D&S 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

Directorate of Education and Employer Partnerships team:

Careers and Employability Consultant Lead for D&S: Linda Wilson

Employability Advisers: DECI: Jill Valentine and Helen Fauset (job share),

NBE: Julie Bhagat,

Humanities: Laura Kerley,

DLC: Sheryl Cruickshank,

PSP: Bob Freeborn.

Employer Partnerships Officer: Danielle Bhalla

Enterprise support: Rob King

Careers Centre team support: Marion Pang

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| Activities under these categories could include: | |
| 1. Engaged & Skilled Staff | Capacity building: Supporting academic staff with training and CPD in careers and enterprise-related practice  A dynamic curriculum toolkit for tutors  Briefing sessions with Student Support Officers to facilitate cross referral where appropriate |
| 2. Better Prepared Students | All students will have access to specialist, discipline-specific advice and guidance, delivered in-faculty and centrally  Access to a dynamic Careers Service Central Programme i.e. Careers Focus workshops  Career Mentoring Scheme  Career Impact  Enterprise advice, drop-ins and mentoring  Collaboration with Hallam Volunteering, including drop-ins at the Careers Centre City and Student Services HOC  Use of the 3+3 Student Attributes Framework  Better promotion of postgraduate opportunities.  Particular targeted support in sessions, Programmes (e.g. Career Mentoring and Career Impact) and 1:1s for Widening Participation students, BME students and students with learning contracts, disabilities or other barriers to progression. |
| 3. Innovative & Applied Curriculum | Supporting academic staff with employability activities in the curriculum including utilising an 'employability in the curriculum' framework of 7 stages where appropriate:  1. Self-Awareness 5. Careers, jobs & opportunity awareness  2. Extra-curricular activities 6. Reflection and Articulation skills  3. Personal and Professional Development 7. Ability to take action  4. Careers Information, Advice and Guidance  Implementing the new Enterprise Curriculum (QAA benchmarking) at all levels  Supporting embedded applied, real-world learning and consultancy projects alongside Venture Matrix  Support in promoting the concept of the 3+3 Graduate Attribute Framework |
| 4. More and Better Jobs | Facilitating take-up of student and graduate employment, including Campus Jobs  Integrated employment systems including some placement roles via UniHub  Offering a dynamic programme of bespoke SHU Internships  Events, fairs and employer partnerships (details communicated to staff in a timely manner)  Timetabling SHU Careers Fair for all L6 students (communicated to staff in a timely manner)  Support for employers and from employers: Employer Partnership Officer (EPO) to provide info/ results on applications from key employers where possible to identify areas where are students could benefit from additional support. |

**DLHE Context**

University wide DLHE professional and managerial (to be referred to as “highly skilled employment”) employment targets have been set:

73% for 2017-18 leavers

75% for 2018-19 leavers

Sheffield Hallam University will collect its own data this year. New DLHE will collect their official destinations of 2017-18 leavers at 14 months after leaving.

Careers and Employability resources will be prioritised to support subject areas and courses identified with professional and managerial employment below the current (2015-16) University wide attainment of: Total in work or further study: 93%. Total in professional and managerial employment: 69%.

At the time of writing these are the figures that have been used with academic departments. However, the figures in this document will need to be updated to include further study, as this is the measure by which Universities will be judged in the future.

The Careers and Employability Lead, Linda Wilson and the faculty team are available for consultations to support faculty staff in the development of career management and employability activity and resources within the curriculum. Katie Alexander is available to advise on DLHE matters.

**How the Faculty works with The Careers and Employability service**

This agreement is effective from the date of signature by both parties for the 2017-18 academic year but with the understanding that it should be a live document that adapts to the needs of both parties.

D&S and Careers and Employability will collaborate through:

1. Promotion of Careers services via tutors and established student communication channels
2. Joint membership of strategic and operational forums at faculty and department level
3. Liaison between the Careers and Employability Consultant and employability leads and across the faculty where applicable
4. Enabling information sharing regarding enrolment, engagement and progression
5. Continued Careers service access to inductions, talks for leavers, placement briefings and other time-specific activity.
6. Joint delivery of embedded and timetabled co-curricular activity
7. Priority referral of students at risk of withdrawal or not progressing to advice and guidance appointments
8. Joint work to facilitate student attendance at fairs and other events put on by the Careers service.

**Careers and Employability support offered to all Departments**

Specialist **Employability Advisers** based in each department offering practical job-seeking support to students:

* Offer 1:1 appointments to students
* Run sessions within the curriculum as negotiated with course leaders
* Offers extra-curricular sessions where appropriate
* Liaise with the Enterprise Team and Hallam Union to co-deliver sessions to students where appropriate, and raises awareness of teams with staff and students
* Promote the central Careers and Employability Service support and opportunities to students (Careers Fairs, Career Impact, Career Mentoring, appointments, practice interviews, Enterprise support, employer presentations, job vacancies, Hallam Freelancers)
* Promote relevant opportunities, events and careers information to students via channels including Blackboard, social media, newsletters
* Contributes to department-led and student society employability-related events

The **Careers and Employability Consultant -** works across the faculty:

* Liaises with key department staff to coordinate and prioritise the work of the Employability Adviser and Employer Partnership Officer
* Provides advice and support for planning and delivery of employability-related content within the curriculum, for new courses and at course review
* Provides employability-related staff development and support for faculty staff, including academic tutors
* Provides written contributions and resources for course/module handbooks, and to support academic staff at Open Days
* Provides information on destinations of graduates, and information on the labour market for different course areas - locally and nationally
* Offers careers guidance appointments to students
* Runs sessions within the curriculum on career management skills and career options, or provides resources/training to support academic colleagues in delivering within the curriculum
* Contributes to department-led and student society employability-related events

**Employer Partnerships Officer -** works across the faculty:

* Supports Careers & Employability Consultant to liaise with key department staff to coordinate and prioritise the work of the Employability offer
* Provides support for bringing employers in to deliver employability-related content within the curriculum
* Provides information and results on students applications to  key employer accounts
* Organises and runs central employer events eg. careers fairs, employer presentations
* Make sure there is good representation from employers at central careers fairs offering roles to the target course areas
* Supports faculty to run bespoke employer events for targeted/selected areas
* Contributes to employers being involved in department-led and student society employability-related events
* Develops new employer relationships to increase graduate/placement/internships opportunities for targeted/selected areas
* Supports faculty to maximise existing employer relationships
* Attracts more and better employment opportunities for our students during their studies and upon graduation by increasing number of internship/placement and graduate opportunities on UniHub.

**D&S Departments:**

Sheffield Institute of Education

**Teacher Education (TED)**

**Employability Advisers**: Helen Fauset and Jill Valentine

**Headlines:** All of the TED vocational courses fall above the 73% professional/managerial output and historically employment levels in professional and managerial roles have been robust owing to the vocational nature of the courses, therefore it has been agreed that other areas of the Sheffield Institute of Education's portfolio (e.g. DECI courses, as below) remain a priority. However we ensure key academic staff within Teacher Education are aware of the services including referrals for Employability Adviser support and Careers and Employability Consultant appointments for careers guidance. Input has been given in the past to the Early Years PGCE (EYTS) for, primarily, induction and welcome events. Input is also given on the Employability Day for the Post 16 PGCE courses, (full time and in-service part time routes). That said, there are additional ideas for further involvement as appropriate:

**Enhanced Offer (Ideas for the future):**

* Contributing to the Mail chimp communications that go out to Teacher Trainees e.g. resilience in the profession, job hunting, finding the right setting for you etc.
* Ensuring students are aware of Careers services if they are considering a Plan B (i.e. not teaching per se) or considering dropping the QTS part of their course.

**Department of Education, Childhood and Inclusion (DECI)**

Employability Adviser: Helen Fauset and Jill Valentine (Job share)

**Headlines:** Although all DECI courses fall below the 69% university wide attainment for DLHE Professional and Managerial roles, all have seen increases in DLHE professional and managerial percentages and all but one saw increases in overall satisfaction with Careers input in the National Student Satisfaction survey (NSS) as reported in 2017. 2016/17 saw the creation of an Employability Forum chaired by Pam Dewis (Employability Lead) which brings together course/module leaders, EAs and DEEP colleagues to facilitate a joined-up approach to promoting employability within the Department. Additionally, the Employability Lead and Careers Consultant have created and endorsed the 'Shaping Your Future' Guide: a workbook for students to keep and complete to enhance engagement in employability-related activity and encourage their reflections on skills developed. This has been devised for all levels.

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| Target Courses | |
| Early Childhood Studies | Modest increase in DLHE professional/managerial figures from 12% to 15% although still well below the SHU benchmark target. Additionally, satisfaction with Careers input as captured in the 2017 NSS has decreased from 91% to 73% from 2016 (this figure is weighted by a large decrease in satisfaction with advice given on career options: 88% to 59%). This perhaps indicates confusion over career options or lack of engagement with the support available from Careers and Employability. |
| Childhood Studies | Significant increase in DLHE professional/managerial figures from 19% to 34% although still below SHU benchmark target. Significant increase in NSS satisfaction with Careers from 80% to 92%. |
| Education Studies | Small increase in DLHE professional/managerial figures from 15% to 17%, although still well below the SHU benchmark. Significant increase in NSS Satisfaction with careers input: up 10% to 94% in 2017. |
| Education, Psychology and Counselling | Sizeable increase in DLHE professional/managerial figures from 29% to 51%, although still some way below the SHU benchmark target. A small increase in NSS Satisfaction with Careers input: from 90% in 2016 to 92% in 2017. |

**DECI Curriculum Planning model: Course Plans**

There are on-going discussions with course leaders about how to embed Employability into the Curriculum particularly in some of the Work-based Learning modules where students attend at placements in early childhood/education settings, and in Integrating Theory and Practice modules where students reflect on skills they have developed and we support them in how to articulate these at interview, on paper, in the workplace. The Departmental Head has encouraged all Course Leader incorporate Employability Activity in all Course Improvement Plans for 2017/18.

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| Strategy Mapping | Objectives | Potential Impact and progress | Stakeholder Contribution /  Faculty Support | Time-scale |
| Curriculum and delivery | | | |  |
| Innovative & Applied Curriculum | **Curriculum planning** - discussion and negotiation about appropriate interventions at each level of each course | Potential Impact: Promoting relevant opportunities to staff and students | Discussions with Academics, support from DECI Employability Lead Employer Partnership Officer where appropriate. Ongoing. | July 2017 - ongoing |
| Better Prepared Students | **DECI Employability Event: 'An Educator not a Teacher'** inviting in speakers from professional roles in Education to talk to students about career paths, job roles | Potential Impact: Cross-disciplinary work which would bring employer speakers to a whole range of Education/childhood students in order to raise aspirations and awareness of opportunities | Careers and Academics to discuss feasibility, risks, opportunities and ideas to develop ideas for the future. In planning stages. | Feb 2018 |
| Better prepared Students | **DECI Employability Event: 'Careers in Education'**. A workshop led by Employability Advisers to raise awareness of range of options with degrees (i.e. beyond teaching) | Potential Impact: Building on 'Shaping your future' guide by raising aspirations of professional/managerial roles available to them, for career planning purposes. | Careers and Academics to discuss feasibility, risks, opportunities and ideas to develop ideas for the future. In planning stages. | Feb 2018 |
| Better prepared Students | **Preparing students for Teacher Training pathway/applications**  **-**1:1 appointments  -Endorsing Get Into Teaching Project group workshops on Routes, applications, interview and Professional Skills Tests for teaching | Potential impact: Supporting and advising DECI students at an early stage who may have an interest in teaching. Supporting their entry onto the course which will have a direct impact on DLHE figures. | Employability Advisers are also members of Get Into Teaching Project group: dual role. Using established communication pathways to encourage students to attend events. Making extra appointments available for L6 students prior to applications opening to support personal statement creation etc. Providing email support for personal statement checking. | Oct 2017 - ongoing |
| Work experience and placements | | | |  |
| More and Better Jobs  Better Prepared Students | **Promoting Opportunities**  Ensuring that students are aware of opportunities, both paid and unpaid in a consistent way | Potential Impact: Better engagement; Feedback from students suggests they are overwhelmed with emails. Jill and Helen use standard pathway to advertise vacancies, including creation of Careers Bulletin (fortnightly) and ad-hoc interim bulletins when urgent. Use of social media. | Work with Student and Graduate Employer Teams to improve promotion of opportunities, both paid and unpaid through UniHub where possible. Employability engaging with local employers to strengthen links and source opportunities. Using social media to share/strengthen links. | On-going  review Dec 2017 |
| More and Better Jobs  Better Prepared Students | **Careers Fairs:** Supporting students to network and think more broadly about career areas following graduation | Potential Impact: The 'Hallam Careers Fair' links many areas of work, so will be a great way to expose DECI students to other roles  Progress: Employability Advisers to escort and meet students from DECI at the fair and link with Employability Lead in the venue where most relevant employers are based (e.g. public sector) | Discussions with Employability leads have highlighted that many students are on placement on this day in childcare settings, and unable to be released. However Employability Advisors are making students aware of the employers visiting the fair and will continue to promote opportunities e.g. closing dates when they become available. Discussions are already taking place re ensuring next year's placement starts are delayed to ensure more students can attend. | 26 Oct 2017, ongoing |

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| Targeted Courses: Planning | | |
| Course | **Core offer**  **(already planned)** | **Enhanced offer**  **(ideas for future)** |
| Early Childhood Studies | In curriculum:   * All students have placements in early childhood and educational settings * Access to all levels for Induction: Introduction/refresher re. Careers and Employability * Level 4: LSA-funded Project with Early Childhood Studies focussed on Level 4 increasing Employability * Level 5: Input into Child Health and Child Health Day with Venture Matrix - this won't happen next year (due to major modification to courses last year). In 2019/20 though, it will happen in level 6 of the childhood studies course in a module called Promoting positive childhoods * Level 5: 'Making the most of your placement' session: 1 planned for 2017/18   Extra-curricular:   * EA Engagement with local Employers (with DEEP), strengthening links and creating opportunities * Routes into Teaching/Teacher Training application/Interview/Professional Skills support sessions within the Department (offered to all DECI by Careers Focus) * PGCE at SHU application support sessions (offered to DECI by SHU Teacher Ed) * Making the most of the Careers Fair (October) - activities and promotional messages given to Academic staff and walking bus service offered to students | These options have all been circulated and made available to Course leaders via a 'menu of activities':   * Given NSS data**, Session on 'Options with your degree' session is a real priority** (Careers in Education), and a separate event with guest speakers from industry (Educator not a Teacher), to raise awareness and aspirations particularly within Levels 5 and 6 ; both these are in the planning stages for S2 for DECI, by EAs * L6: 'Selling yourself on LinkedIn/social media', social networking session * L4-6:'Volunteering your way into work' session with support from HUBS/Hallam Volunteering * L5:'Make the most of your Summer' * L6: Sessions on applications/CVs, interviews and assessment centres (and/or signposting to Careers Centre input)   More on making the most of placement - is it possible to have EA input at mandatory placement induction - we have employability related questions on the placement evaluation form now, so should be preparing students for making the most of placement as opposed to simply asking them if they did. |
| DECI  Childhood Studies | in curriculum:   * All students have placements in childhood/educational settings * Access to all levels for Induction: Introduction/refresher re. Careers and Employability * LinkedIn Session for Childhood Studies * Making the most of your work placement – Childhood Studies * Trip to Thackeray Museum October with reflection on experience and career interests sparked off by the exhibition.   Extra-curricular activities:   * EA Engagement with local Employers (with DEEP), strengthening links and creating opportunities * Routes into Teaching/Teacher Training application/Interview/Professional Skills support sessions within the Department (offered to all DECI by Careers Focus) * PGCE at SHU application support sessions (offered to DECI by SHU Teacher Ed) * Making the most of the Careers Fair (October) - activities and promotional messages given to Academic staff and walking bus service offered to students | These options have all been circulated and made available to Course leaders via a 'menu of activities':   * Session on 'Options with your degree' session is a priority (Careers in Education), and a separate event with guest speakers from industry (Educator not a Teacher), to raise awareness and aspirations particularly within Levels 5 and 6 ; both these are in the planning stages for S2 for DECI, by EAs * L5: 'Making the most of your placement' sessions * L6: 'Selling yourself on LinkedIn/social media', social networking session * L4-6:'Volunteering your way into work' session with support from HUBS/Hallam Volunteering * L5: 'Make the most of your Summer' * L6: Sessions on applications/CVs, interviews and assessment centres (and/or signposting to Careers Centre input) |
| DECI  Education Studies | In curriculum:   * All students have placements in educational settings * Access to all levels for Induction: Introduction/refresher re. Careers and Employability * L6: Session/s on Linked In, interviews and applications to support assessment for Enquiring Practitioner module * L4: 'Making the most of your placement session' * L4: 'Options with your degree session' * L4/5: Work based learning module, Integrating Theory and Practice: session on articulating skills/strengths/experience developed through placement (tbc)   Extra-curricular activities:   * EA Engagement with local Employers (with DEEP), strengthening links and creating opportunities * Routes into Teaching/Teacher Training application/Interview/Professional Skills support sessions within the Department (offered to all DECI by Careers Focus) * PGCE at SHU application support sessions (offered to DECI by SHU Teacher Ed) * Making the most of the Careers Fair (October) - activities and promotional messages given to Academic staff and walking bus service offered to students | These options have all been circulated and made available to Course leaders via a 'menu of activities:   * Session on 'Options with your degree' session (Careers in Education), and a separate event with guest speakers from industry (Educator not a Teacher), to raise awareness and aspirations particularly within Levels 5 and 6 ; both these are in the planning stages for S2 for DECI, by EAs * L5 and 6: 'Making the most of your placement' sessions for other levels * L4-5: 'Selling yourself on LinkedIn/social media', social networking session for other levels * L4-6: 'Volunteering your way into work' session with support from HUBS/Hallam Volunteering * L5: 'Make the most of your Summer' * L4/5: Sessions on applications/CVs, interviews and assessment centres (and/or signposting to Careers Centre input) |
| DECI: Education, Psychology and Counselling | In curriculum:   * All students have placements in educational/supportive settings * L4 and 6: Induction: Introduction/refresher re. Careers and Employability * L4: Integrating Theory and Practice: session on Benefits of Volunteering and some real-world opportunities * L5: S2 session to ensure they make the most of their summer/prepare for Teacher Training applications as early as possible. * L5 Integrating Theory and Practice 2: Previously there has been a session on development of CVs – to be determined by the module leader – pending. * L6 Reflective Practitioner: session on Linked In (intro, benefits of, using it to their advantage, managing social media presence * L6 Reflective Practitioner: session on what employers look for, identifying skills and articulating them, how to present themselves in a job application   Extra-curricular activities:   * EA Engagement with local Employers (with DEEP), strengthening links and creating opportunities e.g. Whirlow Hall Farm Trust Alternative Education provision * Routes into Teaching/Teacher Training application/Interview/Professional Skills support sessions within the Department (offered to all DECI by Careers Focus) * PGCE at SHU application support sessions (offered to DECI by SHU Teacher Ed) * Making the most of the Careers Fair (October) - activities and promotional messages given to Academic staff and walking bus service offered to students * Sharing and promoting Employability activities offered by PSP EAs which might translate across and be of interest to EPC students e.g. Routes into Counselling, Psychology, guest speakers | These options have all been circulated and made available to Course leaders via a 'menu of activities:   * Session on 'Options with your degree' session (Careers in Education), and a separate event with guest speakers from industry (Educator not a Teacher), to raise awareness and aspirations particularly within Levels 5 and 6 ; both these are in the planning stages for S2 for DECI, by EAs * Information pathway document showing diverse routes to Counselling, Psychology and Teaching after the degree - EAs developing currently * 'Volunteering your way into work' session with support from HUBS/Hallam Volunteering, for other levels * L5: 'Make the most of your Summer' * L4/5: Sessions on applications/CVs, interviews and assessment centres (and/or signposting to Careers Centre input) |

**Ideas to ensure this activity takes place:**

* Continued membership of Careers and Employability on the Employability Forum
* Continued engagement between Employability Lead and Academic leads to ensure employability is embedded in the curriculum or alongside it seamlessly
* Continued Departmental-wide endorsement of the 'Shaping your Future' workbook and continuous assessment and reflection of the level of preparedness students have as regards employability
* Continued and increased engagement between the departmental Academic staff and local employers to enable links to be built and strengthened, to the benefit of students now and in the future e.g. inviting guest speakers to contribute/deliver alongside the academic staff on modules. EAs and DEEP Partnerships team can facilitate these links but there needs to be willingness to invite employers in.
* For Academic staff to continue to refer students to Careers and Employability for practical support or Guidance as appropriate
* For EAs to continue to build links with Academic staff via the Employability Forum and through curricular delivery
* For EAs to continue to share information with other EAs on shared areas of interest e.g. PSP
* EAs and DEEP Partnerships team can facilitate these links but there needs to be willingness to invite employers in.
* For Academic staff to continue to refer students to Careers and Employability for practical support or Guidance as appropriate
* For EAs to continue to build links with Academic staff via the Employability Forum and through curricular delivery
* For EAs to continue to share information with other EAs on shared areas of interest e.g. PSP

3. Humanities

Employability Adviser: Laura Kerley

Headlines and context: The figure for professional and managerial careers of 31% is very low compared with the figure for the University as a whole (73%), and has also fallen 6% compared to last year's figure. This figure has fallen in eight courses, and increased in two; Film Studies & Screenwriting and Performance for Stage & Screen (top-up).

The department has recently completed a significant body of work in terms of curriculum development across all undergraduate courses. This development has taken place with a very clear focus on university strategic aspirations and KPIs around the applied university and graduate destinations. This work has introduced cpd-focused transitional level 4 modules, innovative real-world assessments, and a range of new opportunities for WBL across the majority of our UG courses. Academic advising has been restructured and AAs are now using a basic employability toolkit as part of their sessions. Field trips providing experience of external learning contexts are now embedded across the UG courses. We are piloting an ‘Alumni’ event for the first time in 17/18. However, there is a recognition that there is a long way to meet the KPI, and much of the enhancement work already in place will be evolved alongside the programme of work outlined more specifically below.

**DLHE 2015/16**

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| Course | Work or Further  Study % | Further Study  only % | Prof/Man  % | Self-employed  % | Unemployed  % | Completion  rate % | Completion  rate (no. of students) |
| Humanities overall | 92 (-1) | 16 (=) | **31 (-6)** | 3 (-1) | 7 (-1) | 80 (+3) | 270 |
| Creative Writing | 83 (-3) | 11 (-12) | **15 (-6)** | 0 (-14) | **17 (+8)** | 74 (-9) | 20 |
| English | 98 (+9) | 26 (+8) | **33 (-26)** | 0 (=) | 2 (-9) | 88 (+11) | 52 |
| English Lang | 97 (+2) | 21 (+9) | **36 (-3)** | 0 (=) | 0 (-5) | 83 (-7) | 30 |
| English Lit | **83 (-6)** | 22 (+1) | **36 (-17)** | 0 (=) | 11 (=) | 70 (-8) | 19 |
| English&History | 100 (+8) | 27 (+4) | **38 (-6)** | 0 (=) | 0 (-8) | 85 (+7) | 11 |
| Film Studies | **85 (-15)** | 23 (+15) | **13 (-14)** | 0 (=) | **15 (+15)** | 87 (+4) | 13 |
| Film & Screenwriting | 87 (+4) | 7 (+7) | 50 (+40) | 0 (=) | 7 (-1) | 77 (+14) | 17 |
| History | **90 (-7)** | 13 (-5) | **23 (-12)** | 0 (-2) | 8 (-5) | 76 (=) | 65 |
| Performance for S&S | 93 (+1) | 7 (-8) | **30 (-10)** | 13 (-2) | 7 (-1) | 75 (+3) | 27 |
| Performance for S&S (top up) | 93 (-7) | 0 (-22) | 38 (+24) | 15 (+1) | 7 (+7) | 82 (+18) | 14 |

Key: ( ) = change from last year

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| Course | Employability Strategy element | Core offer (Current activities delivered with/by the department in curriculum) | Enhanced Offer  (Planned ideas for the future) |
| History | Innovative and Applied Curriculum | - Level 4 core module 'Making History'; employability session linked to assignment (semester 1)  - Level 5 'Applied History', which includes work placements; academic advising sessions in semester 2; CVs and presentations.  - Level 6 'Graduate options' session timetabled and led by careers, but not attached to a module and very poorly attended  Level 6 - AA session on skills awareness  graduate attributes built in across curriculum, using additional hour of teaching at level 4 specifically for that purpose | From 2018/19 all level 5 students must engage with an applied learning module: either a 20-credit History in Practice module (supported by Venture Matrix) or the existing 40-credit Applied History module  - Build on existing provision to develop an Employability thread at level 6  - Engage with the student History Society to run an alumni event (similar, but on a smaller scale to the one planned by the English programme for Feb 2018)  Explore ways to generate publication outcomes for student work (eg production of yearbooks, purchase of ISBN)  - Investigate if there is any way for student involvement/opportunities arising from the new Sheffield Heritage Strategy -  <http://www.joinedupheritagesheffield.org.uk/content/news/sheffield-launches-heritage-strategy-framework> |
|  | Better prepared students | - Careers and Employability inductions at all levels  - 2 x level 6 'Prepare for the Fair/Are graduate schemes for me' themed sessions offered October 2017 | Work to develop employability talks from DLC, Education and external partners, including the National Maritime Museum, Greenwich and Trends Research in Abu Dhabi. |

**Faculty contributions - suggestions (Engaging and Engaged staff):**

History: Prof/Man 23%. There is some direct applied learning input at level 4, via the 'Making History' module, which offers a significant 'public history' component and is related to part of the assessment. New level 4 curriculum now embeds a series of skills (reading, writing, research, presentations among others) across modules rather than trying to deliver them in one single one. Working with colleagues from the Institute of Education on essay-writing skills is proving invaluable. We would like to ensure this can continue to be resourced and supported in the long term.

The long-established Applied History module remains an elective, and it currently focuses on teaching or museum/heritage work. It offers placements. The new History in Practice module will work with Venture Matrix to develop partnerships with external collaborators and organisations which will come into the university to provide students the opportunity to use their subject skills to grapple with 'real world' challenges.

Work to embed employability sessions in timetables AA, and the department to continue to support level 6 'away' events which focus on skills awareness, issues of well-being and dissertations.

Initiate discussions with CES staff about developing the programme

Explore how and when an appropriate alumni programme can be developed

Collaborate with colleagues across Humanities to generate a clear employability strategy for the department, with appropriate resourcing.

Extend current use of the SHU History Facebook group and Twitter accounts and continue to work with the student History Society to broaden awareness.

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| Course | Employability Strategy element | Core offer (Current activities delivered with/by the department in curriculum) | Enhanced Offer  (Planned ideas for future) |
| Film Studies | Innovative and Applied Curriculum | - Level 4 module 'Cinemania' that focusses on programming for Film Festivals, with guest speakers and a trip to the Bradford Film Festival  - Level 5 module 'Professional Film Writing', which focusses on all the ways people write about film (e.g. journalism, blogging, reviews, etc) is being rested in 2018-19 and will re-appear in 2019-20 at L6  - Level 5. All students will be able to elect to do the Work-based learning module | - Discussions are being had about developing a Work Based Learning/Applied learning module  - Professional Film Writing to be in L6 and students will produce the magazine 'The Void', as part of the module  - We are exploring how we might bring Community Cinema and the Film Show (on Sheffield Community Radio) into the curriculum.  - Other extra-curricular opportunities include working on the 'Fear 2000' conferences and on the numerous film festivals in Sheffield (e.g. Cliffhanger, Celluloid Screams, Showcommotion, Doc Fest, etc) |
|  | Better prepared students | Careers and Employability inductions at all levels | - Build on above to develop an Employability thread on all levels of study  Enterprise activity for those wanting to be screen writers. |
|  | Engaged and skilled staff | The Film Show (on Sheffield Community Radio) has been running for over two years for about 40 weeks per year. In that time the staff have developed a lot of experience and expertise in how to plan, edit, host and record radio shows  The team have had a long association with Community Cinema (in which a community group decides on a film and the Team then organises the screening and introduces it). This year, for the first time, a group of students are also going to organise a Community Cinema event, overseen by the staff. The experience in this area is a great resource  2018 will be the third year that staff have organised and run a twenty-first century horror films academic festival. The event management aspects of these events have been developed over the years. |  |
| Film Studies & Screenwriting | Innovative and Applied Curriculum | All modules discussed above (Film Studies) are available to Screenwriting students, with the addition of the following:  - L5 Module - Writing an original screenplay. This has a very specific focus on how you respond to commissions, speak to agents, lay-out your work, etc and is supported by a programme of industry experts who come in to speak to the students  - L5 module 'Scripting a Performance' concentrates on dialogue and involves the use of professional actors to read the students work and give them feedback.  - L6 module 'Creative Careers' looks at careers in writing and is run in conjunction with the Creative Writing degree |  |
|  | Engaged and skilled staff | All Screenwriting staff are also screen/script writers in their own right. Between them there is a prolific output of work being professionally produced. They know all about getting commissions, pitching ideas, successes, failures and being resilient |  |

**Faculty contributions - suggestions (Engaging and Engaged staff):**

Film Studies: Prof/Man 13%. Employability in the curriculum, building on good practice such as good links with the Showroom Cinema and Sheffield Live and students being encouraged to make the most of associated co-curricular activities/volunteering.

A more consistent, explicit approach and earlier engagement.

- Involve CES staff alongside Venture Matrix staff in curriculum planning/change for proposed Work Based Learning/Applied learning module.

- Find a way of embedding some of the excellent extra-curricular, volunteering opportunities into the curriculum (e.g. Community Cinema). Test this in the L5 wbl module, next year

- Initiate discussions re how this might be developed and involve CES staff

- Explore ways of setting students up as freelancers early in the course and whether there is work we can put their way

- In Oct-Nov 17 students organised and ran a Mental Health awareness event, with a screening of a film. How can we make this a regular event? Can we run this through a Film Soc?

- Continue and develop Alumni Social events

**English:**

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| Course | Employability Strategy element | Core offer (Current activities delivered with/by the department in curriculum) | Enhanced Offer  (Planned ideas for the future) |
| English, English Literature, English Language and Creative Writing | Innovative and Applied Curriculum | - Employability input at level 4, via the 'Writing Yourself' module, core across the whole English programme  - Core Work Based Learning module at level 5 for English Language and Creative Writing  Access to Work Based Learning module at level 5 for English and English Literature, but elective not core  - Access to the elective Creative Careers module at level 6  - Access to Masterclass series of publishing and writing events  - Assessment audit led to digital strand of skills and assessment through English and English Literature,  - Alumni attended English Language dissertation session to model good practice –  - Students encouraged to send their work to competitions and secure publication (esp. Story and Image, Short Story modules)  English and Education module offered across English (not Creative Writing) explores theoretical and practical issues in education  TESOL modules across English Language and English (leading to Trinity certificate if conditions met) | - An English wide alumni event planned for February and 'Routes into' sessions  - Initiate student contributions to the Employability blog (build into assessment see PPD below)  - deliver core Work Based Learning modules for level 5 for English and English Literature integrated into subject  - Level 5 Language in Use module developing Applied approach in partnership with Venture Matrix (English and English Language)  Assessment audit of digital strand of skills and assessment through English Language and Creative Writing  - Investigate shared enterprise/employability activities/module  - Develop academic advising so that this forms a strand through the degree developing an assessed student Personal and Professional Development  - Audit and develop explicit graduate attributes in the curriculum  - Target key careers areas for English to provide clear ‘routes into’ for students  Investigate research collaboration and outreach with students via Stylistics group |
|  | Better prepared students | - Careers and Employability inductions at all levels.  - DLHE briefing across courses | Work with the Alumni team to ensure broad-range of Alumni invited to alumni events  Integrate Alumni involvement across the final year curriculum as relevant |
| External partners |  |  | - Develop an advisory group made up of key stakeholders to inform curriculum development  - advertise excellent examples of student work in the area of external working/employability internally and externally  - formalise relationships with stakeholders such as – WordLife, &OtherStories and The Hive  - model students’ collaborative projects on live Wordlife projects, publishing practice etc. |

**Faculty contributions - suggestions (Engaging and Engaged staff):**

English: 33% Prof/Man. Creative Writing 15%.

**Employability in the Curriculum - Self Awareness to be developed earlier:**

Level 4 recommendations: The English curriculum could be enhanced by a coherent programme of PPD or the development of other experiential activities which develop reflective personal and professional development. Confidence building elements, for example more formal and overt activities to develop the articulation of the self, and self-identity could be introduced in Level 4. The introduction of a Shaping Futures Essential Guide for level 4s incorporating the Careers Timeline, the Employability Self-Assessment Checklist and reflection templates devised by Linda Wilson and Pam Dewis and currently being used in DECI is already being used in AA sessions.

**Career awareness - more opportunities to be researched and earlier**

Level 5 recommendations; Students could then be encouraged to build on this self-awareness through research, greater awareness of, and activities in local community organisations which encourage the application of English ability and knowledge. This could be focussed on obviously English related activity such as local Literature festivals or more generic employability experience. It is important to involve the development of Digital Technology skills in these experiences as student need these skills in the working world, whichever sector they enter.

There is a pressing need to expand the range of jobs that are known to English and Creative Writing students to help them make well informed career choices.

There is an over emphasis (perception) on Teaching as the career that English studies go on to do with their subject, and this is often the case when students only know about a very narrow range of jobs. Another example of this is the number of students expressing an interest in Speech and Language Therapy which is a career where Sciences at A level are usually needed.

Earlier and more referrals to the Employability Adviser and for Careers guidance appointments is also recommended.

**Work based learning:**

Level 5 and 6 recommendations: English students experience of work based learning in the local community will help increase their awareness of career routes. This would widen their perception of opportunities in the working world, and discourage the tendency to try to pick a job “off the peg”.

**Taking actions: Extra-curricular activities:**

These could be: Community involvement, work placements, volunteering, campus jobs, work shadowing, enterprising activity.

Level 6 recommendations: The introduction of a Shaping Futures Essential Guide for final years incorporating the Careers Timeline, the Employability Self-Assessment Checklist and reflection templates devised by Linda Wilson and Pam Dewis and currently being used in DECI is recommended.

The booklets are specifically designed to be incorporated into Academic Adviser sessions and negate the need for tutors to be “careers experts”.

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| Course | Employability Strategy element | Core offer (Current activities delivered with/by the department in curriculum) | Enhanced Offer  (Ideas for future) |
| Performance for Stage & Screen | Innovative and Applied Curriculum | From 2018-19  Level 4 module 'Starting a Creative Portfolio' will foreground employability in the curriculum. Students will be asked to do a number of roles that support productions and can be included on an online CV which is started and developed during the module.  Level 5 Module 'Applied Theatre' involves students being commissioned to create a bespoke event for, mainly, external organisations (e.g. schools and community groups)  Level 5 (elective) modules 'DIY Film-making' and 'Broadcast Voices' gives students the skills to write, record and edit their own content on either video or radio. Some have gone on to create their own production companies on graduation  L6 (elective) modules - students choose between either 'Drama in Education and the Community' and 'Building a Professional Portfolio'. In the first of these students learn how to run drama workshops and then go either into a school or a community centre for three of four weeks to run activities. In 'Building a Professional Portfolio' students learn how to set up a business or to develop a better understanding of the Performance sector through a placement. They are also given more advanced skills in 'selling' themselves through social media / websites, etc | Wider employability is addressed in Applied Learning, but there may be room to enhance this and also make consistent. |
|  | Better prepared students | The curriculum now has a clear and embedded pathway through from L4. | Enterprise offer to be introduced into the curriculum to enable students to be Hallam freelancers, self-employed and / or to leave University already running their own theatre company for example. |
|  | Engaged and skilled staff | Two members of staff ran professional Theatre Companies for at least 18 years. Two others make and show their own work throughout the year and a third member of staff worked as a Literary Agent for a theatre in London |  |
|  | More and better jobs |  | We have plans to boost self-employment by setting up a Theatre Company that can employ students both during their studies and on graduation |

**Performance: Recommendations:** Work closely with the Enterprise Team (Caroline Nouvellon) to help to shape the delivery of new areas of the curriculum (e.g. Building a Professional Portfolio).

Run some 'employability' events in Performance Lab, so the Performance students are much clearer about their relevance. Ensure Academic staff work with Careers & Employability team to share module-based careers events (e.g. Mike Warwick), to ensure their full exposure and effectiveness.

Encourage more applications to Hallam Award, Career Mentoring Scheme and Career Impact.

Utilise the contacts of staff and the Performance Lab 'In Conversation…' series, to include events more focussed on careers

Social Media - be more active, with more images and events. Encourage engagement by third years, so we can maintain a relationship after they have graduated. Include more career focussed opportunities

Work with Sheffield Theatres to help them meet their desire for a more inclusive work force, but running some Diversity and employment sessions (Performance are setting up a Diversity Student Advisory group)

Set up a Theatre Co, to provide space and resource for Alumni to put on work in Performance Lab that will help to kick start their careers and build their CVs. Use this a focal point for Alumni meetings / social events. There is an increasing demand for 'performance-based' training events / CPD for Academic staff. This year three L5 performance students participated in the 'training' of about 50 academic staff. How can this be integrated into this Theatre Co? Can this become a trading enterprise, sitting within the Dept?

Improve numbers of students going on to further study by running and promoting new MA (with UCEN Manchester)

**Whole Dept recommendations:**

**Closer partnership working** between Careers and Employability, the newly appointed Academic Directors of Employability in the Curriculum and Humanities department to develop Employability in the curriculum.

**Joint promotion and support for students** to attend centrally run Careers and Employability events, eg. Careers Focus 'Routes into….' series are heavily targeted at D&S students. Sessions to cover HR; Marketing and Communications, Museums and Heritage, Law and more. Only with the encouragement of academic tutors will more Humanities students recognise the value and relevance of these talks.Encourage more applications to Hallam Award, Career Mentoring Scheme and Career Impact.

**Communications:** Students are currently sent regular communications via Blackboard; a tailored bulletin every fortnight and distinct Blackboard announcements about particularly significant events, eg. Hallam Fair, Make Volunteering Work for you'; and 'Make the most of your summer'. Joint promotion of these by academic staff is recommended.

Academic staff to engage with central Careers events eg. the 'Routes into..' series. Main areas are Journalism, Media, Marketing and PR, and other could be developed such as working in the film industry.

Continue to give EA short time slots in curriculum later in academic year at all levels to remind them of CES services before students finish

Ensure all staff are aware of Employability Adviser careers bulletin and encourage to read contents/remind students of key events and opportunities highlighted

Short time slots in curriculum later in academic year at all levels to remind them of CES services/graduate offer etc. before students finish. Work with Academics to determine best times, bearing in mind that, in Performance, as the modules lead towards 'shows' at the end of each semester, it is often hard to catch students towards the end of a semester

**Alumni and Employer work:** Increase alumni engagement and utilise for employability related events, talks and mentoring.

D&S Employability Partnerships Officer to liaise closely to ensure that employers offering opportunities in career areas popular to Humanities students. Work closely together to expand graduate opportunities, including those offered in the RISE paid graduate internships programme.

Initiate more consistent methods for proactively maintaining contact with alumni.

**CPD:** Proactively liaise with Linda Wilson re arranging training for Academic Advisers/Personal Tutors re having effective 'careers conversations' with students and fully informed signposting. Attendance at Employability Breakfast Seminars. Development of good practice modelling on other departments in D&S eg. DECI.

**Employability Leads and Employability Forum:** Establishment of Employability Leads for each subject area and formation of a Humanities Employability Forum.

Department of Humanities Employability Action Planning

Where we are:

* Some cutting-edge WBL modules on the majority of courses from 18/19 onwards
* Agreement in the Humanities Strategy Group that this will be extended to all UG courses at the earliest opportunity
* A variety of assessment tasks across courses
* Academic Advisors using a Handbook containing a basic Employability toolkit
* Some co-curricular and curricular engagement with external stakeholders - Creative Writing Masterclass; module Creative Careers
* Increasing use of field trips/work to take study and skills out into the rest of the world
* Some Away Day / subject group meeting time devoted to CPD on supporting students in respect of employability
* Met with DLHE team to discuss optimising the DLHE collection for Humanities

Graduate Attributes and Employability – Statement of Humanities principles

* Equality of opportunity for students across courses in developing graduate attributes
* Embedded employability skills in the curriculum (modules, assessment types)
* Academic Advising to be a key element of employability enhancement
* Employer engagement enhancement is essential

Short-Medium Term Department Actions

* Promote / use UniHubs to track careers engagement activity - support relevant colleagues to act on data appropriately
* Wherever possible careers events to be timetabled – explore with Careers and Timetabling
* Work with the department Careers and Employability advisor to ensure coherent plan of engagement with student groups
* Explore trial Assessment Centres, learning from PSP experience
* Prioritise level 6 off-site activities with particular potential for confidence building
* Induction support - walking tours to the Careers and Employability service
* Explore how to keep in touch with our Graduands and Graduates. Best use of Social Media in this respect?
* Identify / share good practice with other SHU departments / external organisations / comparator universities
* Promote Hallam Freelancer sessions
* Re-Map Current Employability-related Activity, looking in particular at consistency of approach across Humanities programmes
* Further align assessment practice with systematic approach to developing graduate attributes
* Develop new modular provision in areas that play to emerging strengths and expertise with a public engagement focus
* Coordinate and extend relationships between employability focus in curricular, co-curricular, and extra-curricular activities
* Develop existing partnership work with Venture Matrix to develop new opportunities for external partnerships at scale

4. Department of Law and Criminology

Employability Adviser: Sheryl Cruickshank

Headlines: All of the DLC courses fall below the 73% professional/managerial output for DLHE. Law, Law with Criminology and Criminology had substantial increases in the 2015/16 cohort results, but Criminology & Psychology and Criminology & Sociology both significantly decreased.

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| Target Courses | |
| Criminology and Psychology | Significant decrease in DLHE professional/managerial figures from 44% to 33% - although should note that survey cohort numbers were small |
| Criminology and Sociology | Significant decrease in DLHE professional/managerial figures from 56% to 28% - although should note that survey cohort numbers were small |

**Core Offer**

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|  | Current and planned activities | Stakeholder & Faculty support |
| Innovative and Applied Curriculum | **Law and Law with Criminology**  All students complete clinical modules at each level and have dedicated AAs who discuss career reflection in meetings  L5 Simulated Legal Practice - EA input: basics of the Legal Labour Market and CV development  L6 Streetlaw - EA input: Street Law - embedding Streetlaw into job applications &CVs  L6 International Law in Practice - EA input: Reflecting on ILiP  **Criminology, Criminology & Psychology and Criminology & Sociology**  All students complete employability modules at level 4 (GRAD 1&2) and level 5 (Developing Ethical Workplace Awareness or Professional Practice on Placement) including access to Venture Matrix  L6 Exploring Placement - 2 EA inputs: Making the most of Placement and Reflecting on Placement  L5 Professional Practice on Placement - 2 EA inputs: Making the most of Placement and Reflecting on Placement | Keep EA and CEC abreast of any changes/updates in clinical modules  Timetabled session in the curriculum  Timetabled session in the curriculum  Timetabled session in the curriculum  Keep EA and CEC abreast of any changes/updates in clinical modules  Timetabled session in the curriculum  Timetabled session in the curriculum |
| Better Prepared Students | **Law and Law with Criminology**  Extensive programme of co-curricular and extra-curricular activities, including off-campus visits, organised and delivered by EA, supported by specific Blackboard site and Careers Academic  **Criminology, Criminology & Psychology and Criminology & Sociology**  Extensive programme of co-curricular and extra-curricular activities, including off-campus visits, organised and delivered by EA, supported by specific Blackboard site and Hallam CrimSoc  L5 extracurricular session Preparing for Placement Interviews - delivered by EA  L6 extracurricular session Finding your own placement - delivered by EA  L5 Criminology & Psychology - Career Planning & Career Role models delivered by Careers Consultant | Ongoing support of named Law Careers Academic  Ongoing support of department and cross promotion  Cross promotion by module leader  Co-delivery with module leader  Timetabled session in the curriculum |
| More and Better Jobs | **Law and Law with Criminology**  Extracurricular Preparing for the Law Fair session (all levels)  DLC Leavers Campaign with a focus on graduate schemes and jobs wider than the legal sector. Branded sessions  **Criminology, Criminology & Psychology and Criminology & Sociology**  Department specific Volunteer Fair with organisations on site that work in students chosen sectors  DLC Leavers Campaign with a focus on graduate schemes and jobs wider than the Criminal Justice sector. Branded sessions. | Cross promotion of event  Law Fair on timetables  Joint campaign with Careers, academic team and Student Support  All L6 students registered on a specific Blackboard site  Arranged jointly with the department and with PSP  Joint campaign with Careers, academic team and Student Support  All L6 students registered on a specific Blackboard site |

Enhanced Offer/Ideas for development

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| Course | Activity | Stakeholder support |
| Criminology and Sociology  Criminology and Sociology and Criminology and Psychology | L5 - Careers Consultant input Career Planning and Career Role Models  L6 - Job seeking and selling your skills | Access to the curriculum  Access to the curriculum |
| Criminology, Criminology & Psychology and Criminology & Sociology | Increased attendance at the Hallam Careers Fair   * awareness of the fair * more appropriate jobs | Fair on all timetables  Joint work between Careers, department and Employer Partnership Officer to target potential employers |

4. Natural and Built Environment

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| Target Courses | |
| Geography/Human Geography and Environmental Science | - DLHE results for 2015/16:   |  |  |  | | --- | --- | --- | | Course | Employment or further study | Highly skilled employment or FS | | BSC Hons Human Geography | 89% | 41% | | BA HON Planning and Geography | 94% | 63% | | BSc HON Environmental Science | 96% | 48% | | BSc HON Geography | 96% | 55% |   **Strategies to enhance employability:**  - Explicit focus on mapping employability within the curriculum in line with departmental framework ( to be completed 2017-2018)  - design and introduce new employability focused module to support placement  Review of existing placement offer ( for student intake 19/20)  -student engagement in co-curricular/extra-curricular activities are key mechanisms for students to secure placements/managerial and professional jobs after their degree  Further explore peer learning mechanisms  **Students require support with the following from L4 onwards:**   * identifying/exploring career options * identifying and reflecting on skills/attributes gained through study * skills to secure sandwich placements (and other opportunities) * encouraging students to engage with co/extra-curricular activities * involvement of employers within curriculum delivery |
| Architecture | **DLHE Results 15/16**   |  |  |  | | --- | --- | --- | | **Course** | **Employment or further study** | **Highly Skilled Employment or Further Study** | | **BSc HON Architectural Technology** | **91%** | **91%** | | **BSc HON Architecture** | **85%** | **54%** | | **MARCH** | **100%** | **!00%** |   **BSc HON Architecture scores have fallen over the last 3 years**  **Strategies to enhance employability:**  Explicit focus on mapping employability within the curriculum in line with departmental framework ( to be completed 2017-2018)  **Expanding and joining up external networks within the subject area**  Support with the following from Level 4 onwards (embedded within curriculum/engagement of students via co-curricular and extra-curricular activities):   * Enhance students' understanding re: DLHE survey to increase response rate and ensure data accurately reflects level of responsibility for architecture graduates * Increase SHU internship opportunities and encourage recent grads to apply      * Help current students appreciate the possibility and importance of securing relevant work experience during their UG Study * Support students with networking and speculatively approaching employers so they can secure relevant work experience * Support students in making the best use of networks * Inspiration, ideas and opportunities for creative/entrepreneurial activities * Creation/sharing of creative career resources e.g. creative CVs, inspiration and ideas re: utilising creative skills * Work with students and employers to increase applications for vacancies advertised via UniHub |
| Built Environment | **DLHE Results 15/16**   |  |  |  | | --- | --- | --- | | **Course** | **Employment or Further Study** | **Highly skilled employment or Further Study** | | **BSC HON Building Surveying** | **93%** | **93%** | | **BSC HON CPM** | **89%** | **54% \*** | | **BSC Hons Quantity Surveying** | **100%** | **100%** | | **BSC HON Real Estate** | **100%** | **85%** | | \* small cohort of students graduating | | |   **Strategy to enhance employment**   * **Review Placement preparation** * **introduce employer forum**   Support with the following from Level 4 onwards (embedded within curriculum/engagement of students via co-curricular and extra-curricular activities):   * **Continue existing careers advice and support for students** |

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| Strategy  Mapping | **Objectives** | **Potential Impact and progress** | **Stakeholder Contribution/**  **Faculty Support** | **Time-scale** |
| Curriculum and delivery | | | |  |
| Engaged and skilled staff  Better prepared students | Julie Bhagat (EA) to attend Architecture degree and GEP courses at every level of study for 2017/18 (plus other levels of study as appropriate) | **Impact:** enhanced awareness of activities which enhance employability and improved engagement with C&E offer among students and NBE staff  **Progress:** Oct 2017: EA attended all courses, planning to visit L5 and 6 Hum Geography in Nov | All year tutors to supply dates, times and rooms | by Dec 2017 |
| Better prepared students  Innovative and applied curriculum | Enhanced awareness of potential GEP and Architecture career options (via EA/SU/NBE academic collaboration, employer involvement, use of online resources e.g. Blackboard and Facebook and other channels)  - GEP and Architecture students able to identify own motivations/values, skills and attributes and to identify what would constitute 'success' in relation to 'career' for them personally and create own strategy to achieve this | **Impact:** students able to explore, identify opportunities and build relevant experience in relation to personal career interests  **Progress:**  Julie liaising with Jon Bridge and others to develop resources and trial formats/engage students via Jon Bridge's 'mapping and badging' project  - Daniela Hawryliuk working with EPO (Danielle Bhalla) to offer 'meet the employer workshops' during NBE Careers Day for GEP students to explore options  - Julie liaising with Cristina (Architecture EL) and other staff to provide and secure architecture students' engagement with opportunities, experiences and resources around 'creative careers/entrepreneurship' | Collaboration between EA, employability leads and other NBE staff to create resources and opportunities | by  summer 2018 |
| better prepared students  innovative and applied curriculum | Students able to explore and identify options likely to fit with their personal strengths and preferences and to build CV accordingly  From L4: Increase uptake of employability enhancing opportunities (e.g. C&E, SU Societies, mentoring, volunteering, Venture Matrix, Go Global etc) among Architecture and GEP students | **Impact:** Increased student awareness and able to identify future employers/options likely to fit with skills and motivation, fuller CVs, more likely to be successful when applying for sandwich placements and other work experience opportunities  - increased chances of students securing employment in professional/managerial positions following their degree  **Progress:**  Jon Bridge launching skills audit questionnaire (first stage of project) at NBE Careers Day (8 Nov) - students to complete questionnaire  EA currently liaising with Cristina Cerulli and other architecture staff to review existing resoursces and opportunities and increase student engagement  - EA tailored format/timing of Blackboard messages in response to feedback from staff and students to maximise awareness/increase engagement with activities | Development of new employability-focussed module (may also support placement) - Josie Wilson (GEP)  - Continued collaboration of C&E/Jon Bridge on existing project to 'badge' skills developed within curriculum, identify related extra-curricular opportunities and potentially link with Hallam Award  collaboration with Architecture and GEP academic staff | Summer 2018 |
| Better prepared students | Increase engagement of students in workshops to manage increased demand for appointments following enhanced awareness among students of C&E services (following increased inductions this year) | **Impact:**  - more appropriate triaging to support students with career-related enquiries etc so appointments used more effectively  **Progress:**  EA trialled new extra-curricular workshops for 2017/18 to address increased demand for appointments:  currently liaising with students/Jon Bridge and other staff re: appropriate format, timing and marketing | Collaboration between EA, Employability leads  Consultation with students (via SHaRC/Geogsoc and during workshops/appointments) | Summer 2018 |
| Better prepared students  Innovative and applied curriculum  More and Better Jobs | - Increased involvement of employers within curriculum/in NBE activities  - establishment of industry board (employers) | **Impact:**  Opportunity for all students to understand what employers look for, broaden range of opportunities they'd consider and understand actions required to enhance their employability (and for employers to understand effective student engagement techniques)  **Progress:**  Employability leads now appointed for 3 subject areas and meeting arranged for November to start process of establishing industry board  - Closer collaboration between EA, Employability Leads, EPO and other staff within department regarding employer contacts | NBE Employability Leads (Jon Bridge, Cristina Cerulli and Collette Turner) to set up board and collaborate with EA  Identification of areas where employers could input into GEP curriculum (GEP lecturers and course leaders) | July 2018 |
| Work experience and placements | | | |  |
| Better Prepared Students  More and Better Jobs  Innovative and applied curriculum | Improve support for GEP students seeking sandwich placements via curriculum and extra-curricular peer support so students understand how to find a placement  - students able to independently devise and implement their own placement search strategy | **Impact:**  - Increased number of students undertaking sandwich placements  - less stress and anxiety for students and a better student experience  - better use of individual EA appointments  - students develop necessary skills to secure graduate-level work (even if they opt out of doing a sandwich placement)  **Progress:**  - Good engagement with weekly Placement Search Group workshops for 17/18 L5 students seeking placements: 23 students have registered so far  - six peer mentors appointed via PRePPs peer mentoring scheme (Daniela Hawryliuk)  - additional workshop focussing on securing sandwich placements for NBE Careers Day (Daniela Hawryliuk) | - development of new employability module (Josie Wilson)  - weekly extra-curricular placement search group (Julie Bhagat  - PRePPs placement peer mentoring pilot (Daniela Hawryliuk) | April 2  2018 |
| More and Better Jobs  Better Prepared Students  Innovative and applied curriculum | - Improved understanding, confidence and ability of students to present themselves and make speculative approaches to employers (delivered via curriculum) | **Impact:**  - increased DLHE survey results for target subjects  **Progress:**  Discussion re: review of PPD/new employability module for GEP students  Formation of new group to look at employability of architecture students | - review of PPD (NBE staff)/implementation of new employability module (Josie Wilson)  - new architecture group (includes EA, Cristina and other architecture staff) | summer 2018 |
| More and Better Jobs | - Improved ability of students to network (online and in person) | **Impact:**  - increased ability of students to secure work experience opportunities and graduate level jobs  **Progress:**  **-** LinkedIn workshop offered as part of NBE Careers Day  - additional extra-curricular workshops offered to students for 2017/18 covering online/in person networking (EA) | - development of existing co-curricular activity | April 2018 |

6. Psychology, Sociology and Politics

Employability Adviser: Bob Freeborn

Headlines and context: Overall 94% of PSP students were in work or further study at the time of the 2015/16 DLHE survey. However, the numbers of students going into professional/managerial careers were only 35% and this was down from 44% in 2014/15. All PSP courses fall below the 73% target for students going into professional/managerial jobs. Social Science students will probably always compare badly to those on vocational courses as it takes them longer to build up the experience to apply for professional roles and the new DLHE method of collecting data after 14 months should help with this. There is a further issue identified by the Careers service advisers which is that a high proportion of PSP students are fixed on a small range of careers and so attempts to widen career thinking would also probably help.

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| Target Courses | |
| Sociology  However, all PSP courses are below the 73% threshold and so should be regarded as target courses. | Significant decrease in DLHE professional/managerial figures from 38% to 28% - although note that survey cohort numbers were small |

**Core Offer**

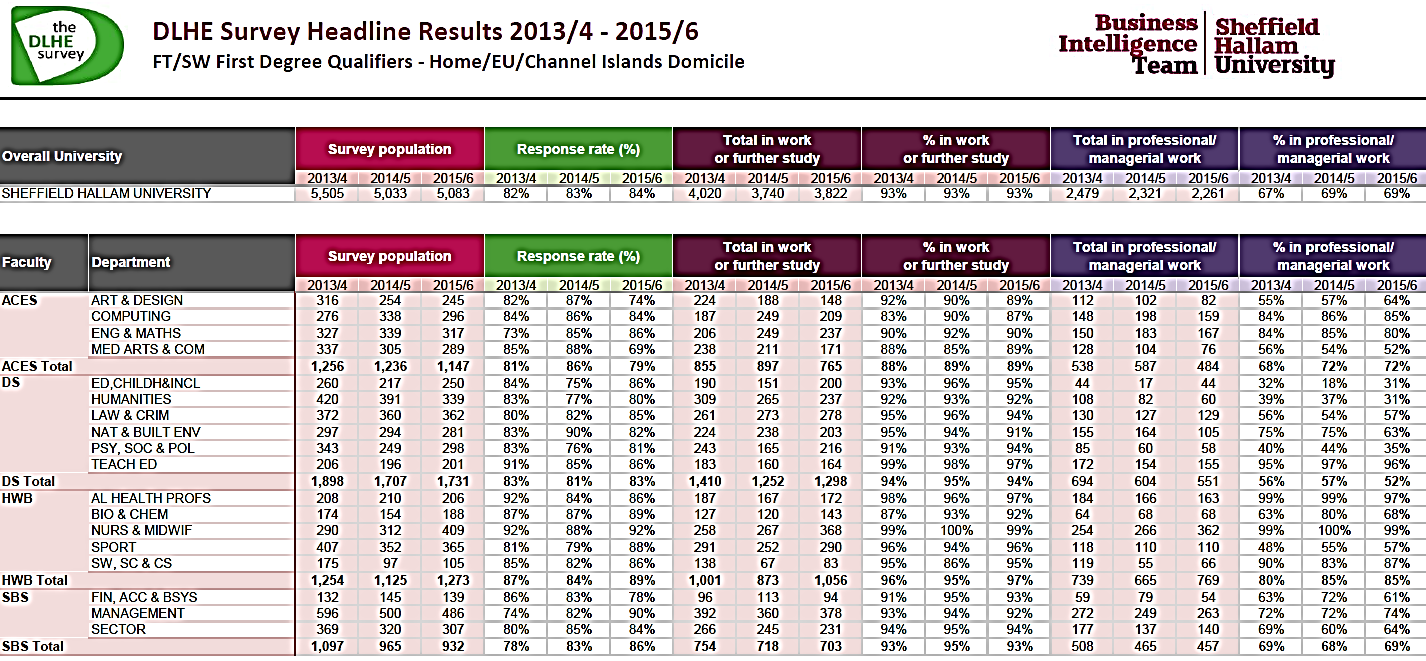
|  |  |  |
| --- | --- | --- |
|  | Current and planned activities | Stakeholder & Faculty support |
| Engaged and Skilled Staff | Dedicated Careers and Employability Consultant, and Employability Adviser provide one to one and group support for students | Psychology and Sociology have careers link tutors |
| Innovative and Applied Curriculum | **Psychology:**  Current activities delivered by the department in curriculum:   * All students have the opportunity for placements/work projects in Level 5 * All students develop CVs and LinkedIn profiles * 'Marketing your project skills' for L5 students * 'Getting into Counselling' for L5 students   **Sociology:**  Current activities delivered by the department in curriculum:   * All students have the opportunity for placements/work projects in Level 5 * All students develop CVs and LinkedIn profiles * 'What should I be doing now?' for L5 students * 'Marketing your project skills' for L5 students   **Politics:**  Current activities delivered by the department in curriculum:   * All students have the opportunity for placements/work projects in Level 5 * All students develop CVs and LinkedIn profiles * 'What should I be doing now?' for L5 students * 'Marketing your project skills' for L5 students | Keep EA and CEC abreast of any changes/updates in modules  Timetabled sessions in the curriculum  Keep EA and CEC abreast of any changes/updates in modules  Timetabled sessions in the curriculum  Keep EA and CEC abreast of any changes/updates in modules  Timetabled sessions in the curriculum |
| Better Prepared Students | **All subject areas:**   * Weekly careers bulletin via Blackboard to ensure that students of events and opportunities that are available to them |  |
| More and Better Jobs | **All subject areas:**   * Extensive programme of careers talks * Volunteer Fair every January to encourage students to build experience in areas relevant to their career ideas * Employer Partnership Officer and EA engagement with local employers strengthening links and creating opportunities * Regular updates/vacancies on Twitter | Work with Employability Lead and subject link tutors to produce this |

Enhanced Offer/Ideas for development:

|  |  |  |
| --- | --- | --- |
|  | Current and planned activities | Stakeholder & Faculty support |
| Engaged and Skilled Staff |  | Politics would benefit from having a link tutor.  CPD for staff to deliver sessions on Employability. AA support post-graduation for one year |
| Innovative and Applied Curriculum | **All subject areas:**   * Introduction of career planning sessions for L4, 5 and 6 for 2018/19. To be devised by Careers Consultant but delivered by tutors * Introduction of 'How to make best use of your placement' session for L5 students | Access to curriculum  To be discussed (placement prep) |
| Better Prepared Students | **All subject areas:**   * Working with Chris Hoy, Student Experience Manager, to target and work with non-engaged students * Quick updates at the start of lectures to promote specific events eg. the Autumn Recruitment Fair * To make use of comparative data at inductions etc to highlight the differences between the engaged and unengaged students in terms of getting into professional/managerial careers and so encourage greater take up of the offer * Encouragement of all students to join the SHU PSP students and alumni LinkedIn group <https://www.linkedin.com/groups/4941168> which enable them to gain useful contacts for work experience/shadowing and will broaden their ideas as to what is possible with their degrees | Collaborative work with SEM. See new triangular support model post PSOM.  SSO , AA and Employability Adviser.  Access to lectures  greater Employability Adviser visibility  Gain feedback from placement providers  Key skills from placements to be made clear to all stakeholders.  Skills gaps identified and address eg. Excel.  Increase national and international mobility  Financial support for placements, work experience and volunteering eg for BME carers, care leaver students.  Liaise re CPD - 4 staff on CRA course  Improve Employability Adviser comms  Getting all students to join group in timetabled LinkedIn sessions |
| More and Better Jobs | **All subject areas:**   * Introduction of new sessions this year 'What next after your degree - meet the graduates' and 'What are graduate schemes and are they for me?' to widen career ideas and to encourage students to think about professional and managerial careers * SHU Careers Fair to be timetabled in 2018/19 * Postcard to be devised and handed out at graduation ceremony highlighting the careers support available | Improve liaison with Employer Partnerships Officer. Focus on Third Sector  Collaboration with Careers Consultant, HoAD and Employability Lead |

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Appendix 1 University DLHE 2015-16



Summary: Sheffield Hallam University: Total in work or further study: 93%. Total in professional and managerial employment: 69%

SHU: 93% and 69%

ACES: 89% and 72%

**D&S: 94% and 52%**

HWB: 97% and 85%

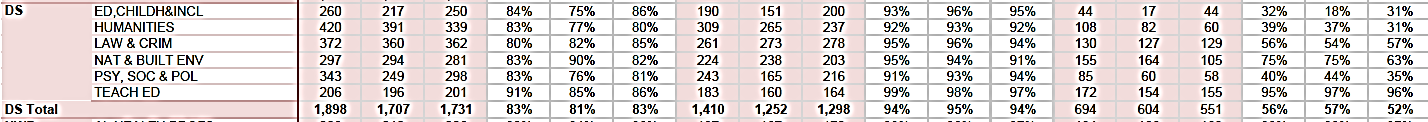
SBS: 93% and 69%

University wide DLHE professional and managerial (to be referred to as “highly skilled employment”) employment targets have been set:

73% for 2017-18 leavers

75% for 2018-19 leavers

D&S DLHE at department level:



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Appendix 2: D&S DLHE course specific:

