

May 2015

IPANZ

*What role will universities play in
producing tomorrow's public
servants?*

TE PŌKAI TARA
UNIVERSITIES
NEW ZEALAND



What is Universities New Zealand?

- A statutory body established in 1962 as the New Zealand Vice-Chancellors' Committee.
- It has statutory responsibilities for university quality assurance, the approval and accreditation of university academic programmes, entrance to universities, and scholarships.
- It also represents the interests of the universities on a wide range of other matters, such as international education and international agreements.



Pop Quiz

- Of the 1,119 chief-executives working in the wider state-sector in 2013 which best represents their highest qualification level?

Option 1	Option 2
<ul style="list-style-type: none">No post-school quals (24%)Business & mgmt (13%)Arts (10%)Accountancy (4%)	<ul style="list-style-type: none">Business & mgmt (24%)Law (13%)Economics (10%)No post-school quals (4%)

- What percentage of the wider state-sector's 6,801 PAs, secretaries & receptionists had a tertiary qualification at the time of the 2013 Census?
 - 11% (4% bachelors, honours or masters)
 - 21% (9% bachelors, honours or masters)
 - 31% (14% bachelors, honours or masters)



Census 2013

- At the time of the 2013 Census there were 287,577 people in the broader state – represented 14.4% of people in employment.
- They were classified into 622 distinct job titles.
- But, there may be some data quality issues...
 - 6 bed & breakfast operators
 - 6 butchers & small goods makers
 - 9 taxi drivers
 - 9 jewellers
 - 51 baristas



Census 2013

- Of those 622 job titles:

Jobs	%
4 job titles	25%
20 job titles	25%
68 job titles	25%
570 job titles	25%
662 jobs total	100%

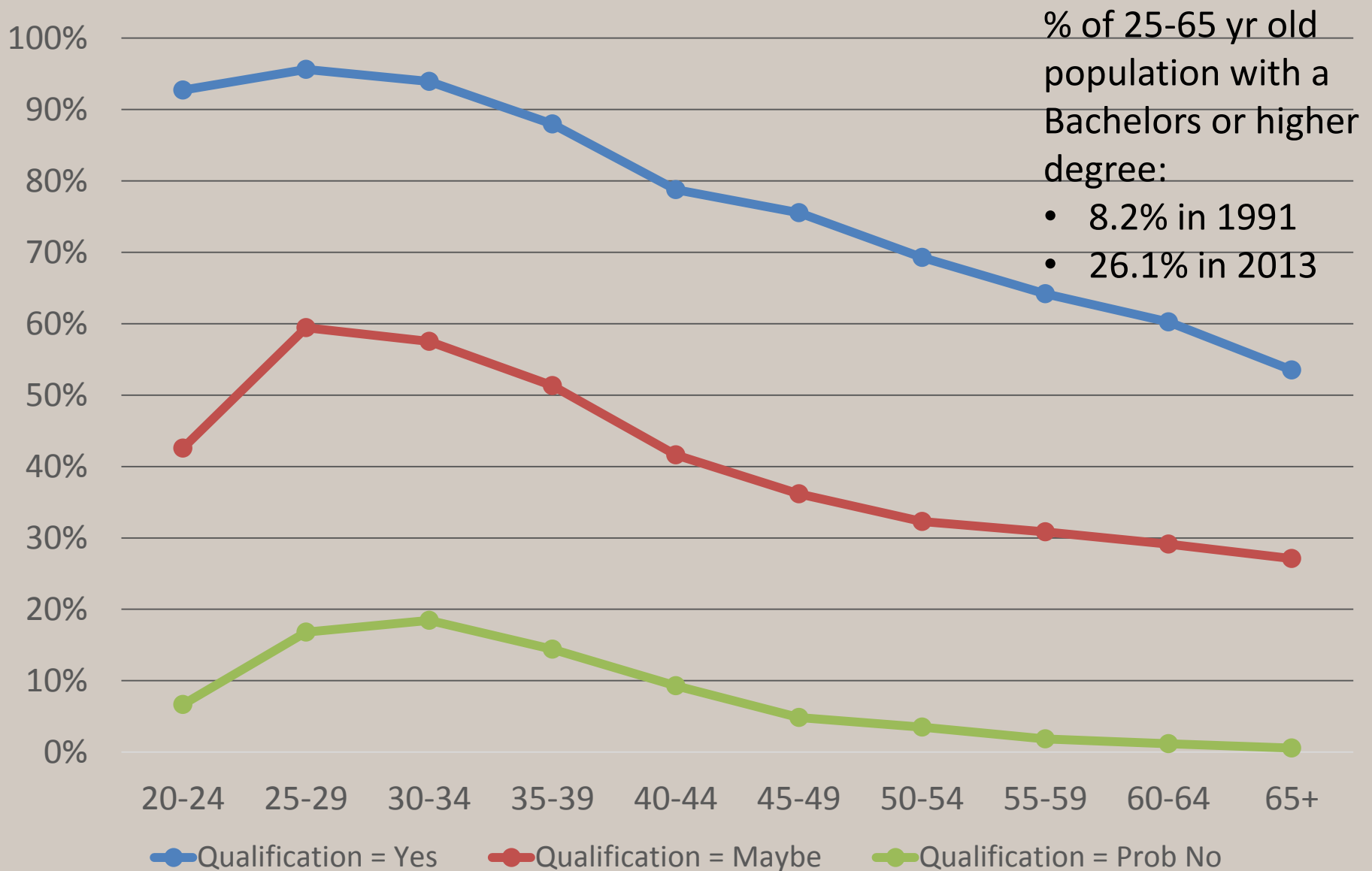
1. Primary School Teacher
2. Secondary School Teacher
3. Registered Nurse
4. Teachers' Aide

5. General Clerk
6. University Lecturer
7. Police Officer
8. Office Manager
9. School Principal
10. Policy & Planning Mgr
- ⋮
18. Policy Analyst

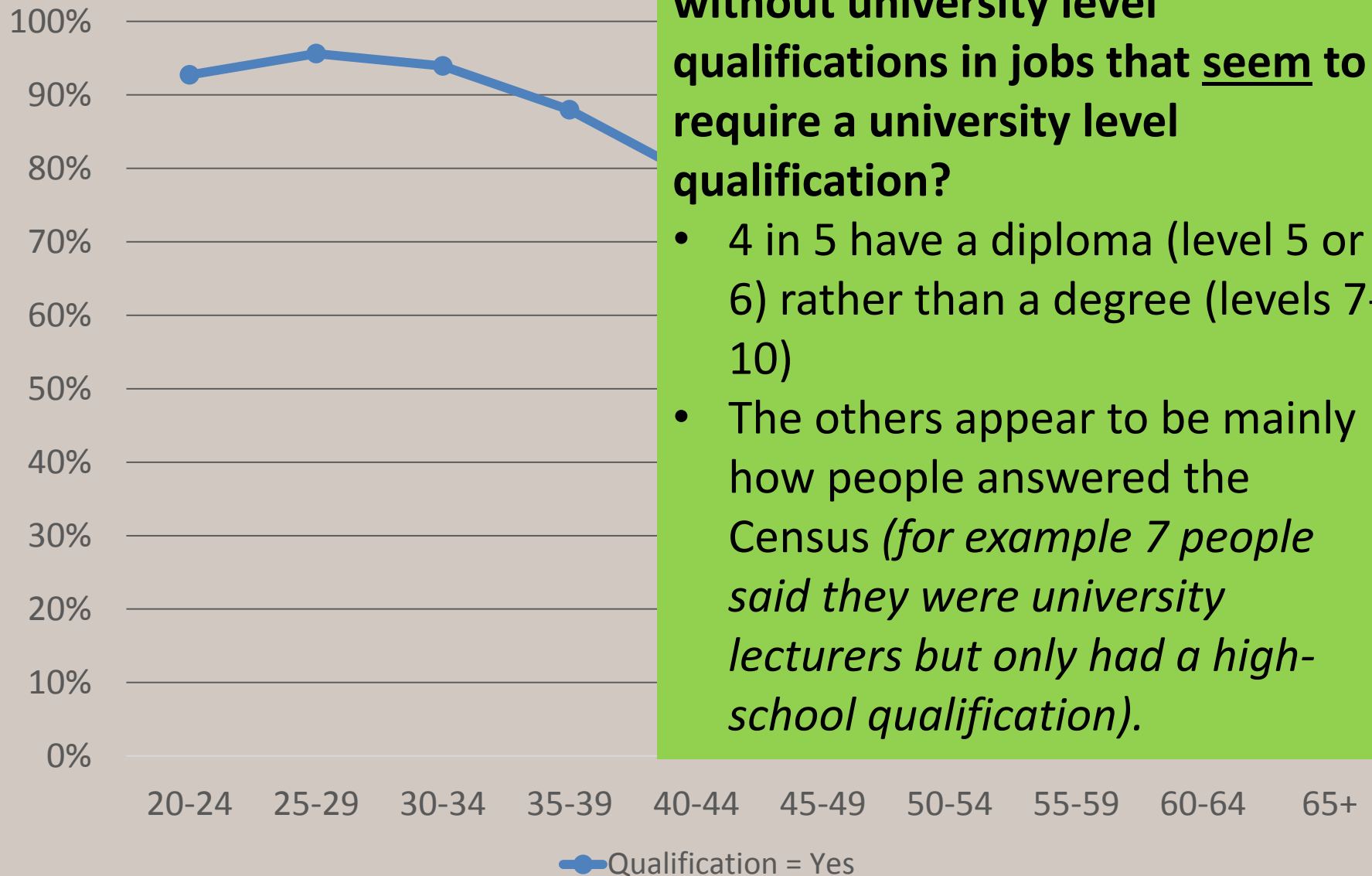
Qualifications in the Wider State Sector

Job Count	People Count	% of People	Criteria
195	136,551	49%	Theoretically no direct entry without a tertiary qualification (professional requirement)
160	73,569	27%	Either (a) not clear if a tertiary qualification is required, or (b) may vary from workplace to workplace.
335	67,356	24%	Tertiary qualification not a requirement, though may assist in some jobs.

% of People with Lvl 7-10 Qualification by Age Band & Job Type



% of People with Lvl 7-10 Qualification by Age Band & Job



Who are the 30-34 year-olds without university level qualifications in jobs that seem to require a university level qualification?

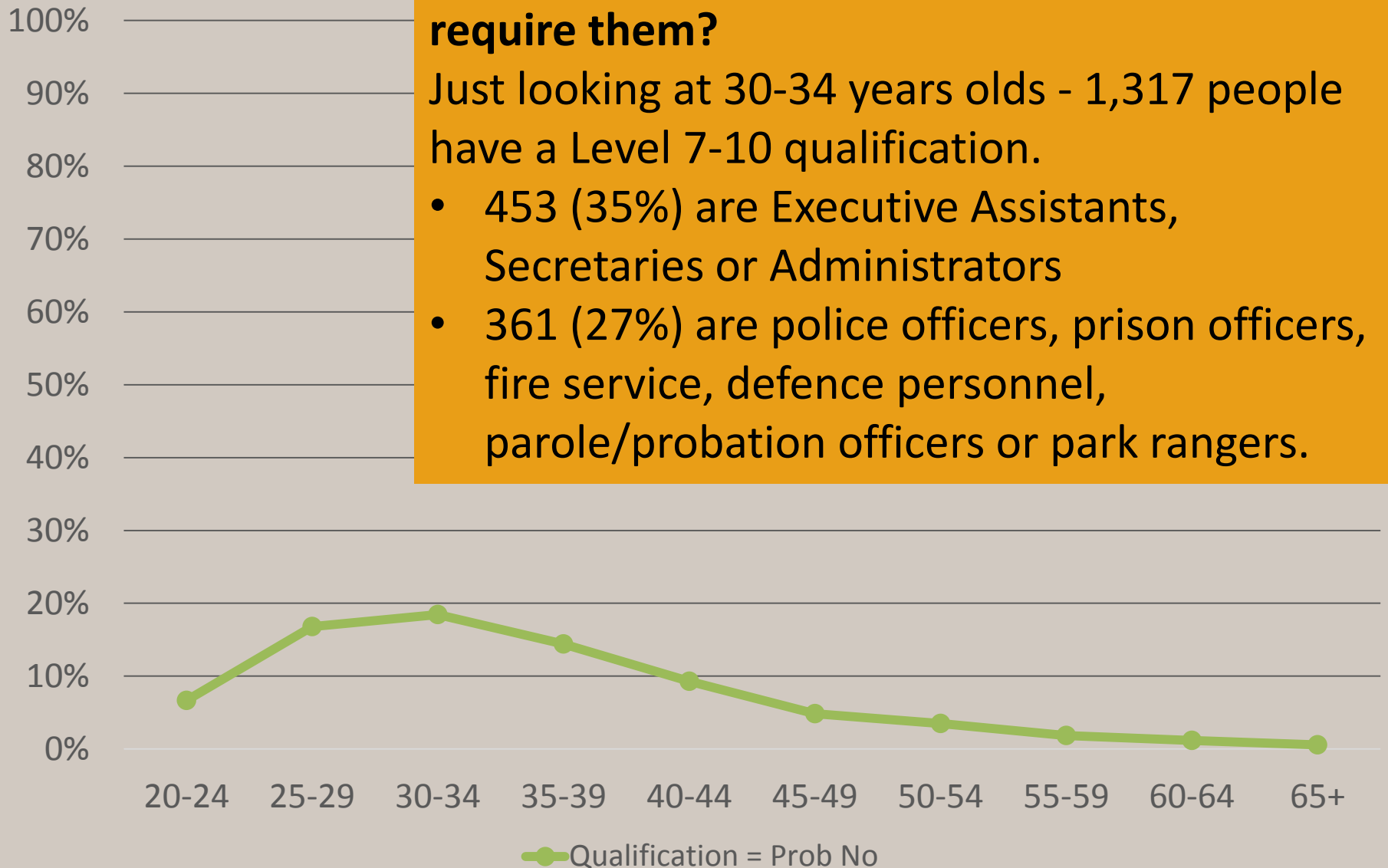
- 4 in 5 have a diploma (level 5 or 6) rather than a degree (levels 7-10)
- The others appear to be mainly how people answered the Census (*for example 7 people said they were university lecturers but only had a high-school qualification*).

% of People

Who are the people with university level qualifications in jobs that don't necessarily require them?

Just looking at 30-34 years olds - 1,317 people have a Level 7-10 qualification.

- 453 (35%) are Executive Assistants, Secretaries or Administrators
- 361 (27%) are police officers, prison officers, fire service, defence personnel, parole/probation officers or park rangers.



Pop Quiz - Arts Graduates

- What percentage of NZ's 30-34 year-old arts graduates (history, English lit, philosophy, etc) were working for the public sector at the time of the 2013 Census?
 - 7%
 - 17%
 - 27%
- What percentage of 30-34 year old Political Science graduates were working in the public sector?
 - 25%
 - 35%
 - 60%



What did our state sector study?

Field of Study	Wider State Sector				All NZ
(Lvl 7-10)	Age 20-34	Age 35-44	Age 45-54	Age 55+	All ages
Sciences	4.70%	6.40%	7.40%	8.90%	5.85%
ICT	0.1%	0.3%	0.4%	0.2%	4.52%
Engineering	0.3%	0.6%	1.0%	0.6%	4.39%
Building	-	0.2%	0.1%	0.1%	1.68%
Agriculture, etc	-	0.1%	0.2%	0.1%	1.25%
Medicine & veterinary	39.9%	27.5%	25.9%	21.8%	16.43%
Education	35.3%	39.3%	36.5%	36.0%	16.25%
Business/accounting	3.4%	5.3%	7.0%	5.0%	30.65%
Law	2.0%	2.2%	1.8%	2.3%	1.95%
Economics	0.7%	0.8%	0.9%	0.6%	0.97%
Political Science	1.2%	1.1%	0.7%	0.6%	0.99%
Other - Arts	9.4%	14.0%	15.9%	21.9%	9.06%
Creative Arts	2.9%	2.3%	2.1%	1.9%	5.88%
Food & Hospitality	-	-	-	-	0.13%

Narrowing the focus to policy people...

Policy Analyst & Policy Manager Qualification Levels by Age Bracket									
	Age Bracket (each column adds to 100%)								
Highest Qualification	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
No Qualification	0%	1%	1%	1%	2%	2%	1%	5%	13%
High School Qual	7%	11%	13%	16%	20%	20%	19%	15%	18%
Lvl 4 Certificate	0%	2%	2%	4%	4%	5%	7%	5%	7%
Level 5/6 Diploma	3%	2%	6%	8%	11%	13%	13%	14%	15%
Level 7 Bachelors	44%	36%	30%	29%	27%	23%	21%	21%	21%
Level 8 Honours	24%	19%	17%	16%	11%	13%	11%	11%	9%
Level 9 Masters	21%	26%	25%	22%	20%	20%	23%	24%	15%
Level 10 PhD	0%	2%	4%	4%	5%	6%	4%	5%	3%
TOTAL Level 7-10	90%	84%	77%	71%	63%	61%	60%	62%	47%

What did Policy Mgrs & Analysts Study at University? (Lvl 7-10 quals only)

	Age 20-34	Age 35-44	Age 45-54	Age 55+
Sciences	1%	3%		
Information Technology	2%	1%	1%	
Engineering		1%		
Architecture & Building		1%		
Agriculture, etc		2%		
Medicine & Veterinary				
Education/Teaching		2%	1%	3%
Finance & Accountancy	10%	25%	43%	31%
Law	19%	14%	7%	6%
Economics	11%	6%	7%	6%
Political Science	33%	20%	12%	25%
Other - Arts	24%	25%	27%	29%
Creative Arts				
Food & Hospitality				

Part 2: So what are we doing?

- Some programmes targeted particularly at Central Govt.
- Mainly VUW's School of Government
 - Post-graduate and interdisciplinary focus
 - Strong focus on training & professional development for people already in the public sector.
 - Contributes to ANZSOG programmes.
 - Research programme across areas of Government that informs teaching programme.
- Range of other programmes at other universities – mainly in Political Science departments
- And vast array of continuing education options for wider state sector – teachers, doctors, etc.
- But...



Part 2: So what are we doing?

- ...but, difficult to do much more for the public sector specifically...
 - There's little or no workforce planning or standard education pathways into the public sector.
 - There are few standard qualifications for working in Central Government.
 - The State-Sector has a vast range of jobs and skill requirements.
- However, we are doing a lot more for all employers generally...



Key outcomes sought

- Growing focus from **Government** on graduate outcomes:
 - Meeting employer skill and capability gaps.
 - Employable work-ready graduates.
 - Employment rates in degree-relevant roles.
- Continuing (and deepening) focus by **students** on graduate outcomes:
 - Credentials and university experience that makes them stand out to employers.
 - Meaningful careers & successful lives.
 - *[Mid-career]* Skills & qualifications that help them progress in their career.



What are students studying in 2015?

- **32% profession-led qualifications**
 - (accounting, law, architecture, engineering, medical & teaching)
- **48% industry-focussed qualifications**
 - (sciences, ICT, agriculture, forestry and aquaculture, commerce, marketing and finance, library studies, journalism, economics, sports and recreation, the performing arts, graphic design, and food and hospitality)
- **20% other**
 - (Society & culture, languages, & performing arts)

Earnings & employment rates similar for all Lvl 7-10 graduates

- Engineering & ICT best; performing arts worst; society & culture about average.
- PhDs \$ > Masters \$ > Honours \$ > Bachelors \$)



1a. How we produce our graduates

- NZ university system unusual.
 - Universities collectively approve programmes & qualifications.
 - Self-moderate quality.
- But it works
 - All 8 universities ranked in the top 3% of the world.
 - Non-completion rates among the lowest in the world (17% after 8 yrs) compared with 26.4% for Australia, 41% for the US and around 50% for South America and much of Asia.
 - Unemployment rates average 2%
 - Only 1.4% of arts graduates working in retail & hospitality



1b. How quality works in practice

- Universities develop programme/qualification proposal and submit them to the Committee on University Academic Programmes (CUAP).
 - All universities have a senior academic representative on CUAP.
 - All other universities can challenge on quality grounds only – elements such as:
 - Is the programme quality & duration consistent with other university offerings at a similar level?
 - Have relevant employers or industry bodies been consulted?
 - Is there any chance of confusing or misleading students as to content or programme objectives?
 - Has it got feedback mechanisms in place to ensure objectives and graduate outcomes are being realised?
- Once CUAP is satisfied that quality standards have been met, programme/qualification is approved.
- All programmes have a graduating year review.



1c. Graduate profiles

- All new programmes start with a graduate profile
 - detailing the skills, capabilities & knowledge of a graduate successfully completing the programme.
- The rest of the proposal then shows how the graduate profile will be met.
- Graduate profiles are now nearly always developed with input from employers and industry stakeholder groups.
 - Always for profession led qualifications.
 - Always for industry focussed qualifications.
 - Increasingly for other qualifications (such as arts)



1d. Example – BA Programme

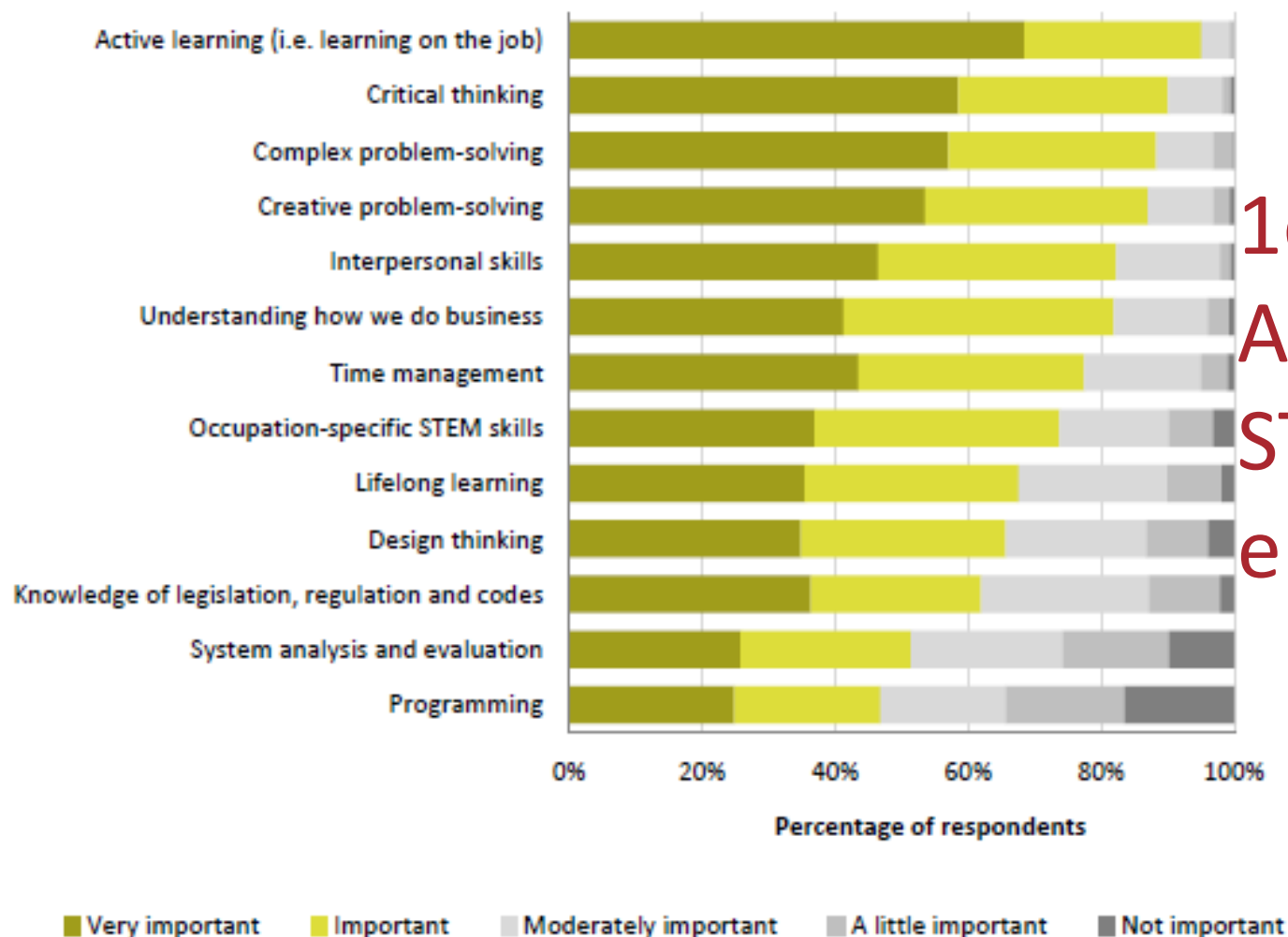
- Demonstrate knowledge of the major concepts and theoretical perspectives in their chosen field of study
- Demonstrate an ability to make connections between knowledge from more than one discipline or field of study
- Work autonomously and take responsibility for their own learning and development
- Consider broad social and cultural perspectives in relation to their chosen field of study and area of professional practice
- Demonstrate an awareness of the ethical responsibilities and challenges in their community of practice
- Demonstrate an understanding of Aotearoa New Zealand culture and society from the perspective of the Treaty of Waitangi, biculturalism and multiculturalism
- Use critical thinking skills and strategies that facilitate understanding, explanation, critique, problem-solving, creativity and reflection
- Apply quantitative and qualitative analysis and reasoning skills
- Demonstrate information and digital literacy through the use of a range of appropriate tools or methods to locate, access, evaluate or present information
- Integrate and apply their knowledge and skills in responding to unfamiliar or new situations within the practice/professional context
- Work effectively in teams and with people from other linguistic and cultural backgrounds in a range of collaborative contexts
- Communicate effectively in a variety of formats, both oral and written
- Develop time-management practices to manage competing demands

How does this compare with what employers want?



Figure 1: Importance of skills and attributes in the workplace

Respondents' rating of each of 13 different skills and attributes. Employers were asked to rate each skill's importance on the following Likert scale: Not important; A little important; Moderately important; Important; or Very important. The coloured bars represent the distribution of respondents between the response categories.



1e.
Australian
STEM
employers

1f. What has changed in past 10 years?

- Significant increase in academic programmes shaped by employer feedback.
- Academic staff more likely to have industry experience and/or be working with industry.
- Internships, work-placements & industry-led projects becoming the norm.
- For example; Auckland University of Technology:
 - 80% of bachelors level graduates had done a work placement during their studies.
 - 30% were offered a job within the placement organisation (higher percentage for Māori).



2. Co-curricular development

- All universities encouraging students to develop co-curricular skills & experience;
 - Travel & study abroad (foreign languages)
 - Volunteering
 - Involvement in clubs & societies
 - Demonstrating success (eg leadership roles, or work promotions)
 - Getting degree-relevant work-place referees
- Degree now qualifier for employer longlisting.
- Co-curricular profile now winner for shortlisting.

What's it like being a student in 2015?



3a. Review & ongoing improvement

- Universities continually reviewing performance:
 - Government reporting – Education Counts, Investment Planning, Education Performance Indicators, etc.
 - Graduate surveys (including GLSNZ)
 - Industry/Employer advisory groups
 - Formal programme reviews every 5-10 years
 - Academic Quality Agency reviews every 5 years.
 - Ad hoc industry & sector reviews/reporting



3b. Review & ongoing improvement

- Reporting shows we are doing well...
 - Good employment & earnings outcomes in most areas.
 - Some undersupply of skills, but very little oversupply.
 - Graduates able to move easily between sectors and industries (good transferrable capabilities)
- But, we can always do more.
- Reporting tends to focus on what is easily measured.
- It's not easy to measure how universities are doing in producing capable graduates for the public sector.
- Few structured feedback/reporting links into Central Government.



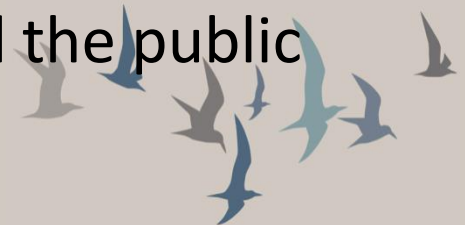
Pop Quiz 3

- What percentage of the 25-65 year-old New Zealanders with a degree (bachelors or higher) are working in the wider state sector?
 - 14%
 - 20%
 - 26%
- Underlines the importance universities & the state sector working together!



Tomorrow's public servants

- Opportunities for the future...
 - Consider how universities can better support an evidence-driven policy environment.
 - Government agencies involved in shaping graduate profiles (particularly arts programmes)
 - Better feedback to universities on how their graduates are doing as early-career public servants – quantitative & qualitative. (workforce analytics)
 - Link university academics more into the development of public policy. This will feed through to their teaching & curriculum design.
 - Offer internships, student research projects and other opportunities for students to understand the public sector.



Questions & Discussion



Volume-Driven University Business Model (hugely simplified!)

1. Attract & retain
world class academic
staff able to do good
research & research-
informed teaching (*half
from overseas now*)

2. Domestic reputation
re quality & relevance
of courses & degrees.
And, perceived 'student
experience'

4. University's
international research
profile (*drives majority
of rankings - 60% QS,
76% Times HE & 90%
ARWU*)

3. Domestic student
numbers (*Postgrad &
Undergrad*)

5. University's
international
reputation & rankings
(*all NZ universities now
in top-500 of QS*)

6. Export education
revenue (especially
international student
fees) increasing relative
to costs

7. Income at a level
where quality of staff,
teaching & research is
maintained

