

Understanding the socio- economic context



Training Engineering :
Efficient training
For skilled graduates

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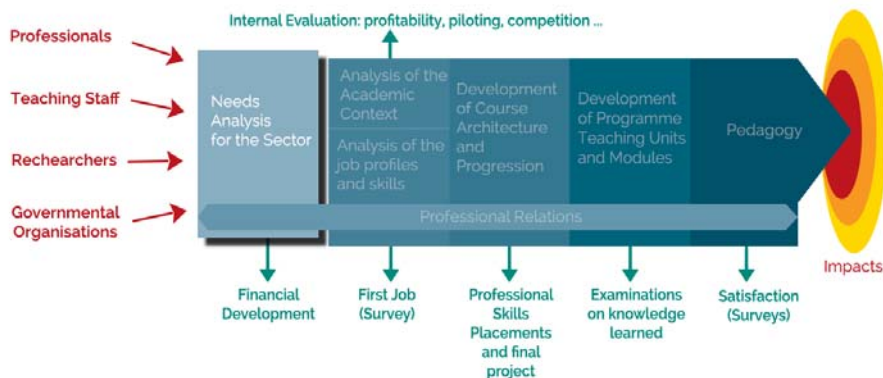
Objectives

On completing this sequence you will know how to:

- Ask useful questions to decide the usefulness and relevance, for economic demand, of designing / reforming training ;
- Identify the various possible sources and types of information / resource organizations to gather information on important socio-economic and political trends ;
- Explain the interest of a prospective approach in the design and renovation of a training course.

Introduction

"This sequence focuses on *the analysis of the economic sector*."



Why analyse the economic sector?

The need for new training, or the need to reform certain curricula, with a view to professionalizing trainees, is directly linked to "economic demand".

It is the interactions between the world of university and research and the professional "world" that will make it possible to understand professionals' expectations in terms of new skills.

The relations and exchanges between these different actors promote mutual knowledge; common actions and meetings allow the professional demand to emerge, and to set up professionalizing situations, to, finally, implement training *adapted to the needs of future employers*.

The decision to initiate a process of training creation or renovation can be highly strategic for a university. A formal approach to analyzing the economic context can be taken by the university's or faculty's decision-making bodies. This approach can also be implemented more informally, but it is likely to be less far-reaching and less formally binding on decision-making bodies.

The feedback from the "field" to the university can come from various sources: private professionals, teachers, researchers, government structures...

We will therefore see in this sequence and the following the different ways to interact with the professional world in particular.

Ask the Right Questions



Method

When analysing the economic context the following questions are essential:

"Is there an opportunity to create a new course?"

"Is there a new career profile or a new development for career prospects in an existing job profile?"

"What courses are open at the moment?"

"Are the job prospects good?, Do employers want to hire new staff? Is there help available to create a new business?"

"What diplomas would be needed?"

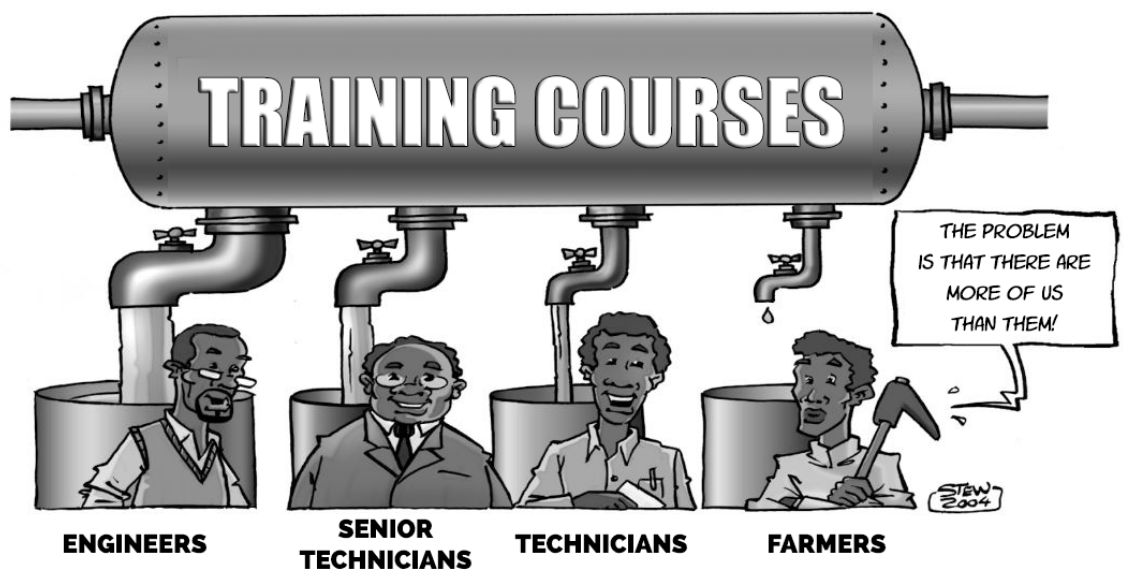
The Conditions for the Success of a New Training Course



A course is a system of interconnections

To guarantee pertinence and efficiency the course needs ...

- **To train the right people**
 - A sector is made up of several levels of competence and many different profiles. A global vision of the sector is necessary to identify the right people to train.



Reminder

One student in Higher Education costs the equivalent of 60 students in Primary Education.

→ For every student in Higher Education a whole class in Primary School cannot be opened.

- **The Means Necessary**
 - For the implementation of the project, Human Resource requirements

are important. You will need competent teaching staff, pedagogy coordinators, administrative staff and so on. You will need reliable logistics to get to the professionals or invite them to the university and adequate financial backing. Your course cannot be viable if you have not found the resources to plan, implement and run it.

- To succeed in setting-up an effective course, creating employment opportunities, and bringing improvements to the sector, you cannot be satisfied with second best. The pertinence and quality of the training course must not be weakened by imperfect planning and lack of resources.
- **Policy**
 - Policy should be clear and strong. Local and national policy can be strengthened by involvement in education. For example, if an increase in exports is strategic to national policy there should be an increase in training in international trade. A country wishing to continue favouring its strong agricultural value, will encourage education in the food processing sector.
 - National policy and policy of National Institutes should be coherent. It is essential that the policy of educational establishments should take this into account. Short-term, mid-term and long term projections on policy in specific sectors can also be taken into consideration.
 - Texts on standards and academic obligations must be consulted to make sure they are in line with national policy. Rules & regulations must be complied with by the educational establishments and these texts provide vital information which can help adjust your training course.



Method : Work Plan

Firstly, the sectors should be watched and available documents consulted:

- Socio-economic trends and projections
- Policy
- Regulations

Secondly, consult specialists:

- Professionals from the sector
- Experts and researchers who will provide the projections for evolution and technological advances
- Policy makers



Advice : Choice of Sources

Use all channels open to you to find **reliable sources of information**:

- Professionals from your existing network who will inform you about their needs
- Results of the survey on the employment rate of recent graduates
- Internet, specialist press and employment agencies to watch the job offers
- Statistics for the sector and prospective analyses
- Specialist press magazines



Warning

The diversity of sources will vary according to context and the sector.

Examples in France



Example

"Feedback from professionals from the network who provided information on their needs"

- Partners from a range of research projects, from pedagogical projects - tutors, placement managers, career forum
- Experts



Example : At Montpellier SupAgro, graduates answer surveys, every year

"Results of the 'survey' on employment of recent graduates"

VIDEO

Speech:

At Montpellier SupAgro, we feel very concerned about the future careers of all our degree holders from B.Sc. level to Ph.D.

Following-up on their careers is usually done thanks to **on-line surveys**, which allows us to compare results from year-to-year. Our surveys give us **valuable information which helps guide the evolution of our courses**.

Thanks to the surveys:

1. We find out about most of our degree holder's current situation as the annual response rate often exceeds the 85%
2. We can produce statistics on the professional situation of our degree holders
3. We can update the panorama of career opportunities: the sectors, positions, missions and so on which is very useful to current students
4. We become aware of the level of satisfaction of our former students regarding their employment and the pertinence of our courses to prepare them for their employment
5. We can stay in touch with them using up to date contact details, which means we can ask them to participate in teaching, the Career Forum or other events in connection with our courses.

For example, each year, the 3 most recent cohorts of Master degree holders are interviewed using a questionnaire aimed at graduates from all French Engineering 'Grandes Ecoles'. These surveys are mandatory and the answers must be sent off to 2 national organisations: the Conference des Grandes Ecoles and our Supervising Ministry.

Thanks to this general survey we get a clear idea of the professional situation of degree holders from a same cohort. From the results, we identify indicators that allow to make comparisons, from year to year and to calculate the main parameters of professional success: access to 1st employment, types of employers, status,

working conditions, salary and so on. For example, in a survey carried out early in 2015 we see that more than **two thirds of the degree holders who left our school in 2013** were engaged **in their first job after 2 months** and **75% are satisfied or very satisfied** with the position they hold one year after the end of their studies.

Each cohort is questioned 3 times after obtaining the diploma: after 3 months, 12 months and 24 months. **The 3 month survey gives information about their first employment, the 24 month one provides details about a more steady position**, corresponding to the degree holder's professional project.

In addition to these regular surveys, there are specific surveys that meet a particular need.

This is the case of "career trajectory" surveys, which are conceived with the objective of finding out about the evolution of the degree holder's career, the personal choices of trajectory over 5 or more years which led to their present position, listing the various job titles and responsibilities taken on.

I am currently working on **the development of customized surveys, specific to each course**. These surveys are tailored to meet the requirements of the educational teams in each course - or specialized curriculum, in the case of the French Engineering courses. The surveys are conducted on several cohorts who were enrolled in the same course. It is necessary to obtain a significant number of answers, at least 80 to have more reliable results than if a course with only 12 students enrolled is used.

The questionnaire must be written with the educational teams so that the answers will provide the food for thought that the professors want to find, to plan the evolution of their courses.

The customized surveys are more accurate than general surveys since they target a pre-selected number of sectors and career profiles.

These tailor-made surveys are more qualitative than quantitative so they are vital for:

- Improving the adaptation of the course content to fit the needs of the professional world as needs evolve.
- Understanding how career prospects are evolving within specific sectors of activity related to specific courses
- Maintaining the network of former students allowing for involvement in courses and links with current students

In order to meet these objectives, the educational teams must be involved at every stage, from the drafting of the questionnaire to the analysis of the answers.

Montpellier SupAgro is able to provide reliable information to students, on the careers which will be available to them at the end of their studies, thanks to all these surveys.

As for the annual results:

A synthesis is presented to the student's during their professional project teaching sequence.

A report of annual results is published online each year, on the Montpellier SupAgro website, to inform future students and professional partners.

- Example data on Agricultural Engineers, collected at Montpellier SupAgro(see)



Example : Watching the professional sectors, organised by Montpellier SupAgro

"The job offer watch: internet, specialist press and employment agencies"

VIDEO

Speech:

To give the students the best advice and to support them in setting up their professional project, it is important to watch the employment market closely, following the jobs in the different sectors of activity as well as keeping track of the recruitment techniques being used.

It is not possible to see everything but it is essential for us **to follow the employment trends and the evolution of the job market, in real time.**

Before, every member of the career and employability team watched the employment market independently to give updated information to students but little by little this activity has been organised as teamwork. We have created **a blog called 'sector watch, jobs, SupAgro recruitment'**.

The first step was **to collectively define the goals and targets of this watch clearly.** Our objective is to give the students, the teachers and the staff at Montpellier SupAgro, updated information about the employment market, concerning the jobs in the sectors of activity covered by our training courses, and the evolution of the recruitment techniques.

Our blog is the communication hub of this watch, accessible to all, so please feel free to consult the address that appears on the screen.

> <https://www.supagro.fr/wordpress/veille-emploi>¹

For this watch, we have selected 4 sources of useful information:

- Websites dedicated to 'labour market watch', which used to be associations for career management
- Websites dedicated to one or more sectors of activity but offering a watch service with a newsletter, or RSS feeds for example
- The Websites on job hunting and career management
- The educational sites, with student guidance and training courses

In addition to these on-line resources, our work is helped by the analysis of data on the integration of our degree holders in the professional world, but also by the monitoring of job vacancies. A quantitative analysis of job offers gives an overview of the main trends in the employment market; a qualitative analysis allows you to detect the evolution of professions and profiles needed. I suggest you watch the video to see the different types of surveys used.

Also, we have a close relationship with the degree holders at our Institute and with the Association of Former Students 'SupAgro Alumni' and this is a valuable source of information.

The information is collected and then sorted to select only the information responding directly to the objectives of our blog. We determined upstream what type of information is publishable and I have written a charter to guide colleagues who contribute to this watch for our blog. When an article seems interesting, the watcher writes a tagline or a short synthesis, with a link to the full article. The contributions gathered in this way are then validated before being published on our blog and the watcher's name appears with the article. The publications on the blog appear chronologically but are also classified by topic - labour market, professions, recruitment tools and also sectors of activity.

Making your blogs freely accessible will allow your degree holders to consult them when they leave your Institute.

When I first took-on this job, I met with the educational teams to find out about their practices in terms of following-up on degree holders careers and their ways of watching the employment market in their sector. Of course all the departments do this watch, but only at their level without making the information freely available.

1 - <https://www.supagro.fr/wordpress/veille-emploi>

The educational teams also have strong links with the professionals in their own sectors. So **the challenge today is to create a network sharing their information with a central watch unit** to better inform our students.

So, "How can we make such a network work?"

1. It is necessary to consider this collective watch as a project: The objectives must be defined between the participants and it is essential that everyone understands how they benefit from sharing their own information.
2. Running a team is a factor of success too; we encourage dynamic collaboration by inviting all the participants to an 'experience sharing' workshop. This is the opportunity to wake up the sense of allegiance, giving collective meaning to our watch and to define the objectives of our work together. A watch unit manager should know how to be motivating so that each participant continues to meet his own needs, but contributing to the collective watch.
3. Regular feedback on the progress of collective work is the key to success: a short synthesis must be published in 'The Watch Network Newsletter' and I must present the results of my work on the follow-up of degree holders. It is necessary that each person involved can see that they are learning from this collective work.

The agriculture and food industry sectors:

- *APECITA*²
- *jobagroalimentaire*³

A wider range of sectors:

- *APEC*⁴
- *Example of an article on careers in the wine industry published on the website of the student magazine 'L'étudiant'*⁵



Example

"Specialised organisations / surveys and statistics on employment in specific sectors"

- *Céreq*⁶ (Centre d'études et de recherches sur les qualifications)
- Publications on employment from the Ministry for example: (*ex métiers 2022*)⁷...



Example

"Specialist Press"

Food industry: *process*⁸, *RIA*⁹

2 - <http://www.apecita.com/>

3 - <http://www.jobagroalimentaire.com/>

4 - <https://www.apec.fr/>

5 - <http://www.letudiant.fr/metiers/metiers---portraits-de-pros/metiers-du-business-du-vin-pour-les-passionnes-avant-tout-14109.html>

6 - <http://www.cereq.fr/themes/Evolutions-des-metiers-et-des-qualifications>

7 - <http://www.strategie.gouv.fr/publications/metiers-2022-prospective-metiers-qualifications>

8 - <http://www.processalimentaire.com/>

9 - <http://www.ria.fr/>

Example Data from the 'Employment 2022' Survey



IV

To help accompany work routines and work profiles which are evolving due to changes in demography, technology and economy the French Prime Minister ordered surveys which have been carried out over the last 15 years, to study the stakes and the prospects for careers and qualifications in France. These changes in employment, have been taking place over the last few decades

The third example is a survey carried out from 2008 to 2014. This is a study of how manpower has been and will be changing and expected differences in job profile, by profession before 2022.

This survey provides data which can enrich the thought process when planning courses, when exploring study trajectories or considering career prospects for an individual. Changes in the economy and fluidity of the job market can be more easily anticipated.

The reliability of the information must however be put into context. The projections are not certain and are affected by the context at the time of the survey. The macro-economy was dominated by a severe financial and economic crisis and the demography was affected by the retirement of the baby-boom generation.

The next few years will be marked by retirement which can be estimated fairly accurately thanks to the 'age pyramid' statistics of current employees, for each profession. However, a return to economic growth and technological advances cannot be calculated.

A few new trends have come to light: the expansion of the tertiary sector of the economy, the feminisation of the labour market and the polarisation of employment around the two extremes in level of qualification, leaving many of those with qualifications in the centre of that scale, without work.

This report is the fruit of deeply rooted macro-economic reflection and the careful analysis of evolving careers and qualifications. This report benefits, also, from information emanating from exchanges with numerous important figures in the economy at regular intervals along the survey.

This collective work has become an important tool of reference for projects involving career and qualification prospects.

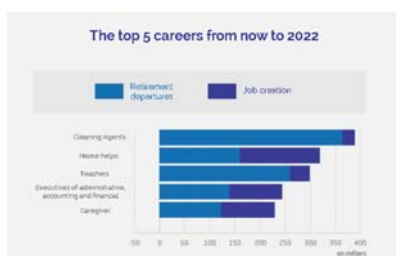
A. Notable Conclusions Drawn from this Study, in the Agriculture and Fishery Sectors

Globally



Something that is common to all sectors is the lack of newly created jobs. 80% of job offers concern replacing people who are retiring. (maximum)

All sectors across the board



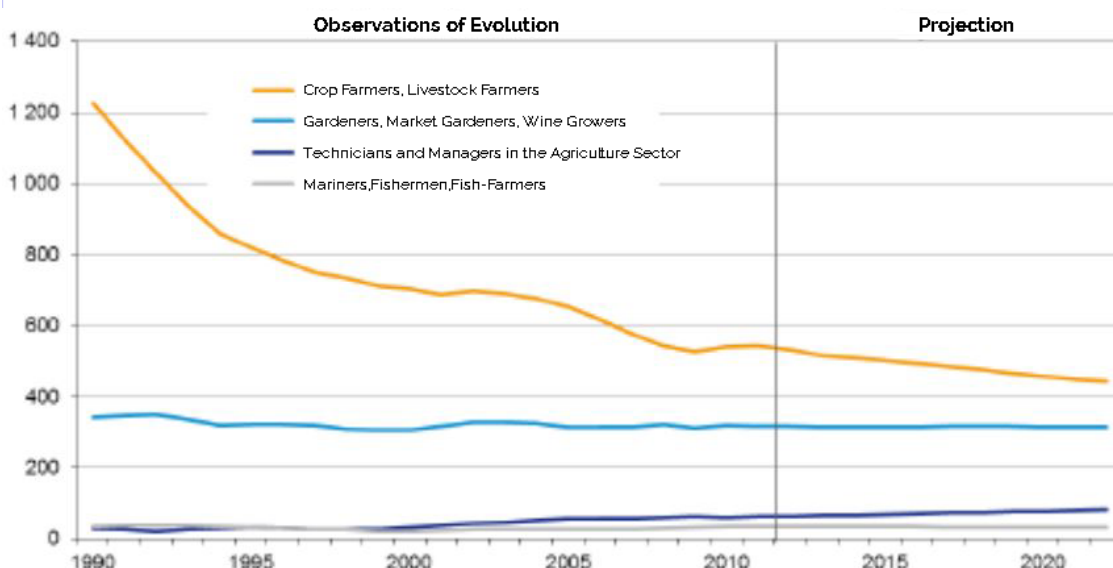
This type of survey can give information about which professions will be hiring the most people.



Example : Agriculture, Fisheries and the Marine Sector

The decrease in numbers of crop farms and livestock farms is slowing after a significant drop in the 90s

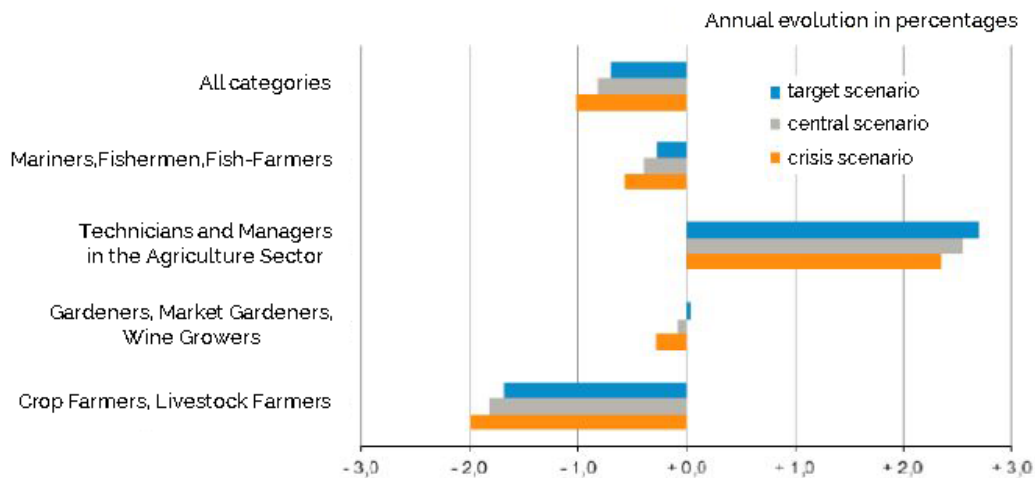
There is a slight increase in the number of associated service industries.



Evolution and projections observed in the Agriculture, Fisheries and Marine Sectors

Same conclusions, in percentages, with low impact on trends in the explored scenarios.

Graph 2 - Evolution of Employment According to the Selected Scenarios



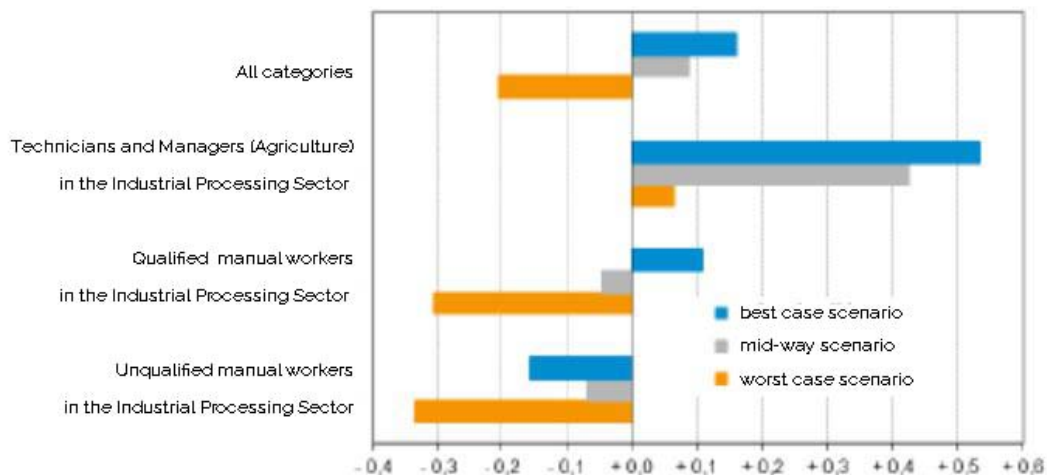
Source : projections France Stratégie-Dares

Evolution in employment in the Agriculture, Fisheries and Marine Sectors 2012 - 2022



Example : Industrial Processing Sector

Pharmaceuticals and the Food Industry will see a slight rise in qualified jobs. The industrial processing sector will decrease the number of posts available to qualified and unqualified manual workers.

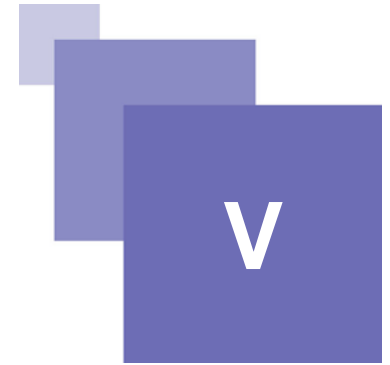


Evolution in employment in the Industrial Processing Sector 2012 - 2022



Complement : For further information (in French) :

Examples from Russia



"What are the events that regularly involve professionals in your current courses?"

"Do you carry out employment surveys on your recent graduates? If so, what conclusions are worth mentioning?"

When considering the socio-economic context it is worth noting the number of graduates employed straight after graduating and the sectors that are hiring them at the present moment.

--> This could indicate which professions are emerging, so take a closer look at atypical recruitment.

"Have you set-up a specific 'watch'? If so, what sources are you using? internet, newspapers, employment agencies?"

--> Professions that are recruiting currently

--> Professions that are emerging

Do not forget the placement offer 'watch'

"Have you many sources of information from surveys on career prospects and education, by sector, with statistics, in your country?"

"Have you many specialist press magazines in your field?"

Where Should you Look for Information?

VI

- Feedback from professionals in your network, listen to their needs
- Consult the findings of your surveys on employment of recent graduates
- Set up a 'watch' for job opportunities, use internet, specialist press and employment agencies
- Read the specialist press

Feedback from professionals in your network

The professionals who regularly interact in courses. Listen to their needs.

The 'watch' for information on job opportunities

- On internet
- In the specialist press
- From employment agencies

Specialised Service Industry Surveys

- Prospective studies
- Studies by sector
- Statistics



Method

The diversity of sources can vary according to context

Collect the information while it is available (availability is not permanent). You can be sure of the importance of this preparatory phase in Training Course Engineering so make certain enough personnel are working on collecting this data.

It is vital to plan meetings regularly to debate the findings, date and analyse the data collected: read the minutes of the meetings on employment rates of graduates, read the minutes of the Board meetings with professionals present

Organise workshops every 5 to 10 years to re-think the entire system: 'rupture strategy' is an in-depth analysis for improvement.

The information gathered on the socio-economic context must be used again later: To analyse skills, to create new contacts during the 'normal' activity of your university, to find links outside of the educational establishment, to find host organisations for the student's work placements and to involve professionals in the teaching and pedagogy.



Carry Out a Survey on Prospects

VII

What is the point of a prospective survey?

VIDEO

Speech:

- According to Jean Claude Lugan :

"Just like ships, individuals, organizations and corporations may engage in two major types of behaviour facing the routes ahead:

A. either to play it by ear, in other words to consider that with nobody at the helm of their future, it is better to take events as they come,

B. or to consider that these ways to the future can be constructed and chosen, at least in part, by the people involved.

As far as immersed training in increasingly complex and changing societies are concerned, forward looking thoughts can help to **reduce uncertainty and to contemplate the promising and recommended way with a 20 or 30 year horizon**. Beyond awareness and mindful strategies or actions they will be part of a temporal coherence.

The course, as with all complex systems, must develop a culture for the future.

- According to Jean Louis Hermen :

Prospective studies are part of social sciences, a discipline which is based on the foundations of economics and the social and political sciences to control the dynamics (trends, developments) and the resulting changes (structural impacts). Prospective studies must therefore involve **a rigorous, interdisciplinary and network approach**. Considering that the investigative, prospective studies help to design feasible scenarios for the future, the historical analysis is important. This allows to understand the present from a different viewpoint and it helps define the point of reference from which we can imagine the future. Prospective studies however relevant and precise cannot cover all the possibilities so that means the future is an open field waiting to be cultivated.

In general, the implementation of large prospective studies is not the priority of the University, directly. Most of the information comes from bibliographic resources and surveys conducted by specialized institutes, often at the national level, at the request of ministries or professional branches.

Methodological issues for designing, implementing and analysing such studies are therefore not addressed here.

On the other hand, knowing the sources of information and monitoring published studies, staying abreast of trends are the activities that are the responsibility of the

Carry Out a Survey on Prospects

university and teachers.



Take the Right Decision!

VIII

Quiz: You need to revise a course, what are the first steps? 27

Quiz: What are the deciding factors which initiate the project to renovate? 27

Quiz: What are the indicators which initiate a project to create a new course? 28

Objectives

Before opening a new or revised course:

- Understand the first steps
- Identify reasons for starting a project to revise a course
- Compile a list of indicators

This auto-evaluation exercise will help you to identify your options.

A. Quiz: You need to revise a course, what are the first steps?

[Solution n°1 p 35]

- 1 - Consult the whole teaching team from the sector
- 2 - Consult professionals from the sector
- 3 - Carry out a national survey
- 4 - Analyse the statistics on employment of graduates over the last 10 years

Unsuitable

Insufficient

Indispensable

B. Quiz: What are the deciding factors which initiate the project to renovate?

[Solution n°2 p 35]

- 1 - Student satisfaction survey results
- 2 - Traditionally esteemed university subjects

Take the Right Decision!

- 3 - Description of current needs in employment
- 4 - Orientation of national policy
- 5 - Future trends of the sector
- 6 - Look for hairs growing in the palm of your hand
- 7 - Reputation of school professors

Non pertinent

Pertinent

C. Quiz: What are the indicators which initiate a project to create a new course?

[Solution n°3 p 36]

Position the stickers in the corresponding sections (important - worth consideration - irrelevant) :

- 1 - Trends in research
- 2 - Parent and/or student demands
- 3 - Results of national surveys on the human capital
- 4 - Shifts in type and number of jobs on offer
- 5 - Shifts in emphasis in sectoral policy
- 6 - Work placement offers
- 7 - Maintained balance between teachers
- 8 - Political pressure

Important

Worth consideration

Irrelevant

Example: A Revised National Course in Agriculture in Cameroon



IX

A. The Reasoning Behind the Choices, in a Few Figures

The Global Context

To maintain the level of population engaged in agro-pastoral activities, on one hand, while aiming at the goals for growth, on the other hand, and stimulating employment in other sectors, requires the injection of 50,000 to 70,000 young people into the farming and livestock sectors.

The Rural Development Sector strategy aimed at **setting up 15,000 young professionals and creating life-long training plans for 30,000 active professionals, per year, by 2015.**

The growth of the agro-pastoral sector leads to creating jobs, often creating new profiles upstream and downstream. In 2004, it was estimated that the workforce in the food processing, packaging and transport sectors, warehouses for products for agriculture and fisheries was 66,000 people for the three year period following the study. **The annual need in training courses to bring 5,700 people up to standard was established.**

We can see a trend showing an increase in careers in services for agriculture and rural affairs. (Agricultural extension practice, rural development, veterinary services, etc.) Local councils are often implicated in supporting the development of this trend. **Training needs to consolidate this evolution can be estimated at about 500 to 600 people per year.**

Goals for the programme, in a few figures

- Annually, at least 3,000 young people in post-primary education preparing to find work in sectors related to agriculture, livestock farming and the fisheries
- 13,000 adults working in these sectors training every year, at their request or as part of a plan organised by a support service. (Only 5,500 people are

Example: A Revised National Course in Agriculture in Cameroon

being trained currently) Privately run and state run training centres can cater for this demand

- 2,500 young people studying, in agricultural colleges, to find work in pastoral farming, fisheries, agriculture related, zotechnical and veterinary fields. (Only 500, currently) Including rural entrepreneurs, specialised labourers, etc.
- 33 revised state run centres and 18 revised privately run centres
- 21 revised state run educational establishments

The Manual for Sequence 2



Conclusion



To sum-up this sequence, we can say that the cost of a university course must be weighed up against the short and mid-term benefits to the economic sector targeted.

An in-depth analysis of the economic context must indicate the most pertinent choice of level of education in which to invest: secondary education, higher education courses or degree courses, and the careers to train for, following current and short-term trends. Numbers of graduates to train annually for these careers must also be calculated.

The main consideration, before any other, is to put the career prospects of the student first. The analysis of the socio-economic, institutional and educational contexts (seen in the following sequence) can be influential in the success of your training course project. This phase of analysis will put you in touch with the professionals and academics who will be closely involved in its development and who will become a new or consolidated member of the professional network linked to the university.

The socio-economic analysis will provide an assessment of the potential of the course according to needs and existing competition. This analysis is one of the steps which must not be overlooked before starting a project for a new course or a project to revise an existing course.

Once again, we insist on the importance of the utility of this analysis carried out before engaging any plans of action.

As a reminder, the objectives of the sequence were to allow you to :

- Ask useful questions to decide the usefulness and relevance, for economic demand, of designing / reforming training ;
- Identify the various possible sources and types of information / resource organizations to gather information on important socio-economic and political trends ;
- Explain the interest of a prospective approach in the design and renovation of a training course.

Now you can go back to the homepage:

> *Homepage of the Training Course Engineering Module*¹⁰

Continue your training by discovering Sequence 3 :

> *Sequence 3: Understand the institutional and academic context*¹¹

10 - http://www.supagro.fr/ress-tice/tempus/index_en.html

11 - https://www.supagro.fr/ress-tice/tempus/IF_Eng/Sequence3/co/Sequence3_Tempus_Angl.html

Exercises solution

> Solution n°1 (exercice p. 27)

Unsuitable	Carry out a national survey
Insufficient	Consult the whole teaching team from the sector
Indispensable	Analyse the statistics on employment of graduates over the last 10 years Consult professionals from the sector

Explanation :

"You need to revise a course, what are the first steps?"

Carry out a national survey

Answer: Specific goals need to be defined before creating the survey. Some information may be obtained but is it cost effective? There are other means to obtain information on revising a course, which are less expensive. If the survey has already been carried out, you must aim at maximizing profitability by using it. So '**unsuitable**' is the right answer.

Consult the professors who are teaching subjects linked to the field of work

Answer: It is useful to have the opinion of professors on how the course is suited to needs and how to improve content; it is also useful to see how they think the work in their sectors needs to evolve. The link between teachers, researchers and professionals gives us complementary information and a more complete picture. So a situation where there is not structured liaison between these key people leads us to an '**insufficient**' vision of the context.

Analyse the statistics on employment of graduates over the last 10 years

Answer: The difficulty is to obtain the data. This information includes quantitative and qualitative data, describes the work, the time needed to find work, how many students found work, and even the skills required. This is '**indispensable**' information.

Consult the professionals from the sector

Answer: The goal is to define the skills as they evolve, the question is who exactly to ask, how to collect the information and how often to ask for updates. The questions must be formulated carefully to maximize efficiency and you must bear in mind that some of the people questioned may not have the vision necessary for a complete answer. This step is absolutely '**indispensable**'.

> Solution n°2 (exercice p. 27)

Non pertinent	Reputation of school professors
---------------	---------------------------------

	Orientation of national policy Look for hairs growing in the palm of your hand Traditionally esteemed university subjects Student satisfaction survey results
Pertinent	Description of current needs in employment Future trends of the sector

Explanation:

"What are the deciding factors which initiate the project to renovate?"

Non pertinent

Reputation of school professors: Teaching staff must be implicated in the updating of the course and must be highly motivated, but not motivated by personal benefits to their career or salary. Teachers must want to use the renovated course to improve the teaching of skills, aptitude and competence to the students and give them a better chance of finding employment and thereby improving the sector of activity.

Orientation of national policy: It is not enough and not always necessary to follow national policy. Awareness of policy is advisable but not all courses fit into the framework of given directives. Employability is the main consideration in higher education.

Look for hairs growing in the palm of your hand: Stay focused!

Traditionally esteemed university subjects: University professors legitimately remind us not to neglect the transfer of knowledge from generation to generation. Pedagogical goals for the course will help you define what knowledge to continue transmitting to the students in order to help them to develop targeted skills for targeted careers, however.

Student satisfaction survey results: Students do not yet have the experience necessary to evaluate the pertinence of a course. They tend, mainly, to comment on the method of the teachers and the conviviality of the teaching environment.

Pertinent

Description of current needs in employment

Future trends of the sector

These two points are of fundamental importance to address the issues associated with the current and future needs in employment for a given sector. It is impossible to design a new or revised training course without this information.

> Solution n° 3 (exercice p. 28)

Important	Shifts in type and number of jobs on offer Results of national surveys on the human capital
Worth consideration	Trends in research Work placement offers Shifts in emphasis in sectoral policy
Irrelevant	Parent and/or student demands Maintained balance between teachers

Political pressure

"What are the indicators which initiate a project to create a new course?"

Important

Shifts in type and number of jobs on offer: This is basic information which is easy to retrieve, you can follow changes as they happen, the numbers of jobs and the skills required. It is interesting to note that even for usual job profiles the employers insist on skills that are not commonly available; this means that the education system has not succeeded in developing these skills in the students.

Results of national surveys on the human capital: If you can find this kind of survey you will find precious information on the current situation and the foreseeable potential.

Worth Consideration

Trends in research: Strong and slight tendencies can be interpreted to establish an overview of the way research is heading. This is particularly interesting when the training course project is being designed for professionals from the research sector.

Work placement offers: on a different level, the placement offers can indicate trends in future career profiles in the same way as the data on job offers

Shifts in emphasis in sectoral policy: lead to the definition of goals for mid-term training course projects. This, however, is not sufficient to trigger the training course engineering process.

Irrelevant

Parent and/or student demands: it goes without saying that this can only be used as an indication which, on its own, is not enough to base a new course on, unless the parents are professionals in the sector. It can only be seen as a social demand. The need for a course which prepares students to work in the public building and works sector, which is not often 'attractive', would not figure in the parents and students demands, for example, even if there is a high number of jobs on offer.

Maintained balance between teachers: The main goal is not to keep teachers employed; the goal is to design courses for students, the future job-hunters.

Political pressure.