

LTC09D076

Title: Student Progression And Employability Strategy – SCI (January 2010)
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In December 2009, Employability Strategy Statistical data for 2008-09 was received from the Careers Centre (see appendix 1). School Directors of Teaching were asked to provide an update of the strategies in place to enhance student progression and employability, within their Schools.

The reports attached are:

- School of Biological Sciences (appendix 2)
- School of Chemistry (appendix 3)
- School of Computing Sciences (appendix 4)
- School of Environmental Sciences (appendix 5)
- School of Mathematics (appendix 6)
- School of Pharmacy - *yet to be received*

SCI LTQC formally considered the responses from the Schools. There are examples of good practice in all of the responses which have been summarised below.

- (i) *To provide a variety of opportunities within each of their courses for students to develop, demonstrate and be given feedback on a wide range of skills that include both those that have academic relevance and those that have broader applicability with the workplace*
 - Skills based modules for students that aid student employability (CHE, CMP, ENV, MTH, BIO). Most of these are in year one but BIO now offers a final year module in “Science Communication” which will be opened up across the Faculty.
 - Final year project includes external lectures from industry/business (CMP)
 - Final year projects include time management, self directed independent working (ENV)
- (ii) *To provide appropriate guidance and opportunities for students to develop the relevant skills and knowledge that will enhance their chances of success in gaining places on course of further study or training, particularly those that offer funding*
 - “Meet the experts” session and use of Blackboard to advertise career opportunities (CMP)

- Use of summer placement/studentships for 2nd year students to undertake research work as a primer for a possible PhD in future (CMP, CHE, BIO). This has been helped by access to EPSRC bursaries which allowed participation by MTH and ENV students. NB also the excellent JIC scheme which has been well publicised at UEA
 - Advisers offer advice/guidance regarding future employment opportunities (CHE, ENV, MTH)
 - Final year project research supervisors offer guidance with future PhD opportunities (CMP, MTH)
- (iii) *To take account of relevant labour market information and employers' views in the process of curriculum review and development*
- Curriculum review in ENV resulting in the introduction of new modules and new degree programmes (e.g. Climate Change) from September 2010, which will contribute to increased employment opportunities.
 - Expanded provision for integrated masters (BIO, ENV).
 - Expanded provision for specialist one year taught MSc programmes (BIO, CMP, CHE) including provision at UEA London (CMP).
 - Contact between academic colleagues and employers to help with the development of curriculum. This can either be through in formal links (CHE/ENV), by constituting external advisory panels (CMP) or by including industrial representatives on course reviews (CMP)
- (iv) *To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula*
- Development in some Schools of programmes that provide a “year in industry” (CHE, CMP, BIO) with cognate learning outcomes. Note that at least one School (MTH) feels inhibited by the recent Code of Practice on placement learning.
 - Development of specialised degree programmes for example, Actuarial Sciences that require a work placement (MTH/CMP).
 - Shorter placements in work settings as part of degree programme (BIO)
 - Links allow for UG and PGT research projects to have industrial component (CMP, ENV)
- (v) *To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:*
- Careers staff talking with students during timetabled slots (CHE, CMP, ENV, MTH, BIO)
 - Careers Centre activities via first year and final year modules (CMP)
 - Alumni evening (MTH) and specific careers workshops where alumni can be questioned (ENV)
 - Careers fayre (BIO) in which final year teaching is suspended for two days – considerable involvement from the School's alumni.
 - Advisers refer to Careers Centre (all Schools)

- Careers Centre posters, advertisements etc., displayed on School notice boards alerting students to opportunities of further study or employment (all Schools)
- (vi) *To ensure that through the advising system, students are encouraged to reflect on their learning, take opportunities to strengthen their CVs, and devise and implement career plans.*
- Development of compulsory meetings between Adviser and Student to discuss career development (CMP)
 - Advisers encourage use of Careers Centre and also discuss with Advisees CV preparation, future employment aspirations, etc (ENV, MTH)
- (vii) *To encourage through advisers and staff-student liaison committees student use of the resources available to facilitate progress and employability provided by UEA.*
- Advisers are expected to encourage/discuss the use of Careers Centre with students (CHE, ENV)
 - CV Builder is used/encouraged (ENV, MTH)

A summary of the issues will be presented by the Science Associate Dean LTQ at a forthcoming meeting of University LTC.

Dr Nick Watmough
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Appendix 1

University of East Anglia Strategy for Enhancing Student Progression and Employability: performance indicators, supporting evidence and background evidence for 2008-9

Section I: performance indicators and supporting evidence

A: Institution

*Performance indicators*¹

1. (KPI) Institutional Employability Performance Indicators and graduate employment league table positions²

HEI	Times prospects indicator ^a	Times prospects table position	HESA EPI ^b	HEFCE benchmark
UEA	71.9 (63.0)	41/114 (64/113)	93.7 (94.1)	92.0 (94.7)
Essex	62.7 (62.8)	84 (65)	86.8 (90.3)	89.5 (93.4)
Exeter	71.7 (68.5)	43 (44)	91.2 (94.7)	92.1 (94.7)
Keele	70.4 (77.6)	47 (11)	92.7 (95.0)	92.0 (94.6)
Lancaster	64.3 (60.9)	74 (76)	90.5 (95.0)	91.6 (94.5)
Leicester	76.2 (72.3)	25 (33)	91.9 (94.9)	92.0 (94.9)
Nottingham	76.3 (76.0)	24 (18)	91.3 (96.1)	92.3 (95.0)
Reading	68.7 (63.3)	58 (61)	91.6 (95.8)	91.4 (94.6)
Surrey	80.0 (77.3)	11 (12)	96.7 (97.0)	91.4 (94.3)
Sussex	70.6 (62.0)	46 (71)	93.1 (92.8)	91.4 (94.0)
Warwick	79.2 (74.9)	13 (24)	91.3 (94.8)	91.7 (94.8)
York	69.4 (70.5)	52 (41)	91.3 (94.5)	91.5 (94.2)

Table A1: Times Good University Guide Graduate Prospects indicator and league table position 2010 edition based on 2005-6 and 2006-7 first degree graduate destinations, 2009 edition in brackets

(http://extras.timesonline.co.uk/tol_gug/gooduniversityguide.php). HESA Employability Performance Indicator and HEFCE benchmark based on 2007-8 first degree graduate destinations, 2006-7 results in brackets (<http://www.hesa.ac.uk>).

- ^a Home domiciled recent graduates of full-time courses who are working in 'graduate' or 'graduate-track' jobs or studying as a percentage of all those who are working, studying or seeking work.
- ^b Home domiciled recent graduates of full-time courses who are working or studying as a percentage of those who are working, studying or seeking work.

¹ The majority of the PI information provided relates to full-time undergraduate courses on which most league tables are based. Further data on PGT and PGR courses can be provided on request.

² The Times indicator splits jobs into 5 categories: four 'graduate' categories (traditional graduate occupations, modern graduate occupations, new graduate occupations and niche graduate occupations) and non-graduate occupations (see Elias and Purcell 2004). Courses of further study are defined as either graduate level (higher research degree, higher taught degree, postgraduate diploma or certificate, first degree and professional qualification) or non-graduate level (other diploma or certificate, other qualification, no qualification).

2. National Student Survey Results

HEI	Overall satisfaction	Academic support	Personal development
UEA	89 (92)	80 (81)	83 (85)
Essex	82 (88)	75 (74)	75 (74)
Exeter	90 (91)	81 (84)	81 (85)
Keele	88 (88)	78 (78)	80 (80)
Lancaster	89 (89)	79 (76)	79 (78)
Leicester	91 (92)	83 (84)	85 (84)
Nottingham	87 (85)	74 (72)	76 (75)
Reading	87 (88)	78 (78)	80 (78)
Surrey	85 (82)	74 (74)	80 (79)
Sussex	88 (86)	78 (74)	76 (74)
Warwick	88 (88)	76 (77)	79 (77)
York	89 (86)	81 (80)	82 (78)

Table A2. National Student Survey results: 2009 (2008 data in brackets).

3. Number and type of UEA on-campus jobs made available for students

Campus Work on EmployAbility	Number of vacancies*		Number of page views		Page views / vacancy	
	2007/8	2008/9	2007/8	2008/9	2007/8	2008/9
Administration / Office	26	25	6686	7137	257	285
Advertising / Customer Service / Marketing / PR / Retail / Sales	36	50	16497	25985	458	519
Arts / Leisure / Media / Tourism	4	3	662	991	165	330
Bar / Club / Hotel / Food / Pub	4	10	2243	3531	560	353
Care / Children / Health / Welfare	3	8	1213	2787	404	348
Cleaning	9	2	1809	194	201	97
Construction / Driving / Factory / Manual	4	1	1720	156	430	156
Education / Research / Teaching	8	17	984	5404	123	317
Finance / IT / Legal / Management	3	5	798	1000	266	200
Language / Translation	1	0	160	0	160	0
Total:	98	121	32772	47185	334	389

Table A3. UEA jobs on campus advertised via the EmployAbility Student Job Shop (*each vacancy advert may refer to several or in some cases many individual posts) measured 1 September to 31 August each year. See Table 5.1 for details of all student jobs advertised via EmployAbility.

B. Schools

Figures for student use of personal development planning tools and/or take up of UEA's APD resource (supporting evidence 5) are not included as the system has been decommissioned and data was cumulative and unreliable. A new Blackboard PDP module called 'CV Builder' is being introduced during 2009-10.

Figures for supporting evidence 7 (School engagement with DOS learning enhancement and disability services) are given in Section D.

Faculty of Science

1. BIO

Performance indicators

1. (KPI) Employability Performance Indicator and graduate employment league table positions

Biological Sciences		
HEI	Times prospects indicator	Times prospects table position
UEA	63 (59)	56/88 (59/89)
Essex	69 (62)	
Exeter	72 (67)	
Keele	75 (73)	
Lancaster	66 (65)	
Leicester	72 (69)	
Nottingham	74 (71)	
Reading	64 (59)	
Surrey	84 (84)	
Sussex	70 (69)	
Warwick	68 (66)	
York	69 (66)	

Table B1:1. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets). For key see Table A1 above.

2. National Student Survey Results

HEI	Overall satisfaction	Academic support	Personal development
UEA	94 (95)	91 (80)	89 (85)
Essex	88 (75)	81 (85)	69 (84)
Exeter	84 (87)	76 (78)	72 (84)
Keele	98 (94)	85 (85)	78 (85)
Lancaster	94 (90)	90 (79)	87 (78)
Leicester	96 (87)	84 (84)	83 (87)
Nottingham	94 (89)	85 (81)	72 (75)
Reading	88 (92)	74 (76)	85 (82)
Surrey	-	-	-
Sussex	82 (94)	76 (80)	83 (88)
Warwick	96 (92)	82 (81)	79 (85)
York	98 (94)	92 (86)	90 (83)

Table B2:1. National Student Survey results for Biology: 2009 and 2008 (2008 figures in brackets).

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip / cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 106
N	12	12	6	1	9	1	41	38.7

Table B3:1. 2007-8 graduates from FT UG courses in full-time study or further training at January 2009

4. Take up by School students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Index	Number	Index
Quick Query Short Interviews	105	16.9	84	12.7
Careers Adviser Long Interviews	49	7.9	35	5.3

Table B4:1. Number of Careers Centre appointments and ratio to student population of school expressed as a percentage index (NB: true penetration is lower owing to repeat attendances).

Supporting evidence

6. Career related activities within the curriculum and school-specific CCEN activities and contributions.

- BIO Careers Fair for final year BIO students - organised by the School over 2 days in October 2008.
- Talk to Year 1 students as part of BIO 1A4Y module.
- Workshops for MSc students on CVs and interviews.
- Over 2000 individual hits on BIO Blackboard Jobs and Careers resource. Most popular pages were job vacancies, CVs and work experience.

2. CAP

Performance indicators

1. (KPI) Employability Performance Indicator and graduate employment league table positions

HEI	Chemistry		Pharmacology and Pharmacy	
	Times prospects indicator	Times prospects table position	Times prospects indicator	Times prospects table position
UEA	68 (66)	41/46 (44/50)	100 (-)	1/33 (-/-)
Essex	-		-	
Exeter	-		-	
Keele	94 (78)		-	
Lancaster	-		-	
Leicester	83 (75)		-	
Nottingham	78 (79)		100 (99)	
Reading	79 (83)		-	
Surrey	94 (100)		-	
Sussex	87 (85)		-	
Warwick	82 (81)		-	
York	82 (79)		-	

Table B1:2. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets). For key see Table A1 above.

2. National Student Survey results

Table B2:2a. National Student Survey results for Chemistry. Figures for CHE not published under Chemistry in 2009.

HEI	Overall satisfaction	Academic support	Personal development
UEA	100 (100)	97 (92)	95 (96)
Essex	-	-	-
Exeter	-	-	-
Keele	-	-	-
Lancaster	-	-	-
Leicester	-	-	-
Nottingham	93 (89)	74 (80)	86 (87)
Reading	-	-	-
Surrey	-	-	-
Sussex	-	-	-
Warwick	-	-	-
York	-	-	-

Table B2:2b. National Student Survey results for Pharmacy: 2009 and 2008 (2008 figures in brackets).

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip/cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 25
N	4	0	3	1	1	0	9	36.0

Table B3:2a. 2007-8 graduates from CHE FT UG courses in full-time study or further training at January 2009

Further study or training	PGR	PGT	PG dip/cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 47
N	0	0	0	47	0	0	47	100

Table B3:2b. 2007-8 graduates from PHA FT UG courses in full-time study or further training at January 2009

4. Take up by School students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Index	Number	Index
Quick Query Short Interviews	56	6.9	59	7.1
Careers Adviser Long Interviews	8	1.0	17	2.1

Table B4:2 Number of Careers Centre appointments and ratio to student population of school expressed as a percentage index (NB: true penetration is lower owing to repeat attendances).

Supporting evidence

6. Career related activities within the curriculum and school-specific CCEN activities and contributions.

- Working with Chemistry talk for final year students.
- Support for prospective Year in Industry students.
- Autumn and Spring CV sessions for CHE-2H93 Professional & Personal Development for Scientists.
- Over 1800 individual hits on CHE Blackboard Jobs and Careers resource. Most popular pages were job vacancies, CVs and Chemistry careers.

3. CMP

Performance indicators

1. (KPI) Employability Performance Indicator and graduate employment league table positions

Computer Science		
HEI	Times prospects indicator	Times prospects table position
UEA	73 (67)	45/105 (55/100)
Essex	72 (69)	
Exeter	78 (77)	
Keele	73 (75)	
Lancaster	72 (67)	
Leicester	78 (79)	
Nottingham	78 (79)	
Reading	79 (75)	
Surrey	91 (89)	
Sussex	74 (75)	
Warwick	78 (74)	
York	89 (88)	

Table B1:3. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets). For key see Table A1 above.

2. National Student Survey results

HEI	Overall satisfaction	Academic support	Personal development
UEA	77 (87)	73 (80)	73 (80)
Essex	91 (95)	85 (82)	78 (76)
Exeter	66 (75)	70 (86)	63 (72)
Keele	- (97)	- (79)	- (81)
Lancaster	69 (79)	78 (74)	78 (75)
Leicester	90 (93)	84 (83)	84 (81)
Nottingham	81 (83)	70 (75)	70 (75)
Reading	81 (93)	70 (78)	67 (82)
Surrey	95 (90)	79 (81)	83 (82)
Sussex	85 (82)	88 (72)	73 (79)
Warwick	88 (94)	84 (86)	86 (74)
York	92 (86)	83 (77)	72 (74)

Table B2:3. National Student Survey results for Computer Science: 2009 and 2008 (2008 figures in brackets).

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip./cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 111
N	6	10	1	3	1	1	22	19.8

Table B3:3. 2007-8 graduates from FT UG courses in full-time study or further training at January 2009

4. Take up by School students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Index	Number	Index
Quick Query Short Interviews	94	18.9	59	12.6
Careers Adviser Long Interviews	25	5.0	15	3.2

Table B4:3. Number of Careers Centre appointments and ratio to student population of school expressed as a percentage index (NB: true penetration is lower owing to repeat attendances).

Supporting evidence

6. Career related activities within the curriculum and school-specific CCEN activities and contributions.

- CMP Jobs and Careers site developed on Blackboard.
- 'Meet the Expert' a series of talks by leading figures employed in Computer Science related occupations has been introduced this academic year as a further means of exposing undergraduates to employers and increasing understanding of their requirements. Many are also UEA alumni. Ten students invited to lunch with the speakers. Presentations from a Master Inventor from IBM, Bloomberg, Motorola, Logica, Frontier Games, Norwich Union. Supported by the Alumni fund.
- Year in Industry tailored support for students to obtain placements.

4. ENV

Performance indicators

1. (KPI) Employability Performance Indicator and graduate employment league table positions

HEI	Geology		Geography & Environmental Sciences	
	Times prospects indicator	Times prospects table position	Times prospects indicator	Times prospects table position
UEA	76 (72)	14/28 (14/27)	66 (59)	29/78 (42/74)
Essex	-		-	
Exeter	81 (81)		68 (61)	
Keele	76 (68)		82 (68)	
Lancaster	-		64 (58)	
Leicester	71 (61)		68 (59)	
Nottingham	-		69 (66)	
Reading	-		68 (65)	
Surrey	-		-	
Sussex	-		56 (56)	
Warwick	-		-	
York	-		-	

Table B1:4. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets). For key see Table A1 above. NB: figures given may also correspond to DEV.

2. National Student Survey Results

HEI	Overall satisfaction	Academic support	Personal development
UEA	85	79	82
Essex	-	-	-
Exeter	91	79	78
Keele	85	83	73
Lancaster	94	82	81
Leicester	87	84	85
Nottingham	84	67	71
Reading	-	-	-
Surrey	-	-	-
Sussex	85	76	63
Warwick	-	-	-
York	-	-	-

Table B2:4. National Student Survey results for Human and Social Geography: 2009 and 2008 (2008 figures in brackets). NB: the NSS JACS groupings changed in 2009, so there is no direct equivalent for 2008.

HEI	Overall satisfaction	Academic support	Personal development
UEA	99 (94)	80 (74)	86 (83)
Essex	-	-	-
Exeter	90 (88)	82 (81)	84 (84)
Keele	100 (-)	93 (-)	79 (-)
Lancaster	86 (92)	76 (72)	77 (88)
Leicester	- (94)	- (80)	- (87)
Nottingham	88 (90)	76 (81)	83 (85)
Reading	86 (93)	79 (85)	84 (84)
Surrey	-	-	-
Sussex	83 (-)	75 (-)	68 (-)
Warwick	-	-	-
York	75 (-)	84 (-)	73 (-)

Table B2:4. National Student Survey results for Physical Geography and Environmental Science: 2009 and 2008 (2008 figures in brackets).

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip./cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 133
N	7	14	8	1	1	2	33	24.8

Table B3:4. 2007-8 graduates from FT UG courses in full-time study or further training at January 2009

4. Take up by School students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Index	Number	Index
Quick Query Short Interviews	140	18.4	185	24.9
Careers Adviser Long Interviews	52	6.8	56	7.5

Table B4:4. Number of Careers Centre appointments and ratio to student population of school expressed as a percentage index (NB: true penetration is lower owing to repeat attendances).

Supporting evidence

6. Career related activities within the curriculum and school-specific CCEN activities and contributions.

- Large increase in Year 2 students visiting CCEN for help in obtaining Year in Industry placements.
- Career options talk October 2008.
- Job search talk October 2008.
- Beating the credit crunch talk spring 2009.
- Over 4500 individual hits on ENV Blackboard Jobs and Careers resource. Most popular pages were environmental careers, year in industry, CVs and job vacancies.

5. MTH

Performance indicators

1. (KPI) Employability Performance Indicator and graduate employment league table positions

Mathematics		
HEI	Times prospects indicator	Times prospects table position
UEA	63 (60)	59/67 (62/71)
Essex	69 (61)	
Exeter	69 (64)	
Keele	89 (88)	
Lancaster	73 (71)	
Leicester	84 (84)	
Nottingham	79 (74)	
Reading	68 (68)	
Surrey	80 (85)	
Sussex	65 (67)	
Warwick	81 (77)	
York	73 (72)	

Table B1:5. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets). For key see Table A1 above.

2. National Student Survey Results

HEI	Overall satisfaction	Academic support	Personal development
UEA	97 (98)	85 (87)	74 (70)
Essex	-	-	-
Exeter	96 (87)	87 (78)	76 (71)
Keele	82 (93)	75 (86)	67 (70)
Lancaster	91 (-)	86 (-)	72 (-)
Leicester	94 (95)	86 (94)	80 (87)
Nottingham	90 (86)	81 (77)	64 (60)
Reading	98 (87)	87 (79)	82 (74)
Surrey	89 (82)	87 (82)	67 (60)
Sussex	88 (86)	79 (83)	56 (69)
Warwick	88 (88)	77 (75)	66 (69)
York	85 (85)	75 (81)	66 (65)

Table B2:5. National Student Survey results for Mathematics and Statistics: 2009 and 2008 (2008 figures in brackets).

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip./cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 53
N	6	2	4	3	0	1	16	30.0

Table B3:5. 2007-8 graduates from FT UG courses in full-time study or further training at January 2009

4. Take up by School students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Index	Number	Index
Quick Query Short Interviews	42	16.6	49	17.4
Careers Adviser Long Interviews	20	7.9	21	7.5

Table B4:5. Number of Careers Centre appointments and ratio to student population of school expressed as a percentage index (NB: true penetration is lower owing to repeat attendances).

Supporting evidence

6. Career related activities within the curriculum and school-specific CCEN activities and contributions.

- Career options talk October 2008.
- Job search talk October 2008.
- CV session Spring 2009.
- Over 3000 individual hits on MTH Blackboard Jobs and Careers resource. Most popular pages were careers using Maths, CVs and work experience.

C. Careers Centre

Performance indicators

1. (KPI) Institutional Employability Performance Indicators and graduate employment league table positions

See A1 above.

2. Use of central CCEN resources by UEA students, overall and broken down by School and year of course. (See Tables 4 in section B for School by School breakdowns.)

Event / Interaction Type	Number of Events	Attendance
Careers Workshops	48 (48)	804 (1124)
Quick Query Short Interviews	-	1579 (1378)
Careers Adviser Long Interviews	-	622 (532)

Table C2a: Numbers of CCEN workshops and student attendance 2008-9 (2007-8 figures in brackets).

Interaction Type	2007-8	2008-9
CampusContracts for student casual workers (1120 students fully contracted)	-	2305
Other Queries	-	1950
CV Feedback Sessions	-	128
Total	-	4255

Table C2b: Number of EmployAbility shop offline interactions (opened September 2008).

3. Number and range of course or school-specific activities and events provided by CCEN

See Supporting Evidence, 6 in section B above.

4. Number of work experience, work placement and voluntary work opportunities offered to, and taken up by UEA students.

See table 5.2 (below) for part-time vacancies advertised to students.

Funding for the UEA Volunteers project ended in July 2009. No figures can be reported owing to retirement and serious staff illness. Volunteering opportunities will in future be advertised and reported via EmployAbility. A part-time Volunteering Administrator post is currently being advertised.

The Careers Centre works with a number of schools and departments to advise and assist work placement programmes, such as Shell Step, etc.

5. Opportunities advertised directly to UEA students through Careers Centre vacancy services.

Graduate Vacancy Region	2005-6	2006-7	2007-8	2008-9
All UK	64	92	149	68
East Midlands	27	27	42	19
East of England	194	248	408	526
London (inner or outer)	173	243	225	181
North East England	31	20	27	27
North West England	62	35	63	24
Northern Ireland	3	1	1	6
Scotland	18	10	36	12
South East England	100	103	162	96
South West England	23	29	75	43
Wales	10	4	19	10
West Midlands	23	26	27	20
Yorkshire and Humberside	2	8	26	38
Total UK	730	846	1260	1052
EEA	22	38	67	36
Republic of Ireland	1	1	0	7
North America	8	15	13	8
Rest of world	30	23	53	46
Total International	61	77	133	97
Total UK & International	791	923	1393	1149

Table C5.1: Number of graduate-level vacancies advertised by the Careers Centre by location, 1 September to 31 August, 2005-6 to 2008-9

Student Job Type	Number of vacancies		Vacancy page views		Page views per vacancy	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Administration / Office	224	211	43684	28709	195	136
Advertising / Customer service / Marketing / PR / Retail / Sales	368	365	88511	86706	240	237
Agriculture / Conservation / Environmental	10	19	1384	1959	138	103
Armed forces / Security	5	2	809	1429	161	714
Arts / Leisure / Media / Tourism	80	109	20564	16910	257	155
Bar / Club / Hotel / Food / Pub	200	229	39851	37502	199	163
Care / Children / Health / Welfare	213	316	33380	31345	156	99
Cleaning	83	73	7954	7861	95	107
Construction / Driver / Factory / Manual	35	40	4817	6361	137	159
Education / Research / Teaching	63	108	13200	16316	209	151
Finance / IT / Legal / Management	59	65	8785	6450	148	99
Language / Translation	9	15	3249	2502	361	166

Total:	1349	1552	266188	244050	197	157
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Table C5.2: Number of EmployAbility student job vacancies advertised by job type, created and viewed 1 September to 31 August, 2007-8 and 2008-9

Supporting evidence

6. Range and number of substantive contacts with graduate employers, including contributions to careers fairs and other employer-led activities.

Fairs and Other Employer Events	Attendance	
	2007-8	2008-9
Employer Presentations, N = 51 (44)	1260	1052
Recruitment Fair	2000	1000
Legal Careers Fair	270	300
EmployAbility Student Jobs Fair	1600	1600
Volunteers Fair	700	400
Teaching Fair	200	250
Careers for International Students Day	40	50
Careers in Writing & Communication	98	350
Working in Politics Day	-	82
TEFL & Careers Using Languages Fair	99	244
Working Not-for-Profit Day (with DEV)	45	250
Stay Local ... Do Science	70	-
Stay Local ... Do Different (Local Employer Evening)	95	87
Arts & Heritage Event	-	35
ECO Alumni Event	40	13
MTH Alumni Event	-	24
MUS Alumni Event	-	25

Table C6: Employer events. Student attendance at large events conservatively estimated using hand clickers.

7. Feedback from users and non-users, including Schools, on the impact of the Careers Centre.

Three student Campus Brand Managers have been employed from October 2009 to help organise focus groups, surveys and campaigns within faculties. An online student survey will be run spring 2009.

Appendix 2

BIO – progression and employability

All BIO degree programmes have at least one 10-credit skills-based module in year 1. There are various modules that cover generic transferable skills plus specific skills associated with their degree programme.

The year 3 module in Science Communication was introduced for the academic year 2007-08; 9 students enrolled. In 2008-09 numbers enrolled increased to 34 and this level has been maintained in the current academic year with 38 students taking the module. This module is applicable to all science students; consequently we will accept students from across SCI faculty.

At this stage we still have made no progress in developing a module specifically for employability skills. However, this is continues to be discussed as part of Course reviews and teaching executive meetings.

One important development that links with employability is that the school ran a BIO careers fayre for 2 days in the autumn semester. Teaching on year 3 BIO modules was stopped for 2 days, so students had every chance to attend. There was a series of formal and informal discussions/presentations from a wide variety of different people (UEA graduates, employers, recruitment agencies, etc.). The event was also open to year 1 and 2 students also, but their teaching was not stopped. This was a successful event and we hope to run this on an annual basis, meaning that all students will be able to take advantage of this during year 3 of their degree.

All BIO students have access to BIO jobs and careers module on their blackboard site. This provides useful links to: the BIO careers fayre (described above); gaining work experience; careers in biology; CV preparation; interview technique; post-graduate study. James Goodwin in the Careers Centre has played a key role in preparing this site. Moreover, he has given presentations that are integrated into some year 1 modules.

We now have 2 established degree programmes with a Year in Industry, one linked with Biological Sciences and one with Biochemistry. These follow the approach used in other SCI schools i.e. the year in industry takes place in year 3 and the student has to identify the work placement.

The school also endeavours to introduce new masters level courses. The subject of these (Molecular Medicine; Food Sustainability and Security) has been selected because they have been identified as key growth areas in the future. Demand for suitably trained individuals is high and our new courses should meet these needs.

School of Chemistry

PART B: EMPLOYABILITY STRATEGY 2008-09:

Please outline Schools' developments, actions and activities in fulfilment of the following responsibilities under the University's employability strategy:

- 1. To provide a variety of opportunities within each of their courses for students to develop, demonstrate and be given feedback on a wide range of skills that include both those that have academic relevance and those that have broader applicability within the workplace*

A range of opportunities are provided for students as set out in the Course Programme Specifications. These seek to develop skills in knowledge and understanding, cognitive skills, subject specific (in particular practical skills) and key skills and attributes. Laboratory skills have a direct applicability towards working in the chemical industry while personal and professional development modules provide a general set of skills. All students study a core chemistry which is informed by the Framework Statements in Chemistry as well as the needs for RSC accreditation. Students are also provided optional choices which allow both specialisation in core areas as well as broadening the scope outside of the core.

- 2. To provide appropriate guidance and opportunities for students to develop the relevant skills and knowledge that will enhance their chances of success in gaining places on course of further study or training, particularly those that offer funding*

The core compulsory elements in the chemistry course profiles, including advanced level study in organic, physical and inorganic chemistry as well as a research project are designed to give students the opportunity to acquire the skills necessary for achieving places on courses of further study or training. Over 80 credits each year are compulsory, guiding the students towards gaining the requisite knowledge and skills. Informal guidance about choice of modules is provided through the advisor system, while the faculty who supervise research projects provide guidance on the sets of skills needed for

success in further study at the PhD level.

3. To take account of relevant labour market information and employers' views in the process of curriculum review and development

Chemistry is a broad discipline and thus the emphasis in our courses is on providing students with a strong background in all core chemistry. However we recognise the specific needs of certain sectors and we meet this demand through offering specialised courses such as those in biological and medicinal chemistry and analytical chemistry.

Explicit consultation with employers does not take place but many faculty have direct contact with industrial partners and these provide vital input into the development of the curriculum. Furthermore, the professional body the RSC does have access to the considered view across the whole chemical industry and provides an informed view about the content of the curriculum.

4. To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula

Chemistry pioneered Year in Industry courses at UEA. Courses have been offered for over 15 years. Further developments are limited by the competitive nature of placements within the UK chemical industry. Shorter placement periods are not attractive to industry because of the costs associated with induction and training when students are expected to play a graduate level role within the company. Furthermore the nature of MChem regulations make a Year in Industry a challenging time with distance learning amounting to 400 hours of study on top of full time employment where the employer expects full commitment to the job.

5. To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:

- 1. Providing opportunities for careers advisers to communicate with students through tasks,*

workshops and the display of posters and other printed materials

2. *Actively promoting relevant Careers centre events (central workshops, careers fairs etc) to their students*
3. *Referring students with concerns about their future careers and/or finding part-time work to the Careers Centre*

The School's career link person is discussing with the School career centre contact ways in which the opportunities within the Career Centre can be brought to the attention of students. One element of this is a timetabled talk by the Career Centre contact

6. *To ensure that through the advising system, students are encouraged to reflect on their learning, take opportunities to strengthen their CVs, and devise and implement career plans*

The advising system is defective and incapable of providing the encouragement asked for. With online module enrolment students only infrequently take the opportunity to meet with their advisor. Advisors will be asked to encourage students to reflect about their learning and preparations for the future after university.

7. *To encourage through advisers and staff-student liaison committees student use of the resources available to facilitate progression and employability provided by UEA's APD resource (<http://apd.uea.ac.uk/>)*

Link does not work (22/12/09). The possibility of encouragement through advisors is limited, except through sending e-mails to students. Advisors will be asked to remind students about the APD resource.

School of Computing Sciences

PART B: EMPLOYABILITY STRATEGY 2008-09:

Please outline Schools' developments, actions and activities in fulfilment of the following responsibilities under the University's employability strategy:

- 1. To provide a variety of opportunities within each of their courses for students to develop, demonstrate and be given feedback on a wide range of skills that include both those that have academic relevance and those that have broader applicability within the workplace*

Modules include a range of skills that aid student employability. In broad terms, most CMP modules include practical assessment which involves design, implementation and testing of systems which is similar to what employers expect.

Other modules give more specific skills – e.g.

Computing Revolution – level 1 module which uses a number of external lecturers to give insights into wider computing/business/professional aspects.

Final year project – includes a number of lectures (10 hours) of external lecturers from industry/business to introduce law, project management, IP/patents, etc.

Many other modules bring in skills such as team-working, presentation skills, and oral communication which are assessed.

- 2. To provide appropriate guidance and opportunities for students to develop the relevant skills and knowledge that will enhance their chances of success in gaining places on course of further study or training, particularly those that offer funding*

Outside of formal teaching in modules, CMP has various initiatives to aid student employability. This includes the 'Meet the experts' sessions on alternate Fridays, CMP Jobs and Careers on Blackboard. In Summer 2009 we also ran 6 summer placements for second year students to undertake research work as a primer for possible PhD application. In

2010 we plan to repeat this.

- 3. To take account of relevant labour market information and employers' views in the process of curriculum review and development*

Our main initiative in response to employers and market information has been to introduce 'year in industry' variants of our main degrees. These include:

*Computing Science with a Year in Industry
Computing for Business with a Year in Industry
Actuarial Sciences with a Year in Industry
Computer Systems Engineering with a Year in Industry*

Numbers on these courses have risen and these provide an excellent route to employment for students on these courses.

- 4. To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula*

CMP has an External Advisory Panel that meets every few years. This is made up of people from industry, professional bodies and research institutes. Their recommendations are fed into the CMP strategy plan.

It is now CMP policy to include a person from industry on our Course Review panels. We have found this to bring in important insights that a purely academic-based panel does not.

Also see above with regard to our new Year in Industry courses.

Through industry links, a significant number of our UG and PGT projects have industry links. This may take the form of processing data from industry/business or developing a solution to a problem proposed by industry.

- 5. To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:*
 - Providing opportunities for careers advisers to communicate with students through tasks, workshops and the display of posters and*

other printed materials

- *Actively promoting relevant Careers centre events (central workshops, careers fairs etc) to their students*
- *Referring students with concerns about their future careers and/or finding part-time work to the Careers Centre*

This is done in part through the level 1 Computing Revolution module and through the Professional Practice component of the Final Year Project.

6. *To ensure that through the advising system, students are encouraged to reflect on their learning, take opportunities to strengthen their CVs, and devise and implement career plans*

We have developed a set format for the required 3 student/advisor meetings. This is to give a purpose to the meeting that will hopefully improve participation. The aim of some of these meetings is set to include career discussions, particularly in year 3.

7. *To encourage through advisers and staff-student liaison committees student use of the resources available to facilitate progression and employability provided by UEA's APD resource (<http://apd.uea.ac.uk/>)*

The link provided was dead when I tried it so I cannot comment on this.

Appendix 5

School of Environmental Sciences

PART B: EMPLOYABILITY STRATEGY 2008-09:

Please outline Schools' developments, actions and activities in fulfilment of the following responsibilities under the University's employability strategy:

8. *To provide a variety of opportunities within each of their courses for students to develop, demonstrate and be given feedback on a wide range of skills that include both those that have academic relevance and those that have broader applicability within the workplace*

This is very wide ranging as it covers both explicitly academic and more generally applicable skills, although in practice many of the skills developed initially with academic purposes in mind are equally relevant and valued in the context of the workplace. Specific examples of relevant skills and the activities that help to develop them would include:

Cognitive skills in analysis, synthesis, evaluation, problem setting, problem solving (all academic course content and assignments);

Advanced numeracy skills (across many course modules);

Advanced literacy skills (e.g. writing skills developed through coursework);

Team working (group assignments/presentations in many modules);

Presentational skills (oral seminar presentations, using Powerpoint and preparing posters);

Self-directed independent working (at the 100 level there is the independent essay; at the 200/300/400 levels the dissertation projects; there is also project-based assessment in some other modules);

Practical skills in accurate observation and recording (field work/field courses/lab work);

Time management (the coursework submission deadline system requires that students develop this skill, as does their independent project work).

A wide range of intellectual and practical activities and assessment tasks, involving both formative and summative modes of assessment, are employed across the modules taught in the school that encourage the development of these skills. The new curriculum, which starts in September 2010 identifies items of formative assessment in all modules.

9. *To provide appropriate guidance and opportunities for students to develop the relevant skills and knowledge that will enhance their chances of success in gaining places on course of further study or training, particularly those that offer funding*

Students are referred by their advisers to CCEN for advice on developing their CV and on presenting themselves in interview. Advisers or other faculty members, as

appropriate, are also available to discuss plans for further study and to give guidance on applications.

10. To take account of relevant labour market information and employers' views in the process of curriculum review and development

A substantial review of the curriculum in Environmental Sciences has recently taken place, and the new arrangements, which include new degree programmes and new modules, will be introduced in September 2010. Increasing the employment opportunities for ENV graduates was one of the main objectives. The new integrated Masters courses give our graduates a competitive edge by providing professional-level education. There is a buoyant market for students to work across a range of industries attempting to mitigate the environmental impact of human economic and social activities. These programmes will offer graduates for employment who are qualified to a higher level and across a wider range of study than previously. The new Climate Science degrees are aimed specifically at careers in government agencies and local authorities, and in environmental consultancies, amongst others. Graduates may, for instance, work as weather forecasters or specialist meteorologists, as air pollution consultants or for government agencies concerned with the mitigation of impacts of climate change.

11. To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula

The School actively promotes its Year in Industry option to existing first and second year students. In recent years around 20 students from each cohort have taken up this option. The Environmental Geography and International Development degree is also designed to give students the opportunity of spending a semester working in a developing country as part of their three year degree. Students are also directed to the UEA Volunteers service and to the SCI Careers Adviser to help find suitable work experience placements. Links are cultivated with a range of outside organisations, both by the Director of the YII programme and by individual faculty members, which have resulted in new opportunities for work placements or for related project work, although current economic conditions are having a discernible effect on some employers' willingness (or ability) to take on student placements. The MSc in Environmental Management is a vocationally oriented degree; many of the students taking it carry out their research projects for or in collaboration with external bodies, as do other MSc students. Details of potential projects are circulated to all students and they are encouraged to investigate and, where appropriate, take up such opportunities. This is also possible for a number of our undergraduate students.

12. To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:

- *Providing opportunities for careers advisers to communicate with students through tasks, workshops and the display of posters and other printed materials*
- *Actively promoting relevant Careers centre events (central workshops,*

- careers fairs etc) to their students*
- *Referring students with concerns about their future careers and/or finding part-time work to the Careers Centre*

We liaise regularly with the SCI Careers Adviser, who is invited to speak to new ENV students during induction, and who gives targeted talks on career opportunities for ENV students and on the job market conditions in the environmental employment sector. In collaboration with ENV students the Careers Adviser has also run ENV-specific careers workshops which give students the opportunity to question ENV alumni working in a variety of environmentally-related professions. All ENV-specific events are promoted internally to students by email and via the advising system.

ENV advisers have regular contact with their advisees and are reminded (both in the Teaching Handbook and by the Senior Adviser) to encourage their advisees to utilise the Careers Service from early in their degrees. CCEN statistics show ENV students to make a relatively high level of use of the Service, although we are regularly review with the SCI Careers Adviser ways of improving overall take-up and of increasing use of the Service by undergraduate students during their first and second years of study.

13. To ensure that through the advising system, students are encouraged to reflect on their learning, take opportunities to strengthen their CVs, and devise and implement career plans

Advisers are required to discuss these issues with their advisees and, now that APD has been replaced, to encourage students to use the CV builder that is available on Blackboard. They also refer students to CCEN for guidance on enhancing their CVs.

14. To encourage through advisers and staff-student liaison committees student use of the resources available to facilitate progression and employability provided by UEA's APD resource (<http://apd.uea.ac.uk/>)

The old APD resource has been replaced by a new, more user friendly Blackboard-based resource that incorporates a CV Builder developed by James Goodwin in CCEN. ENV students were encouraged to use the new resource. Usage figures have been made available to us this week which suggest that a significant number of students have used the resource. These data will be used to inform the further promotion of the resource via advisers, who will be asked to discuss this with their advisees in their meeting with advisees early in Spring semester and to encourage students not only to use it as an information source but also to use it as a basis for reflection on their personal and academic development, and to take it further by accessing other CCEN services.

School of Mathematics

PART B: EMPLOYABILITY STRATEGY 2008-09:

Please outline Schools' developments, actions and activities in fulfilment of the following responsibilities under the University's employability strategy:

15. To provide a variety of opportunities within each of their courses for students to develop, demonstrate and be given feedback on a wide range of skills that include both those that have academic relevance and those that have broader applicability within the workplace

The modules and degree programmes in MTH provide students with opportunities to acquire mathematical and numerical skills that are applicable in a number of workplace settings. Additionally, our students receive an introduction to IT skills. All of our BSc students and MMath students take modules in which they specifically develop and improve their essay/report writing and presentation skills. For example, students work together to solve problems in a group, write a report and present their results to all students taking the module. We also encourage our students to work in groups in formal (seminars/workshops) and more informal ways by just working together to solve mathematical problems. We have reintroduced first year tutorials and all students are expected to present work at the blackboard each week. All final year MMath students produce a substantial written project and present the results in a 15 minute talk. All BSc and MMath students (in either year 2 or 3) can take a miniproject module that involves producing a small written report and presenting results in an open poster session. First year students are assigned an open project on primes which has resulted in a number of creative approaches, e.g. music, poetry and essays.

16. To provide appropriate guidance and opportunities for students to develop the relevant skills and knowledge that will enhance their chances of

success in gaining places on course of further study or training, particularly those that offer funding

We regularly draw to our third and fourth year students' attention by e-mail any opportunities for relevant further study or any relevant employment opportunities. Advisers offer advice to any student who wants to apply for such vacancies on how to make a successful application.

17. To take account of relevant labour market information and employers' views in the process of curriculum review and development

The School has introduced (jointly with CMP and NBS) an actuarial sciences degree that began admitting students in September 2008. This programme was created in direct response to the need of a local employer (Aviva, Norwich Union) to attract well qualified actuaries. The programme offers exemptions from examinations for professional qualifications.

18. To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula

The BSc in Actuarial Sciences involves a year in industry. However the new code of practice for work based placements is not conducive to further activities in this area.

19. To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:

- *Providing opportunities for careers advisers to communicate with students through tasks, workshops and the display of posters and other printed materials*
- *Actively promoting relevant Careers centre events (central workshops, careers fairs etc) to their students*
- *Referring students with concerns about their future careers and/or finding part-time work to the Careers Centre*

a) The School has significantly strengthened its links with the UEA Careers Centre over the last few academic years. The MTH careers' advisor, Mr James Goodwin, gives timetabled lectures to second, third and fourth year students during the current academic year.

b) The School ran an alumni evening at which 8 former students talked to current students about there (varied) careers and how they obtained employment.

c) Posters received in the School are put up on the undergraduate notice board and any other information regarding workshops and careers fairs are passed on by e-mail to the students at the earliest opportunity. Advisers regularly refer their students to the Careers Centre in case they have concerns about their future careers or want to find part-time work.

20. To ensure that through the advising system, students are encouraged to reflect on their learning, take opportunities to strengthen their CVs, and devise and implement career plans

All students are regularly encouraged by their advisers and lecturers to visit the Careers Centre. As a matter of course, all advisers discuss with their advisees how to prepare their CVs, what kind of further study or employment they could pursue with a Mathematics degree and how to prepare for interviews.

21. To encourage through advisers and staff-student liaison committees student use of the resources available to facilitate progression and employability provided by UEA's APD resource (<http://apd.uea.ac.uk/>)

APD no longer exists at UEA. If you want us to take this kind of form seriously at least have the decency to make it up to date. We use CV Builder nowadays!