

LTC09D077

Title: Student Progression and Employability Strategy – SSF
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1 – KPI Employability Performance Indicators

	DEV Geography & Env. Sciences	ECO Economics	Law	NBS Business studies	NBS Accounting and finance	SWP Psychology
UEA	66 (59)	70 (72)	80 (74)	70 (66)	77 (68)	55 (45)
Essex	-	74 (65)	73 (75)	54 (62)	69 (71)	64 (63)
Exeter	68 (61)	76 (73)	80 (78)	81 (81)	77 (80)	65 (61)
Keele	82 (68)	82 (83)	86 (83)	76 (74)	73 (71)	63 (65)
Lancaster	64 (58)	69 (69)	77 (67)	72 (70)	76 (67)	58 (57)
Leicester	68 (59)	72 (62)	83 (80)	72 (63)	-	67 (62)
Nottingham	69 (66)	84 (81)	87 (83)	79 (76)	84 (85)	56 (57)
Reading	68 (65)	64 (66)	75 (76)	67 (71)	88 (77)	50 (49)
Surrey	-	79 (83)	85 (83)	76 (70)	-	59 (64)
Sussex	56 (56)	71 (73)	80 (64)	71 (75)	-	63 (60)
Warwick	-	89 (90)	79 (77)	82 (78)	89 (85)	66 (65)
York	-	72 (71)	-	72 (75)	-	68 (66)
Times prospect table position	29/78 (42/74)	37/67 (22/64)	33/91 (45/87)	38/110 (24/111)	20/76 (32/74)	45/102 (76/100)

Table SSF 1. Times Good University Guide Prospects Indicator and league table position based on 2007-8 first degree graduate destinations (2006-7 data in brackets).

In terms of % of students in graduate employment these figures display an improvement between 2006/7 and 2007/8 in all but one School, the most significant improvement being within SWP. All Schools are making considerable efforts to improve performance further. When compared against the average for UEA (71.9), Schools in SSF (with the exception of SWP) show a broadly similar performance.

The exception is for ECO, where graduate employment dropped by 2% and the Times Prospect Table position worsened from 22/64 to 37/67. The School noted that the trend prior to this was one of steady and strong growth from 2003/4 (rising from 63/65 to 22/64 in 2006/7). Comparator Economics schools - which generally started much higher - showed little change. The School and Faculty LTQC agree that, whilst the information is worrying, it may be premature to read too much into this. The next dataset will provide an indication whether this is a reversal of trend.

It is worth drawing attention to the fact that within SWP the figures relate to the cohort of students graduating with a non-accredited degree in Psychosocial Sciences. From 2010 students will graduate with a BSc in Psychology which is accredited by the British Psychological Society (BPS). This will considerably enhance opportunities both for employment and post graduate clinical training.

It was noted that the data excludes international and post-graduate students. Whilst the difficulty in tracking employability of international students is recognized, their exclusion does distort the data where Schools have significant international student numbers. Similarly, the figures do not capture the very high employability rates for post-graduates of the professional degrees in teaching and social work. Improvements in tracking graduate employment for international students and employment rates for post-graduates would be welcomed.

2 – Progression to further FT study

	PGR	PGT	PG Dip./ Cert.	Prof. Training	UG	Non-Grad	Total	% Known Destinations
DEV N = 49 (45)	0 (0)	8 (4)	0 (1)	0 (1)	0 (0)	3 (1)	11 (7)	22.4 (16)
ECO N = 65 (38)	0 (0)	17 (3)	1 (0)	4 (0)	0 (0)	0 (0)	22 (3)	33.8 (8)
LAW N = 106 (113)	0 (0)	8 (12)	4 (1)	31 (36)	0 (0)	1 (0)	44 (49)	41.5 (43)
NBS N = 137 (135)	1 (0)	8 (3)	6 (1)	15 (2)	0 (0)	2 (0)	32 (6)	23.4 (4)
SWP N = 95 (65)	0 (1)	19 (2)	7 (6)	1 (0)	0 (0)	0 (0)	27 (9)	28.4 (14)

Table SSF3. 2007-8 graduates from FT UG courses in full-time study or further training at January 2009.)Data from 2006-7 report in brackets

These tables confirm, with the exception of Law, an increase in the number of students who progressed into further FT study and an improvement in % known destinations between the 2006/7 and 2007/8 data. The return rate however is at best 41.5% and at worst 22.4% which, whilst improved from 2006/7, is still very low making consideration difficult. Teaching Directors were puzzled by the small sample sizes – we assume that the data includes home students only and repeat our view that it would be useful for schools in SSF to be given data which reflects their student body.

Some schools note that typical career patterns for their graduates involve further professional rather than academic training before returning later to post-experience professional qualifications such as an MBA. Therefore, only a very small proportion of students might be expected to progress to post-graduate studies in cognate disciplines. NBS commented that the increases experienced in this area may reflect many staying on in HE in a tougher economic climate. Law have considered the fall in numbers and comment that the majority of students involved in professional training would be taking either the Bar Vocation Course or Law Society Finals (for solicitors). The slight fall in this area probably reflects the decision (a) not to undertake such a course without the guarantee of a pupillage (barrister) or training contract (solicitor) and so many may delay entry to professional training until their have pupillage/training contracts or work to save the funds required. SWP have noted the marked rise on last year in students going on to PGT programmes and comment that graduating with BPS accreditation may provide further PGT opportunities for these students.

3 – Take up by School students of Careers Centre facilities

	Appointments	2007-8		2008-9	
		Number	Index	Number	Index
DEV	Quick Query Short Interviews	69	18.1	104	25.4
	Careers Adviser Long Interviews	16	4.2	28	6.8
ECO	Quick Query Short Interviews	76	15.4	110	20.8
	Careers Adviser Long Interviews	21	4.3	44	8.3
LAW	Quick Query Short Interviews	141	21.6	121	17.1
	Careers Adviser Long Interviews	44	6.7	40	5.3
NBS	Quick Query Short Interviews	119	12.1	142	14.5
	Careers Adviser Long Interviews	46	4.7	71	7.3
SWP	Quick Query Short Interviews	33	5.6	33	5.1
	Careers Adviser Long Interviews	16	2.7	12	1.8

Table SSF4. - 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).

It is noted that this data includes repeat visits by students and whilst improvements in total use is common amongst all Schools, with the exception of Law and SWP, the data does not allow us to identify whether more students are using the services or the same (possibly fewer) are using them more intensively. It would seem sensible to capture both the numbers of individual students using the service, the year of study of the students concerned, in addition to the total use. Schools continue to encourage students to utilise the service and it would be helpful to determine if real progress is being made.

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

DEV

- New Blackboard jobs and careers site.
- CV session for 1st years.
- Two careers sessions on Job Hunting for Postgraduates.
- Working in Development Forum half day conference in conjunction with DEV.

In addition, the School have made key investments.

- The appointment of an established ATS post in 2008/9 to work on key skills (academic, transferable, professional), and to devise a clear strategy and clear streams of training in these key skills for UG and PGT students. This has had a transformative impact on the School's Key Skills and Employability strategy and activities.
- The appointment of an AT coordinator on a 12 month contract to support the post above and to coordinate a range of key skills activities, for example:
 - Academic skills: the year long academic skills workshops and accompanying handouts and writing guides, and dissertation training sessions.
 - Employability: the 'Working in Development Forum organised annually by DEV.
 - Professional Skills: a series of professional development skills workshops, which last year ran throughout the year but this year will be concentrated into Weeks 11 and 12 after the Easter Break.
- Emphasis and encouragement by the DEV Executive which has changed the culture of DEV towards prioritising key skills, with a vigorous commitment from key senior staff to skills training.
- Allocation of the role of 'Internship coordinator' to a DEV faculty member, with clear terms of reference and release from teaching to enable the consolidation of a series of internship opportunities for PGT students with recognised organisations and projects, as part of the PGT experience.
- Investment in a lot of AT support for these key skills sessions.
- Considerable changes have or are being made to strengthen the UG and PGT curriculum, including the introduction of specific workshops and modules designed to develop transferable and professional, key skills. Furthermore at PGT the School are considering adding a 'work experience placement'. All changes to aid and prepare graduates for the job market.

ECO

- Well-attended evening alumni event.
- Lunchtime sessions on how to write CVs and apply for jobs.
- Meetings with Careers Centre staff to plan input for 2009-10.
- Employer visits and workshops: Grant Thornton and PricewaterhouseCoopers

ECO continue to seek enhancement of graduates' career prospects, primarily by trying to increase (from what seems to be a low base) the level of active consideration of students' post-graduation aims and measures to meet them.

This year, Alison Honeybone in the Careers Centre led two workshops (on The Graduate Job Market and on CV Building, for the Economics undergraduates) in November. Attendance was low (despite good e-mail advertising) but feedback was very positive, and the events were praised by students in the Liaison Committee.

A Careers Section for Economics on The Portal has been launched in the last couple of weeks, which is attracting a very large number of views (400 in its first 5 days). ECO are seeking to resume an internship programme with outside organisations which ran in 2004/5 and 2005/6, but have found the present job market less favourable for this than when they first ran the idea.

LAW

The Faculty commends the work carried out by CCEN and the School. Employability work has been significant.

- Annual UEA Legal Careers Fair with 40 stands in Sportspark.
With 40 stands in Sportspark as well as stands by organisations for students who do not want to become Solicitors or Barristers e.g.: Norfolk Constabulary, Probation Service. The take-up from law firms represented at the Fair has been on the increase with numbers from firms outside the region such as prestigious City firms on the up year-on-year for the past few years.
- New Law Careers site on Blackboard.
- Applications checking service – drop in clinics for Vacation Schemes in early January and Training Contracts in June.
- Applications and Legal CVs workshop.

Employer events:

Autumn 2008:

- What Law Firms are Looking For (Allen & Overy)
- Law Applications and Interviews (Allen & Overy)
- Working as an International Lawyer (Allen & Overy)
- Assessment/Interviews (Eversheds)
- How to Prepare for the Law Fair (Nabarro)
- The realities of making applications, being a trainee (Trainee Solicitors Group)

Spring 2009:

- Successful Applications (Allen & Overy)
- Assessment Centres (College of Law)
- Marketing for Lawyers (Edwards Angell)
- Big Deal Board Game (Eversheds)
- Met Police Sessions:
 - Policing in the 21st Century
 - Assessment Centres
 - Bringing the Law to Life

Provider Events:

- Legal Practice Course (Anglia Ruskin)
- Legal Practice Course (College of Law)
- Bar Vocational Course (College of Law)
- Graduate Diploma in Law (College of Law)

In addition to this:

- There is a range of extra-curricular pre-vocational activities in the School for which, while predominantly student-led are attracting high levels of participation. The School provides support. These include pro-bono legal work in the local community, the innocence project, participation in internal and external mooting competitions, and participation in negotiation competitions and business games.
- The School's 'mentoring' scheme puts students in touch with graduates who are already working as lawyers.

SWP

- New Blackboard jobs and careers site.
- Careers Workshops for 2nd years.
- Careers workshop for 3rd years.
- Further study workshop for 3rd years.

In partnership with the Careers Centre PSS lecturers hold a careers talk at the start of the second year and for third year students between Christmas and Easter. Careers are also actively discussed as part of advisee sessions at end of year 2 and beginning of year 3.

NBS

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

- Series of careers sessions with guest speakers (including alumni) from local and national employers, delivered in the evenings during both semesters.
- CV input during timetabled sessions.
- Employer visits and workshops: Grant Thornton and PwC.
- BB site established and running.
- Open Days: briefings for potential students and parents.

MBA Career Impact Programme

Delivery of eight two-hour sessions tailored to MBA students:

- Myers-Briggs Type Indicator
 - Introduction to MBTI and psychometric profiling.
 - Maximise working relationships by understanding your own and others' personality preferences. Interpretation of MBTI results and analysis of findings.
- Career options with an MBA.
- MBA CVs and applications.
- Interviews skills – including mock interviews.
- Self presentation
- Creating your brand and networking with future employers
- Assessment centres and psychometric testing
- Job hunting internationally and the role of networking

Other activities:

- Compiled CVs for MBA Yearbook
- Arranged MBA Yearbook launch

NBS continues to work closely with careers and joint projects to bring in professional bodies, employers and alumni have continued. These have now been integrated into curriculum alongside CV development and interviewing skills as part of mainstream courses. This is also a feature of MBA and needs to be extended to MSc in future.