

Summary of Business for
Academic Board



Title	Employment Aspiration Strategy E3
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Status	Freely Available
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Summary	<p>This links to three parts of the College strategy around education and student experience</p> <ol style="list-style-type: none"> 1. 2.4 Provide students with the opportunity to undertake work experience through internships and placements at home and abroad. 2. 3.3 Provide opportunities for students to enhance their skills and knowledge that are relevant to the labour market and wider society through extra-curricular opportunities. 3. 3.4 Provide proactive and supported careers advice to enable the future employability of our graduates in the globally competitive knowledge economy. <p><i>The strategy brings together the campus resources to create a stepped approach E3 which allows students to see how to tackle employability preparation through a series of stages. It is largely based on current activity. Consultation has taken place via Employability Working Group (including associate deans (education), faculty reps, SU, careers, volunteering, alumni relations and RH 100 and Faculty Boards.</i></p>
Paper referred from	Faculty Boards
Recommendation	Academic Board is asked to approve the strategy

Strategic Context- How the careers and employability agenda is changing in 2018

The shift from DLHE to Graduate Outcomes

The shift to the 15 months out, centralised Graduate outcomes collection with a focus on subjective Graduate Voice necessitates the articulation of a memorable, institution-wide careers achievement framework. This will help to ensure not only that our graduates achieve good graduate outcomes but also that they credit their Royal Holloway experience appropriately for that achievement.

TEF/OfS focus on Segmented Student Populations

Across the Sector BAME/WP/Female students perform less well in graduate outcome measures and various analyses of the DLHE outcomes have indicated Royal Holloway is no exception to this national trend. The move of the central Careers & Employability Service to the Emily Wilding Davison Building has improved the accessibility and inclusivity of centralised Careers & Employability interventions so that Careers & Employability usage is now proportionate for WP (5%) and BAME (36%) populations, though there is a 7% difference in favour of female students.

However our new annual Careers Registration data shows that our WP students often have lower levels of career readiness, and therefore face a greater challenge to achieve good graduate outcomes, and thus proportionate usage is not enough. The next step is to improve the equity of graduate learning and career gain by the development of targeted interventions whose impact we can measure at the annual careers registration survey point as well as in the eventual Graduate Outcomes survey from 2020 onwards.

Changing student expectations

As articulated at the RH100 session on 16/1/18 (see also Appendix 1)

- Clear engagement with the careers & employability offer is a key part of student experience
- Strong endorsement of the proposed 3-stage framework of career development
- Strong expectation of both face-to-face support (63.5% overall, 54.8 %-81% by topic) and digital engagement (overall 60.7%, 42.9%-73.8% by topic) from the centralised Careers and Employability provision
- Strong enthusiasm for more careers content in regular personal tutor meetings (46% overall, 21.4%-71.4% by topic)
- Strong enthusiasm for career enhancing electives in academic departments but less enthusiasm for compulsory content in the core curriculum (58.3% v.37.8%)
- Expectation for support for evaluation of careers options as high as expectation of skill development. (51.7% v.53.2%)
- New expectation for coaching on career confidence and resilience (46.8%)

- Wish for central online platform listing all skills development activities

Draft Royal Holloway Career Aspiration Strategy: E³

The purpose of this strategy is to support students at all levels to clarify their career options and be best prepared for their career aspirations by drawing upon the resources that sit within and beyond Royal Holloway.

The strategy has five main purposes:

1. To implement a staged approach to careers development for students to enable them to prepare best for their aspirational careers;
2. To bring together College services and support to create a coherent careers achievement plan;
3. To enable students to recognise and articulate the graduate attributes they have gained through their time at College;
4. To enable all Royal Holloway departments to be within the top quartile of their discipline for employability in the Graduate Outcomes methodology;
5. By monitoring outcome data and learning gain, ensure that the schemes we implement are successful for all students.

The scheme E³ draws upon a three-stage approach, which can be undertaken at any point of study. These stages encourage students to reflect on their motivations, strengths and interests, consider the development they need to achieve their career plans, and finally, compete effectively for opportunities for their career pathway.

Specific details the 3 stages are:

1. **Evaluate** – students will be encouraged through structured personal tutor and Careers & Employability meetings to reflect on their career motivations and interests and evaluate their skills and strengths.
2. **Explore** – through Careers and alumni events, conversations with lecturers and by undertaking research, students will be encouraged to explore their interests and understand more about the labour market for their field.
3. **Enact** – students develop a feasible career plan, develop their portfolio of skills and contacts and apply for employment/postgraduate study, understanding that this takes resilience and time.

The scheme E³ will be delivered through a variety of agencies, for example:

- Academic Departments
- Careers and Employability Service
- Directorate of Academic Services
- Student Life
- Alumni
- Employers
- Students Union

Outline of Careers Aspiration Strategy and illustrative mapping of existing and proposed institution-wide careers and employability development activity with KPIs (staff-facing version)

Stage 1 Develop and EVALUATE	Performance Indicator	
<p>Includes: In-degree & co-curricular developmental activities</p> <p>Prompts to student self-evaluation of value, interests, motivations and skills</p> <p>Development of confidence and resilience</p> <p>RH100 sample questions</p> <p><i>What do I enjoy?</i></p> <p><i>What skills have I got?</i></p> <p><i>What do I want to do in the future?</i></p>	Academic departments	
	<p>Personal tutors: Encouragement to reflect on learning and consider potential jobs. Toolkit will be used to show students where to look for information on part-time jobs and volunteering.</p>	<p>50% of personal tutors in Departments delivering careers 1:1s per year, measured using Careers Registration data.</p>
	<p>Curriculum: Explicit skills development in courses</p>	<p>Curriculum data obtained from departments via Associate Deans. To be ranked: General employability skills training is delivered 1. mostly through tutorials (least effective), 2. through optional modules, 3. through mandatory modules (most effective). Baseline derived from 2018-19 data. Success will be increase in amount and quality of provision. For new programmes, the curriculum validation tool will be used to track progress.</p>
	<p>Discipline specific skills development events e.g. varied research activities, hackathons</p>	<p>Event frequency and attendance/engagement data to be obtained from departments via careers liaison officers. Baseline derived from 2018-19 data. (Will need to introduce expectation of measuring attendance /engagement).</p>
	<p>International Exchange & Experience schemes</p>	<p>JM unable to comment on this.</p>
Careers & Employability		
<p>Monitoring trends from Careers Registration data to inform policy and targeting</p>	<p>Presentation of data to Employability Committee. The proportion of 3rd Year students in the Evaluate category must fall each year. Baseline number of 3rd year UK students in Evaluate in Sept 2018¹ = 18.6%</p>	
<p>Monitoring WP/BAME take-up of developmental activities and take steps to lower barriers to equity</p>	<p>Review WP/BME Careers Service take-up data termly and Careers Registration data. Should the engagement of WP/BME groups drop by more than 10% compared to non-WP/BME groups take action to correct. For example, focused marketing or session scheduling.</p>	
<p>Teaching & coaching on career choice factors and requirements of the graduate labour market</p>	<p>Greater attendances at career choice 1:1 sessions as measured by the interaction recording in the Careers Service Management System. Baseline set at 4179 attendance in 2017/18.² Fewer students in Evaluate category in</p>	

		Careers Registration data on entering final year of study. Baseline number of 3 rd year UK students in Evaluate in Sept 2018 ¹ = 18.54%
	Passport career education delivery	Increase number of students completing online courses that facilitate skill development and hence career choice. In the academic year 2017/18 485 students had completed courses.
	Student Worker Talent Bank hub for part-time work on and off campus	TBD when Talent Bank set-up.
	Alumni relations: Facilitating alumni support for wide range of developmental activities	Promote opportunities for alumni to support employability initiatives /events in termly alumni newsletters (3 per year), via termly articles on Higher online and via alumni social media. Recent graduates (up to two years after graduation) will receive at least 6 emails promoting careers support prior to the Graduate Outcomes survey.
	CEDAS: Personal Skills Development. Focus on transition to university.	
	Student Engagement & Sports: Volunteering, leadership roles/ opportunities. Paid roles at team leader level and skill specific (media).	Deliver a focused leadership opportunities week in February, providing over 100 paid and voluntary leadership opportunities. Targeted at 1 st & 2 nd Year UG students.
	Students Union: Explicit skills articulation for skill development activities, such as course reps	All leadership roles in the Students' Union (elected representatives, committee members and staff posts) will have clear person specifications that set out the skills developed by the student in the role.
	EDC: Support Personal Tutors. Monitor trends identified in personal tutor meetings. Support curriculum development/enhancement	50% of personal tutors in Department delivering careers 1:1s per year measured using Careers Registration data. Responses to questions in the curriculum audit tool used in all validations

CEDAS, EDC, Alumni Relations, Student Engagement & Sports, SU and other Professional Services

Stage 2 Research and EXPLORE	Performance Indicator	
<p>Research and testing career hypotheses</p> <p>Prompts student to discover the features and benefits of different career paths and assess the fit</p> <p>RH100 sample questions</p> <p><i>Do I need experience?</i></p> <p><i>Is my degree enough on its own?</i></p> <p><i>What's it like working in X sector?</i></p> <p><i>What career would suit me?</i></p> <p><i>If I am considering setting up my own business what do I need to know/what skills will I need?</i></p>	Academic Departments	
	<p>Personal tutors: Prompt student to use research skills to explore the career options for their degree. Toolkit will be used to show students where to look for information on finding jobs.</p>	<p>50% of personal tutors in Departments delivering careers 1:1s per year measured using Careers Registration data..</p>
	<p>Curriculum: Embed content that showcases applications and transfer of discipline skills and knowledge. Employer led content design (though professional, accrediting bodies where appropriate)</p>	<p>Curriculum data obtained from departments via Associate Deans. To be ranked: Professionally relevant skills and knowledge are delivered 1. mostly through tutorials (least effective), 2. through optional modules, 3. through mandatory modules (most effective). Baseline derived from 2018-19 data. Success will be increase in amount and quality of provision. For new programmes, the curriculum validation tool will be used to track progress.</p>
	<p>Discipline specific placement and internships</p>	<p>Number of placements and internships organised by departments. Information from Careers Liaison Tutors. Baseline will be 2018-19 data.</p>
	<p>Discipline specific showcasing of relatable alumni role models</p>	<p>Number of in-person alumni events organised by departments, including those organised with careers service. Baseline 2018-19. Info from Careers Liaison Tutors.</p>
	<p>Discipline specific mentoring</p>	<p>No plan to take this forward</p>
	Careers & Employability	
	<p>Monitoring trends from Careers Registration data to inform policy and targeting</p>	<p>Presentation of data to Employability Committee. The proportion of 3rd Year students in the Explore category must increase at the expense of the proportion in the Evaluate Category. Baseline number of 3rd year UK students in Explore¹ in Sept 2018 = 56.7%</p>
	<p>Monitoring WP/BAME take-up of exploratory activities and take steps to lower barriers to equity</p>	<p>Run events likely to preferentially benefit WP/BME students such as diversity fair and online skills training. Ensure that all aspects of application training are available online. Provide BME/WP destinations data to depts. Number of employers at Diversity Fair to increase from 7 in 2017/18 and student attendances from 223.</p>
	<p>Centralised Employer Programming: Employer in Residence, Careers Fairs, Careers Weeks</p>	<p>All major careers service events to have a CC run 'beginners guide' session to enable rudimentary labour</p>

		market understanding in that sector. Total number of students attending these sessions to increase from 225 in 2017/18.
	Centralised provision of placements, Internships and year out opportunities	3 rd year out plan being worked on by Robert Hall / KN. For first year of running 3 rd year out across the College have a success rate of at least 25% achieving a year out from those students who apply to join a year-in-business degree course or who move on to a 3 rd year out stream at the end of their 1 st year. Set up a micro-placement scheme for foundation year students for a maximum of 15 individuals for academic year 2019/20.
	Centralised mentoring programme	No plan to introduce
	Employer-led Passport challenges	Increase number of challenges that improve labour market understanding and are assessed by employers from 5 in the 2017/18 academic year. Increase in number of employer led passport challenges and students engaging with them from 182 in the 2017/18 academic year. Introduce a feedback mechanism into the challenges. Monitor effectiveness of changes using student feedback
	Build partnership with key employers to deliver on shared diversity agendas	Develop a standard employer engagement form which asks if they have schemes that target under-represented groups and increase numbers of employers coming in who offer internships / other opportunities to under-represented groups. Run events likely to preferentially benefit WP/BME students such as diversity fair and online skills training. Ensure that all aspects of application training are available online. Number of employers at Diversity Fair to increase from 7 in 2017/18 and student attendances from 223.
	Student Worker Talent Bank hub for part-time work on and off campus	TBD when Talent bank set up.
	Alumni Relations: Facilitating alumni contribution to employer programming, placements & internships and mentoring/shadowing, inspirational case studies	Secure online careers profiles for use in marketing materials based on brief from Careers Service and academic departments of the type of alumni profiles required. 50 profiles (at least 2x per department) to be sourced in

		<p>2019/20.</p> <p>Capture photo and video content of alumni supporting employability initiatives/events at agreed Careers Service events to inspire more alumni volunteers. Photos and quotes/profile questions to be gathered at alumni events on campus. 1x ~2minute promotional video to be produced encouraging alumni to support Careers Service initiatives (created in spring 2019 for use in autumn 2019).</p>
	<p>Student Engagement & Sports: Volunteering with strong employer link e.g. Special constable scheme, Sports Governing body roles, Alumni Coaching who previously Volunteered.</p>	<p>Aim of 700 students 'Actively' engaged in volunteering opportunities.</p> <p>All Volunteering Leadership roles engaged with Alumni/peer Mentoring & Coaching support</p>
	<p>EDC: Support Personal Tutors. Monitor trends identified in personal tutor meetings. Support curriculum development/enhancement</p>	<p>50 % of personal tutors in Department delivering careers 1:1s per year measured using Careers Registration data.</p> <p>Responses to questions in the curriculum audit tool used in all validations.</p>
	<p>CEDAS: Delivering activities to prepare for Year 3 periods, such as, Study Abroad.</p>	
	<p>Students' Union: The Students' Union will seek to promote the various events and activities run by the Careers Service.</p> <p>Student Groups will be encouraged and supported in arranging their own events targeted at increasing the employability of their members.</p> <p>The Students' Union will continue to provide as many voluntary / elected leadership opportunities as possible.</p> <p>The Students' Union will continue to provide as many paid employment opportunities as possible, including in supervisory / management roles.</p>	<p>Number of careers themed events run by student groups</p> <p>Number of elected student leaders</p> <p>Number of students employed / total salaries paid to student staff</p>

Stage 3 - ENACT	Performance Indicator	
Apply, compete and secure opportunities. A. Desirable part-time work B. Placements and internships C. Graduate jobs Postgraduate study Maintaining resilience in the face of inevitable setbacks RH100 sample questions <i>How do I find jobs in X sector?</i> <i>How do I improve my CV?</i> <i>How do I network effectively?</i>	Academic Departments	
	Personal tutors: Use toolkit to encourage students to apply for opportunities and access institutional job/course application support	50% of personal tutors in Departments delivering careers 1:1s per year measured using Careers Registration data.
	Curriculum; Where appropriate build into curriculum CV/Profile articulation, interview practice and presentation skills	Curriculum data obtained from departments via Associate Deans. To be ranked: CV articulation, interview practice and presentation skills are delivered 1. mostly through tutorials (least effective), 2. through optional modules, 3. through mandatory modules (most effective). Baseline derived from 2018-19 data. Success will be increase in amount and quality of provision. For new programmes, the curriculum validation tool will be used to track progress.
	Department specific recruitment events	If a department runs them, KPI = student attendance/engagement. Baseline 2018/19; info from Careers Liaison tutors.
<i>How do I improve my CV?</i> <i>How do I network effectively?</i>	Careers & Employability	
	Monitoring trends from Careers Registration data to inform policy and targeting	The proportion of 3 rd Year students in the Enact category must increase over the Sept 2018 level. Baseline number of 3 rd year UK students in Enact category ¹ in Sept 2018 = 24.7%
	Monitoring WP/BAME rate of job/course application success and take steps to lower barriers to equity	Use Sept 2018 careers registration and January 2017 destinations data to determine which employers / sectors WP or BME students are seeking employment with. Ensure that the sectors / employers are represented in the Careers Events programme for 2019/20 at least to the same extent as the 2018/19 programme.
	Teaching and coaching for success in applying for competitive job/courses	Total number of students engaging in 1:1 CV / application sessions. Improve on baseline of 1202 from academic year 2017/18. Feedback from students used to measure effectiveness.
	Centralised Employer Programming: Recruitment events	Subject to space constraints, increase attendance at part time jobs fairs and recruitment agencies fair. Increase numbers of employers who engage students in activities when visiting campus. Baseline number from 2017/18 is 148
Promotion of graduate feeder internship and placement schemes	Messaging to individual academic departments about timelines for applications, highlighting when popular opportunities occur. As part of 3 rd -year-out set up a placements fair in 2019/20	

	<p>Alumni Relations: Facilitating alumni contribution to employer programming, placements and mentoring/shadowing</p>	<p>Provide lists of potential alumni placement hosts based on alumni working in Careers Service target industries. Careers Service to lead on contacting potential leads. Careers Service to include Alumni Relations team in communications.</p> <p>Facilitate a minimum of two opportunities for Careers Service team to engage with recent graduates at face-to-face events (1x Central London event, 1x Egham based event). Careers Service offering to be included in event promotion.</p>
	<p>CEDAS: Teaching and coaching in skills relevant to aptitude tests and assessment centres</p>	
	<p>EDC: Support Personal Tutors. Monitor trends identified in personal tutor meetings. Support curriculum development/enhancement</p>	<p>50% of personal tutors in Department delivering careers 1:1s per year measured using Careers Registration data. Responses to questions in the curriculum audit tool used in all validations.</p>
	<p>Student Engagement & Sports: Not priority area</p>	
	<p>SU: Activities with strong job/course application success link</p>	

¹ Other, Sorted and Disconnect categories removed from analysis.

²Number of students taking guidance appointments calculated by subtracting all CV appointments from total of short appointments in Careers Service Management System.

³Number of students taking CV appointments calculated by adding all CV appointments in Careers Service Management System.