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Recommendations to the university career department aiming to increase the graduates' employability rate

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Abstract:

This Research is to help the university carrier department. As they usually worried about the ability of their graduates to find jobs. Therefore, it is to study how increasing their graduates' employability can be enhanced. and write recommendations based on what employers expect and need the most to be taken into consideration. And these recommendations aim to increase the employability rate of the university graduates and their ability to find work after graduation. The findings are: firstly, quality graduates, and their lack of life skills. Secondly, professional development issues especially because of 21st-century competencies. Finally, the gap between teaching and learning. So, it is recommended that the university should develop programs to cover even the soft skills or the professional skills. In addition, enhancing the teaching and learning method.

Keywords: Employability; Graduates; Architectural Students; university; careers.

1. Introduction

In terms of growth, the construction industry has a substantial influence, although the number of jobless graduates remains rather high. We concluded (Suhaili, Ahmed, 2015, and Aniah) Educational institutions, the government, and businesses contend that a need to train and retrain workers has increased as a result of globalisation and the current economic climate. a definition of genius as "a creative individual who contributes something unique to their chosen field" (Higson & Bowden 2008; Jackson 2009; Kreber, 2006) (Andrews & Higson 2008, King, Trigwell & Watts 2000): Bridgstock, 2009. in addition, those who get higher education credentials, as well as their families, coworkers, and the city all expect certification to offer a direction for their future careers as well as a quality education (Oliver, 2015). The educational term employability describes someone's capacity to successfully acquire, keep, and excel in a job. Further, the challenges of the twenty-first century come into play (Nessim, A &. Khodier, L. 2019). Through their years at the university, these graduate traits became the skills, abilities, and knowledge they would contribute in their professional careers and as citizens (Bowden, Watts, 2002, Hart, King). Also, an increasingly urgent concern when it comes to employability is that students may not be aware of technological changes and market expectations (Cited in Aniah, M, Ahmed, E & Suhai 2015) (John & Donna, 2009, Mklntosh, 2008 and Knight & Elliot, 2008). The problems on the opposite side are, among other things, an absence of ethical norms, an absence of technical experience, a lack of trust, and a general reluctance to respond to professional difficulties (MOE, 2012 and Patil & Mertova, 2009 Graduate Trace Study Report).A university carrier department submitted this study paper. They are concerned about their graduates' ability to find work. As a result, it is to investigate ways to improve their graduates' employability, as well as to write guidelines depending on what companies want and need the most. Often, focused on academics, employers, and learners, training students from university to live. (2009, Savage, Davis, and Miller).

2. Findings

Employability scores are influenced by several variables, such as (Figure 1). a study of post-secondary education and a comprehensive grasp of the degree (Soft abilities) These goals can be met with the use of two dimensions of "constructive alignment" "Creative approaches will serve you better." (Biggs, 2003, as cited in Ruge, G., and McCormack, C. 2017) (Figure 2). The first definition is called the 'constructive' definition, and it emphasises that students provide value to the world via formative learning experiences. Students must develop their own meaning. Learning is the goal, while teaching is only a means to that end. Alignment is the second concept. It describes the relationship between the instructor's involvement in designing a learning environment that fosters optimum learning experiences and attaining the learning outcomes that are desired. The essential is that the system's teaching techniques and assessment tasks be in line with the learning that is supposed to take place in the outcomes that have been set.

Factors affect the graduates' employability rate

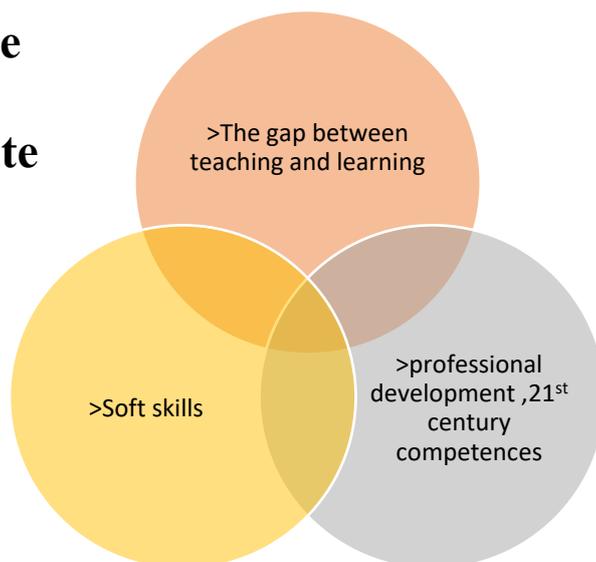


Figure 1. A variety of variables that influence the graduates' employability score (The researcher, 2020).

Unit of Study : Building and Construction Studies (Level 2)	Generic and early professional skills and attribute expectations of unit of study, university course and industry accreditation bodies				
Assessment items		Unit Learning Outcomes	University Generic Skills	Australian Institute of Building Attributes	Australian Institute of Quantity Surveyors Attributes
Assignment 1: Site set out and measurements in groups with professional surveyor	↑	1,2,3,4,7,8	1 to 6	1,2,3	1,2,3,5,7,8
Assignment 2: Construction technology, research and application for national / international project with industry context		1 to 7	1,2,3,4,6	1,3,4,5	1,2,3,7,8
Assignment 3: Students design and construction detailing of own project with client management scope and responsibility		1 to 9	1 to 6	1 to 5	1 to 8
← Learning & continued professional development					
↑ Assessment & student engage and comment on his own skills ↓					

Figure 2. analysing the expertise in construction and building studies aligning administrative, technical, and personal abilities in the field (Ruge & McCormack, 2017).

2.1. The gap between teaching and learning

While academics attempt to improve learners' outcomes, as mentioned by (Ferns, 2012), there is still a gap in the development and evaluation of these features. To conclude, Ruge and McCormack (2017) found that there is a mismatch between student learning and the teaching methods used in Australian universities, and recommended a new learning model for architecture students (Figure 2). To further this, Pool and Sewell suggest a job development learning paradigm with several skill sets, including work and life expertise, degree-related topics, understanding, and talents, with the last defined as the general skill set (2007) (Pool and Sewell).

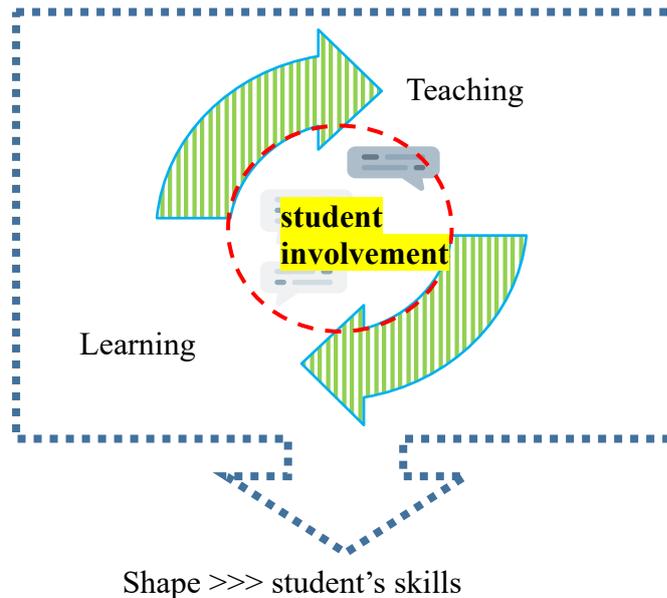


Figure 3. Teaching integrated learning shaping the student skills (The researcher, 2020).

When a student is studying discipline to mould their skills, that is at the stage of teaching and learning (Figure 3). (Healey, 2000; Draft, 2005). Jervis. Jervis, 2005. In addition, according to evaluation pupils consider about (Macht & Ball, 2016; Billett, 2015). The focus is therefore on the excellent synchronisation of teaching, learning and technical skills. This also highlights Holmes & Wood's significant insights in an architectural course in which students utilise their learning, evaluation and position their evolving characteristics in further education and future work contexts (Wood, 2006; Holmes, 2001). an assessment of literacy Nicol & Macfarlane Dick, 2006 (Biggs & Tang, 2011; Boud, and Associates, 2010). Assessments include interactive seminars, assisted community class work and industry-related on- and off-campus events to create convenient organisational settings.

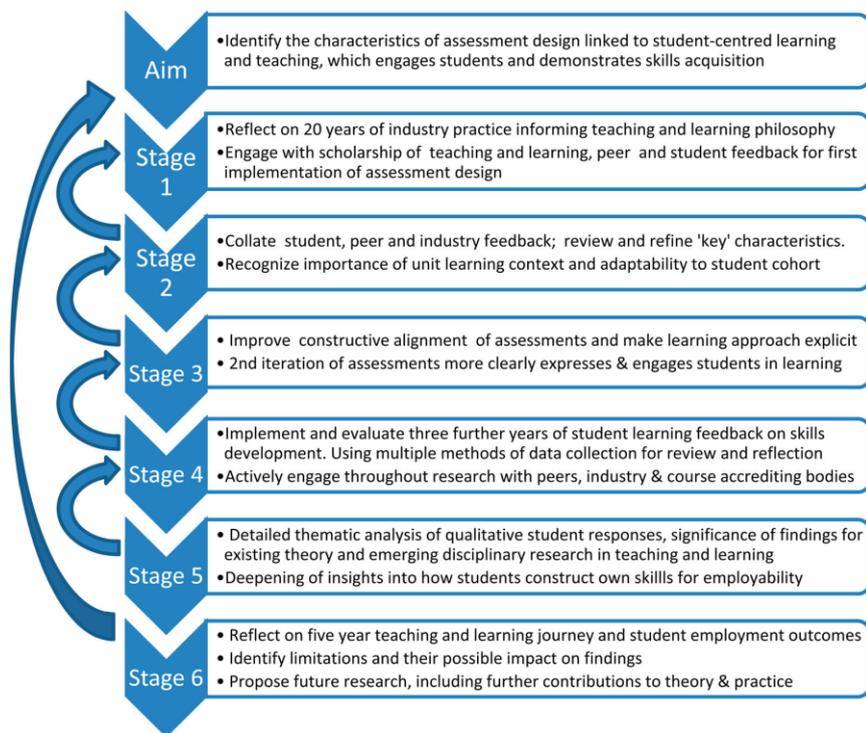


Figure 4. The reflective methodological stages (McCormack & Ruge, 2017).

Between 2011 and 2015, this study was structured by an intervention research-based approach of iterative reflective development phases (Figure 4). This study employs a variety of organised and unstructured examination, reflection, and revision approaches to promote teaching and learning progress. Since the testing phase, there have been several changes. These, in turn, included (McCormack & Ruge, 2017).

2.2. The professional development issue specially because of 21st century competences

From education to employment, a Professional Development Program (PDP) orientation was recommended by (Cameron, Freudenberg, Brimble, & Freudenberg, 2008). Additionally, it is designed to aid students in developing and honing their abilities in a methodical manner, as well as upgrading their theoretical research. According to, work-integrated learning (WIL) is also an excellent approach to enhance graduation and employability qualities (Fanz, 2008).

The outcomes of the interviews with human resource administrators and public sector human resource experts indicate that, while on-the-job experience and academic achievement are significant, the applicant's portfolio is the most crucial recruiting technique. Employers look for students with prior work experience who will establish ties with the firm while interning. (Shannon, 2012).

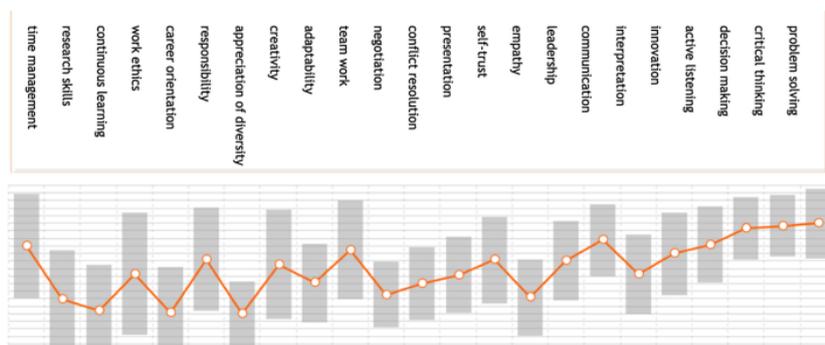


Figure 5. Talents ranking: What are the greatest and least crucial 21st-century skills to work with? (Khodier & Nessim, 2019).

A sample size of 100 participants was used for the interview performed by Khodier and Nessim in 2019. The report says expanding their business exposure, growing their business connections, and participating in real-life projects are all essential for success. (Figure 5) illustrates the 21st-century workplace competencies most essential characteristics.

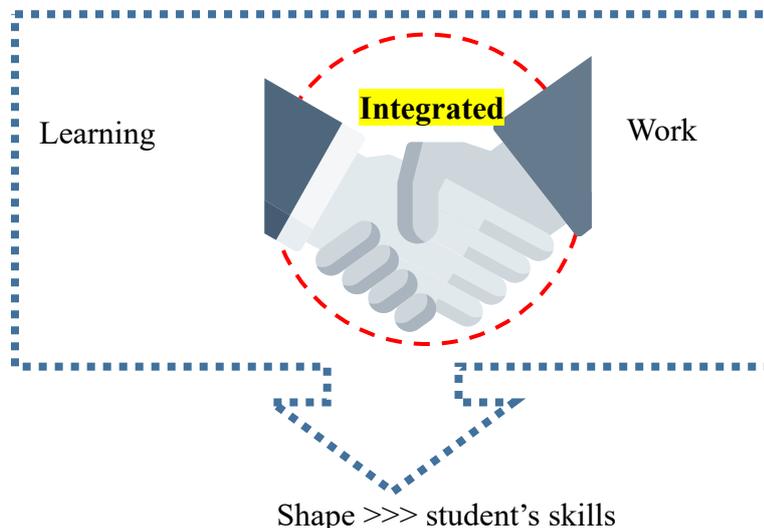


Figure 6. Learning integrated working

(figure 6) the learning integrated working is beneficial to develop skills that important into the job market. So the students develop early skills required in the workplace as well as life skills.

2.3. Soft skills required.

educational institutions have continually discounted the importance of soft skills in students (shown in Figure 7) and is not adequately equipped to supply a quality population of learners, and this has led to a rise in the unemployment rate among graduates (Michael, David, and John, 2008; John and Donna, 2009; Stevenson and Bell, 2009; and Michael, David, and John, 2009). Gauging someone's soft talents is important, according to (Kapsos, 2013). They are immature and youthful; thus they lack certain competencies. Additionally, graduates in this field will be in demand due to the current need for grads who have a wide range of abilities to contribute to national progress. See above for an expanded definition of creativity, Nair, Patil, and Merotova, 2009, McWuick & Linsay, 2005, and McWuick & Linsay, 2005. To handle the increased complexity and productivity demanded by global markets and economic advancements, industrial employees must learn new skills (Hamzah, Bakar, & Kazilan, 2006; AbdHamid & Jabor, 2005; National Centre for Vocational Education Research (NCVER), 2003). To all the rest of the world, the graduates who are capable of critical thinking are important to society Henchcliffe and Jolly (2011); Shakir (2009). There are many examples of soft skills, including working with others, salesmanship, customer relations, problem solving, and data analysis. (Ahmed & Suhaili, 2015).

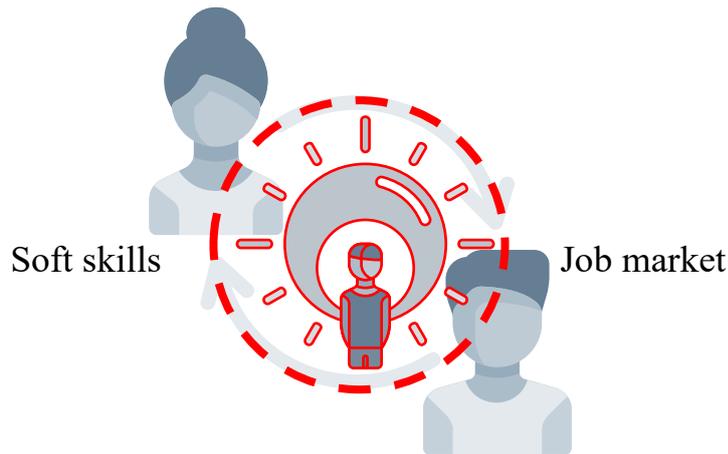


Figure 7. soft skills are so important to guide the graduates into the job market.

Furthermore, in her study on employability characteristics of architecture graduates in Australia, Shannon (2012) states that the following capabilities are prioritised: self-management, leadership abilities, creativity, initiative, and business, preparation, and organisation, problem solving, lifelong learning, and technology.

3. Conclusion

The assessment process is highly important for students to measure their own competence and employability and use that data to plan the curriculum for undergraduate construction and development programmes. Furthermore, there is a link between student expectations and the market's assumptions of how much effort will be required. Den Outer, Bloxham, Hudson, and Price, 2015; Boud, 2020; Newton, 2007; Gibbs et al., 2005; and Wiggin, 1990. Furthermore, alignment testing will allow him to study on his own in order to become a more skilled tech early on Boud (1995); Henderson and McWilliams (2008); Biggs and Tang (2011); Oliver (2013); Knight and Yorke (2003).

Also, a direct connection between college education and job knowledge is accomplished through teaching and studying, which makes it easier for students to assess their own strengths and weaknesses (G. Ragu & C. McCormack, 2017). In addition to enhancing the quality of the courses, we are also working on adding more technical and realistic activities. In addition, the classes provide real-world training. This is regardless of whether it is theoretical or based on real life examples. There are much more barriers and specialised knowledge required in the twenty-first century than there was in the past. Khodier, L., and Nessim, A., in 2019, presented the following recommendations:

- • inventiveness and a drive to learn
- • Knowledge and technical skills are also required.
- • Competencies in life and work.

The soft skills that are taught in school will benefit kids throughout their lives. Going to college would provide them an entire set of skills, increasing their job opportunities. As a result, education organisations have implemented a strategy that focuses on developing soft skills while also preparing graduates for life. emerging nations such as Australia and the UK frequently use this approach (Curtis, 2004).

4. Recommendations

For the skills of the student to be shaped, several inputs and factors are required to shape their abilities and enhance their chance of better employment. (Figure 8)

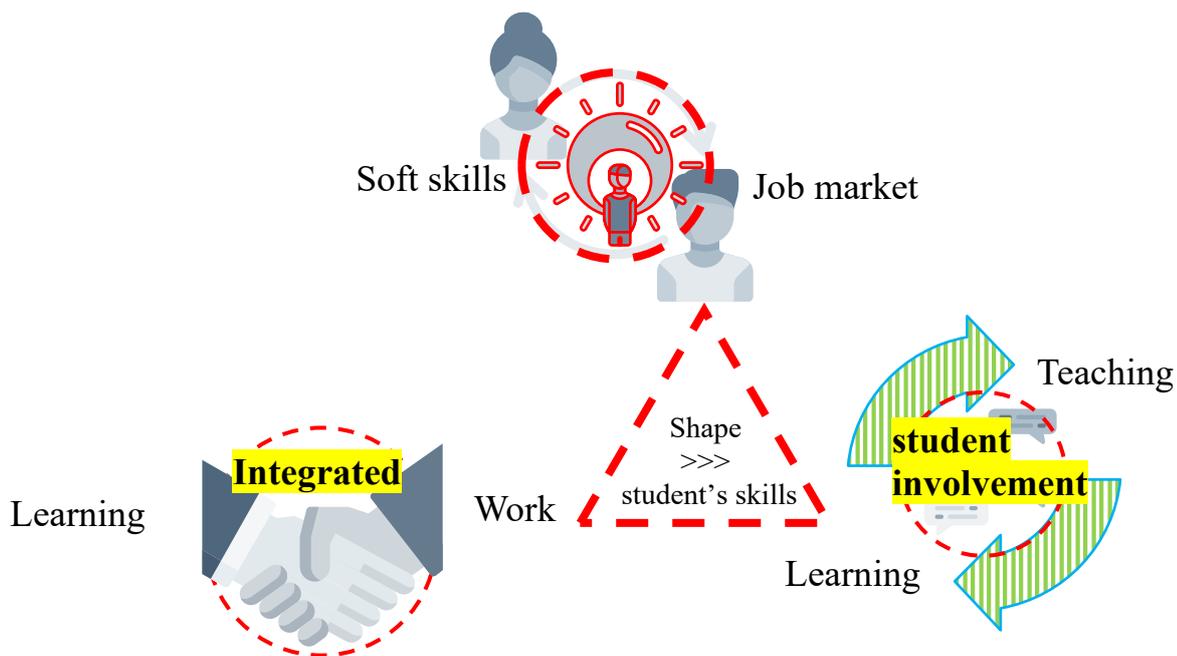


Figure 8. Factors & Variables that shape the student skills

4.1. Regarding the gap between teaching and learning

To reach this goal, the correct study assessment (Figure 9) may be established, and is extremely successful at merging on-the-job experience with immersion seminars, community work and corporate stakeholder’s events. The guideline in evaluation styles (G. Ruge and C. McCormack, 2017), according to Yorke, 2003; Nicol & Dick, 2006; McCabe & OConnor, 2014; Bude, 2010; Barrie, 2007; Herington et al., 2002; Nicol & Dick, 2006; Yorke, 2003:

- Employability assessment as part of the curriculum.
- Demonstrate to students how evaluation and immersive lectures may assist them in matching their knowledge to business requirements.
- At various levels of employability, prioritise learning above teaching and being assessed (Figure 10).
- Individual assessment variables are accessible in a range of situations, settings, and even technical positions encountered during a real-world college encounter.

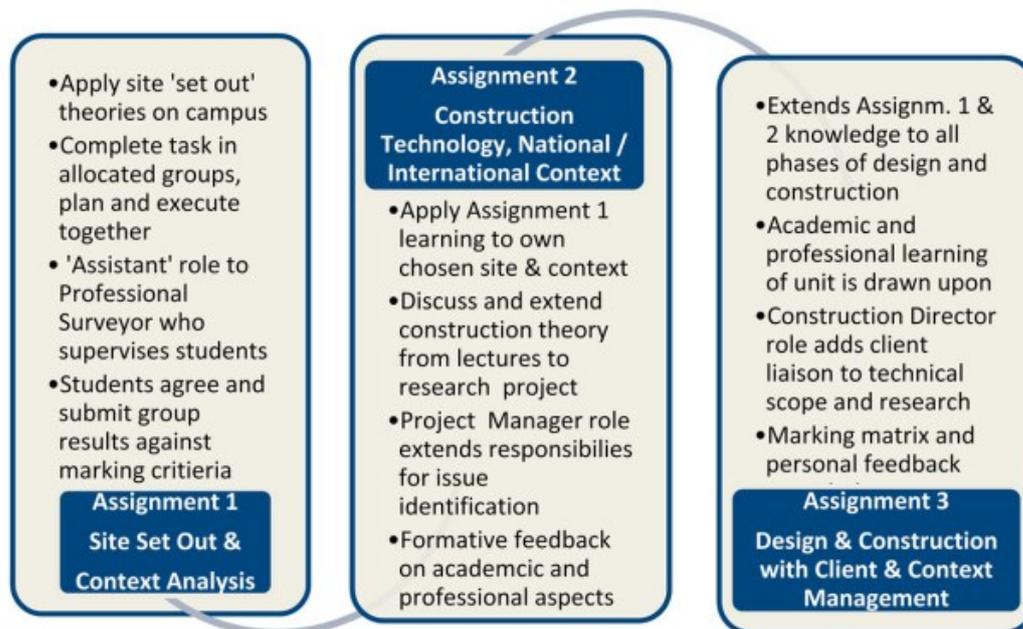


Figure 9. the study of assessment design in the context of the 2nd year course, studying the topic of assessment design. (G. Rage & C. McCormack, 2017)

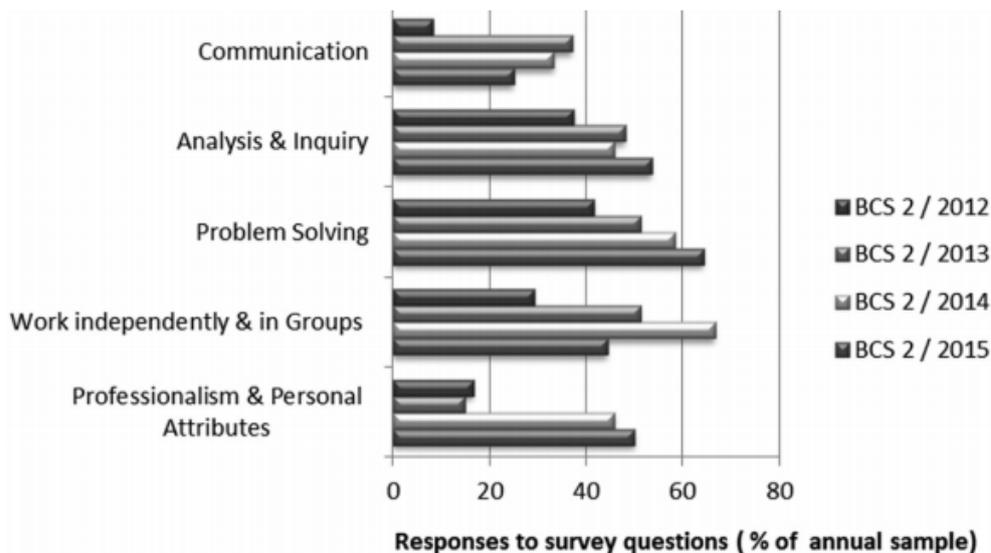


Figure 10. BC2 unit assessment courses give students opportunities to test and improve their abilities. (G. Rage & C. McCormack, 2017).

4.2. The professional development issue

Over the last decade, the educational system, the government, and the corporate world have all reacted to globalisation and changes in the economic climate by providing students with new skills Bowden et al., 2000; Bridgstock, 2009; Jackson, 2009; Kreber, 2006; Andrews & Higson 2008 named after in (G. Rage & C. McCormack, 2017). Specifically considering 21st-century competencies. Topics that might be relevant to both the learning outcomes and job competencies are vital for constructing career-related learning activities, as posited by Khodier, L. and Nessim, A:

- adopting real-world issues into the college curriculum and addressing them in an interdisciplinary context by conducting exercises on real-world issues in a living, breathing environment that allow for real-world difficulties.

- Enabling summer internships enables students to get an appreciation for the sector. Additionally, instead of the short preparation period used by most projects, try stretching it out to a few months.
- Workshops are being scheduled for the future.
- International cooperation offers an opportunity to bring interdisciplinary and multidisciplinary courses on the global stage.
- Educational technology has begun to take an active role in the classroom.
- The teaching team should be inviting professionals to join them.
- essential projects and construction sites are given in-depth inspection on-site.
- The host decided to have guest lecturers who were experts in their field.
- It is critical to keep coaches well-trained and developing their skill sets.

4.2. The soft skills required

You may accomplish this by: (1) making job training more accessible. providing curricular services to startups Offering soft-skills and life-skills services that assist people in their overall well-being. Ability mismatches can be mitigated by linking employees with educational organisations. To do this, perform the following:

- designing undergraduate college services that cover the necessary skills.
- Soft skills modules in the programme, such as the Malaysian Higher Educational Institutions (HEI) module created in 2006.

To make the method of enrolling in professional training smoother, according to Kapsos (2013).

- Offer cutting-edge entrepreneurship educational programmes.
- Provide soft-skills and life-skills services and instruction.
- Establishing a connection between industry and educational institutions.

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