

**LTC09D040**

**Title:** Report on Employability – Faculty of Arts and Humanities  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** LTC09A003  
**Status:** Open  
**Version:** Final

**From:** Ian Farr (Associate Dean, Learning and Teaching)

**To:** Learning and Teaching Committee  
Cc HUM Faculty Executive

**Re:** School reports on Employability

This paper offers some brief overall reflections on the attached ‘Employability’ reports from Schools received to date. These reports required schools to comment, in the context of the University’s Employability Strategy, on:

- the first destinations data of the graduates of 2006-7 and 2007-8
- the levels of interaction between each School and its students and the Careers Centre (CCEN)
- developments and activities undertaken in Schools either during 2008-9, or envisaged for 2009-10, to enhance the ‘employability’ (both measured and unmeasured) of their students.

**A. Destination data and performance indicators:**

1. In many Schools the data on students in employment and further study changed relatively little from 2006-7 to 2007-8. In many instances, however, the figures for these two years were less promising than for e.g. 2005-6. The more encouraging indicators for 2005-6 may explain why a number of Schools recorded improvements in their rankings in the ‘Graduate Prospects’ component of the 2010 Times Good University Guide, which is based on the first destinations data of 2005-6 and 2006-7.
2. Given that political pressure is intensifying for statistics on ‘employability’ or graduate prospects to become one of the proxies for measuring the ‘quality’ of a university or degree programme, there are obvious danger signals for UEA. If one again uses the data assembled by the 2010 Good University Guide, in most HUM subjects the ‘Graduate Prospects’ ranking is below the overall ranking and that for the NSS, viz.:

	Overall NSS	Grad Prospects	
American Studies	6= of 23	7=	9=
Art History	3 of 26	2	12=
English	24= of 98	33=	27=
French	38 of 48	26=	5=
History	15= of 90	5	36=
Comm’n & Media	10 of 87	12=	63=
Music	37 of 64	26=	16
Philosophy	27 of 50	16=	34
Politics	25 of 69	5=	41=

B. Interaction between Schools and CCEN:

3. All Schools offer a variety of ways in which CCEN representatives are given an opportunity to address whole year groups and/or module groups, especially in students' second and third years. Two Schools (LCS and AMS) have a first-year study skills module which incorporates at least one session on 'careers'. *Consideration needs to be given to further ways in which, beyond Induction, Schools might embed careers-related events or activities more into the academic programme in the first year.*
4. The introduction of a 'Jobs and Careers' section on 'Blackboard' in every school is an important step forward in integrating careers-related information into the wider academic information accessed routinely by students. *It would be helpful in due course to see volumes and trends in student 'usage data', but first impressions are that students prefer this more targeted approach to frequent emails from CCEN.*
5. Experience suggests strongly that attempts to stage Careers Events by school/subject are much less likely to be successful in generating student interest than events promoted to a wider body of students in and outside the Faculty. In the light of this, *further thought may need to be given to ensuring that those in Schools responsible for liaison with CCEN are informed of relevant events, in order that they can reinforce the messages to students posted on the Portal.*
6. Some of the most successful events in Schools (e.g. AMS and LCS) have involved the effective use of alumni in emphasizing for current students the link between the subject and the variety of employment openings available to humanities students. *Further ways of best utilising enthusiastic alumni in this way need to be explored.*
7. It is clear that Schools are actively promoting CV Builder amongst their students.
8. There is strong if anecdotal evidence that careers 'messages' delivered in schools and by academics result in increased numbers of students visiting the Careers Centre. Nonetheless, the proportion of HUM students having either 'Quick Query Short Interviews' or 'Long Interviews' with Careers Advisers remains rather low; *the need for more concerted action by Schools and CCEN is acknowledged.*

C. School activities and developments to enhance 'employability':

9. Most Schools are active in identifying and encouraging potential applicants for postgraduate study (MA) and in securing a healthy stream of students from MA courses to research degrees.
10. There are various initiatives by a number of Schools, either in train or under active consideration, to encourage students to relate their academic skills to specific employment opportunities: internships and work shadowing in PSI; work placements in museums and galleries (ART); a HIS module on History, Heritage and New Media; internships and placements, and a twice-yearly Working with the Media' event in FTV.
11. Nonetheless, the prime focus of most of the degree programmes in HUM, few of which, especially at undergraduate level, are directly 'vocational' is to enhance our students' capacity for research and problem-solving, their ability to work and think both independently and in groups, and, above all, their capability as effective communicators of ideas and arguments. We know from various surveys undertaken among employers in 2009 (e.g. for GENE and by Waveney Associates) that these are among the attributes that employers in many fields prize most highly, and expect graduates to possess. However, we need to do more to:
  - a. *ensure our students understand that these academic skills are valued and appreciated by employers, particularly when set alongside experience gained in the workplace, volunteering or in extra-curricular activities;*

- b. help our students learn how to 'translate' their academic activities into meaningful and evidence-based claims that they can sustain in applications, c.v.s, interviews and other recruitment processes.*

D. Other:

Some legitimate concerns have been expressed about the form of reporting required in this cycle, partly because of the unnecessary duplication it entails, and partly because of the danger of confusing the activity of short-term reporting with the meaningful and longer-term initiatives and developments which are the only way to improve the prospects of our graduates.

IF December 2 2009

**Title:** Report on Employability, School of American Studies  
**Date:** 28 October 2009  
**Version:** Final  
**Author:** Dr N Selby and Dr T Smith  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

---

**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. 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 **HUM LTQC 2/11/09**

## **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)

See appendix

It was discussed at the AMS School Board on 4xi09.

## **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*

All module outlines tell students about the skills that they will develop in that module; many are explicit about the professional / transferable skills students will develop on the module. The school is discussing ways of implementing such a statement across the board and aiming to draw up a form of words that can be used for this in its module descriptors.

We regularly point out to students that seminars clearly allow them to develop oral presentation skills and team-working skills alongside analytical and critical thinking.

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 school hosts regular careers events with the help of the Careers Centre to provide such guidance to students.

Most recently – and excitingly – the school has just launched the AMS careers Blackboard site. This lets students know the ways in which to make the most of their degrees and the skills that they've developed doing an American Studies degree. It also helps them understand the process of work experience and lets them know of any potentially interesting work placements.

This has been featured on the AMS blog (run by Dr Tom Smith) (<http://american-studies-uea.blogspot.com/2009/11/news-careers.html>) as a way of encouraging students to use the site. Facebook and twitter have also been used to communicate with students about this resource.

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

As we don't provide vocational degrees we have no developed strategy for this. We do, however, provide students with alumni events where they can talk about employability issues with AMS graduates, and disseminate information (when available) from the British Association for American Studies about employment destinations for AMS graduates. BAAS has produced a CD Rom which is available to students (and prospective students and their parents) about the employment benefits of studying American Studies.

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*

It is hoped that the AMS careers Blackboard site will help in this respect. A number of students take on work placements / internships whilst studying abroad. This, clearly, gives them advantages when seeking post-degree work.

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*

Recent initiatives mentioned above provide this sort of encouragement: the Blackboard site, the AMS blog. We do, as a matter of course, make sure that careers advisers speak to each of our undergraduates at least once each year. Also, we're planning another alumni careers event next semester after a very successful one the year before last.

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*

This does happen, but perhaps needs to be more explicitly targeted as a means of encouraging students' career aspirations.

In the last ten days or so, we have encouraged students to use the CV Builder through the same electronic channels as the Blackboard site (the CV builder has replaced the APD resource). Also, Tom Smith has also just disseminated the CV Builder information to all advisers to pass on to their advisees.

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/>)*

See 6, above

**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 is also just about to launch the AMS Netcommunity site for AMS Alumni. This is the Facebook style site that the UEA is developing to keep in contact with alumni, but part of its rationale is that it can work as a professional networking site allowing current students to access past students who are now in their profession of choice for work experience or advice. Also, it gives us access to alumni for alumni events.

AMS is (we think) leading the way in the faculty with this.

## APPENDIX

### AMS

#### Performance indicators

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

American Studies		
HEI	Times prospects indicator	Times prospects table position
<b>UEA</b>	<b>59 (50)</b>	<b>9/23 (13/25)</b>
Essex	65 (51)	
Exeter	-	
Keele	60 (50)	
Lancaster	68 (52)	
Leicester	69 (60)	
Nottingham	59 (49)	
Reading	-	
Surrey	-	
Sussex	75 (61)	
Warwick	70 (56)	
York	-	

Table B1:12. 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
<b>UEA</b>	<b>86 (95)</b>	<b>68 (82)</b>	<b>77 (89)</b>
Essex	-	-	-
Exeter	-	-	-
Keele	100 (86)	90 (75)	87 (76)
Lancaster	-	-	-
Leicester	-	-	-
Nottingham	86 (88)	73 (66)	68 (71)
Reading	-	-	-
Surrey	-	-	-
Sussex	88 (83)	69 (75)	76 (65)
Warwick	100 (100)	92 (91)	88 (95)
York	-	-	-

Table B2:12. National Student Survey results for American and Australasian Studies: 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 = 54
<b>N</b>	0	8	3	2	1	4	18	33.3

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	28	8.5	43	10.8
Careers Adviser Long Interviews	9	2.7	14	3.5

*Table B4:12. 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.

**Title:** Report on Employability, School of World Art Studies and  
Museology  
**Date:** 28 October 2009  
**Version:** Final  
**Author:** John Mitchell  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

---

**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 **HUM LTQC 2/12/09**

## 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)

Performance indicators (source: Careers Service):

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

History of Art		
HEI	Times prospects indicator	Times prospects table position
UEA	59 (56)	12/26 (13/25)
Essex	-	
Exeter	-	
Keele	-	
Lancaster	-	
Leicester	-	
Nottingham	58 (57)	
Reading	56 (53)	
Surr	-	
Sussex	71 (67)	
Warwick	59 (63)	
York	64 (59)	

Table B1:13. 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.

-----  
Take-up of Careers Centre facilities (source: Careers Service)

### Guidance

Typically, students drop in to the Careers Centre and see us initially for a short guidance session (10-15 min), with possibility of a follow-up appointment of 45 minutes to discuss their plans, issues or concerns in more depth.

#### Email guidance

ART students and graduates request advice and guidance on careers issues by email. Most of these enquiries involve CV's and covering letters or questions about specific career areas.

Take up by ART students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Percentage	Number	Percentage
Quick Query Short Interviews	15	7.1	16	8.1
Careers Adviser Long Interviews	11	5.2	3	1.5

*Number of Careers Centre appointments and percentage of student population of school (NB: this is only an approximate measure of penetration owing to repeat attendances).*

Anne Benson

UEA Careers Centre October 2009

-----

Overall satisfaction rates, National Student Surveys 2007 and 2008

2007:

2008: 97%

2009: 95%

**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*

Students on ART modules develop a range of transferable skills, including:

- Critical reading, analysis, and reasoning
- Communication skills (oral and written)
- Public speaking skills and oral presentations, ranging from 20 to 40 minutes
- Writing in a variety of forms: essays, gallery labels, book reviews, etc.
- Working in pairs and groups, including group presentations and other outputs
- Research skills and use of evidence and citations
- Analyzing, working with, and creating visual material, including posters and Powerpoint slides
- Hands-on experience with works of art; study trips to museums, galleries, and sites
- Use of electronic resources and software, including databases, word processing, Powerpoint, and film/video technologies

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*

In addition to the above, advisors and lecturers in the School consistently apprise students, individually and through lecture courses, about skills development, Careers Services, forward planning, opportunities for further study, etc. Each spring, in conjunction with Careers Services, a session of the 1<sup>st</sup> and 2<sup>nd</sup> year lecture modules is devoted to a self-reflective report on career development, and in the autumn of the 3<sup>rd</sup> year, a session is devoted to Careers Service resources. All advisors have been apprised of the new CV Builder software, in order to pass that information on to their advisees.

In addition, the School has developed a mentoring scheme connecting 2<sup>nd</sup> and 3<sup>rd</sup> year students with recent graduates, and the School is introducing an information session aimed at 3<sup>rd</sup> year students who may be interested in pursuing MA-level study in the School.

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

The Careers Officer in the School (Dr Christina Riggs) attended the university's GENE event on October 9<sup>th</sup>, presenting data on regional employers' expectations of graduates. This confirmed that the School's range of assessment methods is developing skills that employers are looking for in graduates (clear writing, team working). It also suggested that employers are increasingly

dissatisfied with the writing ability of graduates, which suggests that at university level, we may need to strengthen our existing 'Essay Week' of writing advice at the start of the first year, and mark poor writing, grammar and punctuation even more stringently.

*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 is exploring the possibility of informal work placements with museums and galleries in the UK and abroad, in conjunction with our new BA in Art History with Gallery and Museum studies.

*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*

See remarks above: The School already incorporates talks from Careers advisers at every level of the taught curriculum, and promotes Careers Services events and facilities both individually and to groups of students.

*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*

All advisors in the School have been informed about the new CV Builder programme available via the Portal, and this will be built into advising from the first year of study onwards. Students are invited to meetings with their advisors three times a year, which include discussions of work experience and career/further study plans.

*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/>)*

Please see comments above about advisors' awareness of the CV Builder programme. This will be mentioned at the next Staff-Student liaison committee, in spring semester.

### **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 is looking forward to the two spring Career Fairs with an arts and heritage theme, and the Careers Officer in the School (Dr Christina Riggs) has contacted some recent alumni to try to develop an increased roster of speakers. The mentoring programme is in its initial stage of development, and we will be monitoring it over the next two years to see how it works and what the take-up is like. We will continue to emphasize transferable skill development, gaining work and voluntary experience, and early planning for careers, as well as emphasizing options for further academic and vocational study in the field.

**Title:** Report on Employability, School of History  
**Date:** November 20 2009  
**Version:** Final  
**Author:** Professor J. Charmley; Mr. I. Farr  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC December 2 2009

---

**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 of Arts and Humanities. 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 : **HUM LTQC 2/12/09**

## **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 overall 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)

- The NSS returns for History continued to show high levels of satisfaction on most counts. Although there was a very slight decline in overall satisfaction, the percentage of students who definitely agreed they were satisfied with their course remained at 72%.
- History ranked first among all Russell /1994 group universities on the 'NSS' measure in the Times Good University Guide and on the 'Student Satisfaction' measure in the 2010 Complete University Guide.
- There was a welcome improvement in the School's standing in the Good University Guides prospects indicator (from 55 to 36 of 90 institutions), though the School recognizes that 'employability' is the weakest of the School's performance indicators.
- There was an increased attendance of HIS students at CCEN short interviews, but an unexplainable reduction in those attending for long interviews. This data must be set in the context of the fact that bespoke sessions for HIS students were also offered in 2008-9 (through CCEN) by Mr. Peter Johnstone of Waveney Associates, a highly experienced HR professional who has a long-standing relationship with the School. He gives advice on the construction of c.v.'s, conducts mock interviews and offers other career-oriented advice (see Section B3).

## **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 study of history involves the sustained development of a number of skills that we know are valued highly by a wide range of private and public sector employers, namely:

- Written communication, with a particular emphasis on the clarity and succinctness of prose and its grammatical accuracy. HIS students are reminded regularly, whether through the Study Skills section of the HIS Blackboard site, in meetings or in detailed feedback on written work, that such skills not only improve the quality of analysis and argument but also matter a great deal in letters of application, c.v.s etc.
- The critical and discriminating approach to evidence, information and interpretation.
- The ability to think imaginatively about a problem.
- The capacity for independent research, fostered especially in one set of third-year modules, all of which require students to devise, prepare and complete a sustained and advance investigation of a historical topic.

- 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*

- The level 3 year-long Special Subject in particular provides all students with the

opportunity to undertake intensive study of a well-defined subject, to complete a range of different assessments (extended essays, shorter commentaries, presentations), and to engage in the critical scrutiny of a body of primary sources. These are all vital preparation for further study in a range of disciplines. These modules also provide a valuable context in which to provide further guidance to those students interested in postgraduate study.

- A module on Latin for Historians offers a bespoke preparation for those students interested in more advanced study in medieval and early modern history.
- The School devotes quite a considerable financial resource to the support of high-calibre students on its MA programmes.

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

- There is no developed strategy here because there is no specific set of employers or area of employment which can be addressed in this way.
- A representative of the School regularly attends meetings of GENE. In 2008 he gave a short presentation to this group about the benefits to potential employers in the region of students with a degree in history.
- The School has discussed the need to embed presentation skills more formally into the curriculum (although the evidence recently presented to GENE – October 2009 – suggests employers place somewhat less evidence on this than is commonly supposed).
- That survey also highlighted, inter alia, the importance of broader environmental awareness among graduates. The new module on History and the Environment, compulsory for most Year 1 students, may well assist in this respect.
- Discussions with Peter Johnstone (see Part A) about the employability of HIS graduates in particular, and humanities students more generally, led his company to undertake its own survey of employers in East Anglia. The aim was to identify, among the many skills sought by employers, those they valued or expected most from graduates. The top 5 are communication skills; team behaviour; commercial awareness; interpersonal skills; and problem solving and analytical skills

*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*

- There are valuable informal networks between the School and e.g. the National Trust, the Castle Museum and other 'heritage' organisations which enable students with a particular interest in the history of Norwich and the region to apply their knowledge in paid or volunteer roles.
- See Section C.

*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*
- The value of academic skills to future employment is stressed in Induction meetings with Year 1 students, and at general meetings held at beginning of academic year with the

<p>second and third year cohorts.</p> <ul style="list-style-type: none"> <li>▪ The School acted as the pilot school in HUM for the development of the Careers (Blackboard) site on the student Portal.</li> <li>▪ The School continued its practice of a CCEN adviser attending a seminar (Autumn semester) of very Special Subject (see B2); this ensures that every HIS student meets a representative of the Careers Centre.</li> </ul>
<p>20. <i>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</i></p> <ul style="list-style-type: none"> <li>▪ Advisers have been strongly encouraged to make their first and second-year advisees aware of CV Builder and of the other resources available in the Careers Centre and at 'Employability'.</li> </ul>
<p>21. <i>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 (<a href="http://apd.uea.ac.uk/">http://apd.uea.ac.uk/</a>)</i></p> <ul style="list-style-type: none"> <li>▪ See 6.</li> </ul>

**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.

<ul style="list-style-type: none"> <li>▪ The School proposes to introduce in 2010-11 a third-year module on 'History, Heritage and New Media'. This is designed to exploit the existing expertise that has accumulated in the wake of the growth of the innovative 'Virtual Past' project, and to make that experience available to the undergraduate community. It will involve a number of students engaging actively with external bodies such as the National Trust, The Norwich Heritage and Regeneration Trust and similar organisations.</li> </ul>
--

## **APPENDIX 1**

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

<b>History</b>		
<b>HEI</b>	<b>Times prospects indicator</b>	<b>Times prospects table position</b>
<b>UEA</b>	<b>57 (49)</b>	<b>36/90 (55/91)</b>
Essex	53 (51)	
Exeter	68 (65)	
Keele	61 (58)	
Lancaster	52 (49)	
Leicester	62 (56)	
Nottingham	63 (59)	
Reading	53 (54)	
Surrey	-	
Sussex	55 (61)	
Warwick	76 (69)	
York	70 (64)	

*Table B1:15. 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

<b>HEI</b>	<b>Overall satisfaction</b>	<b>Academic support</b>	<b>Personal development</b>
<b>UEA</b>	<b>95 (97)</b>	<b>90 (90)</b>	<b>85 (85)</b>
Essex	92 (99)	81 (79)	78 (81)
Exeter	87 (96)	77 (85)	81 (81)
Keele	92 (92)	83 (79)	85 (82)
Lancaster	96 (94)	81 (79)	75 (79)
Leicester	94 (95)	85 (86)	85 (85)
Nottingham	90 (83)	75 (71)	82 (76)
Reading	90 (93)	79 (79)	79 (78)
Surrey	-	-	-
Sussex	93 (83)	82 (71)	81 (75)
Warwick	91 (91)	77 (77)	78 (82)
York	90 (90)	80 (82)	80 (82)

*Table B2:15. National Student Survey results for History: 2009 and 2008 (2008 figures in brackets). Course codes primarily programmes in HIS, but also ART and AMS.*

3. Progression to further FT study

Further study or training	PGR	PGT	PG dip./cert.	Prof. training	UG	Non-graduate	Total	% known destinations N = 131
<b>N</b>	3	21	12	1	0	3	40	30.5

*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	84	13.7	97	15.1
Careers Adviser Long Interviews	39	6.3	28	4.4

*Table B4:15. 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).*

**Title:** Report on Employability, School of Language and Communication  
Studies  
**Date:** 19.11.09  
**Version:** Final  
**Author:** K R Lodge  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

---

**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 **HUM LTQC 2/12/09**

## **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)

Please see the report of the Careers Centre to the LCS Board (LCS09D001) for details. Please note that the Board raised a serious issue with Anne Benson with regard to the data used by the Times in compiling its league tables. Since data from 2005-06 and 2006-07 are used in the compilation of the 2010 Guide, it is unhelpful for UEA to have a ranking for German, when this degree programme had been discontinued. On the other hand there is no ranking for Spanish, even though some students graduated then. The School was satisfied, but not complacent, with its French ranking of 7<sup>th</sup> out of 48.

The NSS 2009 was discussed in detail at the LCS SSLC and was reported on at the Autumn Board (LCS09D005), *quod vide*. The School noted its improvement over the last four years; this no doubt reflects the fact that the future of the School was in doubt for most of this period, several degrees were being run down, and now the School is established on a firm footing.

## **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:

22. *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*

Studying a foreign language, especially at an advanced level, is in itself an aid to employability. To that extent our Honours language modules have practical outcomes as well as academic ones. The same is also true, at a lower level, of our subsidiary language offerings. For many years the School has offered practically orientated modules in translating and interpreting and we have added to this range over the years, for example, *Translation issues in the media*, *Translation theory & practice*, *Subtitling & dubbing*, *Translation work experience*. For the last two years we have run a first-year module *Study, research & communication skills*, which includes a strand related to employment and involves a visit from the Careers Officer, Anne Benson. She also visits our MA students.

23. *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*

All our final-year students are informed of our MA in Applied Translation Studies and are encouraged to consider it as an extra qualification in the employment market. E-mail communication involving careers advice has been used increasingly by the Careers Centre. Employer presentations and careers events arranged by the Careers Centre are well attended by LCS students. For a list of such events and the take-up of interview facilities in the Centre, see the CCEN report to the LCS Board (LCS09D001).

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

See under 1 above for the course content, which is reviewed as per the required cycle. Anne Benson has interesting information about local employers' request for candidates with foreign languages. Each year, early in the Autumn, a member of the CCEN meets with the Head of LCS to review the offerings in the School and relay any additional information the Centre may

have regarding the employment situation both locally, nationally and abroad.

*25. 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 module *Translation work experience* involves outside institutions who need straightforward translation tasks that can be achieved within the time-frame of the module, e.g. the Castle Museum.

*26. 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*

See above.

*27. 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*

*28. 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/>)*

**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.

There is a new international student adviser in CCEN, who will prove very useful for the

overseas students in our School, particularly at MA level. A representative of the Centre will come to speak to both overseas and home/EU students on our Translation MA next semester.

**Title:** Report on Employability, School of Literature and Creative Writing  
**Date:** 19<sup>th</sup> November 2009  
**Version:** Final  
**Author:** Kate Drayton  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

---

**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 HUM Faculty). 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 HUM Faculty by **HUM LTQC 2/12/09**

## 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)

- There has been a significant improvement in 'Graduate Prospects' for LIT. This is the measure of employability defined in The Good University Guide 2010 (Times) as the percentage of graduates engaged in 'graduate level' activity including employment and further study (2010 guide uses 2006-07 and 2005-06 destinations data). The indicator for LIT is 64% (increase from 58%) for English and 63% (increase from 52%) for Drama, Dance and Cinematics in 2003-5. There has also been a significant improvement in the league table position of the School. The Good University Guide 2010 (Times) ranks UEA Literature and Creative Writing 26<sup>th</sup> overall out of 98 comparable departments for English (an improvement from 50<sup>th</sup> out of 97 for the previous year) and 11<sup>th</sup> overall out of 82 comparable departments for Drama, Dance and Cinematics (an improvement from 32<sup>nd</sup> out of 78 for the previous year.)
- Take up by LIT students of Careers Centre facilities

Appointments	2007-8		2008-9	
	Number	Percentage	Number	Percentage
Quick Query Short Interviews	89	12.3	81	10.7
Careers Adviser Long Interviews	32	4.4	50	7.1

*Number of Careers Centre appointments and percentage to student population of school (NB: this is only an approximate measure of penetration owing to repeat attendances).*

Student satisfaction – see Appendix 1

Overall satisfaction has remained the same, however there has been some improvement in academic support and slight deterioration in 'personal development'.

## 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:

*29. 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*

For example, students develop reading skills, discrimination and critical judgement and independence of mind through the production of independently researched assignments which take account of complex primary and secondary texts and exhibit judicious use of evidence and inference in support of argument.

Effective oral communication and the ability to devise and present a reasoned and rhetorically effective argument is demonstrated by class presentations and the expectation of extensive seminar contribution, some of which is assessed.

Ability to reflect critically on one's own critical practice through tutorials where past and current

assignments are discussed.

Ability to work collaboratively in presentation of ideas and information through extensive small group work in seminars.

Structured individual tutorials enable students to become self-directed in their learning and work.

*30. 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*

- Events included an invitation to all to attend the LIT employability event on 18<sup>th</sup> May 2009 where although publishing was used as the main focus, students were shown how to reflect upon their skills and their value for other careers.

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

Examples include employer involvement in creative writing courses, publishing (Rachel Hore) and writing journalism.

*32. 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 Careers Centre is currently establishing a series of work experience placements within literary agencies. Second and final year LIT students are encouraged to apply for a placement by submitting a CV and covering letter in response to a generic job description. They are encouraged to visit the Careers Centre and receive feedback on their application. Successful candidates are shortlisted and their applications are forwarded to participating literary agencies. Candidates who are offered a place on the Scheme will be involved in a variety of tasks. These may include:

- “ reading/assessing the slush pile of manuscripts from unpublished authors
- “ reading existing clients' manuscripts and writing short reports
- “ sending back unwanted manuscripts
- “ helping to collate information about clients electronically (royalties, foreign rights etc.), and
- “ helping with various day to day administrative tasks.

Each agency aims to ensure interns leave with an understanding of the processes that a literary agent is involved in.

Careers in Publishing and Bookselling Event, May 2009 - A careers event was held in May for second years and finalists. Representatives of the publishing and bookselling industry gave industry talks to students and demonstrated routes into the industry.

Writing and Communication Exhibition, March 2009 - Students were invited to meet with

professionals from the media and communications industry to discuss routes into the profession.

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*

Relevant careers events and services are actively promoted to students by the Careers Liaison link (Kate Drayton) via email and through the LIT Jobs and Careers Blackboard site *and during lectures and seminars. Events of interest to and attended by LIT students included:*

- Careers in Writing and Communication event held on 10<sup>th</sup> March 2009
- Options with HUM
- Careers in Arts & Heritage
- CV workshop HUM
- Work experience HUM
- Coaching for work experience 6 sessions
- HUM PG study with Ian Farr
- Creative job hunting for HUM finalists
- Careers using languages and TEFL
- Crash Course / Stay local Do Different
- International students careers event

**Employer presentations and careers information events attended by LIT students included:**

- BUNAC
- Camp counsellors USA (CCUSA)
- Civil Service Fast Stream
- College of Law
- ITV (UEA alumni)
- Journalism training - noSWeat
- Maritime industries
- Overseas Development Institute (ODI)
- Price Waterhouse Coopers (PwC)
- Secondary teaching open evening
- TV careers insight

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 are developing the embedding of employability into the advising process by increasing advisers' awareness of various strategies such as CV Builder (available on Blackboard) and the need to provide references and encourage students to make use of the careers services throughout their time at UEA. Advisers are also actively encouraged to refer students to the Careers Centre. A briefing note on Careers Centre services is provided to the Lead Advisor for onward dissemination.

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/>)*

APD is no longer in existence. However, its replacement, CV Builder, has been actively promoted to the school via email and through the LIT Jobs and Careers Blackboard site.

CV Builder provides space to chronicle activities and skills developed from academic work, employment and leisure time. It can act as a personal inventory of progress at UEA and helps to translate it into the language used in CVs and applications. There are also examples of CVs and covering letters.

Senior Adviser coordinates Staff Student Liaison Committee – occasional attendance by Careers Centre staff.  
Careers Centre staff liaise with student reps

**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 Careers Centre will be holding a series of media industry events in Spring 2010 which will introduce students to a range of professions, including:

Advertising, Marketing and PR  
Journalism and New Media – Print, Broadcast, Digital  
Radio/Television Production  
Publishing and bookselling

A Coaching into Work Experience programme will be held in the Spring term and LIT students will encouraged to attend with the goal of arranging work experience and an industry of interest.

The literary agency internship scheme is being run for the first time in 2009/10 and it is hoped that this scheme will be expanded if the pilot proves successful.

## Appendix 1

Relevant extracts from the First Destination Survey of UEA Graduates who entered the University in 2004 and in 2005.

### 1. Destinations of LIT full-time first degree graduates

Below is a summary of the latest LIT first destination statistics for 2005/6; 2006/7; 2007/ 2008. Please note that these data are collected six months following graduation to HESA (Higher Education Statistics Agency) protocol and show full-time first degree UK and EU graduates' destinations. Historical tables of destinations are available online via the Careers Centre website.<sup>1</sup>

**Table 1 Summary of LIT full-time first degree graduates destinations data for the academic years 2005-6 to 2007-8.**

Note that as not all graduates can be traced (*% unknown in italics*), % of known destinations given.

	2005-6		2006-7		2007-8	
		%		%		%
Employment		62.3		53.8		55.3
Education		28		33.7		26.2
Unemployed		5.3		1.0		8.7
Not available		4.4		11.5		9.8
<i>Unknown</i>		<i>11.6</i>		<i>26.8</i>		<i>18.9</i>
Total graduates	129		142		127	

*Further study (2006-07 in brackets)*

The percentage take up of higher degrees and other postgraduate courses by LIT graduates was 26.2% (33.7%), slightly higher than the figure of 23.4% (26.4%) for all UEA full time first degree UK and EU graduates.

Of those whose further study destinations were known, 5 were studying for MA, 6 were taking a postgraduate teaching qualification, others included journalism, medicine and law.

*Employment (2006-07 in brackets)*

Of known LIT 2007-8 graduate destinations, 55.3% (53.8%) were in employment, lower than the figure of 63.7% (62.4%) for all UEA full-time first degree UK and EU graduates. A significant proportion entered employment related to the creative industries including several editorial posts, press assistants, public relations, web copywriter and web designer. Employment in education included TEFL, trainee teacher and classroom assistants Other destinations included temporary jobs taken to reduce student debt and provide stepping-stones to graduate level employment, which included intern with National Theatre. Temporary roles include bar person and sales.

*Unemployment (2006-07 in brackets)*

8.7% (1%) LIT graduates were unemployed and seeking employment/ study or training, considerably higher than the figure 5.3% (3.8%) for all UEA full time first degree UK and EU graduates.

<sup>1</sup> See online for historic data: <http://www.uea.ac.uk/careers/fds/statistics/>

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

HEI	English		Drama, Dance and Cinematics	
	Times prospects indicator	Times prospects table position	Times prospects indicator	Times prospects table position
<b>UEA</b>	<b>64 (58)</b>	<b>26/98 (50/97)</b>	<b>63 (52)</b>	<b>11/82 (32/78)</b>
Essex	63 (59)		48 (64)	
Exeter	65 (61)		50 (50)	
Keele	71 (67)		-	
Lancaster	57 (56)		46 (53)	
Leicester	68 (62)		-	
Nottingham	63 (65)		-	
Reading	51 (48)		44 (40)	
Surrey	-		74 (76)	
Sussex	66 (57)		64 (-)	
Warwick	71 (70)		57 (49)	
York	71 (67)		-	

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

## 2. National Student Survey Results

HEI	Overall satisfaction	Academic support	Personal development
<b>UEA</b>	<b>90 (90)</b>	<b>78 (75)</b>	<b>80 (83)</b>
Essex	87 (93)	75 (76)	69 (71)
Exeter	90 (96)	86 (89)	82 (84)
Keele	85 (88)	80 (83)	80 (83)
Lancaster	94 (93)	80 (78)	76 (78)
Leicester	96 (91)	86 (87)	89 (87)
Nottingham	87 (79)	70 (68)	75 (78)
Reading	92 (91)	83 (78)	83 (74)
Surrey	-	-	-
Sussex	88 (78)	70 (64)	70 (69)
Warwick	89 (90)	81 (80)	76 (82)
York	84 (86)	77 (75)	80 (76)

*National Student Survey results for English Studies: 2009 and 2008 (2008 figures in brackets).*

HEI	Overall satisfaction	Academic support	Personal development
<b>UEA</b>	<b>73 (-)</b>	<b>65 (-)</b>	<b>68 (-)</b>
Essex	-	-	-
Exeter	-	-	-
Keele	-	-	-
Lancaster	-	-	-
Leicester	-	-	-
Nottingham	-	-	-
Reading	-	-	-
Surrey	-	-	-
Sussex	-	-	-
Warwick	-	-	-
York	-	-	-

*National Student Survey results for Imaginative Writing: 2009 and 2008 (2008 figures in brackets). No figures for UEA are published for 2008.*

**Title:** Report on Employability, School of Philosophy  
**Date:** 18 November 2009  
**Version:** Final  
**Author:** Dr Jerry Goodenough  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

---

**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 of Arts & Humanities. 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 **HUM LTQC 2/11/09**

## **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)

The PHI Graduate Prospects Performance Indicators are disappointing when compared with the UEA average. However, it should be pointed out that the rise in the PHI PI between 2004-5 and 2006-7 was one of 25.5%, indicating a considerable improvement in the employability situation now that PHI is part of HUM. Relative graduate employability figures remain disappointing though this is partly integral to the collection method, with a cut-off point of six months post graduation being inadequate to capture the true overall performance of humanities students. Nevertheless the comparable statistics across competitor universities indicate that UEA has much room for improvement here.

Analysis of the Careers Guidance Appointments Figures indicate that a greater proportion of PHI students make Quick Query Appointments than the UEA average (135 against 11.1%) though a smaller proportion of Longer Guidance appointments (2.2% against UEA's 3.3%).

PHI's overall satisfaction statistics in the NSS have continued to rise or stay steady across the period 2007 to 2009, with a particular rise in Personal Development Satisfaction from 65% (2007) to 78% (2008) to 82% (2009), a development that should feed into improved employability outcomes.

## **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:

- 33. 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 has instituted a programme of study skill enhancement across its first year modules, including but not limited to close and analytical reading, construction of bibliographies, identification and use of online resources, writing exercises, essay writing, argument analysis and logical reasoning. Skills are reinforced at subsequent levels of study.

- 34. 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 identifying themselves as interested in further study when entering the third level of their undergraduate course can be offered tutorials exploring their options. Sufficiently well qualified and motivated students can be allowed to substitute a dissertation module for one of their level 3 taught modules, enabling them to develop the skills of independent study and research, and the writing and presentational skills necessary for study at postgraduate level.

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

The School at present has no relevant information in this field. Curriculum development and maintenance is driven by professional subject-based indicators: there is some specific alignment with the needs of higher level educational recruitment. Students are encouraged to match study skills acquired with likely demands of various professional fields (e.g. law, journalism etc). The School had not considered instituting curriculum revision solely on the basis of labour market information since this would fail to align with professional subject-based requirements for degree courses.

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

Where appropriate the School encourages and facilitates student participation in events at other institutions in order to encourage possible student postgraduate development. The School advises students – in conjunction with the Careers Centre – to monitor and make use of advertisements for placements with employers – e.g. radio Norfolk – advertised on the student Portal.

*37. 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*

The School encourages communication between the Careers Centre and students. Careers advisers attend SSLCs regularly, the existence and nature of the Careers Centre is made known to students through introductory material and at meetings in their induction period and at later induction meetings held for returning 2<sup>nd</sup> and 3<sup>rd</sup> year students. Careers material is made available to students via a number of outlets and in different formats. Relevant Careers Centre events are publicised in the School on notice boards and electronically. Academic advisers refer students to the Careers Centre.

*38. 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 advisers are made aware of the importance of such advice for students. Students are informed of the availability and importance of the various academic portfolio and CV creation facilities, such as the new CV Builder now available online via the Portal, but this is done centrally through the School rather than via individual advisers.

*39. 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 is no longer in operation. The School publicises to students the replacement CV Builder service.

**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 is presently considering plans for a more detailed induction programme for students returning for their final year. Such a programme would include a strong emphasis upon employability outcomes, possible postgraduate study or further training, with students advised of opportunities and able to discuss them with both academic advisers and representatives of the Careers Centre. (This would be part of a wider programme for inducting and upgrading students at various points in their academic progress through the School.)

# Appendix 1

Employment of UEA Graduates 2005-6 by School of Study  
(including percentage unemployed and percentage contribution to institutional total)



School	Status	Employed	Further Study	Not Available	Unemployed	% Unemployed	Unknown	Total	Known	% UEA Unemployed
AHP	FTUG	57	0	2	8	11.9%	9	76	67	7.7%
AHP	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
AHP	FTPG	15	1	0	1	5.9%	2	19	17	4.5%
AHP	PTPG	10	1	0	0	0.0%	5	16	11	0.0%
AHP	<b>Total</b>	<b>82</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>9.5%</b>	<b>16</b>	<b>111</b>	<b>95</b>	<b>7.0%</b>
AMS	FTUG	47	14	5	1	1.5%	13	80	67	1.0%
AMS	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
AMS	FTPG	1	0	0	0	0.0%	2	3	1	0.0%
AMS	PTPG	0	0	0	0	0.0%	0	0	0	0.0%
AMS	<b>Total</b>	<b>48</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>1.5%</b>	<b>15</b>	<b>83</b>	<b>68</b>	<b>0.8%</b>
ART	FTUG	14	11	4	2	8.5%	21	52	31	1.9%
ART	PTUG	1	1	2	0	0.0%	2	6	4	0.0%
ART	FTPG	7	4	0	1	8.3%	7	19	12	4.5%
ART	PTPG	1	0	0	0	0.0%	1	2	1	0.0%
ART	<b>Total</b>	<b>23</b>	<b>16</b>	<b>6</b>	<b>3</b>	<b>6.3%</b>	<b>31</b>	<b>79</b>	<b>48</b>	<b>2.3%</b>
BIO	FTUG	41	20	3	8	11.1%	35	107	72	7.7%
BIO	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
BIO	FTPG	23	11	0	2	5.6%	17	53	36	9.1%
BIO	PTPG	2	0	0	0	0.0%	0	2	2	0.0%
BIO	<b>Total</b>	<b>66</b>	<b>31</b>	<b>3</b>	<b>10</b>	<b>9.1%</b>	<b>52</b>	<b>162</b>	<b>110</b>	<b>7.8%</b>
CAP	FTUG	17	4	2	1	4.2%	5	29	24	1.0%
CAP	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
CAP	FTPG	3	1	0	2	33.3%	10	16	6	9.1%
CAP	PTPG	0	0	0	0	0.0%	0	0	0	0.0%
CAP	<b>Total</b>	<b>20</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>10.0%</b>	<b>15</b>	<b>45</b>	<b>30</b>	<b>2.3%</b>
CCE	FTUG	0	0	0	0	0.0%	0	0	0	0.0%
CCE	PTUG	0	0	1	0	0.0%	0	1	1	0.0%
CCE	FTPG	0	0	0	0	0.0%	0	0	0	0.0%
CCE	PTPG	0	0	0	0	0.0%	0	0	0	0.0%
CCE	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0.0%</b>
CMP	FTUG	65	10	6	18	18.2%	34	133	99	17.3%
CMP	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
CMP	FTPG	14	6	0	0	0.0%	8	28	20	0.0%
CMP	PTPG	2	0	0	0	0.0%	3	5	2	0.0%
CMP	<b>Total</b>	<b>81</b>	<b>16</b>	<b>6</b>	<b>18</b>	<b>14.9%</b>	<b>45</b>	<b>166</b>	<b>121</b>	<b>14.0%</b>
DEV	FTUG	33	7	0	5	11.1%	14	59	45	4.8%
DEV	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
DEV	FTPG	28	2	0	2	6.3%	23	55	32	9.1%
DEV	PTPG	1	0	0	0	0.0%	1	2	1	0.0%
DEV	<b>Total</b>	<b>62</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>9.0%</b>	<b>38</b>	<b>116</b>	<b>78</b>	<b>5.4%</b>
EAS	FTUG	0	0	0	0	0.0%	0	0	0	0.0%
EAS	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
EAS	FTPG	0	0	0	0	0.0%	0	0	0	0.0%
EAS	PTPG	1	0	0	0	0.0%	0	1	1	0.0%
EAS	<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0.0%</b>
ECO	FTUG	30	3	4	1	2.6%	20	58	38	1.0%
ECO	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
ECO	FTPG	7	4	0	1	8.3%	2	14	12	4.5%
ECO	PTPG	3	0	0	0	0.0%	1	4	3	0.0%
ECO	<b>Total</b>	<b>40</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>3.8%</b>	<b>23</b>	<b>76</b>	<b>53</b>	<b>1.6%</b>
EDU	FTUG	0	0	0	0	0.0%	0	0	0	0.0%
EDU	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
EDU	FTPG	278	1	5	4	1.4%	34	322	288	18.2%
EDU	PTPG	38	2	0	0	0.0%	17	55	38	0.0%
EDU	<b>Total</b>	<b>314</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>1.2%</b>	<b>51</b>	<b>377</b>	<b>326</b>	<b>3.1%</b>
ENV	FTUG	81	15	3	5	4.8%	18	122	104	4.8%
ENV	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
ENV	FTPG	37	0	0	2	5.1%	7	46	39	9.1%
ENV	PTPG	1	0	0	0	0.0%	0	1	1	0.0%
ENV	<b>Total</b>	<b>119</b>	<b>15</b>	<b>3</b>	<b>7</b>	<b>4.9%</b>	<b>25</b>	<b>169</b>	<b>144</b>	<b>5.4%</b>
FTV	FTUG	29	7	4	4	9.1%	12	58	44	3.8%
FTV	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
FTV	FTPG	8	4	2	1	6.7%	4	19	15	4.5%
FTV	PTPG	3	1	0	0	0.0%	0	4	4	0.0%
FTV	<b>Total</b>	<b>40</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>7.9%</b>	<b>16</b>	<b>79</b>	<b>63</b>	<b>3.9%</b>
HIS	FTUG	55	27	11	3	3.1%	32	128	96	2.9%
HIS	PTUG	2	1	0	0	0.0%	5	8	3	0.0%
HIS	FTPG	18	5	2	3	11.5%	5	31	26	13.6%
HIS	PTPG	9	2	0	0	0.0%	4	15	11	0.0%
HIS	<b>Total</b>	<b>82</b>	<b>35</b>	<b>13</b>	<b>6</b>	<b>4.4%</b>	<b>46</b>	<b>182</b>	<b>136</b>	<b>4.7%</b>
LAW	FTUG	49	49	10	5	4.4%	65	178	113	4.8%
LAW	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
LAW	FTPG	10	13	0	0	0.0%	29	52	23	0.0%
LAW	PTPG	24	0	0	0	0.0%	7	31	24	0.0%
LAW	<b>Total</b>	<b>83</b>	<b>62</b>	<b>10</b>	<b>5</b>	<b>3.1%</b>	<b>101</b>	<b>261</b>	<b>160</b>	<b>3.9%</b>
LIT	FTUG	63	20	7	10	10.0%	44	144	100	9.6%
LIT	PTUG	1	0	1	1	33.3%	1	4	3	50.0%
LIT	FTPG	43	4	2	2	3.9%	19	70	51	9.1%
LIT	PTPG	10	1	0	0	0.0%	3	14	11	0.0%
LIT	<b>Total</b>	<b>117</b>	<b>25</b>	<b>10</b>	<b>13</b>	<b>7.9%</b>	<b>67</b>	<b>232</b>	<b>165</b>	<b>10.1%</b>
LLT	FTUG	27	14	2	0	0.0%	21	64	43	0.0%
LLT	PTUG	0	0	0	0	0.0%	0	0	0	0.0%
LLT	FTPG	4	1	0	0	0.0%	5	10	5	0.0%
LLT	PTPG	1	0	0	0	0.0%	0	1	1	0.0%
LLT	<b>Total</b>	<b>32</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>26</b>	<b>75</b>	<b>49</b>	<b>0.0%</b>

UEA Graduate Prospects Performance Indicator\*  
by School 2002-2007



PROVISIONAL FIGURES SUBJECT TO REVISION

School	2002-3	2003-4	2004-5	2005-6	2006-7
ALL					76.6
ALL UG					73.1
ALL UG FT	65.9	68.1	68.0	71.0	71.6
ALL UG PT					94.1
ALL PG					86.9
ALL PG FT					85.5
ALL PG PT					94.3
AHP	98.6	96.8	89.5	57.9	81.3
AMS	NA	NA	50.9	67.7	53.1
ART	61.0	43.2	47.1	67.7	46.2
BIO	65.3	61.5	64.0	64.9	67.1
CAP	NA	NA	NA	NA	NA
CCE	NA	NA	NA	NA	NA
CHE	61.1	82.9	66.0	65.2	73.3
CMP	66.7	67.5	75.0	78.0	74.3
DEV	51.2	69.6	53.7	56.3	46.9
DRA	NA	NA	NA	NA	64.3
EAS	51.3	51.7	NA	NA	NA
ECO	NA	NA	80.0	77.1	72.0
EDU	NA	NA	NA	NA	NA
ENV	67.4	70.7	70.9	69.8	66.2
FTV	NA	NA	65.9	44.2	71.4
HIS	54.6	65.1	51.8	65.2	55.8
LAW	79.5	69.7	79.3	80.8	78.5
LCW	NA	NA	58.6	61.8	68.3
LLT	66.7	48.1	39.4	63.6	62.0
MED	NA	NA	NA	NA	97.1
MTH	59.6	69.4	69.4	68.8	72.1
MUS	71.4	81.3	82.4	84.2	69.2
NAM	98.3	96.3	98.8	95.2	95.6
NBS	52.3	70.3	67.2	79.1	69.8
PHA	NA	NA	NA	NA	91.4
PHI	NA	NA	45.5	55.0	57.1
PSI	NA	NA	56.1	60.3	57.7
PSS	56.8	74.0	49.1	54.0	60.0
SOC	47.8	51.7	NA	NA	NA

\*Percentage of full time first degree graduates who were available for work and in graduate-level or graduate-track work or study six months after graduation. Absolute figures will not be exactly comparable with other league tables owing to differences in source data, subject coding and PI algorithms. Trends are reliable, though small data sets may fluctuate greatly.

Source: Compiled from UEA Destinations of Leavers from Higher Education (DLHE) surveys, 2002-2007

Relative graduate employability prospects by subject  
(as interpreted by The Good University Guide)



School	Subject in Times Good University Guide	Graduate Prospects#													
		UEA			Change	Essex	Exeter	Lancaster	Leicester	Nottingham	Reading	Southampton	Sheffield	Sussex	Warwick
		2006	2007	2008											
AHP	Other Subjects Allied to Medicine	96	97	95	▼-2					88	86	85	74		48
AMS	American Studies	35	35	40	▲+5			50	55	50	30		65	50	40
ART	History of Art, Architecture & Design	40	39	40	▲+5	65			55	50	40	60		55	65
BIO	Biological Sciences	60	62	64	▲+2	63	58	62	65	63	60	55	69	70	63
CHE	Chemistry	60	70	72	▲+2				76	75	82	84	78	76	72
CMP	Computer Science	54	58	62	▲+4	69	68	72	72	74	73	83	76	73	76
DEV	(See Economics and Geography)														
ECO	Economics	45	42	54	▲+12	64	70	64	62	78	64	68	56	66	86
EDU	Education	\$	\$	\$			73	49	\$	\$	95	\$	\$	\$	85
ENV	Geography	70	69	56	▼-13		54	52	54	66	59	68	64	59	
FTV	Communication & Media Studies	\$	\$	43		38		50	53				68	52	36
HIS	History	48	51	48	▼-3	51	58	44	54	60	45	54	62	60	64
LAW	Law	72	67	68	▲+1	73	81	66	75	81	77	73	77	61	79
LIT	Drama, Dance & Cinematics	35	42	48	▲+6	72	48	80		48	38	60			62
	English	40	41	48	▲+7	58	57	54	61	65	49	62	62	55	71
LLT	Linguistics	50	55	45	▼-10	70		60			45		65	50	60
	German	45	55	60	▲+5		55	70		70	55	75	65	60	70
	French	45	48	52	▲+4		64	66	54	64	62	68	60	56	66
MED	Anatomy & Physiology	100								74		74	66	64	
	Medicine								99	100		100	99		100
MGT	Accounting & Finance	55	62	66	▲+4	62	72	64		82	76	74	70		80
	Business Studies	46	55	63	▲+8	71	68	69	61	72	66	59	62		75
MTH	Mathematics	54	56	60	▲+4	52	64	64	72	68	70	70	66	68	74
MUS	Music	\$	76	76	►=0			70		70		66	76	62	72
NAM	Nursing									97		99	100		100
PFI	Philosophy	45	40	42	▲+2	46	46	44		60	46	60	46	48	62
PSI	Politics	35	44	48	▲+4	54	62	52	56	62	48	52	56	68	70
	Sociology	35	40	42	▲+2	60	44	46	60	52	52	52	52	56	66
SWK	Social Work							90				96			
	Psychology					56	61	53		64	50	52	43	60	60
Institution		54.2	58.8	59.3	▲+0.5	63.7	65.8	61.2	64.8	70.4	64.5	67.7	70.5	61.8	73

Notes:

# = Graduate Prospects is the percentage of graduates from FT UG courses in 'graduate-level' occupations (including further study) six months after graduation 'adjusted to account for subject mixes'.

\* = Not included in current GUG tables.

\$ = Included in current GUG tables, but no Graduate Prospects figure provided.

Red = Warning where competitors out-perform UEA departments, or negative change.

Green = Where UEA department out-performs competitor institutions, or positive change.

Sources:

Bernard Kingston, The Good University Guide (<http://www.thegooduniversityguide.org.uk>) 2008 results based on 2004-5 data.

John O'Leary, Andrew Hindmarsh, Bernard Kingston, The Times Good University Guide 2007 (Times Books 2006) based on 2003-4 data.

John O'Leary, Andrew Hindmarsh, Bernard Kingston, The Times Good University Guide 2006 (Times Books 2005) based on 2002-3 data.

Quick Query careers guidance appointments by school 2005-6



Week	AHP	AMS	ART	BIO	CAP	CMP	DEV	EAS	ECO	EDU	ENV	FTV	HIS	LAW	LIT	LLY	MED	MGT	MTH	MUS	NAM	PHI	PSI	PSS	JIC	Grad	Staff	Other	TOTAL		
2005-1																															
21		3	1	5			1	5		3		6		4	4	4	2	1	3	2			6	5	2		1	1	2	62	
22		2	4	4	1	4	4	1	6	1	3			4	7	5	1		3	3			4	4	7			1	71		
23		4	7	5	3	2		2	1	3	1	5	8	5	2		7	3	1				5	3					2	63	
24		3	1	2	2	7	4	1	4		1	1	2	7	6			7	1	1	3		1	3	5			4	54		
25		1		5	3	1	3		2			6	1	4	9	4			5	6	1	1	1	5		1	1	1	57		
26		2	3	1	3	2	2		2		2	6	1	5	2	2		13	1	1	1	2	3					2	73		
27		1	1	3		2	5	1	2		2	5	7	2				5	3		1	2	4			1	1	4	44		
28		1	1			1	3		4	2	1	3	2	7	5	1		5	2			1	1	3	1			2	43		
29		3	2	5		3	1		1		3	1	2	5	5			6	3					1				1	38		
30		2	1	3		1	2		3	1	3	1	5	4	3	4			6	2	1			4	4	1		1	50		
31	1			1		1	2	5	2		1			5	5	1		1	5			1		6			1	2	37		
32				2		3	1	1		1	1	1	2	4			2	1	3	4	1			3			1	2	34		
33							1						1	1				1					1					1	4	6	
34							1	1						1	2								1					1	1	7	
35	2			1	1									1	1									1	1				1	6	
36		2		4		1	4		2		4	1	1	11	5	2			2	2			1	6	2				47		
37		1	1	2	3	1	3		3	2	4	1	3	6	3	1		4	1				1	3		1			43		
38		1	1	2	1	5	3		3	2	4	2	5	6	4	1		2	1				1	5	2		1		41		
39	1		1	1	1	1	2	1	1		2	1	3	6	2	2		3	2				2	2					38		
40	1		1	2		1	1		1		2	3	3	3	1			3	4					3	3				38		
41											6		7	7	1	1		3	2	1	1		5			1		1	28		
42		1	3		2	1	1	1	1	1	1	1	1	6	2	1		2	1			1	1						26		
43		1	2	1	1	1	2		6		4		1	2	2	1		1	1			1	23	1		1		1	48		
44	3		1	1	1	1	2		3		3	1	1	4	2			1	1				1	2				1	24		
45			3	1		1	1		3		2	1	1	2	4			6	4			2	1	2			1	1	2	33	
46				2	1	1	1	1	1	1	1	1	1	2	2			6	1			1	1			2			25		
47	1	2		1		1	2		2	2	4		1	4	1			3					1	1					28		
48			1			1	1	1			2			1				1					1	1					7	6	
49																														1	7
50				1			1				1				1								1							6	
51				1			1								1								1							6	
52				2			1				1			1	2	1		1	1				1						1	3	13
53				1	1		2		1	1	3		1	3	1			1	1				1	2					1	2	20
Total	25	39	17	85	27	64	61	18	60	16	93	23	85	179	112	38	7	154	64	7	12	29	132	54	8	21	0	42	1398		
School	475	434	244	670	581	588	415	365	675	669	248	573	742	701	305	660	674	236	101	2538	223	531	601						12543		
Percentage	4.3%	9.0%	7.0%	12.7%	4.6%	10.9%	19.5%	15.9%	2.4%	13.9%	9.3%	14.0%	24.0%	16.0%	12.7%	1.0%	17.6%	26.9%	6.9%	0.5%	13.0%	24.9%	9.0%						11.1%		

Careers Adviser longer guidance appointments by school 2005-6



Week	AHP	AMS	ART	BO	CAP	CMP	DEV	EAS	ECO	EDU	EWV	FTV	HIS	LAW	LIT	LLY	MED	MGY	MTH	MUS	NAM	PHI	PSI	PSS	IFR	JIC	Grad	Staff	Other	TOTAL	
2005-1				1										1						1										2	
2			1		1		3	1												1			1	1	1					10	
3						1							2	1	1	2				1							1	1	1	12	
4				2										1	1					1										3	10
5													1	4													2	2		13	
6	1	2		1			1	1				3		4					3	1				1	1	1	1	1	1	18	
7						2			1		5			5	1								1	1	1		1			23	
8		1					1	2			1					1													1	3	
9		1													2		1							1					1	4	
10								1				1			3					3			1						1	11	
11			1					1				1							1	1				1	2		1	1	1	11	
12					1						1	1			2		3							1					1	10	
13			1											1																2	
14																														0	
15											1			1															1	3	
16	1			1			1							2						1						1	2		1	5	
17	2			1		1					2		4	1					2				1				4		16		
18		1		3			4		1		2		1	1					2	1				2		1	3		16		
19	1								1		2		2	5						2				1	1				1	18	
20		1		2			2	1			4		1	1						1							1	1	1	18	
21			3	1			2				1		1	4													2	1	1	18	
22	2	2	2		1	3	1				1	1		2						1			1	1	1	1	4	1	21		
23		1		2					1					1			1						1						1	9	
24				2					2		1		5	2						1		1				1	1		1	16	
25				3									2	2	1														1	10	
26	1			2							3			1										1				1	1	9	
27				1					1		2			1						1		1								6	
28				1				1						1		2														6	
29				1									1						1											3	
30																			1	1									1	3	
31	1				1				1		1					2					1				1				1	4	
32				1					1															2		1				4	
33	1									1														1						2	
34														1																1	3
35									1		1			1																1	4
36											1	1		1								1		1							5
37					2									2										1						1	2
38		1					1	1		1		1	1	1																10	
39	1						1					1		1	2									2	1					6	
40											2				1																6
41				1			1	1		2						1												1	1	6	
42											1		1												1						4
43						1					1			2		1	1	1										2	2	5	
44																															5
45	1													1													2			1	2
46														1									1							1	4
47	1																												2	2	2
48	1																														0
49																															0
50					1																		1								2
51																															0
52					1									3																	10
<b>Total</b>	<b>12</b>	<b>10</b>	<b>3</b>	<b>31</b>	<b>7</b>	<b>14</b>	<b>21</b>	<b>2</b>	<b>12</b>	<b>6</b>	<b>39</b>	<b>5</b>	<b>11</b>	<b>62</b>	<b>22</b>	<b>10</b>	<b>2</b>	<b>18</b>	<b>17</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>22</b>	<b>9</b>	<b>2</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>9</b>	<b>412</b>	
<b>School</b>	<b>AHP</b>	<b>AMS</b>	<b>ART</b>	<b>BO</b>	<b>CAP</b>	<b>CMP</b>	<b>DEV</b>	<b>EAS</b>	<b>ECO</b>	<b>EDU</b>	<b>EWV</b>	<b>FTV</b>	<b>HIS</b>	<b>LAW</b>	<b>LIT</b>	<b>LLY</b>	<b>MED</b>	<b>MGY</b>	<b>MTH</b>	<b>MUS</b>	<b>NAM</b>	<b>PHI</b>	<b>PSI</b>	<b>PSS</b>	<b>IFR</b>	<b>JIC</b>	<b>Grad</b>	<b>Staff</b>	<b>Other</b>	<b>TOTAL</b>	
Students	470	434	244	670	581	558	415		365	675	669	248	573	742	701	300	668	874	238	101	2536	223	531	601						12543	
Percentage	2.8%	2.3%	2.0%	4.6%	1.2%	2.4%	5.1%		3.3%	0.9%	5.7%	2.0%	1.9%	8.4%	3.1%	3.3%	0.3%	2.1%	7.1%	1.0%	0.2%	2.2%	4.1%	1.5%						3.3%	

**Title:** Report on Employability, Faculty of Arts and Humanities (School of Political, Social and International Studies)  
**Date:** 18 November, 2009  
**Version:** Final  
**Author:** 18 November, 2009  
**Circulation:** Learning and Teaching Committee – 9 December 2009  
**Agenda:** HUM LTQC 2 December 2009

**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 the School of Political, Social and International Studies within the Faculty of Arts and Humanities. 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: HUM LTQC

## **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)

See Appendix 1

## **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:

40. 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

Opportunities for students to gain practical insights from academic study are summarised below and described under the relevant questions applicable to the University's Employability Strategy.

- Parliamentary Research Internships (6-8 students a year) and Advertising Internship
- Field trips and visits
- Workshops, conferences and special events
- Guest lectures from practitioners
- Work shadowing scheme – undertaken this year in Local Government module as a pilot scheme.
- Careers advice as an integral part of module content
- Assessment methods to enhance the development of transferable skills such as project work including managing and developing collaborative research, and analytical, presentational and debating skills as a feature of module participation and research seminars. The writing of 'research reports' is used in assessment in some modules (e.g. British Politics; Whitehall; Localism and local Govt.

41. 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

- Teaching of research skills and methods (dedicated modules such as 'Methods of Social Research' and 'Researching without Numbers' but research skills are also imbedded in most level three modules. The Dissertation module has training on research.
- Parliamentary and other research internships: students here receive close supervision from a member of Faculty. Many of these have opened up career opportunities in politics-related work.
- Work shadowing in local government is linked to teaching on local government module
- Annual field trip to visit EU and NATO institutions, including European Parliament, European Commission and NATO, which is of particular benefit to students of international relations, and of European Studies, giving real worlds insights into

<p>working in international organisations and offering many networking opportunities.</p> <ul style="list-style-type: none"> <li>- Workshops, conferences and special events such as a 'Working in Politics Day' (now annual) and research conferences</li> <li>- A special conference is provided for MA students on moving forward to Ph.D. research with input from Ph.D students</li> <li>- Teaching of research skills and methods is an integral part of postgraduate taught courses.</li> </ul>
<p>42. To take account of relevant labour market information and employers' views in the process of curriculum review and development</p> <p>We have not done this.</p>
<p>43. To seek to increase appropriate assessed work placements, work-based learning, project work with employers/external bodies and/or employer contributions within their curricula</p> <p>Internships are currently being arranged as part of a new module on Practical Media, for example with the BBC.</p> <p>There are opportunities for extending the scope of the Parliamentary Research Internship scheme to other areas of government or suitable pressure groups..</p> <p>Work shadowing has recently been established for students of local government studies at Norfolk County Council. We hope to extend this to other local authorities and agencies.</p> <p>We will explore the possibility of shadowing and short term internships with EU institutions and MEPs.</p> <p>We will examine the scope for extending field visits as part of a Teaching Research Proposal which if approved would examine the precise benefits to student employability of focused visits to potential employers or sectors.</p>
<p>44. To encourage their students to see the benefits of early career planning and facilitate their relationships with the Careers Centre by:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for careers advisers to communicate with students through tasks, workshops and the display of posters and other printed materials</li> <li>• Actively promoting relevant Careers centre events (central workshops, careers fairs etc) to their students</li> <li>• Referring students with concerns about their future careers and/or finding part-time work to the Careers Centre</li> </ul> <p>We are planning to set up a Summer 2010 programme of 'real world' experience for 1<sup>st</sup> and 2<sup>nd</sup> year students to gain experience through work shadowing and carrying out project work requiring interaction with employers and others.</p> <p>A 'Working in Politics day has been a feature of careers support for several years. From 2010 it will become an annual event and be extended to other Schools with PSI acting as lead. Streams within the Day are likely to include working in the media, public services, and others.</p> <p>Information on Careers Centre events is circulated by email to all students and displayed on Notice Boards.</p>
<p>45. 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</p> <p>As part of the new module on Localism and Local Government all students were asked to</p>

prepare a CV. This is a pilot scheme. Some of the essay and seminar discussion questions gave students the opportunity to research career opportunities. We will review its benefits with the Careers Centre and consider how this might be extended to other modules.

A representative of the Careers Centre comes to the School Board on an annual basis to present a report and answer questions.

From 2010 six large modules will include a short presentation and discussion around Week 9 or 10 lead by a person from the Careers Centre.

This year a dedicated general meeting for level 3 undergraduate students was held on the transition to level three work and as part of this the Director of the Careers Centre gave a short address.

The Teaching Director has emailed advisers to encourage students to use 'CV Builder'.

46. 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/>)

PSI School Management in December, 2009 will consider measures to promote student employability and how Advisers can contribute.

### **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.

#### **Field trips, visits and guest lectures by practitioners**

Field trips and guest lectures can extend the student experience beyond academic study in the classroom. They are not as intensive as internships or work shadowing but provide scope for larger numbers of students to gain real world insights and to relate academic study to employers, institutions and careers as well as presenting networking opportunities.

In 2009 the field trip to Brussels was partly funded by the Alumni Association and students were able to meet 20 former UEA students who today live and work in Brussels. Feedback analysis indicates it raise understanding and interest considerably.

Students studying Localism and Local Government have made visits to committee and panels meetings of Norfolk County Council to relate academic studies to 'real world' public policy deliberation.

The School has a large programmes of guest lectures covering international relations, local government, European studies and media studies. They introduce ideas and opportunities to explore the application of academic study with practitioner experience: last academic year, for example, the 'Media and British Politics' series, funded by the Alumni Association, had lectures from a series of high profile practitioners (e.g. head of news Radio5Live.) . Opportunities were made for speakers to meet students afterwards.

#### **Inclusion of careers advice in modules**

How studying in a module will help with career development should become an integral part of module development. Module guides include information on the development of transferable skills such as presentations, collaborative work, projects including report preparation, research and thinking skills but where possible these should be extended.

There is an annual meeting with third year students to advise on career development.

**APPENDIX 1 - Extracts from First Destination Survey of UEA Graduates  
who entered the University in 2004 and in 2005**

**Comments on PSI full-time first degree graduates destinations data for 2005-6 to 2007-8**

	2005-6		2006-7		2007-8	
		%		%		%
Employment		75.2		57.7		58.9
Education		12.9		26.9		28.4
Unemployed		5.5		5.8		6.3
Not available		6.4		9.6		6.4
<i>Unknown</i>		17.4		16.8		17.4
Total graduates	132		125		115	

Take up of higher degrees and other postgraduate courses by PSI graduates was 28.4% (26.9%), slightly higher than the figure of 23.4% (26.4%) for all UEA full time first degree UK and EU graduates. Of those whose further study destinations were known, 14 were studying for MA, 5 were taking a postgraduate teaching qualification, three were studying Law and one journalism course.

Of known PSI 2007-8 graduate destinations, 58.9% (57.7%) were in employment, lower than the 63.7% (62.4%) for all UEA full time first degree UK and EU graduates. A significant proportion entered employment related to local and central government including parliamentary assistant, county council committee assistant, political party liaison, finance analyst and project officer for Electoral Commission. Other destinations included accountant, IT consultant and jobs taken to reduce student debt and provide stepping-stones to graduate level employment including newspaper intern and events administration.

6% (6%) PSI graduates were unemployed and seeking employment/ study or training, compared with 5.3% (3.8%) for UEA.

There has been a significant improvement in 'Graduate Prospects' for PSI. This is the measure of employability defined in The Good University Guide 2010 (Times) as the percentage of graduates engaged in 'graduate level' activity including employment and further study (2010 guide uses 2006-07 and 2005-06 destinations data). The indicator for PSI is 57% (increase from 49%) for Politics and 49% (increase from 38%) for Sociology in 2005-6.

The Good University Guide 2010 (Times) ranks UEA Political, Social and International Studies 44<sup>th</sup> overall out of 69 comparable departments for Politics (a rise of eight places on the previous year) and 53<sup>rd</sup> overall out of 86 comparable departments for Sociology (a rise of twenty places on the previous year.)

For the academic year 2008-09 a team of Careers Advisers worked with the Faculty of Arts and Humanities to ensure that all students and graduates who requested individual help could receive it with minimum delay either by e-mail or in person.

**Take up by PSI students of Careers Centre facilities**

Appointments	2007-8		2008-9	
	Number	Percentage	Number	Percentage
Quick Query Short Interviews	70	14.4	94	18.1
Careers Adviser Long Interviews	22	4.5	27	5.2

Although the proportion of students using CCEN increased between 2007-8 and 2008-9, it is still only around 1 in 5 of students who use the facilities. PSI Employability initiatives in 009-10 will seek to persuade more students to drop in, to seek specialist advice and to integrate careers information into modules where appropriate.