Flowering in the Desert, Growing Employability, Embedding Quality at Bahrain Polytechnic

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Employment & Employability

Graduate unemployment has stimulated the world’s concern and similarly this has been the case in Bahrain. However, internationally, the focus of higher education has gradually shifted from students’ employment to employability (Johnston & Watson, 2006).
Reforming education


• The main goal of Vision & the program for Bahrain to develop "a productive, globally competitive economy, shaped by the government and driven by a pioneering private sector" diversifying economy away from oil.

• Beside providing a public commitment to narrow the gap and improve education a number of mechanisms were thoroughly considered and implemented including the establishment of Bahrain Polytechnic
Employability

Over the last 20 years the definitions of employability have progressed from demand-led skill sets towards a comprehensive perspective of ‘graduate attributes’ that include ‘softer’ transferable skills and person-centred qualities, developed in conjunction with discipline-specific knowledge, skills and competencies

Cole and Tibby (2013)
Bahrain Polytechnic & Employability Background

• Bahrain Polytechnic primarily developed to meet the market gap of well-prepared graduates who are work Ready.
• Employability is clearly emphasized in since establishment and at it’s mission.
• Employability was legitimately instituted since 2010 in collaboration with Labour Market partners.
• The Employability framework that developed back then mainly comprised of the 8 Employability Skills only.
**Employability Background**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tr>
<td><strong>Communication</strong></td>
<td>• Communicate effectively in ways that contribute to productive and harmonious relationships across stakeholders.</td>
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<td><strong>Team work</strong></td>
<td>• Work effectively independently and in collaboration with others through a common approach towards a common goal.</td>
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<td><strong>Problem solving</strong></td>
<td>• Analyse a problem critically and respond appropriately to organisational and societal needs.</td>
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<td><strong>Initiative and enterprise</strong></td>
<td>• Apply resourcefulness, innovation and strategic thinking in an organisational context.</td>
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<td><strong>Planning and organisation</strong></td>
<td>• Efficiently and effectively plan and manage work commitments</td>
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<td><strong>Self management</strong></td>
<td>• Demonstrate self-discipline, resilience and adaptability, and be able to plan and achieve personal and professional goals</td>
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<tr>
<td><strong>Learning</strong></td>
<td>• Understand the need for and engage in life-long learning</td>
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<tr>
<td><strong>Technology</strong></td>
<td>• Utilize information technology effectively and ethically in their personal and professional lives</td>
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Bahrain Polytechnic & Employability Project

A way forward plan submitted to HEC, detailing the objectives and interventions to maximise employability agenda. (Sep, 2015)

- Perception and understanding assessed
- Recommendations to revamp the model identified
- Definition adopted
- Services and practices scoped
- Framework developed
- Actions prioritized to attend the gap
HEA-UK Employability Framework

• Bahrain Polytechnic aligns with the HEA-UK Employability Framework

• This framework is based on the HEA publication, Defining and Developing the approach to Employability (2013). It has also been informed by feedback from representatives of the 37 higher education institutions who participated in the HEA’s Employability Strategic Enhancement Programme (2014/15).
Bahrain Polytechnic audited and mapped its practices and developed the Employability Framework based on this exercise.
Employability Project

Perceptions and understanding of Employability model assessed (Dec, 2015 – Mar, 2016)

• Employability Discussion Forums scheduled across to ensure as broad a sweep as possible.
• 116 (61%) academic and 72 (33%) allied staff attended total 188 (45%)
• The data generated from the EDF with staff was rich and varied. There were three key emerging themes:
  • The recognition of Employability as a working and applied concept at Bahrain Polytechnic
  • Mixed awareness of fundamentals and application of Employability
  • The need to develop Employability at Bahrain Polytechnic
Employability Project

Bahrain Polytechnic Employability Definition approved. (April, 2016)

After review of literature and short listing exercise, 2 definitions were proposed to the Academic Board.

Lowden et al (2011) “the acquisition of skills and attributes that allow the individual to secure and maintain employments, to develop within a particular job and have the ability to move on to new sustainable employment if required. This involves possessing particular knowledge, skills and attitudes with an ability to deploy them and market them to employers”

Yorke and Knight (2003) “a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”. (Approved)
Employability Project

• Bahrain Polytechnic Employability activities scoped, mapped and the framework developed and approved. (Jun – Sep, 2016)
Activity

Discuss with the person next to you the following questions

• What does a framework mean?
• Why is it important to have a framework?
• Are you aware of any Employability Frameworks?
Framework

What does a framework mean?

- “...a broad overview, outline, or skeleton of interlinked items which supports a particular approach to a specific objective, and serves as a guide that can be modified as required by adding or deleting items.”

- “A theoretical structure of assumptions, principles, and rules that holds together the ideas comprising a broad concept...”
Why is it important to have a framework?

• Provides logical comprehension for related concepts.
• Provides a process for discussion, reflection, action and evaluation.
• Understand the exact requirements of the institution
• Develop you better towards expectations
• Institutional branding
Developing Framework

Bahrain Polytechnic Learner Employability Inputs

COMMUNITY

BAHRAIN

Polytechnic

Curricular
- Programme & Course Learning Outcomes
- Work Integrated Learning
- Problem Based Learning
- E-learning

Learner
- Employability Knowledge Attributes Skills

Co-curricular
- CEG activities
- Student Services activities
- ASPC
- Competitions

Community (Family, Friends, Societies, Clubs, Government Directives, Industry Support)
Developing Framework

Bahrain Polytechnic Learner Employability Outputs

Measuring Learner Employability

- Indirect
  - Employer survey
  - Alumni survey
  - Alumni focus group
  - Awards
  - Reflection
  - Recognition

- Learner
  - Employability
  - Knowledge
  - Attributes
  - Skills

- Direct
  - Assessment components aligned to learning outcomes
  - Evaluation of programme learning outcomes mapped to courses
  - Learning outcomes
  - Reflective log of capstone course
Bahrain Polytechnic Employability Framework

Assessing Learner Employability

Direct
- Constructive alignment of assessment
- Reflective practice
- Professional accreditation & certificates

Indirect
- Employer feedback
- Alumni feedback
- Awards
- Reflective practice
- Recognition

Curricular
- Problem Based Learning
- Work Integrated Learning
- E-learning
- Programme & Course Learning Outcomes
- Academic Advising & Mentoring

Co-Curricular
- Competitions
- Student Activities
- Career Employment Center Programmes
- Career Advising
- Pastoral Support

Bahrain Polytechnic Assurance of Learning

Industry
Local
Regional
Family
Friends
Community
International

Bahrain Polytechnic Learning Opportunities
Bahrain Polytechnic Employability Framework

COMMUNITIES

INDUSTRY

LOCAL

GOVERNMENT

REGIONAL

FAMILY

ASSOCIATIONS

INTERNATIONAL

BAHRAIN POLYTECHNIC ASSURANCE OF LEARNING

DIRECT
- Constructive alignment of assessment
- Reflective practice
- Professional Accreditation
- Certification

INDIRECT
- Employer feedback
- Alumni feedback
- Awards
- Reflective practice
- Recognition

CURRICULAR
- Problem Based Learning
- Work Integrated Learning
- E-learning
- Programme & Course Learning Outcomes
- Academic Advising & Mentoring

CO-CURRICULAR
- Career Employment: Center Programmes
- Career Advising
- Pastoral Support
- Student Activities
- Competitions

Learner
Knowing
Doing
Being
Q&A

Thank you