

# Careers Registration Practical Guide

November 2019

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# Foreword

## Careers Registration – an ongoing revolution

It has been quite a journey so far, yet it feels like we are still near the beginning of realising the full potential of Careers Registration. We instigated Careers Registration at the University of Leeds in 2012 because we felt there was a yawning data gap which restricted our understanding of our students' career development journeys and, therefore, constrained our capability as careers professionals to do the best for them and for the University. I am grateful to the University of Leeds for backing the idea and facilitating its implementation. I am also grateful to my colleagues at the University of Leeds Careers Centre, notably Nalayini Thambar, for ensuring the idea became practical reality.

Once we saw the internal reaction to the initial data, we knew that we were onto something but had no idea of the impact beyond our institution until Nalayini and I presented our workshop "Careers Registration - a Data Revolution" at the AGCAS conference in 2013. From that moment, it was clear that colleagues were latching on to the idea and could see the potential for their own services and institutions.

Some colleagues simply went ahead and implemented Careers Registration straight away. Others asked me to help them in making the case within their institutions and in considering the strategic and operational implications of having data that they had never had before. It has been my pleasure to support those colleagues and to see the development of the community of practice, which has grown up around Careers Registration. This practical guide is a reflection of the development of that community of practice particularly that, which developed in and around the HEFCE/OFS Learning Gain project, coordinated from The Careers Group, University of London. The project was expertly managed by my Careers Group colleagues, Fiona Cobb and David Winter, who pulled together a wonderful consortium of colleagues from universities all over the UK. Their distilled wisdom is the essence of this practical guide.

Going back to having the original idea around 2011, I have been living with the idea of Careers Registration for at least eight years now, yet I was (and still am) constantly surprised and inspired by the ways in which colleagues put the idea to use and create fantastic impact from what is essentially a quite simple concept. For me as the Chair, there was at least one "Why didn't I think of that?" moment in every project Steering Group meeting. I hope that you too are inspired by the examples in this guide.



There have been some very important findings from the project, such as the "golden thread", which links career thinking to graduate outcomes. These have the potential to inform debate about theory and to underpin strategic changes in approaches to careers and employability in higher education. We will cover these in detail when we share the findings in a subsequent publication. For now, I hope that you find this practical guide to be useful.

**Bob Gilworth**  
Director of The Careers Group, AGCAS President  
November, 2019

## Why have we produced this guide?

This guide is an attempt to distil some of the lessons learned by the various institutions who have implemented Careers Registration (CR) since its development in 2012 at the University of Leeds. Many of these lessons came about as a result of a three-year research project on CR as a possible measure for learning gain undertaken by a consortium of higher education institutions funded by the Higher Education Funding Council for England (HEFCE) and subsequently taken over by the UK Office for Students (OfS).

### The project

- ▶ examined the validity of the data collection method
- ▶ identified common patterns in the self-reported career development of various student groups
- ▶ established a link between final year career readiness and graduate employment outcomes

The consortium included institutions who had implemented CR for a number of years as well as those who were in the process of introducing it. This provided a unique opportunity to compare the successes and pitfalls of our various experiences and to explore the different ways in which CR data was being used to inform careers service practice and influence institutional policy.

The consortium partners gained a great deal from this sharing of practice and it is our hope that this guide will extend these benefits more widely.





## How to use this guide

Whether you are considering implementing CR, are collecting data for the first time or have been collecting CR data for a few years, this guide sets out practical guidance for all phases of the CR process. It contains information and advice to help with developing a business case, designing your methodology, collecting the data, and using the data effectively within your service and with your key stakeholders. This guide will support your decision making, through the sharing of best practice case studies from the CR Learning Gain project partners.

### This guide is divided into three sections

1. **What is Careers Registration?** — Essential information about the methodology and tips to help you design your own
2. **Why use Careers Registration data?** — Examples of the uses to which CR data has been put and the benefits gained
3. **How to implement Careers Registration** — Prompts and questions to help you think about the best way to introduce CR to your institution and practical advice on avoiding common problems



# Section One

## What is Careers Registration?

### Careers Registration Methodology

The Careers Registration (CR) methodology involves collecting information directly from students on their level of career readiness and the extent to which they have engaged in activities that could enhance their employability. The information is captured through a small number of questions included in the registration questionnaire that students complete every time they enrol or re-enrol. Through this method, a small amount of information is captured on virtually every student within an institution in each year they study.

CR was developed by the Careers Service at the University of Leeds in 2012 as a way of obtaining leading data on student career readiness with the aim of prioritising student support. The questions were based on evidence that engagement with career planning and the acquisition of work experience whilst at university increased chances of career success on graduation. However, they were not informed by a particular theoretical approach to career development or employability. A number of other UK HE institutions (HEIs) subsequently adopted CR but adapted it to meet local strategic concerns.

### The two original core CR questions focus on

1. **Career readiness:** a subjective self-evaluation of career readiness in which students choose from a pre-defined set of statements the one that best represents their level of preparedness for obtaining a career on graduation
2. **Employability-enhancing experiences:** a behavioural measure of engagement by the student with employability-related activities, which involves the student choosing as many options as apply from a pre-defined list of activities that they may have undertaken in the previous year



# Core question 1: Career readiness

The original Leeds career readiness question included 10 statements shown in table 1. For the purposes of analysis, the statements were grouped into four categories or phases of career readiness: **Decide**, **Plan**, **Compete** and **Sorted**. These categories were not visible to the students.

**Table 1: The ‘career readiness’ question from the original model developed at the University of Leeds 2012**

| <b>What stage are you at in your career planning?</b><br><b>Please choose from the options below, the response which most closely matches your current position.</b> |                |
|--|----------------|
| I am not ready to start thinking about my career yet   | <b>Decide</b>  |
| I have no career ideas yet but want to start thinking  | <b>Decide</b>  |
| I have some ideas about my career and I am ready to start planning   | <b>Decide</b>  |
| I have a career in mind and intend to gain relevant work experience  | <b>Plan</b>    |
| I know what I want to do but I am not sure how to get there  | <b>Plan</b>    |
| I want to spend a year gaining experience  | <b>Plan</b>    |
| I am ready to apply for graduate level / professional opportunities  | <b>Compete</b> |
| I am ready to apply for further study  | <b>Compete</b> |
| I have been applying for opportunities and so far I have not been successful   | <b>Compete</b> |
| I have a job, further study or my own business plan confirmed  | <b>Sorted</b>  |

Other institutions adapted the wording of some of these questions and added other statements of their own. Examples include:

- ▶ *I would like to consider career options not directly related to my degree programme* (Decide) — to identify students (primarily on more vocational courses) who might be considering wider options
- ▶ *I have thought about my first job but have not planned my career beyond that* (Plan) — to identify students who were engaged in short-term thinking

- ▶ *I want to spend some time gaining experience, travelling and/or developing a professional portfolio before applying for jobs (Plan)* — to address concerns that students may be intending to delay their career plans but may not identify with spending a whole ‘year gaining experience’
- ▶ *I am planning to start my own business (Plan)* — to identify those who were interested in self-employment but who had not developed a detailed business plan
- ▶ *I am already working in my chosen career (Sorted)*
- ▶ *I am pursuing my current course out of personal interest (Sorted)*

The last two statements were included to identify primarily mature students who may be undertaking study without an expectation for career development who otherwise might choose the statement about not being ready.

### Career readiness categories

A number of institutions also adapted the wording of the career readiness categories in order to facilitate communication with students and stakeholders about CR. Many were also uncomfortable with the seemingly linear development path of Decide-Plan-Compete-Sorted. Progression in career readiness can involve moving ‘backwards’ from a state of false certainty to a more realistic and better informed uncertainty. There were attempts to present a more cyclical process within the categorisation.

**Table 2: Examples of career readiness categories from Careers Registration Learning Gain project partners**

| Original CR category:      | Decide              | Plan        | Compete           | Sorted             |
|----------------------------|---------------------|-------------|-------------------|--------------------|
| King’s College London      | Discover            | Focus       | Action            |                    |
| SOAS, University of London | Discover and decide | Plan and do | Apply and succeed |                    |
| University of Bristol      | Explore             | Develop     | Compete           | Position confirmed |





**Top Tips: Career readiness statements**

- ✓ Use appropriate and meaningful categories to structure your responses for analysis so that you can also use them in communication with students and stakeholders
- ✓ Review the selection and wording of statements carefully to ensure that you have a valid set of distinct options which cover the likely positions of your student demographic
- ✓ Consider including an option to capture students who are studying for personal interest rather than career development

# Core question 2: Employability-enhancing experience

Table 3: An example ‘employability-enhancing experience’ question

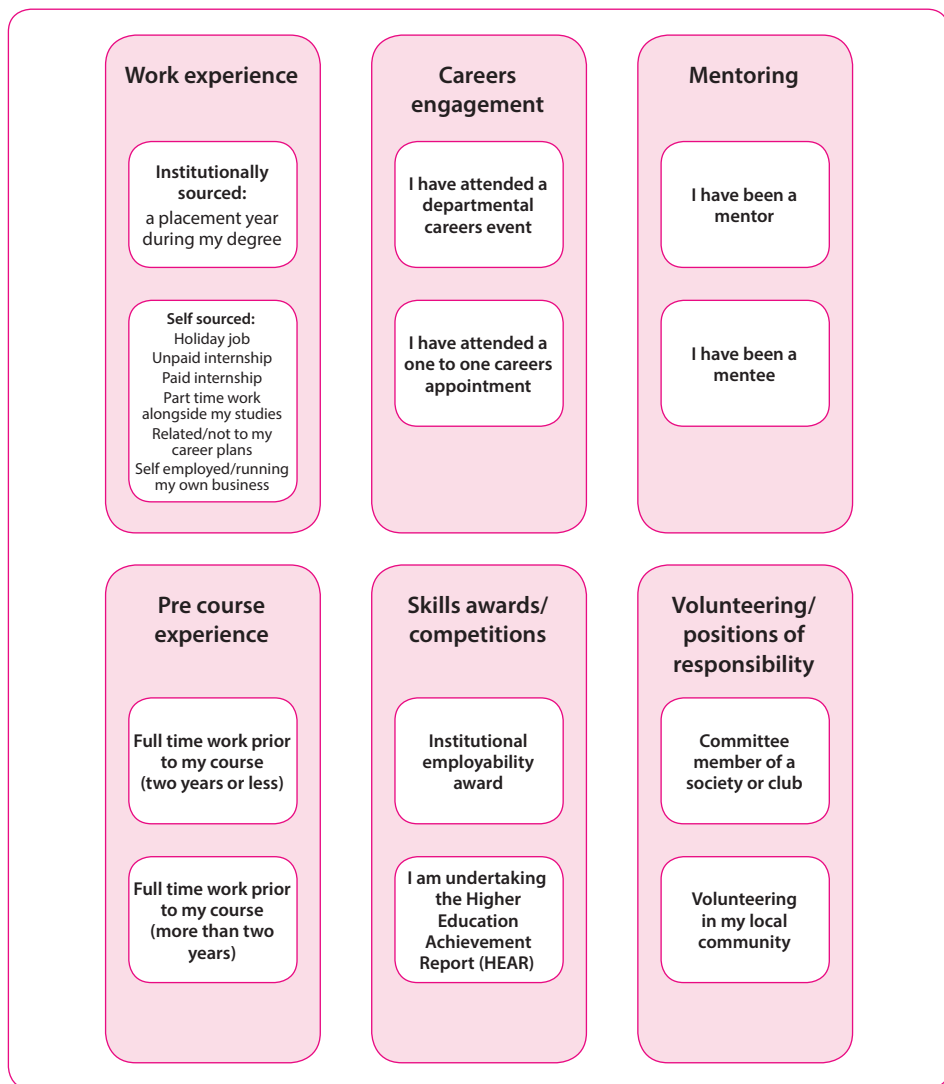
|   |
|---|
| <b>Choose ONE or MORE statements from the following regarding experience you have undertaken in the last 12 months:</b> |
| I have no work experience   |
| Self-employed/running my own business   |
| Work shadowing  |
| A placement (year) as part of my degree   |
| A placement (year) I sourced for myself   |
| Unpaid internship (organised by my institution/self sourced)  |
| Paid internship* (organised by my institution/self sourced)   |
| Part time work alongside my studies (related to my career plans)  |
| Part time work alongside my studies (not related to my career plans)  |
| I have been a mentor  |
| I have been a mentee  |
| Position of responsibility in a student club or society   |
| Member of a professional organisation   |
| Volunteering in my local community  |

The set of options in this question was modified considerably by each institution in order to make it easier for students to identify specific local opportunities and experience programmes. This made it very difficult to conduct cross-institutional comparisons of the data.

Institutions also introduced variations in order to attempt to differentiate the effects of certain characteristics of these experiences, for example:

- ▶ Who organised the experience — the institution through a formal programme or the student themselves? One of the strengths of CR is its ability to capture the independent employability engagement of students outside formal institutional activities
- ▶ Whether the experience was related to the students’ course or career aims

We produced a recommended standard framework for the categorisation and meta-analysis of various types of employability-enhancing experience.



**Figure 1: Employability-enhancing experience framework (Cobb, F.E. 'There's No Going Back': The Transformation of HE Careers Services Using Big Data, Journal of the National Institute for Career Education and Counselling, 42(1), 2019, 18-25. DOI: <https://doi.org/10.20856/jnicec.4204>)**

### Top tips: Employability-enhancing experience options

- ✓ This question should be time bound (e.g. within the last 12 months), to avoid double counting experience longitudinally
- ✓ Consider different options for first year students to capture pre-university experience, especially for mature students
- ✓ Ensure you think carefully about the types of activity you want to capture and what comparisons you may wish to make
- ✓ Ensure that this is designed as a multiple response question, so you capture the full range of students' experiences

### Additional questions

A number of institutions were able to introduce additional questions into the enrolment registration.

| Additional question topic                          | Comments  |
|--|---|
| Sectors of interest                                | Asking students to identify one or more employment sectors that they are interested in. It allows for mapping of changing interests over the course of a degree and can inform employer engagement activities.                        |
| Work experience details                            | Capturing types of work experience and employer details to support employer engagement.   |
| Career influences                                  | Asking students to identify factors that influenced their choice of degree (particularly related to medical degrees).   |
| Medical speciality options                         | Aimed at medical students to identify their selection of particular medical specialties.  |
| Previous experience of careers support             | Asking about the extent to which students had received professional careers guidance, advice and information in their decision-making about coming to university.   |
| Regional career intentions                         | Asking students about the extent to which they might be willing to relocate in order to obtain appropriate graduate employment. This was relevant to certain regional institutions with restricted local graduate employment markets. |
| Intentions linked to enterprise / entrepreneurship | Asking the extent to which students were interested in self-employment, entrepreneurship and social enterprise.   |

## Section Two

### Why have Careers Registration?

Careers Registration (CR) has been adopted voluntarily by a large number of higher education institutions in a short time for a number of important reasons.

- ▶ **Convenient.** It is relatively straightforward to implement the data collection by adding a small number of questions to existing student registration questionnaires. This reduces the risk of generating 'survey fatigue' amongst students
- ▶ **Comprehensive.** It gathers data from every student in every year of their time at university. This ensures that we have an insight into the careers and employability needs of all students, not just those who are already motivated to engage with services
- ▶ **Current.** It allows for 'real-time' monitoring of students' career readiness and their engagement with valuable experiences. This allows institutions to identify students' needs whilst they are still at university, rather than just having destination information, which only tells you that there is a problem after they have left
- ▶ **Connected.** It can be analysed in relation to other data contained within the student record. This makes it easy to identify any correlations between CR and other student characteristics, such as subject, student background, entry tariffs, retention or attainment

### Informing practice and enhancing teaching and learning

Careers Registration data is being used to:

- ▶ Provide a framework for communicating effectively about careers and employability with students and institutional stakeholders
- ▶ Inform evidence-based strategic planning and engagement with academic departments. Ensuring that academics understand the career development needs of their own students
- ▶ Evaluate the impact of career development activities and to inform the development of new initiatives
- ▶ Identify the particular careers and employability development needs of individual students or specific groups in order to enable tailored provision and marketing of services and support
- ▶ Engage employers in careers activities and events, using sectors of interest data to demonstrate interest and demand from students



This guide includes a range of case studies from institutional partners to illustrate how you may choose to utilise CR within your own context:

## **Full student lifecycle Careers Registration process**

### **Case study: City, University of London**

#### **Brenda Welch, Information Manager**

City, University of London implemented CR starting in 2016/17. All new and returning students are asked the same questions during online registration at the beginning of each academic year. The questions are not mandatory and students may skip without answering. Two groups of students are excluded from the survey: postgraduate students in the Cass Business School and professional programme students (LPC/BPTC) in the City Law School.

#### **Use with Students**

Students' CR answers are provided to our personal tutorial system and our career management system, enabling personal tutors and careers consultants to start discussions with students. Our Careers Consultants discuss CR results by course with students to help them understand how they are similar to most of their peers.

#### **Use with Careers Staff**

A CR workbook is provided to careers staff that allows them to generate reports on their faculties, identify students who would be most interested in their workshops and events, and provide information to employers about students' sector interests. Our Employer Engagement team use CR data in conversations with employers to help inform engagement strategy and encourage employers to participate in events.

#### **Use with Academics**

Our Head of Careers holds annual meetings with lead academics for each school to discuss the CR results for their courses.

#### **Use with Senior Stakeholders**

High-level CR reports are provided by school and course annually. CR has been presented at university-wide forums on initiatives within the institution and Student & Education committee meetings, as well as at School Senior Management Meetings & School Away Days. The CR data helps to confirm or challenge the narrative Schools have regarding employability and to influence stakeholders.

#### **Graduation Survey**

In Year 2 of CR we implemented a Graduation Survey to find out the destinations and career readiness of graduating students. By asking students the career readiness question at the end of their course of study, along with an indicator of their destination at the point of graduation, we have been able to target further information and support to those students at most risk of not obtaining graduate-level employment within the DLHE or Graduate Outcomes survey period.

## Embedding CR in teaching and learning

Careers Registration is informing career development learning at SOAS. SOAS Careers piloted a theoretically-informed career development learning module based on the stages of career readiness contained within CR. The module uses experiential learning approaches to improve career related self-efficacy (an individual's self-belief in their capability to achieve and succeed).

### Change Your World: Discover Your Career pilot

**SOAS University of London**

**Kathy Williams, Senior Careers Consultant and**

**Philippa Hewett, Head of Careers Service**

#### **Module Overview**

The *Change Your World: Discover Your Career* Pilot Employability and Career Development Learning (ECDL) Module aims to increase self-efficacy in students in order to aid them with their career planning, to engage them in meta-learning and enable them to reflect on what career success means to them personally. The recent DfE Publication 'Planning for Success' asserts that having a career plan is one of the most significant influences upon graduate outcomes. However, a large number of SOAS students enter their third year still in the 'discover and decide' phase of career thinking. Therefore, at a strategic level, intervention is needed to help move students on from the 'discover and decide' phase and enable them to consider ways to make a career plan towards a graduate level career.

It is intended that participants' movement throughout this course will be subjective, and based on their individual career thinking / career readiness. An important framework for the evaluation of this module is the AMOSSHE toolkit, which measures 'impact' as how, and what has changed as a result of the activities undertaken. Impact indicators for this module will include: students attend all sessions of the module; they demonstrate movement through the stages of career thinking (although this does not have to be 'forwards' it could be into a less decided phase - and that is not an unsuccessful result since the aim of the module is to improve their self-awareness and self-efficacy). Students answer the careers self-efficacy questionnaire again and either (a) their answers have improved or (b) they know what they need to do to improve their answers.



# Embedding Careers Registration Data at Ulster University

Ulster has introduced two compulsory questions for all new and returning students as part of online enrolment. The University has remained committed to providing students with the best possible employability support but it is becoming more visible that decisions which relate to employability at a strategic level are evidence-based. The Employability and Careers Department produce Career Registration reports at an Institutional, Faculty, School/Department and Programme level.



## Management and SLT (Accountability, Employability Metrics)

- Data used for Faculty Accountability Meetings
- Annual Learning Gain Reports to Learning and Teaching Committee
- Institutional TEF Assessments



## Academics and Employability Consultants (Academic Development and Enhancement)

- Embedded in Curriculum Design Framework
- Embedded in Annual Subject Monitoring Process
- Embedded in Annual Employability Partnership Agreements
- Data-dashboard on the Staff Employability Portal

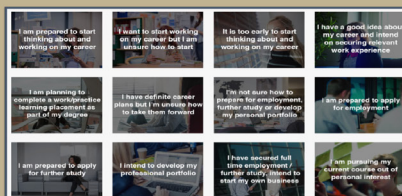
## Employability and Careers

Employability Partnership Agreement  
Supporting the Student Experience



## Students (The Student Experience)

- Visibility of individual responses on the Student Employability Portal
- Personalised Responses and Targeted Employability Support
- Social Media Campaigns



## Employer

- Increased Employer Engagement for Courses predominately at "Explore" stage

For more details contact:

Shauna McCloy, Head of Employability  
Ulster University

## Capturing incremental career learning

King's Careers & Employability have defined a range of learning outcomes for all careers and employability activities within the institution. This will help students to identify the learning gains expected from engaging with these activities throughout their time at university.

### Case Study: Embedding Careers Registration

#### King's College London

#### Dr Kate Daubney, Head of King's Careers & Employability

King's College London have continued to investigate in depth the impact of CR data on student engagement, academic engagement, employment sector aspirations, using the data itself to explore trends. Practical steps are also underway to connect careers enrolment to student engagement and graduate outcomes data to create a student data journey, providing evidence of the relationship between levels of career planning, service engagement activity and eventual levels of graduate work or study. Being able to demonstrate the impact of careers readiness on other behaviour and graduate outcomes will support collaboration with academics on influencing students to engage earlier with their career planning, and support development of a variety of approaches to student engagement.

King's Careers & Employability has also innovated a more applied approach to the use of Q1 of the CR data, focusing on two areas. Firstly, we have designed a grid of learning gains associated with each of three phases of career readiness (Discover, Focus, Action, each aligned to some of the Q1 answers) that enable students to identify exactly how their careers and employability learning and development should change as a result of engaging with one of our areas of service delivery. This will help manage expectations of what careers service activities offer, but also encourage students to align themselves and their subsequent actions around the idea that something should change for them as a result of engaging with one of our services.

Secondly, we have introduced a short reflective process for students after their use of appointments, workshops and careers fairs and panels, to encourage them to reflect more incrementally on their careers learning. Currently, annual CR does not offer much for the student by way of helping them articulate and manage their own careers readiness progress, but this will offer a chance to do that at every interaction. It will also generate data that will allow the careers team to measure the impact of different kinds of intervention on different students at different stages of their career journey.

## Capturing student career readiness at graduation

Many institutions have implemented a graduation survey to find out the destinations and careers readiness of graduating students. Liverpool John Moores University implemented a graduation survey prior to introducing Careers Registration, and the case study below outlines how they have linked Careers Registration with their graduation survey.

### Closing the loop at Graduation

#### **Case Study: Liverpool John Moores University**

##### **Joanne Ives, Deputy Director, Careers Team**

Prior to our CR introduction as an institution, we already had an exit or Graduation Survey, based around employability and skills development. Since 2016, we have included the CR initial question re career phases, as part of this survey. This is now helping to provide a fuller picture of the career journeys of our students from entry to exit. It is interesting in some cases to see significant movement during the final year of study. We can now capture this and identify areas and programmes where little or no movement takes place.

From 2018 onwards individualised responses are available to Personal Tutors (and Career Advisers) on academic programmes, so the responses can form part of tutorials and pro-actively signpost students to the most appropriate provision and activities to support and enable them to develop their career decisions and plans.

Our work on CR has also led us to develop learning outcomes (gain) for all of the work delivered by the Careers Team during 2018. Using these outcomes, we hope we can better target our work to students who are in the different phases of career readiness. We believe this targeted approach will be transformational for the work of the Careers Team, and could lead to better evaluation of our work and its impact on students' individual career readiness journeys, and to a rationalising of the approach we have used previously in offering all our services to all students.



# Section three

## How to implement Careers Registration

In this section we present a number of questions and prompts based on our partners' experiences of implementing and using Careers Registration (CR) to help you ensure that you thoroughly consider a range of important factors before embarking on your own implementation.

### Policy

1. What are your key internal and external institutional policy drivers?
2. What influence will those drivers have on what you want to achieve in your implementation of CR?
3. Is there a possibility of comparing the results of other HE surveys with CR data?

### Influencing government policy

4. What hot topics in HE policy might this data feed into (or be hijacked by)?

### Institutional decision makers

5. What knowledge gaps do institutional decision makers have and how might this data fill some of those gaps?

### Academic departments

6. What misunderstandings of student employability and career development do your academics have that this data might correct (myth-busting)?

### Careers and employability services

7. What are the resource pressures for services at present and how might this data fit alongside other measures of effectiveness and value for money you use to prioritise?

### Students

8. What will students relate to? Will that vary between different groups of students?

## Making the case for introducing Careers Registration

If you are planning to introduce Careers Registration, you will need to make a business case for introducing the methodology.

### Effective arguments for the implementation of Careers Registration

- ✓ Live track employability
- ✓ Careers Registration data can inform decisions and resources
- ✓ Enables tailored careers provisions and interventions
- ✓ Improving interventions to support graduate outcomes
- ✓ Simple process – only two core questions
- ✓ Discipline-level employability provision planning
- ✓ Additional evidence for Teaching Excellence and Student Experience Framework (TEF) (UK)
- ✓ Raise awareness of careers support options amongst students and staff
- ✓ Measure the effectiveness of employability initiatives
- ✓ Use with individual students in careers sessions and tutorials



Sian Furlong-Davies, Deputy Head, Student Support & Careers Services University of Aberystwyth, provides us with her top ten tips for making the case for introducing Careers Registration at your institution:

### **Top 10 tips for making the case**

1. Be sure you understand fully what you want to do and how you want to use the data you collect
2. Gather evidential examples on how the data can be utilised
3. Link use of the survey data to influential metrics e.g. TEF, Graduate Outcomes, LEO, NSS
4. Cultivate a couple of critical friends in influential positions
5. Fully brief the critical friends to maximise impact
6. Think big from the outset – aim for a full set of questions and cohorts from day one – why miss out on valuable information from the start
7. Plan your questions carefully to include all you are likely to need now and into the near future – it makes comparisons year on year much easier
8. Work out exactly how you wish the process to run, with a couple of secret alternatives as emergency back-ups if you face obstacles and need to negotiate
9. Decide who will do the analysis and ensure they have the skills – the data set itself lacks worth if it can't be analysed in a timely manner
10. Start planning as early as possible; once the deadline is missed you will have to wait another 12 months before you can implement your survey!

### **Planning analytics and reporting**

Before you collect your data, it is important to have a defined plan in place for what you will do with the data once you have collected it, including timelines of what you will do, and by when you intend to complete each step.

- ▶ Be clear what you want to include in your reports and why – for example linking previous years data with wider trends such as Graduate Outcomes
- ▶ Decide how to structure your data reporting before you collect the data
- ▶ Create a defined project plan for how to use the data once you have collected it
- ▶ Ring fence resources for the development and maintenance of data dashboards and analytics

As you build up a year on year portfolio of longitudinal data, you will be able to start tracking student progress over time, so think about how you will make year on year comparisons, for example linking with the unique student identifier (student number) to ensure you can track career readiness journeys.

## Operational considerations

- ▶ Some student record systems may not enable multiple selector responses – the methodology may need to be adapted to account for system constraints
- ▶ Consider implementation timelines - All UK project partners who have implemented have done so within one academic year (quickest two months, longest 12 months). Allow time for approvals, question refinement and system testing in your implementation plans before going live
- ▶ Compliance with data protection regulations is key and requires early consultation with regulation experts
- ▶ Check your regulations when planning who you will share the data with, what level of detail will be shared and how you will share the data securely

### 9. Can the questions display as compulsory to enable maximum data capture?

## Resource planning

Consider the long term resourcing for analysis, storage, and sharing the data; considerations should include Business Intelligence (BI) tools, analytics tools and human resource requirements.

### 10. How will you make institutional comparisons - implementation, results?

## Communicating Careers Registration results with your stakeholders

While you are thinking about what data you will gather and how you will analyse it, it is also worth giving some thought to how you will communicate and share data with your stakeholders (students, academics, managers, employers, etc.).



## **Case study: Exeter University**

**Oliver Laity, Careers Information and Systems Manager**

### **Bespoke emails**

After completion of the CR survey participants are automatically sent tailored emails from within the student information system according to their self-assessed planning stage (Decide, Plan, Compete, or Secured). As registration for graduation is governed by a different process we are not able to send out automated emails via SITS. Instead emails are sent out via Career Hub.

### **Tutor Dashboard**

All personal tutors have access to the Tutor Dashboard, which allows them to not only monitor their tutees' academic progression, but also their careers progression via the Employability tab. Within this dashboard the personal tutor will be able to see their tutee's latest CR results, as well as the number of events and appointments they have attended and whether they are enrolled on the Exeter Award. All careers data within this dashboard is updated on a daily basis and reflects changes following the completing of CR at graduation sign-up.

### **iExeter App**

All students have access to their CR responses via the iExeter App. The app also displays the careers events and appointments they have attended as well as their progress in the Exeter Award programme.

### **Discipline Data Packs**

During July/August the Information Team compiles Discipline Data Packs for all Colleges. These reports investigate the impacts of engagement and CR on a graduate's Destination of Leavers from Higher Education (DLHE) outcome. The first of the Discipline Data Packs are issued in August and draw upon the Enrolment-Graduation comparison report put together by Business Planning. A second revision of the Discipline Data Packs are released in October and include the latest CR enrolment data.

### **Targeted promotions**

Grouping students and graduates according to their career planning stage not only allows for the service to target these individuals via email, but also through other promotions. During the third term of 2017/2018 academic year Deciding finalists were invited to pick up a free USB stick which contained relevant resources and advice.

### **Supporting metrics**

Careers Registration is increasingly being seen as a key measure of Learning Gain and therefore has significant potential to support TEF and WP metrics. We will be applying CR data in both of these instances.

CR forms a significant part of departmental KPI reporting, is sponsored and supported both by the Director of Education and Student Services and the DVC for Education, and has been used in college level data reporting which is increasingly informing the development of College employability and engagement strategies.



## Equipping your Careers and Employability service to work with Careers Registration data

Data is not an end in itself; consider the training needs of your careers service team to enable a smooth transition to working with CR data. Key elements of this training are likely to include:

- ▶ Critically evaluating and synthesising data to identify important patterns, trends and relationships
- ▶ Constructing arguments and narratives based on data and presenting them to a range of audiences
- ▶ Representing data visually using graphics
- ▶ Developing interactive data dashboards
- ▶ Maintaining an awareness of the ethical and legal considerations of handling personal data



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For further information please visit our website or contact us at:

The Careers Group  
University of London  
Senate House  
Malet Street  
London  
WC1E 7HU  
UK

Telephone: +44 (0)20 7862 8000

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