



Directory of Employability Resources

Information for staff in higher education who wish to enhance their students' preparedness for work

by

Dr Rod Oakland

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Glossary

AGCAS	Association of Graduate Careers Advisory Services
AGR	Association of Graduate Recruiters
AHRB	Arts and Humanities Research Board
CHERI	Centre for Higher Education Research and Information (Open University)
CIHE	Council for Industry and Higher Education
CRAC	Careers Research & Advisory Centre
CRQ	Centre for Research into Quality (University of Central England)
CSU	Careers Service Unit
CUDAH	Council of University Deans of Arts and Humanities
DEL	Department for Employment and Learning in Northern Ireland
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DTI	Department of Trade and Industry
ESF	European Social Fund
FDTL	Fund for the Development of Teaching and Learning
HEFCE	Higher Education Funding Council for England
HEI	Higher education institutions
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
IDS	Income Data Services Ltd.
IER	Institute for Employment Research
IES	Institute for Employment Studies
Lmi4he	Labour Market Information for Higher Education (in the North West)
LSC	Learning and Skills Council
LTSN	Learning and Teaching Support network
MERITS	Minority Ethnic Recruitment, Information, Training and Support
NCWE	National Council for Work Experience
NIESR	National Institute of Economic and Social Research
NWDA	North West Development Agency
NWHEI	North West Higher Education Institutions
PDP	Personal Development Planning
QAA	Quality Assurance Agency for Higher Education
SFEDI	Small Firms Enterprise Development Initiative
SHEFC	Scottish Higher Education Funding Council
SIC	Standard Industrial Classification
SOC	Standard Occupational Classification
SMEs	Small and medium sized enterprises
TEC	Training and Enterprise Council
UCAS	Universities and Colleges Admissions Service
WP	Widening Participation

Introduction

I was prompted to commission this piece of work from Rod Oakland through the enthusiasm of a number of colleagues in LTSN Subject Centres who were investing their own time and budgets in exploring what employability might mean to their particular subject communities. This has sometimes led to a re-inventing of wheels, since many of the publications about graduate destinations, labour market information and research into employability are not easily accessible to the main-stream academic, and most are written for other audiences.

To make life easier for those academic colleagues who are formulating strategies for employability at subject community, institutional, departmental or course levels this Directory lists a wide range of current material and - most important – where you can find it.

Even if the target audience for particular materials is students, careers advisers or government agencies, the content will still have relevance to the academic community and, where possible, Rod Oakland notes how it may be of use.

An online version of this Directory will be available from the Employability section of the LTSN Generic Centre website (www.ltsn.ac.uk/genericcentre) later in the year. It will be updated on a regular basis by Rod Oakland as and when new resources are published. If you know of any resources which could be included please contact us at gcenquiries@ltsn.ac.uk

Val Butcher
Senior Adviser
LTSN Generic Centre

Preface

This Directory does not attempt to add to the debate about what constitutes employability. A glance at the Contents will indicate the liberal view of employability which has informed the selection of the resources it contains. However, those who are interested in the concept might, as a starting point, like to look at: *Employability and Employers: the Missing piece of the Jigsaw* (Tamkin, P., and Hillage, J., IES Report no. 361, 1999; Brighton: The Institute for Employment Studies.).

Academic staff, when constructing a case for the introduction of a new course, feel comfortable when describing the proposed curriculum. But when they turn to the “market statement” needed for courses with a vocational focus, some find themselves scratching their heads. Stringing together a few anecdotes from employer contacts is not enough. Do labour market data reveal a need for graduates from the new course? Will the subject content and skills that the programme is designed to develop match the requirements of employers? How can the course be designed and the students supported in a way which maximises their employability?

The aim of this Directory is to identify sources of information which may lead to answers to such questions and more. The overarching objective of the project is to identify key resources for staff in UK higher education institutions who wish to enhance the employability of their students. Some resources will be of direct benefit when planning and delivering the curriculum and others may be helpful when encouraging and supporting students in their personal development activities outside the curriculum.

This Directory should be regarded as a snap-shot of resources currently available within this rapidly evolving field. During the short time taken to produce it new sources of information have become available and others, particularly web sites, have been removed. Exciting initiatives have been identified which have yet to generate a publication or web based information. Although the Directory may become out-of-date quickly, the planned web resource that will replace it will be constantly updated.

It does not claim to be totally comprehensive. The wealth of information on such topics as skills enhancement via the curriculum and extra-curricular activities and work experience, and the changing needs of the labour market for graduate skills and subject knowledge, is immense. For example, many universities and other bodies have been publicly funded to investigate aspects of employability and it is not possible to cover fully all, possibly hundreds, of their reports in a publication of this size. Fortunately, many have been published on the web, often in full, and links are provided to the relevant web pages.

Academic staff who are in touch with their careers service colleagues will know that they are a knowledgeable and willing source of advice and information about many of the topics referred to in this directory. Personal development planning and the development of career management skills are central to their work, but they have, in addition, a solid grasp of the “demand side” of the graduate labour market. They have strong and direct links to employers and regularly monitor labour market developments. They will welcome the opportunity to work with academic departments.

Dr Rod Oakland, September 2002

1. Employability and the whole higher education experience

This section focuses on links between the entire HE experience and the development of knowledge and skills needed for work.

See also Section 2.4.1: **Supporting Self-Awareness and Self-Development**, which describes resources to support personal development planning for students, including the use of Progress Files.

***Enhancing Employability, Recognising Diversity: Making Links Between Higher Education and the World of Work*, July 2002, Harvey, L., Locke, W. and Morley, A. Universities UK and CSU**

This report reviews and discusses the ways in which higher education is working to enhance the employability (the changing concept of which is considered) of students. Through narrative and detailed case-studies, initiatives relating to curriculum change, exploitation of work experience and the introduction of personal development planning and associated Progress Files, are described. Direct links to the case-studies and references to all the initiatives are provided.

Report can be downloaded from: www.universitiesuk.ac.uk/employability

***Great Expectations, the New Diversity of Graduate Skills and Aspirations*, 1996, Purcell, K. and Pitcher, J., IER, AGCAS and CSU. Manchester: CSU**

This is a study of the expectations of higher education and future employment of final year students in 1996 across 21 UK HEIs and all subject groups other than medicine and related. As well as the academic, personal and business related skills and competencies that the students were developing through and outside the curriculum, and which they perceived employers would require, their future career expectations were evaluated. The same students were surveyed again for ***Moving On*** (see section 4.2.1).

Report available from: CSU – contact Kate Owen: k.owen@csu.ac.uk
Price: £40 including postage within the EEC
Reference copy usually available at: HE careers services

***Graduates' Employability Skills, Developing Personal Skills for the Workplace Whilst at University*, 2001. Radlett, Herts.: Industry and Education**

This report provides a broad overview of the extent to which employable skills are developed through the university experience, incorporating the views of academic and careers staff, students and others. Problems are highlighted and recommendations made.

Report available from: Industry and Education
Price: £5 (inclusive of delivery). Payment to be marked for the attention of Mrs North

***If Only I Had Known...*, Autumn 2002, Peter Hawkins. Warwick: AGR**

This book will provide an employer perspective on how the university experience can be exploited by students to develop the skills needed for work and valued by graduate recruiters. Although targeted at 6th form students it will have value for HE students and their tutors.

Book available from: AGR – expected to be available in Autumn 2002
Price: Free

Meeting the Need, 2001-2002, a series of 22 projects coordinated by HEFCE and funded by the DfES Innovations Fund

The aim of these projects, carried out mainly by universities, is to explore ways of improving the responsiveness of HE to the changing demands of employers and the graduate labour market. Projects include devising work experience programmes (eg for physics students); preparing students to enter IT services, the photographic and horticulture industries and health care employment; providing e-based support to students who wish to start new businesses; and enhancing the employability of arts and humanities graduates. Many projects involve partnerships with employers to effect curriculum change and make available advice and information, sometimes web-based, to improve students' preparedness for work.

Project summaries can be viewed at: www.innovations.ac.uk > "Projects"
Full reports: Expected to be available by October 2002

2. Curriculum Development

This section focuses on links between the curriculum, content and delivery, and the acquisition of skills and knowledge needed for work. Specifically the resources cover:

- 2.1 **Skills Development Through the Curriculum:** planning and delivering the subject curriculum in a way which develops employment skills;
- 2.2 **Widening Participation and Employability:** employability and the special needs of students recruited from increasingly diverse backgrounds;
- 2.3 **Awareness of Students' Attitudes to Careers and Work:** students' attitudes to careers, including the timing and methods of their job searching, preferred types of work and employment sectors and expected earnings and benefits;
- 2.4 **Career Management Skills Within the Curriculum:** incorporating career management skills courses, delivered by academic and/or careers staff, into the curriculum;
 - 2.4.1 **Supporting Self-Awareness and Self-Development:** promoting and supporting personal development planning, including the use of Progress Files;
 - 2.4.2 **Career Choice and Career Transition Skills:** supporting career planning and decision making, and self-marketing for jobs and courses of further study ;
- 2.5 **Career Management for Contract Research Staff (CRS):** aspects of career management for CRS and their managers.

2.1 Skills Development Through the Curriculum

Centre of Excellence for Skills Training of Postgraduates, The Research Councils

A national web resource is in development that aims to supply training support, including downloadable materials, to academic and careers staff who wish to foster the skills development of postgraduate students. It will have regional hubs to encourage local collaboration and sharing of good practice.

Information about this initiative from: Janet Metcalfe at admin@gradschools.ac.uk

Developing History Students' Skills in the Transition to University, 2001, Booth, A., Teaching in Higher Education, Vol. 6, no. 4

This paper describes the introduction of subject and transferable skills modules for first year history students at the University of Nottingham to equip them for degree study and beyond. The content of the modules and the reactions of students and tutors to them are discussed.

Paper published in: Teaching in Higher Education, Vol. 6, no. 4.

Discipline Networks projects, 1996-1998, DfEE, Higher Education: Quality and Employability Division

During 1996-1998 the Division sponsored 19 university projects with the aim of promoting curriculum change likely to make graduates more employable. Different interest groups including HEIs, professional bodies and employers were drawn together. The disciplines and lead university for each were: biochemistry, Leeds; business studies, Greenwich; childhood studies, Anglia Polytechnic; continuing education, Sussex and Sheffield; earth sciences, Kingston; economic psychology, Exeter; healthcare, Sheffield Hallam; languages, Westminster; law, Leeds; mathematical sciences, Hull; medicine, Queen Mary and Westfield, and Leeds; psychology, Northumbria at Newcastle; psychotherapy, Sheffield; retail, Manchester Metropolitan; social work, Glasgow Caledonian; statistics, Nottingham; and surveying, Kingston. In addition, library and information studies was led by the Centre Research in Library and Information Management.

Project outlines and ordering information for the full reports can be viewed at:

www.dfee.gov.uk/heqe/cat98.htm#

www.dfee.gov.uk/heqe/catsupp.htm

Price: free

Employability and Good Learning in Higher Education, 2002, Knight, P. and Yorke, M., a paper submitted to Teaching in Higher Education

This paper puts forward an analysis of the concept of employability and reviews current responses to the pressure on higher education to enhance the employability of students. Particular focus is given to learning and teaching and the learning environment.

Paper can be downloaded from: www.open.ac.uk/vqportal/Skills-Plus/publications.htm

Foundation Degree Prospectus, HEFCE publication 00/27, July 2000, HEFCE

This prospectus sets out the core features of the new foundation degree including the ways in which the programmes develop students' work specific and "key" and "generic" skills and provide work-based learning, underpinned by personal development planning, to generate employability. The HEFCE web pages provide links to other reports which map the progress of the foundation degree initiative.

Prospectus can be downloaded from: www.hefce.ac.uk/Pubs/hefce/2000/00_27.htm

Fund for the Development of Teaching and Learning (FDTL) projects, 1996-2002, HEFCE and DEL

FDTL projects, carried out by universities, aim to stimulate developments in teaching and learning in higher education. Although the main focus is on subject teaching methods, the development of transferable skills to meet the needs of employment is stressed in some projects. The subjects and universities of the more recent and relevant projects are: art, design and communication at Sunderland; built environment at Kingston, Loughborough, Luton and Sheffield Hallam; chemical engineering at Nottingham; chemistry at East Anglia; computer science at Teesside; engineering at Nottingham; modern languages at Central Lancashire; and textiles, fashion and printing at Nottingham Trent University.

Project summaries and contact details can be viewed at:

www.ncteam.ac.uk/projects/fdtl_projects/index.htm

High Level Lifelong Learning projects, DfEE, Higher Education: Quality and Employability Division, 1998-2000

During 1998-2000 the Division sponsored 7 projects to extend lifelong learning opportunities, including Continuing Professional Development, to individuals who do not have ready access to them and especially graduates working for SMEs. Partnerships would be established to provide support, including HEIs which would develop and promote learning approaches. The lead universities and other bodies involved were: Cambridge; Consort for Advanced Continuing Education and Training; East Lancashire TEC; Host Consultancy; Plymouth; Prosper (tourism and hospitality sector); and Sussex.

End of project reports can be viewed at: www.dfee.gov.uk/heqe/gtol.htm

Project outlines can be viewed at: www.dfee.gov.uk/heqe/glossy.htm

Innovation and Creativity in the Curriculum projects, 1998-2000, DfEE, Higher Education: Quality and Employability Division

The Division sponsored 4 projects to identify the competencies and skills associated with innovation and creativity and investigate ways in which the curriculum can be designed to generate these. The subject areas considered and the lead bodies involved are: architectural and artistic design, Training Organisation for Professionals in Construction (TOPIC); engineering, University of London; fashion and systems design, University of Northumbria at Newcastle; and town planning and urban design, University of Westminster.

End of project reports can be viewed at: www.dfee.gov.uk/heqe/gtol.htm

Project outlines can be viewed at: www.dfee.gov.uk/heqe/glossy.htm

Institute of Biology Response to the QAA Consultation: Benchmarking Academic Standards in the Biosciences, November 2001, Institute of Biology

This report comments on the generic and subject specific skills which the QAA biosciences benchmark statement describe.

Full report can be viewed at: www.iob.org > "Consultations and Responses" and search on "Employability"

Integrating Key Skills in Higher Education: Employability, Transferable Skills and Learning for Life, 2000, edited by Fallows, S., and Steven, C.. London: Kogan Page

After considering the issues surrounding the development of the "skills-recognising curriculum", this book presents 17 case-studies from the UK, USA and Australia covering a selection of models of skills development integrated into courses and institutions. It concludes with a discussion of skills policy implementation at institution and individual teacher level.

Book available from: Kogan Page

Price: £18.99 plus £2 delivery charge

Joint Statement of the Research Councils/AHRB's Skills Training Requirements for Research Students, September 2001, the Research Councils and the AHRB

This statement sets out the skills and experiences that typical doctoral research students across all research areas are expected to gain during their research training. The skills clusters include subject research and research management skills, personal effectiveness, communication, networking and teamworking, and career management.

Document can be viewed at: www.bbsrc.ac.uk > keyword search on "skills"

Key Skills projects, 1998-2000, DfEE, Higher Education: Quality and Employability Division

The Division sponsored 10 projects designed to embed the development of key skills into the curriculum and in some cases into self-directed extra-curricular activities, and to develop tools for recording and assessing learning. The universities and other bodies involved and, where appropriate, the subject areas they focused on, were Bradford; Central Lancashire; Gloucestershire, geography; De Montfort; Leeds, postgraduate research students; the National Union of Students; Nottingham, undergraduates and postgraduates; Salford; and Queen Mary and Westfield College, science and engineering.

Project outlines can be viewed at: <http://www.dfee.gov.uk/heqe/glossy.htm>

Full project reports can be viewed at: <http://www.dfee.gov.uk/heqe/gtol.htm>

The Keynote Project. An FDTL funded project undertaken by The University of Leeds, The London Institute and Nottingham Trent University

A major feature of this web-based on-going project is the production of a Resource Pack for the development of key skills within the curriculum which has relevance for all subject disciplines. It currently includes information about FDTL funded projects and details of books, journal articles and websites. Web based key skills resources developed by individual universities are also covered. Extensive site development is planned which will include the addition of extra resources for academic staff on student work placements, PDP and embedding of key skills in the curriculum.

Web resource at: www.keynote-project.co.uk

Lifelong Learning in Higher Education, 2000, Knapper, C. and Copley A.. London: Kogan Page

From an international perspective, this book, aimed at teachers and HEI managers, considers the concept of lifelong learning and provides a critical overview of current practice. It looks at ways in which HEIs can encourage and equip students to become lifelong learners.

Book available from: Kogan Page
Price: £19.99 plus £2 delivery charge

Skills plus: Employability in Higher Education, 2000-2002, a collaborative project carried out by universities in the North West, NWDA and the Open University Centre for Outcomes-Based Education, and funded by HEFCE

The aim is to enhance graduates' employability by working with 17 subject departments in 4 universities on curriculum design and carrying out research into the understanding of what employability means in the work place through the views of recently employed graduates and their co-workers.

Project details viewable at: www.open.ac.uk/vqportal/Skills-Plus/home.htm

Interim reports and papers viewable at: www.open.ac.uk/vqportal/Skills-Plus/home.htm > "Publications" page

The Student Skills Guide, 2001, Drew, S. and Bingham, R.. Aldershot: Gower Publishing

This book is a detailed learning aid for students wishing to develop and improve the skills necessary for successful study and future work. With the emphasis mainly on course work it covers, at starter and more advanced levels, self-evaluation, action planning and reflection, and ways of developing the many other skills that can be transferred into graduate employment.

Book available from: Gower Publishing
Price: £15.95 (plus £3 delivery charge)

Subject Benchmarking, 2002, The Quality Assurance Agency for Higher Education (QAA)

The QAA has published 47 subject benchmark statements, 22 in phase one and 25 in phase two, each of which, as well as providing an outline of the knowledge and understanding of the particular subject, describes the transferable intellectual skills which an honours graduate is expected to possess.

Phase 1 subjects:

Accounting; archaeology; architecture, architectural technology and landscape architecture; general business and management; chemistry; classics and ancient history; computing; earth science, environmental sciences and environmental studies; economics; education studies; engineering; english; geography; history; hospitality, leisure sport and tourism; law; librarianship and information management; philosophy; politics and international relations; social policy and administration and social work; sociology; and theology and religious studies.

Phase 2 subjects:

Agriculture, forestry, agricultural sciences, food sciences and consumer sciences; anthropology; area studies; art and design; biomedical science; biosciences; building and surveying; communication, media, film and cultural studies; dance, drama and performance; dentistry; health studies; history of art, architecture and design; languages and related studies; linguistics; materials; mathematics, statistics and operational research; medicine; music; optometry; pharmacy; physics, astronomy, and astrophysics; psychology; town and country planning; veterinary science; and welsh/cymraeg.

Statements can be viewed at: www.qaa.ac.uk/crntwork/benchmark/benchmarking.htm

2.2 Widening Participation and Employability

Determining the Costs of Widening Participation: Report of Pilot Study, April 2002, Boxall, M., Amin, S. and Baloch, A. of PA Consulting for Universities UK and HEFCE

Although this report is primarily about the costs to two universities of widening participation, it mentions the activities that are provided specifically for WP students pre-course entry, during the first term and through the rest of the course. These include classes on key skills, support for PDP and career planning.

Report can be viewed at: www.universitiesuk.ac.uk/wideningparticipation

Equal Opportunities projects, 2001-2002, coordinated by HEFCE with support from the DfES Innovations Fund

Within an equal opportunities theme the aim of these 15 projects is to enhance the employability of students who are disabled, including those who are deaf, or are mature, or from ethnic minorities and other disadvantaged groups (eg law students who are disadvantaged and women who wish to enter IT services). Some projects aim to encourage employers to recruit from under-represented groups. The final project reports are expected to be available by October 2002.

Brief summaries of the projects can be viewed at: www.innovations.ac.uk > "Projects"

Graduate Opportunities, Social Class and Age. Employers' Recruitment Strategies and the New Graduate Labour Market, 1999, Purcell, K. and Hogarth, T., IER for CIHE. London: CIHE

This report explores the extent to which employers, both traditional and those new to the market including SMEs, recruit non-traditional graduates from under-represented social backgrounds and mature learners. Different entry points into employing organisations are identified and recruitment practices examined.

Out of print but photocopies are available from CIHE: Contact Ronwen Emerson

Recruiting from a Wider Spectrum of Graduates, 2002, Purcell, K., Morley, M. and Rowley, G., Employment Studies Research Unit of the University of the West of England for CIHE and HEFCE. London: CIHE

This is the report of an investigation of the recruitment practices, policies and experiences of employers across significant and/or increasing areas of graduate employment, and the career development of recruits, with particular reference to graduates from under-represented social backgrounds and mature learners. Although aimed at employers there are clear messages for HE teachers and careers services about the skills that enhance the employability of such graduates.

Report available from: CIHE

Price: £5 including delivery

Report can be downloaded from: www.cihe-uk.com

2.3 Awareness of Students' Attitudes to Careers and Work

The Effect of Tuition Fees on Students' Demands and Expectations: evidence from Case Studies of Four Universities, NIESR Discussion Paper 190, December 2001, Rolfe, H., NIESR

This paper is an examination of the views of university lecturers suggesting that increasing numbers of students are entering higher education for career reasons and are more interested in vocational aspects of their subject than intellectual content. It was also felt that part-time working had a detrimental effect on learning.

Discussion paper can be downloaded from: www.niesr.ac.uk

Creating the Future: the Creative Industries in the North West of England, June 2001, Career Development, Liverpool Hope University supported by NWDA and ESF

This report focuses on the views of creative arts, including performing and visual arts, students in North West HEIs. In particular it studies their career aspirations in terms of the sorts of jobs they are aiming for, the types of organisations they want to work for and the skills that they feel they need to gain in order to be successful in their chosen field. It also reports on their initial destinations and reviews the creative industries in the North West which recruit them.

Report can be downloaded from: www.lmi4he.ac.uk > "Quickfind" > "Publications"

Great Expectations, the New Diversity of Graduate Skills and Aspirations, 1996, Purcell, K. and Pitcher, J., IER, AGCAS and CSU. Manchester: CSU

This is a study of the expectations of higher education and future employment of final year students in 1996 across 21 UK HEIs and all subject groups other than medicine and related. As well as the academic, personal and business related skills and competencies which the students were developing through and outside the curriculum, and which they perceived employers would require, their future career expectations were evaluated. The same students were surveyed again for *Moving On* (see section 4.2.1).

Report available from: CSU
Price: £40 including delivery within the EC

The UK Graduate Careers Survey, 2002, High Fliers Research Ltd. in association with The Times. London: High Fliers Research

As well as their preferred occupational sectors, salary expectations, and methods of job searching, this annual survey, based on interviews with 2001 finalists across 30 UK universities, examines students' perceptions of the skills developed at university and some of the extra-curricular experiences that helped them to develop these skills. (The full Survey results are available only to employer sponsors but queries are invited and will be answered without charge providing that they are not commercially sensitive.)

A Survey Summary of the main findings is available from: E-mail:
surveys@highfliers.co.uk
Price: free

The Universum UK Graduate Survey, 2002. London: Universum Communications

This is an annual survey of the expectations of UK finalists of "business", "engineering and science", and "humanities and liberal arts" degrees from 40+ universities in relation to their first and "ideal" named employer and employment sector, their preferred way of searching out employer information, and their career goals, rewards and benefits over the next three years.

A summary of the Survey results and purchase details can be viewed at:
www.universum.se
Some careers services will have a copy of the results for their university.

Using Graduate Skills projects, 1996-1998, DfEE, Higher Education: Quality and Employability Division

During 1996-1998 the Division sponsored a number of projects, carried out mainly by universities, with the theme Using Graduate Skills (UGS), essentially looking at how graduate skills could be used more effectively, especially in small to medium sized businesses (SMEs). Although most projects focused on the attitudes of SMEs to graduates and ways of encouraging them to recruit graduates, two projects examined students perceptions of, and skill development to meet the needs of, SMEs. The University of Birmingham (Report ref. UGS1) looked at undergraduates' perceptions of SMEs and the University of Sheffield (Report ref. UGS8) researched the perceptions, expectations and experiences of sport and recreation undergraduates.

Project outlines and ordering information for the full reports can be viewed at:
www.dfee.gov.uk/heqe/cat98.htm#
www.dfee.gov.uk/heqe/catsupp.htm
Price: free

2.4 Career Management Skills Within the Curriculum

All HE careers services will be aware of, and some will be directly involved in, initiatives to develop and run careers management skills programmes and to support personal development planning for their students.

Career Management Skills, University of Reading Careers Advisory Service

This is an on-line assessed CMS programme for students which is available for use by staff in HEIs. All necessary materials including software on disc together with lesson plans and Powerpoint presentations are provided. In outline, it takes students through self-assessment, understanding career options related to specific degree subjects, gives an introduction to labour market trends, and provides an understanding of recruitment processes and how to make good applications.

CMS programme information and ordering details can be viewed at:

www.rdg.ac.uk/Careers/cmsdemo/home.html

Price: £1500

Career Management Skills projects, 1996-1998, DfEE, Higher Education: Quality and Employability Division

The Division sponsored nine university projects with the theme Career Management Skills (CMS). Assessed modules and assignments were designed and piloted with the aim of delivering career management and transferable skills within the undergraduate curriculum. Some projects were associated with work experience and others had employer involvement. The universities and colleges involved were Central Lancashire, Gloucestershire, Exeter, Leeds, Nottingham (postgraduates), York St John College, The London Institute, Manchester and UMIST, and Manchester Metropolitan jointly with the National Institute for Careers Education and Counselling.

Project outlines and ordering information for the full reports can be viewed at:

www.dfee.gov.uk/heqe/cat98.htm#

www.dfee.gov.uk/heqe/catsupp.htm

Price: free

Developing Modern Higher Education Careers Services, Report of the Review Led by Sir Martin Harris, Manchester University, 2000, DfEE

The section, "An Integrated Service", comments on and makes recommendations about the role of HE careers services in delivering and/or helping tutors to deliver aspects of the curriculum, especially those relating to the development of students' career management skills, and arranging work experience and helping students to gain value from that experience.

Report can be viewed in various formats at:

www.dfes.gov.uk/hecareersservicereview/index.shtml

Northwest Student and Graduate Online

This is a web resource that is being developed by a partnership of HE careers services and business support services in the North West region. One of its aims is to link academic staff to resources to help to enhance student and graduate employability and to increase awareness of the North West economy and work experience opportunities within it. On-line learning materials will be available.

Web based information at: www.nwstudentandgraduate.ac.uk

The Windmills Programme: Career Tactics for the 21st Century, 2001, Graduate into Employment Unit, University of Liverpool

The resources for this career management programme can be adapted by academic and careers staff to help their students to make career plans, define the action needed to actualise the plans, identify sources of support and continuously review their progress. A detailed step-by-step guide, fully supported by working materials, is provided to trainers to enable them to deliver the Programme.

Programme information and ordering details can be viewed at: www.gieu.co.uk/
Price: £495 (plus vat)

2.4.1 Supporting Self-Awareness and Self-Development

All HE careers services have resources, including work materials and interactive programmes, for students who wish to reflect on their skills portfolio and make plans to develop this by exploiting their university and college experiences.

Centre for Recording Achievement (CRA)

The CRA has created a web-based resource which aims to support good practice in recording achievement and personal development planning in the curriculum, extracurricular activities and work experience. It includes case-studies and a forum to share and discuss ideas and problems.

Web based information at: <http://www.recordingachievement.org/>

EmployAbility

This is a website for disabled people developed by the Centre for Research and Policy on Disability at Coventry University and partners in other European countries. It has sections on career management, from self-appraisal to job searching, and on career mobility within Europe with emphasis on opportunities in the communications industries. Links to information about mobility schemes, legislation, benefits, and support and advice are given. The future of this web resource is uncertain.

Web based information at: www.nrec.org.uk/employability

Guidelines for HE Progress Files, Universities UK, February 2001, Universities Scotland, the Standing Conference of Principals, LTSN and QAA

These extensive Guidelines have been produced to help universities and colleges of higher education to develop and introduce Progress Files. The elements of the Progress File, and its relationship to learning and learning outcomes and personal development are described. Information about and links to the organizations involved and to examples of good PDP practice are included.

Guidelines can be downloaded from: www.qaa.ac.uk/crntwork/progfileHE/contents.htm

Internet Personal and Academic Records Project, Phase 2, 2000-2002, Universities of Nottingham and Newcastle, co-ordinated by HEFCE with Innovations Funding from DfES

Internet Personal and Academic Records (PARS) are web-based systems for use by undergraduates, supported by academic staff and institutions, to record their academic and personal development and to encourage them to reflect upon and take responsibility for managing their learning and development. A demonstration is available on the website.

Web based information at: www.internet-pars.ac.uk

LTSN Generic Centre

This website is a rich source of information to help HE teachers to understand and develop their practices in relation to personal development planning (PDP), and the use of Progress Files, for their students. It has examples of PDP practice across universities, details of meetings and a facility to share experiences.

Web based information at: www.ltsn.ac.uk/genericcentre

Personal and Academic Development for Students in Higher Education (PADSHE)

This project involves a consortium of seven universities led by Nottingham that has adopted Personal and Academic Records (PARS) to help students to maximize academic achievement and the development of personal and career related skills, supported by the tutorial system.

Web based information at: www.nottingham.ac.uk/padshe

Postgraduate Skills Record, Royal Society of Chemistry

This is a tool to help chemistry postgraduate research students to reflect on and plan the development of professional and personal skills needed for their future career. The working materials for use by students and a **Supervisor's Guide** can be downloaded from this web resource.

Web based information at: www.rsc.org/lap/educatio/pgskills.htm

Progress Files for Higher Education, QAA

On these web pages is a brief description of personal development planning and the Progress File, with useful links.

Web based information at: www.qaa.ac.uk/crntwork/progfileHE/contents.htm

Beyond the 2.1 Guide to Progress Files, July 2002, AGR Briefing Paper no. 20. Warwick: AGR.

This Paper gives an employer perspective on Progress Files. It is anticipated that they might assist the employer to understand how the university experience has benefited individual students, for example by recording the learning derived from work experience, and that they could help in the recruitment process and the subsequent career development of graduate employees.

Briefing Paper available from: AGR – order from www.agr.org.uk
Price: £15 including delivery

Recording Achievement projects, 1998-2000, DfEE, Higher Education: Quality and Employability Division

The Division sponsored 6 projects to explore ways of encouraging undergraduates and postgraduates to reflect on and record their personal development during academic and non-academic activities and to design systems for recording achievement. Associated staff development programmes were prepared. The universities and other bodies involved and, where appropriate, the subject areas they focused on, were: Leeds; Liverpool, research postgraduates; Loughborough, construction management; Manchester; Newcastle upon Tyne; and the Royal Society of Chemistry, chemistry postgraduates.

End of project reports can be viewed at: www.dfes.gov.uk/heqe/gtol.htm
Project outlines can be viewed at: www.dfes.gov.uk/heqe/glossy.htm

2.4.2 Career Choice and Career Transition Skills

All HE careers services have a wealth of information about career decision making and the skills needed to make effective applications for jobs and courses. They will have extensive resources for students to use.

Assessment Centres, 2001, AGR Briefing Paper. Warwick: AGR

From a recruiter perspective, this Briefing takes a detailed look at the commonly used job candidate selection method, the assessment centre. It covers what assessment centres are and why they are used, and describes the tests and exercises they can include in relation to the personal transferable skills and behaviours they are intended to measure.

Briefing Paper available from: AGR – order from www.agr.org.uk
Price: £15 including delivery

Proactive Mentoring Project, Minority Ethnic Recruitment, Information, Training & Support, 2002, materials produced as a pilot study for the AGCAS MERITS project by Brunel University Careers Service

These materials, targeted at Black and Asian students, but suitable for all students, are designed for tutors and mentors to use within the curriculum. Their purpose is to assist students to use alumni mentor support to develop and utilise networking skills to aid their occupational research and career planning.

Materials can be downloaded from:
http://www.brunel.ac.uk/admin/careers/proactive_mentoring.shtml

Doctorjob.com, GTI Specialist Publishers

This interactive web resource is targeted at students and includes sections on choosing a career, applications, interviews, assessment centres and psychometric tests.

Web resource at: <http://doctorjob.com>

A Level Playing Field? Equality and Diversity: a Job Hunting Guide for Students and Graduates – How to Challenge Unfair Discrimination, 1999, AGCAS

This booklet is aimed at job seekers who believe they are meeting unfair discrimination. For issues such as sex equality, sexual orientation, disability, ethnic origins, and criminal records, the law is explained and practical advice about job applications is given.

Out-of-print but HE careers services will usually have reference copies.

Moving On in Your Career. A Guide for Academic Researchers and Postgraduates, 2000, Ali, L. and Graham, B.. London: Routledge Falmer

Within a section on career planning, this book has exercises on self-assessment of skills, interests, values, temperament and circumstances with strong focus on the work of academic researchers.

Book available from: Routledge Falmer
Price: £16.99 (plus delivery charge)

Prospects.ac.uk, CSU

Described as “the UK’s official graduate careers website”, this extensive website, aimed primarily at students, includes career guidance resources (go to “What job would suit me?”) featuring the highly regarded interactive guidance tool, Prospects Planner, and wide-ranging advice on self-marketing (go to “Applications and interviews”).

Web resource at: www.prospects.ac.uk

Psychometric testing, 1998, AGR Briefing Paper. Warwick: AGR

From an employer perspective, this Briefing describes psychometric tests that many employers use in candidate selection. It covers the types of tests that are available, the abilities, aptitudes and behaviours they are intended to measure, and particularly the procedures for administering them.

Briefing paper available from: AGR – order from www.agr.org.uk
Price: £15 including delivery

Recruiting Disabled Graduates, 2002, AGR Briefing Paper no. 19. Warwick: AGR

Written for graduate recruiters, this Paper states the business, legal and ethical case for recruiting graduates with disabilities and describes and comments on the Disability Discrimination Act in detail including its effects on recruitment practices. In addition it identifies sources of help and support for people with disabilities.

Briefing paper available from: AGR – order from www.agr.org.uk
Price: £20 including delivery

SHL Direct, SHL Group

Most of the psychometric tests used by employers in their selection processes are produced by SHL Group. This website is aimed at students and new graduates and, as well as explaining why tests are used by employers, offers practice tests on-line. For a more in-depth view of psychometric testing from a recruiter perspective, visit: www.shlgroup.com

Web resource at: www.shldirect.com

2.5 Career Management for Contract Research Staff (CRS)

Careers Resources for Academic Researchers, AGCAS

These web pages describe and provide links to resources for tutors running career planning workshops and, particularly, for CRS to help with self-appraisal, career decision making and job applications.

Web based information at: www.hesda.org.uk/crs/resource.html

Contract Research Staff. HESDA

These web pages contain considerable information about the career management and development of CRS in UK universities and colleges with descriptions of, and links to, relevant studies, initiatives and resources. It also has links to studies of employer attitudes to CRS. The major studies have been separately reviewed in this Directory.

Web based information at: www.hesda.org.uk/crs/crs.html

Developing the Managers of Contract Researchers, a Guide to the Issues and Practices Surrounding the Management and Development of Contract Researchers, 2000, a joint programme of the University of Strathclyde and the Universities' and Colleges' Staff Development Agency

This guide gives a detailed account of workshops designed to help managers of CRS and staff development officers to develop their CRS management and development skills and provides examples of workshop delivery materials and case-studies. Areas such as staff motivation, appraisal and feedback, and good personnel management practice are covered.

Guide can be viewed at: www.hesda.org.uk/crs/devcrs.html

***University Researchers and the Job Market, 2001, Schofield, L., University of London
Careers Service and AGCAS***

This is a resource book with lots of practical exercises designed to help contract research staff to identify their transferable skills, increase awareness of career options outside academia, and make career decisions and successful job applications.

Book available from: HESDA

Price: free but postage costs payable – see www.hesda.org.uk for details

3. Extra-curricular Development

This section focuses on links between extra-curricular activities and the acquisition of skills and knowledge needed for work. Specifically the resources cover:

- 3.1 **All Extra-Curricular Activities:** the acquisition by students of employment skills and knowledge through planned exploitation of personal interests and achievements and paid and voluntary work experience;
- 3.2 **Work Experience:** promoting, arranging, and supporting all types of work experience for students to enable them to develop skills, acquire commercial awareness, and record achievement. Work experience includes that linked to the curriculum, career placements and internships, and part-time term-time employment;
 - 3.2.1 **All Work Experience;**
 - 3.2.2 **Work Experience linked to the Curriculum:** including work based learning modules and sandwich placements;
 - 3.2.3 **Voluntary Work Experience:** its value for employment skills development.

3.1 All Extra-Curricular Activities

Centre for Recording Achievement (CRA)

The CRA has created a web-based resource which aims to support good practice in recording achievement and personal development planning in extra-curricular activities and work experience as well as in the curriculum. It includes case-studies and a forum to share and discuss ideas and problems.

Web based information at: www.recordingachievement.org/

Enjoy Student Life, Develop Workplace Skills, Get That Job, 2000, a video produced by University of Leeds Careers Service with support from Reuters Ltd. and Leeds TEC

This video, aimed at first year university students, is primarily about using free time interests and achievements productively to develop skills which employers value in graduates. The messages are reinforced through employer comments about their graduate selection processes.

Video available from: Leeds University Careers Service – e-mail Paul Jackson at: p.m.jackson@leeds.ac.uk)

Price: £6 (payment with order) including delivery

Insight Plus™, CRAC

This programme, expected to be running at 50 universities in 2002/3, is designed to help students to develop skills needed by employers and for career management through part-time work and other extra-curricular activities. It is delivered by CRAC, students' unions, careers services and job shops by means of: skills workshops where strengths and weaknesses are analysed; action planning, reflection and review to make best use of university experiences supported by an employer mentor to back up the process; and provision of support materials.

Web based information at: www.insightplus.co.uk

Moving On in Your Career. A Guide for Academic Researchers and Postgraduates, 2000, Ali, L. and Graham, B.. London: Routledge Falmer

Within a section on career planning, this book has exercises on self-assessment of skills, interests, values, temperament and circumstances with strong focus on the work of academic researchers.

Book available from: Routledge Falmer

Price: £16.99 (plus delivery charge)

See also Section 2.4.1: **Supporting Self-Awareness and Self-Development**, which describes resources to support personal development planning for students, including the exploitation of extra-curricular activities.

3.2 Work Experience

3.2.1 All Work Experience

Blackandasiangrad, University of Manchester and UMIST Careers Service, with support from HEFCE and AGCAS

This national website is dedicated to improving the employability of Black and Asian students and graduates through work experience. It includes details of vacancies, employer profiles, graduate case studies, advice about job applications and extensive links to related web sites.

Web resource at: www.blackandasiangrad.ac.uk

The National Council for Work Experience (NCWE)

The NCWE produces training support materials for students and their tutors to maximise the learning and development of key skills from work experience. A prime source of information for academic staff, it has launched the **British Journal of Work Experience**, runs training workshops and other events for tutors and acts as a forum for discussion of work experience issues. A **Tutor's Work Experience Resource Pack** and a **Placement Tutor's Handbook** (covered separately in this Directory) are available.

Web based information at: www.work-experience.org

National Association of Student Employment Staff (NASES)

This web resource has a student section that is of particular value to those who are undertaking term-time and part-time work. It includes a national listing of campus student employment offices and "a students' guide to rights at work".

Web based information at: www.nases.org.uk

Skill: National Bureau for Students with Disabilities

Amongst its many activities, Skill works in partnership with disabled students and academic staff and others to help and support disabled students who are seeking work experience.

Web based information at: www.skill.org.uk

STEP ENTERPRISE

As well as providing details to students of 1000s of project-based work placements with small and medium sized companies and community organisations, STEP offers a **Skills On-line** facility enabling students to record skills development whilst on a placement. It is available to be used by all, including graduates, undertaking work experience.

Web based information at: www.step.org.uk

Workable

A web based source of help to students with disabilities who wish to obtain work experience and gain maximum benefit from it. It provides contacts with potential employers and offers assistance with job applications and with rights and benefits at work.

Web based information at: www.workableuk.org

The Windsor Fellowship Undergraduate Leadership Programme

Black and Asian students who are in their first year or the second year of a 4-year programme can apply for a 2/3 year Fellowship which will involve a work placement with a sponsoring employer, support from a mentor, involvement in a community activity, and a personal enhancement programme to develop career related skills.

Web based information at: www.windsorfellowship.org

Work Experience Guides for Students

The following four publications, although produced for a student readership, are helpful in that they indicate the ways in which work experience adds to employability. They include student case-studies, and directories and profiles of employers offering work experience. Of particular interest is a clear focus on the skills and other attributes needed by students for work in different occupational areas. Bearing in mind that many employers now prefer to recruit their graduate employees from the ranks of their work experience students, this relates strongly to graduate employability. These books are free to students and are distributed to them via their university or college careers service where reference copies are usually available.

***Hobsons Career Guide, Placement & Vacation Work 2002.* London: Hobsons plc.**

Academic departments in many universities are invited to order them direct from Hobsons. Otherwise copies can be requested, subject to availability, from:
Hobsons - e-mail: Lucy.nichol@hobsons.co.uk
Price: free

***Prospects Focus on Work Experience, 2002.* Manchester: CSU Ltd.**

Individual copies are available to academic staff: CSU - e-mail:
j.townsley@csu.ac.uk
Price: free

***TARGET Work Experience, Business Management and Finance 2002.* Wallingford: GTI Specialist Publishers**

***TARGET Work Experience, Law, 2002.* Wallingford: GTI Specialist Publishers**

Individual copies are available to academic staff from: GTI - e-mail the GTI Circulation Team: circulation@grouptgti.com
Price: free

Work Experience Projects, 1998-2000, DfEE, Higher Education: Quality and Employability Division

During 1998-2000 the Division sponsored 8 projects to enhance work readiness by increasing the numbers of students who undertake part-time, vacation and study related work experience, accrediting this and developing materials for reflecting on and recording learning. The lead universities and other bodies involved were: CIHE; Central Lancashire; East Anglia; Hotel and Catering International Management Association; Leeds Metropolitan; Manchester; Newcastle upon Tyne; Prosper (Exeter and Plymouth); and Wolverhampton.

Project outlines can be viewed at: www.dfes.gov.uk/heqe/glossy.htm
End of project reports can be viewed at: www.dfes.gov.uk/heqe/gtol.htm

Work Experience: Expanding Opportunities for Undergraduates, 1998, Harvey, L., Geall, V. and Moon, S.. Birmingham: CRQ

This detailed report considers different types of work experience and the ways in which they benefit students, by development of skills and abilities in the work place, as well as academic staff and employers. The significance of learning outside the formal academic setting and the extent to which it can be made compatible with course programmes is explored.

Report available from: CIHE
Price: £5 including delivery
Report can be viewed at: www.uce.ac.uk/crq/publications/we/index.html

Work Related Learning Report , Reference WRLR1, February 2002. Nottingham: DfES

This report considers the benefits of work related learning for HE students and staff, and employers, and makes the case for expansion of work experience opportunities for students. It describes current initiatives and makes recommendations about how academic staff, through guidance and appropriate procedures, can help students to gain maximum benefit from all types of work experience.

Report available from: DfES Publications

Price: free

Report can be downloaded from: www.dfes.gov.uk/wrlr/

3.2.2 Work Experience linked to the Curriculum

Developing Employability and Key Skills, Examples of Current Practice, 2001. Chester: Chester College of Higher Education

Example 5 of this report, pages 14 – 19, describes the established 7 weeks Work Based Learning Module which was undertaken by 500 students at Chester College in 2000. The benefits to students, eg the development of “key and employability skills” and commercial awareness, and employers, and the role of academic staff are described.

Report available from: Chester College of Higher Education Careers Service

Price: free

Developing Key Skills Through Work Placements, 1998, Little, B.. London: CIHE.

This report focuses on the extent to which work placements, linked to the undergraduate curriculum, provide opportunities for students to develop key personal and social skills. It looks at mechanisms, devised by academic departments and employers, to monitor and enhance skills development.

Report available from: CIHE

Price: £5 including delivery

Getting Involved in Work Experience, A Guide for Academics, Manchester University and UMIST Careers service in conjunction with CSU

A web-based source of support for academic staff who wish to set up a work experience programme as part of a course, in term or vacation. As well as detailed and practical advice on setting up a programme there are sections about maximising its value to students and assessment and accreditation. The needs of international students are considered.

Web resource at:

http://www.prospects.ac.uk/workbank/work_experience/Guide_for_Academics/guideacad.htm

The Impact of Sandwich Education on the Activities of Graduates Six Months Post-Graduation, 2000, Bowes, L. and Harvey, L. for CRQ and NCWE

This is a report of a study of sandwich graduates for subject areas across science, engineering, business, built environment, languages and social sciences that measures the extent to which their sandwich education renders them more likely to secure full-time paid employment within six months of graduating.

Report out-of-print but soon to be available for viewing on the NCWE web pages at:

www.work-experience.org

The Mix of Graduate and Intermediate Level Skills in Britain; What Should the Balance Be?, NIESR Discussion Paper 161, January 2000, Mason, G., NIESR

This Paper refers to quality shortcomings in some graduates, especially a lack of work experience and commercial awareness, and suggests ways of integrating employment based training with university courses.

Can be downloaded from: www.niesr.ac.uk

The Placement Tutor's Handbook: a Guide to Higher Education Institutions on Arranging Placements and a Compendium of Current Best Practice in the UK, 1999, Powell-Williams, K. and Pierce, D., NCWE

As well as describing the aims and benefits of placements, this extensive handbook is, in effect a practical guide to planning, arranging, monitoring and accrediting placements with examples of documentation. Section 2 is a Compendium of Best Practice with sections on Business and Management; Humanities; Social Sciences; Art and Design; Science; Science; Engineering and Technology; Mathematics and Information Technology; The Built Environment; and Hospitality and Tourism.

Handbook available from: NCWE – order from: www.work-experience.org
Price: free

Tutors' Work Experience Resource Pack, NCWE

The pack contains training materials for academic staff new to work experience and includes an explanatory booklet, templates for overhead slides and student handouts, and group work cards for use when tutoring students.

Resource pack available from: NCWE – order from: www.work-experience.org
Price: free

3.2.3 Voluntary Work Experience

The Art of Crazy Paving, Volunteering for Enhanced Employability, 2001, Speakman, Z., Drake, K. and Hawkins, P., London: Student Volunteering UK

This book describes volunteering opportunities, makes the link between the work and the development of skills to enhance employability, and provides a step by step guide to obtaining a job and gaining maximum benefit from the experience through personal development planning.

Book available from: Student Volunteering UK
Price: £10 including delivery

The National Centre for Volunteering

This is an extensive on-line resource with a section for potential volunteers including news about the world of volunteering, summaries of the latest research, and advice and information, for UK and non-UK citizens, about the legal and other aspects of volunteering. For students seeking specific work experience relating to career plans there are links to organisations offering opportunities categorised by type of work, and to overseas placement agencies.

Web resource at: www.volunteering.org.uk

For aids to planning and recording experience and derived learning, see Section 2.4.1 **Supporting Self-Awareness and Self-Development** .

4. Destinations of HE Leavers

This section focuses on the career progression of graduates, undergraduate diplomates, and postgraduates, their initial destinations and early years' career development. Specifically, the resources cover:

- 4.1 **First Destination Information:** the flow of graduates and diplomates and postgraduates from HE into employment, further study and training, and other destinations;
 - 4.1.1 **First Destination Information for All HE Leavers;**
 - 4.1.2 **First Destination Information for Specific Subjects and Subject Groups.**

- 4.2 **Career Tracking Information:** career outcomes beyond the transition from HE into first destinations and the movement of graduates within and between occupations.
 - 4.2.1 **Career Tracking Information for All HE Leavers;**
 - 4.2.2 **Career tracking Information for Contract Research Staff:** career development of contract researchers within and out of higher education.

4.1 First Destination Information

4.1.1 First Destination Information for All HE Leavers

Destinations of Postgraduates in the UK, 2000, Robertson, A. for AGCAS

This report describes sources of information about the destinations of postgraduates, comments on their strengths and shortcomings, and makes recommendations about improving the usefulness of existing data.

Report can be viewed at: www.hesda.org.uk/crs/destin.html

First Destinations of Students Leaving Higher Education Institutions 2001, 2002.

Cheltenham: HESA

First destination statistics are produced annually and are based on data collected from publicly funded HEIs in the UK. The data is collected on 31st December, approximately 6 months after qualification of most first degree and undergraduate diploma students. Data is also collected for postgraduate leavers. After a narrative introduction summarising the key findings, there are tables of first destination data broken down by leaving qualification, gender, and domicile. Statistics for UK domiciled leavers are broken down by subject of study. The statistics for the cohort entering employment in the UK is further broken down by subject of study, and type of employer (based on the SIC) and type of work (based on SOC). HESA will generate data broken down in other ways for a fee.

Book (or CD-ROM) available from: HESA

Price for book: £33 including delivery

HE careers services will usually have a reference copy

Indicators of Employment, 2001, HEFCE Report 01/21. Bristol: HEFCE

This set of performance indicators is about the employment outcomes of full time first degree graduates qualifying in 1999-2000. Indicators for subject of study, gender, ethnic group, social class and other factors are given for individual universities and for the combined university output.

Report available from: HEFCE

Price: free

Report can be downloaded from: www.hefce.ac.uk/Pubs/hefce/2001

What Do Graduates Do? Planning for Higher Education and Beyond, 2002, AGCAS in Association with CSU and UCAS

Aimed at those considering entering higher education, and published annually, this book considers the career destinations of graduates and undergraduate diplomates based on 2000 HESA first destination data. After summary data for all graduates and diplomates, and key facts about the graduate labour market, the destinations of graduates in 24 individual degree subjects* are listed including a breakdown of the types of work for those entering employment. Examples of specific jobs and case studies are provided. There are comments on the market demand for graduates within specific subject groups.

*The degree subjects are:

Accountancy; biology; building; business and management studies; chemistry; civil engineering; design studies; drama; economics; electronic and electrical engineering; English; environmental and other physical sciences; geography; history; information technology; law; mathematics; mechanical engineering; media studies; modern languages; psychology; physics; sociology.

Book available from: UCAS Distribution

Price: £9.95 including delivery

Can be viewed at: www.prospects.ac.uk > "Use your subject"

4.1.2 First Destination Information for Specific Subjects and Subject Groups.

HE careers services will have available very detailed first destination data for first degree and undergraduate diploma leavers and postgraduates from their institution.

The Signpost Sheets Series, 2001/2, produced by AGCAS

Entitled ***Your Degree in ... What Next?*** and ***Your HND in ... What Next?***, each sheet summarises the most commonly entered occupations, directly and indirectly subject related, for graduates/HNDs in a given subject. The skills gained from the study of each subject and the main employer sectors are also listed. Seventy different degree subjects and 8 HND subjects are covered.

Degree subjects:

Accountancy and finance; agriculture, anthropology; archaeology; architecture; biochemistry; biology; biomedical sciences; business studies; ceramics; chemical engineering; chemistry; civil engineering; classics; combined arts; combined sciences; comparative religion and theology; computer science; dance; drama; ecology; economics; education; electrical engineering; electronic/electronic engineering; English; environmental science; estate management; fashion; fine arts; food science; genetics; geography; geology; graphic design; history; history of art; hotel and catering; information and library management; information technology; landscape architecture; law; linguistics; materials science/metallurgy; mathematics; mechanical engineering; media studies; microbiology; modern languages; multimedia; music; nursing; pharmacology; pharmacy; philosophy; physics; physiology; politics; product design; psychology; public administration/social policy; recreation and leisure; silversmithing and jewellery; sociology; sport and physical education; statistics; surveying; textile technology/textile management; travel and tourism; women's studies; and zoology.

HND subjects:

Applied biology; building studies; business studies; chemistry; computing and IT; electronic engineering; hospitality management; and public administration.

Can be viewed at: www.prospects.ac.uk > "use your subject"

Annual Survey of UK Biochemistry Graduate Employment, 2000, The Biochemical Society

This is a survey, carried out annually, of biochemists and graduates of related subjects, including those completing masters' and PhD qualifications, based on data provided to the Society by 44 UK universities. The data, given in tabular form, is discussed and trends identified.

Can be viewed at: www.biochemsoc.org.uk/default.htm

Council of University Deans of Arts and Humanities (CUDAH) and CIHE

In late 2002 the CIHE will produce for CUDAH a report about the career destinations of doctoral researchers in the arts and humanities and the skills they developed in relation to employment. The match between career expectations and outcomes will be explored.

Report available from: CIHE in late 2002

Destinations and Reflections, Careers of British Art, Craft and Design Graduates, 1999, Harvey, L. and Blackwell, A. Birmingham: CRQ

This study of the careers of 2000 art and design graduates examines their career pathways from graduation, mainly in degree related occupations but also in other sectors. Factors such as the value of pre-graduation work experience, skills gained and lacking in relation to employment requirements, involvement in further study, self-employment and earnings are considered.

Report available from: CRQ – order from www.uce.ac.uk/crq/publications/dr/drorder.html
Price: £25 including delivery

***The Digest of Engineering Statistics 2002.* London: The Engineering Council**

This report, which is produced annually, summarises the findings of the most recent first destination and longitudinal career tracking surveys for graduate engineers and computer scientists linked with information about earnings and the supply of vacancies.

Report available from: The Engineering Council

Price: £70 including delivery

Report can be downloaded from: www.engc.org.uk/publications/stats_digest.asp

Vocational Course Surveys, AGCAS

These are surveys of 23 postgraduate course subject areas*. Each one lists available course providers and for individual courses gives a range of information for those who are considering applying. This includes an indication of success in the job market of graduates who complete the programme together with details of employers and types of work, or further postgraduate study, which they have entered.

*Subject areas:

Arts Administration; Cambridge Certificate in English Language Teaching to Adults (CELTA); Careers Guidance; Conversion Courses in Computer Science and Information Technology; Environmental Science and Conservation; Film, Visual and Sound Media and Multimedia; Geographical Information Systems, Surveying and Related Courses; Health Therapies and Nursing; Heritage Management and Museum Work; Hotel and Hospitality Management; Housing Management; Journalism; Language Translation and Interpreting; Library and Information Management; Marketing, Advertising and Public Relations; Operational Research and Ergonomics; Personnel Management; Printing and Publishing; Conversion Courses in Psychology; Tourism, Leisure and Recreation; Town and Regional Planning and Landscape Architecture; Transport and Distribution; and Youth and Community Work.

Surveys can be viewed at: www.prospects.ac.uk > "Search courses and research" > "Explore work related training"

What Can I do With ... An Arts Degree?, 2002, Dixon, B.. Richmond, Surrey: Trotman & Company Ltd.

After a chapter on the intellectual and personal skills which employers value in arts graduates, this book considers in turn the subjects of classics, English, history, history of art, modern languages and philosophy. For each there is a statistical overview of graduate career destinations based on HESA first destination data, and case studies in which graduates in employment describe the skills gained from their degree studies and student life generally.

Book available from: Trotman & Company Ltd

Price: £9.99 plus £1.50 delivery

4.2 Career Tracking Information

Many HE careers services carry out longitudinal surveys of the career progress of their own graduates and diplomates and make the data available within their institutions. Alumni offices may also store graduate employment data.

4.2.1 Career Tracking Information for All HE Leavers

Mixed Fortunes: Graduate Utilisation in Service Industries, NIESR Discussion Paper 182, July 2001, Mason, G., NIESR

This paper looks at graduate utilisation in three service sectors: retailing, computer services, and transport and communications. Graduate entry points, job roles, the skills graduates bring, career progression and earnings are examined.

Paper can be downloaded from: www.niesr.ac.uk

Moving On: Graduate Careers Three Years after Graduation, 1999, Elias, P., McKnight, A., Pitcher, J., Purcell, K. and Simm, C., IER for AGCAS, CSU and DFEE. Manchester: CSU

This key and very detailed study tracks the career progress of graduates and diplomates, drawn from across the subject spectrum and from 33 HE institutions, over the first 3.5 years from the time of their qualification in 1995. Factors such as subject of qualification, degree classification, gender, possession of prior work experience, and type of HE institution are variously correlated with success in the labour market, particularly employment in “graduate” or fast-track and non-graduate occupations, unemployment, and earnings. The extent to which the occupation is perceived as “career related” and “requiring their degree” is explored. The usefulness of further periods of study is also studied.

Report available from: CSU – contact Kate Owen: k.owen@csu.ac.uk

Price: £40 including delivery within the EC

A report summary can be viewed at: www.prospects.ac.uk > “Careers services’ desk” > “Products and people”

Should I Stay or Should I go? Issues Relating to the Retention of Graduate Recruits, 1999, Sturgess, J. and Guest, D., Warwick: AGR

Although produced for recruiters, this study gives an insight into why graduates choose to work for particular employers and identifies the factors which inform their decision to remain with or move to different employment as their careers develop.

Report available from: AGR

Price: £40 including delivery within the EC

A report summary can be viewed at: www.agr.org.uk > “Publications” > “Reports and surveys”

What Do Graduates Do?, Briefing Papers, 2000, Enterprise Centre for Learning and Curriculum Innovations, University of Manchester

Separate Briefing Papers were produced for HESA subject areas*, Each is a survey of the career patterns of the particular graduates and diplomates from 7 North West HEIs from 6 months to 7 years after graduation. Their employment/unemployment status is tracked over the period and the number of jobs held after graduation, the incidence of self-employment, and their latest sectoral employment are given.

*The subject areas covered are:

Combined Subject Areas, Business and Administrative Studies, Engineering and Technology, Physical Sciences, Languages, Social Economic and Political Sciences, Biological Sciences, Subjects Allied to Medicine, Humanities, Creative Arts and Design, Education, Architecture, Building and Planning, Medicine and Dentistry, Computer Science, Law, and Mathematical Sciences.

Briefing papers can be viewed at: www.lmi4he.ac.uk > “Quickfind” > “Publications”

Working Out? Graduates’ Early Experiences of the Labour Market, 1999, Purcell, K., Pitcher, J. and Simm, C., IER for AGCAS, CSU and DfEE. Manchester: CSU

This key and very detailed study is a follow-up to the **Great Expectations** study and measures the extent to which the career expectations of a cohort of UK-domiciled 1996 graduates have been met 18 months after graduation. Skills developed during the graduates’ time at university (“old” and “new”), linked to degree subject, are compared with those used in current employment. The importance of student work experience and involvement in extra-curricular activities, related to degree disciplines, is explored.

Report available from: CSU – contact Kate Owen: k.owen@csu.ac.uk

Price: £40 including delivery within the EC

A report summary can be viewed at: www.prospects.ac.uk > “Careers services’ desk” > “Products and people”

4.2.2 Career Tracking Information for Contract Research Staff

Academic Research Careers in Scotland; A Longitudinal Study of Academic Research Staff, Their Jobs and Career Patterns, 2001, IER for SHEFC

This is a study of the career destinations of contract research staff in post in 1998 in Scottish higher education institutions over the succeeding two years. Career transition within higher education and into other employment sectors is considered. It also looks at the skills acquired during employment in contract research and their portability into other careers.

Report can be downloaded from: www.shefc.ac.uk/content/shefc/research/crs/CRS.html

Career Paths of Physics Post Doctoral Research Staff, 1999, DTZ Pidea Consulting for the Institute of Physics published as Policy Paper 992

This is a study of the employment outcomes of physics post doctoral research (PDR) staff who completed their PDR positions in 1988 – 1993 and 1994 – 1995. A breakdown of the occupational sectors entered and the types of work is followed by an analysis of the views of PDR staff about the skills and competencies their PDR experience helped them to develop.

Report available from: The Institute of Physics

Price: free

5. Labour Market Information

This section focuses on resources which contain labour market information (LMI) of potential value for HE planning and provide an employer perspective on the skills and other aspects of employability of graduates and diplomates, now and in the future. Specifically the resources cover:

- 5.1 **Acquiring and Understanding Labour Market Intelligence:** the availability of LMI and how HE staff can make best use of it
 - 5.1.1 **Maintaining Labour Market Awareness:** keeping abreast of reports, articles, press releases, web sites and other information about the whole labour market and the graduate market in particular.
 - 5.1.2 **Understanding Labour Market Information:** understanding how LMI might inform HE planning, especially curriculum development.
- 5.2 **Skills Needed for Employment:**
 - 5.2.1 **Employment Skills of HE Leavers of All Subjects:** employers' views about the employability of HE leavers as a whole;
 - 5.2.2 **Employment Skills of HE Leavers of Specific Subjects and Subject Groups:** employers' views about the employability of graduates of specific subjects and groups of subjects;
 - 5.2.3 **Employment Skills of Contract Research Staff:** employers' views about the benefits of recruiting CRS;
 - 5.2.4 **Employment Skills for Entrepreneurship:** the incidence of business start-ups by new and recent graduates and the advice and support they need.
- 5.3 **Recruitment Trends:** changing employer requirements for employment skills and other attributes and the numbers and types of graduates.
- 5.4 **Earnings and Benefits Information and Trends:** information about current starting salaries of graduates and their longer term earnings potential compared with non-graduates.

5.1 Acquiring and Understanding Labour Market Intelligence

5.1.1 Maintaining Labour Market Awareness

Graduate Market Trends, quarterly, CSU

GMT is a review of the graduate labour market, featuring articles on graduate employment and higher education, and a survey. The featured survey is either a graduate salary and vacancy survey based on advertisements in CSU's publication Prospects Today, the largest and most comprehensive vacancy magazine for new and recent graduates, or CSU's own graduate employment and earnings analysis of the Government's Labour Force Survey (LFS). All articles and LFS based surveys since Spring 2000 and the most recent Prospects Today salary and vacancy survey are available on prospects.ac.uk. A searchable database of salary information and numbers of vacancies from advertisements in Prospects Today is also available on prospects.ac.uk.

Review can be viewed at: www.prospects.ac.uk > "Careers services' desk" > "Products and people"

Graduate Recruiter, bi-monthly. Warwick: AGR

This magazine, produced primarily for graduate recruiters, highlights current issues, gives an insight into developments in recruitment practices and trends, and comments on how student and graduate applicants respond to these.

Magazine available from: AGR – e-mail: info@agr.org.uk
Price: free

LMI Briefings, Labour Market Information for Higher Education

These are regular 4-page bulletins, produced for HEIs, summarising the results of research projects about the utilisation of graduates in the North West. The full reports can also be downloaded from this site.

Briefings can be downloaded from: www.lmi4he.ac.uk > "Quickfind" > "Publications"

LMI4HE, Labour Market Information for Higher Education

LMI4HE carries out research into the North West labour market, much of it in relation to graduate supply and demand. Details of past and current projects, and publications, can be seen on the web site.

Web resource at: www.lmi4he.ac.uk

News Bulletin, monthly, CSU

This is a compilation of up-to-the-minute information about the UK graduate labour market and higher education taken from reports, reviews, press releases, and newspaper articles.

Bulletin can be viewed at: www.prospects.ac.uk > "Careers services' desk" > "Products and people" > "The graduate job market"

Skills and Enterprise Network Newsletter, monthly, Learning Skills Council (LSC)

The newsletter contains a digest of the latest labour market news and research reports produced by government departments. It is distributed by e-mail.

Newsletter available from: LSC – e-mail request to sen@lsc.gov.uk

Price: free

Newsletter can be viewed at: www.lscdata.gov.uk/sen

5.1.2 Understanding Labour Market Information

Employing Intelligence: an Evaluation of Collaborative LMI Focusing on the Supply of and Demand for Graduates in Priority Sectors in the North West, June 2001, Macdonald, C., report based on research carried out by the NW HEI Partnership and funded by the NWDA's Skills Development Fund and the ESF

This is a study of the awareness of, attitudes to, and use of LMI by universities and colleges, and by "demand side" organisations such as professional and trade associations and government agencies, in the North West region. The value of LMI to higher education is discussed.

Report can be downloaded from: www.lmi4he.ac.uk > "Quickfind" > "Publications"

Labour Market Information for Higher Education Institutions: A Guide, 2000, Maginn, A. and Dench, S.. Brighton: IES

Aimed at staff in higher education, including those engaged in course planning, this Guide describes available sources of regional and local LMI and how it can be used to understand employer requirements and thus to increase graduate employability, eg through curriculum changes. Although a useful overview, some of the sources and links have changed or ceased to exist since publication.

Labour Market Intelligence, DfEE, Higher Education: Quality and Employability Division, 1998-2000

During 1998-2000 the Division sponsored 7 projects to promote the use of labour market intelligence in planning in higher education to improve responsiveness to employers and individuals. The lead bodies involved were: Consort for Advanced Continuing Education and Training (CONSORT); Focus (Central London TEC); Higher Education Careers Service Unit; Higher Education Information Service Trust (HEIST); the Institute for Employment Studies; Open University; and University of Middlesex.

End of project reports can be viewed at: <http://www.dfee.gov.uk/heqe/gtol.htm>

Project outlines can be viewed at: <http://www.dfee.gov.uk/heqe/glossy.htm>

Understanding the Graduate Labour Market, 2000, CSU and the careers services of Newcastle, Strathclyde and Sunderland Universities: Manchester, CSU

This report reviews the availability of national, regional and local sources of LMI, and describes initiatives to improve the dissemination of LMI to students, academic staff, HE planners and others. Workshop and seminar materials to aid the introduction of graduate LMI to academic staff and students are available from CSU separately from the main report.

Report available from: CSU – contact Kate Owen: k.owen@csu.ac.uk

Price: free

5.2 Skills Needed for Employment

5.2.1 Employment Skills of HE Leavers of All Subjects

***The Employment of UK Graduates: Comparisons with Europe and Japan*, HEFCE Report 01/38, 2001, Brennan, J., Johnston, B., Little, B., Shah, T. and Woodley, A.. CHERI report to HEFCE**

In this survey of 1994/5 graduates of all subjects from 12 countries, the characteristics of UK graduates were compared with those of Europe and Japan. In the section, "Skills and Competencies", the competencies possessed on graduation and in current employment (3/4 years after graduation) are listed and ranked and the results discussed. Competency "gaps" and "surpluses" were identified and the usefulness and quality of degree studies explored.

Report can be viewed at: www.hefce.ac.uk/Pubs/HEFCE

***Graduate Key Skills and Employability*, February 2002, The Chartered Management Institute, The London College of Printing and the Institute of Practitioners in Advertising. London: Chartered Management Institute**

In this survey the views of HR managers about graduates' key skills and employability are compared with those of a similar survey carried out in 2000. Graded lists of "today's graduates' grasp" of key and interpersonal skills and workplace attributes such as receptiveness to training and time-keeping are given and discussed. Recommendations are made about ways in which HE can enhance the employability of graduates and about greater interaction between HE and employers.

Report available from: The Chartered Management Institute – contact the Research Department
Price: free

***Graduates' Work: Organisational Change and Students' Attributes*, 1997, Harvey, L, Moon, S. and Geale, V.. Birmingham: CRQ**

Although five years old this exploration of the views of employers and recent graduates about the knowledge, abilities and skills needed by graduates to be successful at work is still useful. The value of work experience is particularly noted.

Report can be viewed at: <http://www.uce.ac.uk/crq/publications/gw/>

***HOBSONS CAREER GUIDES 2002.*, September 2001. London: Hobsons plc.**

The Guides are produced for and are free to students. Through articles and graduate case studies, they mention the skills needed by graduates in each employment sector. In addition they contain a directory of employers describing their main business areas and listing their expected graduate requirements.

The titles of the 2002 Guides are: *Engineering; Finance; Hospitality, Tourism & Leisure; IT & Communications; Law; Management; and Science*. There are also Guides with a European focus: *Careers in Europe; European Careers in IT and Communications; European Careers in Finance; European Careers in Engineering; and European Guide to MBA Careers*. The 2003 editions of these guides are expected to be available in September 2002.

Academic departments in many universities are invited to order them direct from Hobsons. Otherwise copies can be requested, subject to availability, from: Hobsons - e-mail: Lucy.nichol@hobsons.co.uk

Reference copies are usually available at HE careers services

North West Employers' Needs and Expectations of Postgraduates Skills, 2000, report by Cushlow, F, and Morris, H.. Bolton Institute for the DfEE

The skills and specialist knowledge that postgraduates bring to their employment, as identified by the employers and the postgraduates themselves, are studied in this report. Their skill deficits and other weaknesses are also explored.

Report can be downloaded from: www.lmi4he.ac.uk > "Quickfind" > "Publications"

Opportunities and Skills in the Knowledge Driven Economy, a Final Statement of the National Skills Task Force from the Secretary of State for Education and Employment, 2001, DfES (Reference NSA2)

Within this publication, initiatives affecting HE, namely the Foundation Degree, Graduate Apprenticeships and the Excellence Challenge Programme to encourage school students from disadvantaged backgrounds to enter HE, are briefly commented on.

Can be downloaded from: www.skillsbase.dfee.gov.uk > "Library"

Skills Crisis Blamed on Education System, September 2000, The Chartered Management Institute

In this broad-brush survey (available only in the form of a Press Release) the views of HR professionals suggest that failures in the education system are generating a "skills crisis". Employers' most valued skills and the extent to which graduates display them are commented upon.

Survey can be viewed at: www.managers.org.uk > "Latest News" > "Press Office" > "Archive 2000."

TARGET, 2002, (a group of industry specific publications). Wallingford: GTI Specialist Publishers

These books are produced for and are free to students and are distributed to them via their university or college careers service and in some cases their departments. Through job summaries and graduate case studies, they mention the skills needed by graduates in the various industrial sectors. In addition they provide information about the major employers and their main technical business areas. The titles are *City & Finance; Civil & Structural Engineering; Construction & Building Services; Engineering; Food & Drink; IT; Law; Management Consulting; Property; Quantity Surveying & Commercial Management*. Titles with a European focus are *Business, Management and Finance and IT and Engineering*.

Individual copies are available to academic staff, whilst stocks last, from: The GTI Circulation Team.

Price: free

Reference copies are usually available at HE careers services

5.2.2 Employment Skills of HE Leavers of Specific Subjects and Subject Groups

Change and Diversity, the Challenges facing Chemistry Higher Education, 1998, Mason, G. for The Royal Society of Chemistry in association with NIESR and CIHE. London: CIHE

This report includes employers' and graduates' views about the quality of new chemistry graduates and postgraduates and their technical and personal skills.

Report available from: CIHE

Price: £5 including delivery

Employability: Employer Perceptions of Subject Benchmark Statements, 2002, Forbes, P and Kubler, B. for CIHE

This is a pilot study of the perceptions of 26 larger employers about the skills developed through undergraduate study and reflected in the benchmark statements produced by three subject areas: English, Engineering, and Hospitality, Tourism and Sport. All the “competencies and qualities” look for in graduate recruits, including the skills listed in the benchmark statement, are given. The benchmark skills are ranked according to the number of employers that cited them as being developed.

Report can be viewed at: www.cihe-uk.com/employability.htm

Employers' Views of Postgraduate Physicists, February 2001, Jagger, N. of IES for EPSRC

This report includes the views of employers, academic staff, and the postgraduates themselves, about the technical and especially the “soft” skills developed by postgraduate study. Strengths and deficiencies are identified. The skill requirements of technical and some non-technical employment sectors are also considered.

Report can be downloaded from: www.epsrc.ac.uk > “About EPSRC” > “Publications”

From Learning to Earning; How to Maximise Your Future Employability by Choosing the Right Degree, 2002, Higgins, N and Pettifor, C.. Richmond, Surrey: Trotman and Company Ltd.

This is a survey of the views of graduate employers, collected between 1999 and 2001, about the employability of graduates in eleven given subjects from universities throughout the UK. For each subject ranked tables of universities are given. In addition, an ordered list of graduate employability qualities is presented for each subject and for all subjects combined. The subjects are:

Business and Management; Civil Engineering and Construction; Computing and IT; Electrical Engineering and Electronics; Finance, Accountancy and Banking; General (other) Engineering; Languages; Law; Mathematics and Statistics; Sciences; and Social Sciences and Economics.

Book available from: Trotman and Company Ltd.
Price: £12.99 plus £1.50 for delivery on the UK

Getting Ahead: Graduate Careers in Hospitality Management, HEFCE Report 01/30, 2001, Council for Hospitality Management and HEFCE

This report includes a study of the hospitality industry's attitudes to and need for hospitality graduates, ie graduates vocationally prepared to work in that industry. Sectors looked at include contract catering, hotels, leisure, restaurants, and licensed retail. The relevance of the graduates' knowledge and skills is considered at first recruitment and as careers progress. Diversity issues are covered.

Report can be downloaded from: www.hefce.ac.uk/Pubs/hefce/2001/

HE Partnerships with Graduates – “Alumni Projects”, 1996-1998, DfEE, Higher Education: Quality and Employability Division (HEQE)

HEQE sponsored a number of projects, carried out mainly by universities, to use alumni and employers as a resource to identify skills needed in the work place and to feed this into staff and curriculum development. The universities involved and, where appropriate, the subject areas they focused on were: Anglia Polytechnic; Bristol; Central Lancashire; Luton, engineering; Manchester and UMIST; Northumbria at Newcastle; Oxford Brookes; Plymouth, chemistry, environmental sciences, and geology; Sheffield Hallam; Westminster; York, chemistry.

Project outlines and ordering information for the full reports can be viewed at:
www.dfes.gov.uk/heqe/cat98.htm#
Price: free

Humanities Graduates and the World of Work, 1997, CIHE for CUDAH

This report provides a perspective on the skills that employers seek and that humanities graduates possess. The importance of work experience and work based learning is stressed, and case-studies presented. Suggestions are made about improving employability.

Report out of print but photocopies available from: CIHE – contact Ronwen Emerson

Institute of Biology Response to the QAA Consultation: Benchmarking Academic Standards in the Biosciences, November 2001, Institute of Biology

Comments on the generic and subject specific skills which bioscience graduates are expected to possess.

Report can be viewed at: www.iob.org > “Consultations and responses” and search on “employability”

Physics – Building a Flourishing Future: Report of the Inquiry into Undergraduate Physics, October 2001, Institute of Physics

In part, this report, presents the views of employers about the attributes they value in physics graduates and those they would like to see improved. An analysis of HESA first destination data is undertaken and the supply and demand situation for graduates is discussed, concentrating particularly on physics teaching in schools. The accompanying ***Survey of Undergraduate and Postgraduate Views*** describes the views of physics graduates and postgraduates about the skills, acquired at university, that they most frequently use in the work place and reports on their employment sector and earnings.

Report and accompanying data can be viewed at: <http://policy.iop.org/Policy>

Postgraduate Training in the Life Sciences, A Report of a Working Party established by the UK Life Sciences Committee, January 2000, UK Life Sciences Committee

This report, in part, comments on, and expresses concern about, the quality of PhD students as perceived by university academic staff and industrialists.

Report can be viewed at: www.lifesci.org/responses/finuklsc.htm#tor

Project to Define Professional Functions and Standards in Archaeology Practice, May 2002, Carter, S. and Robertson, A., Q-West Consultants for the Archaeology Training Forum

Included in this report is a study of work roles, based on consultations with employers, within the field of archaeology mapped against types and levels of qualifications and key and core skills.

Report can be downloaded from: www.5sconsulting.com/archaeology > “Project Documents”

Review of Graduate Studies in the Humanities and Social Sciences, 2001, British Academy

This report considers the decreasing supply and quality of PhD students in some subject areas with consequences for the replenishment of – and by implication their employability within - the academic profession. Recommendations are made.

Report can be viewed at: www.britac3.britac.ac.uk/news/reports/gsr/main.html

Science Skills Issues, Skills Task Force Research Paper 17, 1999, Pearson, R., Jagger, N., and Aston, J., IER

This paper discusses the supply and demand for graduate and postgraduate scientists, mainly in biology, chemistry, physics and mathematics, and the changing needs of employer sectors for subject related and underlying personal skills, and competencies in areas such as business awareness. Although concentrating mainly on the UK, the situation in Europe and the United States is touched upon.

Research paper is available from: DfES Publications (Quote ref. SKT22)

Price: free

Research paper can be downloaded from: www.dfee.gov.uk/skillsforce/9.htm

SET for Success: the Supply of People with Science, Technology, Engineering and Mathematical Skills, April 2002, Sir Gareth Roberts' review for the Treasury, DfES and DTI

Focusing on biological and physical scientists, engineers, mathematicians and computer scientists, the report reviews supply and demand for graduates and looks at mismatches between the skills of graduates and postgraduates and those required by employers. It notes a lack of the interpersonal transferable skills needed by R & D employers and the unsatisfactory training in interpersonal and communication skills and management and commercial awareness required by postgraduates for careers in both academia and a business related environment. Similar conclusions are drawn about the preparedness of contract research staff for research careers.

Report can be downloaded from: www.hm-treasury.gov.uk

5.2.3 Employment Skills of Contract Research Staff

Career Paths of Academic Researchers, 2000, AGCAS

From this collection of case-studies of CRS who made a successful career transition out of HE, a compilation of the competencies demonstrated is made. The processes of career decision making, the value of transferable skills developed through academic research, and approaches to self-marketing can be observed.

Case studies can be viewed at: www.hesda.org.uk/crs/case.html

Survey of Employer Attitudes to Postgraduates and Contract Researchers, November 2000, Wright, S., University of Strathclyde Careers Service for AGCAS

After identifying the occupations for which employers are willing to recruit CRS, this study evaluates the benefits of recruiting them, including particularly their knowledge and skills. The results are broken down by commercial sector. The methods of recruitment are also considered.

Report can be viewed at: www.hesda.org.uk/crs/attitude.html

University Researchers: Employers' Attitudes and Recruitment Practices, March 2000, Wright, S., University of Strathclyde Careers Service, for AGCAS

This study identifies the types of work for which employers will consider CRS. It describes the benefits of recruiting them, in particular the skills and knowledge they bring to employment, and offers advice about the aspects of their candidacy which they should emphasise when approaching potential employers. It also looks at employers' recruitment methods.

Report can be viewed at: www.hesda.org.uk/crs/unires.html

5.2.4 Employment Skills for Entrepreneurship

Prospects Focus on Self-employment 2002. Manchester: CSU Ltd.

Produced for and free to students who are thinking of setting up their own business, this booklet discusses the factors which should be considered, including the necessary skills and business awareness, describes the available sources of advice, and financial and other support, and, through case studies, ranges over many sectors where self-employment is possible.

Individual copies are available to academic staff from: CSU - e-mail: j.townsley@csu.ac.uk

Price: free

Booklet can be viewed at: www.prospects.ac.uk > "Careers services' desk" > "products and people"

Reference copies are usually available at HE careers services

Graduate Business Start Ups, 1998-2000, DfEE, Higher Education: Quality and Employability Division

During 1998-2000 the Division sponsored 5 projects to assess the extent of, and potential for, graduate business start-ups as a significant career destination for graduates, and whether there is a need for this to be reflected more explicitly in the higher education curriculum. The lead bodies involved were: Host Consultancy; Institute for Employment Studies; London Institute (arts, communication and design students); University of Central Lancashire; and University of East London.

End of project reports can be viewed at: www.dfes.gov.uk/heqe/gtol.htm

Project outlines can be viewed at: www.dfes.gov.uk/heqe/glossy.htm

Graduates Mean Business, a Study of Graduates' Self-employment and Business Start-ups, IES Report no. 357, 1999, Tackey, N.D. and Perryman, S. Brighton: IES

This report looks at the extent to which graduates enter self-employment up to 4 years after graduation, their reasons for doing so, their routes into it, and available sources of advice and support. Their personal characteristics, subject of degree study, and family background are examined.

Report available from: IES

Price: £35 plus delivery

Report summary can be viewed at: www.employment-studies.co.uk > "Publications"

Starting a Successful Business. Standards for Business Start-Up, May 2000. Sheffield: SFEDI

This is a useful resource, for those who are advising and supporting others, about all aspects of starting a new business and running it successfully. It describes the needed personal skills and commercial awareness.

Book available from: SFEDI – order from www.sfedi.co.uk > "products".

Price: £11.95 plus delivery

Young Enterprise Graduate Programme, Young Enterprise

The programme is designed to help undergraduates who are considering self-employment and business creation as a career to gain experience of setting up and running a company whilst completing their degree studies. With tutor support it is possible to achieve a BTEC award for its successful completion.

Web based information at: www.graduate-programme.org.uk

5.3 Recruitment Trends

Employers Skill Survey, September 2001, DfES

This is a survey of skill deficiencies in terms of hard-to-fill vacancies and internal skill gaps for the whole UK workforce including projections of the most needed skills over the next 2/3 years.

Report can be downloaded from: www.dfee.gov.uk/research

The UK Foresight programme. The Office of Science and Technology

Although not a direct source of LMI, the Foresight programme looks at future developments in science and new technologies and their impact on the economy, including emerging industries, and society. The web site contains information about past and current studies and gives access to reports that can be downloaded or ordered on screen.

Web based information at: www.foresight.gov.uk

Labour Market Trends, monthly, Office for National Statistics

This publication contains very detailed and extensive labour market statistics relating to earnings, employment, training programmes and other topics, with many references to the graduate market.

The Trends are available in hardcopy from: The Stationery Office – order from www.tso.co.uk

Price for annual subscription: £95

Can be downloaded free from:

<http://www.statistics.gov.uk/statbase/Product.asp?vlnk=550&More=N>

Pay and Progression for Graduates, 2002, MPR Research File no. 59, February 2002, IDS Management Pay Review. London: IDS

The latest of a series of annual employer surveys, this includes a review of trends in the new graduate market. It forecasts employers' recruitment intentions for 2002, highlights expected skill shortfalls, and looks at the growth of employers' preferences for on-line job applications.

Review only available by taking out an annual subscription to the IDS Management Pay Review from: IDS

Price: £281.50

Recruiting Disabled Graduates, AGR Briefing Paper no. 19, May 2002. Warwick: AGR

Written for graduate recruiters, this Paper states the business, legal and ethical case for recruiting graduates with disabilities and describes and comments on the Disability Discrimination Act in detail including its effects on recruitment practices. In addition it identifies sources of help and support for people with disabilities.

Briefing Paper available from: AGR

Price: £20 including delivery

Sector Skills Development Agency (SSDA)

The new SSDA will support a growing UK-wide network of Sector Skills Councils which are expected to interact with education sectors including higher education to help to ensure adequate skill provision to the industry sectors.

Web based information at: www.ssda.org.uk

Skills and Enterprise Network, LSC

The LSC is currently developing a new web resource that will be a focal point for accessing skills information produced by all government departments and will have appropriate links. The intention is that it will have, in effect, a library of government reports, surveys and other publications that will be available in hard copy format or for downloading either directly or via links to the producing departments. This resource, which is expected to be available in late 2002, will include a discussion forum and offer help and support to its users of skills and LMI information.

Web based information available: From LSC in late 2002

Skillsbase. DfES and IER

Skillsbase is an information website for labour market information, education and skills data. It has a Narrative section providing an insight into skill trends; a Database section for those who need the raw statistical data; and Inforum which gives access to a chatroom and bulletin-board to promote discussion. Details of available hard-copy and PDF format publications, including those of the former National Skills Task Force, are given.

Web based information at: www.skillsbase.dfee.gov.uk

See also Section 5.1.1 Maintaining Labour Market Awareness

5.4 Earnings and Benefits Information and Trends

Financial Returns to Undergraduates, a Summary of Recent Evidence, 2002, Conlon, G. and Chevalier, A., Centre for the Economics of Education of the London School of Economics and CIHE. London: CIHE

This evaluation of available data looks at the financial returns and the likelihood of unemployment and underemployment of graduates and postgraduates in relation to gender, degree subject, type of institution and social class.

Report available from: CIHE

Price: £5 including delivery

Graduate Earnings from the Labour Force Survey, June 2002, CSU

Based on LFS data collected from June 2000 to May 2001, this article compares the earnings of graduates with non-graduates in the age ranges 20-24, 25-29, and 30-34 and by gender for the 20-24 group. For the same age ranges graduate earnings are also analysed by degree subject, with 15 subjects and subject groupings being considered, and region of place of work.

The degree subjects and groupings are:

Medicine and medical related; agricultural sciences; architecture and related; arts; biological sciences; business and financial studies; education; engineering and technology; humanities; interdisciplinary subjects; librarianship and information studies; linguistics and languages; mathematical sciences and computing; physical/environmental sciences; social sciences.

Article can be viewed at: www.prospects.ac.uk > "Careers services' desk" > "Products and people" > "Graduate Market Trends"

Graduate Salaries & Vacancies Annual Review, 2002, Barber, L. & Regan, J. of IES for AGR

As well as providing data about graduate starting salaries and their rate of growth, this annual employer survey and review of the graduate recruitment market comments on the volume of vacancies available in a variety of employment sectors. It also identifies and ranks the skills sought by recruiters and the extent to which graduates possess them. The full survey and review is only available to members of AGR.

A summary of main findings can be viewed at: www.agr.org.uk

Income Data Services Ltd. (IDS)

The publications of IDS contain many references to graduate earnings and trends. Details can be seen on the web pages.

Web based information at: www.incomesdata.co.uk

Mapping the Careers of Highly Qualified Workers, HEFCE Research publication M10/97, 1997, Belfield, C., Bullock, A., Chevalier, A., Fielding, A., Siebert, W., and Thomas, H.. Bristol: HEFCE

This is a national study of the “rate of return” from higher education graduates of 38 different subjects. The salaries of graduates qualifying in 1985 were looked at in 1996.

Report available from: HEFCE

Price: £10 including delivery – to purchase go to

<http://www.hefce.ac.uk/pubs/HowToOrd.htm>

The Executive Summary can be viewed at:

www.hefce.ac.uk/Pubs/hefce/1997/m10_97.htm

Pay and Progression for Graduates 2002, MPR Research File no. 59, February 2002, IDS Management Pay Review. London: IDS

The latest of a series of annual employer surveys, this includes a review of salary data provided by named employers for graduates recruited in 2001 and for those expected to be recruited in 2002, as well as a look at the salary progression and graduate retention for those recruited in 1996 and 1998. Also presented are data for the pay for sandwich and vacation placements for named employers.

Research File available only by taking out an annual subscription to the IDS Management Pay Review from: IDS

Price: £281.50

Regional Earnings from the Labour Force Survey, July 2002, CSU

Based on LFS data collected from December 2000 to November 2001, the earnings of graduates in full-time employment are compared with those of non-graduates by region of place of work for age ranges, 21–30, 31-40 and 41-50.

Article can be viewed at: www.prospects.ac.uk > “Careers services’ desk” > “Products and people” > “Graduate Market Trends”

The Returns to Academic, Vocational and Basic Skills in Britain, Skills Task Force Research Paper 20, 2000, DfEE

This review of the literature considers the financial returns to individuals of a range of qualifications including first and higher degrees.

Paper is available from: DfES Publications (quote ref. SKT27)

Price: free

Paper can be downloaded from: www.skillsbase.dfee.gov.uk/

Some of the LMI alerting services described in section 5.1.1, Maintaining Labour Market Awareness, will review new information about the earnings of graduates; see particularly CSU's *Graduate Market Trends*.

6. Addresses

These addresses have been selected to assist in the acquisition of the resources listed in the Directory.

The Association of Graduate Careers Advisory Services (AGCAS).
Administration Office, c/o Careers Service, University of Sheffield, 8-10, Favell Rd., Sheffield S3 7QX.

www.agcas.org.uk

Tel: 0870 770 3310

The Association of Graduate Recruiters (AGR).
The Innovation Centre, Warwick Technology Park, Gallows Hill, Warwick, Warwickshire CV34 6UW.

www.agr.org.uk

01926 623236

The Biochemical Society.
59 Portland Place, London W1B 1QW.

www.biochemsoc.org.uk

020 7580 5530

Careers Research & Advisory Centre (CRAC)
Sheraton House, Castle Park, Cambridge CB3 0AX.

www.crac.org.uk

Tel: 01223 460277

Careers Services Unit (CSU).
Prospects House, Booth Street East, Manchester M13 9EP.

www.prospects.ac.uk

Tel: 0161 277 5200

The Centre for Recording Achievement (CRA).
39, Bridgeman Terrace, Wigan WN1 1TT.

www.recordingachievement.org

Tel: 01942 826761

The Centre for Research into Quality (CRQ).
University of Central England, 90, Aldridge Rd., Perry Barr, Birmingham B42 2TP.

www.uce.ac.uk/crq

Tel: 0121 331 5715

The Chartered Management Institute.
2, Savoy Court, Strand, London WC2R 0EZ

www.managers.org.uk

E-mail: research@managers.org.uk

Tel: 020 7421 2701 (Research Department)

Chester College of Higher Education Careers Service.
Parkgate Rd., Chester CH1 4BJ.

www.chester.ac.uk/sgss/careers.html

E-mail: careers@chester.ac.uk

Tel: 01244 392 705

Council for Industry and Higher Education (CIHE)
344-354, Gray's Inn Rd., London WC1X 8BP.

www.cihe-uk.com

020 7833 9712

DFES Publications.
PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ.
www.dfes.gov.uk/publications
Tel: 0845 60 222 60.

The Engineering Council.
10, Maltravers St., London WC2R 3ER.
www.engc.org.uk
Tel: 020 7240 7891

GTI Specialist Publishers.
The Barns, Preston Crowmarsh, Wallingford, Oxon OX10
6SL.
<http://doctorjob.com>
E-mail: circulation@groupgti.com
Tel: 01491 828905

Gower Publishing Ltd.
Gower House, Croft Rd., Aldershot, Hampshire GU11 3HR.
www.gowerpub.com
Tel: 01252 331551

The Graduate into Employment Unit (GIEU)
Cathedral Precinct, Mount Pleasant, Liverpool L3 5TQ.
www.gieu.co.uk/gieu-welcome/art
Tel: 0151 709 1760

Higher Education Funding Council for England (HEFCE).
Northavon House, Coldharbour Lane, Bristol BS16 1QD.
www.hefce.ac.uk
Tel: 0117 931 7317

The Higher Education Staff Development Agency (HESDA)
Ingram House, 65 Wilkinson St., University of Sheffield, Sheffield S10 2GJ.
www.hesda.org.uk
Tel: 0114 222 1335

The Higher Education Statistics Agency (HESA)
18, Royal Crescent, Cheltenham GL50 3DA.
www.hesa.ac.uk
Tel: 01242 211155 (sales)

High Fliers Research Ltd.
10a, Belmont St., Camden Town, London NW1 8HH.
www.highfliers.co.uk
Tel: 020 7428 9000

Hobsons plc.
Challenger House, 42, Adler St., London E1 1EE.
www.hobsons.co.uk
Tel: 020 7958 5000

Income Data Services Ltd. (IDS)
77, Bastwick St., London EC1V 3TT
www.incomesdata.co.uk
Tel: 020 7324 2599 (Sales)

Industry in Education.
11, Beaumont Gate, Shenley Hill, Radlett, Herts. WD7 7AR.
Tel: 01923 853870

The Institute for Employment Research (IER).
University of Warwick, Coventry CV4 7AL.
www.warwick.ac.uk/ier
Tel: 02476 524127

The Institute for Employment Studies (IES).
Mantell Building, Falmer, Brighton BN1 9RF.
www.employment-studies.co.uk
Tel: 01273 686751

The Institute of Physics.
76, Portland Place, London W1B 1NT.
www.iop.org
020 7470 4800

Kogan Page.
120, Pentonville Rd., London N1 9JN.
www.kogan-page.co.uk
Tel: 020 7278 0433

The Learning and Skills Council (LSC).
101, Lockhurst Lane, Coventry CV6 5SF.
www.lsc.gov.uk
Tel: 024 7670 3241

Learning and Teaching Support Network (LTSN) Generic Centre.
The Network Centre, Innovation Close, York Science Park, Heslington, York YO10 5ZF.
www.ltsn.ac.uk/genericcentre
Tel: 01904 754 555

The National Council for Work Experience.
www.work-experience.org
E-mail: workexperience@csu.ac.uk
Tel: 0845 6015510

The National Institute of Economic and Social Research. (NIESR)
2, Dean Trench St., Smith Square, London SW1P 3HE
www.niesr.ac.uk
Tel: 020 7222 7665

Routledge Falmer.
11, New Fetter Lane, London EC4P 4EE.
www.routledgefalmer.com
Tel: 01264 342939

Small Firms Enterprise Development Initiative (SFEDI).
PO Box 1753, Sheffield S11 8WT.
www.sfedi.co.uk
Tel: 0114 209 6269

Student Volunteering UK.
Oxford House, Derbyshire St., London E2 6HG.
www.studentvol.org.uk
0800 0182 146

Trotman & Company Ltd.
2, The Green, Richmond, Surrey TW9 1PL.
To order books contact:
Plymbridge Distributors Ltd.
Estover Rd., Plymouth PL6 7PY.
www.careers-portal.co.uk
Tel: 0870 900 2665

UCAS Distribution.
PO Box 130, UCAS, Cheltenham, Gloucestershire GL52 3ZF.
www.ucas.com
Tel: 01242 544610

Universities UK.
Woburn House, 20, Tavistock Square, London WC1H 9HQ
www.universitiesuk.ac.uk
Tel: 020 7419 4111

University of Leeds Careers Centre.
University of Leeds, Leeds LS2 9JT
<http://careerweb.leeds.ac.uk>
Tel: 0113 343 5295

Universum Communications,
PO Box 36474, London EC2A 4WT.
www.universum.se
Tel: 020 7613 5162

The Windsor Fellowship.
The Stables, 138, Kingsland Rd., London E2 8DY.
www.windsorfellowship.org
Tel: 020 7613 0373

