Just as castles provided the source of strength for medieval towns, and factories provided prosperity in the industrial age, universities are the source of strength in the knowledge-based economy of the twenty-first century.

Lord Dearing

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Authors:

Jane Murray
Deputy Director, Student Services

Sarah Janes
Head of Employability
Introduction

The aim of this Strategy is to achieve excellent student employment outcomes and to enhance our national and international reputation as a leading institution for student employability.

At Anglia Ruskin University we strive to ensure that our students receive an outstanding academic education and student experience, which supports effective personal and professional development. Our curriculum offers the highest quality of education across a broad range of academic disciplines, which gives our students the opportunity to enhance their employability skills so that they succeed in an ever-changing and competitive graduate labour market.

This Strategy supports the mission, values, and goals of our Corporate Plan 2015–2017, and our Learning and Teaching Assessment Strategy 2015–17. By the time they graduate, our students will have been offered many opportunities to develop the knowledge, skills, behaviours and confidence that will increase their employability in the global economy.

Working closely with our Students’ Union, the Anglia Ruskin Employability Programme has been developed to allow our students to record the development of their personal, professional and employability skills (see Appendix 2, page 17). This will support our Anglia Ruskin Graduate Attributes initiative and enable our students to personalise their learning and validate their achievements through the Institute of Leadership and Management accreditation.

Where our students will develop employability

<table>
<thead>
<tr>
<th>Source of experience</th>
<th>Curriculum</th>
<th>Extra-curricular</th>
<th>Co-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling skills and attitudes</td>
<td>Academic skills (essay writing, exam technique, research and report writing etc) and subject specific skills</td>
<td>Self-management and motivation</td>
<td>Employability skills (team work, presentational and interviewing skills, commercial awareness etc)</td>
</tr>
<tr>
<td>Higher order skills</td>
<td>Creativity, problem solving, analysis, decision making, critical reflection etc</td>
<td>Metacognition and self-regulatory skills</td>
<td>Career management skills</td>
</tr>
<tr>
<td>Connectivity</td>
<td>Theory and the real world, making connections across modules and levels</td>
<td>Planning route through module choice, balancing wider commitments and study, career choice etc</td>
<td>Curriculum and real world ‘professional practice’</td>
</tr>
<tr>
<td>Ethical emphasis</td>
<td>Academic conventions and codes of practice</td>
<td>Personal integrity, ethics and values</td>
<td>Professional codes</td>
</tr>
<tr>
<td>Preparation for</td>
<td>Further study/research</td>
<td>Life</td>
<td>Employment/volunteering</td>
</tr>
</tbody>
</table>

Adapted from: Atlay, M. 2009, The HEA – Personal development planning and employability

The wider context

Employability is not just about getting employment; it is recognised as “a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen career, which benefits themselves, the workforce, the community and the economy”. Yorre, 2004

The current economic climate and labour market instability (which has seen an increase in graduate unemployment), combined with increased global economic competition, means that we cannot be complacent about the capacity of our graduates to secure and maintain employment, to develop within a particular job and have the ability to move on to new sustainable employment if required.

These views have been endorsed by Government, through the Wilson Review (2012), which emphasised that the acquisition of employability and high-level skills is pivotal to our future economic recovery and that Higher Education is the vehicle to deliver these skills.
The wider context

Employers not only expect graduates to have technical and discipline competences from their degrees but also require graduates to demonstrate a broader range of skills and attributes that include team-working, communication, leadership, critical thinking, problem-solving and managerial abilities.

With postgraduate qualifications increasingly essential in many professional careers, Faculties will be required to develop a coherent offer, including bursaries, to enable our good graduates from low and middle income backgrounds to continue their studies without incurring significant extra debts.

In the past, employers used to accept GCSEs or A-levels for many jobs. More recently, a Bachelor’s degree was expected. Now, graduates seek to distinguish themselves increasingly by acquiring a postgraduate degree. As the requirements of the labour market have become more demanding there is a significant wage premium for those with postgraduate qualifications. In addition, postgraduates can demonstrate the enhanced-level attributes that employers are demanding: the high-level generic attributes that will allow them to operate in interdisciplinary and cross-platform environments; and thrive in a super-complex and uncertain future where the ability to question, collate, present and make judgements, quite often with limited or unknown information, is increasingly important; attributes that are necessary for our graduates to contribute effectively to our civic, cultural and economic future prosperity.

We have updated the student Employability Timeline (Appendix 1, page 16) to encourage students to take responsibility for, and engage in, the wide range of opportunities that we offer to enhance their employability skills, from Year One through to Graduation.

We will report to Senate twice a year on progress.

Due to the diverse nature of our students (the life experiences they bring with them and their widely different demographics and personal circumstances) and the differing nature of the courses and research provision we offer, there will be no ‘one-size-fits-all’ approach to the delivery of the Strategy. The Employability Service will continue to work closely with colleagues to plan and deliver shared and core employability activities to meet the increasing expectation of students, staff and employers.

Within the context of the academic development and scholarly activity provided by our degree courses, we are committed to providing opportunities for our students to develop abilities and skills which will enhance their employability in line with our Valuing Diversity and Promoting Equality Policy, all opportunities are available to students at every level of study regardless of their personal circumstance.

How we will deliver the Employability Strategy

Key skills

- Time management
- Study skills
- Communication: written and oral
- Application of numbers
- Information/communication technology
- Working with others
- Problem-solving

Personal qualities

- Self-motivation
- Self-reliance
- Adaptability/flexibility
- Personal values
- Nous/Commonsense
- Creativity

Traditional intellectual skills

- Critical evaluation of evidence
- Argue logically
- Apply theory to practice
- Model problems qualitatively/quantitatively
- Challenge taken-for-granted assumptions

Reflective skills

- Challenge taken-for-granted assumptions
- Understanding of how organisations work
  - Knowledge of working practices
  - Professional behaviour
  - Recognition of organisational structure

Acquiring these abilities and skills will enable our students to:

- Become independent in the management of their careers
- Continue to learn throughout their career
- Contribute to their chosen field using the full range of skills and knowledge gained whilst studying at Anglia Ruskin University

The development of student employability is supported by:

- Informed communication between employers and ourselves
- A high standard of careers education, information and guidance
- The skills developed explicitly and implicitly within each student’s course of study, scholarship or research
- The holistic development of the student within and beyond their programme of study

Our Employability Service, guided by the Employability Action Group (see Appendix 3, page 18), will continue to lead on the development and delivery of this Strategy in close partnership with Faculties, Support Service colleagues and the Students’ Union.

We will report to Senate twice a year on progress.

We have also been a number of recent changes to the Destination of Leavers from Higher Education Survey (DLHE) with greater emphasis on what a graduate job is.

How we will deliver the Employability Strategy

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Graduate Attributes

The Graduate Attributes capture the personality traits that our students will achieve in preparation for employment as part of the Anglia Ruskin experience.

**Ambitious**

*As an Anglia Ruskin University graduate, I am:*
- Eager to maximise my full potential
- Committed to act professionally at all times
- A confident and skilled user of information sources and digital technologies.

**Imaginative**

*As an Anglia Ruskin University graduate, I am:*
- Intellectually curious and have developed lifelong learning and research abilities
- Enterprising, entrepreneurial and creative.

**Collaborative**

*As an Anglia Ruskin University graduate, I am:*
- Able to work respectfully and inclusively with people from various backgrounds and cultures
- A responsible global citizen who participates in my community
- Aware of my social and professional responsibility for a sustainable future
- Ethical, truthful and supportive of others.

We will work collaboratively to ensure that we provide ambitious, imaginative and collaborative support for our students to enable them to develop into confident, employable graduates, who are highly regarded by graduate recruiters, and who, in addition to a fulfilling academic programme, have had the opportunity to acquire the full range of Anglia Ruskin Graduate Attributes that allow them to become effective and responsible global citizens, employees and entrepreneurs.

**Placements**

We will be leading on the development of a centralised coordinating placement office to ensure that there will be a significant increase in the number of work opportunities for our students e.g. internships, temporary work, permanent work, work experience opportunities, work place visits, shadowing, mentoring and volunteering.
Employability Strategy Targets

Our aim:
The aim of this Strategy is to achieve excellent student employment outcomes and to enhance our national and international reputation as a leading institution for student employability.

Strategies

To achieve our overall aim and the milestones set out in our Corporate Plan, our work will be focused in three strategic areas:

1.0 Faculties: Ensuring employability is fully embedded within the curriculum and to support implementation of the Learning and Teaching Assessment Strategy 2015–17.

2.0 Students: Supporting students to develop the transferable skills and attributes that are needed to gain employment, become independent in the management of their career and to acquire career management skills for life.

3.0 Business and Professional Organisations: Further developing the range, depth and quality of our work with the business community and professional, regulatory and statutory bodies.

DLHE Milestones

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates in work or further study 6 months after leaving*</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>Graduates in a ‘positive’ graduate destination 6 months after leaving**</td>
<td>74%</td>
<td>78%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Graduates who are self-employed/freelance 6 months after leaving*</td>
<td>5.6%</td>
<td>6.0%</td>
<td>6.4%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

*Destination of Leavers from Higher Education Survey (DLHE)  
**Those who are in occupations classed as professional jobs and/or those undertaking study at graduate level (DLHE)
1. Working with Faculties

Our aim:
Ensure employability is fully embedded within the curriculum and to support implementation of the Learning and Teaching Assessment Strategy 2015–17.

Strategies

We will:

11 In collaboration with the Employability Service, develop faculty employability strategies specific to the needs of each faculty.
12 Continue explicitly embedding employability into the curriculum at each level, ensuring students are in possession of, and can clearly identify and articulate, key employability skills and recognize their Graduate Attributes.
13 Enable staff to work collaboratively to ensure our students understand and recognise the full range of benefits to be gained from both work-based learning and work-related learning.
14 Monitor the success of our progress against targets, share and advocate best practice through the Employability Action Group (EAG) led by Student Services and comprising of senior Faculty Champions.

Milestones:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Baseline</th>
<th>Target 2015/16</th>
<th>Target 2016/17</th>
<th>Target 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Faculty employability strategies in place</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>12 Employability statement in Course Specification Forms (CSF)</td>
<td>66%</td>
<td>80%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>13 Employability and Careers statement in Course Handbooks</td>
<td>50%</td>
<td>70%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>14 Explicit articulation of employability skills within course documentation</td>
<td>25%</td>
<td>50%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>15 Percentage of Departments with Employability Champions</td>
<td>42%</td>
<td>70%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>16 Staff development event</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17 Every department has an employer-led advisory group</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

2. Working with Students

Our aim:
Support students to develop the transferable skills and attributes that are needed to gain employment and to develop career management skills for life.

Strategies

We will:

21 Ensure employability has a prominent position throughout the student journey at open days, induction and in our learning materials.
22 Develop the Anglia Ruskin Employability Programme, with support from our Students’ Union, which will form 61 of Higher Education Achievement Report (HEAR).
23 For those making an exceptional contribution confer on them a Vice Chancellor’s Student Leader Award.
24 Support our students, either within or outside their curriculum, to undertake work experience or placement opportunities through a centralised coordinating office.
25 Work to develop a suite of opportunities to allow our students to enhance their digital literacy.
26 Employ a ‘Golden Thread’ approach to employability which will enable all final year students to identify, articulate and evidence their employability skills and link them to the professional work environment.
27 Work with our students and graduates to enable them to develop the full range of high level skills and provide essential employability and life skills in order to become effective citizens, employees, and contributors to the local, national and international economy.

Milestones:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Baseline</th>
<th>Target 2015/16</th>
<th>Target 2016/17</th>
<th>Target 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Number of employability sessions delivered by the Employability Service as part of the curriculum or on timetables</td>
<td>373</td>
<td>410</td>
<td>430</td>
<td>450</td>
</tr>
<tr>
<td>2.2 Number of students who have completed the Anglia Ruskin Employability Programme and gained the Institute of Leadership and Management (ILM) endorsed certificate</td>
<td>N/A</td>
<td>50</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>2.3 Number of Vice Chancellor’s Student Leader Awards</td>
<td>N/A</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2.4 Number of core campus students undertaking work placements/international placements</td>
<td>3,300</td>
<td>4,000</td>
<td>5,000</td>
<td>6,000</td>
</tr>
<tr>
<td>2.5 Digital Literacy statement in Course Specification Forms (CSF)</td>
<td>0</td>
<td>30%</td>
<td>60%</td>
<td>90%</td>
</tr>
<tr>
<td>2.6 Percentage of students attending skills sessions who feel confident they can articulate and evidence their employability</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>2.7 Percentage of final year student interventions with the Employability Service</td>
<td>85%</td>
<td>87%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>2.8 Number of campus-based students registered as volunteering their time as reps, leading a club or society or by volunteering in the community</td>
<td>1,747</td>
<td>2,330</td>
<td>2,920</td>
<td>3,500</td>
</tr>
</tbody>
</table>

*We see employability as the Golden Thread that runs through all university activities, helping our students to acquire the skills, knowledge, understanding and personal attributes that enable them to choose and secure satisfactory and successful occupations.
3. Working with Business and Professional Organisations

Our aim:
Develop further the range, depth and quality of our work with the business community and professional, regulatory and statutory bodies.

Strategies

We will:

3.1 Significantly grow the number, breadth and quality of employer engagement activities, with large graduate recruiters, SMEs, third sector organisations, partner colleges and alumni to increase the work awareness and flexible approach to employment of our students.

3.2 Support the Anglia Ruskin Enterprise Academy to ensure all students on core campuses have the opportunity to become involved in enterprise, entrepreneurship and support for business start-ups.

3.3 Ensure that all courses have the highest available level of professional body accreditation to ensure maximum value of the students’ degree to employers.

Milestones:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Baseline</th>
<th>Target 2015/16</th>
<th>Target 2016/17</th>
<th>Target 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Number of employer/student engagement events</td>
<td>109</td>
<td>120</td>
<td>130</td>
<td>140</td>
</tr>
<tr>
<td>3.1.1 Number of employers participating in employability sessions and events</td>
<td>475</td>
<td>540</td>
<td>585</td>
<td>630</td>
</tr>
<tr>
<td>3.2 Percentage of students who receive enterprise and entrepreneurship training</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>3.3 Number of businesses actively engaging with the Employability Service</td>
<td>1,300</td>
<td>1,800</td>
<td>2,300</td>
<td>2,500</td>
</tr>
</tbody>
</table>
**Appendix 1**

**Your Employability Timeline**

It's never too early to start thinking about your career. Stick to this timeline to make sure you're doing all you can to stand out from the crowd in the job market once you graduate.

**Before you arrive**
- Log in to the Employability and Careers Portal
- Take a skills test

**Summer**
- Volunteer / secure some work experience
- Create a CV
- Start your Anglia Ruskin Employability Programme
- Meet your Faculty Employability Adviser
- Get involved with sport
- Join the Anglia Ruskin Mentoring Scheme
- Meet employers and attend careers fairs

**Penultimate year**
- Consider postgraduate study or self-employment
- Attend careers planning events and workshops
- Get involved in university projects
- Update your CV
- Meet employers and attend careers fairs

**Final year**
- Complete your Anglia Ruskin Employability Programme
- Visit the Employment Bureau for graduate jobs
- Create a graduate CV
- Complete the DLHE survey
- Join the Alumni Network
- Become a mentor

**Graduation**

**Appendix 2**

**Employability Skills**

**Self-Management**
Readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.

**Team Work**
Respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.

**Business and Commercial Awareness**
Basic understanding of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty.

**Problem Solving**
Analysing facts and situations and applying creative thinking to develop appropriate solutions.

**Communication and Literacy**
Application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.

**Application of Basic IT Skills**
Including familiarity with word processing, spreadsheets, file management and use of internet search engines.

**Numeracy**
Manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

**Project Management**
Planning, organising, motivating, and controlling resources to achieve specific goals.

**Languages and Cultural Sensitivity**
Everyday conversational ability can be useful, as can a general awareness of cultural differences.

**Social Responsibility**
Awareness of current and future societal issues. Able to act for the benefit of others based on an understanding of social and civic responsibilities.

**Self Confidence**
The combination of self-efficacy and self-esteem, which relates to self-assurance in one's personal judgment, ability, power and sense of self.
Appendix 3

The Employability Action Group

The Employability Action Group consists of the following Faculty and Support Service staff:

Jane Murray  
Deputy Director, Student Services

Sarah Janes  
Head of Employability

Marty Chambers  
Director of Studies, Faculty of Health, Social Care & Education

Angela Cobbold  
Director Learning, Faculty of Medical Science, Teaching & Learning Studies

Peter Crabtree  
Deputy Dean, Faculty of Science & Technology, Quality, Curriculum and Student Experience

Sally Everett  
Deputy Dean, LAIBS Quality and Student Experience

Andy Salmon  
Interim Pro Vice Chancellor and Dean, Faculty of Arts, Law & Social Sciences, Partnerships and Enterprise

We’ll achieve excellent employability outcomes for students and equip them with skills for higher level study.
For more information contact the Employability Service:

Visit anglia.ac.uk/employability
Email employability@anglia.ac.uk
Call 01245 68 6700

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