An institutional approach to identifying current student's 'Career Readiness'

Where, how and *when* do students make their career decisions and how these link to the institutional support they access to assist them? Often the only institutional impact measure and evaluation of employability support is to trace graduates sometime *after* they have they have graduated to establish their first career destination or employment.

As universities worldwide are grappling with providing effective and timely employability support for individual students and graduates that is also strategic, high quality, accessible and cost-effective, having more '*in time'* data on existing students and their career development paths could be helpful in improving the support for current students and achieve this aim.

With this in mind Liverpool John Moores University has recently introduced a university wide 'Career Readiness' survey. All students are asked annually to reflect and monitor their 'Career Readiness' and the career development activities they have used to support their decision making.

This session will share the LJMU case study of the introduction of a university wide annual 'Career Readiness' survey and how the data has already been used institutionally and at programme level, providing insight into student career decision helping to monitor and evaluate student employability support and identify future developments.