

Annual Review Report 2010/2011 of the Careers and Employability Centre

1. Executive Headlines (for service delivery and key performance indicators aligned to University strategy)

The Careers and Employability Centre is moving in the right direction to meet ambitious key performance indicators.

Appropriate metrics for impact assessment given the complexity and wide-ranging demands on the service include:

- 1660 students were engaging with Sussex Plus in 2010/2011
- 2547 individual careers discussions were delivered (made up of 10 minute quick queries; 20 minute longer discussions and e-guidance)
- 92 employer, careers and skill events/fairs delivered on campus to foster employability
- 4702 students engaged with 200 individual employers on campus
- 4324 finalists visited the virtual fair in July 2011
- 2224 individual vacancies were advertised at our online jobs listing: a 16% decrease on 2009/2010 (n = 2658)
- 228 part-time/vacation jobs on campus: a 7% decrease on 2009/2010
- CEC website jobs database had c. 46,900 visits
- CEC's use of social media has continued to grow our Twitter and Facebook presence: we now have over 1300 Twitter followers and CEC is regularly re-tweeted by other careers services, as well as the Guardian and others

Reporting 2010/2011 key performance indicators (aligned to 2015 University key performance indicators)

Key Performance Indicators for 2015:

Sussex to be in the top 20 of the DLHE survey by 2015 with the percentage of first degree leavers in graduate level jobs six months after graduating at 70%

KPI results for 2010/2011

DLHE results for class of 2010 Sussex first degree leavers at six months after leaving:

86% in work, work and study or further study six months after leaving.

71% of first degree leavers in graduate level work

7% unemployed

League Table position: Across the University League tables, Sussex is the top 20

	but position differs depending on league tables.
Achieve top quartile in the Graduate Employment Indicator for the 1994 Group by 2015	Sussex met the performance indicator for employability and was ranked 4 th out of 18 universities in the 1994 group for the class of 2010 DLHE.
Achieve the top quartile in the postgraduate (taught) and Postgraduate (research) data	DLHE results for class of 2010 Sussex postgraduate leavers at 6 months after graduation 88% working, studying or working and studying 91% in graduate level jobs and with 5% unemployed
100% of subject areas achieving improved scores and in the upper quartile in Russell/1994 group for Personal Development Section of the National Student Satisfaction Survey by 2015 <i>The course has helped me to present myself with confidence</i> <i>Q20. My communication skills have improved</i> <i>Q21. As a result of the course, I feel confident in tackling unfamiliar problems</i>	(79.5% and 80 th /120) -2.3% compared to previous year. Professor Clare Mackie PVC T&L comment: <i>I note that this is something all universities struggle with. It should be in part addressed by the investment in the Careers and Employability Centre and extension of Sussex Plus portfolio, including placements and internships. The CEC has been relocated to the library which will increase visibility in 2011/2012 with additional calendar of events.</i>
Improvements in the student satisfaction results of the International Student Barometer from current satisfaction levels to very satisfied by 2015.	Summer 2011 survey: Dissatisfaction with not enough work experience and opportunities to earn money: Overall 57% satisfaction. This is an area that we need to focus upon. Employability in the curriculum: Overall 70.5% satisfaction: Both international and UK students looking for improvements. Careers Advice: Overall: 68.1% satisfaction. Careers Service: Overall: 86% satisfaction
70% of students engaging with Sussex Plus by 2015.	1660 students (approx 20%) were engaging with Sussex Plus in 2010/2011 (769 in 2009/2010).
Increase the opportunities for extra-curricular work (work experience, vacation experience, voluntary work experience, internships) from base line of 422 opportunities in 2008 to see 100% increase by 2015 in the number of extra-curricular work-insights offered by 2015.	Total extra-curricular work promoted = 595 (40% increase) Total jobs advertised: 2224

Establishing sustainable relationships with 300 major employers via Employer Engagement Communications Strategy by 2015.	556 new employer relationships were developed 200 Employers engaged with Fairs and presentations		
Doctoral students attending training days and continuing professional development using Profolio . (By 2015 100% of doctoral students attending a minimum of 5 training days and 100% engaging with continuing professional development using Profolio or equivalent by 2015)	Stats required by Doctoral School: 500 plus doctoral attendees across the year at careers and skills events led by CEC team for Doctoral School		

The Careers and Employability Centre's contribution to developing the employability of students is based upon the following services:

- **Vacancy services and employer engagement**
- **Employability initiatives and individual guidance**
- **Website and information resources**

2. Vacancy Services and employer engagement

2.1 Vacancy promotion at the on-line vacancy database at CEC's website

2224 individual vacancies were advertised at our online jobs listing (2658 in 2009/2010) so 16% decline in 2010/2011 (See Appendix 1, Table 1.)

130 individual advertisements were run for part time/vacation jobs based on campus. This is a 7% decrease on 2009/2010. Of these 130 advertisements, 228 individuals were required. 57% of immediate graduate level jobs advertised were based exclusively in Sussex. This is a 21% increase on 2009/2010.

2.2 Employer engagement new enquiries and campus engagement

556 new employers were entered onto the CEC employer database which is a 16% increase on 2009/2010. Over 250 new employers have been contacted by email over the year with details of how CEC services can help them raise their profile at Sussex University. These contacts have arisen as a result of vacancy listing, email queries, employer visits such as "Let's Do Business". We have had meetings with numerous employers to discuss profile raising and building up a

f:\sussex qaa review 2012\evidence\feedback\cec annual review 20102011.docx

new relationship with the University or enhancing an existing relationship. Meetings with employers included: Teach First, Elementus and FDM. CEC received 250+ email enquiries from prospective users and 150+ phone call enquiries and a wide range of meetings with external organisations/employers took place and full details are included in Appendix 1, Table 7.

Additionally **200 employers and recruiting organisations visited campus and a further 56 were involved in the Virtual Fair during 10/11** as part of the employer-led events and recruitment fairs programme (Appendix 1, Table 2). This figure does not represent employer engagement as a whole as employers and alumni were involved with other initiatives such as Learning to Lead and, as part of the Sussex Plus initiative, employing organisations offered work-shadowing opportunities and Schools offered students places with the Schools & Colleges Programme. For the first time, CEC held a Virtual Fair in July (in conjunction with the University of Brighton Careers Service), attracting 56 employers with job opportunities to promote to recent graduates. This ran through July 2011 during the period of the graduation ceremony and was a joint initiative with the University of Brighton Careers Services (via *A Career for Me* who hosted the virtual fair) resulting in 4324 virtual graduate visitors. Fifty-six employers advertised vacancies at the Virtual Fair (Appendix 1, Table 8).

During 2010/2011, 4702 students overall attended the 92 Careers and Employability Centre events on campus (and virtually) which included GradFair, LawFair, Virtual jobs Fair, employer seminars and drop-in events as well as careers adviser-led workshops and the new week of Make it Happen activities in the Spring Term (Appendix 1, Table 3).

2652 students attended 83 careers workshops and presentations on campus during 2010/11. This was a decrease in the number of events organised in 2009/10 when there were 97 events, but overall student attendance increased by over 14% and the average audience per event increased from 23 to 31. Additionally, 4324 finalists and students from the University of Sussex and Brighton attended the virtual fair.

Employer presentations and events (Appendix 1, Tables 5a, 5b, 5c): There were 53 employer events during the year, these included recruitment, skills sessions, information sessions and skills events run by external providers. New employers included Cripps Harries Hall, whose session on Obtaining a Training Contract; Mitsubishi UFJ Securities International who ran a session for IT finalists; and Bloomberg who visited in both Spring and Summer Terms to run the BAT (Bloomberg Assessment Test) for students.

The most popular event was one of our **Make it Happen!** event, Careers in Development, Charities and Not for Profit in January 2011, when 153 students came to hear various alumni from this sector talk about their career paths and work. The *Make it Happen* programme was a new initiative held in week 4 of the Spring term to raise student awareness about career and employability opportunities comprising of a full week of events aimed at finalists, but open to all. The 15 events were attended during the week by a massive 745 students, so attendance was very high and hopefully we reached many students who had not

previously used our service or attended our events. The main emphasis of the week was a series of four “Careers in” events and an Employer Panel. All included a panel of speakers (mainly alumni) followed by networking over drinks and snacks.

The Careers in events were the popular Careers in Development, Charities and Not for Profit (153 students attended); Careers in the Media (115 attended); Careers in Science (38 attended); Careers in Government and Public Service (92 attended). The *Make it Happen* programme also included a range of skills sessions, run by both employers and Careers Advisers. There were 10 sessions ranging from Interview Skills with Deloitte to Your Personality Type and Work which was run by a Careers Adviser. Student feedback on the *Make It Happen* programme was very positive with 86% of respondents saying that the week met all their expectations and 75% thought that the week was either good or excellent with just 2 respondents stating that they felt it was below average or poor. Many students did, however, comment on the timing of the events and it was generally felt that holding all the events in just one week was too much and they would have preferred the events to be spaced out over 2 weeks enabling them to attend more sessions.

Fairs GradFair, Weds 3 November 2010, Mandela Hall (Appendix 1, tables 4a). Approximately 1300 students attended in 2010 with the opportunity to speak to 51 employers and organisations (a 4% increase from last year).

GradFair Employer feedback

- 95% of exhibitors said they would definitely attend the University of Sussex GradFair again in the future and the remaining 5% said that they probably would.
- Employers saw an average of 134 students each – some stating that they saw up to 600 students over the 3 hours of the event!
- In terms of standard of student seen, employers generally felt that students were of good quality and some thought they were above average. Quite a few stated that students were very enthusiastic and well prepared.

Employer comments included:

“Best fair of the season to date in Autumn 2010”

“Good quality – not many knew the variety of jobs in banking, but were open to suggestions”

“Well prepared, focussed students.”

“Great, really enthusiastic students from a number of different disciplines. Very busy – busier than expected”

Student feedback – (26% response rate) 2010/11 data

- In terms of learning about opportunities and jobs students gave an average rating of 3.5 (slightly higher rating than 2009), with 53% rating this a high 4 or 5.

- In terms of learning what graduate employers look for in recruitment the average rating was 3.24 (4.3% higher rating than 2009)

Main themes in student comments were:

- More space – There were 50+ comments on this alone, varying from students requesting a bigger venue to longer opening times to holding it outside. The common consensus is that there were far too many people in too small a space.
- Broader range/variety of employers – As many, if not more, comments on this as well. Students felt there were too many companies relating to IT, accounting, finance and law and not enough companies representing science, psychology, public sector and media.

LawFair, Tuesday 9 November 2010, Mandela Hall (Appendix 1, table 4b)

This event was held in Mandela Hall for the first time due to the high costs of the Conference Centre. The Fair attracted 650 students and 25 exhibitors. Students figures were similar to 2009 but the number of employers increased by 6 (a 32% increase over last year's attendance which we attributed to the economic climate) *Employer feedback was positive and included rating out of 5:*

- Average score for event success for 4.04 (a slight decrease on last year's score – possibly due to the change in venue from the conference centre, Bramber House)
- Most exhibitors rated the standard of students very highly and commented that many were well prepared having done their research.
- 92% of exhibitors said that they would definitely return to this event, with the remainder saying that they probably would.
- 15 out of 23 employers rated the organisation of the event as excellent, 7 as good and just one as satisfactory.

Employer comments identified that students had come prepared: *"To do their research, come armed with questions, show enthusiasm. Majority of your students did this, it makes such a difference, well done!" "Really good students, very enthusiastic and generally a great day!" "High quality. One of two first year LLB students had not heard of the LPC!" "Excellent. Well prepared".*

Student feedback

- Average score for learning opportunities and jobs students gave an average rating of 4.1 (out of 5)
- Average score for knowing what legal employers look for in recruitment was 3.7
- The major comment given was that students would like to see more law firms and chambers represented.

3. Employability initiatives and individual guidance

3.1 Sussex Plus the personal development employability initiative for undergraduate and taught postgraduate students

1660 students (approx 20% of undergraduate/taught postgraduate students) were engaging with Sussex Plus in 2010/2011 (769 in 2009/2010) Details will be found in Appendix 1, Table 9.

Background information: CEC's contribution University Employability Strategy (2009) continues to focus upon the closely-linked set of development threads under the head of 'employability', which directly supports the aims of the University's Strategic Plan, *Making the Future* (2009-2015) in relation to helping students to develop skills that will equip them for graduate employment and lifelong learning and the Sussex plus initiative (which incorporates Skillclouds). The Sussex Plus employability initiative was established in 2008/2009 for undergraduate and taught postgraduate programmes. Sussex Plus is powered by PebblePad, an online e-portfolio.

Aims and purpose: The aim of Sussex Plus is to enable students to recognize the importance of developing skills through engaging with all aspects of the higher education experience and show-casing their academic skills, personal skills and work skills in their Sussex Plus webfolio as a preparation for applying for jobs.

Sussex Plus also makes available to students a private space for personal development planning – ie they can create blogs and learning diaries, write about and review their learning thoughts, keep records of events attended, complete a skills audit and much more. Students receive feedback (and verification) from careers advisers and a Sussex Plus Certificate upon completion of a Sussex Plus webfolio. A simple outline template for an initial webfolio was introduced as a stepping stone to creating a full webfolio and this has been a successful starting point for students.

The route to creating your webfolio



Diagram 1

How does it work?



Diagram 2

The strategy for 2010/2011 concerned focusing upon extra-curricular skill development opportunities and working in partnership working with the Student Union (and particularly Project V and the Activities Centre, student committees and campaigns) to develop bespoke resources and materials through Sussex Plus. CEC also worked with the student representatives, contributing to developmental opportunities and drawing together ways with USSU to accredit student rep training and encouraged students to attend events, take part in programmes and gain work experience across campus and beyond, as part of their skill development.

CEC also worked closely with initiatives with a specific link and where the development of a Sussex Plus webfolio was compulsory. For example, Sussex Plus was included in all initiatives such as the Learning to Lead intensive programme, Saturday Leadership workshops, or through the Schools and Colleges programme in primary or secondary schools, Enterprise Thursdays, Junior Research Associate Scheme or other CEC skills workshops featuring the skills employers look for: presentation skills, commercial awareness, team work.

It has been identified from the start of the Sussex Plus initiative that in order to flourish, Sussex Plus needs to be integrated within academic work or courses, so CEC focussed on personal development planning contributions to programmes where creating a webfolio could be part of students' experience (thus endorsed by academics). This integration has aided student take-up of Sussex Plus. CEC introduced the completion of the Sussex Plus webfolio into academic programmes in relation to the Year Abroad students and the undergraduate Media and Film work experience in the 2nd year with Paul Vincent and this model of Sussex Plus engagement will be built upon in the future with CEC's placement work. *'It has been fantastic working with the Careers team on Sussex Plus. Our students greatly benefitted from making webfolios as part of their placement preparation. There are mutual benefits for departments in getting involved with Sussex Plus.'* Paul Vincent, Tutor, Media and Film.

The Sussex Plus marketing literature to students and staff was updated at the end of year ready for 2011/2012 academic year to demonstrate the broader personal development planning use of the e-portfolio aspect of the initiative to students: a new orange leaflet was introduced; the strapline changed from 'Stand out from the crowd' to 'Do you stand out from the crowd?'; and 2 new A2 posters have been developed for the new library display space and posters produced for use in the individual consultations rooms.

The Sussex Plus web-pages (<http://www.sussex.ac.uk/careers/sussexplus/>) were updated and improved during 2010/2011 and Sussex Plus was included in the quick-links from the Sussex University student web-pages. Of particular note at the Sussex Plus web-pages is the addition of quotes and photos from current students, updated and increased example webfolios, twitter feeds (which all student registered with CEC also see) and active news page.

A small team of Product Design undergraduates students with Mark Jenkins, Tutorial Fellow, undertook a design project during 5 weeks in the summer of 2011 to create visual awareness of the Sussex Plus e-portfolio PebblePad asset store and the display boards are now in the Careers and Employability Centre alongside a Sussex Plus zebra-design on the consultation rooms.

Sussex Plus was presented as part of a professional development conference at Surrey Centre for Excellence in Professional Training and Education in relation to skills award benchmarking in January 2011. A Workshop on Sussex Plus as an optional skills/PDP project delivered at the Sceptre/CRA Student Lifewide Development Symposium at Aston University in March 2011. Articles were published in the Bulletin and the Association of Graduate Careers Advisory Services Skills and Employability Online Report in August 2011.

The best three student webfolios were featured in the summer 2011 graduation brochure, and the students who produced the 8 best webfolios were offered the incentive of being coached by a BBC communications coach to present themselves in an 'elevator pitch' at an employer event.

Student evaluative quotations about Sussex Plus have included the following:

"While the technology is still developing, the interactive nature of a webfolio is undoubtedly more engaging than a standard paper CV. I was recently awarded the £5k Royal Academy of Engineering Advanced Leadership Award and a £1.5k Nuffield Undergraduate Research Bursary. On both occasions I am sure my Sussex Plus webfolio helped me to stand out from the crowd - I cannot recommend making use of one highly enough." Engineering Robotics Student, Year 2.

This is what I have been looking for many years! It is a great opportunity to express yourself to employers in a professional way and it is also a useful online record of your future plans. The best thing is you can still use it after you graduate!" European Law LLM, Year 1

"The Sussex Plus webfolio has been a great tool in helping me think about the skills I have and allows me to identify areas that need improvement or more experience. A webfolio is an invaluable and creative way of putting yourself out there. I would recommend this tool to everyone." BA (Hons) Linguistics, 3rd year

"I like Sussex Plus because it allows you to create an interactive, dynamic CV to share with employers. The software is very easy to use and allows for customizing and creativity. A webfolio is more memorable than the standard black and white CV." English Language, Year 2

"I did enjoy creating my webfolio, even though it seemed lots of work before I started. I felt very proud of myself once I had finished it. It was not easy to do, but it encouraged me to think about myself and introduce myself properly. I haven't used it for hunting jobs yet but I am very sure it would help. The webfolio summarized my experiences and this could be easily applied into varying types of documents." International postgraduate, Business & Management, year 1.

"While making my own webfolio I faced a few difficulties at the star; this piece of work is definitely challenging, BUT it is a great opportunity to organize all my data for my future profession. It is both helpful for me and for my future employers. I'm very grateful to Sussex Plus for this opportunity." BA Media Practice & Theory, Year 2

The project funding for Sussex Plus came to an end 31st July 2011 (and the 0.6 fte professional post leading the project) and from 2011/2012 the initiative will continue to be integrated into the Careers and Employability Centre Employability Accelerator Programme.

Many of the issues identified in the 2009/2010 Sussex Plus Phase II evaluation (section 9 Recommendations) have been addressed but some are outstanding concerning 9.1 and the institutional emerging technology and technical issues:

- The interface integration of Sussex Plus with Skillclouds from a sign-posting page in Study Direct/linkage to messages at key points in academic year in Sussex Direct?
- Learning and teaching approach to academic tutorials incorporating Sussex Plus and personal development planning
- University ITS and training infrastructure-development for Sussex Plus and PebblePad

3.2 Employability Workshops

CEC ran 35 careers-adviser led workshops covering topics to foster employability development themes during 2010/2011 including, getting relevant work experience and internships, finding part-time work, job search for international students, local job hunting and the career exploration events for arts, social sciences and sciences. (see Table 10 and 11). A total of 820 students attended these events with an average of 23.4 students a workshop and illustrating a 38% increase in average attendance from 2009/10. Events which were particularly popular were Getting relevant work experience and internships (80 students) and the seven repeat sessions of Effective CVs and Application Forms which were run over the 3 terms and attracted large audiences with an average of 35 students at each session. We ran a series of events specifically for Finalists during June, these were fairly well attended and included sessions ranging from “Making an Impact: How to impress employers” to “Want to Stay in Brighton? How to find Jobs Locally” which attracted an audience of 29.

Many of these events form the basis of a new **Employability and Careers Accelerator Programme** (to be implemented in 2011/2012) as an overall framework to provide employability activities that Schools of Study will be able to block-book students into at key points in an academic programme (alongside curriculum developments in 2011/2012 as part of the portfolio review process). Improving student attendance at careers adviser-led sessions has shown progress in 2010/2011 as detailed in Table 10 and driven by improved marketing. Analysis has been undertaken (which is based on the previous academic year) about how students from each of the Schools of study use CEC in relation to the peaks and troughs and whether usage is low or high proportionately. Clearly the current usage patterns at the start of the academic year with peaks in November raise debates about whether a more coherent referral process between academic advisers in Schools of Study and CEC would benefit the flows and where there are low patterns either at the start or end of the academic year what might be done to balance this. It is worrying to see that the patterns in some Schools suggest little action between the initial engagement at the start of the year and then little engagement until the end of the academic year (See statistics appendix: Table 10, 11, 12, 13).

3.3 Employability, skills and careers advice and guidance – individual and group initiatives

Individual guidance

Table 14 provides a percentage breakdown of School usage of individual guidance services across undergraduate, postgraduate taught and doctoral students. 2547 total individual guidance interactions were delivered in 2010/2011 and were made up of:

- 1386 individual employability 20 minute interviews (1176 in 2009/2010)
- 968 ten minute quick-queries discussions with a careers adviser (none in 2009/2010 as new system piloted in autumn 2010)
- 193 e-guidance enquiries (247 in 2009/2010).
- 65% of individual student advice and guidance meetings were with undergraduates or recent graduates; 30% of these were with taught postgraduates and 5% with research postgraduates.

A new system of booking in advance to enable students alongside a new system to enable students to see a careers adviser for shorter queries on the day was piloted during the year with a final version being adopted for the move to the Library in July 2011.

July 2010 saw the highest number of monthly e-guidance queries at 26 and December 2010, January & February 2011 saw the lowest numbers of queries. Average adviser time taken to answer queries is 17 minutes per query. 94% of questions were answered within the 5 day response time. Most popular query again by a considerable margin is CV/ Application feedback at 52% of all queries. Overall feedback is still that the service is still useful for students not able to access CEC in person and this includes many graduates accessing the service through the three year after-care service and the Graduate Plus services for unemployed graduates.

Individual guidance with students referred from the Student Support Unit within the Equality and Diversity portfolio: CEC continued to work on a 1-1 basis with disabled students mainly referred from the Student Support Unit mentors but also from staff in the Unit. One member of the careers advisory team worked with Student Support Unit to publicise the CEC events programme & sent termly newsletter & emails to support this work and piloted new leaflet in Student Support Unit to encourage students to use us from the minute they join the University. Much of this work is quite intensive requiring more time allocation. Our work with Care Leavers (10 students this year) was new this year and whilst this group was quite hard to engage with persistence and sending out termly emails to every student and this has paid off in terms of having contact with some of the students. CEC attended the Quality Trust Mark visit & spoke about our work with Care Leavers- Sussex was awarded the Quality Trust Mark by Frank Buttle Trust. General feedback seems to be that students who are Care Leavers like to know we are there and will use us when they need us. CEC contributed to the University's Diversity Week- delivering a workshop session for mature students and a session focussed upon individuals who are first generation in higher education.

3.4 Professional skill and career development learning contribution for work with postgraduate researchers and research staff as part of the Doctoral School

CEC continues to make a fundamental contribution to both the knowledge expertise, design and delivery contribution in relation to the employability, skills and career development learning of postgraduate researchers and research staff as part of the Sir Gareth Roberts' agenda. 2010/2011 saw the last funded year of this initiative. CEC liaison with TLDU and the Doctoral School contributed to the design of the Doctoral School website; liaison with the Hive Scholars and undertaking press interviews with the Innovate Mentoring Group. Table 15 outlines statistical information about delivery with over 500 attendees as the range of career development and skill workshops offered as part of the Doctoral School programme. Outcomes for the year included:

- running four specialist careers workshops per term;
- supporting researcher led conferences and other activities in Schools;
- updating booklets and web-resources and contributing to the wider postgraduate community through attending conferences and contributing to the national Task Group for PG Career Development (AGCAS) and delivering Vitae courses at other HEIs.

For DPhil researcher's skill and professional development CEC contributed to running the Effective Researcher courses, and continued to deliver the Profolio workshops alongside collaborating with other skills developers on campus to generate a comprehensive programme. DPhil researchers were seen for individual and follow-up conversations were undertaken through e-guidance.

Profolio was updated prior to delivery in 2010/2011 and evaluation of the Profolio workshops was undertaken with over 90% of participants finding the workshops very useful/useful with the following examples of qualitative comments received:

The workshop should be encouraged for all postgraduate students

It gives direction to the long and hard path of the PhD

I need to concentrate on my professional development which is often neglected in the light of academic commitment

The skills that I already have and the skills I need to develop

Important to start thinking about this now and good to talk to other researchers

Dynamic atmosphere: sharing ideas/problems and solutions

Services for Research staff included the creation of new web-pages; designing and delivering an annual Researchers' Careers Day and individual and e-guidance

3.5 Schools and colleges programme The Schools Programme is marketed as part of the Sussex Plus initiative and involves students volunteering in primary and secondary schools and 6th Form colleges and 132 students applied in 2010/2011. In primary schools students are mainly based in the classroom, providing support to the teacher and in secondary schools students act as mentors providing one to one support to pupils. The programme lasts for up to 10 weeks in the Spring Term, during which students volunteer for half a day once a week. Students are required to submit a report about the experience and insights gained via Sussex Plus. Induction evenings were arranged for students to meet the link tutors prior to attending the school. All students were subject to a Criminal Records Bureau check which was administered by CEC. Positive experiences and feedback was reported from all the local primary, secondary schools and FE institutions working with CEC and the contribution Sussex students made to the classroom was time and time again praised as, *'useful, professional, adaptable'*, with many students retuning to volunteer at the schools independently after the programme ended. Individual students volunteers commented:

"I really enjoyed my time and felt that I was valued and enjoyed all the tasks I was given to do especially when I had to teach a group of children phonics. The experience strengthened links between my psychology degree and the school environment". (student at Southover School).

"I thought the programme was an excellent opportunity to see what teaching was like as well as providing valuable work experience. (student at Moulsecoomb School)."

3.6 Work-shadowing enables students to gain an insight into an area of work they are interested in and 37 students took part in 2010/2011. The students observe a work guide in the work place for one day, and have the opportunity to discuss the role, including entry and progression, as well as reflecting on the skills and aptitudes required to do the job well. This experience is invaluable in helping students make realistic, informed career decisions and successful job applications. Work guides may be Sussex alumni or representatives from companies with whom CEC has regular contact or may work for organisations who have advertised graduate vacancies with CEC. Work shadow opportunities were listed on the CEC jobs database alongside other vacancies. Completed application forms were submitted. Unfilled places were then re advertised and at this point, the programme was extended to third years. Students can apply for up to two work shadow vacancies although will only be offered one place. Successful applicants attend a briefing session in CEC, at which they were given information about how and when to contact their work guide. Student satisfaction is high with this programme and more work-shadowing opportunities are requested each year.

3.7 Student Leadership development: *The Learning to Lead intensive fully-funded programme through the DARO Sussex Fund for 30 undergraduate students ran for the 2nd time in 2010/2011 and the programme was delivered working in partnership with Stuart Maddocks, from Clemorton Consultancy an international management training consultancy. Successful students receive certificated affiliation from the Institute for Leadership and Management and a Sussex Plus Certificate and the opportunity to:*

- develop an understanding of key leadership skills and the personal attitudes and experience leaders need to develop ;
- explore and test out effective ways to make a contribution to policy research and evidence-based debate; including identifying what a policy debate is about and presenting a policy evidence argument in a time-limited presentation; marshalling the evidence, and making a contribution to policy making discussion and receiving personal feedback;
- research and present (in groups) a 'think-tank' policy proposal based on the Sussex research themes.

The programme uses a mixture of group and individual exercise, role play and experiential learning. Topics include team working, decision making and understanding change management. Personal coaching and feedback is also provided for all participants alongside the opportunity to meet Sussex alumni/experts and undertake a 'think-tank' policy research project culminating in team presentations to academic and business leaders (led by Deputy Vice Chancellor and including Sussex Research Theme Leaders and the Clemorton Consultancy Leadership Trainer). The 'think-tank' policy research themes from 2010/2011, included a range of interesting topics from, Is the future of politics online?; Sexual Health: challenges for Sussex and the region; Politicizing Ethics: Prisoner voting rights; Transition to a Low Carbon Society; Holograms: is this the future of advertising?; Is UK Migration Policy a hindrance to global competitiveness in higher education?; Promoting cultural diversity through storytelling in education; Starfish: virtuoso gamers to virtuoso learners. All students are introduced to the Sussex Plus initiative as part of the process to reflect and record skill development in preparation for show-casing the skills they have developed in the Sussex Plus webfolio.

Evaluation conducted after the Learning to Lead programme identified the following responses:

Would you recommend the Learning to Lead experience to other students?

Yes: 93.3%

No: 6.7%

Did the Learning to Lead programme meet the learning objectives?

Totally: 66.7%

Mostly: 26.7%

To some extent: 6.6%

Has the Learning to Lead Programme helped with your understanding of the practical and personal development aspects of leadership?

Helped a lot: 84.6%

Helped in some ways: 15.4%

Qualitative comments:

I constantly felt thoroughly engaged: the sessions were carefully thought-out and flowed nicely.

Intense, interesting and a great experience. Learning to Lead really helped me to learn about myself, how to work in teams and was also a crucial experience to mention during online forms and interviews applying for 1st year internships. I got a place on the PwC first year Insight Academy programme and that's pretty much a direct result of Learning to Lead.

I learned so much about myself and the leadership and presentation skills we learnt have already proved to be useful.

I really enjoyed the group activities: learning about the various kinds of leadership style and working on the policy proposal.

I found the skills that I learnt from the course gave me confidence.

Totally re-focussed my ambitions and presented very useful ways to approach and conceive of leadership.

I found the programme enormously helpful and my experience has managed to help me in securing both a place on the Institute of Direct and Digital Marketing summer school and a place with a graduate scheme with a top communications agency.

3.8 Saturday Leadership Workshop: At the request of Professor Mackie, two Saturday Leadership workshops in Fulton building were run during 2010/2011 (January and March 2011) with Stuart Maddocks from Clemorton cascading key leadership learning opportunities to a larger number of students. The workshops were offered to the current cohort of student reps in the first instance and then remaining places offered to other students with final year students as the prime target. The workshop using case-studies and interactive exercises to offer a pathway to leadership and enables students to:

- Become aware of what leadership means in the world of work
- Understanding your own style and impact of your behaviour as a leader
- Be better able to diagnose development levels of team members
- Be able to recognise and implement the components of effective leadership
- Be able to reflect upon and identify your personal development from the experience by documenting your learning for your Sussex Plus webfolio

160 places were offered on both dates with good sign-up rates for the 22nd January event (170 signed up but 105 attended) and for the March pilot event (107 signed up but 58 attended). However the conversion of attendance from sign-up on both dates was disappointing and in future students will be invited to pay an attendance-refundable deposit and a longer-lead-in-time allocated for the marketing.

Evaluation of both days identified the following responses:

Would you recommend the Leadership workshops to other students?

Yes: 80%

To some extent: 18%

Not sure: 2%

Do you feel you will be able to apply the knowledge and skills learned from this workshop in your future career?

Yes: 82%

To some extent: 17%

Not sure: 1%

Qualitative comments:

The trainer was a resourceful speaker who made the topic accessible and interesting.

Everything was useful, but particularly the section on situational leadership. The analysis of the video clips stood out and this opened my mind to other ways of thinking.

I consider all parts of the course to be equally useful and not to be missed. I enjoyed every minute of it.

Discovering our own leadership styles and then discussing the situational leadership model was very interesting.

Discovering my leadership style and learning areas of strength and weakness and therefore evidencing areas for improvement meant the day was excellent for me.

Discussion about the difference between leadership and management because it made me realise that it is difficult to define and both are needed.

I found the trainer's use of film to explore different leadership scenarios to be very effective.

4. Website and information resources

4.1 Website: the new website for the Careers and Employability Centre was completed in September 2010 but work has continued on updating and improving the content of various sections. The Web Team created new jobsearch, employer and events pages. The jobs database is a major improvement on before; it is much easier to search and has RSS feeds. New introduction pages for Students & Graduates and Staff were created. A new web-template form was created for employers to use to place job ads. Other new pages include Skills, Creative Jobsearch, Opportunities for First Years and Summer Internships.

A range of sections were developed, updated and improved including the introduction of a new section about 'skill development and a new section for the Masters in Biomedical Instrumentation programme to identify job-search and employer contact information.

Between 10th November 2010 and 1st July 2011 there were over 45,000 visits to the homepage. Of these, over 38,000 were unique page-views

Our jobs page had just under 32,000 visits, while the jobs database had nearly 46,900. This could be down to a direct link to the database from the homepage, plus people bookmarking and going directly to it. The rest of our Top 10 page-views was made up of the Events listings, Sussex Plus, Career Choices, Applying for Jobs and About Us.

4.2 Social Media – Continued to grow our Twitter and Facebook presence. We now have over 1300 Twitter followers (260% up on last year) and 500 Facebook fans (double last year's figure). Our presence on Twitter is particularly strong and we are regularly re-tweeted by other careers services, as well as the Guardian and others.

4.3 Information: A review of CEC hard-copy take-away student booklets took place in 2010/2011 with the purpose of refining and reducing the overall structure of booklets and moving more information to the website. Prior to the move to the Library all the old careers information files were reduced and the book-stock reviewed and updated. Alongside the information at the website, the introduction of the new booklets was successful. The *CVs, Applications & Covering Letters* booklet has been the most used with almost 600 taken. *Looking for Part Time Work* was next with 333. The new *Getting into Law* and *Getting into Teaching* booklets were also very sought after; particularly in the Autumn term. Of the new *Getting Started* booklets, *Social Science* was the most popular, followed by *Arts* then *Sciences*. Autumn and Spring were the biggest terms for booklet use. *Looking for Part Time Work* had a more even distribution over all three terms. The booklet describing services for International Students has been significantly developed during this year but both the booklet and the website pages focusing upon international student services need significant improvement.

4.4 Re-branding of the Careers and Employability Centre: Work was undertaken, in preparation for the move to the Library (July 2011) to re-brand and introduce a fresh way to introduce service delivery represented by the three icons to provide transparent explanation for the 3 zones of the service to students: Explore, Experience, Connect using QR codes to take users to the relevant sections of the Careers and Employability Centre website. The re-brand introduced 3 icons in the design outlined below and these icons have been used on all Careers and Employability booklets and marketing materials:

Explore your interests, motivations, degree options, other possibilities, lifestyle vision, career pathways www.sussex.ac.uk/careers/careerchoices

Experience part-time and graduate jobs, placements, internships/work experience, entrepreneurship, volunteering, CVs and interviews, employer events www.sussex.ac.uk/careers/gettingexperience

Connect and review the unique you to showcase your academic, work and personal life: www.sussex.ac.uk/sussexplus

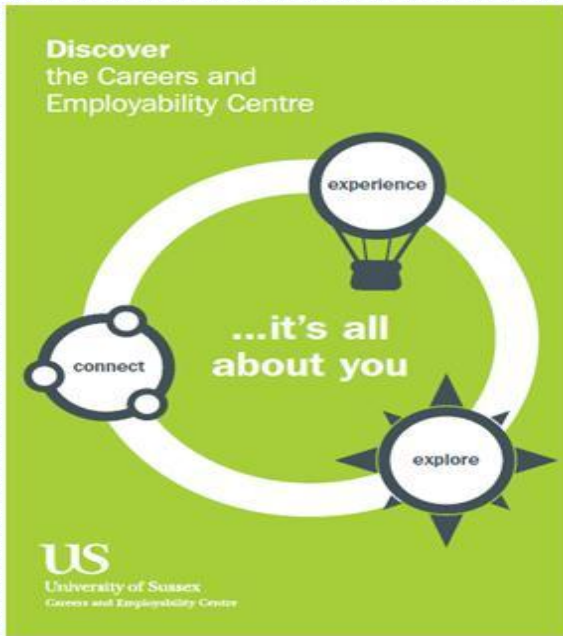


Diagram 3

4.5 Front of House advanced booking system – The front of house booking system was reviewed in 2010/2011 to address student comments in quality weeks undertaken in the Spring of 2010 indicating that students wanted the flexibility to book appointments in advance. The new advanced booking system for short interviews was piloted and has been very successful. Combined with the 10 minute quick query drop-in sessions, the new system has increased the flexibility of our service for students and helped reduce pressure at busy periods for appointments and particularly the start of the academic year.

5. Service delivery in 2010/2011: continuous quality improvement, professional development and recommendations

CEC continuing professional development and staff training

A member of the professional advisory team was awarded the prestigious University Teaching and Learning Award, nominated by academic staff in the School of Engineering and Informatics and the School of Mathematics, Physics and Astronomy .

Staff attended a range of training and professional updating visits including EU Institutions Careers Day, Vitae Creativity Retreat for Researchers, Study Direct training and in-house CEC training events focusing upon service review, Sussex Plus and improvement themes and planning for the CEC move to the Library. Other staff attended PebblePad training events, Teaching Training and Ketso Training (group-work tools).

Two members of staff attended the AGCAS Biennial conference where a presentation was made by a member of the team about careers advisory work with postgraduate students.

Contributions were made to AGCAS Train the Trainers Refresher Day and one member of the team is a trainer on the AGCAS course 'Design and Deliver Career Development Learning Professional Development' for AGCAS members.

All professional members of staff attended a number of employer visits and cascaded reports to the CEC team and relevant Careers Liaison Tutor networks in the University. Strong commitment to professional development in times of budget stringency and high levels of service delivery will remain a challenge.

Continuous quality improvement issues for CEC

Since achieving the **Matrix Quality Standards for Information, Advice and Guidance in July 2010** (after a 3 day quality assessment), CEC has continued to work on continuous quality improvement (CQI) aspects identified in the assessment and focused upon ways that the **move to the Library could enhance CQI in relation to reviewing customer service from the Front of House team and address the higher profile and increased student footfall within the Library.**

CEC's involvement in the Library Refurbishment, planning and executing the move to the Library planned for Easter 2011 was one of the major project-management tasks of the year, and was successfully delivered without any major service closure. The relocation project was very time-intensive due to poor project management from the Estates Division and the external construction companies. When CEC finally moved in July 2011 we faced major construction and delivery inadequacies, and one section of the building that was, frankly, not fit for purpose. A separate report was produced for senior management.

Improving our work and **service delivery to international students** received attention and strong working relationships with the international and study abroad office were maintained alongside staff training about the new points-based system to be introduced in 2012. CEC contributed to the organisation of themed coffee mornings with the international and study abroad office whilst in Falmer House, and met with the international and study abroad office student representatives for Asia and India.

The CEC Director undertook simultaneous meetings with four offices of our international agents in India on Skype arranged by the International Liaison team to address prospective international students' expectations about employment in the UK and outline how CEC fostered employability. Discussion about improving international students' part-time and graduate employment in the UK was a topic addressed by the Director at the University's Student Recruitment Conference

f:\sussex qaa review 2012\evidence\feedback\cec annual review 20102011.docx

for Agents and at a separate conference focusing on monitoring the quality of international agents led by Professor Chris Marlin, PVC (International) and Marcus Williams (Director of Student Recruitment).

The CEC plan to improve the **marketing and communication of the service to students** (using targeted emails, posters and web events listings) has demonstrated significant improvements in the outcomes of our marketing and communications.

However we are sensitive to the student feedback across the University that too many e-mails are sent by University departments. CEC emails were generally sent weekly but depended upon the sign up levels of events and also numbers of events scheduled. Initially emails were generic, but following feedback from students, emails were tailored to year groups, and sometimes to subject groups.

CEC recognises that **co-ordinating social and digital networking more coherently with our marketing and communications is required** and this may result in a reduction in generic e-mailing for events purposes. Events have also been promoted via School plasma screens (an increasing number on campus); and for the first time this year, Facebook and Twitter have been used to market our events.

Event evaluation was undertaken from all student attendees via Survey Monkey and is used to improve delivery. **Fewer events were held in 2010/11** (an intentional strategy of “less is more”, with more attention to targeted marketing and student attendance). **Attendance levels increased dramatically, (average event attendance went up from 23 in 2009/10 to 31 in 2010/11)** demonstrating the continued effectiveness of events marketing to students and the overall attendance based on academic schools of study across the 3 terms. For statistical breakdowns of event attendance in relation to undergraduate/postgraduate taught and postgraduate research students, see Appendix 1 graphs 6a to 6d.

Whilst CEC was based in Falmer House, **Library outreach to market the service to students took place during week 1 and 2 of the Autumn term** (the core lunch-time periods being staffed). In addition, **Sussex Plus targeted outreach** was also carried out in the library for a week at the end of February 2011.

A major area for improvement concerns **communication with staff in the University and effective academic liaison**. There is much work to do in relation to cascading the perspective of employability and personal development planning to academic Schools of Study and this will be important to discuss with all Schools of Study as part of the portfolio curriculum review in 2011/2012. This has been difficult to do with no opportunity to present at the University Learning and Teaching Conference over the last 7 years and no clear forum apart from the agenda-heavy University Teaching and Learning Committee.

The introduction of the **Employability and Careers Accelerator programme** (to be implemented autumn 2011) encouraging all academic Schools to endorse and refer students to the services alongside a block-booking model for undergraduate level 1, 2 and 3 and postgraduate taught is a strong model and good use of resources to address economies of scale and foster use of the e-portfolio alongside workshops. **Contributing to meeting the KPI's the University has set for employability continues to be challenging and without a clearer organisational infrastructure to enable strong partnership working between the centre and**

Schools it will be difficult for CEC to contribute to this improvement. CEC is effectively being asked to make a major contribution with limited structural power or clear organisational structure and responsibilities.

Governance and communication concerned with employability, teaching, learning and the student experience has been complex and the organisational structure of the University in relation to who, organisationally, CEC should be directly engaging with (Directors of Teaching and Learning or Directors of Student Experience) continues to require clarification as CEC's work crosses all aspects. CEC currently has a network of **careers liaison tutors**, but this responsibility is not officially recognised by academic Schools of study and we are approached by a whole range of staff in Schools who have different job roles. Effectively we therefore liaise with Heads of School, Directors of Teaching and Learning, Directors of Student Support, careers liaison tutors and also network across professional services. The role of Careers Liaison Tutors will be reviewed in 2011/12.

Many of the issues identified in the 2009/2010 **Sussex Plus Phase II evaluation** (section 9 Recommendations) have been addressed but some are outstanding concerning the institutional emerging technology and technical issues and broader integration with academic tutorial practice have not been fully implemented:

- The interface integration of Sussex Plus with Skillclouds from a sign-posting page in Study Direct
- Learning and teaching approach to academic tutorials incorporating Sussex Plus and personal development planning
- University infrastructure-development for Sussex Plus and PebblePad

The **Postgraduate Plus initiative focusing on taught postgraduates did not receive any funding in 2010/2011** (after being launched in 2009/2010) but some workshops were delivered as part of the ***Make it Happen!*** week of events in the Spring term.

Whilst CEC has made a major contribution to work with the **Doctoral School and TLDU to deliver the post-Sir Gareth Roberts' agenda** for doctoral student and researcher career management/skills training and the doctoral mentoring programme, we recognise that our contribution needs **improved branding and recognition within the Doctoral School as a core delivery partner with TLDU**, and that in future funding opportunities should be identified for **doctoral student placements**.

The volume of **Criminal Record Bureau checks for extra-curricular schemes requires serious review** (given CEC has been responsible for all extra-curricular CRB's for over 3 years after agreeing to temporarily take responsibility for this when a staff member in Sussex House changed jobs). **The number of CRB's that CEC administered (a total 200 in 2010/2011) took up too much staff time** and a solution needs to be identified within the University for the start of 2012/2013 for a part-time administrative member of staff to administer CRB safely from one accessible student-facing office in the University. Whilst CEC may need to retain some CRB functionality for placements and work experience schemes in the future, the administration of CRB needs a new organisational home (or if CEC is to continue with this work then a dedicated part-time member of staff is required as currently we undertake all CRB's for the USSU Project V too). Currently, academic Schools of study at the University have to undertake their own CRB if the CRB is required for an academic purpose (e.g. School of Education and Social

f:\sussex qaa review 2012\evidence\feedback\cec annual review 20102011.docx

Work). There is currently an anomaly with the School of Psychology as CEC undertakes this work too. CRB work for the School of Psychology is quite extensive at some points in the year and the School should formally recognise and administer their own arrangements for CRB's to enable psychology undergraduate/postgraduate students to undertake research in local primary and secondary Schools as this is part of the academic programme.

Linked to the large volume of CRB's (and the impact on administration resource) and the introduction of the University's **First Generation Scholar scheme** was the decision made at the end of academic year 2010/2011 to have a **Sussex Plus Schools and Colleges scheme moratorium**. Whilst the initiative is very successful it is very labour intensive administratively with 100 students volunteering in primary and secondary schools and FE colleges during the Spring term each year. The introduction of more opportunities for paid work in secondary schools through the First Generation Scholar scheme identified an opportunity to re-think the initiative. Meetings will be held with the new Head of Widening Participation who will join the University in the autumn 2011 to explore the way forward.

CEC continues to contribute to the **Student Recruitment Open days and Admissions Days activities**. This may require review in relation to the First Generation Scholar and WP team joint work in future and this work currently has a negative impact upon the delivery of the service given CEC has such a small team of careers advisers with all - apart from one member of staff – being part-time.

Destinations of Leavers from Higher Education Survey (DLHE): during the 2010/2011 academic year there were a number of internal challenges that needed to be addressed to ensure our ability to conduct the **DLHE survey**, and its subsequent analysis and data return to HESA effectively now and in the future. These challenges included established staff leaving the university and maternity leave absence, increased use of DLHE data both internally and externally, and CIS ability to respond quickly. CEC took the opportunity to add impetus to improve our methods of running the survey. The subsequent increase in technical skills in the DLHE area enabled the commissioning of CIS to develop solutions that removed traditionally time consuming and manual tasks. This in turn allowed resource availability to provide more innovative analysis of destinations data. DLHE will be significantly more challenging in the future and it is expected that there will be greater interest in DLHE data from internal colleagues and externally from media and prospective students. During this same period HESA have made wholesale changes to the survey requiring HEIs to make significant IT based changes to allow ongoing surveying and analysis. Broad changes were also made during 2010/2011 to streamline the DLHE survey collection and use IT more effectively to administer the survey and major changes are on the way for 2011/2012 announced by HESA which will involve IT Services and collecting a range of new data and addressing the implications of KISS data.

CEC's responsibility with just under 15 fte staff (60% of whom are part-time) demonstrates that the service is working hard and is very stretched to address the employability challenges as indicated in the Executive Headlines on page 1. Discussion, planning and proposals about the **new organisational structure for CEC and an increase in staffing from 15 fte to 21 fte** was undertaken during 2010/2011 with implementation planned for autumn 2011. This will enable clear responsibility teams of:

- operational, information and front of house
- employability, skills and careers
- employer engagement

The role of the employer engagement team will include supporting Schools to establish 60 and 120 credit placements, plus relevant paid work experience/internships during vacations for students who cannot undertake placements. Their remit will also include an enhancement of the employability accelerator programme (EAP). To achieve this, a new placements and work experience team of three new staff will be appointed, plus an EAP team of two new staff members

Higher Education careers services are in the spotlight to make significant impact and to do this CEC will need to be clearer about focusing on key service delivery that has an impact, rather than service delivery which is thinly spread across too many strategic agendas to have impact. Internationalisation and the global labour market will require a revisit to the university employability strategy 2009 to update and review benchmarks in alignment with the university's new strategic plan 2015 and beyond.

Linda Buckham, Director, CEC.

Appendix 1 Careers and Employability Centre statistics

Employability development through vacancy services and employer engagement

Table 1 Job adverts at CEC's on-line vacancy database October 2010 to July 2011

Advertisement Type	October 2010 to July 2011	+/- % previous year
Part time	413	-19
Vacation work	182	-54
Immediate graduate jobs	1484	+ 6
Jobs for finalists	145	- 32
Total number of vacancies	2224	-16

Table 2 Employer numbers at campus and virtual fairs and events

Employer numbers	2010/11	2009/10(+/-)
Employers on campus at events	totals	
Events – presentations/workshops*	68	-10
GradFair	51	+3
LawFair	25	+6
Virtual Fair	56	n/a
Total	200	145

**this figure represents the number of employers, not number of events. Some events, eg: Make it Happen "Careers in" and Careers in Psychology had several employers represented.*

Table 3: Employer, career and skills events and fairs

EVENTS 2010/11	Total no. of events	Total student attendance	Average student attendance
Employer Events:			
Recruitment	25	772	31
Information (inc. "Careers in")	10	849	85
Skills	16	261 (plus drop ins)	16
External Skills Events	3	50	17
Careers & Employability careers adviser led events	35	820	23
Totals for events	89	2752	31 (23 in 2009/10)
Fairs	2	1950	
Virtual Fair	1	n/a	
Overall Annual Totals	92	4702	

Table 4a Employer organizations visiting CEC 2010/2011

Attendance at GRADFAIR 2010 (12.00- 3.00 pm, 3rd November Mandela Hall)

Total: 51 Exhibitors (4% increase on 2009/2010) 10 new exhibitors to the event denoted with an *.

Total 1300 student and graduate attendees

ACCA Accenture American Express Arcadia*	BAE Systems* BDO LLP* BUNAC	Calypso Ceres Power* CIMA CIPFA Concordia Cummins	Deloitte Delphi Diesel Systems* East Sussex County Council Elementus Ericsson EURES Explore Learning	FactSet Farley and Associates FDM Frontier Futex* Graduate Jobs.com Graduate Recruitment Bureau Grant Thornton Grovelands Resourcing
ICAEW Journalist Works, Brighton JP Morgan KPMG Kaya Responsible Travel* Latitude Global Volunteering* Logica	Matchtech Milkround NCYPE Projects Aboard Realworld Magazine*	Semantico Supply Desk* Sussex Alumni Year Book	University of Sussex: Postgraduate Study School of Education & Social Work Enterprise Thursdays Sussex Law School	Target Jobs Teach First Wired Sussex

Table 4b Law Fair 2010 (12.00-3.00 pm, 9th November, Mandela Hall)**Total: 25 exhibitors (32% increase from 2009/2010) with 9 new exhibitors to this event denoted by an *)****Total: 650 student and graduate attendees**

Law Recruiters		Course Providers/Professional Bodies		Other Law Organisations
Addleshaw Goddard*	Government Legal Service	Bar Council & Inns of Court	London Metropolitan University	Free Representation Unit
Bird & Bird		BPP Law School	National College of Legal Training*	LawCareers.net
Brighton & Hove City Council Legal Services	One Crown Office Row*	City Law School	Oxford Brookes University*	RateMyPlacement*
Bristows*	Rawlinson Butler	College of Law	Sussex Law School	TargetJobs
Cripps Harries Hall LLP*	Thomson Snell & Passmore	Kaplan Law School*	Web Legal Education	
DMH Stallard LLP	Westgate Chamber			

Table 5a: Employer Presentations Autumn 2010 and (number of students attending)**Autumn total: 22 events: Total student attendees: 1932 Average attendance: 36 students per event**

Recruitment Presentations <i>The College of Law (74)</i> <i>Procter & Gamble (40)</i> <i>JET (28)</i> <i>SEO London (80)</i> <i>ODO Fellowship Scheme (50)</i> <i>American Express (drop in session)</i> <i>Teach First (29)</i> <i>Matchtech (on behalf of Barclays) (6)</i> <i>Ogilvy (25)</i> <i>BUNAC (40)</i> <i>NHS 25</i> Sub total: 397 student attendees	Employer Led Skills Sessions: <i>Encore International Lectures Ltd: How to make an employer beg for you to join the company (27)</i> <i>Matchtech: How to use recruitment agencies effectively (6)</i> <i>ICAEW: Business Game (9)</i> <i>Teach First: Interviews and assessment centres (7)</i> <i>Enterprise Rent-a-car: CV Training (12)</i> <i>Pricewaterhouse Coopers: Making successful applications (26)</i> Sub total: 87 student attendees External Trainer led Skills sessions: <i>Communication skills and the wonder pitch to employers led by the Life Project(20)</i> <i>Problem Solving and innovation skills led by the Life Project (19)</i> <i>Personal Branding and You led by the Creative Training Company (11)</i> Sub Total: 50 student attendees
Careers in.. careers exploration events: <i>Careers in Teaching with speakers from Primary, Secondary and Sussex PGCE provider (41)</i> <i>International Students and Working in the UK after your studies (led by Farley and Associates) (45)</i> Sub total: 86 student attendees	

Table 5b: Employer Presentations Spring 2011**Spring total: 24 events: Total student attendees 1067: (plus additional drop-ins) Average attendance 44 students per event**

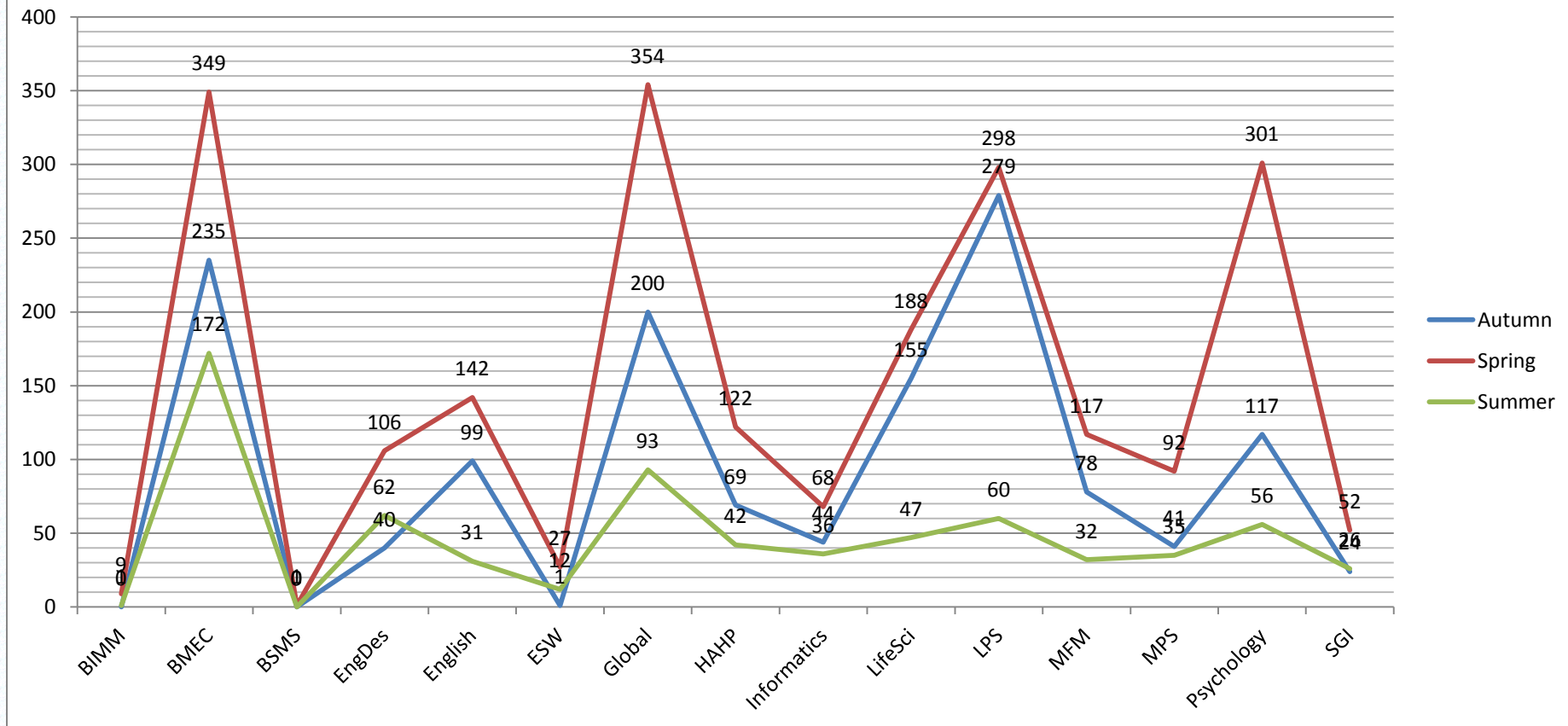
Recruitment Presentations: <i>Gradcracker graduate recruitment agency presentation (80)</i> <i>Studying in the United States led by US/UK Fulbright Commission (37)</i> <i>Kineo employer recruitment presentation (14)</i> <i>Accenture Technology Solutions (12)</i> <i>EF Language Travel (100)</i> <i>Mitsubishi UFJ Securities International (24)</i> <i>BDO LLP employer drop-in (40)</i> <i>Bloomberg Institute (30)</i> Sub total: 337 student attendees	Employer Led Skills Sessions: <i>Bibby Financial Services: Speed Dating Interview Skills (12)</i> <i>College of Law: Commercial Awareness (16)</i> <i>Rate my placement: Securing the perfect internship/placement (7)</i> <i>Cripps Harries Hall: Obtaining a Legal Training Contract (30)</i> <i>Strategis Consultancy on behalf of Kuwait Petroleum International: Develop your employability skills coaching (drop in session)</i> <i>BDO/Marc Pinter-Krainer: Develop your Commercial Awareness (8)</i> <i>Deloitte: Interview Skills (35)</i> <i>Freshfields Bruckhaus Deringer: Interview Skills for the legal profession (34)</i> Sub total: 142 plus drop ins student attendees
Skills Sessions (External Trainers): none	Careers in... information events including the Make it Happen week of events: <i>Careers in Psychology (100)</i> <i>Careers in the Media (115)</i> <i>Careers in the Not for Profit sector (153)</i> <i>Employer Panel: what skills and qualities are employers looking for in graduate recruits? (60)</i> <i>Careers in Science (38)</i> <i>Careers in Government and Public service (92)</i> <i>Careers in Risk and Financial Planning (30)</i> Sub total: 588 student attendees

Table 5c: Employer Presentations Summer 2011

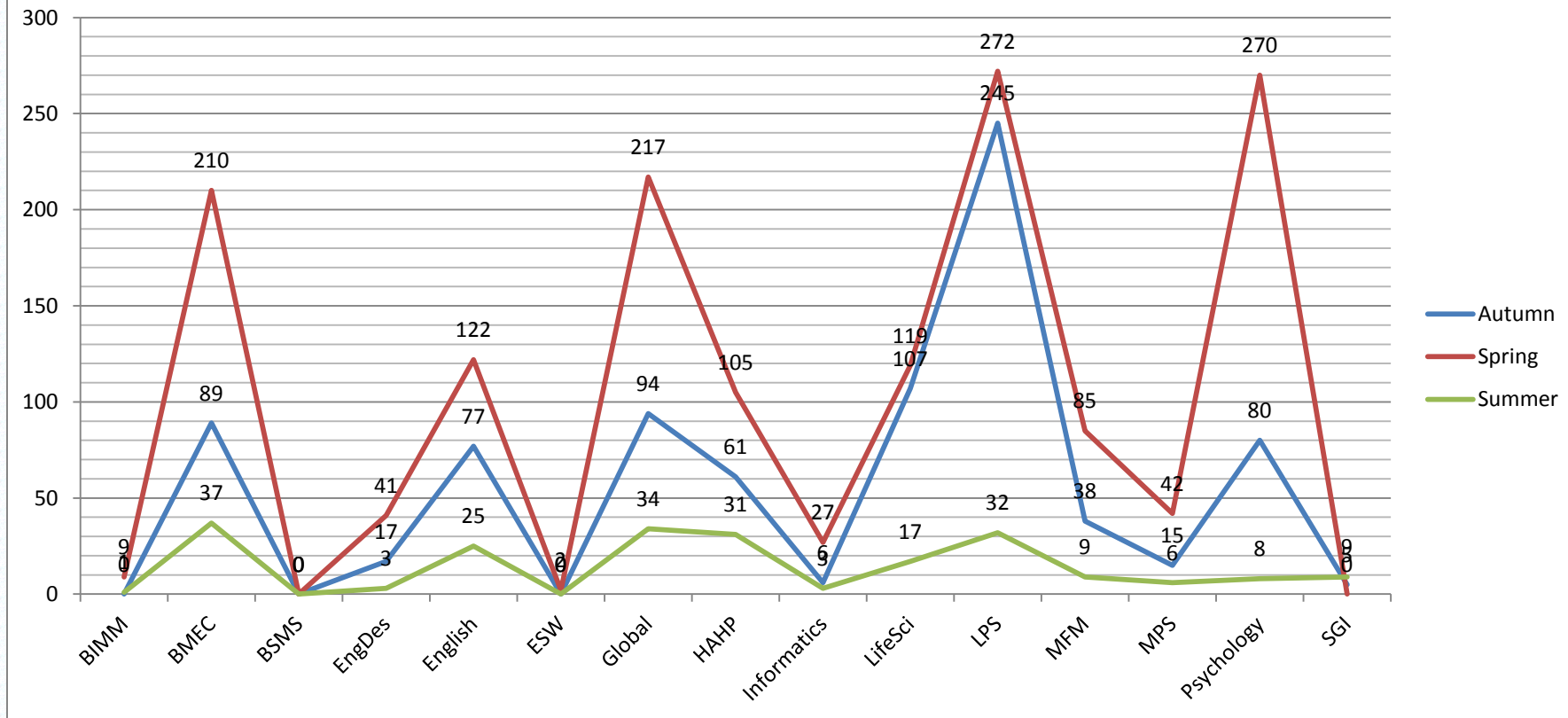
Summer total: 7 events: 245 student attendees plus drop ins. 6 events with an average student attendance of 40 students per event

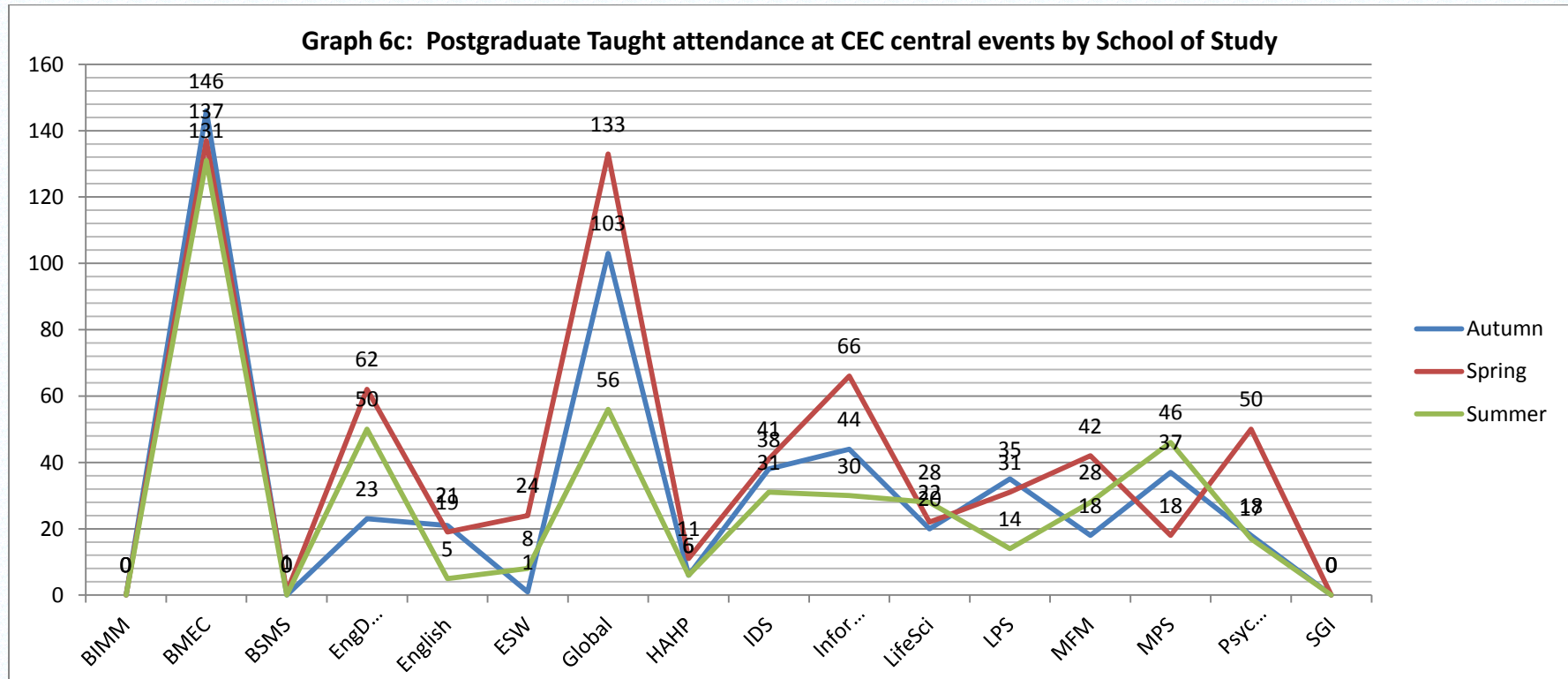
Recruitment Presentations: <i>Babel Media (25)</i> <i>AMEX Stadium part-time jobs recruitment (on behalf of Michael Wisher) (drop-in session)</i> <i>Bloomberg Institute (38 plus drop-ins)</i> Sub total: 38 plus drop-ins	Employer Led Skills Sessions: <i>Pathfinders: How to get your first role in media (14)</i> <i>BDO LLP: Effective Application forms workshop (18)</i> <i>Farley and Associates: Working in the UK after your studies (175)</i> Sub total: 32
---	---

Graph 6a: Student attendance at CEC central events based on School of Study- All



Graph 6b: Undergraduate attendance at CEC central events based on School of Study





Graph 6d: Postgraduate Research attendance at CEC central events programme by School of Study

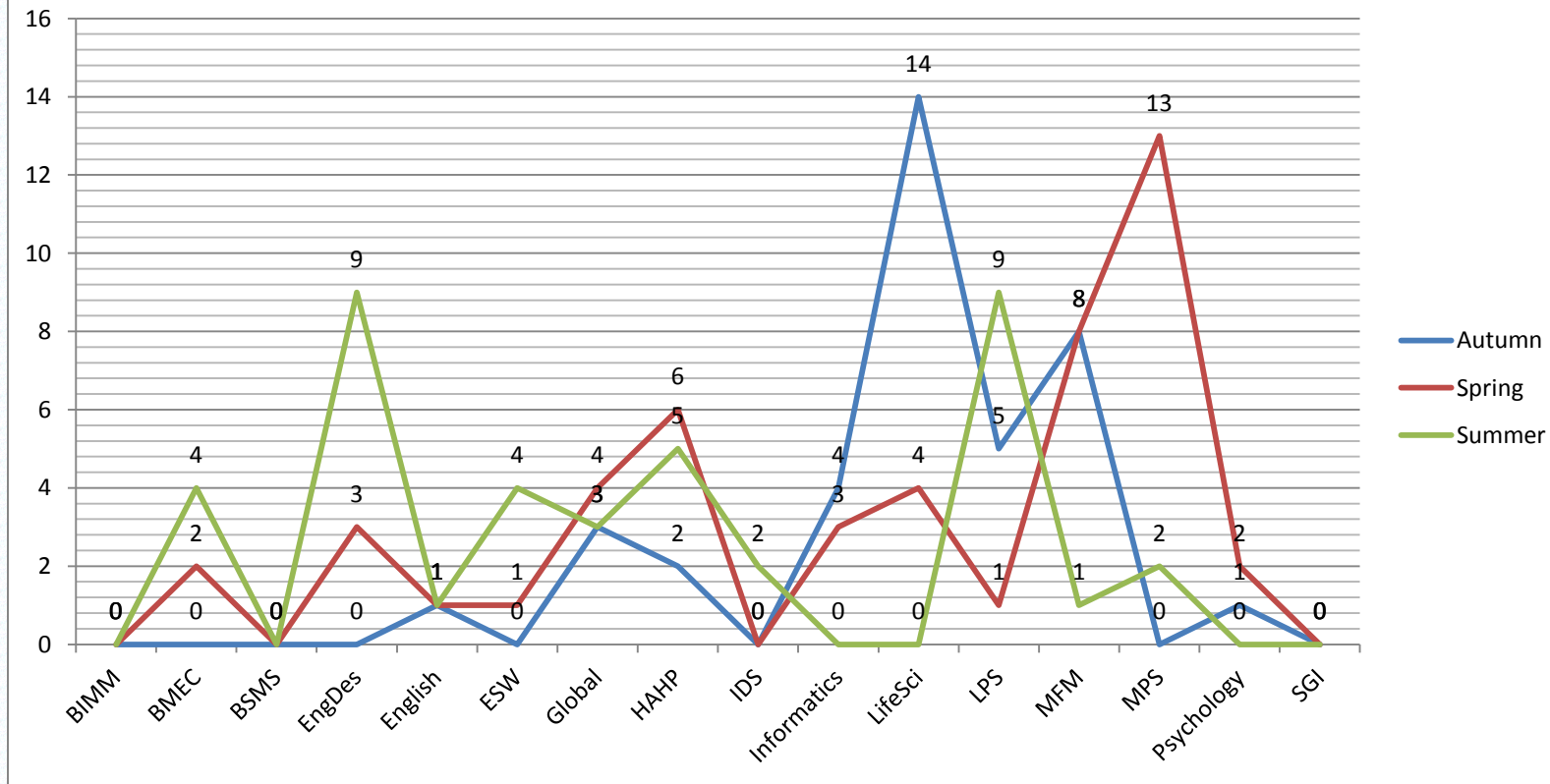


Table 7 Employer engagement new enquiries

556 new employers were entered onto the CEC employer database which is a 16% increase on 2009/2010. (CEC received: 250+ email enquiries from prospective users. 150+ phone call enquiries and a wide range of meetings with external organisations/employers took place with new employers)

BDO Group	Institute of Employment Studies
Babel Media	Kineo
Bloomberg	Lets Do Business
BoxHarry	Matchtech
Brighton University	Podium: London Olympics 2012
Brighton & Hove Albion Football Club	OSTC Ltd.
CADIA Gatwick Diamond	Plug-in Media
City College	South Downs College
Elementus	Teach First
FDM Group	The Army
Gradcracker	Trendence
iCrossing	Wilton Park

Table 8: Employers at the Virtual jobs Fair July 2011

Brighton Careers Centre	Kaya Responsible Travel	Wesser
Sussex Careers Centre	GCHQ	Restless Development
Accenture	Brighton Graduate Association	Equipe Simulation
Enterprise Rent-A-Car	Protocol Education	Forever Living Products
Graduate-jobs.com	33Seconds	Santander
Teacher Recruitment, Kent County Council	Get Work Experience	Elementus
Beepurple	expand executive search :	Sussex Law School
College of Law	University of Sussex, Postgraduate Study	Admiral Recruitment
Projects Abroad	Freedom Leisure	MRL Consulting Group
Lattitude Global Volunteering	Education China	West Sussex Link
DC Storm	Bank of England	City College, Brighton & Hove
First Central Insurance	Advanced Resource Managers	Lawspeed
Majestic Wine	All the Ideas	Student Survey
FDM	CGG Veritas	Concordia
BUNAC	Domestic & General	StudentForce for Sustainability
Royal Institute of Chartered Surveyors	Hastings Direct	Civil Service, Faststrea,
Sussex Downs College	Shangri-La Hotels & Resorts	East Sussex County Council
ACCA	University of Sussex Alumni Network	ICAEW
		Brighton Journalist Works
		Green Retreats

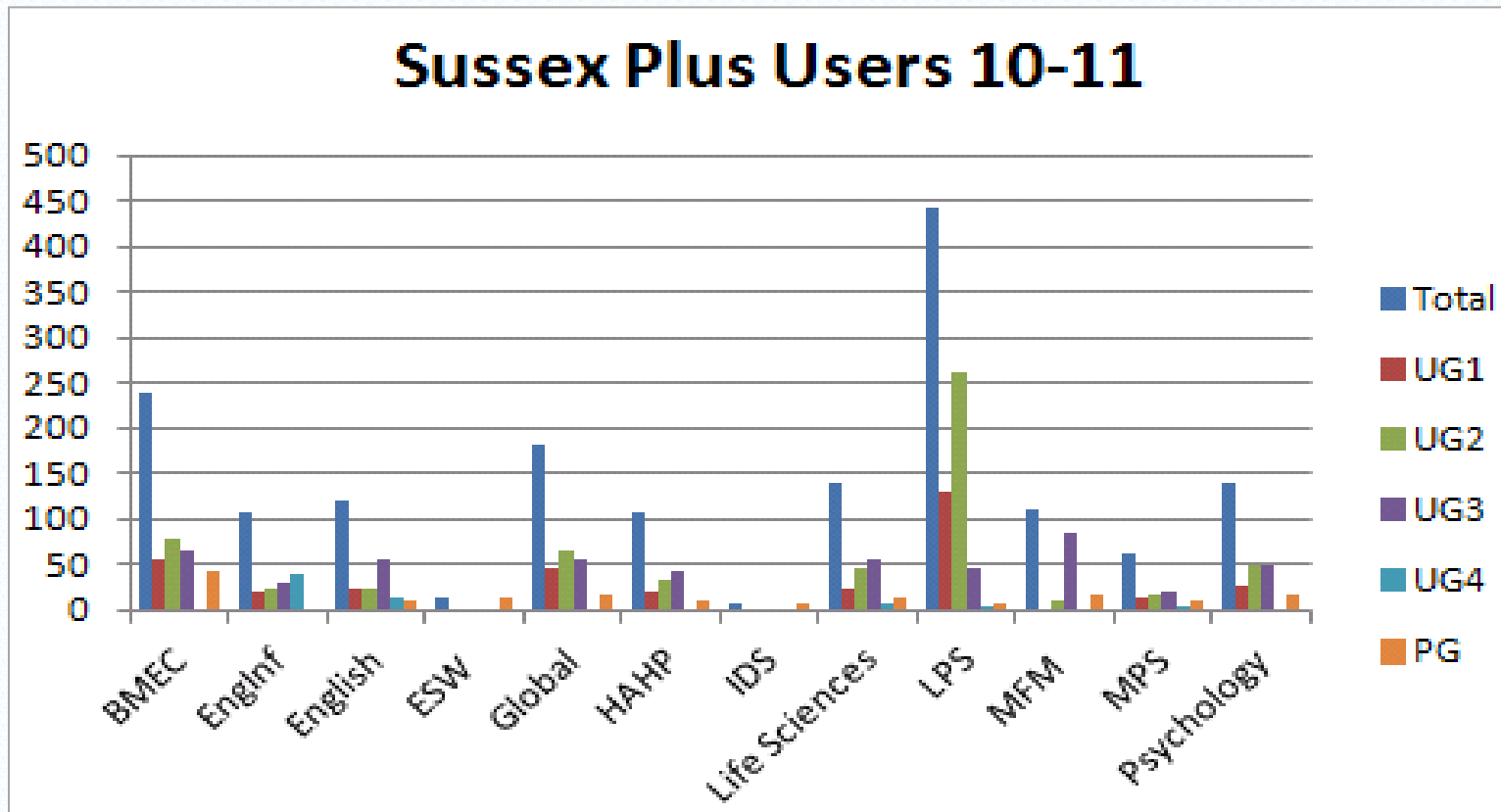
Table 9: Sussex Plus users 2010-2011 by school and year of study

Table 10 Yearly Comparisons for Careers & Employability careers adviser led events

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Total events</i>	<i>Total Students</i>	<i>Average per event</i>
<i>Year</i>	<i>No of events</i>					
08/09	9	14	13	36	444	12
09/10	5	9	18	32	466	15
10/11	7	15	13	35	820	23.4

Table 11 Careers Adviser led workshops 2010/2011

Autumn Term 2010 Looking for part-time work CVs and Application Forms Looking for a graduate job search strategies Interview skills Getting relevant work experience and internships Career Exploration for Arts and Humanities students Career Exploration for Social Science students Autumn Total: 7 events	No. of students attending* 45 45 38 19 16 26 6 (snow: 27 booked) Autumn total attendees: 190 Average student attendance: 27 per event (23 in 2009/2010)
Spring Term 2011 Effective CVs and Applications Develop your Networking Skills (Make it Happen) Job Search Strategies (Make it Happen) How to impress employers with your skills through Sussex Plus (Make it Happen) Your Personality Type and Work (Make it Happen) Making an Impact: How can you impress employers? (Make it Happen) Develop your Presentation skills (Make it Happen) Effective CVs and Applications (Make it Happen) Global Careers Search (Make it Happen)	50 30 30 16 18 12 16 27 15

Finding Work Experience	80
Careers Exploration for Arts & Humanities students	12
Effective CVs and Applications	30
Careers Exploration for Social Sciences	6
Career Development for Mature Students	15
CVs and Applications	40
Spring total: 15 events	Spring Total attendees: 397 Average student attendance 26.5 per event (17 in 2009/2010)
Summer Term 2011	
Getting Started with your career exploration	9
Effective CVs and Applications	25
Career Development for Mature student: it's not too late!	32
Tools and Tips for starting your career thinking	12
Making an impact: how to impress employers	24
Effective CVs and Applications	36
Building Personal resources: networking and developing confidence	3
Working Internationally	7
How to find graduate jobs	14
Want to say in Brighton? How to find jobs locally.	29
Presentation Skills	14
Mock interviews: practice in a safe, fun and practical environment!	8
Impress Employers with your skills and showcasing your skills with Sussex Plus	10
Summer total: 13 events	Summer total attendees: 233 Average student attendance: 17 per event (11 in 2009/2010)

Table 12 Usage Patterns of CEC by student interactions from Schools of Study

School of History, Art History and Philosophy	The students from this school make almost half of their visits at the start of the academic year with a peak in November. A lower percentage of visits were made by finalists (79%) than by Sussex finalists in general (86%).
School of English	The students from this school make almost half of their visits at the start of the academic year with a peak in November. There is also a high point in June. A higher percentage of visits were made by finalists (92%) than by Sussex finalists in general (86%).
School of Business Management and Economics	The students make the vast majority of their visits at the start of the academic year with a peak in November. Students make strong use of CEC. There is also a high point in February. The visits to CEC are evenly spread between post and undergraduate at 49% and 51% respectively. A higher percentage of visits were made by finalists (93%) than by Sussex finalists in general (86%).
School of Law, Politics and Sociology	Students make strong use of CEC with almost half of their visits at the start of the academic year with a peak in November. A higher percentage of visits were made by finalists (90%) than by Sussex finalists in general (86%).
School of Global Studies	Students make over one-third of their visits at the start of the year with a peak in November and also peaks in February and May. 61% visits being from postgraduate level students. A high % of visits were made by finalists (91%) than by Sussex finalists in general (86%).
School of Mathematical and Physical Sciences	The students made almost half of their visits at the start of the academic year with a peak in November. Majority of visits were from postgraduate level students (67%). A lower percentage of visits made by finalists (70%) than by Sussex finalists in General (86%).
School of Engineering and Informatics	Students made the majority of their visits at the start of the academic year with a peak in November. There was also a high point in June. Vast majority of visits come from postgraduate students with a lower % from first degree finalists (64%) than by Sussex finalists in general (86%).
School of LifeSciences	Students made almost half of their visits at the start of the academic year with a peak in October. Majority of visits are from undergraduate students (58%). Lower percentage of visits made by finalists (79%) than by Sussex finalists in general (86%).
School of Psychology	Students made 30% of their visits at the start of the academic year with a peak in February with 34% of visits. The majority of visits were from undergraduate level students (81%) A higher percentage of visits made by finalists (93%) than by Sussex

	finalists in general (86%)
School of Film, Music and Media	Students made half of their visits at the start of the academic year with a peak in November. The majority of visits are from undergraduates (54%). A lower % of visits made by finalists (84%) than by Sussex finalists in general (86%).
School of Education and Social Work	Smallest number of visits overall from this School. Two main peak periods coincided with start of autumn term and summer term. Majority of visits from postgraduates reflecting the study body.

Table 13: Careers Adviser contribution to School based events/meetings

School of History of Art History, History and Philosophy	HAHP Alumni Careers Forum HAHP Senior team Meeting – leading to improved working together for 2011 - 12
School of English	School of English Senior Team Meeting School of English Re-induction Events for finalists; 2nd year induction MFL Finalists Re-induction
School of Business Management and Economics	Development of Placement Portfolio Materials for Sussex Plus and established in PebblePad for BMEc academic and administrative staff to engage with students on placement in 2012/2013.
School of Law, Politics and Sociology	Early Career Planning (1 st years with assignment based on materials adapted from the Career Development course) x1 Preparing for Law Fair x1 Finding Legal Work Experience x1 Finding a Training Contract x1 CPE Induction in September x1 10 min input into Law postgrad/ CPE open day x2 Other work- Regular meetings with the Student Law Body and the Bar Society. Regular meetings with Teresa Sutton and Craig Barker to discuss linking up employer events within the programme of careers input in terms reflecting the important points in the year.

	Politics: 1 induction workshop.
School of Global Studies	Global Studies 2 x induction Geography: 2 x group work session with 2 nd years about skills and planning thesis. Anthropology: induction workshop International Relations: 2 induction workshops
School of Mathematical and Physical Sciences	Provided teaching and learning support for the Career Development course for the Department of Mathematics delivering workshops and contributing to assessment. The CDC ceased at the end of 2010/2011 academic year but the Department of Mathematics decided to continue for one more year until end of 2012 prior to the introduction of the new academic year framework. Provided short CEC induction programme for Mathematics and Physics. Provided additional group support in Physics for x2 groups one on CV's and one helping with an external 'Matchtech' recruitment event.
School of Engineering and Design	Provided teaching and learning support for the Career Development course for the Department of Mathematics delivering workshops and contributing to assessment. . The CDC ceased at the end of 2010/2011 academic year. Provided short CEC induction programme for Engineering. Group meetings and research support to improve the information sources for job-search and the job-search skills of the MSc Biomedical Instrumentation Engineering group.
School of Informatics	Provided teaching and learning support for the Career Development course for the Department of Mathematics delivering workshops and contributing to assessment. . The CDC ceased at the end of 2010/2011 academic year.
School of LifeSciences	Provided teaching and learning support for the Career Development course for the Department of Mathematics delivering workshops and contributing to assessment. . The CDC ceased at the end of 2010/2011 academic year.Re-inductions at the beginning of term (Biochem, BES
School of Psychology	Induction events for Psychology students. Careers with Psychology careers event with the School
School of Media, Film and Music	Liaison with the School of Media, film and Music to set up 4 workshops to prepare students looking for placements locally and to complete a Sussex Plus webfolio. These workshops were an accredited part of a new course 'Contextualising Film and Media'.

Table 14: Individual Guidance Interviews 2010/2011

2354 (1176 in 2009/2010) individual guidance interactions in total including additional 236 quick-queries (10 minutes) which were not recorded cognos during the piloting of the quick-query system in autumn of 2010.

School	Undergraduate %	PG Taught %	PG Research %
School of Business, Management & Economics	12%	20%	6%
School of Engineering	5%	10%	11%
School of English	9%	5%	8%
School of Education and Social Work	1%	3%	7%
School of Global Studies	13%	14%	9 %
School of History, Art History & Philosophy	10%	4%	13%
International Development Studies		8%	8 %
School of Life Sciences	9%	4%	6%
School of Law, Politics and Sociology	17%	10%	7%
School of Media Film and Music	5%	7%	8%
School of Mathematics and Physical Sciences	5%	5%	3%
Partners (BIMM)	0.8%	2%	0
Partners SGI			
School of Psychology	13%	7%	6%
Total	100%	100%	100%

Table 15 Postgraduate and Researcher Careers Provision 2010-11
Data provided July 2011

(a) PhD Researcher career development

12 specialist careers and employability workshops (4 per term, 90 minutes each): <ul style="list-style-type: none"> • Career development for researchers • CVs and applications for researchers • Selection interview skills for researchers • Career wash up 	Average attendance 12 per session
Supported researcher-led conferences and other activities: <ul style="list-style-type: none"> • Speaker at SPRU DPhil day; School of English PhD event 	
Provided individual hour-long guidance sessions every week	120 interviews
Delivered e-guidance by email	200 queries
Updated booklets and web resources (e.g. Academic CVs, Career resources for researchers)	

(b) PhD Researcher skill and professional development courses

10 Profolio workshops: CPD and web profiles	Average attendance 15
4 Effective Researcher courses	Average attendance 15
10 Skills courses: Personal effectiveness, Conferences and networking, Presentation skills, Managing professional relationships, Preparing for your final year	Average attendance 15

(c) Research Staff career development

Created new specialist careers web pages	
Designed and ran an annual Careers Day	24 th May 2011
Delivered one-to-one guidance	10 interviews
Delivered e-guidance and careers information	

Supporting the Doctoral School

- Contribution to design and content of Doctoral School website
- Liaison with the Hive scholars and support for Hive events
- Press interviews with the Innovate Mentoring group
- Collaborated with other skills developers on campus to generate a comprehensive and coherent programme

Building our expertise and contributing to the wider community through:

Renewing 0.6 fte careers adviser one-year contract	
Attending conferences	Doctoral School events (e.g. Hugh Kerns)
Presenting at conferences	Vitae Careers Conference, Brighton (1 day)
Contributing to the AGCAS national task group for PG career development	3 meetings per year
Delivering Vitae courses at other HEIs	Trainer at Vitae Grad School, University of Surrey (3 day residential) Vitae creativity retreat
Attending Doctoral School committee meetings	

Liaison with Doctoral School and TLDU - ongoing	
Liaison with colleagues from other institutions	University of Surrey researcher developers Vitae course producer

Taught Masters Postgraduates career development

Specialist careers workshops every term: <ul style="list-style-type: none"> • Introduction to PG+ • Career Review for PG+ • Applying for a PhD • Making effective applications and CV writing 	12 per year
One-to-one careers guidance in short interviews	
Delivering e-guidance	
Support for PG recruitment at PG Open Days	1 speaker and 4 advisers involved