

Career Development: Higher Education, Evidence and Impact



Host: Dr Deirdre Hughes, Director DMH Associates

Guest speakers:

- **Anne Wilson Head of Careers, University of Warwick**
- **Dr David Foster, Director of Career Development and Skills, University College Dublin**
- **Dr Bob Gilworth, School of Education and Professional Development, University of Huddersfield**

Aims

- examine key issues impacting on higher education careers and employability services in the UK, Ireland and further afield
- identify strategic and practical approaches to innovative careers service design and delivery
- discuss challenges and opportunities that lie ahead for careers services working with a diverse student population
- explore ways of strengthening the profile and impact of HE careers services now and in the future



Key issues impacting
on HE careers &
employability
services.

Anne Wilson, SFHEA
Head of Careers
University of Warwick



The importance of belonging

“...even though I got good grades from high school that got me a place on the course I feel like I don’t belong there”

“University is welcoming however I get imposter syndrome sometimes”

“Having studied remotely thus far, it is difficult to feel a sense of belonging”

“...not having in-person teaching and formal exams has made me question my abilities”

Careers 2032 findings



700+ students surveyed:

27% of students say the biggest obstacle to their career success is not knowing what field to go into.

“Careers support is great and comprehensive if you know what you want to do with your life, but less helpful if you’re unsure what your career path might look like. More focus needs to be put onto students who are unsure what they want to do.”



“...the students who don't know what they want, what they want to do or where they want to go are too scared to engage with careers advice because they don't know where to start.”

What do students come to Careers Services for?

Opportunities (19%) Google 1st choice at 20%

Advice and guidance -1st choice at 20%

Opportunities to connect with employers 18% 1st choice

Networking- 3rd choice behind Google and lecturers

Careers Fairs and events 1st 24%

Support finding graduate job opportunities -1st at 20%

CVs and applications: 1st (18%) followed by lecturers (18%), Google (16%)

Advice on interviews 1st 21% Lecturers 18% Google 15%

The student perspective:

What area should career professional prioritise to help students identify viable careers options?

- In- curriculum careers education
- Employer engagement activities
- 121 appointments
- Skills and strengths mapping
- Alumni connections
- Accessible labour market info
- Self -service profiling tools



What do HE Careers Services think?

Careers Services will play a more crucial role Advising and offering insights that impact curriculum design

Careers services will need to tackle gaps in outcomes across their populations

More active engagement with alumni community to connect students with recent grads

More than 'just' employability- students need support to shore up wellbeing

Greater collaboration to support the wider student experience – e.g. SU, Professional Services colleagues



What are the key concerns of HE Careers Leaders?

- Extending student reach and engagement- especially with those who stand to benefit most but who are least likely to engage
- Embedding Employability
- Hybrid delivery
- Graduate support
- Recruiter engagement and opportunities for students to meet recruiters
- Capturing the impact of our work

Strategic and practical approaches:

Visibility:

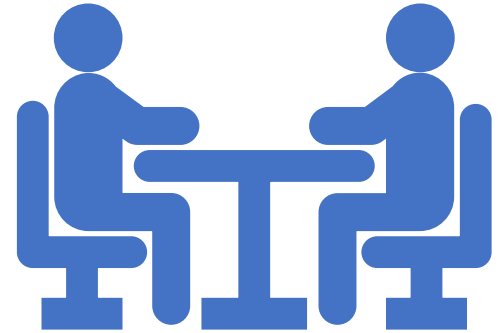
- Claiming our place at the table: key committees where decisions are made
- Greater campus and social media visibility

Evidence of impact:

- Data-driven approaches as well as stories to win hearts and minds

Rethinking service models:

- Students as partners: co-creation in system design and delivery





What are the opportunities?

- TEF 2 summer 2022
- OfS and degree subject outcomes
- Student Employability Profiles refresh

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Dr David Foster

UCD Director of Career Development and Skills


Director of the Association of Higher Education Careers Services

Associate Editor, British Journal of Guidance and Counselling

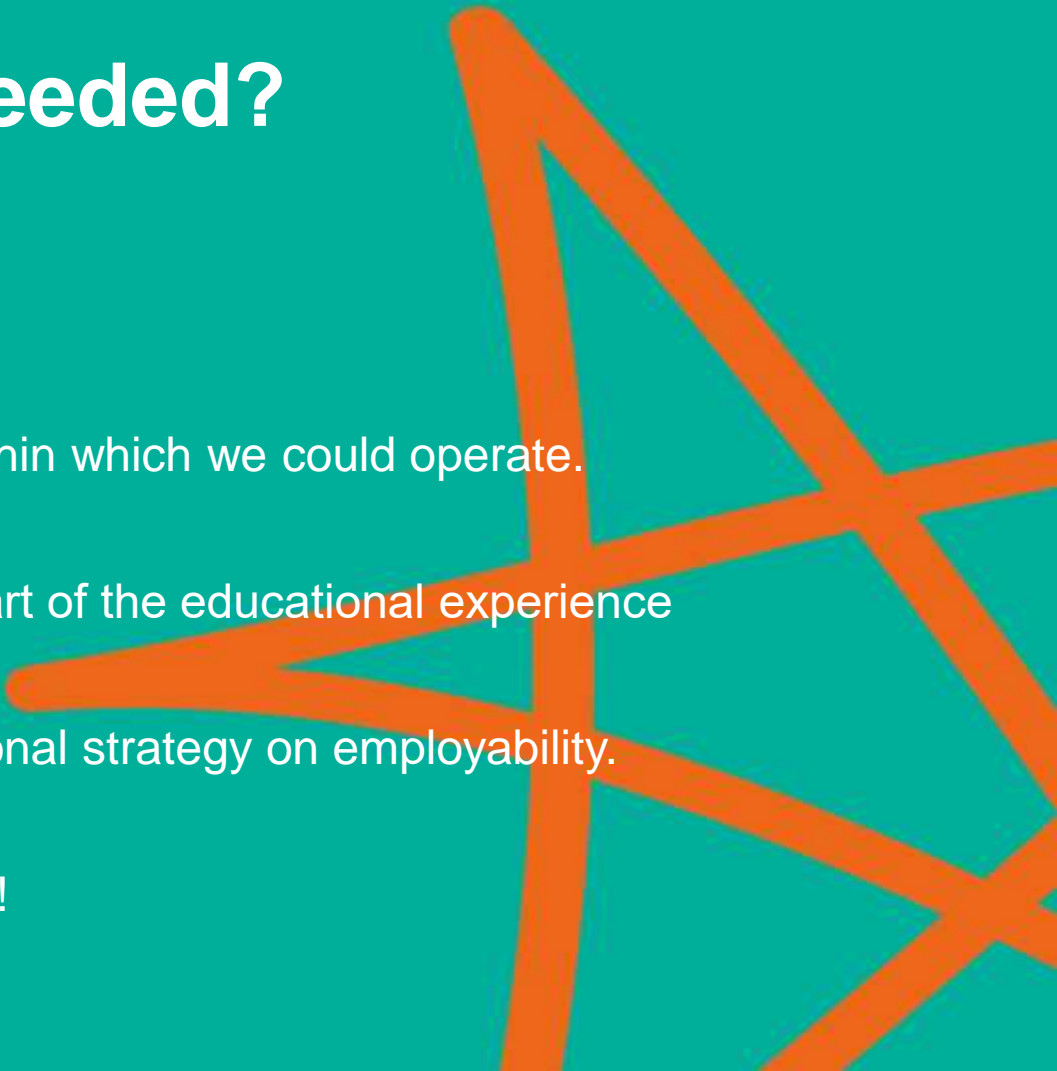
27 April 2022



Background & where we were in 2009

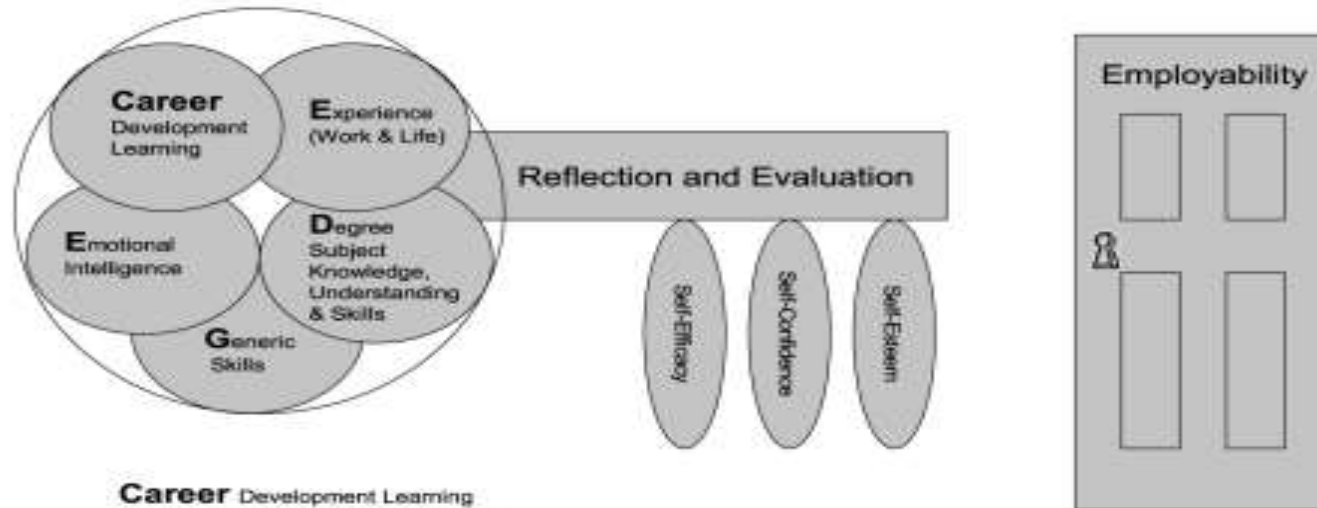
- Small, “bolt-on” student service.
 - Perceived as an information and advice service.
 - Didn't fit into the strategic architecture- floating!
 - In a rut- “we will do more if the University gives us more” but the University saw little point in investing.
 - Couldn't easily respond to the financial crisis/increasing demand for support.
- 

What was needed?

- Do more to get more!
 - A model/structure within which we could operate.
 - “Sell” careers as a part of the educational experience
 - A supporting institutional strategy on employability.
 - Convince the Faculty!
- 

The key to employability: developing a practical model of graduate employability.

Lorraine Dacre Pool and Peter Sewell Centre for Employability, University of Central Lancashire. *Education and Training*, 2007, Vol 49, Number 4, pp277-289



Career Development Learning
Experience (Work & Life)
Degree Subject Knowledge, Understanding & Skills
Generic Skills
Emotional Intelligence

CareerEDGE - The Key to Employability

Following Implementation...

Faculty buy in- peer reviewed model that puts the discipline centre stage!

Established Careers Network as a strategic asset in delivering student success

Provides an excellent structure for Practitioners

UCD Career Development and Employability Strategy in place

Further developments...

- Growth- from 3.1 FTE to 28 (still not enough!)
- Move from delivering information to experiential activities.
- CareerEDGE- faculty, students, staff and employers can see what an HE Careers Service is about and appreciate the complexity
- Moved from feedback based on satisfaction to feedback around:
 - Enhanced knowledge and understanding
 - Sense of confidence
 - Satisfaction
 - Likelihood to recommend
- More creativity in the practitioner space- starting point is the around reflection and self-efficacy rather than the activity.

What's Next: Cybil Graduate Research 2021

(20901 respondents, 2006 from UCD)

Careers service

- 53% of your students are satisfied with the careers service, higher than the national average (46%) and you are performing well with returning students.
- Students are acknowledging that they feel supported and that you **"have done a fantastic job giving careers service advice"**.

Assessment methods

- Your students are very confident in their range of skills, particularly their problem solving and communication skills.
- Enabling them to be comfortable with a range assessment methods such as face-to-face interviews and assessment centres.

Cybil Graduate Research

Help where to start

- Your students would like a **“more personalised”** service as they need help finding roles that match the skills they have learnt throughout their course.
- Your students suggested **“there should be monthly meetings to go over potential career opportunities from the degree being studied”** and they want **“more tailored CV assessments and career advice based on the individual”**

Recorded video interviews

- While your students are comfortable with face to face interviews – they dislike/would drop out of recorded video interviews.
- This is a national problem, as many students feel that recording a video interview is impersonal.
- Helping students develop one-way video interview skills and advertising practice sessions will help them with their interview confidence.

Being Future Fit

- Blended learning/Abintegro Career Centre 360
- Making more use of data - Career Registration and Graduate Outcomes
- Imagining the future- what will a Career Consultant job look like in 10 years? What will students need from a careers service?
- Integrated to the point of disappearing as a central unit?

Starting Point and Journeys for Careers Services, Institutions and Students

Dr. Bob Gilworth

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27/04/22

- Clear direction of travel in CS organisation and positioning
- Gilworth, R (2019) Organisational Responses to the Employability Agenda in English Universities *
- Extended and Institutionally Embedded
- Integrated-whole institution
- Expertise and connection to institutional context are key –Thambar, N (2019) Contested Boundaries of Expertise in HE Careers and Employability Services. *
- Data underpins expertise in the HE environment.
- Hence- Higher Education in Context on the Huddersfield MA/PGDip.
- * Both in Burke C and Christie F (eds) Graduate Careers in Context. London: Routledge.

- Will cover Careers Registration (CR) and links to GO, but not some other items which may be important-engagement data through CSMS for example.

Strategic narrative: *Careers* and Employability?

The latter is not just a more modern way of saying the former.

Employability = relatively linear acquisition of assets (Luggage).
Career = personal, iterative defining of purpose and direction (map
or satnav).

The personal Career context translates the acquisition of assets into
meaningful outcomes for students, employers and society.

Bob Gilworth GTI Breakfast News 2019.

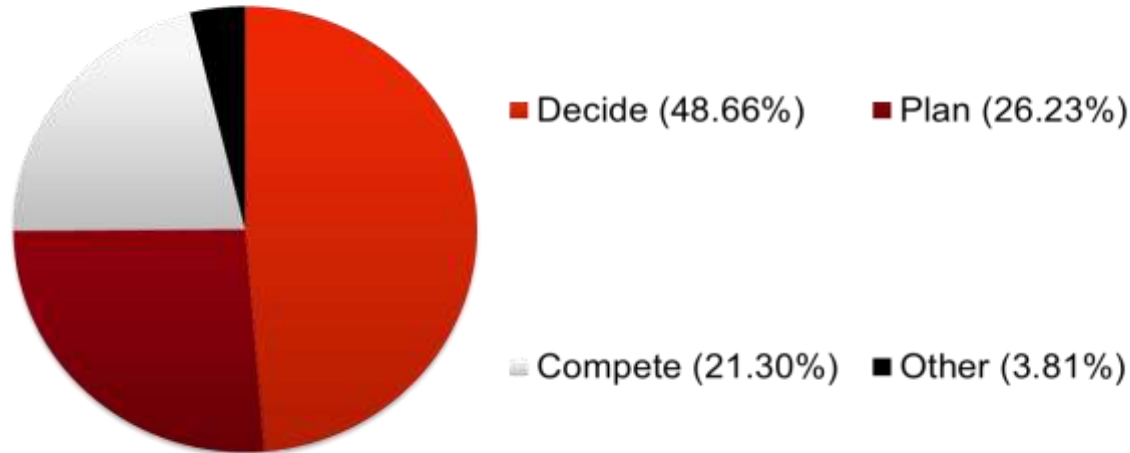


CR origin: Leeds 2011/12- strategy, narrative and data

- **Strategy : Decide** (on the options to pursue), **Plan** (to acquire the right skills, experiences and networks) and **Compete** (effectively in their chosen fields).” CR1 The map
- How much do we actually know about our students’ acquisition of work experience? (and other employability assets). CR2 The luggage
- Gilworth and Thambar (2013) “Careers Registration a data revolution.”

- CR works on the basis of the addition of relatively simple self report forms into the enrolment (or registration) process. Every student, every year.
- <http://blogs.hud.ac.uk/hudcres/20-21/feb/careers-registration/>
- HEFCE/OfS National Learning Gain project.
- <https://london.ac.uk/the-careers-group/careers-registration>
- CR now in place at c90 HEIs in the UK plus institutions in Ireland, Australia, New Zealand and Portugal.
- GCA project in Australia.

- Data on career readiness- headline categories Deciding, Planning, Competing (or local variants) and nuances within those categories.
CR 1 Map
- Data on acquisition of employability assets. CR 2 Luggage
- Data on sector interests. CR 3 Map
- Links to other key student data (access and engagement)
- Any level from whole university, to academic units to programmes, year groups.
- Cross sectional and longitudinal



Faculty level example– Final Year Work Exp.



- All students, not just an engaged minority. Having the data is not an end in itself.
- Changing the conversation: students who are here right now/targeting scarce resources/the professional evidence base
- Student messaging-all starting points are OK we'll meet you where you are (including automated responses).
- Linking data for equity and social mobility
- Opportunity awareness
- Employer engagement (and internal credibility)

- “ As students’ career readiness increases, their chances of getting a positive graduate outcome increase. This is true across all faculties.” MMU 2021
- See also “Planning for Success” (DfE 2017).
- Leading indicators and strategic KPIs.
- Putting the Career into Careers and Employability.

- <https://www.lancaster.ac.uk/careers/students/starting-point/>
- http://careerweb.leeds.ac.uk/info/13/career_planning
- [UCD Careers Network - UCD Careers](#)
- <https://www.exeter.ac.uk/careers/>
- <https://students.unimelb.edu.au/careers/get-career-ready/how-career-ready-are-you>

Thanks for listening

- Contact:
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- Subject area/MA: <https://courses.hud.ac.uk/2023-24/full-time/postgraduate/career-development-and-employability-ma>

Reminder

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Some additional useful resources

- **Independent External Review of Careers Delivery in Northern Ireland -**
<https://dmhassociates.org/independent-external-review-of-careers-delivery-in-northern-ireland>
- **Our Future D2N2: Career-Related Learning in Primary Schools 2022 -**
<https://dmhassociates.org/our-future-d2n2-career-related-learning-in-primary-schools-2022>
- **Career Guidance and Wellbeing – Collaborative Pilot Programme, Careers Wales and the Canadian Career Development Foundation -** <https://dmhassociates.org/career-guidance-and-wellbeing-collaborative-pilot-programme-careers-wales-and-the-canadian-career-development-foundation>
- **Career-related learning in primary schools: a city collaborative approach in England –**
<https://www.tandfonline.com/eprint/QTCGURHTYX9QWDAQDM65/full?target=10.1080/03069885.2021.1998363>

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THANK YOU FOR YOUR SUPPORT!