How can career readiness learning gain support student outcomes?

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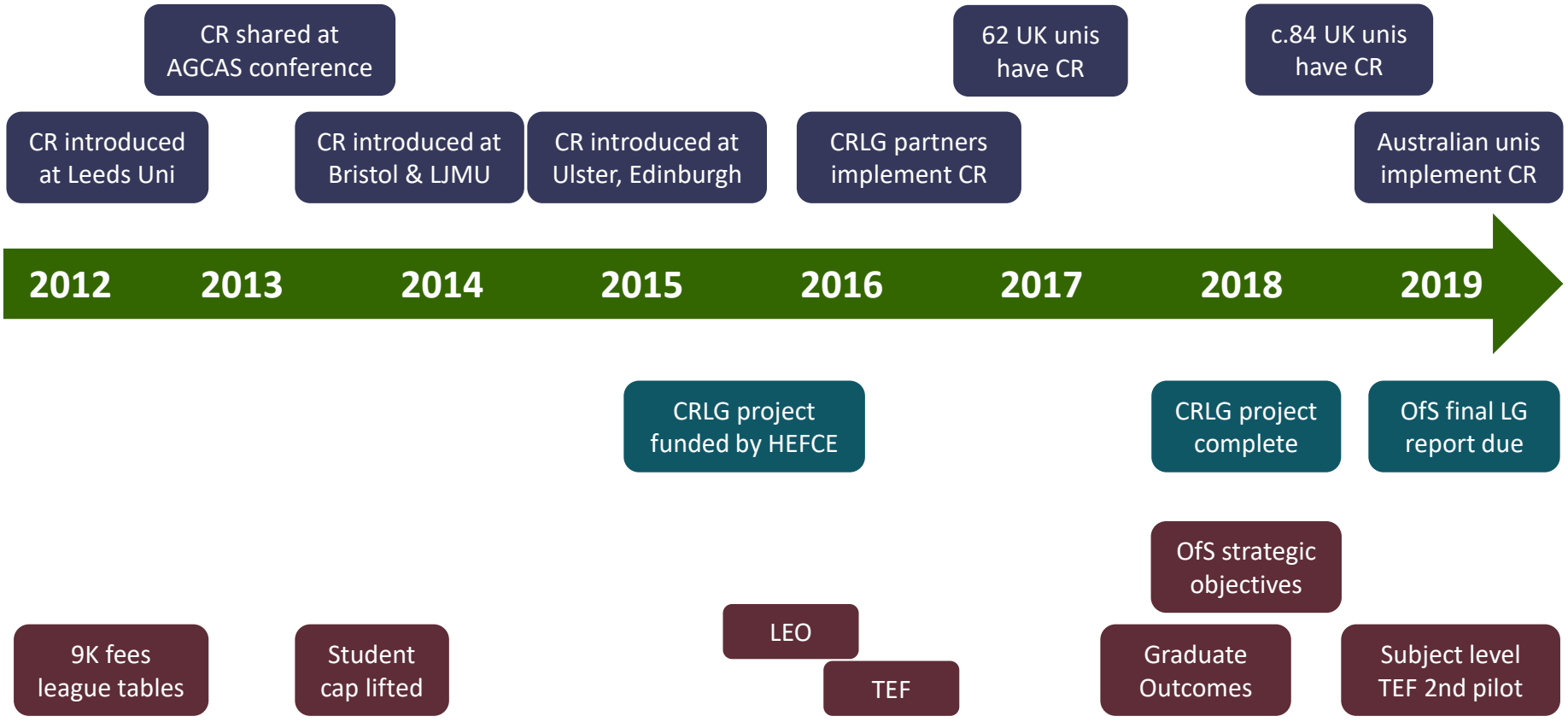
Session overview

- Careers registration
- Employability and learning gain
- Findings
- Implications for policy and practice

CR Timeline



Employability?

The capability to make well-informed, realistic plans for the future and to be able to execute these in a changing world [Gilworth, 2016]

Where are you right now?

What is careers registration?

- Employability-related questions included in student registration each year
- Completed by all new and all re-enrolling students
- Both cross-sectional and longitudinal data

Core CR questions

Career readiness

- Self-assessed readiness to engage with career management
- Select from 12 statements, e.g.
  - ☐ I am not ready to start thinking about my career yet — *(Decide)*
  - ☐ I have a career in mind & intend to gain relevant work experience — *(Plan)*
  - ☐ I am ready to apply for graduate level / professional opportunities — *(Compete)*
  - ☐ I have a job, further study or my own business plan confirmed — *(Sorted)*

Employability experience

- Self-reported experience
- Choose from list of activities, e.g.
  - ☐ a placement year
  - ☐ a summer internship
  - ☐ volunteering
  - ☐ position of responsibility in a club or society
  - ☐ full time work prior to my course
  - ☐ self-employment / running my own business
  - ☐ no work experience to date

Other questions on sector preference & experience, future plans & enterprise

Careers Registration Learning Gain Project

- 3-year project investigating Careers Registration (CR) as a measure of learning gain in **work readiness**
- Led by The Careers Group, University of London
- Funded by the Office for Students

Career thinking headlines

- Of 89,600 students in 2016/17…
- 60% of first years;
- 59% of second years;
- and 48% of final year undergraduates…
- were in the decide phase of career thinking

Compete growth

Variables	Compete level career thinking (%)		
	Year 1	Year 3	Growth
All undergraduates	1.5%	19.8%	18.3%
Non science subjects	.96%	24.1%	23.1%
Science subjects	2.7%	15.5%	13.3%
Full time study	1.5%	20.3%	9%
Part time study	1.4%	5.4%	4%

Career readiness and outcomes

- Final year students in later stages of careers thinking are more likely to be in employment six months after graduation

	Phase of careers thinking			
	Earlier (explore or develop)		Later (compete or position secured)	
In employment	2170	91.7%	1258	95.7%
Not in employment	197	8.3%	56	4.3%

Impact and implications

Careers registration data is being used to:

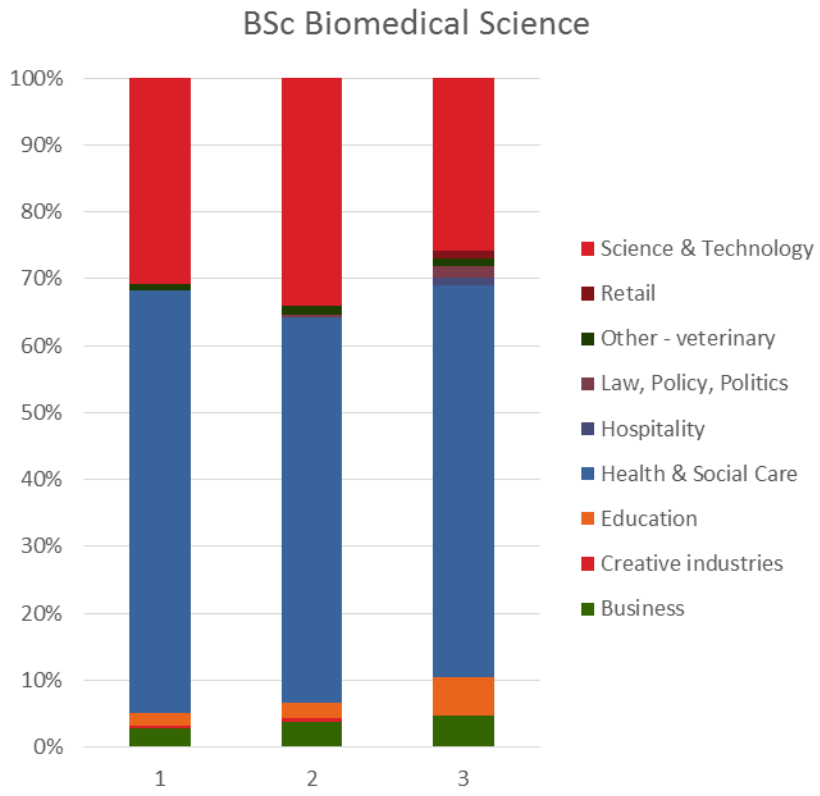
- **inform** strategic planning and academic department engagement
- **identify** individual student careers and support needs
- **promote** the services offered by careers departments to their student bodies.

Impact and implications

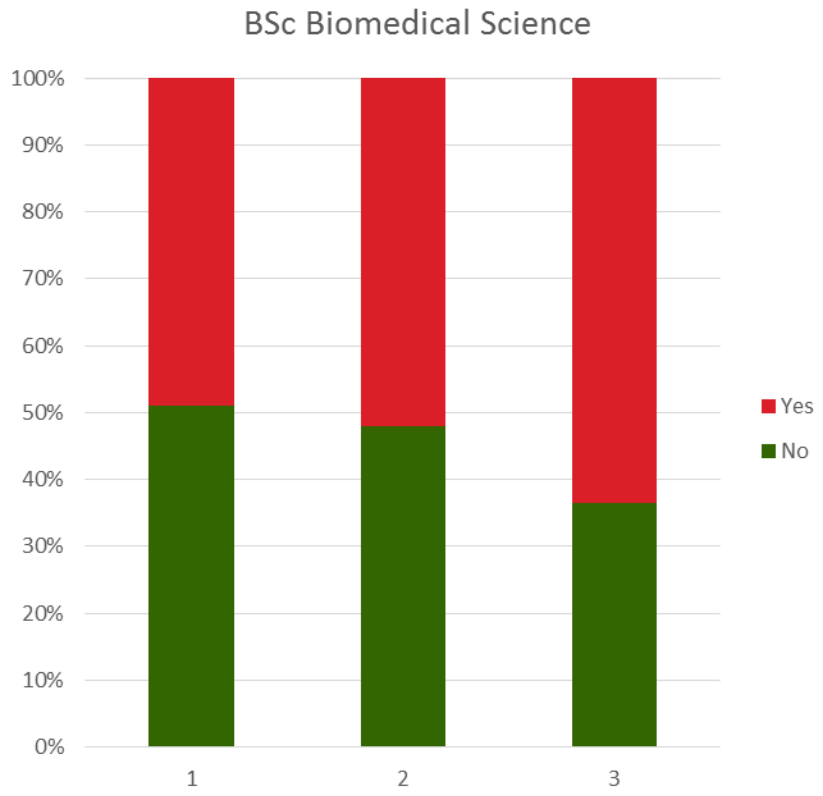
- **Engaging employers:**
  Using sectors of interest data to engage employers with careers and employability events
- **Communicating CR with students:**
  Embedding the language of careers registration institutionally
- **Data dashboards:**
  Built to communicate key data trends interactively with key stakeholders

Sectors and work experience

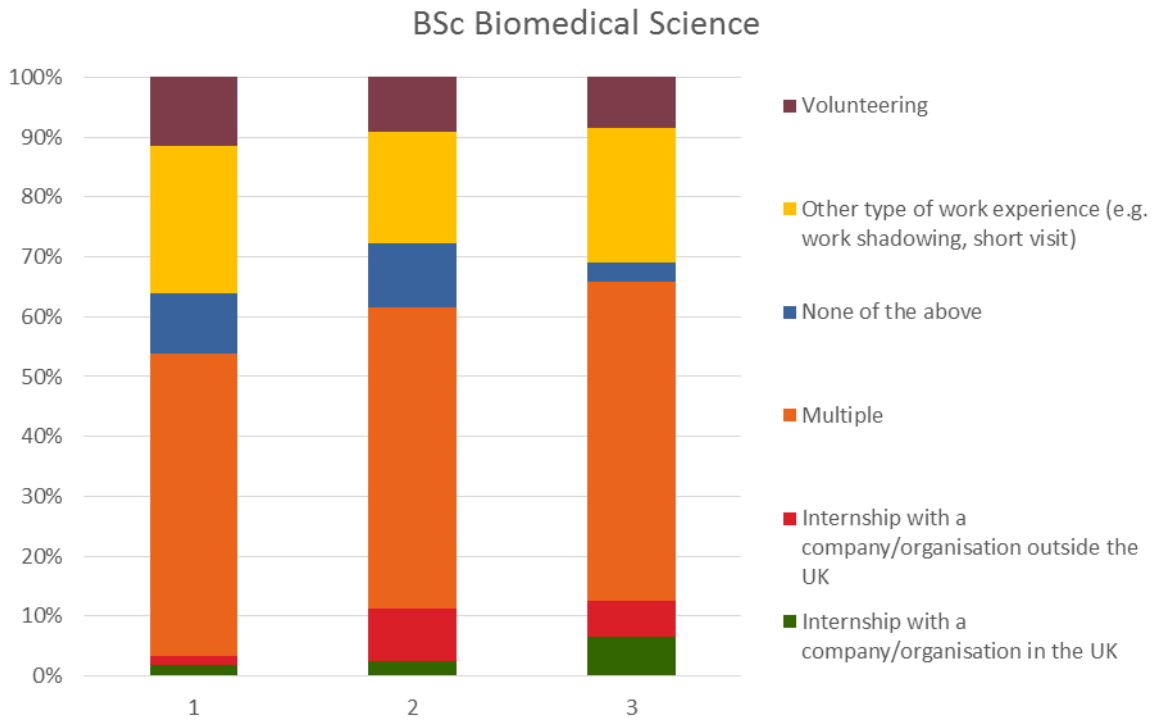
Sectors of interest



Work experience in field?



Types of work experience undertaken



The future of career readiness learning gain

Policy

- Social mobility
- Growing focus on value for money
- OfS desire for work experience measure
- Subject level TEF split metrics
- TEF narrative statements

Practice

- Can we measure impact of individual events on career thinking?
- Location based questions
- Measuring benefits of experience rather than existence of experience
- Data collection at graduation

Thank you

Any questions?