Embedding Employability, Enterprise and Entrepreneurship

Amy Carpenter

Head of Careers, Employability and Enterprise at the University of Suffolk

University of Suffolk

Who are we and what do we do?

Careers, Employability and Enterprise Team
- Currently 6 people, soon to almost triple in size
- Provide the full suite of support

University of Suffolk
of Suffolk

MY FUTURE FESTIVAL
Monday 1 to Wednesday 10 November 2021
Start planning your future, now.
www.uos.ac.uk/myfuturefestival

SANCTUARY GRADUATES
GRADUATE & INTERN RECRUITMENT

Entrepreneurs Forge

FutureMe ▶▶

University of Suffolk
INSPIRING FUTURES FUND
Looking for financial support to undertake work experience or to boost your employability through a personal or professional development opportunity? Then this bursary is for you.
uos.ac.uk/inspiring-futures-fund

Career Pulse

University of Suffolk **Micro-Placements Scheme** Designed to provide real work experience to develop transferable skills and enhance employability

University of Suffolk

82% of our graduates in high skill level employment (Graduate Outcomes Survey 2019/20)

Employability, employment, Graduate Outcomes, and more: What's the difference though?

Paid Employment: **Whether a graduate is working for pay, either as an employee or self-employed.** See: https://www.hesa.ac.uk/support/definitions/graduates

High Skilled: **Jobs that fall within 'SOC' UK major groups 1, 2 and 3.** See: https://www.hesa.ac.uk/support/definitions/graduates

Graduate Outcomes: **The HESA survey for any graduate from a UK university that** *"collects information about the activities and perspectives of graduates approximately 15 months after they complete their HE studies."* See: https://www.hesa.ac.uk/support/definitions/graduates

Employability: **It's not just about skills – they make up a key part of it, but there's other facets such as knowledge, career management skills, emotional intelligence, social capital, and more. Much of the literature brings this together under the term 'competences' (e.g. Romges, Scoupe & Beausaert, 2020).**

Graduate Jobs: **For example, Elias and Purcell (2013) conclude: "***that in order to qualify as an appropriate job for someone who has spent three years or more in tertiary education, occupations need to have a substantial inherent 'mental labour' requirement in order to be able to carry out the duties entailed",* **following analysis of job tasks against the Standard Occupation Classification 2010 (SOC).** See: https://warwick.ac.uk/fac/soc/ier/futuretrack/findings/elias_purcell_soche_final.pdf

University of Suffolk

What do we mean by embedding the '3 E's' at the University of Suffolk?

Employability, Enterprise and Entrepreneurship = the '3 E's'

- Ensuring that all students have equitable access to support
- Every course to have at least one interaction with my team
    - *Almost made it there this year!*
- A member from the Careers, Employability and Enterprise Team in attendance at every course design event
- Placements available to all, but not mandatory for all
- External input at all stages, from course need, to design, through to delivery
- Extra-curricular initiatives designed in close collaboration with Schools to ensure they are relevant and inspire students to engage

University of Suffolk

Our Graduate Attributes

Attribute: Research and Digitally Literate

This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use.

Apprenticeships and the '3 E's'!

Became a key area of focus for 21-22

- Had minimum standards we needed to meet to fulfil OFSTED expectations
- Provided a way to consider how we track the '3 E's' against the 'Knowledge, Skills and Behaviours' that exist within an apprenticeship programme in the UK
- Improved tracking and evaluation mechanisms
- Targeted activity embedded into apprenticeship programmes
  - Careers Advisers delivering professional development activity
  - External speakers and alumni
  - Using our FutureMe platform for directed and self-directed activity

The big question: How do you ensure that someone gets impartial careers advice and guidance into their degree, when the only reason they're with us is because their current employer has decided they want them to study with us…?

University of Suffolk

Where are we going next?

- Growth of the team thanks to a large investment by the University
  - Better embedding from induction, particularly using Career Pulse
  - Clear School alignment and responsibility
  - Better internal tracking and evaluation processes
  - New scheme in design – *Build Your Future*
  - Relaunch of face to face activity and existing schemes e.g.
    - *Work Experience Bursary is now our Inspiring Futures Fund*
- Brand new 'Careers Hub' proposed, giving a clear 'shop front' to our work
- Implementation of new systems to support the student and employer experience

University of Suffolk

Where are we going next??

- Improving the understanding of enterprise and entrepreneurship, and how it can apply to any and every subject area
- Piloting a variety of in-, co- and extra-curricular activity in 22-23, with a view to embed from 23-24 across all courses
  - Learning outcomes to support academic teams with full curriculum embedding of the '3 E's'
  - Course design events for all
  - Trialing rubrics to understand if and how they could support
  - Interdisciplinary modules and activity weeks
  - Clearer placement support and structures in place

University of Suffolk

a.carpenter2@uos.ac.uk

careers@uos.ac.uk

University of Suffolk