. • Opportunities for learning foreign languages are provided in the institution. • Activities for creating values of openness, inclusivity and tolerance are rolled out on a regular basis. • Graduate tracer studies undertaken to track mobility of students and professional registration, locally and internationally. 	<p>Mutual recognition agreements for joint awards.</p> <p>Student welfare strategy for inclusivity on campus.</p>	<p>Number of students attaining joint qualifications awards.</p> <p>Number of foreign languages offered.</p> <p>Number of students registered to study foreign languages.</p>
11	Research	<ul style="list-style-type: none"> • The institution takes advantage of the affordances of technology and engages mentors/lecturers/ research supervisors from other parts of the world for the development of human capital. • With industry placement, the role and expectations of all parties are agreed through a formal agreement and the ownership of intellectual property is well defined. • Research-teaching linkages provide opportunities that are covered in the 	<p>Collaborative arrangements with industry for research (local and international)</p>	<p>Number of research publications for staff and students.</p> <p>Number of staff holding doctoral qualifications.</p> <p>External funding sources for research.</p> <p>Student engagement in research.</p>

Sn	Generic Higher Education Core Functions	Employability Quality Standard	Key Employability Indicators	
			Qualitative Indicators	Quantitative Indicators
		curriculum development of employability attributes.		

TOOLKIT FOR KEY EMPLOYABILITY INDICATORS

1. Institutional Strategy <ul style="list-style-type: none"> The concept of graduate employability is embedded at the institutional as well as programme levels. Intellectual and transferable skills development are encouraged across the whole student life cycle. 			
Employability Indicators	Comments	Supporting evidence	Areas for improvement
The institutional strategic plan recognises the concept of graduate employability.			
The institutional portfolio of programmes is aligned to national labour market forecasting in terms of: <ol style="list-style-type: none"> Knowledge; Skills; Competences 			
There is a dedicated unit for graduate employability at the institutional level			
The HEI has business incubators set up at the institutional level.			
There are overarching graduate tracking surveys conducted at the institutional level.			
2. Student Selection and Recruitment <ul style="list-style-type: none"> Minimum entry requirements are decided in consultation with the industry/ professional councils. Student enrolment is coherent with future demands of the industry. 			
Employability Indicators	Comments	Supporting evidence	Areas for improvement
Student selection is based on merit.			
The HEI takes into account accumulation of credit and transfer and Recognition of Prior Learning.			
Student selection is in accordance with requirements of the industry /professional councils.			

Open days and career guidance services provided to students at the time of enrolment.			
The HEI collects quantitative data on enrolment by: <ul style="list-style-type: none"> • Gender • Fields of study • Income group • Area of study 			
Student enrolment on programmes is based on future demands from the industry/community.			

3. Programme Design

- Programme learning outcomes encourage the development of a range of skills set required for the job market, including inter-alia, communication, creativity and entrepreneurial skills.
- Opportunities are provided for academic staff and students to interact regularly with relevant employers (and professional bodies) in order to keep them abreast with developments in the job market.
- Programme design include a range of research methodological/ analytical skills required for the world of work.
- There are activities that promote entrepreneurial skills and attitudes across all programmes.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
Programme design makes provision for inputs from industry through programme advisory boards or similar structures.			
There are opportunities for industry linkages (seminars, workshops, industrial visits).			
Programme outcomes and content reviewed systematically to ensure relevance for employability			
Programme reviews take into consideration feedback from employers and graduates.			
Programme outcomes are mapped against graduate competences necessary for the world of work.			
The HEI encourages professional accreditation of programmes where applicable.			

Students exposed to the realities of small and medium enterprises			
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4. Teaching and Learning Experiences

- The institutional teaching methods are innovative, varied and make effective use of available facilities, equipment, materials and aids, to expose learners to a variety of communication practices.
- Programmes of study and teaching pedagogical strategies employed promote independent learning.
- The pedagogical approaches used promote lifelong learning skills (in-service training, work-based training).
- Teaching and learning strategies encourage the development of entrepreneurial skills and attitudes.
- Learning experiences are designed to provide opportunities for learners to work in teams, build rapport with their peers and where appropriate, with other people.
- Students engage in activities and other learning experiences that equip them with research/project skills and competencies.
- Institutional mechanisms are in place to provide opportunities for learners to take responsibility and work in teams.
- Learning experiences are designed to promote awareness of and respect for other perspectives and sensitivities, local, national and international.
- Coursework reflects the development of a full range of skills (written, oral and visual/graphic communication) that enable students to effectively communicate ideas.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
The HEI conducts regular surveys on equipment adequacy and relevance to employability.			
The teaching and learning strategies promote transfer of skills to learners.			
Students are trained in discipline specific writing and communication skills.			
Student feedback questionnaires seek feedback on the development of transferable skills.			
Analytical data is used to monitor pedagogical strategies.			

There is a system of continuous professional development for staff to keep abreast with industry /community demands.			
Networking forums are in place promoting interaction between industry and academics e.g. seminars/ workshops.			
The pedagogical approaches used promote teamwork among students.			
Learning activities are designed to promote interaction among learners and respect for different perspectives.			
Students are exposed to real industry projects / Work Integrated Learning (WIL).			
Feedback is collected from industry mentors on WIL (with focus on intellectual as well as transferable skills).			
Feedback is collected from industry and graduates regarding the relevance of the employability skills in relation to future demands of the world of work.			
Data regarding progression of graduates in the world of work inform the HEI.			
<p>5. Learner Engagement</p> <ul style="list-style-type: none"> • Staff and students engage in networking platforms. • Opportunities are provided for students to link individuals through trust and relationship building. • Formal and informal learning experiences equip students with networking skills. This includes where students learn using technology. • Learning experiences promote awareness and understanding of business, commercial and/or social issues and opportunities and the expectations of prospective employers. • Learning experiences promote engagement with trans-disciplinary knowledge. 			
Employability Indicators	Comments	Supporting evidence	Areas for improvement

There are opportunities for students to engage formally and informally with the community and businesses.			
Student feedback questionnaires assess student engagement throughout the student life cycle.			
Participation of students in extracurricular and co-curricular activities are monitored and encouraged.			

6. Digital Learning Environment

- Appropriate technological infrastructure is provided to facilitate and support learning.
- There is easy access to technological devices and connectivity for staff and students.
- All programmes of study promote mastery of at least basic digital competencies.
- Teaching and learning processes include up-to-date, various technological tools to accommodate the needs of different students.
- Students are exposed to discipline specific technological tools applicable to the world of work, (e.g. accounting software).

Employability Indicators	Comments	Supporting evidence	Areas for improvement
The HEI recognises the importance of planning, funding and development of its digital infrastructure.			
Digital technology is easily accessible to all stakeholders within the institution.			
There are collaborative arrangements in place with specialised firms to ensure student exposure to the technology in the world of work.			
A staff development plan is in place to ensure that staff have the relevant digital competences and training to include the use of technology in their pedagogical approaches.			
Consultations with industry/employers are held to ensure relevance and alignment with technological trends in the world of work.			

7. Assessment

- Assessment strategies take into account the need for students to master problem-solving skills and competencies required in a changing work environment.

- Students are assessed on their ability to analyse information, synthesise views, make connections where appropriate, and propose creative solutions.
- Students are exposed to frameworks for self-assessment to share professional strengths and interests.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
A competency-based assessment framework is in place to promote the transfer of employability skills.			
The HEI has an assessment strategy which assesses a wide range of transferable skills.			
External examiners' reports are used for improvement in assessment strategy.			

8. Student Support

- Opportunities exist for students to engage with their peers and other people in formal and informal settings in order to build confidence in communicating their own ideas.
- Support is provided to students to master the language of instruction to enable them to communicate effectively and to facilitate learning.
- Students are capacitated to develop interpersonal skills and use of appropriate body language for effective communication in a professional context.
- There are programmes that are used to empower students to promote self-awareness, assertiveness, trust, commitment, courteousness and resourcefulness.
- Formal and informal mechanisms are in place to equip students with basic soft skills like compilation of CV, interview skills, report writing and summarising.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
Are students provided with on campus activities to engage with their peers and other people in formal and informal settings?			
The HEI provides students with discipline specific writing and communication skills?			
Graduate attributes include a range of self-management skills and soft skills.			
Surveys are conducted to monitor general student satisfaction.			

9. Industrial Linkages/ Work Integrated Learning

- The role and integration of work integrated learning is adequately considered by the providers in conceptualising, designing and assessing of expected learning outcomes.
- Where appropriate, students engage in workplace learning through internships, work-integrated learning (WIL), and project work as part of their learning.
- WIL is effectively managed and assessed to ensure effective mastery of relevant skills.
- There is a variety of ways in which students' access information on possible job opportunities that are in line with programmes of study offered.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
There are mechanisms in place to monitor the transfer of skills during WIL placements.			
There are formal agreements /arrangements in place for WIL between the HEI and businesses which caters for the transfer of skills.			
There are mechanisms in place to monitor the relevance of WIL with regard to employability skills.			
The HEI facilitates opportunities for WIL.			

10. Internationalisation

- The institution's learning programmes have a credit transfer system that is well aligned with other institutions in nationally, regionally and internationally in order to facilitate student mobility.
- Where possible, the institution offers joint qualification awards with other institutions in the region and internationally.
- Opportunities for learning foreign languages are provided in the institution.

Employability Indicators	Comments	Supporting evidence	Areas for improvement
The collaborating institutions meet the national academic and professional recognition requirements in their respective countries.			
There are mutual recognition agreements for joint awards recognise the importance of employability skills.			

There are opportunities for students to learn foreign languages.			
Graduate tracer studies track the mobility of students locally and internationally.			
<p>11. Research</p> <ul style="list-style-type: none"> • The institution takes advantage of the affordances of technology and engages mentors/lecturers/ research supervisors from other parts of the world for the development of human capital. • With industry placement, the role and expectations of all parties are agreed through a formal agreement and the ownership of intellectual property is well defined. • Research-teaching linkages provide opportunities that are covered in the curriculum development of employability attributes. 			
Employability Indicators	Comments	Supporting evidence	Areas for improvement
There are collaborative arrangements in place with industry for research engagements (local and international).			
Staff and students are encouraged to embark on industry relevant research.			
The HEI seeks external funding sources form industry for research.			

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