there's no point going on – visualising qualitative data

IAN SHARMAN
THE UNIVERSITY of EDINBURGH
The figures give a picture of major expenditure but exclude local government bodies that are predominantly financed by their income, such as the Crown Estate or the Department of Energy and Climate Change.

### Department for Work & Pensions (DIY)

- **Benefit spending in Great Britain**
  - **£159.9bn**  
  - +1.1%

- **State pensions**
  - **£74.2bn**  
  - +3.7%

- **Debt interest**
  - **£48.2bn**  
  - +8.7%

### Department for Heath (Delphi)

- **NHS**
  - **£97.46bn**  
  - -0.9%

- **Secondary Health (Hospitals)**
  - **£68.76bn**  
  - +1.6%

- **Education (Schools)**
  - **£51.54bn**  
  - +4.9%

- **Personal social services**
  - **£29.3bn**  
  - +1.2%

### Department for International Development (Agile)

- **Total spending, 2011-12**
  - **£694.89bn**  
  - -1.58% change after inflation on 2010-11

### Department for Environment, Food and Rural Affairs (E-Bay)

- **Defence spending**
  - **£37.25bn**  
  - -4.7%

### Cabinet Office (Hub)

- **Ministry of Defence**
  - **£36.59bn**  
  - +0.6%

### HM Revenue & Customs (Squid)

- **Primary health**
  - **£21.66bn**  
  - +4.2%

- **Secondary health (General)**
  - **£46.59bn**  
  - +1.8%

- **Schools**
  - **£5.86bn**  
  - +7.8%

- **Differentiation**
  - **£1.02bn**  
  - +88.6%

- **Decommissioning**
  - **£378m**  
  - -97%

- **Public administration**
  - **£2.62bn**  
  - +1.1%

- **Innovation, science and skills**
  - **£25.5m**  
  - +21.6%

- **Investment in children**
  - **£6.92bn**  
  - +70.6%

- **Local government**
  - **£21.6bn**  
  - +217.4%

- **War**
  - **£9.7bn**  
  - -7.8%

- **Conflict prevention**
  - **£13m**  
  - +21.6%

- **Higher judicial salaries**
  - **£30m**  
  - +95.4%

- **Support allowance**
  - **£4.91bn**  
  - +38.0%

- **Benefit spending**
  - **£1.67bn**  
  - +165.3%

- **Defence capability (Army, Navy, RAF)**
  - **£145m**  
  - -7.8%

- **Employment & support allowance**
  - **£1.7bn**  
  - +0.8%

- **Employment & training**
  - **£3.6bn**  
  - +129.5%

- **Family justice**
  - **£4.9m**  
  - +21.6%

- **Health Protection**
  - **£1.89bn**  
  - +1.1%

- **Health protection**
  - **£9.3bn**  
  - +12.1%

- **Health sector**
  - **£5.37bn**  
  - +5.2%

- **Health spending**
  - **£3.8bn**  
  - +70.6%

- **Health care**
  - **£19.9m**  
  - +217.4%

- **Highways and transport**
  - **£12.57bn**  
  - +17.3%

- **Her Majesty's Court Service**
  - **£23.5m**  
  - +25.9%

- **Highways and transport**
  - **£12.57bn**  
  - +17.3%

- **Housing and local government**
  - **£135m**  
  - +21.6%

- **Home Office**
  - **£3.7bn**  
  - -7.6%

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Subtotal: £1,885.16

Additional costs:
- £500
- £15.00
- £3.00
- £20.00
- £15.00
- £30.00
- £10.00

Total: £2,478

Remaining funds: £21.84
Data journalism at the Guardian: what is it and how do we do it?
Simon Rogers: Our 10 point guide to data journalism and how it's changing

Here's an interesting thing: data journalism is becoming part of the establishment. Not in an Oxbridge elite kind of way (although here's some data on that) but in the way it is becoming the industry standard.
Journey to the Centre of the Worth

What are educators' lived experiences around their own employability?

The responses of twenty-five educators and educationalists from arts and humanities in a ninety-minute open discussion at the HEA Arts & Humanities Conference 2013 in Brighton.

THE UNIVERSITY OF EDINBURGH
Edinburgh College of Art

Ian Sharrar – ian.sharrar@ed.ac.uk
In solidarity with our friends at Glasgow School of Art
An open discussion: Exactly which part of what we do in higher education is not employability?

Presented by:

Ian Sharman
Edinburgh College of Art, University of Edinburgh

Strand: Change

Employability is hot - but the term resists concise definition and wriggles on the hook of specific approaches. Is it possible that we have simply rebranded and repurposed the package of skills that students acquire throughout their education to suit this funding imperative? Does the term help us to achieve anything differently? Is the focus on it a block to us providing truly innovative and worthwhile learning experiences for students? Exactly which part of what we do in higher education is not employability? Discuss . . .

Renaissance South 10.00-11.30
HIGHER EDUCATION

DIRECT TO HAPPINESS
BY “THE EMPLOYABILITY EXPRESS”
long beard and a wooly jumper, with patches on your elbows. Why don’t you study law? Because in Spain at the time the law degrees were five years and you finished the degree qualified as a barrister. Why don’t you study law, because if you have a - if you are a qualified barrister - you can work anywhere. And so did I. So I did a law degree to please my dad. You know - it wasn’t that traumatic - but, you know. But yes, he convinced me, because in Spain at the time there was about 20% unemployment in the late 80s. He was right in a way - he used to tell me also that graveyards are full of idealists. You know - things like that. And then I took a completely different professional turn by coming here and I ended up doing a masters degree at the my current university and started a PhD which I never finished in politics. And at that time I was already working at the University teaching Spanish language conversation classes because I was a PhD student although I was in law and politics, and then when I was in academia, teaching assistant, I started to capitalise all the things that I had professional experience, my MA, etc., introduce it in the Department of Spanish Studies where I am currently. I’ve been there for many years now. So I teach Spanish politics, I teach Spanish for business, but I also do many other things now, because once you are in academia, you start doing your scholarship and your research. You know? It’s kind of open canvas, if you want to.
You: My first encounter with employability was back in the 60s where I did a joint history and philosophy degree, and the philosophy tutor said very memorably ‘philosophy’s a means of indoor relief for the otherwise unemployable’ - so that was the start. I think he’s probably proved right actually. But the really - employability has been in the last, I suppose 5 or 6 years, through the study of, or research into the assessment of workplace learning. And that brought me into all the employability literature, and particularly the work that Clare Rees has done for the HEA trying to map - and I apologise if any of you find this offensive - QA subject benchmarks against greater employability skills - I’m sure you know the work. And what I and my colleague have been trying to do is argue and demonstrate that there is not a disjunction between (in our case) history skills and employability skills. There are in fact two sides of the same coin, and trying to encourage people - tutors - to think about making explicit what’s implicit within the history curriculum. So it’s been from ‘a means for indoor relief for the employable’ to hoping that the students that are being produced are employable, but in the sense that - and this is one of the arguments that I’d be interested in how it’s going to develop - employability isn’t just about working. Employability skills are - for me - life skills. The sort of things you need to have a fulfilled life. And I think labelling employability - and in some ways fulfilling the government agenda - is a misdirection and missing all sort of things. So I’d be interested in how people are encouraging students to develop those skills, but not just see them in a very narrow, prescriptive, instrumental way at 0:01.
Hello. I'm Tony from a UK university. What I'm going to say is nothing to do with my university. In 1986/1987 academic year, I decided to study politics in Spain. And my dad told me - no don't study politics because you'll end up with a - this is true - with a long beard and a wooly jumper, with patches on your elbows. Why don't you study law? Because in Spain at the time the law degrees were five years and you finished the degree qualified as a barrister. Why don't you study law, because if you have a - if you are a qualified barrister - you can work anywhere. And so did I. So I did a law degree to please my dad. You know - it wasn't that traumatic - but, you know. But yes, he convinced me, because in Spain at the time there was about 20% unemployment in the late 80s. He was right in a way - he used to tell me also that graveyards are full of idealists. You know - things like that. And then I took a completely different professional turn by coming here and I ended up doing a masters degree at the my current university and started a PhD which I never finished in politics. And at that time I was already working at the University teaching Spanish language conversation classes because I was a PhD student although I was in law and politics, and then when I was in academia, teaching assistant, I started to capitalise all the things that I had professional experience, my MA, etc., introduce it in the Department of Spanish Studies where I am currently. I've been there for many years now. So I teach Spanish politics, I teach Spanish for business, but I also do many other
pain at the time. The law degrees were five years.

So did I. So I did a law degree to please my dad.

But yes, he convinced me, because in South America at the time there were about 20% unemployment in the late 80s. And that wasn't right in a way. He used to tell me also that graveyards are full of idealists. You know - things like that. And then I took a completely different professional turn by coming here and I ended up doing a masters degree at the my current university and started a PhD which I never finished in politics. And at that time I was already working at the University teaching Spanish language conversations classes because I was a...
And it actually took me probably two years after leaving to find a job that was what I wanted to do, but was also suitable for me.

Reference 2 - 0.32% Coverage
I think what I want to say is that I feel I'm a bit of a crossroads in my own employability. And I feel a great deal of kind of sympathy with my students who similarly feel they are not sure what this is all about and where it will lead them.

Reference 3 - 0.31% Coverage
I studied music at Trinity College of Music, and I knew from a fairly early stage when I arrived, I was not going to be good enough to get a seat in an orchestra. And I therefore had to look at what areas I could possibly go into.

Reference 4 - 0.17% Coverage
And the key things I'm interested in, in... around employability are risk and failure as they've been key in my own story.

Reference 5 - 0.10% Coverage
I have a track record of employment, unemployment and self-employment.

Reference 6 - 0.46% Coverage
And since coming back to England, have been variously self-employed, unemployed as a performer and as a choreographer, and now I am employed at the university. And really struggling with this idea of employment as a target. And, you know, the capacity to reinvent yourself in the face of not succeeding is - I think important.

Reference 7 - 1.43% Coverage
So employability-wise, I think where we are is that it is a great big wide, horrible world out there - you could say (it's a great world as well). But students need to appreciate when they go in to that world, they aren't going to know everything - they aren't really going to know much actually. And we can sit here - I mean, I'm 55 this year - I can sit here and say 'well - you don't know this because you've not experienced it'. And at the moment, we're having a - we've created a project at the university - where we're capturing all of the experiences of all of our lecturers who've been through the self-employed thing, they've founded their business, they've done practice - we're trying to capture all of that - and in video form. So that students can see that - so that they can actually see where's that person that's standing up in front of them telling them 'if you don't do this, you won't get a job'. Where they come from, plus our alumni, who've just been through that first 5 years of 'we're out of university - what did we find out?'

Reference 8 - 0.33% Coverage
Stumbled, like many people here into higher education - can you do a bit of part time teaching here? Can you do a bit of part time teaching there? Ended up - took a break at some point because my creative juices or something had just gone.
THE UNIVERSITY of EDINBURGH
Edinburgh College of Art

Ian Sharman – ian.sharman@ed.ac.uk
in solidarity with our friends at Glasgow School of Art
Heroes and monsters: extra-ordinary tales of learning and teaching in the arts and humanities

The Lowry, Salford Quays, Manchester 2 – 4 June 2014

Submission

Details of proposed poster

**Journey to the Centre of the Worth – Employability in Arts & Humanities**

The agenda of employability is now ever-present in higher education, and yet those ‘on the ground’ perceive it so diversely. For some, it is a monster of demonic proportions, out of control; others are agnostic towards the term, looking for it to account for itself; and yet others have welcomed it across the threshold and provide it sustenance. The discussion on which the poster is based produced twenty five tales of educators talking about their own experience of employability – but the twist in the tale is that they were speaking as learners and practitioners rather than educators. It appears that in most cases, professional and practice life journeys do not reflect the ‘launch and soar’ enticement of employability. What does that dissonance mean? What form does employability have to those have either evaded it or experienced it? Should we appease or battle this monster?

The poster is still in conception, but the visual theme I have is of the labyrinth – a potential intertwining of 25 different life pathways with twists and turns, and somewhere within that, the visual representation of the promised pathway of employability.
The poster is still in conception, but the visual theme I have is of the labyrinth – a potential intertwining of 25 different life pathways with twists and turns, and somewhere within that, the visual representation of the promised pathway of employability.
Journey to the Centre of the North — Employability in A&H

25/24 people + (employability)

[Handwritten notes: "labynite, mistakes", "2/3 + are nearly 4 maths"]

[Diagram with notes: "in", "inlet and outlet needed", "water to flow 'land & sea'"]
What is it that makes today's love so oddly? Richard Hamilton, 1964
Figure 1: Layout of the Chartes Labyrinth. 
This is a classic eleven circuit labyrinth of medieval construction, distinguished by the addition of "luminations" about the outer circumference.

Surely labyrinth easy to escape from? It is broader.
Journey to the Centre of the Worth

What are educators' lived experiences around their own employability?

The responses of twenty five educators and educationalists from arts and humanities in a ninety-minute open discussion at the RSA Arts & Humanities Conference 2013 in Brighton.
graphic representation to elaborate meaning
collaboration
to achieve greater impact