Executive Summary
This paper briefly outlines the current approach to development of careers and employability across the College (and by definition, the wider University) in support of the Learning and Teaching Strategy, with the clearly defined objective ‘to equip students with the knowledge, skills and experiences to flourish in a complex world and become successful graduates who contribute to society’. It includes elements of a more substantial document that will be presented to CMG at the end of May.

The paper is designed to stimulate discussion around careers and employability, and will suggest a potential course of action to advance progress.

How does this align with the University/Committee’s strategic plans and priorities?
Aligns with the University’s Learning and Teaching Strategy

Action requested
CLTC is invited to consider the proposal for the development of a more robust careers strategy within schools, through collaboration and endorsement of the School Development Plans.

How will any action agreed be implemented and communicated?
Any actions agreed will be taken forward by the Director of Teaching in conjunction with Helen Stringer (Assistant Director, Careers Service) and the designated School Careers Consultant.

Resource/Risk/Compliance
1. Resource implications (including staffing)
   There are no immediate resource implications.

2. Risk assessment
   Nothing explicit, although implied risks associated with poor career decision making, and the impact on graduate outcomes and the student experience.

3. Equality and Diversity
   There are no equality and diversity issues associated with this paper.

4. Freedom of information
   Open

Key words
Employability; careers; Learning and Teaching Strategy; school development plans

Originator of the paper
Helen Stringer, Assistant Director (Careers Service), May 2017
Careers and employability within CSE: developing a joined up approach

This brief paper outlines the current institutional position on careers and employability, the role of the Careers Service in supporting the development of our students and the benefits of adopting a more collaborative approach with schools.

1. Background and context

Through the new Learning and Teaching Strategy the University has articulated a clear commitment to ‘equip students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates’. Our own Careers Service Strategic Plan – written a year in advance of the L&T strategy – reflects similar sentiments and it is encouraging to see closer alignment between the Careers Service and wider University. Employability is a shared agenda, and the future success of our graduates requires a sustained, collaborative effort.

2. Graduate outcomes

Our graduates generally perform well, finding employment commensurate with their educational attainment, skill level and interest. Although something of a proxy measure, the Destinations of Leavers of Higher Education Survey (DLHE) conducted by HESA, is still the main metric used to assess graduate outcomes at the 6 month point. Further analysis of the DLHE data (Appendix 1) indicates a satisfactory institutional performance, but with considerable variation and fluctuation at school level. Of particular note, is figure 2 quantifying the % of graduates who succeeded in finding their ‘ideal job’. There are inherent problems in using this metric to evaluate graduate success, as multiple factors influence job selection, but the low % in some schools is arguably a cause for concern.

Following a lengthy consultation period HESA has refined the DLHE model, moving the survey point to 15 months post-graduation. Students graduating in 2017/18 will be the first cohort surveyed at the 15 month stage. This constitutes the most significant change in over 20 years, and will undoubtedly have implications for graduate outcomes. It is worth examining the likely benefits – and potential drawbacks – that may unfold. Further information on the process is accessible from the HESA website.

2 HESA – Higher Education Statistics Agency (https://www.hesa.ac.uk/)
3 HESA Innovation - https://www.hesa.ac.uk/innovation/newdlhe
3. Working in partnership

The Careers Service is one of many influencers that students will encounter throughout their time at university, but clearly not the most significant. Students are highly attuned to the messages conveyed through schools; creating a culture which actively fosters career and personal development, and endorses the value of early engagement is critical. There are examples of effective partnership working across the College, but we would like to achieve greater consistency and welcome any opportunity to build on existing good practice.

4. School Development Plans

There are few formal mechanisms for capturing the picture at school level and what exists is primarily Careers Service driven. In 2014 the Service introduced annual School Development Plans to precipitate a more planful – and strategic – approach to careers delivery. The school careers consultant is responsible for developing the plan, using a range of metrics and indicators (DLHE outcomes; NSS responses; participation rates) to help focus their efforts, and ensure a stronger evidence base for careers and employability provision. School development plans have been designed with flexibility in mind, to reflect the individual requirements of each school and acknowledge some of the limiting factors.

Currently this process of recording, review and reflection happens in relative isolation and would benefit from joint input, involving the Director of Teaching and associated support staff, where appropriate. What the committee is being invited to consider is working in concert with the Careers Service (through the designated careers consultant) to achieve this goal, and underwrite the wider institutional aim to ensure “all graduates fulfil their potential” (L&T Strategy, 2017).

Helen Stringer
Assistant Director
Careers Service

Susan Bird
Careers Consultant
Careers Service

May 2017
Appendix 1. Indication of recent UofE graduate outcomes

Figure 1: Three year summary of school performance based on full-time, UK first degree graduates achieving a **positive destination** (PI) and the quality of employment for those entering employment (**Graduate Level Employment**, GLE), with an indication of the relative size of the underlying population.
Figure 2: Percentage of graduates finding 'ideal' job by School, as indicated in 2014/15 DLHE Survey

- Edinburgh Medical School
- College of Medicine and Veterinary Medicine
- Moray House School of Education
- Royal (Dick) School of Veterinary Studies
- Deanery of Clinical Sciences
- Deanery of Molecular, Genetic and Population Health...
- School of Informatics
- School of Engineering
- School of Health in Social Science
- Overall
- School of Mathematics
- Business School
- School of Physics and Astronomy
- School of Law
- School of Economics
- School of Divinity
- School of Social and Political Science
- Edinburgh College of Art
- School of Chemistry
- School of Biological Sciences
- Deanery of Biomedical Sciences
- School of Philosophy, Psychology and Language...
- College of Humanities and Social Science
- School of Literatures, Languages and Cultures
- School of Geosciences
- School of History, Classics and Archaeology
Appendix 2. Summary of Careers Service support for CSE Schools 2016-17

Core provision:

- KB careers consultants conducted c.1200 individual careers appointments, as well as dedicated lunchtime drop-in sessions for Biological Sciences, Chemistry, GeoSciences, Maths and Physics.
- Bespoke career information and career management sessions offered in all schools.
- Induction talks; open days; academic fairs; post-offer visit input.
- Edinburgh Award delivery (e.g. Physics; Maths)
- Employer engagement – brokering access to key employers and organisations.
- Development of online provision through MyCareerHub and the website.

Careers fairs & sector events

- Careers in Engineering (417 students)
- Careers in IT (418 students)
- Careers in Life Sciences (64 students)
- ECO Week - Environmental Careers Week (315 students across 8 events)

Initiatives 2016-17

- Career Conversations covering: lab work, business side of life sciences, environmental consultancy (employer input Tissue Solutions, Charles River, Jacobs)
- ‘Concept to consumer’ – 3 workshops for chemistry students, led by industrial experts.
- Speaker events – Careers in the Environment, Careers in Food and Drink, Careers In Actuarial Science.
- Women in STEM networking event.
- Careers sector seminar series (GeoSciences).
- Brokering partnerships with key employers and external organisations
- Notable achievement: the IBM Universities Business Challenge (UBC) Worldwide is the world’s longest established undergraduate simulation-based competition designed to develop employability/enterprise skills. Facilitated by Susan Bird (Careers Consultant, School of Physics), the School submitted two teams. One progressed to the final, winning third place overall beating a number of business teams from universities across the UK.

Personal Tutor liaison

- Currently (re)developing careers information for personal tutors.
- Attend PT induction and training events (Biological Sciences Chemistry, Engineering, Earth Sciences/Ecology, Informatics, Maths, Physics).
- Working with the Employability Consultancy and Induction Team (since integrated within SRA), to pilot Making Transitions Personal with the Schools of Maths and Chemistry , using Evasys to embed within EUCLID.