Large data sets: Careers Registration

CDI/NICEC Growing the Evidence Base 20/04/21
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In a nutshell…

- "Careers Registration is a widely adopted approach to generating and using data to improve understanding of the career development starting points and journeys of Higher Education students." (Gilworth 2021) http://blogs.hud.ac.uk/hudcres/20-21/feb/careers-registration/

- "The introduction of Careers Registration in a growing number of HE institutions provides and unparalleled opportunity to gain an evidence-based insight into the career development needs of current students and to prioritise and target support accordingly." (Winter 2019)

Winter, D (2019) "The Rise of the Practitioner-Researcher" in Burke C and Christie F (eds) *Graduate Careers in Context*. London: Routledge

Careers Registration

- Often referred to as Career Readiness data (Careers Registration is the process for generating the data).
- Why it came about/why it matters
- How it works
- Examples of data and its strategic and operational uses. (*Data is not an end in itself*)
- Limitations and Mitigations
- Thoughts on future applications.
- The changing/changed conversation.

- Leeds 2011/12.

- The data gap. The key information that we had bumbled along without for as long as anyone could remember…

- Where are you now?

- Destinations data is useful, but we needed much more than that.

Employability?

"The lifelong capability to make well informed realistic plans for the future and to be ready, willing and able to execute these in a changing world" (Wright, Jones, Thambar, & Wilson 2018, adapted from Gilworth, 2017)

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TEF Gold Teaching Excellence Framework

HEA Global Teaching Excellence Award

Careers and Employability?

The latter is not just a more modern way of saying the former.

Employability = relatively linear acquisition of assets (Luggage).
Career = personal, iterative defining of purpose and direction (map or satnav).

The personal Career context translates the acquisition of assets into meaningful outcomes for students, employers and society.

Bob Gilworth GTI Breakfast News 2019.

The Strategy Driver

- Strategy for employ*ability, (capability)* but the only large scale dataset measures employ*ment (outcome or staging post)* DLHE

- The essence of the strategy was to help all our student to **Decide** (on the options to pursue), **Plan** (to acquire the right skills, experiences and networks) and **Compete** (effectively in their chosen fields).

- We needed a dataset which would help us to understand starting points and journeys in that context.

What about "the luggage?"

- Market message-"no work experience-no graduate job" (crudely interpreted).

- Work experience is a key contributor to commercial awareness, which is closely linked to career motivation (deal breakers in graduate selection).

- So, if work experience *is a good thing, h*ow much do we actually know about our students' acquisition of work experience?

- Needed: a comprehensive dataset showing starting points and progress
- Standardised information-capture covering **all** students along a useful timeline, enabling both cross-sectional and longitudinal analysis.
- There was only one viable way to do this:
- Registration
- Convincing the University of the value of embedding Careers and Employability data capture into one of its most fundamental and closely guarded business processes.
- Linked to the main student record system.

How it works 1

- Students pick **one** of 10 statements which they feel most closely reflects their current career thinking (3 x 'Decide', 3 x 'Plan', 3 x 'Compete' and 1 'sorted')

- Students receive a response to their chosen statement which shows them how to develop their ideas/ plans further *from their starting point* and how the University, and particularly the Careers Service can help, usually with direct links to appropriate resources. Not data gathering in isolation. *Not all institutions have been able to do this.*

Instant responses to students

- YR1 F/T
- Welcome to Ulster University. Thank you for your response.
-
-
- You have responded that you are prepared to start thinking about and working on your career.
-
-
- Starting university is a very exciting time. You are at the beginning of your employability journey at Ulster. A good starting place is to participate in the various activities that are available to you   along with your degree. Research and explore opportunities through the EDGE Award to develop and enhance your employability potential. You can also access a range of support through your course team, the Students' Union and the Career Development Centre.
-
-
- Find out more (url to be confirmed)
-
-
-
- YR2 F/T
- Welcome back to Ulster University. Thank you for your response.
-
-
- You have responded that you are prepared to start thinking about and working on your career.
-
-
- At this stage of your employability journey, a good starting place is to secure relevant work experience. It is a vital addition to your academic qualification and employers rate it very highly. There are a number of different work-based learning, placement and study abroad offerings open to you. Subject specific advice and support are also available via your course team. Make sure you are getting credit for your activities via the EDGE Award.
-
-
- Find out more (url to be confirmed)

- Students are also asked to indicate their acquisition of work experience and participation in other employability enhancing activities (usually within a time frame). In this case, they select all statements which apply.

- Both sections were compulsory parts of the registration process – before the 'submit' button.

- First run at Leeds: 31,000+ responses between 1/8/12 and 31/10/12.

- Current students are the primary focus but student population x number of years of collection gives an idea of the scale of the overall data set for longitudinal analysis in one institution.

- The next slide shows the distribution of undergraduate students at the start of their final year, across the headline Career Readiness categories of Deciding, Planning and Competing. This is a Faculty-level example, chosen because it was close to the average for the university as a whole.

- What do you think the % in each category will be?

Faculty level example – Final Year D, P & C

- Decide (48.66%)
- Plan (26.23%)
- Compete (21.30%)
- Other (3.81%)

Immediate Impact
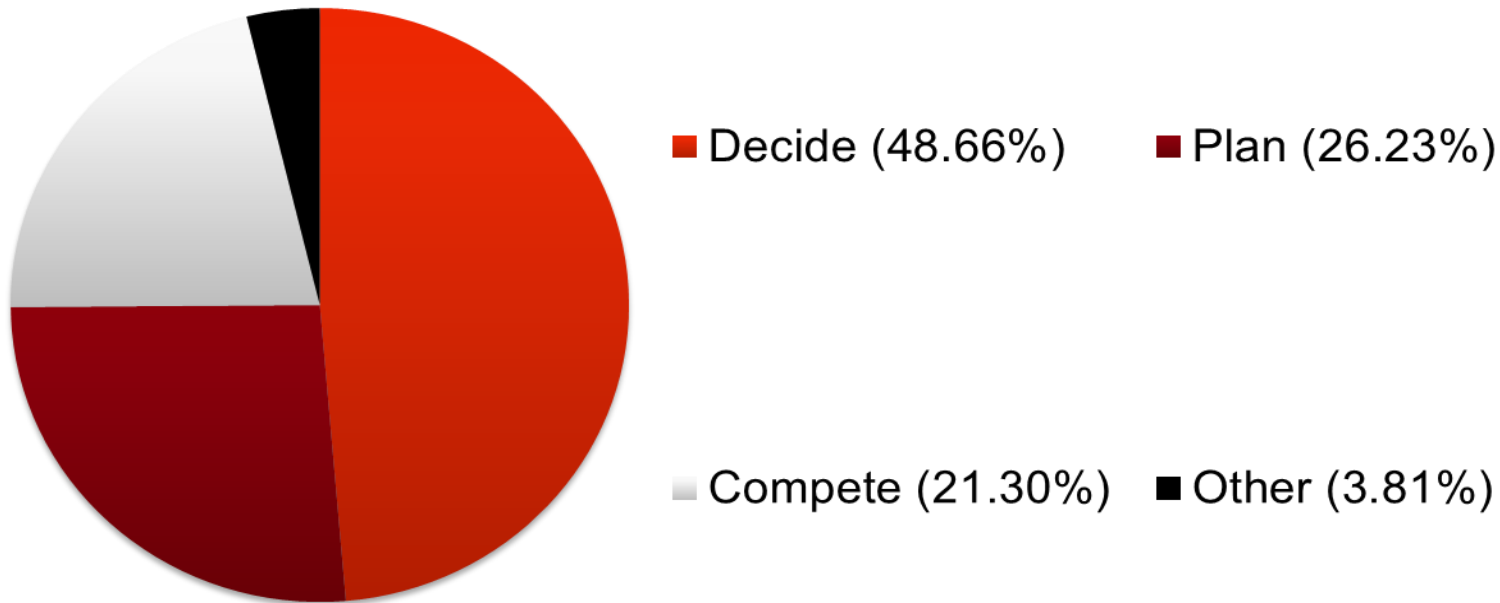
- Evidence based conversations between Careers Centre and Faculties.
- Based on information provided directly by *students who are here right now.* Data for action.
- Tackling misplaced assumptions-"careers is about CV and applications, especially for final year"...really?
- Nuance within categories. History cf Classics
- Significant addition to the expertise position of the careers professionals.
- Directing scarce resources to where they will make the most difference
- Reaching beyond the engaged minority.
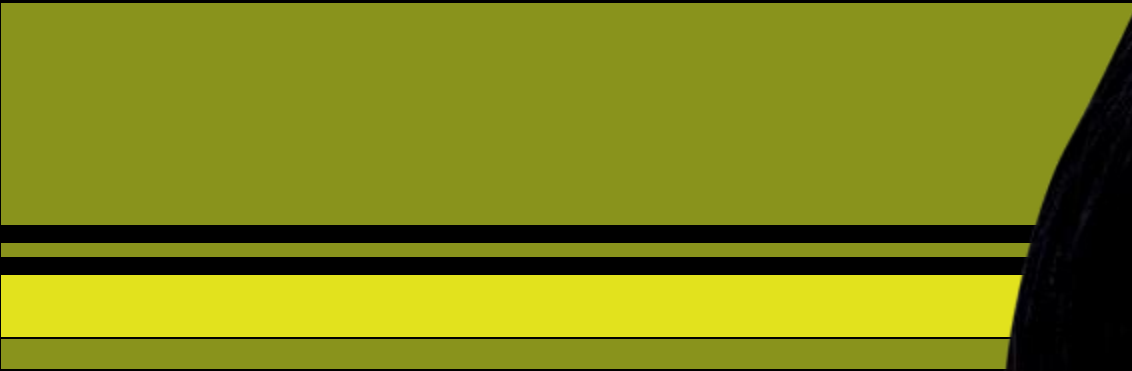
Faculty level example– Final Year Work Exp.
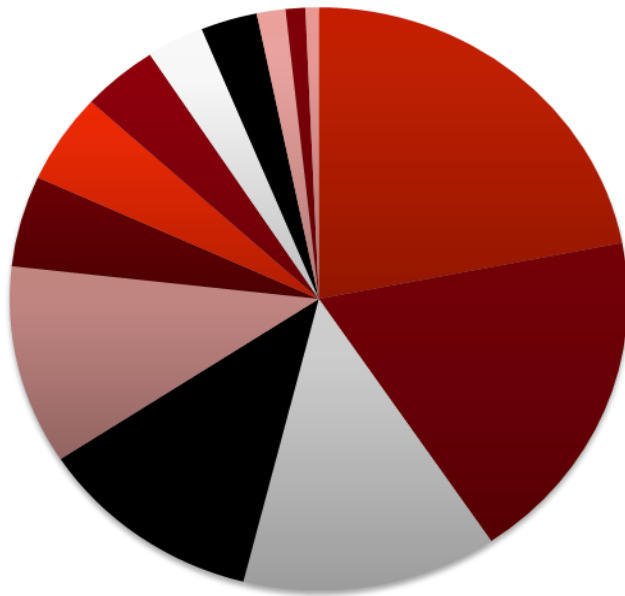
- volunteering (408)
- a holiday job (348)
- part time work alongside my studies (248)
- work shadowing (220)
- a position of responsibility in a club or society (206)
- full time work prior to my course (two years or less) (94)
- I have no work experience to date (93)
- a summer internship with an organisation (74)
- a short placement as part of a University module (e.g. 10 or 20 credit module) (56)
- a placement year during my degree (55)
- a vacation internship (not summer) with an organisation (28)
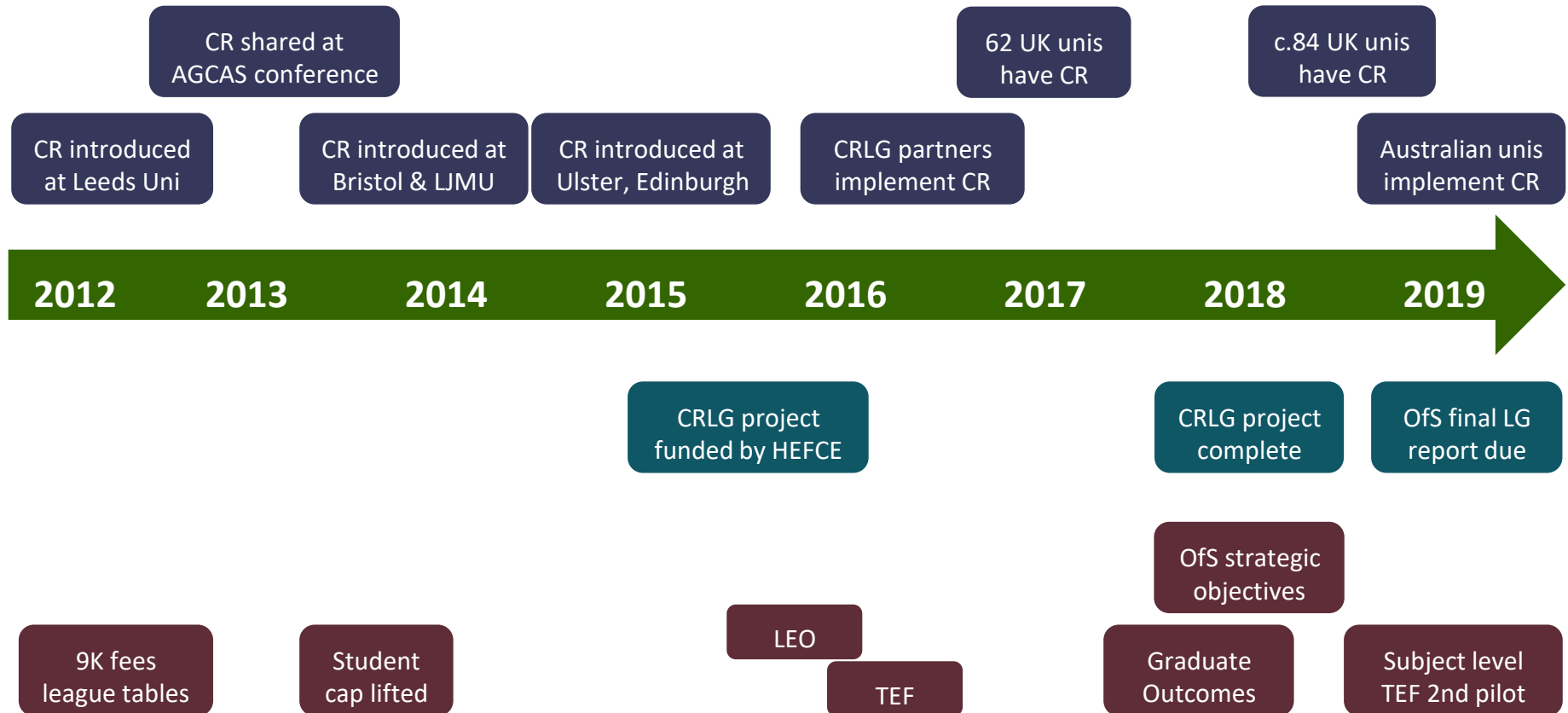- self-employment / running my own business (19)

CR Timeline

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CR shared at AGCAS conference

62 UK unis have CR

c.84 UK unis have CR

CR introduced at Leeds Uni

CR introduced at Bristol & LJMU

CR introduced at Ulster, Edinburgh

CRLG partners implement CR

Australian unis implement CR

2012 2013 2014 2015 2016 2017 2018 2019

CRLG project funded by HEFCE

CRLG project complete

OfS final LG report due

OfS strategic objectives

LEO

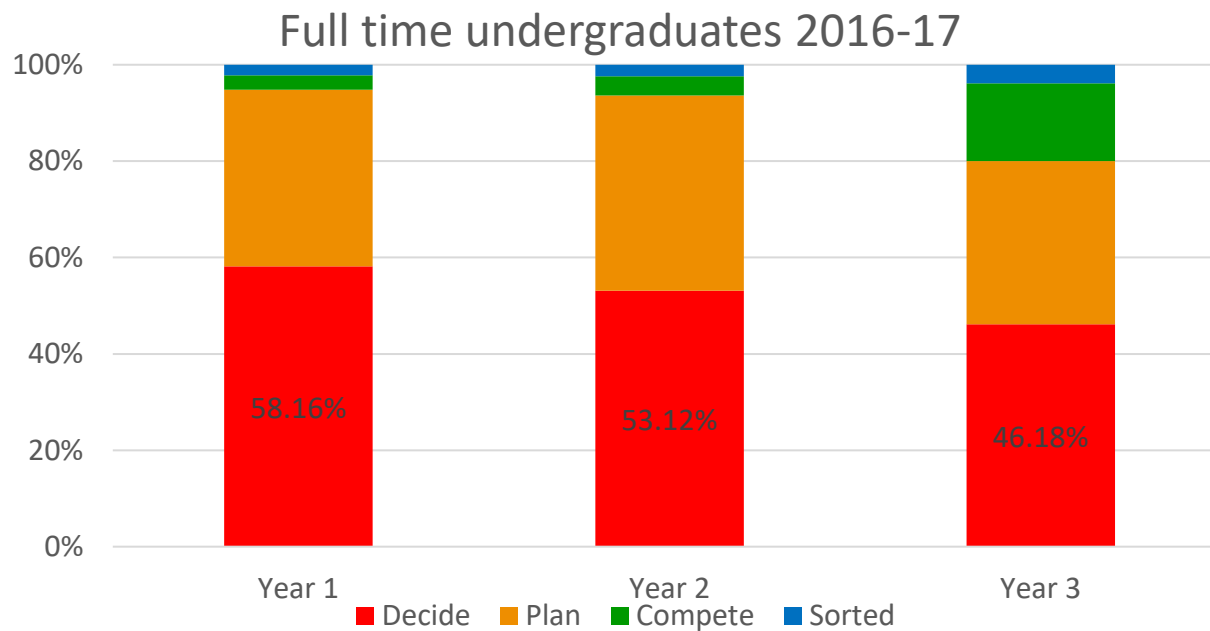9K fees league tables
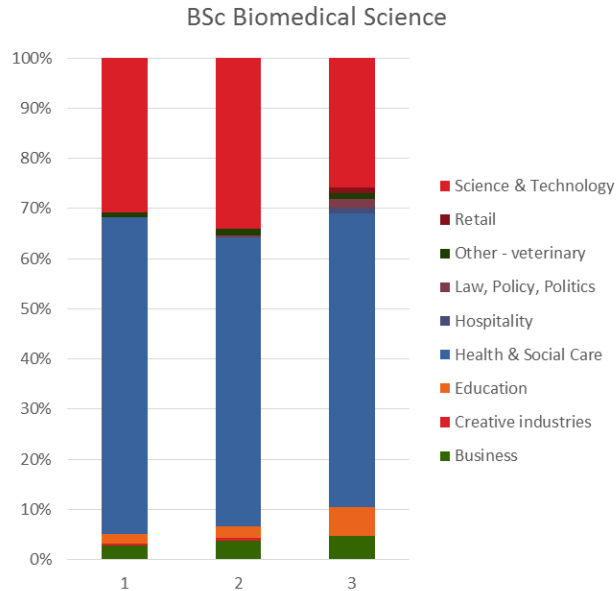
Student cap lifted

TEF

Graduate Outcomes

Subject level TEF 2nd pilot

https://www.officeforstudents.org.uk/media/738ca4fa-a727-445c-8c31-64030cb3200c/student-outcome_bob-gilworth.pdf

TEF Gold Teaching Excellence Framework

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Career thinking. Large, multi-institution dataset.

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Full time undergraduates 2016-17

- Year 1: Decide 58.16%
- Year 2: Decide 53.12%
- Year 3: Decide 46.18%

Legend: ■ Decide ■ Plan ■ Compete ■ Sorted

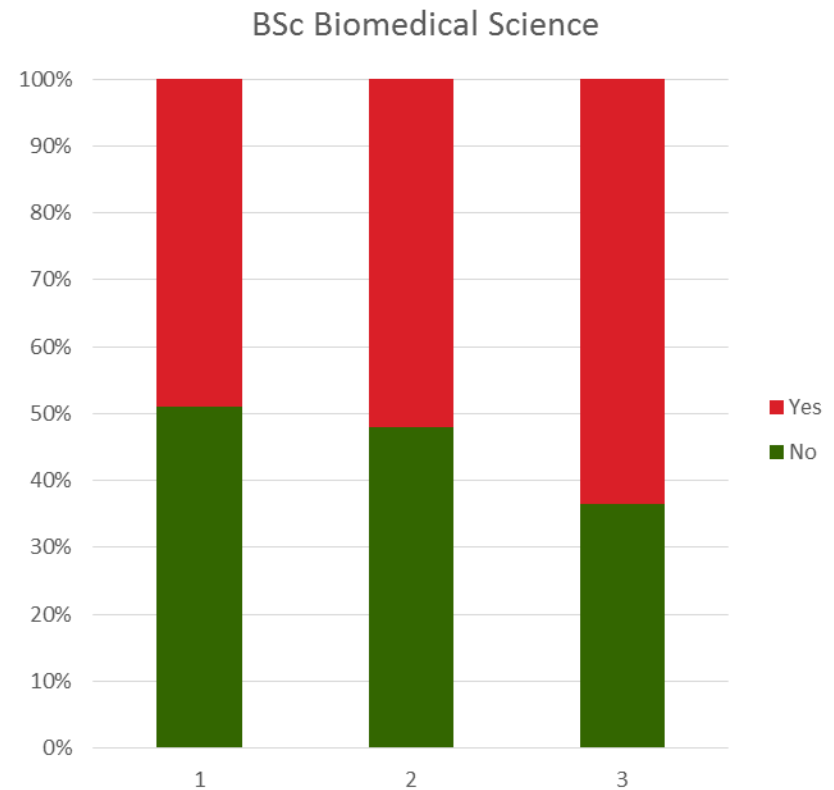TEF Gold — Teaching Excellence Framework

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- Notably sectors of interest.

- By far the most common.

- Data supporting Employer Engagement as well as Careers Education and Guidance.

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Sectors of interest

Work experience in field?

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Planning for Success?

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Careers Registration and Graduate level work	Graduate Level Work		
Career readiness 2016-17	No	Yes	Grand Total
Decide	45%	55%	100%
Plan	31%	69%	100%
Compete	28%	73%	100%
Sorted	2%	98%	100%
Grand Total	32%	68%	100%

Planning for Success?

- Among graduates who were in employment, **knowing exactly what they wanted to do** or having a good idea about types of jobs and careers upon completing university was the most important factor or behaviour in determining whether that employment was in **professional or managerial roles or in non-professional roles. "Planning for Success: Graduates' career planning and its effect on graduate outcomes." DfE March 2017.**

- Careers Registration Learning Gain project reinforces this view: the case for *Careers* and Employability

- Self-report. With all that implies. But..data direct from **all** student not just an engaged minority. Remarkable consistency across a very large data set and 15 diverse institutions in the Learning Gain project (n= 308,000 max).

- Once per year. But..CSMS can be used to update in real time (but only the engaged).

- Point of graduation. The trickiest practical hurdle with no system to match enrolment. Gradually being overcome by more institutions.

- Data analytic capacity has been a challenge for some. Clarity of purpose is key.

- Debates around terminology e.g. Explore, Focus, Action

- CR sections link to each other and all link to the main student record, so CR data can be linked to other data to create important insights. Very useful in relation to WP, EDI.

- Powerful combinations with other C&E data, notably Careers Service Engagement and Outcomes.

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- Just implemented in Portugal –U. Minho. First translation into another language. (Statements reviewed through the LG project and held up well). EE/CR correlation.

- More on point of graduation

- Linking to outcomes (now GOS in the UK)

- Supply (sectors of interest) and Demand (LMI). Link to Place.

- Cobb, F. (2019). '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), 18–25. https://doi.org/10.20856/jnicec.4204

- The conversation in the institutional eco system, KPIs, structure and positioning of resources, offers, events. *Professional education*

- *Not external metrics. Devised by C&E for C&E*

- Not just "growing the evidence base" but changing the evidence-based nature of our work in HE C&E.