

LTC09D78

Title: Student Progression and Employability Strategy – HUM (FTV)
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Report on Employability: 2007- 08 (including first destinations of graduates in 2006-07 AND 2007-08) and 2008-09 (including employability activities)

Under the University's Employability Strategy, it is envisaged that there will be a brief annual report from Schools on their progress in fulfilling the responsibilities set out in the strategy, having regard to relevant Performance Indicators and other supporting evidence, for consideration by the Learning and Teaching Committee.

This report is presented on behalf of Schools in the Faculty **HUM**. It is in three sections:

Part A: contains quantitative data and comments;
Part B: addresses specific responsibilities under the Employability Strategy;
Part C: covers any other general comments, proposals and issues.

The report has been considered in the Faculty by the **Associate Dean (LTQ)**

PART A: QUANTITATIVE DATA

Please attach as **Appendix 1** relevant extracts from the First Destination Survey of UEA Graduates who entered the University in 2004 and in 2005. Please comment on these data in relation to:

- appropriate Performance Indicators and League Tables (to be provided by the Careers Service)
- take-up of Careers Centre facilities by students and staff
- the over all satisfaction rates in the National Student Survey for 2007 graduates (ie those entering Higher Education in 2004) and 2008 (ie those entering Higher Education in 2005)

As reported by the Careers Service and discussed at the FTV School Board (28th October 2009), there has been an improvement in Graduate Prospects for FTV with graduate employment rising from 39% to 42%. However the School has fallen in the league table from 69/86 to 72/88. Careers Service attribute this fall to degrees of improvement at competitor institutions.

Take up of Careers Centre facilities remains relatively low in FTV, as in the faculty more generally. The School is working with Anne Benson in order to increase the percentage of students making use of these facilities. We have asked for the support of student representatives in supporting this.

Overall satisfaction rates in the National Student Survey for 2007 were 85% and for 2008 were 87%. This suggests that our students consistently express a high degree of satisfaction with their programme of study.

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*

The School's undergraduate programmes enable students to acquire skills in research, data-collection, analysis, critical thinking, and communication in a range of aspects (reading, writing, listening speaking) which prepare them for further study and employment in a broad range of managerial, administrative, creative, cultural and professional occupations.

Our programmes consist of different types of module appropriate to different levels of study. At level 1 our provision emphasises foundational academic content coupled with basic skills in research and written communication. Although seminars develop listening and speaking skills from level 1, the development of oral presentation skills is more associated with levels 2 and 3.

Practical modules in film and television are available at levels 2 and 3. These modules emphasise creative endeavour, time management and teamwork. Research oriented modules at level 3 centre on academic content but also allow students to develop their skills of independent working.

The School is undertaking a review of its range of assessment strategies in Spring 2010; skills and employability will be a factor in that review.

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*

Faculty members work with final year students to develop applications to MA study, whether at UEA or elsewhere. The emphasis on research and independent working in the final year is crucial for the movement to postgraduate study.

Members of faculty identify final year students who have demonstrated the research, communication and other skills associated with postgraduate study; these students are advised on application processes and funding opportunities.

For those students considering PGCE, oral and written communication skills are central. As discussed above these are fundamental to the curriculum in FTV.

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

The School has engaged with issues of employability with respect to the media and creative industries in designing its Media Studies degree (first intake 2010/11). Various modules associated with that programme will be available to students on the Film and English, Film and American Studies and Film and Television Studies programmes. These include Media Practices in Context (level 1), Media Internship (level 2) and Creative Work in the Media Industries (level 3).

The School's programmes emphasise the development of skills in written and oral communication as well as research skills, utilising a variety of forms of assessment in order to emphasise their significance and assess their development. While these skills are common to all humanities disciplines, we see them as fundamental to graduate employability.

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*

Although a HUM option has been available for some time, a dedicated Media Internship will be offered for the first time in 2009/10. Students will need to apply for internships and the process is designed to enhance understanding of the application process as well as providing appropriate work-based learning.

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*

As a representative of the Careers Service, Anne Benson has addressed level 1 students in the Autumn semester during a lecture session. She is also involved in sessions run for final year students as part of their dissertation module.

In Autumn 2009 the School organised the first of its planned half-day events on "Working in the Media." These events will take place twice yearly. The Autumn 2009 event made use of the Careers Service coupled with talks from media professionals who also answered student questions. Making these events a regular part of the academic year is intended to integrate thinking about careers from level 1 onwards.

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*

In line with University guidelines, the central focus of the academic advisor is on academic development and pastoral care.

The School understands the advising system as complementing the curriculum and the careers related activities organised by the School and the Careers service.

Academic advisors provide a high degree of expert support for students considering MA programmes. They also advise students on the importance of gaining a range of experience and encourage students to take up the opportunities available to them via the careers service.

It is difficult to ensure that a student has the same advisor for the three or four years of their programme. In this context the School is considering the viability of allocating advisors to levels, ensuring the concentration and development of advising expertise (including with respect to careers) at levels, 1, 2, 3 and M. This will be on the agenda for the School in Spring 2010.

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/>)*

Student representatives at the SSLC and school board have been prompted to encourage use of the cv builder.

PART C: FACULTY/SCHOOL PLANS FOR 2009-10 AND ANY FURTHER COMMENTS

Please use this section to add any further comments on employability, including proposed developments and initiatives that you consider have been particularly successful and which might usefully be disseminated (by way of this report) to other Faculties/Schools.

The School has made use of tutorial week to put on a range of events: the Working in the Media half-day is specifically geared towards employment in the media industries. Our postgraduate study days, to which all students are invited, give a taster of postgraduate study.

Appendix 1

FTV/Performance indicators

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

Communication & Media Studies		
HEI	Times prospects indicator	Times prospects table position
UEA	42 (39)	72/88 (69/86)
Essex	51 (50)	
Exeter	-	
Keele	74 (80)	
Lancaster	43 (45)	
Leicester	64 (57)	
Nottingham	57 (-)	
Reading	-	
Surrey	67 (74)	
Sussex	52 (50)	
Warwick	58 (40)	
York	-	

Table B1:14. 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	90	78	77
Essex	-	-	-
Exeter	-	-	-
Keele	89	81	86
Lancaster	82	74	66
Leicester	98	91	98
Nottingham	-	-	-
Reading	-	-	-
Surrey	51	48	55
Sussex	76	69	67
Warwick	93	80	68
York	-	-	-

Table B2:14. National Student Survey results for Media Studies 2009 and 2008 (2008 figures in brackets). NB: FTV was reclassified to Media Studies in 2009, so no directly comparable data is available for 2008.

3. Progression to further FT study

Further study/ training	PG R	PG T	PG dip./cert .	Prof. trainin g	U G	Non- graduat e	Tota l	% known destinatio ns N = 47
N	0	5	1	1	0	0	7	14.9

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