



**QUEEN'S  
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# CAREERS TEACHERS BRIEFING

**Hosted by Professor David Jones**

**Pro Vice-Chancellor for Education and Students**

**2 December 2022**



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# CAREERS TEACHERS BRIEFING

**Key Updates**

**Professor David Jones**

**Pro Vice-Chancellor for Education and Students**

# ONE ELMWOOD STUDENT CENTRE AND STUDENTS' UNION

## THE HEARTBEAT FOR LIFE AT QUEEN'S

All student support services under one roof, alongside the ultimate Students' Union.  
Go-to destination for everything, including:



Student  
Career  
Opportunities



Registry and  
Student  
Support



Student  
Wellbeing and  
Disability  
Services



Student  
Finance and  
Support



Widening  
Participation



Learning  
Development

One Elmwood summary - [https://www.youtube.com/watch?v=e\\_fSMEowiE](https://www.youtube.com/watch?v=e_fSMEowiE)

# **SUPPORTING OUR STUDENTS**

## **Cost of Living Crisis**

We continue to develop a series of measures to support the Queen's University student community

## **Widening Participation**

Raising Awareness – Raising Aspirations – Raising Attainment

## **Transition Skills and Skills Development**

Preparing to study at University



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# CAREERS TEACHERS BRIEFING

**Mr. Trevor Johnston**  
Head of Careers, Employability and Skills



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# **CAREERS, EMPLOYABILITY & SKILLS**



**SHAPING A  
BETTER  
WORLD  
SINCE 1845**

# LABOUR MARKET REQUIREMENTS 2020 - 2030

- Skills Barometer - net requirement of 26,000 people
- Higher qualifications = better jobs
- Qualifications significantly enhance employment prospects.
- 2021 fastest recovery ever experienced
- 2022 Cost of Living Crisis and potential impact on recruitment and retention



# PREPARING STUDENTS FOR A CHANGING WORLD OF WORK

- Virtual delivery including careers fairs with University wide collaboration
- Strengthening Employer partnerships
- Offering an online Careers Service, real world challenges and skills programmes
- Embedding employability in the curriculum
- 84.5% Graduate Prospects (Sunday Times Good University Guide 2023)

## DELIVERING A DIGITAL EXPERIENCE

- MyFuture Careers Management System – graduate jobs, placements, appointments, mock interviews
- In person Careers Fairs are back with online pre engagement with students
- VMOCK CV check and instant feedback using AI; Social Media a key way to connect with students.

# STRATEGY 2030 - FUTURE READY GRADUATES

- A student experience that incorporates inter disciplinary learning, tackling real life issues, global challenges and work experience
- A skill set that combines degree specific or technical skills, soft skills and leaderships skills
- Strong digital literacy skills
- Develop students academically, attitudinally and socially to be active and engaged citizens
- A world class bespoke educational experience

# FUTURE-READY ROADMAP

The Future-Ready Roadmap can help you develop new skills, explore the right opportunities, build your support network and gain the confidence to realise your ambitions. It's designed to help you progress your employability throughout your time at Queen's. Everything we offer is clearly linked to the Future-Ready Roadmap so you can see where your gaps are, chart your progress and plan your future.

## UNDERSTAND YOURSELF

Identify your strengths and areas for development.



## GET INSPIRED

Try new things, meet new people and build confidence through experience.

## MAKE IT HAPPEN

Make an informed choice about your future.

## RECOGNISE YOUR POTENTIAL

Learn how to promote yourself and your skills.



CAREERS,  
EMPLOYABILITY  
AND SKILLS

# SHAPING THE DEVELOPMENT OF FUTURE-READY GRADUATES

## FUTURE-READY

Future-Ready Skills Bitesize Series  
Future-Ready Skills: Employer Hotseat  
Future-Ready Skills Programme  
Future-Ready Award  
Future-Ready Skills  
for International Students  
Future-Ready Skills for Leaders

## MAKE IT HAPPEN

Careers Fairs  
Internships  
Placements



## REAL WORLD EXPERIENCE

Spotlight On... [Industry]  
Spotlight On Law City Tour  
Real World Projects  
Real World Challenges  
Stock Market Challenge  
Work Shadowing

## GO GLOBAL

Go Global: Study Abroad  
Go Global: Work Local  
Go Global: Work Abroad  
Go Global: Bitesized Sessions  
Go Global Week  
Future Ready Skills: Go Global

## CAREERS AROUND CAMPUS

Tailored Careers Workshops  
Pop up Careers Events  
Peer to Peer Pop Up Events



**CAREERS,  
EMPLOYABILITY  
AND SKILLS**

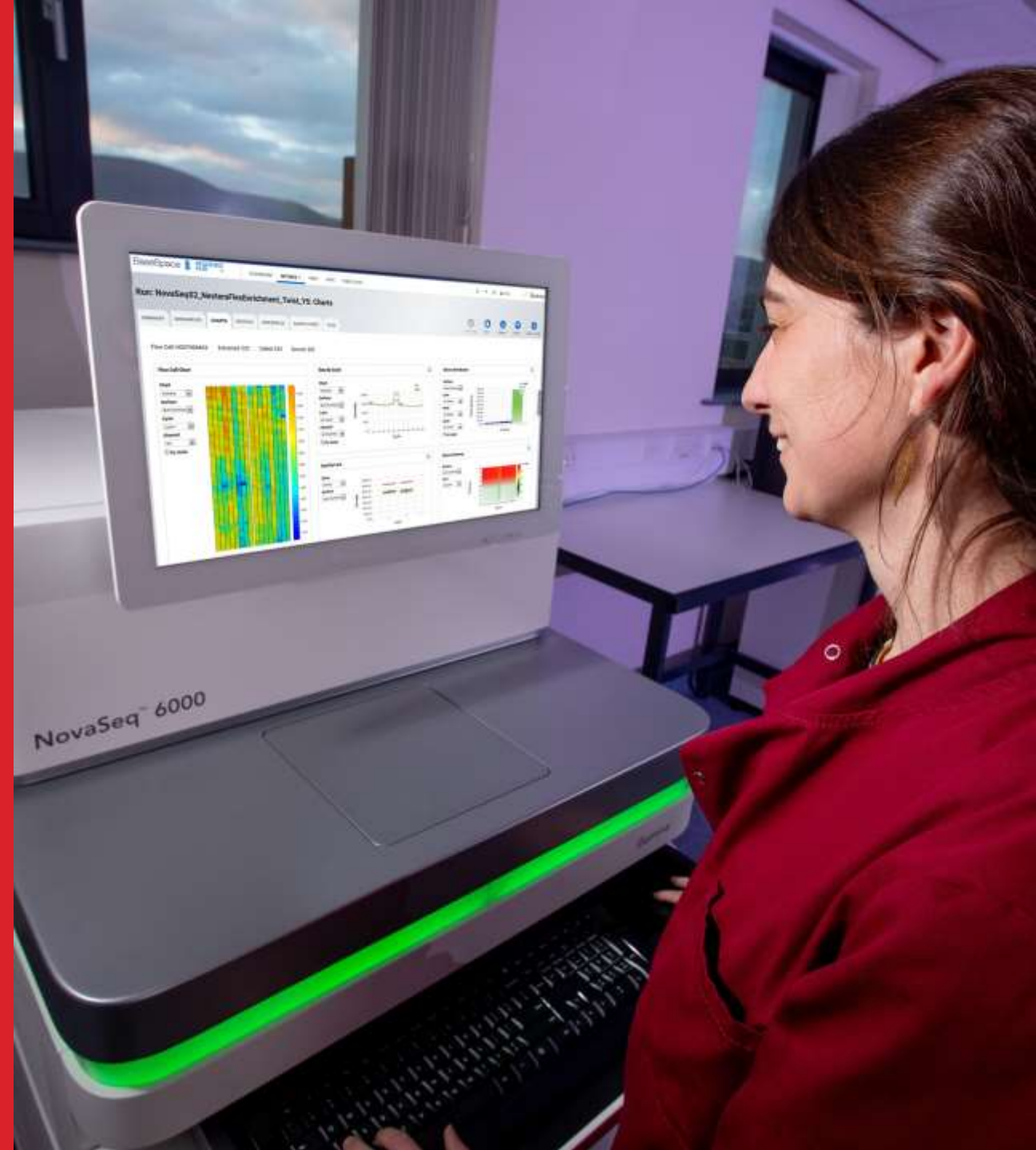
## CAREERS SUPPORT

Careers Consultations  
CV Support  
Pre-Interview Coaching

Interview Simulator  
Tailored Careers Support  
Personal Career Mentoring  
Pop Up Careers Support (Fairs)

# FUTURE READY SKILLS PROGRAMME

To support students to embrace a growth mindset and develop personal and professional skills that will support them both at University and beyond, with a strong focus on initiative, innovation and creativity.



# FUTURE READY SKILLS PROGRAMME – WHATS INVOLVED

- Introductory module – explains the programme
- Professional Skills self assessment – students assess their level of confidence and competence against bench mark statements
- Professional Skills modules selected and completed – Level 1 at least 2 skills; progress through Level 2 and Level 3
- Retake Self assessment exercise for that skill and write reflective piece in e-portfolio / journal

**A students perspective -** <https://www.youtube.com/watch?v=POhkck4opJA>



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# CAREERS TEACHERS BRIEFING

**Professor Davy Hayes**

School of Social Sciences, Education and Social Work





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SCHOOL OF  
SOCIAL SCIENCES,  
EDUCATION AND  
SOCIAL WORK

# National Evaluation of the NSPCC 'Speak Out, Stay Safe' Programme

**Prof. Davy Hayes**

Friday 2 December 2022

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# The Speak Out, Stay Safe Programme (SOSS)

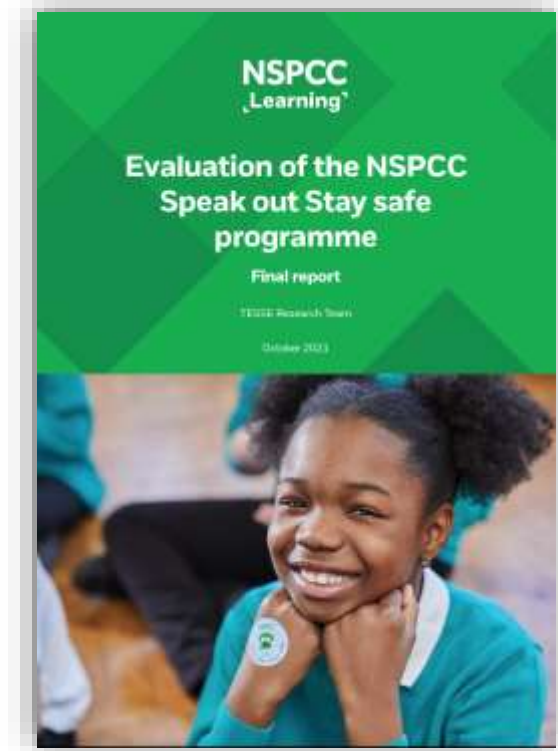
- Manualized programme delivered in primary schools across the UK
- A school assembly lasting 20 minutes for Key Stage 1 children and 30 minutes for Key Stage 2 children followed by a one-hour workshop (KS2 pupils only) - most children should receive SOSS at least twice in their primary school career.
- Different assembly presentations are delivered to KS1 and KS2 children by trained NSPCC staff or volunteers working in pairs
- Aims to increase children's awareness and understanding of abuse and harm and enable them to seek help from a trusted adult



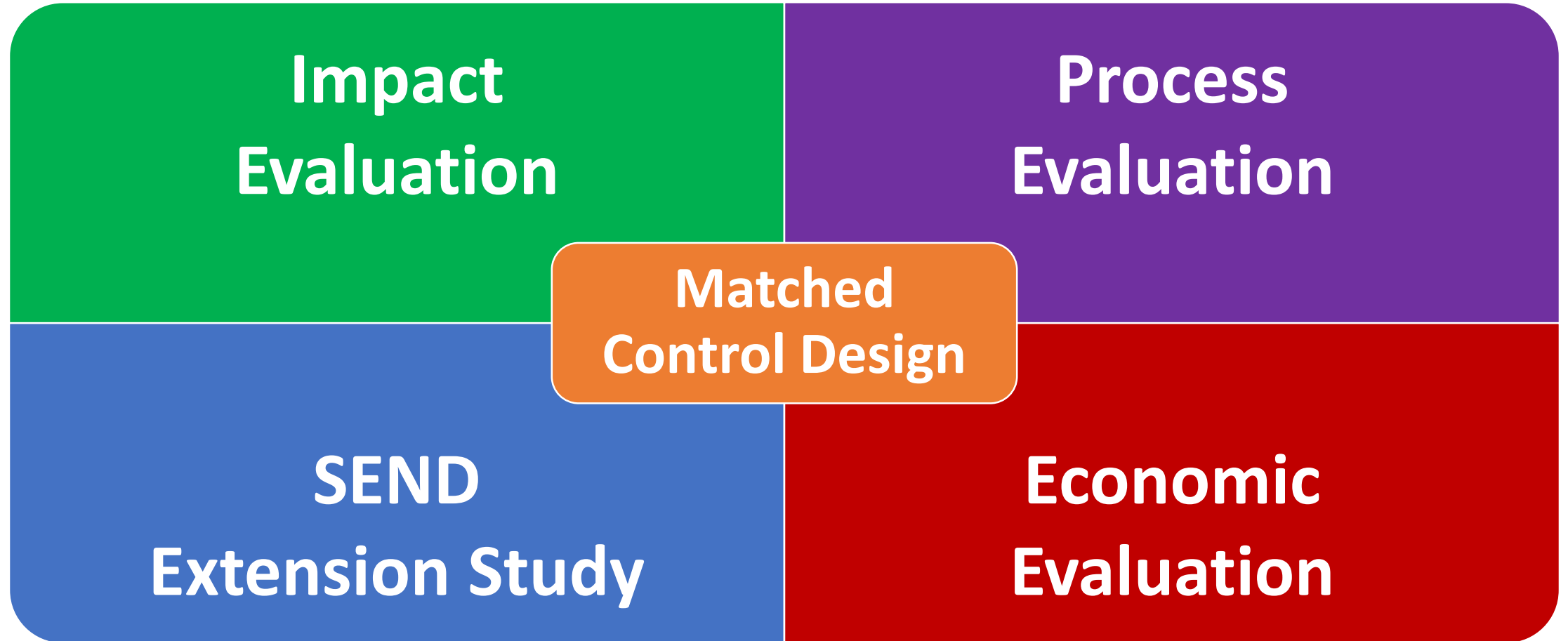
<https://learning.nspcc.org.uk/services/speak-out-stay-safe>

# National Evaluation

- Commissioned by the NSPCC and undertaken by an independent team of researchers based in all four UK countries - 25 staff representing 5 universities
- Evaluation aimed to examine impact on children's understanding of abuse and harm and their help-seeking behaviour
- Also captured the experiences of children, teachers, volunteers and staff participating in the programme as well as barriers and facilitators of impact
- Undertaken between May 2018 and December 2020. The last nine months of the study coincided with the COVID-19 pandemic resulting in school closures and research restrictions



# Evaluation Design



# Impact Evaluation - Process

- NSPCC supplied list of schools where the SOSS intervention would be delivered in the following two months. **Intervention** schools were then selected and recruited from all four UK countries
- Intervention schools were then matched with **Comparison** schools that had not received SOSS in the preceding two years (including those that had never received the intervention)
- In each school, a class of KS1 children and a class of KS2 children participated in the evaluation



# Impact Evaluation - Methods

- **Survey** - tablet-based survey measuring knowledge of different forms of abuse and readiness to seek help
- KS2 children completed a longer survey that included both standardized and bespoke outcome measures, while KS1 children completed a shortened version of the bespoke measure
- **Interviews** - with Headteachers/ Designated Safeguarding Leads completed at six-months follow-up to provide qualitative data on outcomes - 39 interviews (21 in intervention schools and 18 in comparison schools) completed

## Survey administration

- Survey administered at three time points
- Children in intervention schools completed the survey approximately seven days before SOSS was due to be delivered (**T1**), within 14 days after delivery (**T2**), and six months after the T1 baseline (**T3**)
- In comparison schools, the survey was completed within 14 days after the delivery of SOSS in the matched intervention school (**T1**) and again after six months (**T3**)

# Impact Evaluation - Sample

- Sample originally planned to include 90 schools (45 Intervention and 45 Comparison), but disrupted by the COVID-19 pandemic
- **T1** – data collected in 74 schools (40 intervention and 34 comparison). 3,297 children completed the survey - 1,841 in intervention and 1,456 in comparison schools
- **T2** data collected in 38 intervention schools with a total of 1,710 children completing the survey
- **T3** data collected in 36 schools (19 intervention and 17 comparison schools). 1,553 children completed the survey - 803 in intervention and 750 in comparison schools



# Key Findings – Baseline (T1)

- Prior to the programme, the majority of children across both key stages were aware of different forms of abusive behaviour and understood that they should tell someone about an abusive or harmful incident
- However, there was a sizeable minority of children in both age groups who lacked knowledge about how to discern harmful from non-harmful behaviour, and about whether to tell or not
- KS2 children were less knowledgeable about neglect than other forms of harm and abuse and seemed less likely to be receiving other provision that addressed the topics of neglect and domestic abuse





# Key Findings – Immediately Following Programme (T2)

- Immediately following SOSS, knowledge of the Childline number and ability to identify a trusted adult increased statistically significantly for both KS1 children and KS2 children
- KS2 children's recognition of the five types of abuse showed statistically significant improvement, as did their knowledge of sexual abuse (on a validated measure of children's knowledge of sexual abuse and bullying)
- KS2 children's readiness to tell had risen in a statistically significant way (although KS1 children did not show a similar improvement)



# Key Findings – Six Months Following Programme (T3)

- Knowledge of different forms of harm and abuse improved for KS2 children in receipt of SOSS and their knowledge of neglect, in particular, can be attributed to the SOSS programme since it showed an improvement that was statistically significantly greater than that of children in comparison schools
- Both KS2 and KS1 children retained the improvements made regarding their knowledge of the Childline number, with the improvement being statistically significant relative to that made by children in comparison schools, and so possible to attribute to the SOSS programme
- KS2 children in intervention schools who received the longer, enhanced version of SOSS were also more likely than they were six months earlier to be able to identify a trusted adult who they would tell about abuse or harm and made significantly greater gains than children in comparison schools in this respect. Again, this is a shift that can most likely be attributed to the programme. However, there was no improvement in their willingness to confide in a trusted adult, and the improvement seen immediately after attending the programme in their readiness to speak out was not sustained

# Key Findings – Six Months Following Programme (T3)

- While KS2 children in intervention schools showed significant improvements on their knowledge of sexual abuse (on a validated measure) at six months, this improvement cannot be attributed to SOSS, as the difference on this measure between children in intervention and comparison schools was not statistically significant
- KS1 children, who only receive SOSS as a 20-minute assembly with no subsequent workshop, did not appear to have other improvements in knowledge and readiness to seek help that could be attributed to SOSS at six-months follow-up; this could be explained by their limited exposure to the programme, described as low programme ‘dosage’
- At six-months follow-up, readiness to seek help improved on some measures for a substantial minority of children across KS1 and KS2 who had particularly low knowledge and help-seeking prior to the programme. Around a third of KS1 children and a quarter of KS2 children with low scores at baseline saw gains in their ability to identify a trusted adult and their knowledge of the Childline number. KS1 children were most likely to make this sort of improvement

# Key Conclusions

- Programmes like SOSS, which address a range of different forms of harm and abuse can achieve sustained impact for older children in primary schools, especially in relation to their knowledge of neglect and their ability to identify a trusted adult who they would tell about abuse or harm
- While most children in primary schools show good understanding of abuse and harm and readiness to seek help at baseline, there is a minority that do not do so and universally delivered programmes can reach some children in this group and boost their knowledge
- The length or dosage of a programme seems likely to influence impact and further research could usefully explore the appropriate dosage for primary school prevention programmes






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# CAREERS TEACHERS BRIEFING

**Mrs. Roisin McEvoy, Mrs. Sandra Bloomer, Mr. Liam Barton**  
Admissions and Access Service



# **AN UPDATE FROM THE ADMISSIONS AND ACCESS SERVICE**



**ROISIN MCEVOY, LIAM BARTON AND SANDRA BLOOMER**

**ADMISSIONS AND ACCESS TEAM**

Friday 2 December 2022

# SEPTEMBER 2022 INTAKE

- NI & ROI including GB Medicine and Dentistry quota-controlled students (MaSN) of 3,241
- Historical MaSN intakes: 2018 = 3,194; 2019 = 3,346; 2020 = 3,919; 2021 = 3,736
- Total intake to undergraduate degrees – over 5,000, including Nursing & Midwifery, GB and International students
- For many of our high demand courses, we again experienced significant pressure on places at confirmation – precise grades and alternative offers only confirmed in Biomedical Sciences, Computer Science, Law and Pharmacy
- Flexibility was exercised in other subject areas as per established practice

# UCAS APPLICATIONS AT 15 OCTOBER 2022 DEADLINE FOR 2023 ENTRY

Application Data	
Total QUB Applications received to 15th October 2022 (All populations)	4,238
Total QUB Applicants (All populations)	2,870
Number of Northern Irish Applicants to all UCAS providers at 15 October 2022	1,110
Proportion of Total Applications received for QUB Medicine and Dentistry by 15th October 2022 deadline	68.5%
Percentage of NI applicants applying to Medicine via UCAS who include QUB Medicine	88.5%





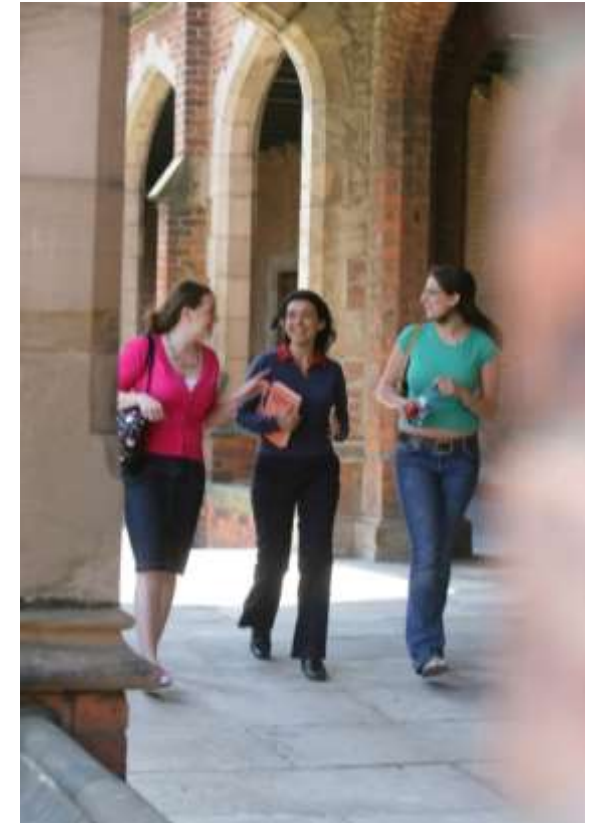
# MEDICINE & DENTISTRY – NI, ROI & GB APPLICANTS

## Dentistry

- 177 interviewed (166 in 2021 and 150 in 2020) – 54.6% of applicants
- 54 made offers (54 in 2021 and 85 in 2020) – 30.5% of those interviewed
- 8 applicants accepted from reserve list in August/September

## Medicine

- 787 interviewed (770 in 2021 and 792 in 2020) – 54.7% of applicants
- 305 made offers (288 in 2021 and 435 in 2020) – 38.8% of those interviewed
- NI – 42.0% of applicants and 56.7% of offers
- 40 applicants accepted from reserve list in August/September
- Timing of interviews and offers



# NURSING & MIDWIFERY – 2022/23 ENTRY

- 5185 applications from 2729 applicants (average 1.9 choices)
- 2350 applicants for Nursing (all fields) – down by 9%
- 788 applicants for Midwifery – down by 3%
- 2100 invited to interview – down by 10%
- 865 applicants made offers (for one or more fields of Nursing/Midwifery) for a total of 610 places
- Interview ranking scores of the final applicant made an offer varied from 450 (Children & Young People's Nursing) to 1330 (Learning Disability Nursing). Midwifery final offer rank was 500



# SECURING AN OFFER FOR QUEEN'S

GCSE/AS-level threshold for interview/offers (some examples)

	2021	2022
<b>Medicine *</b>	32 points	37 points
<b>Dentistry *</b>	33 points	33 points
<b>Actuarial</b>	30 points	33 points
<b>Accounting</b>	GCSE - Average 6 B/6 (1 A/7 in profile) including Mathematics grade B/6	GCSE - 1 A/7 and 5-B/6 including Mathematics grade B/6
<b>Law</b>	GCSE - Average 6 B/6 (1 A/7 in profile)	GCSE - 2 A/7 and 4 B/6
<b>PPE</b>	GCSE - 2 A/7 and 4 B/6 including Mathematics grade B/6	GCSE - 3 A/7 and 3 B/6 including Mathematics grade B/6
<b>MEng</b>	GCSE - 6 B/6	GCSE - 6 B/6
<b>Midwifery *</b>	GCSE - 5 B/6 including Mathematics and Science	GCSE - 5 B/6 including Mathematics and Science
<b>Social Work *</b>	GCSE - 5 B/6	GCSE - 5 B/6
<b>Psychology</b>	GCSE - 5 C/4	GCSE - 2 A/7 and 4 B/6

## Notes

- Points for Actuarial count nine best GCSEs (A\*/9 = 4 points, A/7-8 = 3 points)
- Points for Dentistry and Medicine count nine best GCSEs (A\*/9 = 4 points, A/7-8 = 3 points, B/6 = 2 points, C-C\*/4-5 = 1 point and equivalences) and include UCAT score

\* Threshold to be shortlisted for interview



# PATHWAY OPPORTUNITY PROGRAMME (POP)

YEAR STUDENTS COMMENCED POP	NUMBER OF STUDENTS WHO COMMENCED POP	NUMBER OF STUDENTS ADMITTED TO QUEEN'S FROM POP
2017 - 3 Pathways (Pilot)	60	12 (20%) in 2018
2018 - 6 Pathways	112	35 (31%) in 2019
2019 - 7 Pathways	187	104 (56%) in 2020
2020 - 8 Pathways	245	135 (55%) in 2021
2021 - 10 Pathways	255	132 (52%) in 2022
2022 - 13 Pathways	300	2023 entry TBC

## Note:

- The POP commenced in 2017 with a total of 3 Pathways
- In 2022 we had new Pathways in: **Mathematics and Physical Sciences** (*Mathematics, Physics and Chemistry*), **Nursing and Midwifery** and **Social Work**
- It is anticipated that the growth experienced in student admissions from one of the POP programmes to Queen's will continue for entry in 2023

# ACCEPTABLE QUALIFICATION COMBINATIONS

A-level 1

A-level 2

A-level 3

A-level 1

A-level 2

BTEC/OCR  
equivalent to  
one  
A-level (L3)

A-level 1

BTEC/OCR equivalent to two  
A-levels (L3)



# ACCEPTABLE QUALIFICATION COMBINATIONS

BTEC/OCR  
equivalent to  
one  
A-level (L3)

BTEC/OCR equivalent to two  
A-levels (L3)

BTEC/OCR equivalent to  
three A-levels (L3)

## Note:

- BTEC/OCR qualifications are acceptable for entry to all courses except Medicine, Dentistry and Pharmacy
- Applicants must satisfy normal GCSE and/or A-level subject requirement(s). BTEC/OCR may be acceptable in satisfying subject requirement(s) for some courses. Contact Admissions and Access Service for guidance ([admissions@qub.ac.uk](mailto:admissions@qub.ac.uk))
- AQA Level 3 Extended Certificate in Applied Business treated as equivalent to BTEC/OCR
- Offers expressed in terms of overall grade(s) since 2022 entry



# BTEC Requirements

BTEC/OCR (Equivalent to one A-level)	A-level equivalent
Distinction*	A
Distinction	B
Merit	C

BTEC/OCR (Equivalent to two A-levels)	A-level equivalent
D*D*	AA
D*D	AB
DD	BB
DM	BC
MM	CC

BTEC/OCR (Equivalent to three A-levels)	A-level equivalent
D*D*D*	AAA
D*D*D	AAB
D*DD	ABB
DDD	BBB
DDM	BBC
DMM	BCC

## Note:

- Certain degree courses may stipulate a minimum grade(s) in individual modules
- ***Subject requirements must be met where applicable***

# 2023 ENTRY: Changes to Requirements and New Courses

## Introduction of Selection Interview for MPharm applicants (UCAS Code - B230)

The General Pharmaceutical Council (GPhC) published new Standards which require an interactive selection component as part of the selection process for admission to the Pharmacy degree.

## BSc Honours Psychology (UCAS Code - C800)

GCSE Mathematics requirement will be grade B/6

## BSc Honours Data Science with a Year of Professional Experience (UCAS Code - G420)

A-level: A (Mathematics) AB including at least one from Computing/Software Systems Development (not both), Physics, Biology, Chemistry, Technology and Design, Electronics, Further Mathematics or Double Award Life & Health Sciences

or

A-level: A\* (Mathematics) BB including at least one from Computing/Software Systems Development (not both), Physics, Biology, Chemistry, Technology and Design, Electronics, Further Mathematics or Double Award Life & Health Sciences





# FURTHER INFORMATION

## Undergraduate Admissions Policy

The policy is available at:

<http://www.qub.ac.uk/directorates/MRCI/admissions/UndergraduateAdmissions/UndergraduateAdmissionsPolicy/>

## How we choose our students

These are available on Course Finder under the Entry Requirements tab and section on Selection Criteria:

<https://www.qub.ac.uk/courses/>





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**ANY QUESTIONS?**



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