

Careers Registration National Forum Workshop Details

Workshop Session 1: 11.40 -12.10

Workshop	Presenters	Title
1A	Oliver Laity Careers Manager and Graduate Coach, University of Exeter	How can students really benefit from Careers Registration if they don't know what it is?
Abstract	The University of Exeter is an early adopter of Careers Registration and was part of the original HEFCE Learning Gain project. As soon as we were comfortable with our processes, questions and concepts, we decided to take the next step at Exeter by putting the concept of Careers Registration in front of students. The theory being, that if they are more aware of what it is and how it relates to their career planning, students will look for the support and resources that will most benefit them: we call it 'look for the logo' in our promotional activity. For us, it was a no-brainer to attempt to get this into student's minds and there have been benefits, but also drawbacks and lessons learned. This workshop will provide a short PowerPoint followed by discussion about what Exeter did, what worked, what didn't, and what we will be doing next. In the interests of sharing, and learning from, best practice, we will extrapolate the theory of promoting awareness of C.R. to cover areas such as: Interventions and scheme development; graduate support; and academic engagement.	
1B	Dr Kate Daubney Head of Careers and Employability, King's College London	Measuring the unmeasurable? Weighting student engagement to drive career readiness
Abstract	King's Careers & Employability were key partners in a change to annual monitoring processes at King's College London, designed to align internal quality assessment with TEF structures and processes. A careers engagement metric was developed as an alternative way to predict the graduate outcomes dataset, and drive career readiness. This presentation outlines how that occurred, and the impact this had on KC&E's wider careers learning gain approach.	

Workshop Session 2: 14.10 -14.40

Workshop	Presenters	Title
2A	Brenda Welch Information Manager, City University of London	The Graduate Journey: Using surveys to target careers support for graduates,
Abstract	<p>With the change to a 15-month period before the Graduate Outcomes Survey, careers services are now faced with a longer period in which support for graduates is required and information is no longer available in the ways it previously was with the DLHE. In addition to implementing Careers Registration for current students, many services have started to fill this gap with graduation surveys and 6-month interim surveys that include both destinations and career readiness questions. With the first year of graduates who have completed surveys at graduation, 6 months later, and 15 months later, we are now able to track the journey of graduates and understand the indicators for success at each point. This session will help services understand how to structure their graduate surveys, how to analyse the journey, and how to use this data to prioritise support for graduates who need it most.</p>	
2B	<p>Lesley Grayburn, Senior Careers & Employability Consultant EEC</p> <p>Sara Ebbett Head of Service Delivery, Careers and Employability Services The Open University</p>	Achieving Your Goals: Utilising Career Readiness Data to Support Distance Learning Students Achieve their Career and Personal Development Goals
Abstract	<p>The Achieving Your Goals (AYG) project aims to better understand the career and study motivations, career readiness and career support needs of a Scotland based cohort of distance learning students. Following an initial collection of data, via a short questionnaire, tailored careers and employability information advice and guidance (IAG) was offered with the aim of improving the students' career readiness, and the longer-term aim of increasing the proportion achieving their career and personal goals. Supporting students with both career and personal goals was a key consideration in the approach taken by the project. Tailored webinars, podcasts, videos, animations, social media and supporting online resources were created and shared with students, and 1:1 information, advice and guidance was also available. The project is investigating the potential impact of these tailored interventions on levels of student success, student confidence and on the retention and progression of the students involved.</p> <p>The session will outline:</p> <ul style="list-style-type: none"> • What we learned about our students from the survey results • How we utilised the data and the tailored approach that was taken • The joys and challenges of working with distance learning students • The data (so far) on progression, retention and student success • Next steps for the project 	