

## APPENDIX A

### Policy Environment for Graduate Employability in South Africa

<i>Policy</i>	<i>Main points</i>	<i>Relevance for skills development and employability</i>	<i>Contribution and challenges</i>
1 The 1997 White Paper on Education and training	The White Paper on education, aimed to achieve ‘a transformed, democratic, non-racial and non-sexist system of higher education’ through a three-pronged approach: - Increase participation - Greater responsiveness - Increased cooperation and partnership between universities, government and external	Provide more university access to previously disadvantaged groups. Be more responsive to the skills needs of the society, industry and employers. Forged closer partnerships with industry and employers.	More access to higher education has been provided but with less quality. More graduates, diplomates and those with postgraduate certificates but still relatively less work-ready graduates, relatively high unemployment variations across social class and race.

(continued)

<i>Policy</i>	<i>Main points</i>	<i>Relevance for skills development and employability</i>	<i>Contribution and challenges</i>
2 The 2001 National Plan for HE: Implementation and Restructuring.	<p>stakeholders (business and private employers)</p> <p>Two of the five main objectives of the NPHE were to:</p> <ul style="list-style-type: none"> <li>- Provide increased access to higher education to all, irrespective of race, gender, age, creed, class or disability and to promote graduates with relevant skills for the economy</li> <li>- Ensure diversity in the organisation and institutional landscape of the HE system through differentiation at different levels to meet regional and national socio-economic needs.</li> </ul>	<p>The NPHE envisioned addressing this need for skills by increasing the participation rate of people in the age group 20–24 in public higher education from 15% to 20% by 2011.</p>	<p>Access has increased significantly, but quality of access, university experience and graduate outcome continues to be a challenge especially in historically disadvantaged universities.</p> <p>Diversity has been largely limited to numbers as access to Blacks have increased. However, the system remains largely undifferentiated.</p>
3 The New Growth Path and National Skills Accord (2010)	<p>A state-led initiative to address the triple-pronged challenge of mass unemployment, poverty and inequality</p> <p>Improve economic growth to sustainable rates of 6–7%</p> <p>Aims to reduce unemployment by 2020 through the</p>	<p>The priority is job creation based on a number of Accords with stakeholders. Most relevant to this section is the National Skills Accord.</p> <p>The parties in the National Skills Accord have together identified a number of commitments they</p>	<p>The NGP has witnessed a number of challenges linked to national economic performance</p> <p>Economic conditions by government do not adequately support achievement of targets.</p> <p>Very weak relationship</p>

*(continued)*

<i>Policy</i>	<i>Main points</i>	<i>Relevance for skills development and employability</i>	<i>Contribution and challenges</i>
	creation of 5 million new jobs. Maximise the creation of decent work opportunities through skills development and training partnerships with a number of partners in business.	can each make in the training and development of relevant skills as set out in the NGP	between gross value added and employment creation in most sectors. Employers preference for capital instead of labour limits job creation
4 The 2011 National Development Plan (NDP)	The NDP identifies three role for universities in the knowledge economy (presented in this order of priority): - Educate and train people with high-level skills for employment in public and private sector; - Be the dominant producers of new knowledge and the application of existing knowledge; - provide opportunities for social mobility and simultaneously strengthen equity, social justice and democracy.	Training with the right skills will lead to more opportunities for social mobility. Application of new knowledge will lead to more industrialisation and hence more jobs. Address inequalities of the past through targeted employment and skills development initiatives.	Social and economic mobility continues to be characterised by historical legacies. Whites and new middle class while working class students and graduates remain largely marginalised. The NDP has been strongly resisted by some sections of the economy and labour market, limiting its potential contribution to economy growth and socio-economic mobility.
5 Labour Market Intelligence Partnership	The Project was launched by the Minister of Higher	Address the skills alleged skills gap challenge in the	Establish a credible institutional

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<i>Policy</i>	<i>Main points</i>	<i>Relevance for skills development and employability</i>	<i>Contribution and challenges</i>
Project (LMIP, 2012)	<p>Education and Training aimed at gaining more intelligence into the skills needs of the labour market. Two main aims are identified:</p> <ul style="list-style-type: none"> <li>- Aims to set up systems for reliable data of skills needs, supply and demands in the labour market.</li> <li>- Intended to be a platform for excellence in education and skills training for all in the economy.</li> </ul>	<p>labour market from an integrated approach. Provides data needed to support skills planning processes.</p>	<p>mechanism for skills planning. There is need for more evaluative research to assess the success of the Central Skills Planning Unit and the collection, analysis and dissemination of valid and timely data sets needed to inform skills training and development</p>
6 The 2013 White Paper for Post-School Education and Training	<p>The paper builds on the 1997 White Paper. Two of the five visions relate to the link between universities, graduates skills and the economy. According to the Paper, one of the main purposes of the post-school system is to prepare workers for the labour market; through:</p> <ul style="list-style-type: none"> <li>- A stronger and more cooperative relationship between</li> </ul>	<p>The new policy for this according to the Department, is that ‘training systems, including curricula, need to be designed around close cooperation between employers and education and training providers’ in order to better prepare graduates for the world of work.</p>	<p>While the role of education remains important in ensuring socio-economic mobility, the White Paper seems to foster a narrow approach to graduate training embedded in the utilitarian school. There is more emphasis of close partnerships with industry which could enhance opportunities for internships, placements and</p>

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<i>Policy</i>	<i>Main points</i>	<i>Relevance for skills development and employability</i>	<i>Contribution and challenges</i>
	universities and the workplace. - Being responsive to the needs of citizens and employers in both public and private sectors. Summarily, 'one of the main purposes of the post-school system is to prepare workers for the labour market'		Work integrated learning

# APPENDIX B

## Graduate Attributes

<i>Graduate Attribute [capability,]</i>	<i>Related Abilities [functionings/ achievements]</i>	<i>Rate from 0 (lowest) to 5 (highest) the abilities which your university education developed</i>
Knowledge	Possess a breadth and depth of knowledge within my disciplinary area(s).	0 1 2 3 4 5
	Able to locate, analyse and synthesise information from a variety of sources and media.	0 1 2 3 4 5
	Intellectually curious and engages in the pursuit of new knowledge and understanding.	0 1 2 3 4 5
	Able to apply knowledge to solve diverse problems.	0 1 2 3 4 5
Critical thinking and autonomy	Identify, define and assess complex issues and ideas.	0 1 2 3 4 5
	Exercise critical judgement in evaluating sources of information and constructing meaning.	0 1 2 3 4 5
	Exercise critical judgement in work situations.	0 1 2 3 4 5

*(continued)*

<i>Graduate Attribute [capability,]</i>	<i>Related Abilities [functionings/ achievements]</i>	<i>Rate from 0 (lowest) to 5 (highest) the abilities which your university education developed</i>
	Experience in self-directed learning and capable of independent work.	0 1 2 3 4 5
	Able to set own goals and aspirations and to review and evaluate these for career and personal development and lifelong learning.	0 1 2 3 4 5
Language and communication	Present ideas clearly and concisely in quality written language.	0 1 2 3 4 5
	Confident and clear in oral communication.	0 1 2 3 4 5
Confidence and voice	Able to lead.	0 1 2 3 4 5
	Engage in deliberation/defend ideas in dialogue with peers.	0 1 2 3 4 5
	Possess excellent interpersonal and social skills fostered within a multicultural community.	0 1 2 3 4 5
	Respond flexibly and adapt skills and knowledge to excel in unfamiliar situation.	0 1 2 3 4 5
	Able to weigh up and make career choices.	0 1 2 3 4 5
	Able to express and defend ideas and opinions in diverse settings (e.g., education, workplace).	0 1 2 3 4 5
	Welcome feedback and able to act on this as appropriate.	0 1 2 3 4 5
Collaboration	Respect and value others' views and perspectives.	0 1 2 3 4 5
	Experienced in working or interacting with diverse individuals in groups and teams of varying sizes and in a variety of roles.	0 1 2 3 4 5
	Articulate complex ideas with respect to the needs and abilities of diverse audience.	0 1 2 3 4 5

*(continued)*

<i>Graduate Attribute [capability,]</i>	<i>Related Abilities [functionings/ achievements]</i>	<i>Rate from 0 (lowest) to 5 (highest) the abilities which your university education developed</i>
Ethical awareness and citizenship	Consider and act responsibly upon the ethical, social and global responsibilities of my actions.	0 1 2 3 4 5
	Welcome the richness of multi-cultural and international experiences, opportunities and ways of thinking.	0 1 2 3 4 5
	Understand importance of commitments to social contributions/ common good for an inclusive/ democratic society.	0 1 2 3 4 5

Now please rank the graduate attributes from 1 to 6: most important to you (6) to least important to you (1). Please add any you think are missing and are important.

<i>Attribute</i>	<i>Ranking</i>
1. Knowledge	
2. Critical thinking and autonomy	
3. Language and communication	
4. Confidence and voice	
5. Collaboration	
6. Ethical awareness and social citizenship	
Any others?	



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