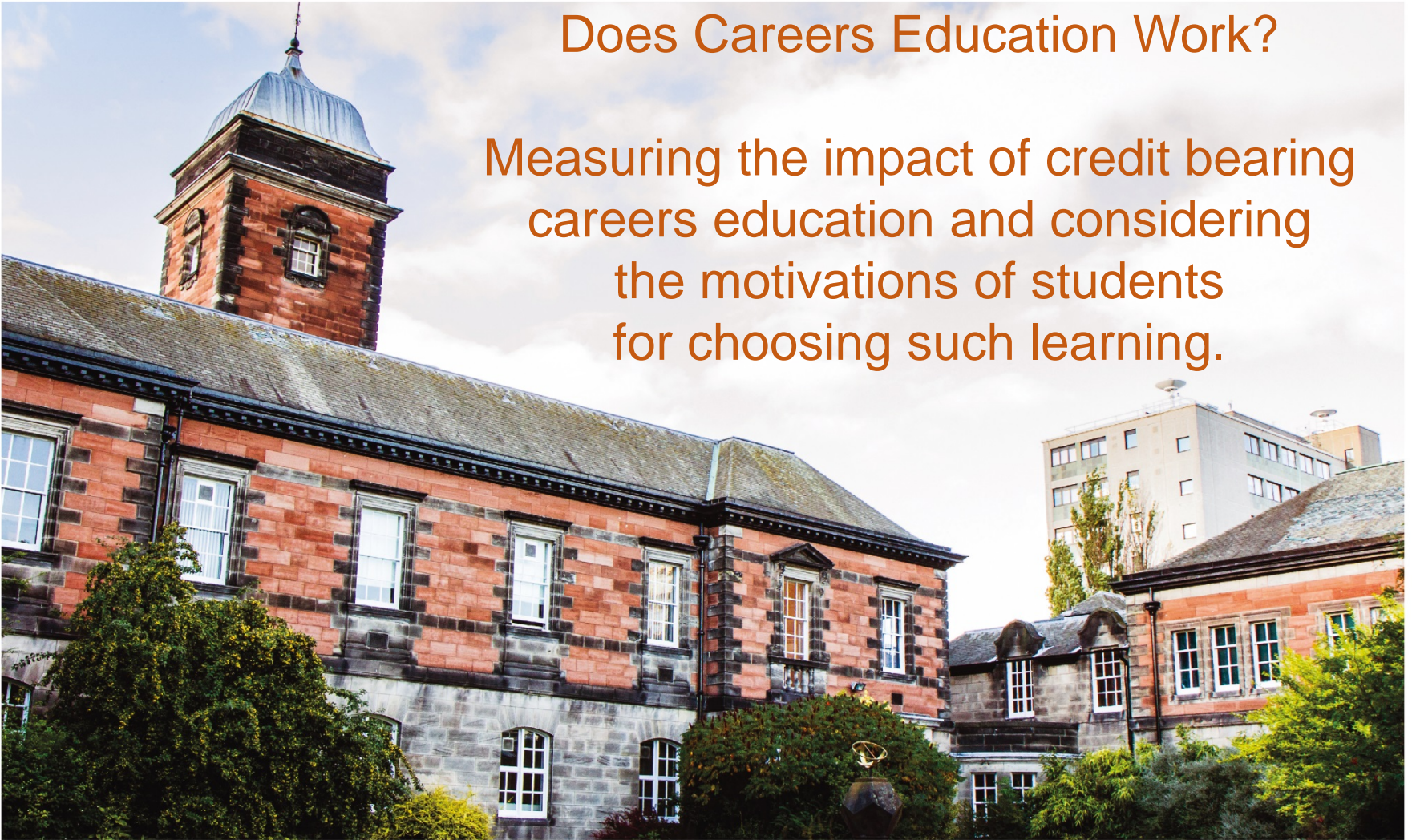


Does Careers Education Work?

Measuring the impact of credit bearing careers education and considering the motivations of students for choosing such learning.



Content

- ✓ Ground breaking research – are we assuming that students have always gained from our interactions?
- ✓ Research methods: the route we took to secure robust findings.
- ✓ Outcomes: Research findings and questions raised?
- ✓ Learning Gain: What have our students gained by taking an optional credit bearing careers module (distance travelled student responses)?
- ✓ Would they have done well regardless – are we “preaching to the converted?”
- ✓ What are the implications of these findings? What do we do next and how do we disseminate and secure impact? Who needs to know?
- ✓ Dissemination and Impact: The value of this research and what next? The impact of DLHE on league tables – can careers education help?

Introduction to the modules

- 10 modules
- All full credit
- Inbuilt / Degree module options
- Content
- Assignments
- Typical student cohort
- Modules used for research





"I completed the Career Planning Module in 2009 and partly because of that module and the advice I received during the module from the teaching team I am now doing the dream job that I researched for the module. I think the most memorable thing about the module was being able to research and articulate the steps that I needed to take to get to where I wanted to be. I knew what I wanted to do - work in the Foreign and Commonwealth Office - but I did not know how to get there. The career planning class gave me a structured approach of how to fully understand my professional self and the options open to me after graduation."

Kevin Kerrigan, Deputy Antici, UK Permanent Representation to the EU, Foreign and Commonwealth Office, Brussels, Belgium.



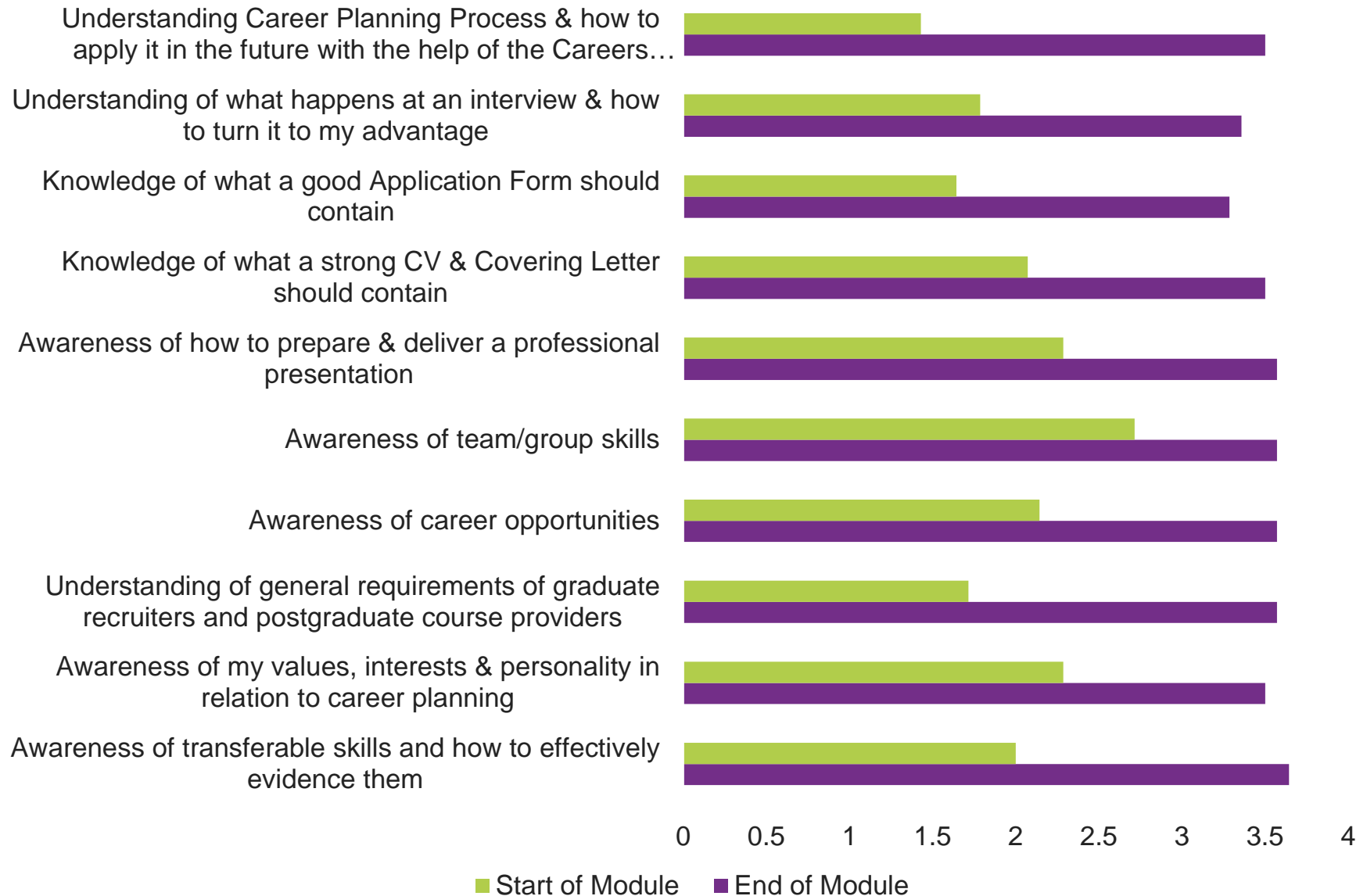
"Amazing opportunity to get hands on experience while studying at UoD. Friendly learning environment with lots of support and advice from lecturers. I have learned a lot and I truly admire all staff commitment to the creating this module so interactive and enjoyable."



"I would highly recommend the Career Planning Module - the small classes were a welcome change from lectures and offered much more personal (and fun!) teaching from such friendly staff. I feel very well equipped for applying for jobs both now and after I graduate, as the module provided a great deal of information about CV writing, assessment centre days and practice interview advice with great feedback. I also know that the Careers Service are always there to help in the future. A module that is interesting, interactive and so beneficial - definitely recommended!"

LEARNING GAIN

How would you rate your level of expertise?



Careers Modules are growing, feedback is great and employability is vital.

Why is research in this area so scant?

HECSU FUNDED RESEARCH 2016

2 QUESTIONS:

- Does taking a full 20 credit Careers Module have any impact on graduate destinations?
- Does taking a full 20 credit Careers Module make our students feel more prepared to graduate?

Does taking a full 20 credit Careers Module have any impact on graduate destinations?

The data:

A dataset of 231 graduates who graduated in 2012, 2013 & 2014 and had completed a careers module (Career Planning Module, Internship Module or Career Planning Module Online) were compared with a control group of 661 graduates who had chosen not to take a careers module.

Statistics reported using The Odds Ratio.

Modules used in the research

- Career Planning Module
- Career Planning Module Online
- Internship Module

Hard Facts

Used only published DLHE statistics to record the destinations of our graduates

Positive Destinations:

- Graduate level employment or study

Removed from results – students taking time out

Does taking a full 20 credit Careers Module have any impact on graduate destinations?

HEADLINES:

- ✓ If a student had taken a careers module, the odds of them reaching a positive destination were **21.9%** higher than if they had not taken a careers module.
- ✓ If a student had taken a careers module, the odds of them reaching an employment destination (as opposed to unemployment) were **37.2%** higher than if they had not taken a module.

Shauna

I really did find my time in career planning highly useful whereby I still use the materials from the module for example when completing my cv, applying to do my masters, applying for volunteering positions and preparing for interviews. I found the interviews section of the module most useful as it was great to watch the tape back and see from another perspective along with verbal feedback on your strengths and weaknesses and make you aware of body language that you maybe didn't realise you do/do not use. I even sent some of my friends who are soon to graduate some of the materials to help them prepare for life after graduation which is really rewarding to be a person my friends can turn to for advice in their own career planning. This course was not something I was supposed to do (I failed an exam and had to take an extra module in 3rd year) but I am so glad that happened as this module absolutely helped to prepare me to graduate and further prepare into my journey to my ultimate career goal. Thank you so much!

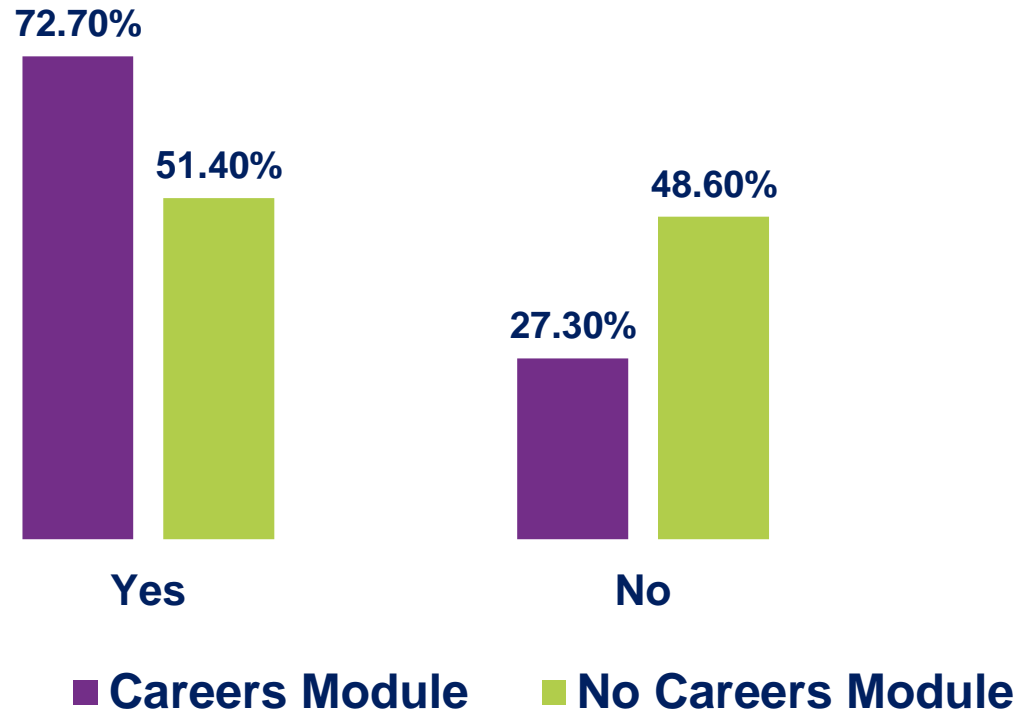
Does taking a full 20 credit Careers Module make our students feel more prepared to graduate?

We asked final year students who were about to graduate in summer of 2016.

Again those who had taken the 3 careers modules were compared with those who had chosen not to.

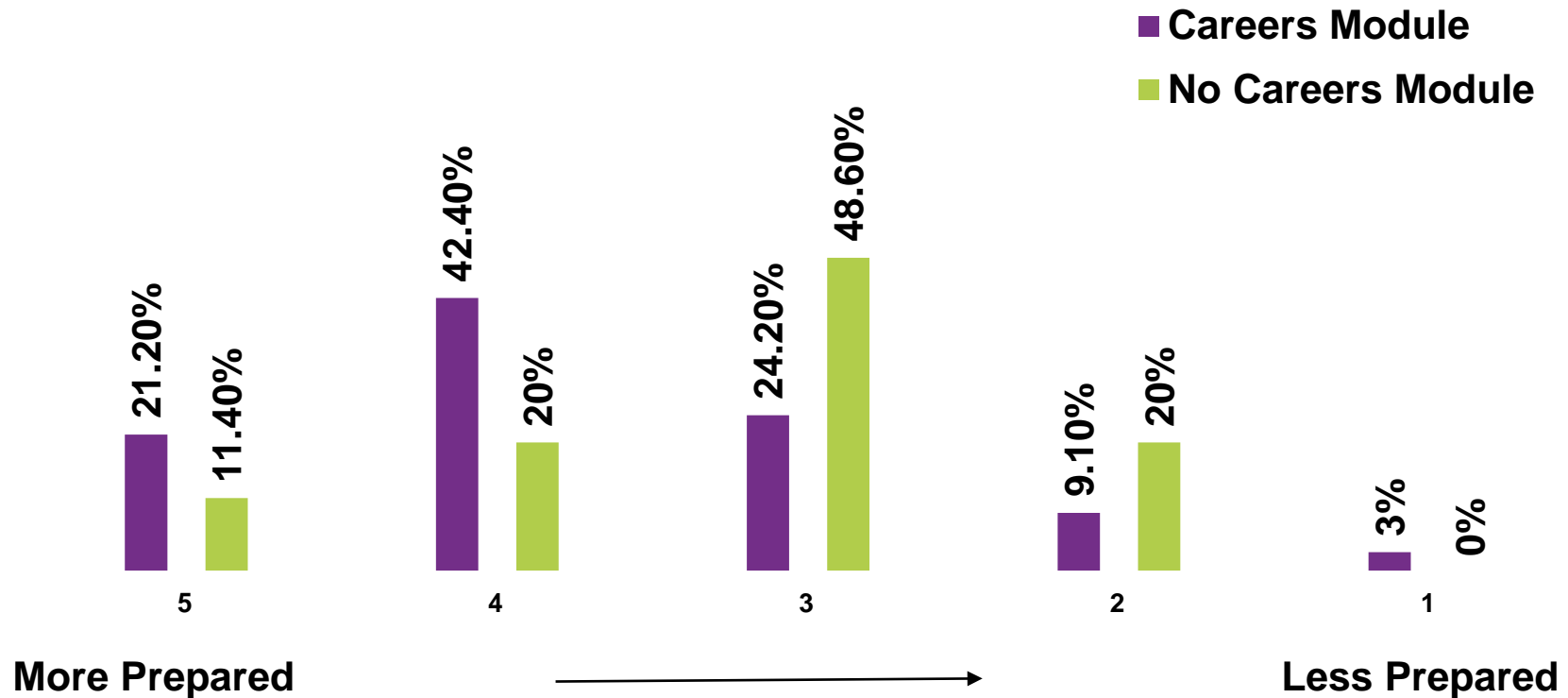
Does taking a full 20 credit Careers Module make our students feel more prepared to graduate?

I have a clear plan of what I am going to do after Graduation?



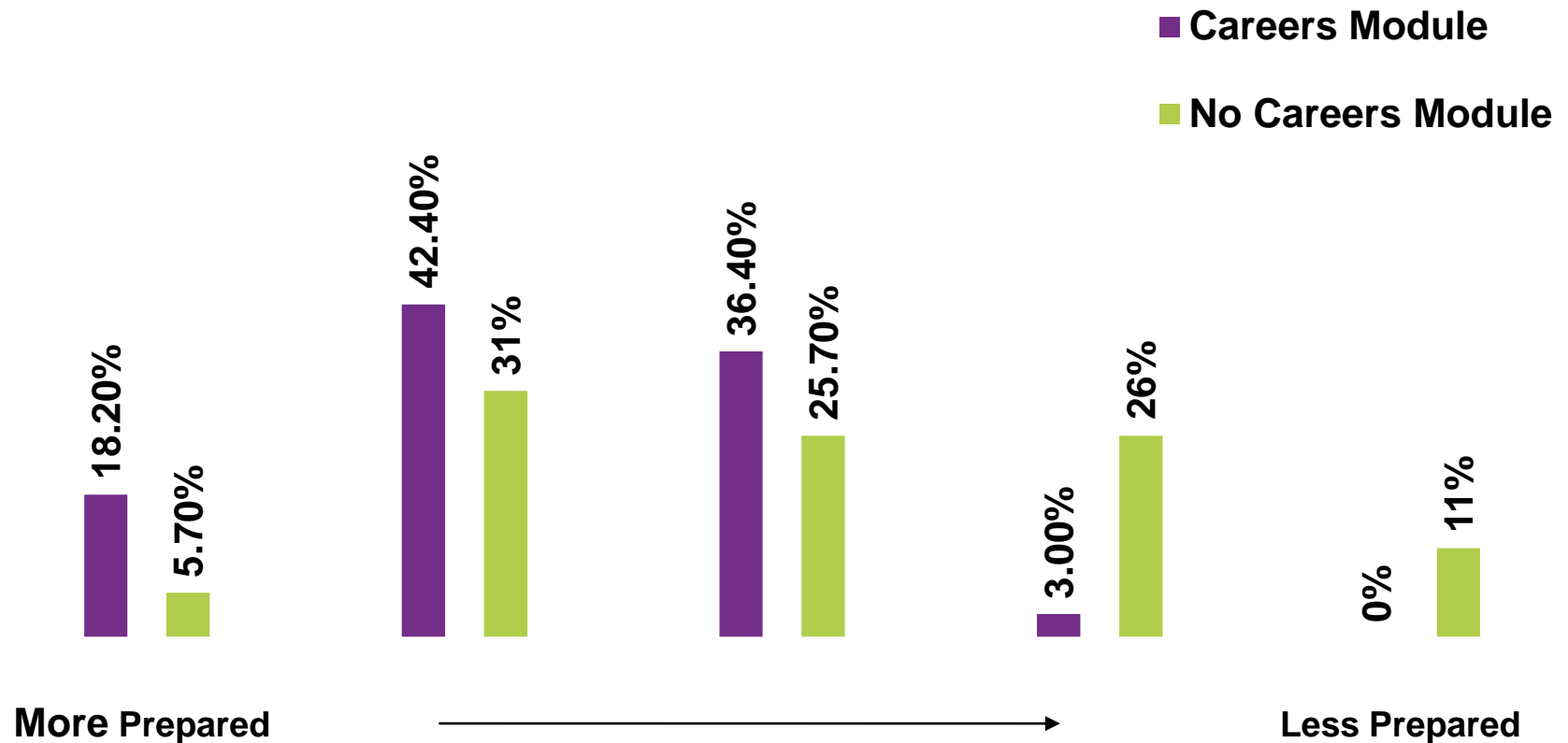
Does taking a full 20 credit Careers Module make our students feel more prepared to graduate?

On a scale of 1-5 (5 being highest)
I feel confident about making Career Decisions



Does taking a full 20 credit Careers Module make our students feel more prepared to graduate?

ON A SCALE OF 1-5 (5 BEING HIGHEST) MY TIME AT UNIVERSITY HAS PREPARED ME WELL TO ACTION AND SECURE MY CAREER PLANS



Student Quotes: A free text box with no clear prompt:

“If you would like to add anything you can do so here”

Careers module attendees:

- *Other than how graduation day is going to go I feel prepared. Got offer, secured first placement, have decided living arrangements”*
- *“I feel like I am ready to graduate, and have my future thought out quite well”.*
- *“I feel like I have gained valuable skills such as understanding about what I need to do to stand out as well as how to write a professional CV”*
- *“I feel that I am as prepared as I can be but appreciate that learning starts in any new role.”*
- *“I found the course very helpful and gave me the courage to plan for what I want”*

No Careers Module:

- *“I think the university should maybe include a few sessions for each course which are compulsory to inform people of what they can achieve with their degrees in the workplace”.*
- *“I feel very unprepared to graduate”*
- *“After my degree I have no plans :-(“*
- *“Scared”*

The Flip side

Discussion

- “What are the implications of these findings”?
- While we are pleased with the findings what do we do about the flipside?
- Is patting ourselves on the back about our success appropriate?



Follow Up Research:



“Surely students who choose to take optional credit-bearing careers education are more motivated anyway?”

Careers Education – are we preaching to the converted?

Implications

- What are the implications of delivering a full module to:
 - Highly engaged students?
 - Less engaged students?
 - A group containing both?

Discussion



Research figures

Same modules as before but this time working with current students in the first session of their module.

Two main groups of students were included in the research:

- **Module attendees** : 131 students had completed one of the aforementioned careers modules in academic session 2016/17
- **Control group**: (consisting of students from similar subject areas who had chosen not to complete a careers module) : 81 students

Same survey to module attend and control groups – only 8 questions, including:

How would you describe yourself (pick one only)

- ☐ I do not know what I want to do when I graduate
- ☐ I have a few ideas of what I might do after graduation but do not know how to choose
- ☐ I know what I want to do after I graduate but do not know how to get there
- ☐ I know what I want to do when I graduate and know the steps I need to take to get there

Please tick all of those activities that you have been involved in during your time at University. i.e. activities that you have been active in within the last 12 months (24mths for level 3 students) until the present day. Please do not select things that you were doing prior to University but have not been involved in during your time at University. Please also do not select activities that you hope to start this year. Choose as many as are applicable.

- ☐ Part-time paid employment during studies
- ☐ Summer internship/summer job (in summer prior to this academic year)
- ☐ Registered for DundeePlus
- ☐ Volunteering
- ☐ Member of club or society
- ☐ Office holder/position of responsibility within club or society
- ☐ Attended Careers Service event (careers fair) or presentation
- ☐ Evening or part time course not linked to academic credit for undergraduate degree
- ☐ Class Representative
- ☐ Caring responsibilities
- ☐ None
- ☐ Other, please specify:

Why have you decided to choose the Career Planning Module Online?

Please rank your top three reasons using 1 as the top reason, then 2 and finally 3 (select only 3)

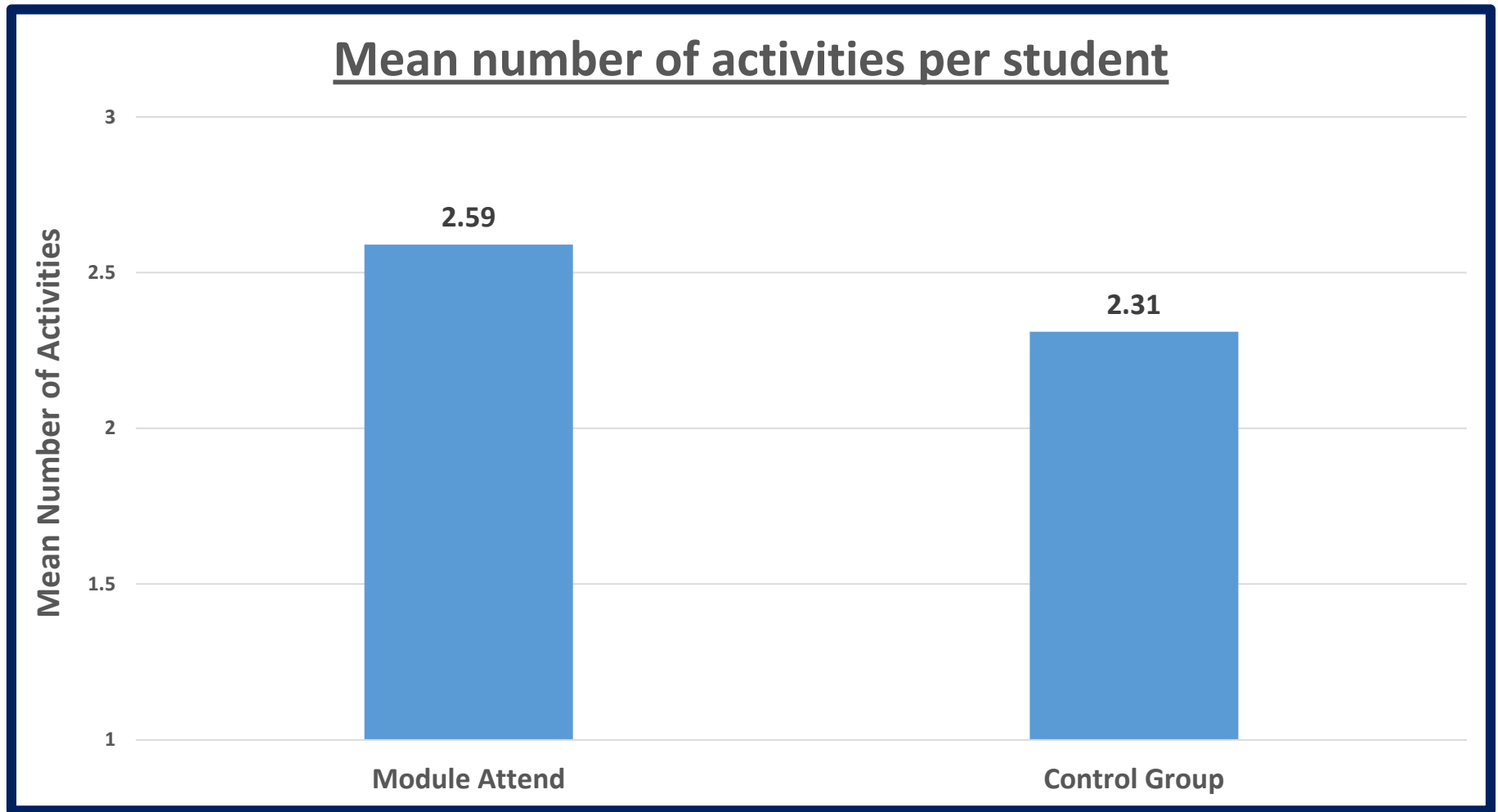
- ☐ Best option for my timetable
- ☐ To help me decide what I want to do after my degree
- ☐ No exam
- ☐ To develop confidence/ability in applying for future opportunities
- ☐ I needed the credits
- ☐ To develop new or existing skills
- ☐ Better module choice than others available to me
- ☐ Fellow student recommendation
- ☐ University member of staff recommendation
- ☐ Other, please specify:

What do you hope to gain from taking this module?

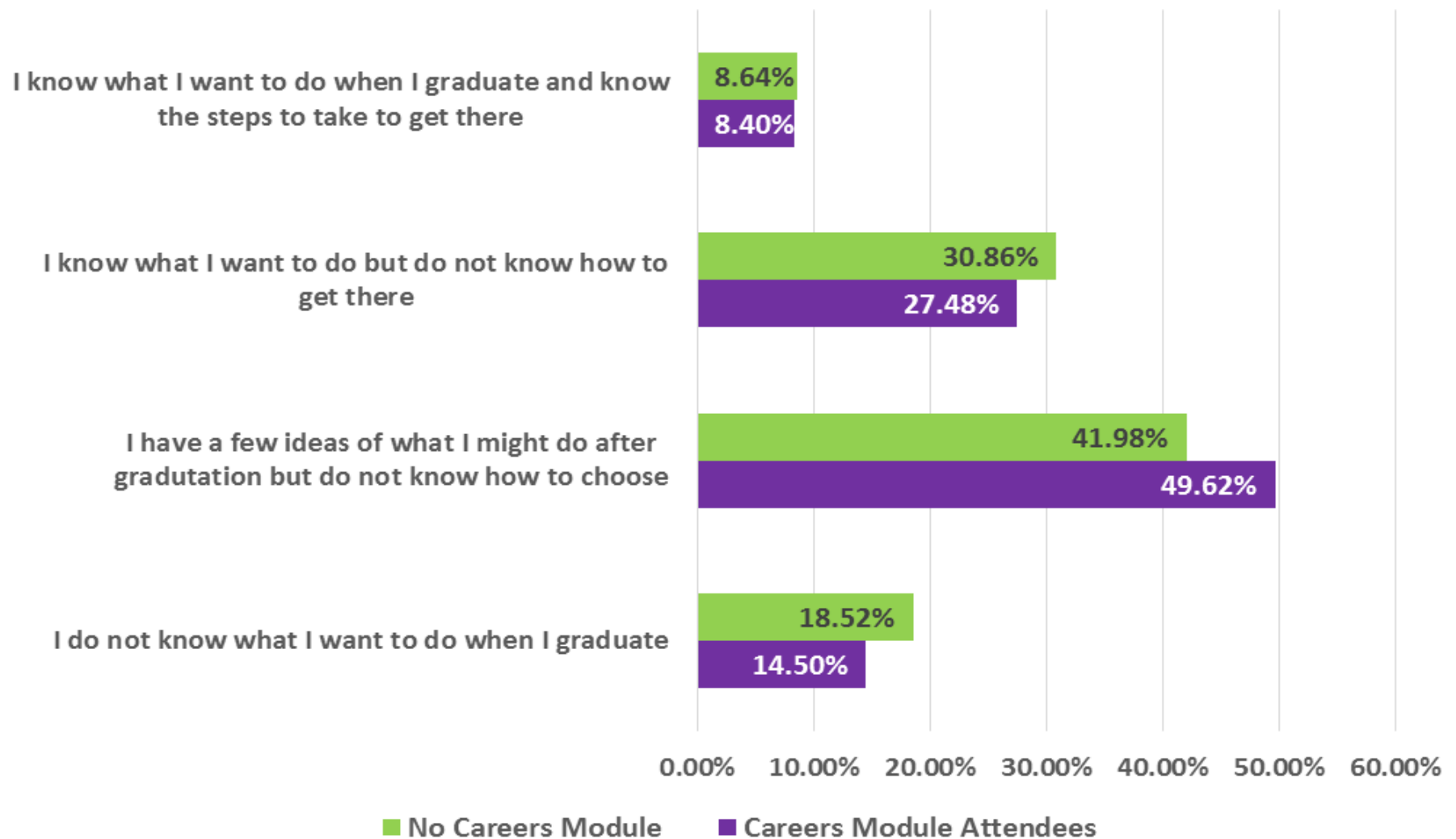
(Please choose only 2 and rank them 1 and 2 with 1 being your main reason).

- ☐ 20 credits towards my degree
- ☐ A clearer idea of what I want to do after my degree
- ☐ More confidence/ability in applying for future opportunities
- ☐ To develop new or existing skills
- ☐ At this stage I am not sure
- ☐ Other, please specify:

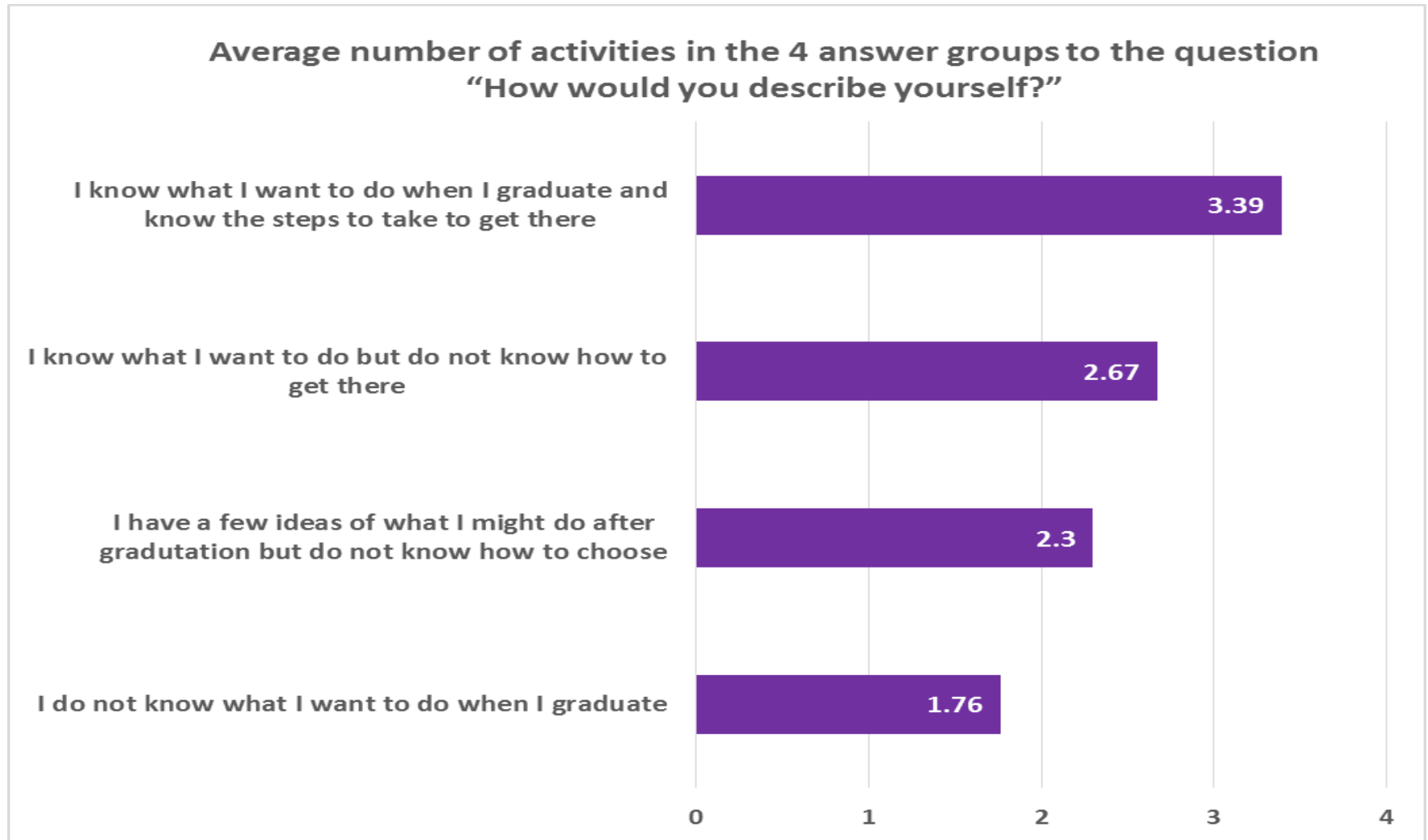
Results – number of activities



Career Plans



Is there a link between students reported level of career planning and the number of activities they are involved in?

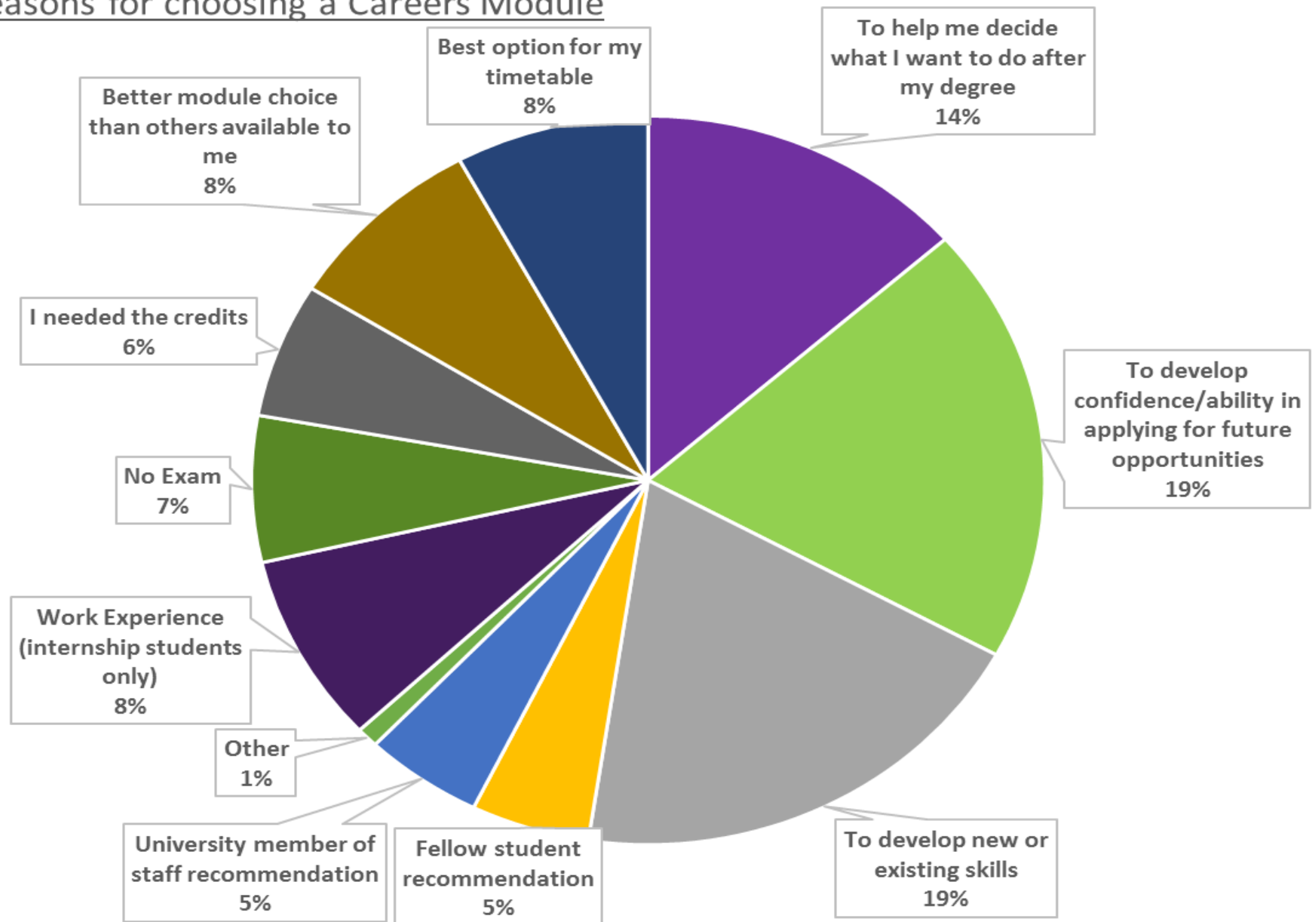


Is there a link between students reported level of career planning and the number of activities they are involved in?

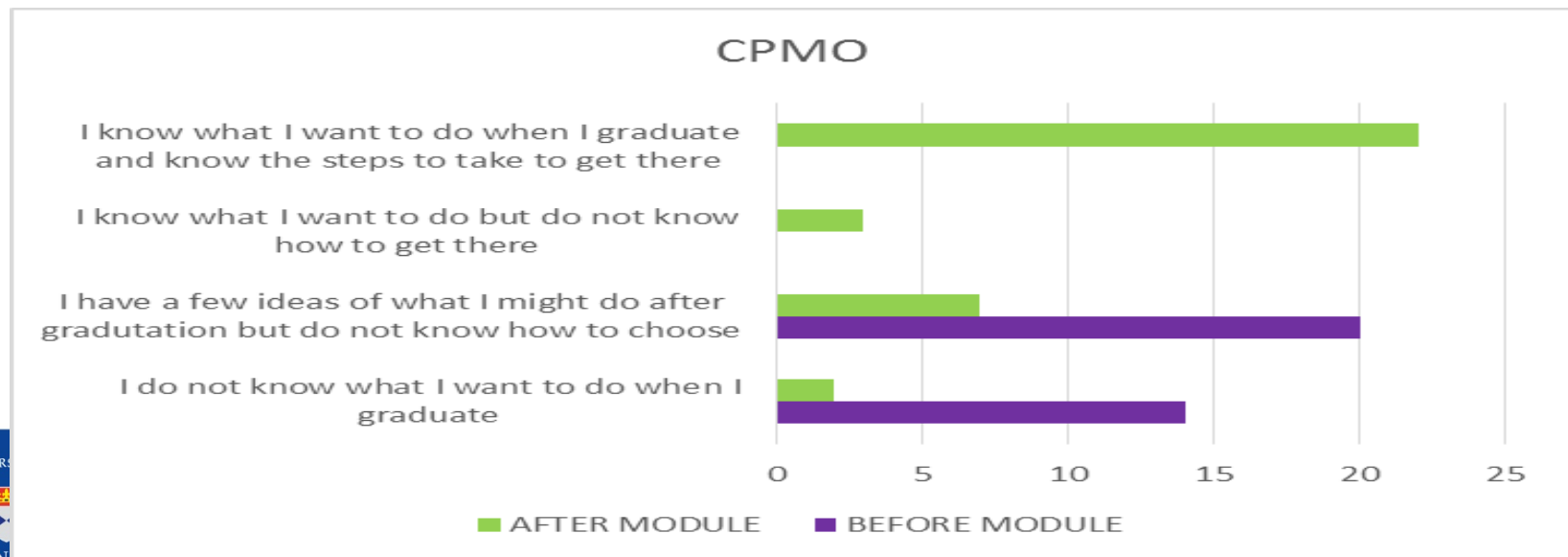
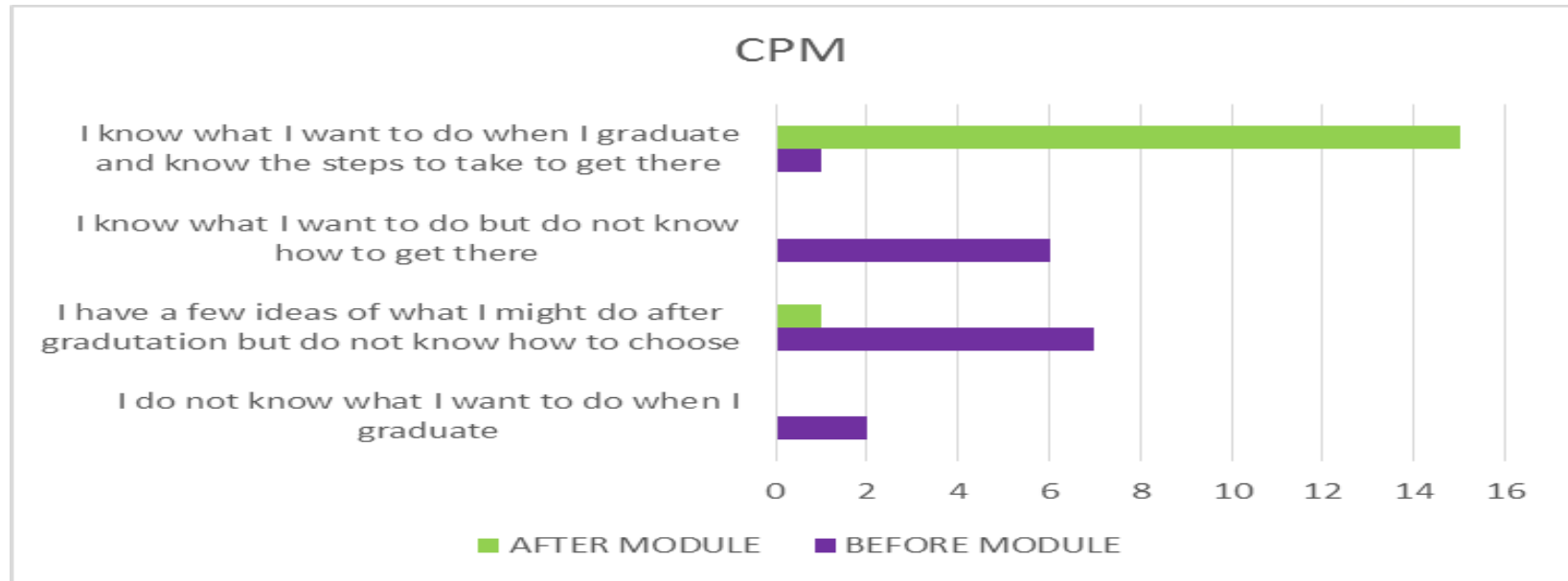
It is evident that there is a trend of better self-reported career planning being associated with more extracurricular activities.

On average, the group with the most reported career planning took part in **16.3%** more of the mentioned extracurricular activities than the least prepared group.

Reasons for choosing a Careers Module



Do we need to care about low motivated students if we have results like this?



In Summary – what have we found out?

- ✓ Taking an optional full credit careers module has a positive impact on the odds of graduate success
- ✓ Taking a Careers Module makes students feel more confident about life after graduation
- ✓ Students who choose to take part in credit bearing careers education are involved in a similar level of activities as those who choose not to
- ✓ The more extra curricular activities that a student takes part in the more developed their career planning

What is the value of this information – dissemination and impact.

Happy to discuss

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find me on LinkedIn 