

LTC09D041

Title: Report on Employability, Faculty of Health
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Date: 1 December 2009
Circulation: Learning and Teaching Committee - 9 December 2009
Agenda: LTC09A003
Version: Final

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 Health. 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.

To note: this report will be considered by the Faculty at FOH LTQC on 16 December 2009.

Report from AHP

This report will cover the BSc pre-registration courses in Occupational Therapy, Physiotherapy and Speech and Language Therapy and the MSc pre-registration courses in Occupational Therapy, Physiotherapy. All of these students will be seeking employment on graduation. The majority of the remaining students in AHP studying on post registration, post graduate courses will already be in employment.

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 (i.e. those entering Higher Education in 2004) and 2008 (i.e. those entering Higher Education in 2005)

Performance indicators and league tables are not supplied to AHP from the Careers Centre. In-house data is collected on first destination, see appendix 1. This is collected by the placement office through direct student contact. The majority of pre-registration students from AHP are employed in health and social care. The national employment situation has fluctuated in recent years and this is reflected in the varying success of our graduates obtaining employment, the most difficult year being 2006 for physiotherapy graduates. The school, however, has relatively high employment statistics and this continues to improve.

Statistics on the take up of the Careers Centre are not available.

From the National Student Survey (NSS) the items that might be of specific interest in terms of employability are in the personal development section. In particular, how many students feel that they can present themselves with confidence and how many feel that their communication skills have improved.

The overall student satisfaction with the courses in AHP was 80% from the NSS for 2006/07. These students had an overall satisfaction with their personal development of 83%. Within this category, 80% felt that they could present themselves with confidence and 87% felt that their communication skills had improved.

The overall student satisfaction from the NSS survey for 2007/08 graduates was 78%. This is based on a relatively low response rate (compared with HEFCE funded students) of 57%. These students had an overall satisfaction with their personal development of 88%. Within this category, 88% felt that they could present themselves with confidence and 94% felt that their communication skills had improved.

It is encouraging that there is a slight increase in the level of satisfaction in personal development from 2007 to 2008 because there are numerous opportunities for students to give presentations and to work in interprofessional teams in the school and on placement. There may be a limit, however, on attaining full satisfaction in this area. Some students remain anxious about presentations in spite of practice and support. Other students are mature and enter the course with transferable skills from previous employment and may feel that they are maintaining their skills rather than improve them.

The PTES is not sensitive enough for us to separate out pre-registration student responses from the post-registration students this year. Thus student satisfaction cannot be determined from this survey.

PART B: EMPLOYABILITY STRATEGY 2008-09:

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

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

The pre-registration, professional courses in AHP are specifically designed to qualify graduates to be employed in health and social care settings. On successful completion of the course students will be eligible to apply for registration with the Health Professions Council (HPC). The course modules are developed to meet the Standards of Education and Training (SETs) and Standards of Proficiency (SOPs) set by the HPC and this organisation approves the course on that basis. The modules also comply with the SETs laid down by the three professional bodies that accredit the programmes.

Academic learning relevant to the workplace is addressed with modules that include teaching and assessment on: human sciences, research skills, professional theories of practice and policy context. Profession-specific skills and attitudes relevant to the workplace are taught and assessed in school and on practice placements in health and social care settings. Assessments are multimodal so that students can develop experience in a range of media, which will be used in working life, such as posters, presentations, critical reviews, research proposals, practice based case studies and reflective accounts.

Students are frequently required to prepare and deliver presentations to their peers and staff throughout the academic year. They work in small groups with these tasks and often these are interprofessional. Learning also takes place in a format that is found within workplace CPD, like journal clubs and case studies.

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*

All students on the pre-registration courses complete compulsory research modules which aim to equip students to be both evidence based practitioners and producers of research. All students complete either a dissertation (BSc) or a research project (MSc).

The pre-registration courses offer an end of course conference where presentations are made by faculty and research students about current or planned research.

Close links with the Research Institutes within the Faculty of Health have increased opportunities for further study or employment. A small number of graduates have been employed as research associates or have been awarded studentships as PGR students.

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

Clinical partners in health and social care settings are consulted during course development and review in preparation for course approval or reapproval. The curriculum is developed to take into account local and national policy drivers. For example, the BSc OT and PT third year includes teaching that follows Lord Darzi's identification of eight work streams for the delivery of healthcare.

The commissioning of courses by the Strategic Health Authority takes into account workforce needs across the region.

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*

All students on pre-registration courses have to successfully complete placements in health,

social care or role emergent (non-traditional) placements in order to be awarded the degree and to be eligible for HPC registration. For some students this also includes elective placements in a professional area of practice and geographical location of the students' choice. The total number of placement hours to be completed is determined by the professional body for each profession. The College of Occupational Therapists and the Chartered Society of Physiotherapists require 1000 hours of placement. The Royal College of Speech and Language Therapists require 525 hours.

A faculty member visits every placement, apart from the elective and introductory, while the student is working there. Student progress is discussed and there is an opportunity for liaison between faculty members and the clinical partners. For students that are failing, a member of faculty will normally visit to participate in the final marking of the placement.

Teaching and assessment across the curriculum makes strong theory practice links and a number of written assessments are based on workplace experiences. External examiners have commended AHP for this aspect of the teaching.

A small number of teaching sessions are delivered by clinical partners working in specialist or role emergent fields. Some service users are also involved in a few teaching sessions.

In the final year of the pre-registration programmes some of the previous year's graduates come and talk to the students about life at the coal-face. The Health professions council and professional bodies also talk to students about professional life. SLT managers also talk about their perspective on working in different clinical areas and there is a session with a manager dealing with applications and interviews.

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*

The Careers Centre is used to provide teaching sessions within the curriculum, for example, writing CVs, interview skills and mock interviews. The Careers Centre also provides resources that are used on BlackBoard. Students attend the Careers Centre on an individual basis for interview practice and work on their CVs.

There is variation in how aware advisors in AHP are of the Careers Centre and what they can offer individual students.

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

The pre-registration courses are required by the HPC to teach reflective practice, continued professional development (CPD) and the development of a CPD portfolio that mirrors that of a qualified practitioner and is mandatory for professional registration. Students learn the skills of reflective practice within the interprofessional modules in the school. This is assessed through formative and summative written assessments and in practice placements. Students are required to meet with their advisor in timetabled sessions throughout the year to monitor engagement in CPD. The final year assessment in the occupational therapy and physiotherapy BSc programmes is based on the HPC audit of qualified staff.

Numerous opportunities are offered to students for CPD that will enhance their portfolio (and therefore their CV). Examples are: working with faculty on open days, being a mentor to new students, attending conferences and being a student representative.

Students at AHP have entered the school with a specific career plan in their chosen profession. The course is designed to nurture these plans and give the students direction through the use of a research active and subject specialist faculty. Many new graduates enter a rotational scheme for their first post that offers a variety of career development opportunities in the first stage of someone's career.

A majority of advisors within AHP offer advice with job applications, CV writing and interview preparation. In the third year of the BSc programme students are reminded by email to speak with their advisors or use the Careers Centre if they need help.

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/>)*

UEA's APD resource is not used because of the CPD and portfolio requirements of the Health Professions Council.

Teaching staff are required to be registered with the HPC and, as a condition of that registration, maintain their own CPD and keep a record of it. They can be selected by the HPC for an audit of their CPD records.

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 integration of continuing professional development, including reflective practice, throughout most aspects of the curriculum is a particular strength of the pre-registration courses.

AHP is increasingly developing role emergent placements that sit outside of the traditional health and social care provision. There is a policy in place to manage these placements because usually they do not employ an AHP and distance supervision is provided. Role emergent placements are well established for occupational therapy students and the school is committed to increasing this type of placement for all its students. To reinforce this entrepreneurial approach to employment a session is held with MSc occupational therapy students looking at vacancies in the newspaper for roles that are not obviously for AHPs, but might still be suitable employment. The SLT final year students receive a talk about PGCE options in EDU. This kind of initiative can be developed further.

Awareness of the resources offered by the Careers Centre needs to be raised amongst some advisors in AHP.

Proposed developments: A careers fair for health is being explored with the Careers Centre.

Report from MED

This report covers the MB/BS programme:

Our 2007 graduates entered the University in 2002 and our 2008 graduates entered in 2003. The students who entered in 2004 and 2005 are still in the system. All of our students from the first and second cohorts got F1 jobs in the NHS. I am not sure that the first destination survey is sent to them.

Since our whole course is directed at employability (employability in the NHS actually features in our aims and objectives). We do not hold any extra events. We do encourage the students to attend careers fairs at NNUH but this is to do with them choosing where they want to go not making them fit for employment.

The course was approved by the GMC as a preliminary medical qualification under the Medical Act on 2 May 2007.

Report from NAM

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)

- No data on first destination of UEA/NAM graduates was received by the School so it is difficult to provide a commentary on this.
- As with the above, no data on take-up of Career Centre facilities is available. However anecdotal evidence suggests that very few of NAM's students access these facilities.
- The School did not achieve the necessary response rates in the National Student Survey for 2007 and 2008, so there is no data on which comments can be made on.

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*

All courses in the School enable the students to develop subject specific and transferrable skills. In addition, the use of enquiry-based learning is a teaching and learning strategy enables students to develop a range of transferrable skills eg working in groups, presentation skills, time management and prioritisation of work.

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*

The School has a significant teaching contract with the Strategic Health Authority and this means that graduates of the School have access to further study after they have gained employment in NHS Trusts locally.

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

Employers play a crucial role in all course development and work closely with the School to ensure that graduates of the School are fit for purpose and meet employers needs. This mechanism has been very useful and productive and it will continue to remain in place.

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*

Work placements form a significant part of all NAM's courses. These placements and workplace experiences can be up to 50% of the course. During these placements students

are assessed by mentors who have been prepared for this role by NAM staff.

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*

Because of the nature of the courses provided in NAM, students are prepared for a specific profession and the whole course is about preparing them to be fit for the purpose of the profession.

Students in the School are aware of the facilities offered by the Careers Centre and access them as necessary. Staff from the Careers Centre has provided sessions on CV building and interviewing skills to groups of students as well as to individual 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*

During NAM's courses, students have to develop a portfolio of learning and within it they are required to reflect upon their skills development. Inevitably, they tend to focus on their acquisition of profession-specific skills, although they are encouraged to reflect on their transferrable skills as well. These portfolios are assessed summatively by Academic Advisers at progression points in the course.

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/>)*

Staff from the Careers Centre are invited to the Student Council where they are available to present the services available.

I note that the APD resource is no longer in use and it has been replaced by the CV Builder module instead.

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.

School of Allied Health Professions - First Destinations 2005 - 2008

	Therapist / NHS / local		Therapist / non NHS / local		Therapist / NHS / not local		Therapist / non NHS / not local		Healthcare (not therapist)		Employment outside Healthcare		Further Study		Unemployed / seeking work		Travelling		Unknown		Total	
Leavers July '04																						
BSc OT	27	57.5%	-	-	17	36%	-	-	-	-	-	-	1	2%	-	-	-	-	2	4.5%	47	100%
BSc PT	27	59%	-	-	17	37%	-	-	-	-	2	4%	-	-	-	-	-	-	-	-	46	100%
Leavers July '05																						
BSc OT	13	37%	3	8.6%	-	-	14	40%	-	-	1	3%	-	-	-	-	-	-	4	11.4%	35	100%
BSc PT	23	50%	-	-	-	-	17	37%	-	-	2	4.3%	-	-	3	6.5%	-	-	1	2.2%	46	100%
Leavers Feb '06																						
MSc PT	1	6%	1	6%	11	65%	1	6%	1	6%	-	-	1	6%	1	6%	-	-	1	6%	17	100%
Leavers July '06																						
BSc OT	7	21%	-	-	11	32%	-	-	5	15%	3	9%	-	-	-	-	-	-	8	23%	34	100%
BSc PT	4	10%	1	2.5%	8	19%	1	2.5%	8	19%	9	21%	-	-	8	19%	-	-	3	7%	42	100%
Leavers Feb '07																						
MSc PT	3	16.5%	2	11%	2	11%	1	5.5%	1	5.5%	-	-	-	-	4	22%	1	5.5%	4	22%	18	100%
MSc OT	6	40%	2	13%	1	7%	1	7%	2	13%	-	-	-	-	2	13%	-	-	1	7%	15	100%
Leavers July '07																						
BSc OT	15	37%	4	10%	5	12%	3	7%	1	2.5%	-	-	3	7%	3	7%	1	2.5%	6	15%	41	100%
BSc PT	12	23%	3	6%	17	33%	1	2%	1	2%	5	10%	-	-	7	14%	1	2%	4	8%	51	100%
BSc SLT	9	50%	1	6%	4	22%	-	-	-	-	-	-	-	-	4	22%	-	-	-	-	18	100%
Leavers Feb '08																						
MSc PT	4	25%	1	6%	5	31%	-	-	-	-	-	-	-	-	2	13%	1	6%	3	19%	16	100%
MSc OT	9	60%	-	-	5	33%	-	-	1	7%	-	-	-	-	-	-	-	-	-	-	15	100%
Leavers July '08																						
BSc OT	21	49%	3	7%	7	16%	2	5%	1	2%	-	-	1	2%	3	7%	-	-	5	12%	43	100%
BSc PT	26	57%	3	7%	14	30%	1	2%	-	-	-	-	-	-	-	-	-	-	2	4%	46	100%
BSc SLT	12	55%	-	-	2	9%	-	-	-	-	2	9%	1	4%	3	14%	-	-	2	9%	22	100%

Local = the East of England Strategic Health Authority area. (Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk, & Suffolk)