

Introduction of registration data

- Introduced in 2014
- Fortunate position that the Director of Student Based Services has a remit for Careers and Student Registry. Rapid implementation.
- Mandatory requirement for all students to complete the questions. 100% response from UG and PG students.

Introduction of registration data

- Introduced in 2014/15
 - Director of Careers Service had promised careers registration at interview. Rapid implementation.
 - Questions presented as mandatory. Response rate of 95% for undergraduate students.
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Original use of data

- ➔ Pivot tables with career thinking analysed by department
- ➔ Use of data by the WP Officer in Careers
- ➔ Free text box used to inform the marketing of Careers events
- ➔ Automated emails sent to students based on their response to the career thinking question
- ➔ Little used made of original work experience questions

Original use of data

- Summary data presented as graphs by School in Employability Partnership Agreements (EPAs)
 - High level metrics used as Careers Service key performance indicators (KPIs) (e.g. % finalists in explore)
 - Added to CareerHub as a searchable label for targeting student groups (e.g. finalists in explore with no work experience)
 - Balanced use of careers thinking and work experience questions, but usually ad hoc and in isolation from other data
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Assumptions about registration data

- Engaging with first year students would have a positive impact on graduate outcomes.
- There would be a clear pattern of positive career thinking movement over the length of the degree programme.
- Work experience would have a positive impact on graduate employability.

Assumptions about registration data

- Students in later stages of careers thinking on entry to their final year of study would be in more positive graduate destinations.
 - Those students who moved ‘forward’ in their careers thinking over time would be in more positive graduate destinations.
 - Work experience, and engagement with Careers Service activity, would have a positive impact on graduate employability.
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Statistical Analysis Findings

- Students who are in the more advanced stages of career thinking one year prior to graduation are more likely to be in employment six months after completion of studies.

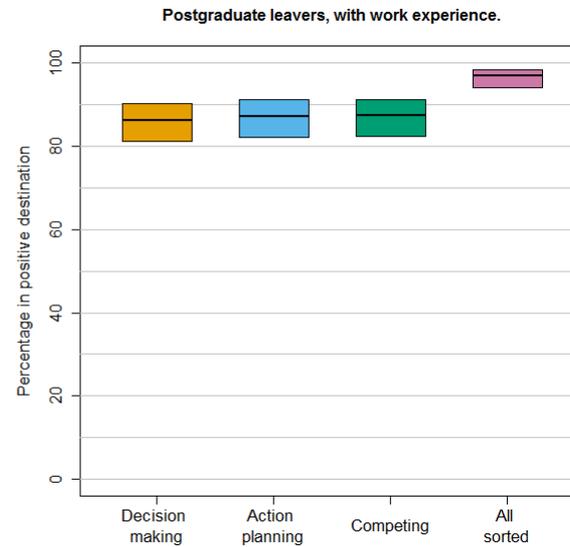
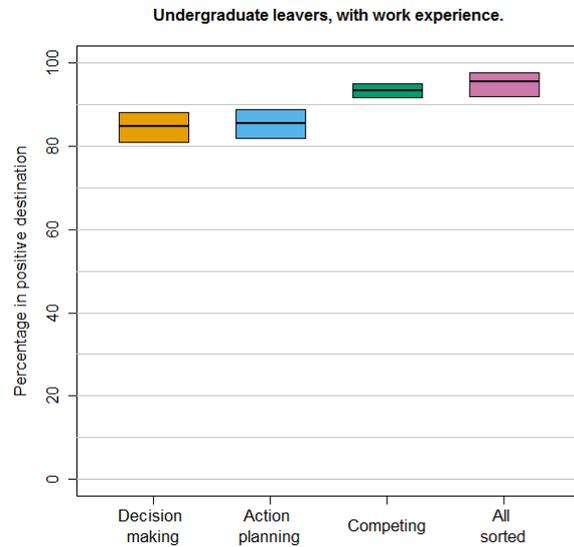
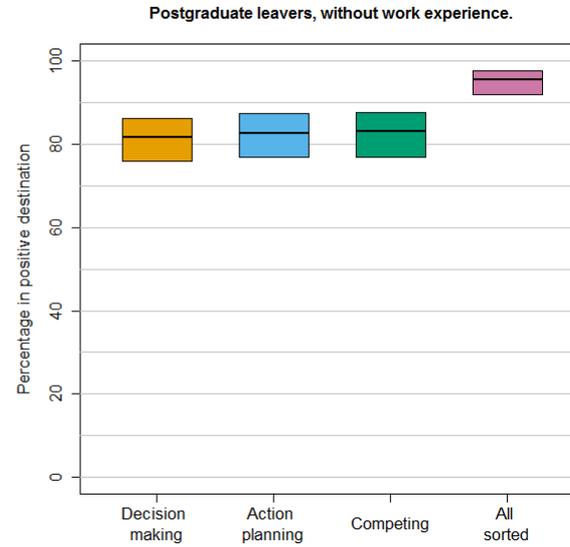
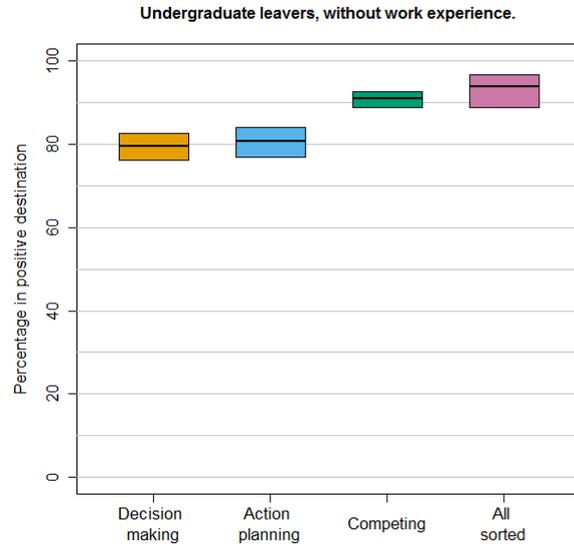
Findings

	Career thinking at one year before graduation	Employment probability (%)	95% Confidence interval (%)
Undergraduate leavers	All sorted	97.2	(95.4, 98.3)
	Competing	95.7	(94.6, 96.7)
	Action planning	92.9	(90.9, 94.5)
	Decision making	92.4	(90.4, 94.0)
Postgraduate leavers	All sorted	95.4	(92.7, 97.1)
	Competing	93.0	(90.6, 94.8)
	Action planning	88.6	(85.2, 91.3)
	Decision making	87.7	(84.3, 90.5)

Findings

- Students who are further along in their career planning are more likely to be in a positive destination six months after completion of studies.
- The probability of being in a positive destination six months after graduation was found to be influenced by career thinking and work experience. Generally speaking, the probability of success increases with career thinking level, and is higher for those with work experience.

Findings



Findings

- **No** evidence was found that career thinking at two years prior to graduation has any influence on destination.
- This analysis does not show any significant career thinking patterns spanning the two years prior to graduation that are more likely to lead to positive or negative destinations.

Salary

- Expected income increases with the career thinking categories, with those in the “all sorted” category on average earning 12.8% more than those in the “decision making” category.
- The model also shows a gender effect, with males on average earning 4.5% (PG: 11.8%) more than their female peers, after accounting for career thinking, department, age, the London effect, and graduate-level job.

Salary

Career thinking one year before graduation	Average salary increase (%), compared to the “Decision making” category.	95% confidence interval
Decision making (baseline)	0	
Action planning	0.7	(-3.3, 5.0)
Competing	3.4	(-0.3, 7.3)
All sorted	12.8	(6.5, 19.5)

Demographic Characteristics

- ➔ No evidence was found of either ethnicity or POLAR category having an effect on salary.
- ➔ It was investigated whether POLAR group has any influence on the probability of university leavers landing in a positive destination. However, no evidence was found that POLAR group has any influence on destination type.
- ➔ It was noted above that there is a gender pay gap that is not accounted for by the other variables included in the model, with males on average earning 4.5% (11.8%) more than females
- ➔ Another contributing factor to the higher median wage for males is that at one year prior to graduation, males are on average slightly further in the career planning stages than females, and being further along in the career planning stages is associated with higher salary

Findings

- Final year students in later stages of careers thinking are more likely to be in employment six months after graduation.

	Phase of careers thinking			
	Earlier (explore or develop)		Later (compete or position secured)	
In employment	2170	91.7%	1258	95.7%
Not in employment	197	8.3%	56	4.3%

Findings

- A change in careers thinking between the penultimate and final year has less impact on outcomes than thinking at the start of the final year.

	Phase of careers thinking			
	In employment		In graduate level role	
Move 'forward'	482	93.4%	392	81.3%
Move 'backwards'	58	98.3%	46	79.3%

Findings

- Final year students with no work experience are considerably less likely to be in employment after graduation and statistically less likely to be in a graduate level role.
 - And certain types of work experience are more closely linked with being in a graduate level role – placements, self-employment and society membership
 - But, final year students in later stages of careers thinking who have recent work experience are no more likely to be in a graduate level role than those with no work experience.
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Findings

- There are no significant relationships between the specific type of Careers Service event or appointment that a student attends during their final year of study and their employment outcomes.
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Findings

- Female graduates are twice as likely to be in employment after graduation than their male peers, but only half as likely to be in a graduate level role or earning a higher salary (£30,000 and above).
 - Female graduates are also significantly more likely to be in the earlier phases of careers thinking than their male peers
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