HWB 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 HWB 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 HWB 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 or disabilities

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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  HWB to pilot the mapping of the 3+3 Student Attributes Framework  Better promotion of postgraduate opportunities, particular for pre-registration courses such as Physiotherapy, Nursing and OT - this could be through marketing and promotion in curriculum  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.  **BME Students**   * A particular commitment to supporting BME students in each department - discussion and action planning for course teams to take place as a priority in line with findings from ACHIEVE * The overall university outcomes for professional/managerial roles and further study is 68% for BME students compared to 71% for white students - for just professional managerial roles, BME students perform better with 73% compared with 70% of white students. As a faculty, however, that gap increases, where 86% of white students are in professional/managerial roles compared to only 81% of BME students. * There is a significant divide within Bioscience and Chemistry where the figures are 50% of BME students and 67% for white students, whereas CYPF has the opposite with 50% of BME students in professional/Managerial roles compared with just 35% of white students. |
| **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 piloting the 3+3 Graduate Attribute Framework alongside the Academic Director for Employability.  **#DoStuff Wednesdays:** Suggestion that all HWB students should be able to take part in Wednesday afternoon employability sessions - a series of co-curricular sessions on employability topics in conjunction with employers. This could be problematic for students involved in Sport, but could be a discussion about more cross-discipline sessions within the faculty in future. |
| **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. |

**Bioscience and Chemistry**

Employability Adviser: Nikki Abbott (NA)

Employability Partnership Officer: Rachael Frith (EPO)

HOD: Susan Laird

Professional Scientific Practice Module Team: Liz Allen, Tom Nichol, Florian Wulfert

Integrated Masters (MChem/MSci): Ben Abell

Dept Employability Lead: Kim Lawson

**Highest Professional/Managerial stats:**

* Some had very low student numbers so not significant although prof/ managerial levels high in: BSc Hons Biosciences (100%, 1/1); Forensic Sciences (100%, 6/6); MSci Biochemistry (100%, 1/1);
* Other than those mentioned below all were similar e.g. Biomedical Science (79%); Biochemistry (78%); Chemistry (76%)

**Lowest Professional/Managerial stats:**

* It was difficult to provide statistically significant data for the MSci courses individually, but as a group they are interesting.
* BSc (Hons) Human Biology students had the lowest overall levels of only 21% (3/14) in prof/ managerial
* BSc (Hons) Biology students had below average levels with only 55% (6/11) in prof/ managerial

**The importance of a placement**

* Analysis of the results shows a strong connection between professional managerial roles and those students having a placement year: Generally a major difference is between students who took a placement year (Proportion in prof/ managerial level work 89%) and those that didn't (57% in profess and managerial level work)
* Focus then, is on increasing the take up of placements, working closely with department academics and Employer Teams for business development.

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| **Target Courses** | |
| **Human Biology**  Offer a 1:1 interview to all students in L6 | BSc (Hons) Human Biologystudents had the lowest overall levels of only 21% (3/14) in prof/ managerial |
| **Biology**  Offer a 1:1 interview to all students in L6 | BSc (Hons) Biology students had below average levels with only 55% (6/11) in prof/ managerial |
| **Forensics in L6**  Offer a 1:1 interview to all students in L6 | Although data this year is positive they are some of the last remaining forensic students and historically have experienced difficulties in the labour market |
| **Integrated Masters**  Closer work with integrated masters courses, more sessions in the curriculum  offer 1:1's with students not previously worked with | Support for integrated masters students, particularly around further study and professional managerial roles as traditionally students that have not gone on to PhD's have not been in professional/managerial employment (e.g. There were 11 MSci Students with 60% in professional or managerial roles last year, with 1 unemployed (giving unemployment rate of 9.1%); Work with Ben Abell to support these students |

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| **Strategy**  **Mapping** | **Objectives** | **Potential Impact and progress** | **Stakeholder Contribution /**  **Faculty Support** | **Time-scale** |
| **Curriculum and delivery** | | | |  |
| Innovative & Applied Curriculum  Better Prepared Students | To improve the PSP sessions through a holistic approach to the curriculum, including developing students' knowledge of scientific and non-scientific roles post graduation.  (See curriculum planning ideas below) | Potential Impact:  - Linking Careers sessions to the others in the module will help students to see employability as a thread throughout - evidence suggests this can lead to better NSS results.  Progress: Have met to discuss plans for all year groups - already delivering sessions | Support from academic staff to embed employability at all levels | outline ready  review Dec 2017 |
| Better Prepared Students | **Postgraduate Study**  Promote the benefit of postgraduate study | Potential Impact:  Ensuring students get impartial information about further study  Postgraduates are able to compete more effectively in the labour market. This could include information on pre-registration health courses at Hallam | Access to course leaders and current students on PG courses  Potentially providing incentives (e.g. discounts / work experience) to continue.  Work with Darryl Wilson and postgrad recruitment team | Dec 2017 |
| **Work experience and placements** | | | |  |
| Better Prepared Students  More and Better Jobs | **Research into placements:** why such a large proportion of students do not take up the option of placements through development of questionnaire  Progress: NA has applied and been granted HEFCE funding for this | Potential Impact:  Evidence shows that those that do placements are 33% more likely to get a professional/managerial role, but take up of placements is low.  Aim to address the key issues and barriers uncovered as a result of the research | Support from academics to give questionnaires to students, avoiding 'survey fatigue' as much as possible. | April 2018 |
| More and Better Jobs  Better Prepared Students | Specific **targeting of students not wanting a placement** through targeted emails / potential additional non-curriculum session  Potential Offer a 1:1 interview to all students not choosing a placement (identified through questionnaire/ tutor/placement team referral) | Potential Impact:  Generally a significant difference between students who took a placement year (Proportion in prof/ managerial level work 89%) and those that didn't (57% in profess and managerial level work) so intervention here could improve DLHE outcomes | Support from Employer Partnerships Officer, academics and SSOs to refer students to Careers | started work, review April 2018 |
| More and Better Jobs | **Develop more scientific opportunities and placements**   * Through research * Through funded placements locally * Through exploring paid and unpaid placements at the university labs * Work with Enterprise Team to develop and promote short term enterprise placements for Bio/Chem students. * Discussions with James Beighton regarding Hallam Freelancers- and unpaid short term research? | Potential Impact:  - generating employer leads  - Increased DLHE scores through students getting more placements and better work experience in order to compete more effectively.  Progress:  - NA has funding to develop employer networks - will potentially be ringing 500 local employers to generate opportunities and information about skills for students and staff.  - NA to contact department regarding promoting this to staff- linking to the benefits to CV and DLHE outcomes/ ratings for uni | Work with the Employer Partnership Officer to develop science opportunities for students  Support from academics to pass on local and national contacts to build network and placement sources  More support for Sarah Nile for business development  Support from faculty and wider university to provide more placements for students. This could be through funding for science students to go on short placements/ work within a laboratory or to allow unpaid placements within the university labs. (NA and EPO will work together on this)  Support NA in building up a database of academic staff who would be happy to have students in to observe/ support research. | April 2018 |
| More and Better Jobs | **Careers Fairs:** Supporting students to network and think broader about career areas following graduation, supported by job sheets produced by NA. | Potential Impact: The 'Hallam Careers Fair' links many areas of work, so will be a great way to expose Bio/Chem students to other roles  Progress: Fair preparation Session organised in PSP | Timetabling students from all levels to attend Careers Fair 26th October  Think about compulsory attendance for L4 linked to portfolio submissions | 26 Oct 2017 |
| Better Prepared Students  Innovative & Applied Curriculum | **Employer engagement:** during relevant lectures as well as placement students coming in to talk to L5s. | Potential Impact: Increased uptake of placements, realistic insight into professions. | Support from Employer Partnership Officer to develop bank of speakers  Support from academics to source alumni/L6's for guest speakers. | Review Dec 2017 |
| Better Prepared Students | **Supporting Integrated Masters students** with Career planning, postgraduate study options and graduate level applications | Potential Impact: As many Bioscience and Chem students go on to further study MSci and MChem students may need further support as to how they can make the most of their degree, particularly in regards to increasing their take up of prof/managerial roles or PhDs.  Progress: Session planned with Ben Abell for Career Planning and next steps for MSci and MChem students. | Support from academics to access to students within the curriculum | work-shop in place for Jan 2018 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: At present, BME students from Bioscience & Chem have only 50% prof/managerial outcomes compared to 67% for white students which is the largest discrepancy in the faculty. Supporting these students would give good outcomes for individual students and dramatically increase the graduate outcomes for the dept. | Support from HOD and ACHIEVE to develop support plan for our BME students | to review plan of action on priority basis - by Nov 2017 |

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| **S** | **Date** | **PSP1 L4**  **PSP: draft schedule for Employability in the Curriculum 2017/18** | **Date** | **PSP2 L5** | **Date** | **PSP3 L6** | |
| **S1** | wk 13  17 Oct  11-12 | **Career Panel: What can I do with my degree**  - speakers on different topics  - e.g. staff, employers, alumni etc. | wk 11  5 Oct | **Finding the right job for me**  **Interview Skills**  -interview techniques  - practice interview sessions for target courses (seminar follow up)  **Developing employability Skills**  - Summer work experience (particularly for Teaching/Medical school etc)  - PG Study intro  - social media for networking and research | wk 12 9 Oct | **Broadening your horizons: Choosing what to do with your science degree**  **-** Career Planning  - resources and support  - mention enterprise and teaching in regards applications | |
| wk 13  17 Oct  12-1 | **Prepare for the Fair**  - Networking  - Commercial Awareness (labour market info)  - Linked to e-portfolio  - full details about fair in follow up tutorials | wk 13  16 Oct | **Researching opportunities**  **-** networking, social media  - library will come and talk about library gateway  - prep for the fair | |
| wk 14  23 Oct | **Knowing the difference between graduate and placement Applications**  - practical techniques  - refresher for grad schemes  - link to portfolio submission / Graduate CVs | |
| wk 16  7 Nov | **#DoStuff**  - Follow up from careers fair  - Beating other to the job through employability activities  - Volunteering, part time work and employability activities including Career Impact, Career Mentoring and the Hallam Award  - Encouraging students to get involved early on | wk 14  26 Oct | **Scientific Careers in industry**  - also highlight careers fair | **wk 16** 6 Nov | **Next Steps: PG Study**  - Next steps e.g. further study, CPD  - alumni / course leader speakers | |
| wk 17  13 Nov | **Graduate Level Interviews**  - assessment centres  - psychometric tests etc | |
| ?? |  |  |  | wk 18 20 Nov | **STP/NHS/AHP Jobs**  - Specific session for students interested in these schemes  - Applying to Scientist Training Programme  - Allied health roles & physicians associate  - NHS management | |
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| **S2** | wk 27  23 Jan | **Career Planning and Self-awareness:**  - Career planning for students  - occupational awareness (what can I do with my degree)  - Labour market information  - 'Profiling for Success' personality software | wk 32  2 Mar | **Career planning, Effective networking and social media and MSci Information**  - Decision making techniques  - Key resources and support | ? | **Your Future (Viva Shoutouts)**  - Shoutouts to students (via tutors) during viva to remind them of services and career planning support. | |
| wk 28?  wc 29 Jan | **Career Planning - Articulation & Reflection (workshops)**  - Follow up sessions in tutorials which involve working on an activity (e.g. KIT Assignment) and having to reflect on activities including skills development  - TBC | TBC | **Making the most of your time (Lecture Shout out/reminder)**  - Summer work experience  - PG Study |  |  | |
| wk 30 13 Feb | **CVs and Application Forms**  - CVs for PT and Science related roles  - Application Forms LinkedIn, Social Media  - Followed up with individual Seminars? | TBC | **Potential Career Panel (S1 or 2)**  - speakers on different topics  - e.g. placement students, employers, alumni etc.  - Resources and Support |  |  | |
| Encourage attendance at Careers Fairs  Students can access 1:1 appointments for careers advice and guidance as well as mock interview practice and Careers Focus workshops | | | | | | |

**Academy of Sport and Physical Activity**

Employability Adviser: Andrew Walton (AW)

HOD: Dave Morley

Dept Employability Lead: Rosie Leach

Employer Partnerships Officer: Rachael Frith (EPO)

The Academy of Sport is very engaged in employability activities and support students to gain placements and other work experience throughout. Objectives and planning ideas for 2017/18 are to support the faculty to improve professional/managerial outcomes which currently fall below the 73% benchmark (57% across the department). This would involve working with course leaders to embed sessions within the curriculum, particularly for target courses PE and School Schools (PESS) Sports Studies (SS) and Physical Activity Sport and Health (PASH).

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| **Target Courses** | |
| **PESS** | Has traditionally had less engagement with Careers team as is a vocational course focussed on preparing students to be teachers, so is a 'feeder course' for PGCE. 57% went into further study with just 44% of students entering the labour market securing professional/managerial work |
| **SS** | This course is based around sociology, with no specific vocational route at the end of their course which is reflected in the DLHE with 33% professional/man - whilst 100% of students entered work or further study and the course has 100% NSS, their professional/man stats are still below benchmark |
| **PASH** | As a broad subject, there should be lots of opportunities for them to go into but the course hasn't done a full cycle, so we have no recent NSS or DLHE to work with. AW will aim to undertake some additional 'targeting' due to unknown outcomes from course |

**Academy of Sport Curriculum Planning model: Course Plans**

On-going discussions with course leaders about how to implement a consistent offer across the Academy of Sport: piloting a model to work with the courses, which involves consistent sessions in all courses (e.g. career planning, CV development), enhanced sessions that are more bespoke to courses (e.g. assessment centres for SBM but 'widening horizons' work with SS) and then priority targeting of courses with specific activities (such as ring-fencing 1:1s with SS or guest speakers for PESS).

The agreed way to tackle this is to develop course plans with each course team which is on-going. In the meantime we have department ideas and some specific sessions for our target courses.

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|  | Enhanced offer: Differentiation for different courses  Priority offer: Targeting courses (e.g. those with lower DLHE/NSS scores) |  |  |  |  |  |
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|  | Consistent offer: across all courses and levels |  |  |  |  |  |
| Sport Studies **(SS)** | Sport Coaching  **(SC)** | Sports Development & Coaching **(SDC)** | PE & School Sports  **(PESS)** | Sports Business Man  **(SBM)** | Physical Activity, Sport & Health **(PASH)** | Sport & Exercise Science  **(SES)** |

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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 including #DoStuff message | Discussions with Academics, support from Employer Partnership Officer where appropriate. | Oct 2017 |
| Innovative & Applied Curriculum  Better Prepared Students | Suggestion of new **Careers Module for ALL Sports Students: cross discipline sessions** - to be discussed | Potential Impact: Cross-disciplinary work which would support widening horizons for students and help open employer speakers to a whole range of sports students - leading to better prepared students, more time in the curriculum and better student outcomes | Careers and Academics to discuss feasibility, risks, opportunities and ideas to develop ideas for the future. | Feb 2018 |
| Innovative & Applied Curriculum  Better Prepared Students | Continuing to develop **Enterprise pathways** using QAA benchmarking. Suggestion to include with cross-discipline sessions similar to those developed with Jo Marsden-Heathcote in SBM | Potential Impact: more enterprising students, better take up for PYES enterprise year placements and increasing DLHE stats | Work with Enterprise Team to develop pathways in all Sports courses | on-going review Jan 2018 |
| **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. AW has created pathway to advertise vacancies, including creation of Careers Bulletin | Work with Student and Graduate Employer Teams to improve promotion of opportunities, both paid and unpaid through UniHub where possible | On-going  review Dec 2017 |
| More and Better Jobs  Better Prepared Students | **Careers Fairs:** Supporting students to network and think broader about career areas following graduation | Potential Impact: The 'Hallam Careers Fair' links many areas of work, so will be a great way to expose Sports students to other roles  Progress: Buses from Collegiate already sourced to transport students and AW will facilitate this. | Timetabling students from all levels to attend Careers Fairs | 26 Oct 2017 |
| More and Better Jobs | **Employer engagement:** during relevant lectures as well as placement students coming in to talk to L5s. | Potential Impact: Increased uptake of placements, realistic insight into professions. | Support from Employer Partnership Officers to develop bank of speakers  Support from academics to source alumni/L6's for guest speakers. | On-going  review Dec 2017 |
| More and Better Jobs  Better Prepared Students | **SDC Industry Day** and Employer engagement  Planned for 23rd October | Potential Impact: Promoting networking and ideas generating both for SDC but also for wider sports students | Academics to be informed on activities taking place and to promote them to appropriate groups. | 23 Oct 2017 |
| More and Better Jobs | **Partnership working across Teams**: ensuring that we can meet regularly to discuss developments in employer engagement, work experience and placements | Potential Impact: joined up working, avoiding duplication and developing new partnerships to increase placement and work experience opportunities | Suggested 8-weekly meetings with Rob Wilson, Rosie Leach, Louise Harrison, Rachael Frith (EPO) James Beighton (student employment)  Occasional invites for EPO to Sport Employability Meetings | to be in place by Dec 2017 |
| Better Prepared Students | Sessions on **Postgraduate Study** | Potential Impact: As many Sports students go on to further study, ensuring they are prepare and informed about their options, including pre-registration health courses at Hallam | Access to curriculum sessions/ shout-outs when progression talks may be held. Work with Darryl Wilson and postgrad recruitment team | Dec 2017 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: Overall, BME students from Sport have 2% less professional outcomes than white students - this is positive within the faculty, but varies within courses & needs addressing within course plans - supporting these students would give good outcomes for individual students & increase grad outcomes for dept. | Support from HOD and ACHIEVE to develop support plan for our BME students | to review plan of action on priority basis - by Nov 2017 |

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| **Targeted Courses: Planning** | | |
| **PESS**   * L6 - 'Alternatives to teaching sessions' to be brokered curricular/co-curric? * L6 - EIS 1:1s; students who are applying for PGCE have an interview/assessment day as part of their DPP module; AW attending the EIS on the same day to provide 1:1 interventions for those who are exploring alternatives. * L5 - Continued curriculum input for placement module (DPP2) L5 - Ring-fenced appointments/drop-ins * L4 - Mod. Leaders setting up PC lab clinics for tutorials; assignment support; AW attending where feasible to provide drop-in support * Potential mock Assessment Centre day | Has traditionally had less engagement with Careers team as is a vocational course focussed on preparing students to be teachers, so is a 'feeder course' for PGCE.  57% went into further study with just 44% of students entering the labour market securing professional/ managerial work | Work with course leader to negotiate what would work best with PESS students  Access to students within timetabled sessions  Support from Employer Partnerships Officer to generate opportunities for PESS students  Support from Alumni team for potential guest speakers |
| **Sport Studies**   * L6 - Career Planning/Exploration sessions (LH) ring-fenced 1:1s * L5 - Input in WBL module (limited engagement previously) + interview prep session * L5 - ring-fenced 1:1s/drop-ins * L4 - #DoStuff session early sem2 to broker the idea of opportunities (incl: Social Media) * Cross promote NA's session on Healthcare Careers to SS student | This course is based around sociology, with no specific vocational route at the end of their course which is reflected in the DLHE with 33% professional/man - whilst 100% of students entered work or further study and the course has 100% NSS, their professional/ man stats are still below benchmark of 73% | 'Timetable' SS to go to SDC industry employer stands on 23rd Oct  Work with Employer Partnerships Officer to develop more opportunities for SS students in professional/ managerial roles  Work with course leader to negotiate what would work best with SS students |
| **PASH**   * L6 - Career Planning session * L5 - WBL input * L5 - Interview prep session (additional) * L4 #DoStuff session early sem2 to broker the idea of opportunities (incl: Social Media)   Cross promote NA's session on Healthcare Careers to PASH students | As a broad subject, there should be lots of opportunities for them to go into but the course hasn't done a full cycle, so we have no recent NSS or DLHE to work with. AW will aim to undertake some additional 'targeting' due to unknown outcomes from course | Work with course leader to negotiate what would work best with PASH students |

**Nursing and Midwifery**

Employability Adviser: Eric Thompson (ET)

HOD: Toni Schwarz

Dept Employability Lead: Pam Holland

Employer Partnerships Officer: Rachael Frith (EPO)

Headlines: DLHE data for the Department indicates exceptionally high levels of employment post qualification (≥ 98%). However, the department are keen to not be too complacent particularly as the approach to collecting DLHE is changing and information from SHU practice partners suggests that there are some issues with resilience/turnover during the preceptorship period.

Owing to the large numbers on the nursing courses the aim is to continue to support individual students with their applications as well as consulting on developing employability in the curriculum. We also aim to support the nursing team to prepare students for increased integrated working, increased diversity of health and social care provider organisations and the digital workplace.

Following discussions with Pamela Holland, Bridget Winwood, Clare De Normanville and the Careers Team, a range of potential interventions to address these challenges have been identified. These include:

* + Enhanced interview preparation including mock assessment centres; video interviews, etc.
  + Identifying ways to increase take-up of the Hallam Award/Leadership award /Research and Innovation Awards
  + 'Profiling for success', personality software
  + Managing personal "brand" online (e.g. support for staff and students on LinkedIn)
  + Increasing awareness of diversity of the labour market and career pathways in nursing (inc. enterprise)
  + Development and effective use of electronic portfolios
  + Use of digital open badges (e.g. Credly badges) to recognise achievement in employability skills/graduate attributes
  + Identification of space in the curriculum for enhanced employability events such as workshops/key note speakers from practice, etc., for example, Wednesday afternoons.
  + Graduate internships - talent spot individuals likely to fast -track into research/advanced roles/ clinical leadership
  + Use of elective placements to support development and application of employability skills.

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| **Strategy**  **Mapping** | **Objectives** | **Potential Impact and progress** | **Stakeholder Contribution /**  **Faculty Support** | **Time-scale** |
| **Curriculum and delivery** | | | |  |
| Better Prepared Students | **Curriculum planning** - discussion and negotiation about appropriate interventions at each level of each course | Progress: Discussed more diverse and practical sessions including assessment centres and articulation events to prepare students and help them talk about their ideas | Support from course and module leaders to implement ideas | outline ready - on-going stages |
| Better Prepared Students | **Widening Horizons:** Employability over many years, not just employment following qualification  Session on "What else can I do with a Nursing Degree?" to support nurses throughout their career and not just for their first role after graduation. | Potential Impact: benefiting new Graduate Outcomes survey to ensure nurses are still in prof/mang roles after 15 months - support throughout their career and not just for their first role after graduation | To include Enterprise Team in regards to freelance and self-employment opportunities  To work with EPO to develop links with local and national organisations, some diverse. | outline ready - on-going stages |
| Innovative & Applied Curriculum | **Integrated Curriculum:** to keep up to date with developments for the integrated curriculum and where Careers/Enterprise can support. | Potential Impact:  - Mapping employability skills throughout the curriculum and linking to subject learning will help students to see employability as a thread throughout - evidence suggests this can lead to better NSS results. | Updates from staff and ready support from Careers and Enterprise Team for any consultation. | on-going |
| Better Prepared Students | **Changes in funding** to keep up to date with changes in funding and how this affects the availability of placements and the labour market | Potential Impact: being able to deliver appropriate interventions in a timely manner to support students if labour market conditions change. | To work with EPO to key an eye on developments in LMI. | to review Dec 2017 |
| **Work experience and placements** | | | |  |
| Better Prepared Students  More and Better Jobs | **Developing and Promoting Opportunities**  through lecture shout-outs, blackboard posts and targeted emails. | Potential Impact: Ensuring that students are aware of opportunities in a consistent way and that a wide range of options are available after graduation | Work with Student and Graduate Employer Team to improve development and promotion of opportunities  Support from academics to promote these to students | to review Dec 2017 |
| More and Better Jobs | **Careers Fairs:** Supporting students to network and think broader about career areas following graduation. This may include attendance at other fairs (e.g. Hallam Careers Fair or potential AHP Fairs) as well as the Nursing Fair | Potential Impact: The 'Hallam Careers Fair' links many areas of work, so will be a great way to expose students to other roles | Timetabling students from all levels to be aware of Hallam Careers Fair 26th October as well as other related fairs, both at Hallam and through local Trusts  To be more involved in the Nursing Fair with the Employer Teams offering support and a diverse range of contacts | 26 Oct 2017 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: At present, 93% of BME students from Nursing & Midwifery are in professional/ managerial roles compared to 98% of white students - supporting these students would give good outcomes for individual students & increase graduate outcomes for the dept. | Support from HOD and ACHIEVE to develop support plan for our BME students | to review as a priority Nov 2017 |

**Nursing: ideas for Employability in the Curriculum 2017/18**

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| **Sem** | **L4** | **L5** | **L6** |
| **S1** | **Self-awareness:**  - 'Profiling for Success' personality software  - reflective element (e.g. introducing the Hallam Award) | **Personal Brand**  - CVs, LinkedIn, Social Media,  - Commercial Awareness (labour market information) | **Personal statements and job hunting**  - practical techniques |
| **Making the most of your placement**  - Options with Nursing  - Enterprise  - Networking | **Career Planning**  - Decision making techniques  - Key resources and support | **Interview Skills**  -interview techniques  - practice interview sessions |
| **S2** | **Articulation Activity**  - activity / team building exercise  - get students to reflect on what skills they have gained using the STAR method  - potential work with Enterprise | **Assessment Centre**  -mock assessment centre activities  - could include interview skills | **Where you can go with a Nursing degree**  - Next steps e.g. further study, CPD  - nursing in the real world (alumni speakers)  - nursing ladder - for future progression |
| Encourage attendance at **Careers Fairs and Trust Open Days**  Students can access **1:1 appointments** for careers advice & guidance as well as mock interview practice & Careers workshops | | | |
| **#DoStuff Wednesday's: Wednesday Afternoon sessions**  Potential employability co-curricular sessions for Wednesday afternoon's promoting #DoStuff message. Discussions with the department ongoing. | | | |

**Social Work, Social Care and Community Courses**

**Social Work**

Employability Adviser: Eric Thompson (ET)

HOD: Chandi Patel

Course Leader: Brendan Wood

Dept Employability Lead: Lesley Gornall

Employer Partnerships Officer: Rachael Frith (EPO)

Headlines: The department as a whole are doing well in DLHE but this is mainly due to strong professional/managerial outcomes in Social Work (96%) and ET has built excellent relationships with the department which has generated involvement at Skills Days and helped build Hallam's profile with local employers. However, turnover in Social Work is quite high and academics have mentioned that many students only stay in the profession for around 3 years. This means there is usually enough vacancies for incoming graduates, but might mean it is worth doing some work with students about what else they can do with their degree if they move on, particularly in regards to looking at longitudinal DLHE Outcomes.

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| **Strategy**  **Mapping** | **Objectives** | **Potential Impact and Progress** | **Stakeholder Contribution /**  **Faculty Support** | **Time-scale** |
| **Curriculum and delivery** | | | |  |
| Better Prepared Students | Attend all **inductions** for each level, including MASW | Potential Impact:  - Aim is to ensure all students from Social Work are aware of the Careers offer, particularly for widening horizons, practical employability skills and career planning in the long term. | * Support from Academics to gain access to courses | * started Review progress Dec 2017 |
| Better Prepared Students  More and Better Jobs | Continued **involvement in Skills Days** (see below) particularly the Assessment Centre skills day in Semester 2 which was well received last year. | Potential Impact:  - Allowing students to explore practical employability skills to enable them to compete better for prof/man roles  Particularly for Professional Development module at L6 | * Support from academics as to best timing for interventions | outline ready  review June 2018 |
| Better Prepared Students | **Additional curriculum sessions** on *Articulating Skills* and *What you can do with a Social Work Degree* and *Exploring self-employment* | Potential Impact:  - Students better able to compete for prof/man roles  - Attempts to counter-act high turnover of newly qualified Social workers: With new Graduate Outcomes survey now at 15 months, this will prepare students for other prof/man roles if they decide to move on.  Progress:  Working with course leaders to address any issues that students face in accessing careers support and the labour market. | * Work closely with Enterprise Team to deliver sessions around freelance and self-employment for social workers. | to be started by Dec 2017 |
| Better Prepared Students | Increase work with **MASW course**, particularly around widening horizons after the course and the first few years in post | Potential Impact: MASW students may be interested in a wider range of roles, so ensure they are aware of options.  Progress:  Paul Stapleton is looking to possibly include the Masters students into the Assessment Centre activity - and promote part time paid and voluntary opportunities to these students | * Work closely with Enterprise Team to deliver sessions around freelance and self-employment for social workers. | Dec 2017 |
| **Work experience and placements** | | | |  |
| More and Better Jobs | More targeted work with DEEP to develop **employer engagement** strategy to strengthen links with a variety of employers | Potential Impact: Widening horizons, generating diverse opportunities with employers. | * EPO to help set up a strategic employer engagement plan, particularly with Sheffield and Rotherham councils.   Careers/Academics to signpost students to opportunities, careers fairs and open days  Support for timetabling key fair dates for students. | review March 2018 |
| Better Prepared Students | Support L4 students (where appropriate) to **gain experience** (paid or unpaid) to make the transition into practice placement easier at L5 | Potential Impact: This will also impact employability in regards to exposure to working life and new environments. | * Work with Employer Team to generate more opportunities that would suit the whole of SW/SC and Community courses. | June 2018 |
| Better Prepared Students | Continue to support all students with their applications/interviews either for placements in **1:1s** - part time and full time jobs | Potential Impact: - Personal interventions to support students to compete better in the labour market. 1:1s often better for particular groups (e.g. students with a learning contract/disability/protected characteristic | * Support from academics and SSO to signpost students were appropriate. | July 2018 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: At present, 89% of BME students from Social Work are in prof/managerial roles compared to 96% for white students -Supporting these students would give good outcomes for individual students and dramatically increase the graduate outcomes for the department | Support from HOD and ACHIEVE to develop support plan for our BME students | to review plan of action on priority basis - by Nov 2017 |

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| **Suggested Sessions for 2017/18** | |
| Sept 2017 | Induction L4, L5, L6 |
| Jan 2018 | Employability Skills Day L5 - applications for placements |
| Jan 2018 | Employability Skills Day L6 |
| Feb 2018 | Employability Skills Day L6 |
| March 2018 | Rotherham Council - Recruitment Day |
| March 2018 | MA Social Work Induction (Y1) |
| March 2018 | MA Social Work Skills Day (Y2) |
| March 2018 | Skills Day Assessment Centre L6 (and potentially MASW) |

**BA/FND Children Young People and Families**

Employability Adviser: Eric Thompson (ET)

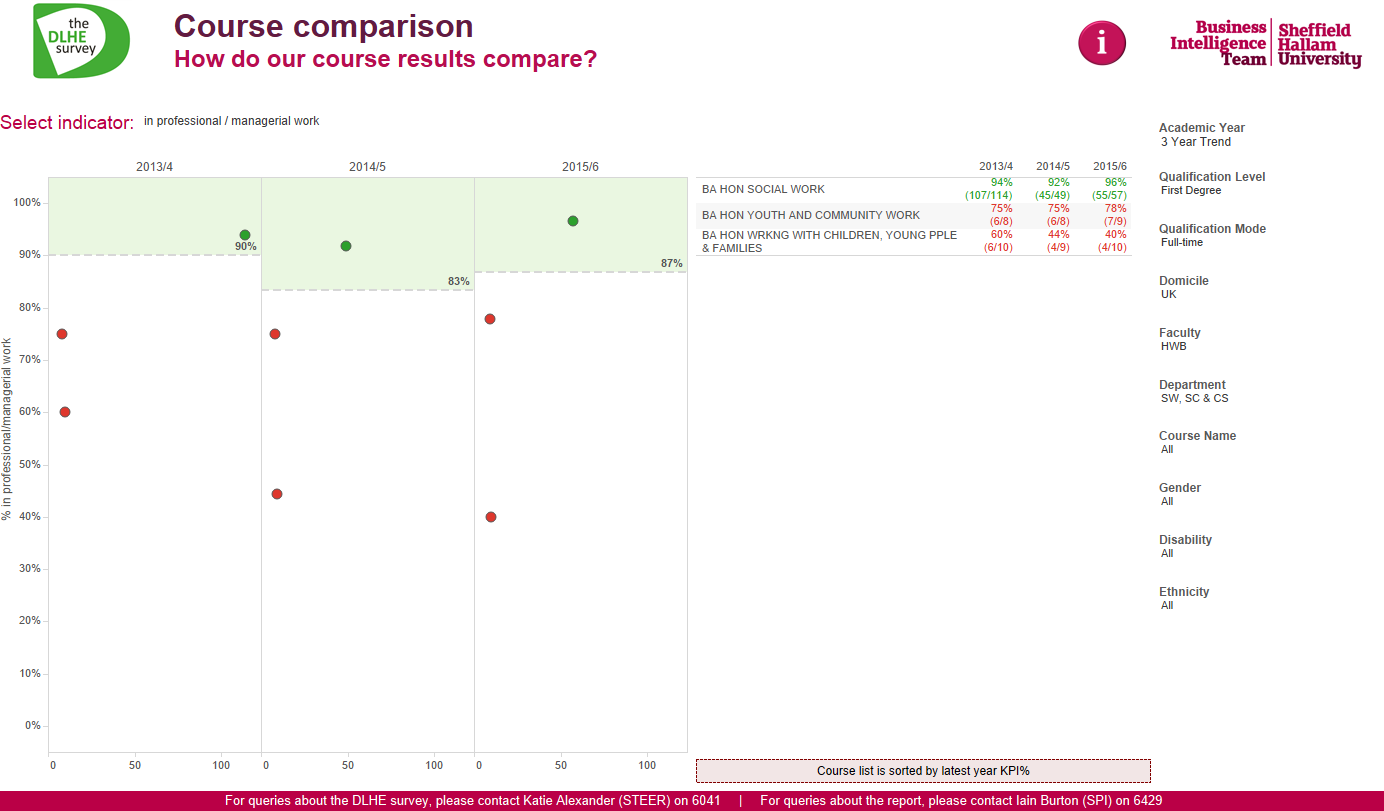
HOD: Chandi Patel

Course Leader: Mandy Ceccinatto

Dept Employability Lead: Lesley Gornall

Employer Partnerships Officer: Rachael Frith (EPO)

**Headlines:** The department as a whole are doing well in DLHE but this is mainly due to strong professional/managerial outcomes in Social Work (96%) and Youth Work (78%). Therefore, the focus will be on supporting students on **BA Working with Children, Young People & Families** into professional/managerial roles.



BA Working with Children, Young People & Families (40%)

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| **Strategy**  **Mapping** | **Objectives** | **Potential Impact and Progress** | **Stakeholder Contribution /**  **Faculty Support** | **Time-scale** |
| **Curriculum and delivery** | | | | |
| Better prepared students | Attend all **inductions** for each level | Potential Impact: more students in prof/man roles; Aim is to ensure all students from CYPF are aware of the Careers offer, particularly for widening horizons and practical employability skills | * Support from Academics to gain access to courses | by Oct 2017 |
| Better prepared students  Innovative and Applied Curriculum | More input into the **curriculum** during the course of the year (see below) | Potential Impact:  Greater visibility of careers staff in supporting students, hopefully leading to engagement in employability activities to increase DLHE outcomes  Progress: Aim to get into more sessions in Professional Development module at L6 | * Support from Academics to gain access to courses | review Dec 2017 on-going |
| Better prepared students | Working with Mandy Ceccinato on **pathways** at L5 into Social Work/BATL etc  Deliver options after Foundation Course L5 & Next Steps session for L6's | Potential Impact: improving retention and transitions by helping students make the right choices for them |  | Jan 2018 |
| Better prepared students | Run 'getting into **postgraduate study**' sessions at L6 | Potential Impact:  Ensuring students get impartial information about further study  Postgraduates are able to compete more effectively in the labour market |  | Dec 2017 |
| **Work experience and placements** | | | |  |
| Better prepared students  More and Better Jobs  Innovative & applied curriculum | Organise a **careers carousel** (alumni, employers) where students will have a chance to meet with inspirational people | Potential Impact: Widening horizons - Guest speakers can often offer a different perspective that is appealing to students and can help widen horizons | * Support from course teams to generate alumni contacts. | March 2018 |
| Better prepared students  More and Better Jobs | More targeted work with Employer Team to develop **employer engagement strategy** / potential employer visit | Potential Impact: Widening horizons, generating diverse opportunities with employers - potential increase in DLHE to get more students in Prof/man roles | * EPO to help set up a strategic employer engagement plan   Careers/Academics to signpost students to opportunities, careers fairs and open days  Support for timetabling key fair dates for students. | on-going review Jan 2018 |
| Better prepared students  More and Better Jobs | Look into running a "**field trip**" to help students | Potential Impact: Based on the idea that if students are able to experience something in person they are more likely to engage. Could be a trip to a local employer etc. | * Discussions with course teams and department about the cost and feasibility of such a trip. | on-going |
| Better prepared students  More and Better Jobs | ET to explore the potential **professional/managerial roles for CYPF** students to go into (both in related and non-related fields) and explore these in regards to work experience and shadowing | Potential Impact: This could lead to targeting of vacancies and letting students know the options that are open to them. | * EPO to help support ET and target relevant employers | Jan 2018 |
| **Supporting WP students/ those with learning contracts** | | | |  |
| Better prepared students | Work with Course Leaders/SSOs to find ways to **support students** with learning contacts | Potential Impact: Better support of students with learning contacts with an aim to increase confidence and resilience to affect professional/man stats. | * Working with other support teams e.g. Skills Team, well-being, disability etc about supporting students with confidence interventions | on-going |
| Better prepared students | Piloting being part of '**open door**' time for tutors so that cross-referral can happen immediately. | Progress: Provide more tutorial careers support at appropriate times during the year ie more 1:1 appts on an ad hoc basis |  | review Dec 2017 |
| Better prepared students  More and Better Jobs | **Ring-fenced 1:1s just for CYPF L6** | Potential Impact: Supporting students into prof/managerial roles through specific targeted 1:1s  Progress: ET to update unihub with ring-fenced sessions and check in with course leaders to ensure all L6's have opportunities to access appointments | * Support from SSOs and course team to review students | on-going  1:1s check by March 2018 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: At present, BME students from CYPF perform well with 50% in professional/ managerial roles, compared to only 35% of white students. It may be worth looking at why this differs from HWB as a whole in regards to sharing good practice. | Support from HOD and ACHIEVE to develop support plan for our BME and our white students | to review any plans of action by Nov 2017 |

**CYPF: ideas for Employability in the Curriculum 2017/18**

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| **S** | **L4** | **L5** | **L6** |
| **S1** | **Induction**  - overview of careers service  - #DoStuff message | **#DoStuff**  - Beating others to the job through employability activities  - Volunteering, part time work and employability activities including Career Impact, Career Mentoring and the Hallam Award  - Encouraging students to get involved early on | **Broadening your horizons: Choosing what to do with your CYPF degree**  **-** Career Planning  - resources and support  - postgraduate study |
| **Speaker Panel: Careers Carousel**  Alumni / Guest speakers to talk about their roles, do 'speed networking' | **Graduate Level Applications Forms**  - examples  - techniques for application forms |
| **S2** | **Career Planning and Self-awareness:**  - Career planning for students  - occupational awareness (what can I do with my degree)  - Labour market information  - 'Profiling for Success' personality software | **Progression Talk**  - Decision making techniques  - Key resources and support  **-** Developing employability Skills | **Interview Skills**  -interview techniques  - practice interview sessions for target courses (seminar follow up) |
| **Tutorial session**  - Work with Mandy and Team in the same room to see students and chat individually if necessary. | **Making the most of your time (Lecture Shout out/reminder)**  - Summer work experience  - further / progression Study  - Resources and Support | **Tutorial session**  - Work with Mandy and Team in the same room to see students and chat individually if necessary. |
| Encourage attendance at Careers Fairs and events  Students can access 1:1 appointments for careers advice and guidance as well as mock interview practice  and Careers Focus workshops  **Ring-fenced 1:1s just for CYPF L6** | | | |

**BA Youth & Community Work**

Employability Adviser: Eric Thompson (ET)

HOD: Chandi Patel

Course Leader: Geraint Owen (*Skills for L&D 2* module lead: Claire Marsden)

Dept Employability Lead: Lesley Gornall

**Headlines:** Youth & Community have been strong performers in DLHE as many students will go into professional managerial Youth Work roles (78%). However, with cuts to social care and youth work programmes, professional managerial roles for our students could be harder to find, so the aim is to ensure students are equipped to see the relevance of their degree to other roles and industries. The focus will be on L5 and L6 as the course is no longer recruiting.

Employability is already embedded into Level 5 module 'Skills for Learning and Development 2'. ET already works closely with the course team to deliver 3 x 3 hour seminars on job searching, CV’s and application forms, STAR technique, person specifications and job descriptions etc. This also includes mock interviews sessions where students are both interviewed and are part of an interview panel.  This is linked to their summative assessment, where they provide a completed application form and reflection of their performance at interview.

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| **Strategy**  **Mapping** | **Objectives** | **Potential Impact and Progress** | **Stakeholder Contribution /**  **Faculty Support** | **Time-scale** |
| **Curriculum and delivery** | | | | |
| Better prepared students | Attend all **inductions** for each level | Potential Impact: more students in prof/man roles; Aim is to ensure all students from Y&C are aware of the Careers offer, particularly for widening horizons and practical employability skills | * Support from Academics to gain access to courses | by Oct 2017 |
| Better prepared students | Run 'getting into **postgraduate study**' sessions at L6 | Potential Impact:  Ensuring students get impartial information about further study  Postgraduates are able to compete more effectively in the labour market |  | Dec 2017 |
| **Work experience and placements** | | | |  |
| Better prepared students  More and Better Jobs | More targeted work with Employer Team to develop **employer engagement strategy** / potential employer visit | Potential Impact: Widening horizons, generating diverse opportunities with employers. Good for Y&C students as the labour market is changing | * EPO to help set up a strategic employer engagement plan   Careers/Academics to signpost students to opportunities, careers fairs and open days  Support for timetabling key fair dates for students. | on-going review Jan 2018 |
| Better prepared students  More & Better Jobs | ET to explore the potential **professional/managerial roles for Y&C** students to go into (both in related and non-related fields) and explore these in regards to work experience and shadowing | Potential Impact: This could lead to targeting of vacancies and letting students know the options that are open to them. | * EPO support to then target employers in those areas. | Jan 2018 |
| Better Prepared Students | **Support for BME Students** | Potential Impact: The statistics are unclear for BME students on Y&C as only 2 out of 4 BME students responded, but suggests that no BME students were in prof/managerial roles, compared with 64% of white students - supporting these students would give good outcomes for individual students & increase graduate outcomes for dept. | Support from HOD and ACHIEVE to develop support plan for our BME students | to be reviewed as a priority Nov 2017 |

**Youth and Community Work: Proposed session planning 2017/18**

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| **S** | **L5** | **L6** |
| **S1** | **Career Planning**  - Decision making techniques  - Key resources and support  **-** Developing employability Skills | **Broadening your horizons: Choosing what to do with your Y&C degree**  **-** Career Planning  - resources and support  - postgraduate study |
| **#DoStuff**  - Beating others to the job through employability activities  - Volunteering, part time work and employability activities including Career Impact, Career Mentoring and the Hallam Award  - Encouraging students to get involved early on | **Graduate Level Applications Forms**  - examples  - techniques for application forms |
| **S2** | **Interview Skills**  -interview techniques  - practice interview sessions for target courses (seminar follow up) | **Tutorial session**  - Similar to last year for L4, work with tutors in the same room to see students and chat individually if necessary. |
| **Making the most of your time (Lecture Shout out/reminder)**  - Summer work experience  - PG Study  - Resources and Support | **Professional Research Module & Career Planning**  - Linking in with research module & literature review linked to career professions |
| Encourage attendance at Careers Fairs and events  Students can access 1:1 appointments for careers advice and guidance as well as mock interview practice and Careers Focus workshops | | |

**Allied Health Professions (AHP)**

Employability Adviser: Eric Thompson (ET)

HOD: Ruth Allarton

Course Leader for OT: Shirley Masterson

Dept Employability Lead: David Lomas

Employer Partnerships Officer: Rachael Frith (EPO)

Headlines: AHP have some of the highest professional/managerial figures in the university, so the focus is to support individual students and ensure they are prepared for their whole careers and not just their first role after graduation.

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| **Target Courses** | |
| Occupational Therapy | The department as a whole have very high DLHE figures, all above the university benchmark, but Occupational Therapy is slightly lower than other courses at 92%. Careers have traditionally had little engagement in this course, so will start with raising awareness / developing our offer |

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| **Strategy Mapping** | **Objectives** | **Potential Impact and Progress** | **Stakeholder Contribution /**  **Faculty Support** |
| **Curriculum and delivery** | | | |
| Better prepared students | Get into **induction sessions** for each department.   * OT (focus on NSS scores). * Paramedic Practice * Radiotherapy and Oncology * Radiography * Operating Department Practice * Physiotherapy | Progress: Traditionally, there had been little engagement with the Careers Service for many courses in AHP dept, but ET has developed excellent relationships and was able to attend every induction last year.  Potential Impact: Aim is to ensure all students from AHP are aware of the Careers offer, particularly for widening horizons, practical employability skills and career planning in the long term. | Support from Academics to get access to courses where relevant. |
| Better prepared students | **Paramedic practice students**   * involvement in inductions * Application support as this will be the first year of new funding and a change in the amount of students that have jobs to go straight into. | Potential Impact: Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant.  Support from academics and SSOs to signpost relevant students to 1:1 appts |
| Better prepared students | **Physiotherapy**   * involvement in inductions * L6 Sessions on personal statements and interviews | Potential Impact: Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant.  Support from academics and SSOs to signpost relevant students to 1:1 appts |
| Better prepared students | **Occupational therapy**   * involvement in inductions * CPD days for Level 6 students particularly those with an Employability element | Potential Impact: Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant.  Support from academics and SSOs to signpost relevant students to 1:1 appts |
| Better prepared students | **Radiotherapy and Oncology**   * involvement in inductions | Potential Impact: Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant. Support from academics & SSOs to signpost relevant students to 1:1 appts |
| Better prepared students | **Radiography**   * involvement in inductions * involvement in Radiography Fair in October | Potential Impact Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant.  Support from academics and SSOs to signpost relevant students to 1:1 appts |
| Better prepared students | **Operating Department Practice**   * involvement in inductions | Potential Impact Ensuring students are prepared for the labour market | Support from Academics to get access to courses where relevant. Support from academics and SSOs to signpost relevant students to 1:1 appts |
| **Work experience and placements** | | | |
| Better prepared students | Consider pilot **enterprise** project in Allied Health | Potential Impact: Diversifying the types of roles students go into and supporting them to make informed decisions | Liaise with Enterprise Team and Department for ideas. |
| Better prepared students | Run 'getting into **postgraduate study**' sessions, promoting CPD | Potential Impact: good outcomes for students and better take up of Hallam CPD/PG courses |  |
| Better prepared students  More and Better Jobs | Potential **Allied Health Careers Fair** | Potential Impact:  - better links with employers  - widening horizons for students  - opportunities for students to talk with employers, which will help them compete for better jobs.  - promoting CPD courses for AHP students  - promoting PG study for non-AHP students  Progress: To be explored with David Lomas and the department about generating a fair with Allied Health employers. | Support from Employer Team to develop links with employers and set up event  Support from academics to promote and enable timetabling for events |
| Better Prepared Students | **Support for BME Students** | Potential Impact: At present, BME students from AHP have the same levels of professional outcomes as white students - but this differs by dept with particular support needed in Physiotherapy (75% BME / 97% White) - supporting these students would give good outcomes for individual students & increase graduate outcomes for dept. | Support from HOD and ACHEIVE to develop support plan for our BME students - to be reviewed as a priority Nov 2017 |

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| **Curriculum planning based on 2016/17 sessions** | | |
| Sept 2017 | Radiotherapy | Induction |
| Sept 2017 | RONC | Pre-course Induction |
| Sept 2017 | Radiography | Induction |
| Sept 2017 | Radiography | Induction |
| Oct 2017 | Physiotherapy | Induction |
| Oct 2017 | Radiography careers | Careers Event |
| Oct 2017 | Occupational Therapy | CPD Study Day |
| Nov 2017 | Occupational Therapy | CPD Day Applications |
| Dec 2017 | Radiography | Interviews |
| Dec 2017 | Occupational therapy | Interviews |
| Jan 2018 | Physiotherapy | Personal Statements and CVs (Grp 1) |
| Jan 2018 | Physiotherapy | Personal Statements and CVs (Grp 2) |
| Jan 2018 | Physiotherapy | Personal Statements and CVs (Grp 3) |