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Higher education, employability and the Teaching Excellence Framework
City’s BA English and the broader potential of publishing education

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Outline

1 TEF101: Progression, Satisfaction, Employability
2 City’s BA English + Publishing
3 Theoretical provocations
4 Concluding discussion
TEF101: Progression, Satisfaction, Employability

- **Strategic imperative for HE in England / ‘At risk’ (HEFCE)**
- **Progression** UG target: 90+%
- **Satisfaction** metrics: National Student Survey (2016)
  - 1. ‘Staff are good at explaining things’
  - 3. ‘Staff are enthusiastic about what they are teaching’
  - 22. ‘Overall, I am satisfied with the quality of the course’
- **Employability**: ‘DLHE data’ / ‘graduate jobs’
Publishing employers want (1)…?

- collaborative skills
- hybrid skills
- multi-skilling
- self-directed learning
- personal attributes:
  ‘flair, confidence, capability, ambition and vision.’

(Skillset, 2009, pp.77-78)
Publishing employers want (2)…?

From an Account Exec Intern ad:

Interpersonal skills:

- strong people skills, can work ‘respectfully and assertively’
- strong written and verbal skills
- appropriate and professional self presentation
- ‘can do’ attitude
How do we teach?

Industry/alum project sponsors

Reflective practice

Group marks/feedback
Employability and Publishing in HE

Publishing Studies modules:

- ‘improve understanding of the self and the curriculum
- engage and motivate learners, both individually and as part of a community of practice
- personalise learning
- support models of learning appropriate to a digital age
- promote reflective practice.’ (JISC 2008, p.10)
City’s BA English

Part 1
EN1001 Fundamentals of Analysis and Criticism
EN1002 Literature in Historical Context
EN1003 Reading London
EN1004 Forms and Performances of Creative Writing
EN1005 Developing Creative and Professional Narratives
EN1006 The Novel, Authorship and Creativity

Research / Creative Writing / Professional
Part 2
EN2001 Shakespeare: Authorship, dramatic texts and audiences
EN2002 21st Century English and Digital Writing
EN2003 Creative Writing Workshop
EN2004 Contemporary Genre Fictions
EN2005 Romanticism
CC2007 Work Placement
CC2008 Web Creation and Design
JO2210 The Representation of Journalists and the Press in Film and Fiction: 1900–present day
SG2051 News and Society
Part 3
EN3001/2/3 Major Project: Dissertation/Professional Portfolio/Creative Writing
EN3004 Information Literacy in the Digital Society
EN3005 Literary Journalism
EN3006 Publishing in the Digital Age
EN3007 Global English and English Language Teaching
EN3008 Intercultural Studies
EN3009 American Screenwriters
CC3010 Gender, Sexuality and the Media
SG3053 New Media: From Cyberspace to Social Media
SG3056 Crime and Media / SG3070 Celebrity and Society
Modules with direct reference to publishing/digi media:

- EN1005 Developing Creative and Professional Narratives
- EN2002 21st Century English and Digital Writing
- CC2007 Work Placement
- CC2008 Web Creation and Design
- EN3002 Major Project Professional Portfolio
- EN3004 Information Literacy in the Digital Society
- EN3006 Publishing in the Digital Age
- EN3007 Global English and English Language Teaching
Some theoretical insights…

Reflection, narrative & identity

‘Writing exercises us in the sense that it empowers us with embodied knowledge which now can be brought to play or realized into action in the performance of the drama of everyday life.’ (Van Manen, 1990, p.130)

Learning through Storytelling (McDrury & Alterio 2003, p. 47):
- Story finding
- Story telling
- Story expanding
- Story processing
- Story reconstructing
Identities and HE pedagogy

- For students: ‘identity stabilization (consolidating an existing identity) or… identity transition (acquiring a new one)’ (p.44)
- ‘fluid organizations’ no longer provide ‘a polished, decisive narrative of where they came, where they are, and where they want to go’ (p.56)

(Petriglieri and Petriglieri, 2010)
Power and pedagogy

“Technologies of the self… are embodied in particular technical practices (confession, diary writing, group discussion…).…. always practiced under the actual or imagined authority of some system of truth and of some authoritative individual….” (Rose, 1998, p.29)

“The idea of transformativity… constitutes a hidden, but powerful, norm for journal writing that is reinforced by ‘judges of normality’ (Foucault, 1977, p.304); that is, by the teachers who read and grade these journals.” (James and Brookfield, 2014, p.45)
Barnett’s four types of university values / knowledge:

a) ‘Ivory tower’

b) ‘The professionalised university’

c) ‘The entrepreneurial university’

d) ‘The developmental university’ (Barnett, 2011, p.31)

In (d): ‘Knowledge-in-the-world/ Knowledge-for-the-world: This university is… intent on helping to improve the world – its knowledges are put to work for-the-world.’

(Barnett, 2011, p.32)
Conclusions for discussion

▪ Opportunities for Publishing Studies to contribute across curricula (City BA History)
▪ Satisfaction + Employability impact
▪ Cautionary notes:
  ▪ collaboration across disciplines / interdisciplinarity
  ▪ ‘research v teaching’ (team teaching?)
  ▪ assessment habits / comfort zones / admin
▪ scaleability
References


