ACES Partnership Planning 2017-18

**Employability Partnership Agreement**

***“****Every student will be prepared for high skilled employment or further study upon graduation*

*- delivered through an innovative, impactful and consistent employability offer”.*

The purpose of this document is to provide an agreed partnership framework for a collaborative and targeted approach to enhancing the employability of all ACES students. It aims to highlight collaborative activities in line with departments, courses, support staff and the Employability Business Partnership model in order to continue the 'employability eco-system' within ACES and to support the delivery of the **SHU Employability Plan** within the 4 core elements:

Under these headings, all teams (course teams, faculty leaders, student support staff, employer teams including Employer Partnership Officer (EPO) and the Careers team) will work together to improve outcomes for our students. These will be benchmarked against the university strategy and will include:

Destinations of Leavers from Higher Education (DLHE) numbers

RAG ratings

Targeted support and extra resource for priority courses based on RAG ratings and DLHE stats

Engagement in the curriculum

Employer events

Employability activity

Skills and attributes development

1:1 support

Targeted support for particular groups including WP, BME students and those with learning contracts

**Art and Design**

**Key staff:**

**RF**: Rachel Firth, Careers and Employability Consultant, **CH**: Caroline Hanson, Employability Adviser, **SV**: Sarah Vance, Employer Partnerships Officer, DEEP

**PH**: Employability Lead, Paul Heys

**Target courses**

Suggested target courses: **Fine Art, and Jewellery and Metalwork** (on the basis of DLHE scores for professional and managerial outcomes).

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| --- | --- | --- | --- |
| **Course** | **% in work/further study** | **% professional/managerial** | **Number of respondents** |
| **SHU average** | **93%** | **69%** | **5083** |
| **Department average** | **89%** | **64%** | **245** |
| **Fine Art** | **95%** | **17%** | **34** |
| **Jewellery and Metalwork** | **100%** | **33%** | **11** |

**a: Core work with all courses**

Elements highlighted are new activities recommended by the Careers Team, for discussion with the department

|  |  |  |  |
| --- | --- | --- | --- |
| **Element of Employability Plan** | **Careers/DEEP team contribution** | **Required contribution from department colleagues** | **Timescales** |
| **Engaged and skilled staff** | * **RF** to facilitate employability-related staff development - developing staff knowledge of recruitment practices and the graduate labour market
* **RF** to provide information to course teams on destinations of graduates, and information on the labour market for different course areas - locally and nationally
* **RF** to provide (online) resources to promote good practice, including "Careers conversations" resources for academic tutors
* Facilitation of sharing good practice in relation to employability amongst academic colleagues (Risky Business) **(RF and CH)**
 | * **Employability Lead** to arrange opportunities for careers team to lead staff development sessions
* Resources to be promoted to academic tutors by **Employability Lead**
* Continued liaison between EL and Careers Team in planing of future Risky Business events
 | During 2017-18During 2017-18Semester 2 |
| **Better prepared students** | * Specialist, discipline-specific one to one advice & guidance, delivered in department by **CH**, and guidance in the Careers Centre by **RF**
* Use of career coaching techniques in one to ones and in small groups to develop confidence **(CH**)
* To improve communications with students, CH to launch a Mailchimp newsletter, and continue to develop Instagram feed
* To continue to improve visibility of the Careers Service within the department-regular drop ins in HPO café, presence in student support office, posters on studio notice boards

Careers support and activities provided by central Careers and Employability Service: Careers Focus workshops, Career Mentoring Scheme, Career Impact for final years, practice interviews, employer presentations and careers fairs and events, Enterprise advice, drop-ins and mentoringDevelop bank of case studies of inspiring student stories **(CH**)* To encourage all students to get involved in extra curricular, networking and enterprising activities that will benefit their career prospects - supplementary sessions will be offered outside of curriculum where necessary on topics such as professional use of social media, making most of careers fairs and tackling assessment centres (**CH**)
 | * Academic, placement and student support staff to have an understanding of the careers support available, and to refer students to the service where appropriate (need to provide a link to one page on Careers Central which summarises everything for them) - to be promoted within department by **EL**
* Continued provision of confidential interview space for Employability Adviser
* Early referral of students to the service who may require additional support eg students who are unsettled in their studies, students who may be disadvantaged in the graduate labour market (WP, BME, disabled students) **(SSOs, academic tutors, Placement Team)**
* Work with Careers team to collect and make use of student case studies so that they are visible within the department **(EL)**
* Department colleagues to be aware of supplementary session offered by **CH** and promote to students
 | OngoingOngoingOngoingDuring 2017-18Ongoing |
| **Innovative and applied curriculum** | Work with academic colleagues to develop a coherent thread of employability and enterprise at all levels through each course, **(RF)*** To ensure all Level 5 students, with option of taking a placement, have curriculum content covering CVs, opportunity searching and interview techniques in Semester 1 and access to ongoing additional support as required

Address lack of confidence, professional communication and resilience identified by tutors and in NSS - "Presenting with Confidence" session offered to J & M, Fashion, Interior Design students and other courses as relevant* Provision of written contributions and resources for course/module handbooks, and to support academic staff at Open Days **(RF)**
 | * Course teams to complete a review of employability and enterprise activities across each course **(EL to facilitate)**
* Curriculum content to be mapped against SHU Graduate Attributes using ACES Course Review framework
* Meet with course leaders to identify gaps in current offer and where possible deliver tailored curriculum input in partnership with placement team
* Timely requests for contributions to course handbooks, and for information to support at open days **(EL)**
 | November 2017Semester 1OngoingOngoing |
| **More and better jobs** | To provide opportunities for students to meet professionals and potential employers:* + As requested by department support events such as portfolio day, Product Design employability week, alumni event and Sheffield Creative Guild events
	+ Recruitment of relevant Career Mentors and promotion of scheme to students
	+ Work with Employer Engagement team to ensure relevant employers are at careers fairs and encourage student attendance
	+ Work with the department, Hallam Students Union and Sheffield Creative Guild to support and promote arts related volunteering and events
	+ Showcase part time work opportunities through Work While You Study Fairs, Campus jobs and Hallam Freelancers

Provision of paid SHU Internships with local employers **(SV and DEEP team)**Promotion to students and staff of the UniHub system for jobs and placements **(CH)** | To involve Careers Team and Sarah Vance in any events where we can contribute support, ideas, employer contacts **(EL**)* Academic staff to be aware of the UniHub system and promote to students **(EL)**
 | OngoingOngoing |
| **Sharing of information, department liaison** | Provide departments with information on student engagement with appointments, careers team input into courses and employer engagement - once per semester **(AF, CH)**Review our input at the end of year in terms of engagement, impact, areas for future development **(CH, RF)** | * Ensure membership of relevant department forums **(EL)**
* Meet with Careers Team to review progress (twice per semester?) **(EL)**
 |  |

**b: Work with target courses: Fine Art, and Jewellery and Metalwork**

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| --- | --- | --- | --- |
| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Engage **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Deliver an Employability Self-Assessment questionnaire to all final years on target course/s **(CH)**
* Use questionnaire to contact students by phone to encourage to make appointment for careers support with aim of engaging all students over the year **(CH)**
* Use responses from students to put on workshops on topics they have requested **(CH)**
 | * Invite Employability Adviser into a level 6 session near the start of the year to deliver questionnaire on target courses (**Course team**)
 | Start of academic year |
| To offer enhanced support to the Jewellery and Metalwork course, as identified as a priority through DLHE | * Curriculum content to include exploring opportunities and recognising skills, developing enterprising ideas, self promotion skills and maximising global opportunities
* Support course leader to maximise alumni contacts and develop programme of guest speakers
* Ensure students are aware of opportunities through Enterprise Service including PYES, Hallam Freelancers and starter studios
* To work with Employer Engagement team to source relevant SHU internships
 | * Course team to meet with CH to plan her input at all levels of the course, focussing on sessions with levels 5 and 6
 | Start of academic year |
| To offer enhanced support to Fine Art course, as identified as a priority through DLHE | * Curriculum content to include exploring career options, developing a portfolio career, identifying skills developed through course
* Encourage level 4 and 5 students to undertake internships, volunteering and summer work experience in absence of placement opportunity
* Regular appointments offered in Fine Art Building
* Ensure students are aware of opportunities through Enterprise Service including PYES, Hallam Freelancers and starter studios
* To work with Employer Engagement team to source relevant SHU internships
 | * Course team to meet with CH to plan her input at all levels of the course, focussing on sessions with levels 5 and 6
 | Start of academic year |

**Computing**

**Key staff:**

**RF**: Rachel Firth, Careers and Employability Consultant, **AG**: Anjlee Gupta, **SV**: Sarah Vance, Employer Partnerships Officer, DEEP

**EL**: Employability Lead, Mark Jacobi

**Priority courses/student groups**

The priority courses have been agreed as **BSc Business and ICT**, and the **top-up** courses. Priority students groups are:

* **BME students**
* **Final years who have not undertaken a placement yea**r

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| --- | --- | --- | --- |
| **Course** | **% in work/further study** | **% professional/managerial** | **Number of respondents** |
| **SHU average** | **93%** | **69%** | **5083** |
| **Department average** | **87%** | **85%** | **296** |
| **BSc Business and ICT** | **91%** | **67%** | **38** |
| **BME students** | **81%** | **83%** | **54** |
| **White students** | **88%** | **83%** | **188** |
| **Done placement** | **94%** | **92%** | **157** |
| **No placement** | **75%** | **66%** | **79** |

**a: Core work with all courses**

Elements highlighted are new activities recommended by the Careers Team, for discussion with the department

|  |  |  |  |
| --- | --- | --- | --- |
| **Element of Employability Plan** | **Careers/DEEP team contribution** | **Required contribution from department colleagues** | **Timescales** |
| **Engaged and skilled staff** | * **RF** to facilitate employability-related staff development - developing staff knowledge of recruitment practices and the graduate labour market
* **RF** to provide information to course teams on destinations of graduates, and information on the labour market for different course areas - locally and nationally
* Facilitation of sharing good practice in relation to employability amongst academic colleagues **(RF and AG)**
 | * **Employability Lead** to arrange opportunities for careers team to lead staff development sessions
* Opportunities for staff development, to enable staff to share good practice in relation to employability activities
 | During 2017-18Semester 1 |
| **Better prepared students** | * Specialist, discipline-specific one to one advice & guidance, delivered in department by **AG**, and guidance in the Careers Centre by **RF**

Careers support and activities provided by central Careers and Employability Service: Careers Focus workshops, Career Mentoring Scheme, Career Impact for final years, practice interviews, employer presentations and careers fairs and eventsEnterprise advice, drop-ins and mentoringCollaboration with Hallam Volunteering, including offering volunteering projects within departments, trying new ways of engaging Computing students with volunteering, **AG**to discuss with Hallam UnionDevelop bank of case studies of inspiring student stories **(AG**)* **AG** to continue to communicate on a regular basis with students via a Mailchimp newsletter
* To promote level 5 student engagement with placements, Anjlee to set up peer mentoring drop-in sessions
* To promote level 5 engagement with placements, Anjlee to contact students in semester 2 who have not engaged with process
 | * Academic, placement and student support staff to have an understanding of the careers support available, and to refer students to the service where appropriate - to be promoted within department by **EL**
* Early referral of students to the service who may require additional support eg students who are unsettled in their studies, students who may be disadvantaged in the graduate labour market (WP, BME, disabled students) **(SSOs, academic tutors, Placement Team)**
* Work with Careers team to collect and make use of student case studies so that they are visible within the department **(EL)**
* Enable advisers to deliver to students in curriculum sessions at induction and other times during the year, to be planned in ahead of time - careers team will arrange with course teams
* EL to ask course teams to promote to students
* Course teams to identify and provide Anjlee with information on students
 | OngoingOngoingThroughout yearDuring 2017-18At start of academic yearOngoingSemester 2 |
| **Innovative and applied curriculum** | Contribution to the delivery of employability and enterprise development within the curriculum **(RF and AG)**Work with academic colleagues to develop a coherent thread of employability and enterprise at all levels through each course, including at level 6 where there is currently very little content (**RF)**Work with academic colleagues to explore students' perception and experience of employability development on their courses - via focus group/s (with final years who have not been on placement/BME students) **(RF)** | * Course teams to review of employability and enterprise activities across courses, in particular focussing on level 6 **(EL to facilitate)**
* **Employability Lead** to work with Careers team to facilitate student focus group/s.
 | 2017-182017-18 |
| **More and better jobs** | Facilitation of student take-up of part-time and graduate employment, and placements , promotion to students and staff of the UniHub system for jobs and placements **(AG)**Running of careers and recruitment events and fairs, and facilitating a diverse employer presence on campus, support for STACK event **(SV and DEEP team)**Provision of paid SHU Internships with local employers **(SV and DEEP team)**Development of new employer contacts in course areas where this is needed, in liaison with ACES Placements Team **(SV)** | * Facilitation of student attendance at fairs and events **(EL)**
* Academic staff to be aware of the UniHub system and promote to students **(EL)**
* Early planning of any events requiring employer input and involvement of Careers/DEEP team at an early stage **(EL)**
* Sharing of industry contacts in new course areas with DEEP team **(Course leaders)**
 | OngoingStart of academic yearOngoing |
| **Sharing of information, department liaison** | Provide departments with information on student engagement with appointments, careers team input into courses and employer engagement - once per semester **(AG, RF)**Review our input at the end of year in terms of engagement, impact, areas for future development **(AG, RF)** | * Ensure membership of relevant department forums **(EL)**
* Meet with Careers Team to review progress (twice per semester?) **(EL)**
 | Ongoing |

**b: Work with priority courses and student groups**

Suggested work with these courses/groups of students:

**Non-placement final years, BME students, top-up courses, Business and ICT**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Engage all target **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Deliver an Employability Self-Assessment questionnaire to all final years on target course/s **(AG)**
* Use questionnaire to contact students by phone to encourage to make appointment for careers support with aim of engaging all students over the year/attend workshops **(AG)**
 | * All students to complete the Self-assessment Questionnaire via the Academic Tutors (who are also Project Tutors) - to provide opportunity for "career conversation". This will be done for all students not just target groups.
* Invite Employability Adviser into a level 6 session near the start of the year to deliver questionnaire on target courses **(EL to facilitate)**
* Encourage students to use service, and refer directly where appropriate **(EL to discuss with course teams)**
 | Semester 1Ongoing |
| Engage all target **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Provide support for non-placement students via 1:1 or group sessions
 | * Final year project supervisors to discuss career plans with students who have not been on placement, and to refer to **AG** for an appointment
 | Semester 1 |
| Develop opportunities for work experience for students who have not been on placement | * Work with local employers to identify opportunities for work-shadowing, to promote to students who have done a placement **(SV, RF)**
 | * **Employability Lead** to liaise with Careers/DEEP team
 | Ongoing |
| Engage BME students with Careers Support across all years | * AG to use list of BME students to do some targetted communications, relevant sessions - for discussion
 |  | 2017-18 |

**Business and ICT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Develop input from Careers Team on course | * Work with course team to review course in semester 1 year to ensure the careers team has an input at all levels on target course/s, especially at level 6
 | * Course team to meet with Careers team in semester 1 to plan input for 2017/18
 | Semester 1 |

**Top-up courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Develop input from Careers Team on course | * Deliver session in semseter 1 introducing students to support from Careers Service, graduate jobs and schemes, application processes
 | * Arrange for session from AG in semsester 1
 | Semester 1 |

**Engineering and Maths**

**Key staff:**

**RF**: Rachel Firth, Careers and Employability Consultant, **AF**: Annie Fonseca, Employability Adviser, **SV**: Sarah Vance, Employer Partnerships Officer, DEEP

**EL**: Employability Lead, David Clegg

**Priority course**

Agreed priority course for enhanced support : **BSc Mathematics** (on the basis of lower DLHE scores and number of students on the course).

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| --- | --- | --- | --- |
| **Course** | **% in work/further study** | **% professional/managerial** | **Number of respondents** |
| **SHU average** | **93%** | **69%** | **5083** |
| **Department average** | **90%** | **80%** | **317** |
| **BSc Mathematics** | **95%** | **72%** | **65** |
| **BEng Automotive Eng** | **80%** | **75%** | **19** |
| **BEng Electrical and Electronic** | **100%** | **71%** | **16** |
| **BEng Aerospace Eng** | **73%** | **71%** | **13** |

In addition, we recommend that the following groups of students should be targeted for enhanced support:

* **BME students**
* **Final year students who have not undertaken a sandwich placement**

**a: Core work with all courses**

Elements highlighted are new activities recommended by the Careers Team, for discussion with the department

|  |  |  |  |
| --- | --- | --- | --- |
| **Element of Employability Plan** | **Careers/DEEP team contribution** | **Required contribution from department colleagues** | **Timescales** |
| **Engaged and skilled staff** | * **RF** to facilitate employability-related staff development - developing staff knowledge of recruitment practices and the graduate labour market
* **RF** to provide information to course teams on destinations of graduates, and information on the labour market for different course areas - locally and nationally
* **RF** to provide (online) resources to promote good practice, including "Careers conversations" resources for academic tutors
* Facilitation of sharing good practice in relation to employability amongst academic colleagues **(RF and AF)**
 | * **Employability Lead** to arrange opportunities for careers team to lead staff development sessions
* Resources to be promoted to academic tutors by **Employability Lead**
* A staff development event (one half day per year?) to enable staff to share good practice in relation to employability activities, to be arranged by **Employability Lead**
 | During 2017-18During 2017-18 |
| **Better prepared students** | * Specialist, discipline-specific one to one advice & guidance, delivered in department by **AF**, and guidance in the Careers Centre by **RF**

Careers support and activities provided by central Careers and Employability Service: Careers Focus workshops, Career Mentoring Scheme, Career Impact for final years, practice interviews, employer presentations and careers fairs and eventsEnterprise advice, drop-ins and mentoringCollaboration with Hallam Volunteering, including offering volunteering projects within departments, trying new ways of engaging Engineering students with volunteering, **AF** to discuss with Hallam UnionDevelop bank of case studies of inspiring student stories **(AF**)* **AF** to communicate on a regular basis with students via a Mailchimp newsletter
 | * Academic, placement and student support staff to have an understanding of the careers support available, and to refer students to the service where appropriate (need to provide a link to one page on Careers Central which summarises everything for them) - to be promoted within department by **EL**
* Continued provision of confidential interview space for Employability Adviser
* Early referral of students to the service who may require additional support eg students who are unsettled in their studies, students who may be disadvantaged in the graduate labour market (WP, BME, disabled students) **(SSOs, academic tutors, Placement Team)**
* Work with Careers team to collect and make use of student case studies so that they are visible within the department **(EL)**
* Provide data on students as requested - including data on final years who have not gone on placement, BME students **(SSOs, Placement Team)**
* Enable advisers to deliver to students in curriculum sessions at induction and other times during the year, to be planned in ahead of time - careers team will arrange with course teams, **Employability Lead** to ensure this happens
 | OngoingOngoingThroughout yearDuring 2017-18At start of academic yearOngoing |
| **Innovative and applied curriculum** | Contribution to the delivery of employability and enterprise development within the curriculum including a series of lectures delivered to most engineering courses as part of the placement preparation sessions at the start of level 5 (delivered for the first time this year - "Engineer Your Future") **(RF and AF)**Deliver "Engineer your future" session to all level 4 in semester 1 (Reflect on first year, skills developed, strengths, how to build into a CV. LinkedIn - build profile, how to use to find work experience)Deliver "Engineer your Future" session/s to all level 6 (refersh on graduate recruitment) - ideally semester 1Work with academic colleagues to develop a coherent thread of employability and enterprise at all levels through each course, including the promotion of Venture Matrix as a way to embed live projects within courses **(RF)**Develop final years' understanding of enterprise support and optionsWork with academic colleagues to explore students' perception and experience of employability development on their courses - via focus group/s (with final years who have not been on placement) **(RF)*** Provision of written contributions and resources for course/module handbooks, and to support academic staff at Open Days **(RF)**
 | * **EL** to arrange and timetable session
* **EL** to arrange and timetable session
* **EL** to meet with careers team to review "Engineer your Future" sessions, and plan timetabled input for next year
* Course teams to complete a review of employability and enterprise activities across each undergraduate course **(EL to facilitate)**
* Curriculum content to be mapped against SHU Graduate Attributes using ACES Course Review framework
* Ensure final years receive a session on enterprise as part of course
* **Employability Lead** to work with Careers team to facilitate student focus group/s.
* Timely requests for contributions to course handbooks, and for information to support at open days **(EL)**
 | Semester 1Semester 2Semester 2, in time to plan for 2018-19During 2017-18Semester 1Ongoing |
| **More and better jobs** | Facilitation of student take-up of part-time and graduate employment, and placements (promotion to students by **AF)**Promotion to students and staff of the UniHub system for jobs and placements **(AF)**Running of careers and recruitment events and fairs, and facilitating a diverse employer presence on campus **(SV and DEEP team)**Provision of paid SHU Internships with local employers **(SV and DEEP team)**Work with department to develop employer presence at "EngFest" or other event arranged by department **(SV, AF)**Development of employer contacts in new course areas - chemical engineering, physics , and for areas including aerospace, in liaison with ACES Placements Team **(SV)** | * Facilitation of student attendance at fairs and events, including timetabling events where appropriate, and promotion of events to academic colleagues so they can encourage/facilitate attendance **(EL)**
* Academic staff to be aware of the UniHub system and promote to students **(EL)**
* Early planning of any events such as "EngFest" requiring employer input and involvement of Careers/DEEP team at an early stage **(EL)**
* Sharing of industry contacts in new course areas with DEEP team **(Course leaders)**
 | OngoingStart of academic yearOngoing |
| **Sharing of information, department liaison** | Provide departments with information on student engagement with appointments, careers team input into courses and employer engagement - once per semester **(AF, RF)**Review our input at the end of year in terms of engagement, impact, areas for future development **(AF, RF)** | * Ensure membership of relevant department forums **(EL)**
* Meet with Careers Team to review progress (twice per semester?) **(EL)**
 |  |

**b: Work with target courses and student groups**

Suggested work with these courses/groups of students:

**Non-placement final years, BME students, Maths final years**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Engage all target **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Deliver an Employability Self-Assessment questionnaire to all final years on target course/s **(AF)**
* Use questionnaire to contact students by phone to encourage to make appointment for careers support with aim of engaging all students over the year **(AF)**
* Send online version of self-assessment form to students on other courses who have not been on placement, and to final year BME students **(AF)**
* Use responses from students to put on workshops on topics they have requested **(AF)**
 | * Invite Employability Adviser into a level 6 session near the start of the year to deliver questionnaire on target courses **(EL to facilitate)**
* Tutors to be aware of enhanced support for BME students and non-placement final years, to refer students to the Careers Team where they feel appropriate **(EL to discuss with course teams)**
* Provide lists of BME and non-placement final year students **(SSO, Placement Team)**
 | Start of academic yearOngoingStart of academic year |
| Engage all target **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Provide support for non-placement students via 1:1 or group sessions
 | * Final year project supervisors to discuss career plans with students who have not been on placement, and to refer to AF for an appointment (or arrange a group session) To be arranged by **EL**
* Project supervisors to use template with students to help them identify elements of their project which can develop their employability - to be drawn up by **DC** and **RF**
 | Semester 1 |
| Develop engagement of BME Engineering students with careers and employers | * Build a bank of BME alumni and professionals in industry, plus employers who are diversity-friendly to use as role models, perhaps to run an informal networking event, or develop a mini-mentoring programme - for further discussion with the department **(AF, SV, RF)**
 | * **Employability Lead** to liaise with Careers/DEEP team
 | Ongoing |
| Develop opportunities for work experience for students who have not been on placement | * Work with local employers to identify opportunities for work-shadowing, to promote to students who have done a placement **(SV, RF)**
 | * **Employability Lead** to liaise with Careers/DEEP team
 | Ongoing |

**BSc Mathematics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Develop the employability content on Maths | * Work with course team to review course in semester 1 year to ensure the careers team has an input at all levels on target course/s, especially at level 6
 | * Course team to meet with Careers team and **EL** in semester 1 to plan input for 2017/18
 | Semester 1 |
| Develop understanding on Maths course of range of options open to them | * Work with course team, focussing on opportunities to help students understand range of options open to them, DEEP to assist with employer engagement
 | * Course team to meet with Careers team in semester 1
 | Semester 1 |
| Develop Maths students' understanding of importance and benefits of extra-curricular activities to enhance CV | * Run session with first years in semester 2 on engaging with extra-curricular activities, and gaining work experience
 | * Enable session to take place
 | Semester 2 |
| Provide targetted support for Maths students | * AF to continue to run drop-ins for Maths students once per week in the Maths base
 | * Promote use of drop-in to students
 | 2017-18 |

**MAC**

**Key staff:**

**RF**: Rachel Firth, Careers and Employability Consultant, **MB**: Maggie Bamford, **HH**: Hannah Holmes, **SV**: Sarah Vance, Employer Partnerships Officer, DEEP

**EL**: Employability Lead, Philo Holland

**Priority courses**

Priority courses: **Media, Film and Media Production, and Photography** (on the basis of DLHE scores for professional and managerial outcomes).

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| --- | --- | --- | --- |
| **Course** | **% in work/further study** | **% professional/managerial** | **Number of respondents** |
| **SHU average** | **93%** | **69%** | **5083** |
| **Department average** | **89%** | **52%** | **289** |
| **Media** | **95%** | **35%** | **27** |
| **Photography** | **93%** | **36%** | **23** |
| **Film and Media Production** | **89%** | **48%** | **60** |

**a: Core work with all courses**

Elements highlighted are new activities recommended by the Careers Team, for discussion with the department

|  |  |  |  |
| --- | --- | --- | --- |
| **Element of Employability Plan** | **Careers/DEEP team contribution** | **Required contribution from department colleagues** | **Timescales** |
| **Engaged and skilled staff** | * **RF** to facilitate employability-related staff development - developing staff knowledge of recruitment practices and the graduate labour market
* **RF** to provide information to course teams on destinations of graduates, and information on the labour market for different course areas - locally and nationally
* **RF** to provide (online) resources to promote good practice, including "Careers conversations" resources for academic tutors
* Facilitation of sharing good practice in relation to employability amongst academic colleagues **(RF and MB/HH)**
 | * **Employability Lead** to arrange opportunities for careers team to lead staff development sessions
* Resources to be promoted to academic tutors by **Employability Lead**
* A staff development session to enable staff to share good practice in relation to employability activities, to be arranged by **Employability Lead**
 | During 2017-18During 2017-18During 2017-18 |
| **Better prepared students** | * Specialist, discipline-specific one to one advice & guidance, delivered in department by **MB/HH**, and guidance in the Careers Centre by **RF**

Careers support and activities provided by central Careers and Employability Service: Careers Focus workshops, Career Mentoring Scheme, Career Impact for final years, practice interviews, employer presentations and careers fairs and events, Enterprise advice, drop-ins and mentoringCollaboration with Hallam Volunteering, including offering volunteering projects within departments, trying new ways of engaging students with volunteering, **MB/HH** to discuss with Hallam UnionDevelop bank of case studies of inspiring student stories **(MB/HH**)Provision of written contributions and resources for course/module handbooks, and to support academic staff at Open Days **(RF)** | * Academic, placement and student support staff to have an understanding of the careers support available, and to refer students to the service where appropriate - to be promoted within department by **EL**
* Continued provision of confidential interview space for Employability Adviser
* Early referral of students to the service who may require additional support eg students who are unsettled in their studies, students who may be disadvantaged in the graduate labour market (WP, BME, disabled students) **(SSOs, academic tutors, Placement Team)**
* Work with Careers team to collect and make use of student case studies so that they are visible within the department **(EL)**
* Enable advisers to deliver to students in curriculum sessions at induction and other times during the year, to be planned in ahead of time - careers team will arrange with course teams, **Employability Lead** to ensure this happens

Timely requests for contributions to course handbooks, and for information to support at open days **(EL)** | OngoingOngoingOngoingDuring 2017-18Ongoing |
| **Innovative and applied curriculum** | Contribute to the delivery of employability and enterprise development within the curriculum **(RF and MB/HH)**Work with academic colleagues to develop a coherent thread of employability and enterprise at all levels through each course **(RF)*** Work with academic colleagues to explore students' perception and experience of employability development on their courses - via focus group/s **(RF)**
 | * Course teams to complete a review of employability and enterprise activities across each undergraduate course **(EL to facilitate).** Curriculum content to be mapped against SHU Graduate Attributes using ACES Course Review framework
* **Employability Lead** to work with Careers team to facilitate student focus group/s.
 | November 20172017-18 |
| **More and better jobs** | Facilitation of student take-up of part-time and graduate employment, and placements (promotion to students by **MB/HH)**Promotion to students and staff of the UniHub system for jobs and placements **(MB/HH)**Running of careers and recruitment events and fairs, and facilitating a diverse employer presence on campus **(SV and DEEP team)**Provision of paid SHU Internships with local employers **(SV and DEEP team)**Work with department to develop employer presence, eg at Creative Media Pathways **(SV, MB/HH)**Development of new employer contacts in course areas where this is needed, in liaison with ACES Placements Team **(SV)** | * Facilitation of student attendance at fairs and events, including timetabling events where appropriate, and promotion of events to academic colleagues so they can encourage/facilitate attendance **(EL)**
* Academic staff to be aware of the UniHub system and promote to students **(EL)**
* Early planning of any events requiring employer input and involvement of Careers/DEEP team at an early stage **(EL)**
* Sharing of industry contacts in new course areas with DEEP team **(Course leaders)**
 | OngoingOngoing |
| **Sharing of information, department liaison** | Provide departments with information on student engagement with appointments, careers team input into courses and employer engagement - once per semester **(MB/HH RF)**Review our input at the end of year in terms of engagement, impact, areas for future development **(MB/HH, RF)** | * Ensure membership of relevant department forums **(EL)**
* Meet with Careers Team to review progress (twice per semester?) **(EL)**
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**b: Work with all three target courses**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| Engage **final years** with support from the Careers and Employability service with aim of increasing the % who go into graduate level roles | * Deliver an Employability Self-Assessment questionnaire to all final years **(MB/HH)**
* Use questionnaire to contact students by phone to encourage to make appointment for careers support with aim of engaging all students over the year **(MB/HH)**
* Use responses from students to put on workshops on topics they have requested **(MB/HH)**
 | * Invite Employability Adviser into a level 6 session near the start of the year to deliver questionnaire on target courses
 | Start of academic year |

**Film and Media Production**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| To develop careers input on all levels of course | * Arrange with course team to deliver session/s at each level of course
* Sessions:
	+ Level 4 - finding (relevant) work experience, value of extra-curricular activities, using vacation time
	+ Level 5 - developing a good CV, skills audit, awareness of range of options
	+ Level 5 - session on making the most of Creative Media Pathways
	+ Level 6 - networking, use of social media
 | * Course team to meet with Careers team to arrange sessions
* Discussion needed on how to improve student attendance
 | Semester 1 |
| To develop employer contacts/alumni to support students on course | * To work with **SV** to develop employer contacts to complement connections the course team have
 | * Meet with Careers team to discuss areas for development
 | Start of academic year |
| Develop students' understanding of enterprise skills and support available | * Work with Enterprise Team to deliver session to ensure students are aware of opportunities through Enterprise Service
* Highlight issues around personal confidence,resilience, pitching, branding, effective personal marketing and networking via social media and elsewhere
* Understanding of freelancing as an option, and importance of porfessional portfolio/showreel
 | * Identify appropriate module in course for input on enterprise
 | Start of academic year |

**Media**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| To develop careers input on all levels of course | * Arrange with course team to deliver session/s at each level of course
* Sessions:
	+ Level 4 - finding (relevant) work experience, value of extra-curricular activities, using vacation time
	+ Level 5 - developing a good CV, skills audit, awareness of range of options, including non-media careers, how to find a placement including speculative approaches
	+ Level 5 - session on making the most of Creative Media Pathways
	+ Level 6 - networking, use of social media
* Opportunities for quick 10 minute input to lectures at levels 5 and 6, to develop students' awareness of careers support
 | * Course team to meet with Careers team to arrange sessions
* Discussion needed on how to improve student attendance
 | Semester 1 |
| To develop employer contacts/alumni to support students on course | * To work with **SV** to develop employer contacts to complement connections the course team have
 | * Meet with Careers team to discuss areas for development
 | Start of academic year |
| Develop students' understanding of enterprise skills and support available | * Work with Enterprise Team to deliver session to ensure students are aware of opportunities through Enterprise Service including Hallam Freelancers and starter studios
* Highlight issues around personal confidence,resilience, pitching, branding, effective personal marketing and networking via social media and elsewhere
* Raise awareness of the importance and use of LinkedIn
 | * Identify appropriate module in course for input on enterprise
 | Start of academic year |

**Photography**

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| **Objectives** | **Actions we plan to take** | **Actions from department colleagues** | **Timescales** |
| To develop careers input on all levels of course | * Arrange with course team to deliver session/s at each level of course
* Sessions:
	+ Level 4 - finding (relevant) work experience, value of extra-curricular activities, using vacation time
	+ Level 5 - developing a good CV, skills audit, awareness of range of options, including non-photography careers
	+ Level 5 - session on making the most of Creative Media Pathways
	+ Level 6 - networking, use of social media
 | * Course team to meet with Careers team to arrange sessions
* Discussion needed on how to improve student attendance at careers related sessions
 | Semester 1 |
| To develop employer contacts/alumni to support students on course | * To work with **SV** to develop employer contacts to complement connections the course team have
 | * Meet with Careers team to discuss areas for development
 | Start of academic year |
| Develop students' understanding of enterprise skills and support available | * Work with Enterprise Team to deliver session to ensure students are aware of opportunities through Enterprise Service including Hallam Freelancers and starter studios
* Highlight issues around personal confidence,resilience, pitching, branding, effective personal marketing and networking via social media and elsewhere
* Raise awareness of the importance and use of LinkedIn
* Understanding of freelancing as an option, and importance of porfessional portfolio
 | * Identify appropriate module in course for input on enterprise
 | Start of academic year |