

Transitioning from Student to Professional

A case study



LEARNING OUTCOMES



Through this session attendees will:

- Explore the STP (Student to Professional) concept and research
- Share insights, data and lessons learnt from the FCA
- Discover how to apply the STP model

OUR RESEARCH METHODOLOGY



Rigorous. Research informed. Practically applied.

50+ focus group/interview participants
100+ articles, blogs, surveys and journals
15 pilot partners: 8 university, 7 employer
1,087 participants in the psychometric
700+ workshop/webinar attendees
22 workshops and webinars
7 months: July 2024 - January 2025

NINE STP SHIFTS



Student life

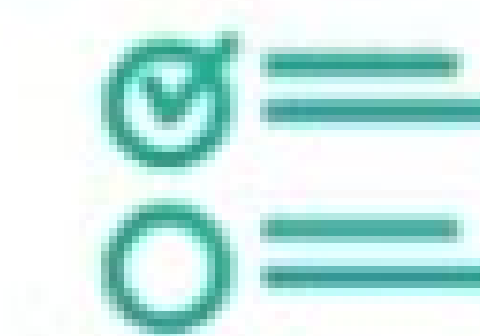
Quest for perfection



Failure avoidance



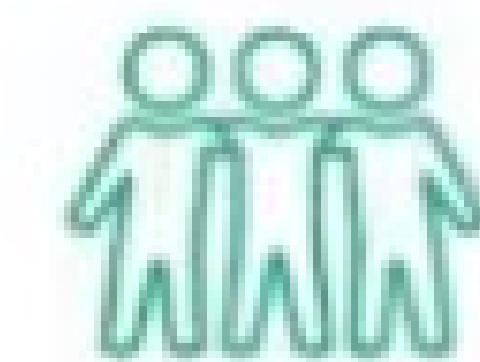
Clear tasks and deadlines



Student as consumer



Friends and peers



Diversity in bubbles



Regular, objective performance feedback



Clear next steps and structure



Wellbeing and social life provided for



Pragmatism

The transition from striving for perfection and maximising effort in education, to recognising that in the workplace pragmatic decisions are often required and efficiency is paramount.

Fortitude

The transition from education where you're encouraged to avoid failure, to the workplace where there is rarely a single right answer and failure is seen as an inevitable part of learning and improving.

Task navigation

The transition from education where tasks have clear directions, deadlines and complete information, to the workplace where tasks are often more ambiguous, with changing deadlines and incomplete information.

Accountability

The transition from being mainly focused on own personal experience and priorities in education, to the workplace where you are expected to contribute to wider objectives and team goals.

Professional Interaction

The transitions from interacting and socialising with friends and peers in education, to building professional relationships and networks in the workplace.

Diverse collaboration

The transition from studying with people that have similar values and perspectives, to working with diverse groups of people with different social, political, academic and age profiles.

Self-assessment

The transition from education where feedback is consistent, structured and frequent, to the workplace where feedback may be more subjective, less structured and irregular.

Career navigation

The transition from education where there is a clear pathway for progression and it is the same for everyone, to the workplace where progression can be unique to the individual, the steps and timelines can vary and are not always clear.

Self-sufficiency

The transition from education that has a structured environment with lots of help and support available, to the workplace where individuals may need to be more independent and self-sufficient.

Quest for efficiency



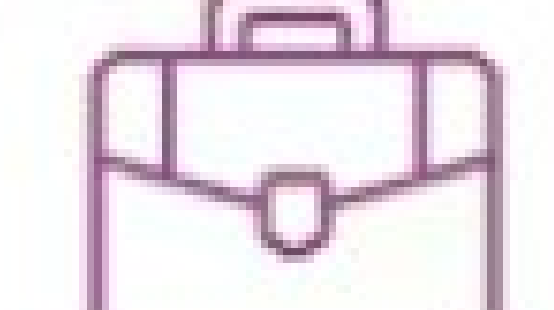
Failure is inevitable



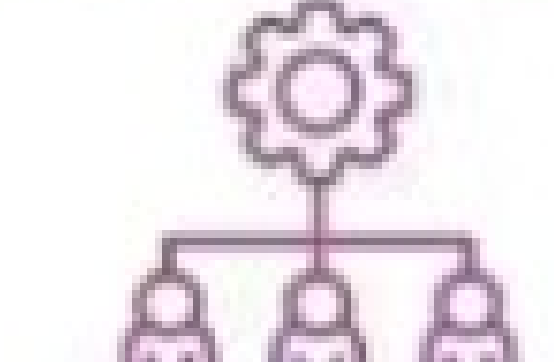
Ambiguous tasks and changing deadlines



Employer as consumer



Colleagues and hierarchy



Full life diversity



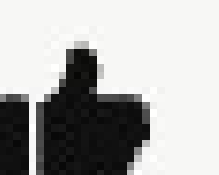
Irregular, subjective performance feedback



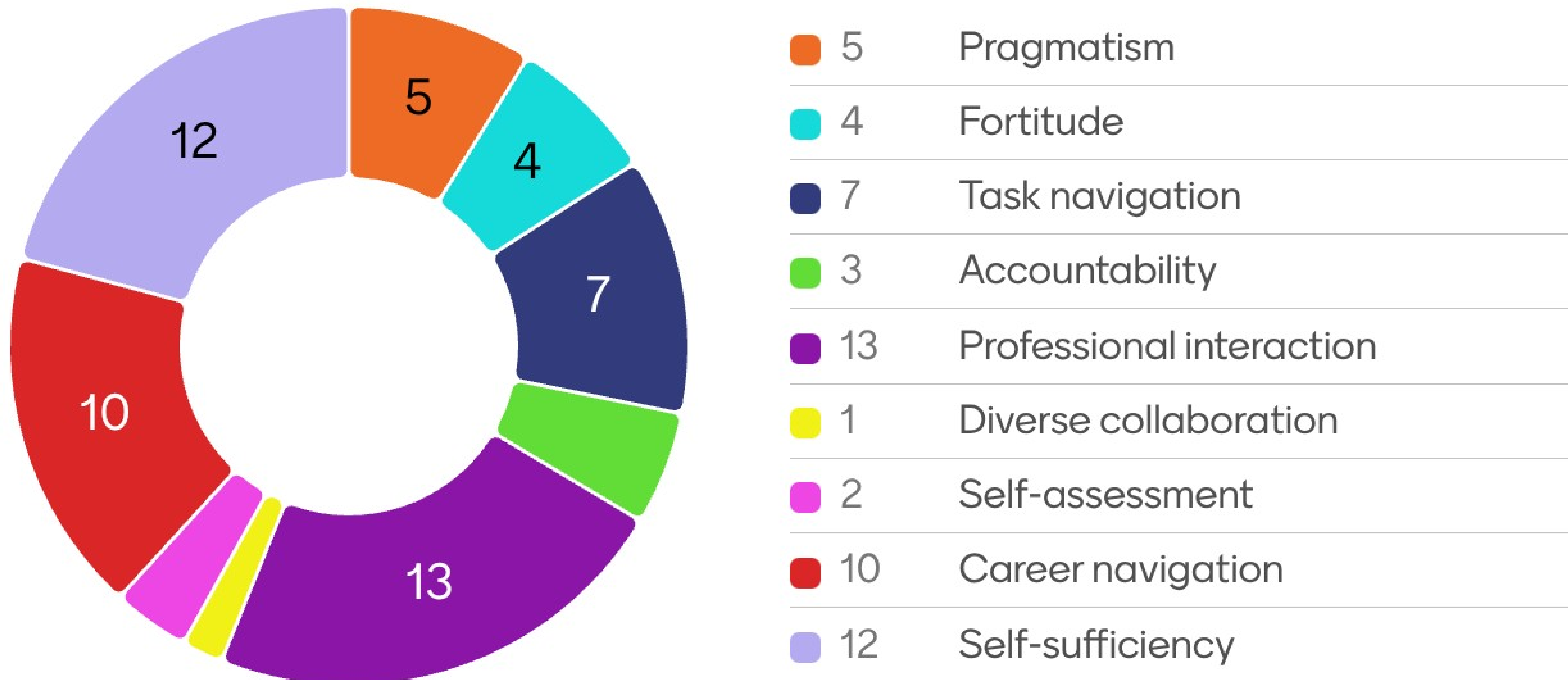
Career self-navigation



Wellbeing and social life my responsibility



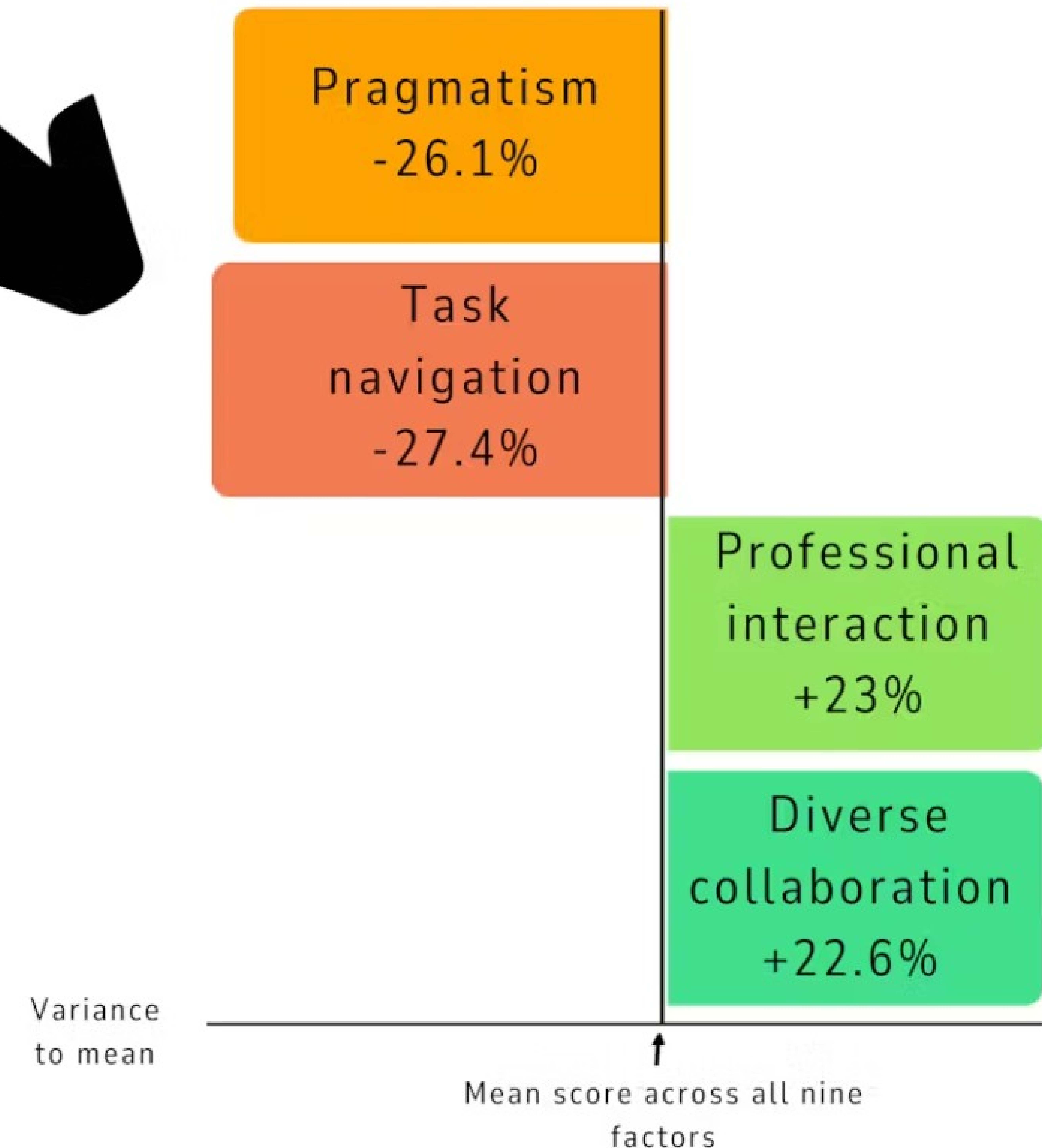
Which two are you hires finding most challenging?



THE MOST/LEAST CHALLENGING SHIFTS

Self reported in psychometric

Most challenging: Pragmatism and Task navigation.
Easiest: Professional interaction and Diverse collaboration.



THE MOST/LEAST CHALLENGING SHIFTS

Self reported in psychometric

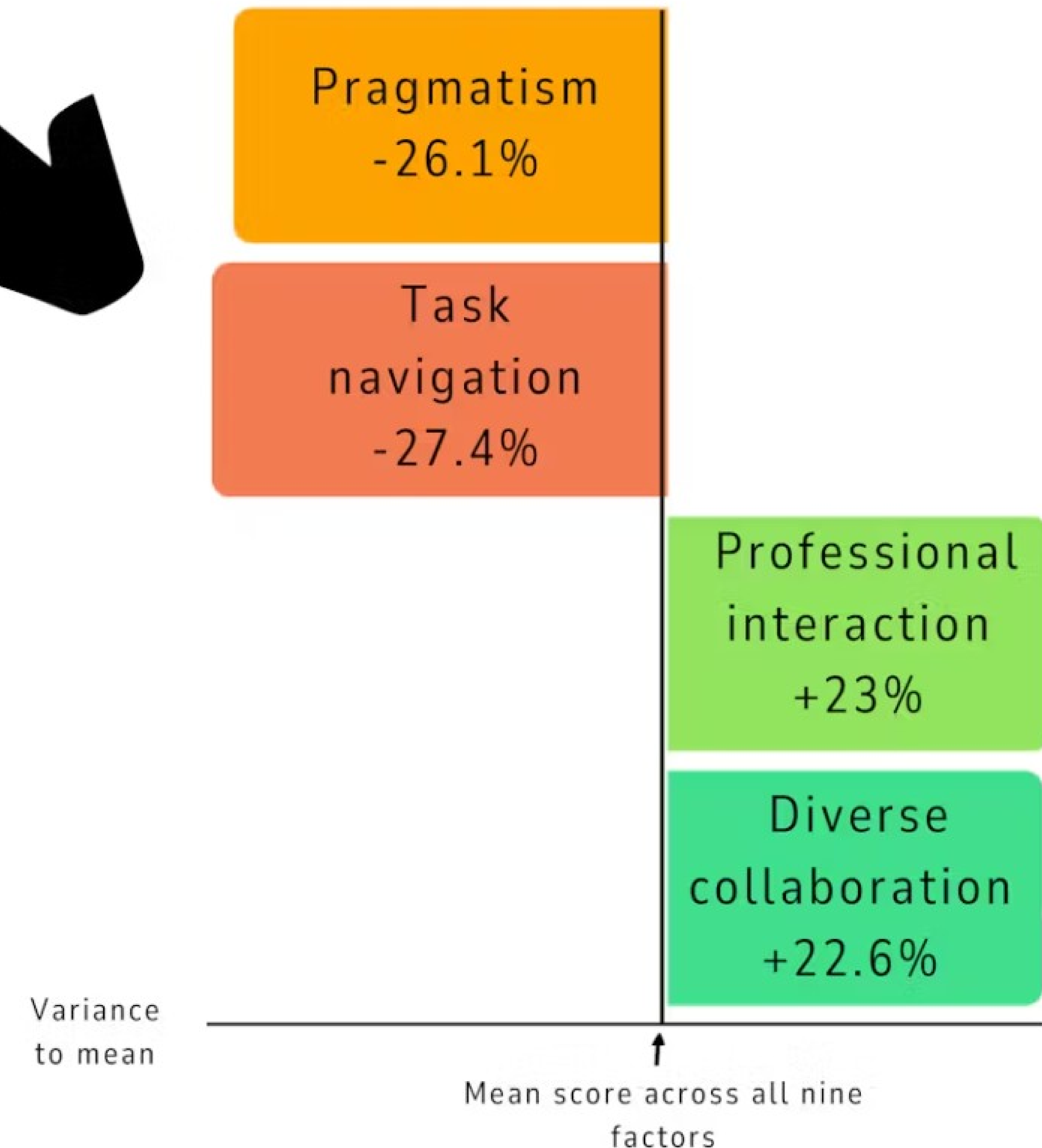
Most challenging: Pragmatism and Task navigation.
Easiest: Professional interaction and Diverse collaboration.

Manager reported in workshops

Most challenging: Self-sufficiency and Task navigation.
Easiest: Accountability and Diverse collaboration.

Insight

- EC hires are better at Pragmatism and Accountability than they perceive.
- Less good at Self-sufficiency and Professional interaction, than they perceive.



FCA CASE STUDY: WHAT WE DID



What we did...

- 21st November – 5th December: Opened the STP psychometric for 2023/24 grads and apprentices (4 campaigns)
- 9th December: Received their reports
- 10th December: Webinar for graduates and apprentices
- 9th and 13th January: Workshops, in person for early careers ambassadors, line managers and HR colleagues



FCA CASE STUDY: WHAT THE PSYCHOMETRIC SHOWED US

2023 Graduates - AVG 74.38%



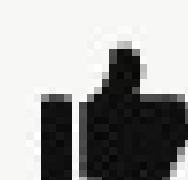
2023 Apprentices - AVG 67.72%



2024 Graduates - AVG 74.2%



2024 Apprentices - AVG 67.17%

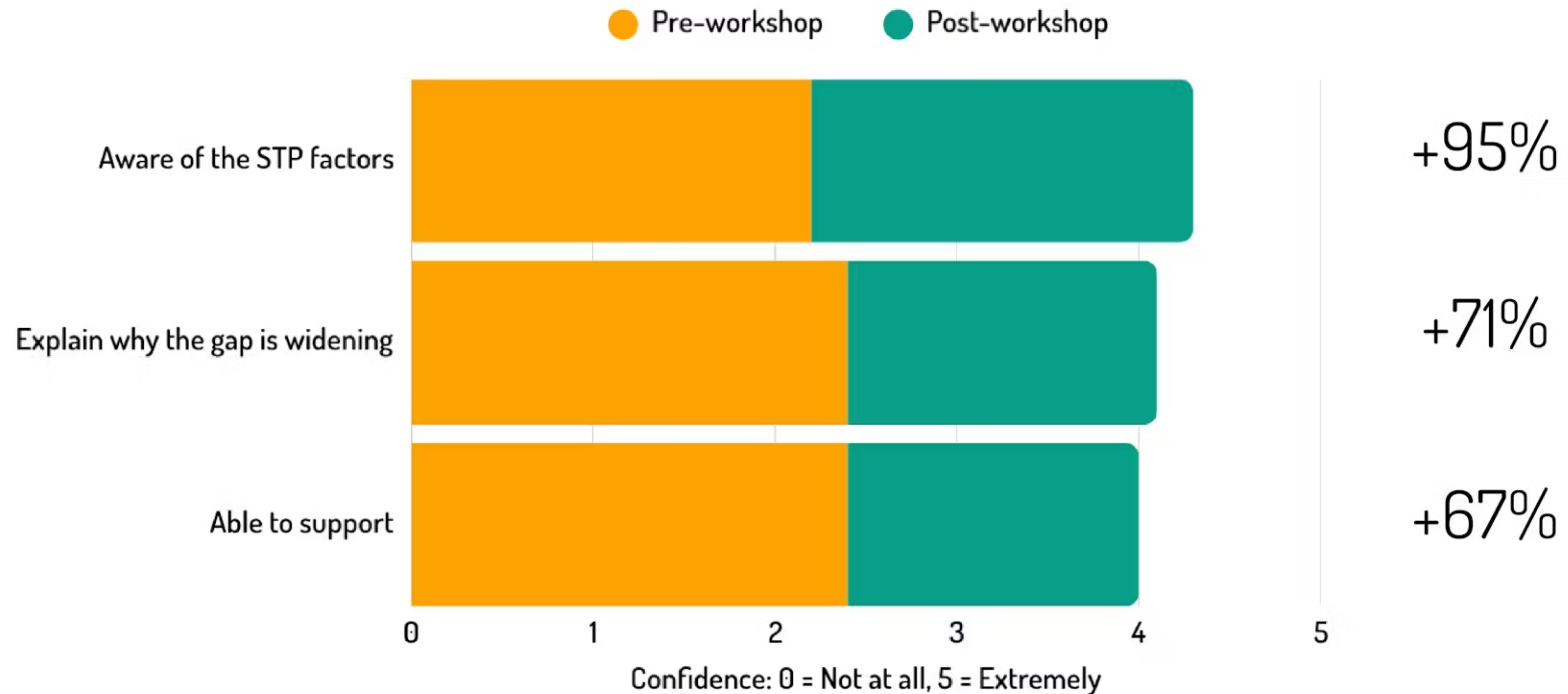


FCA CASE STUDY: WHAT THE PSYCHOMETRIC SHOWED US

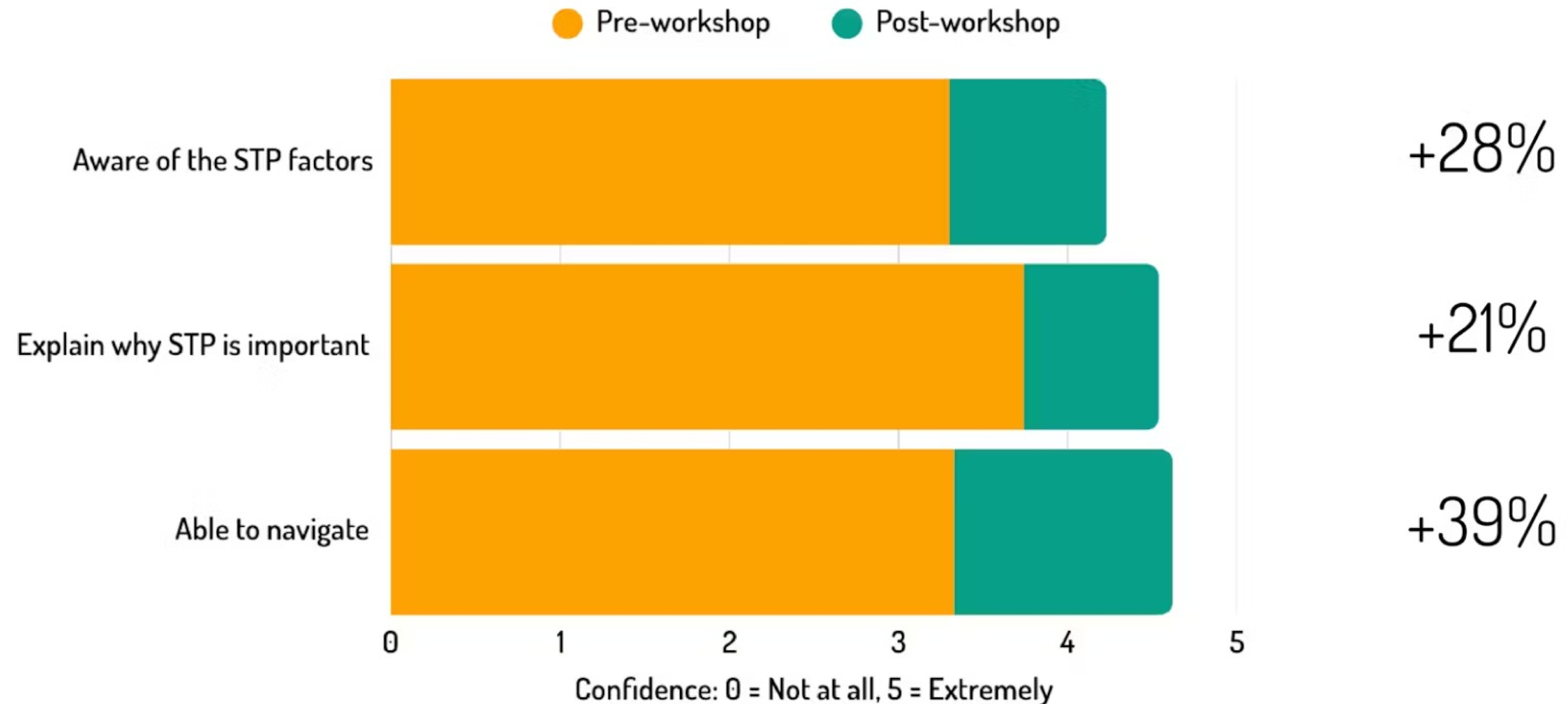
- Difference of 6-7% between apprentices and graduates
- Negligible difference between 2023-2024
- We will re-test 2024 population to measure impact
- Most challenging shifts same for all four populations:
 - Accountability
 - Pragmatism
 - Self-sufficiency
 - Task navigation
- We have used these shifts to shape 2025 development



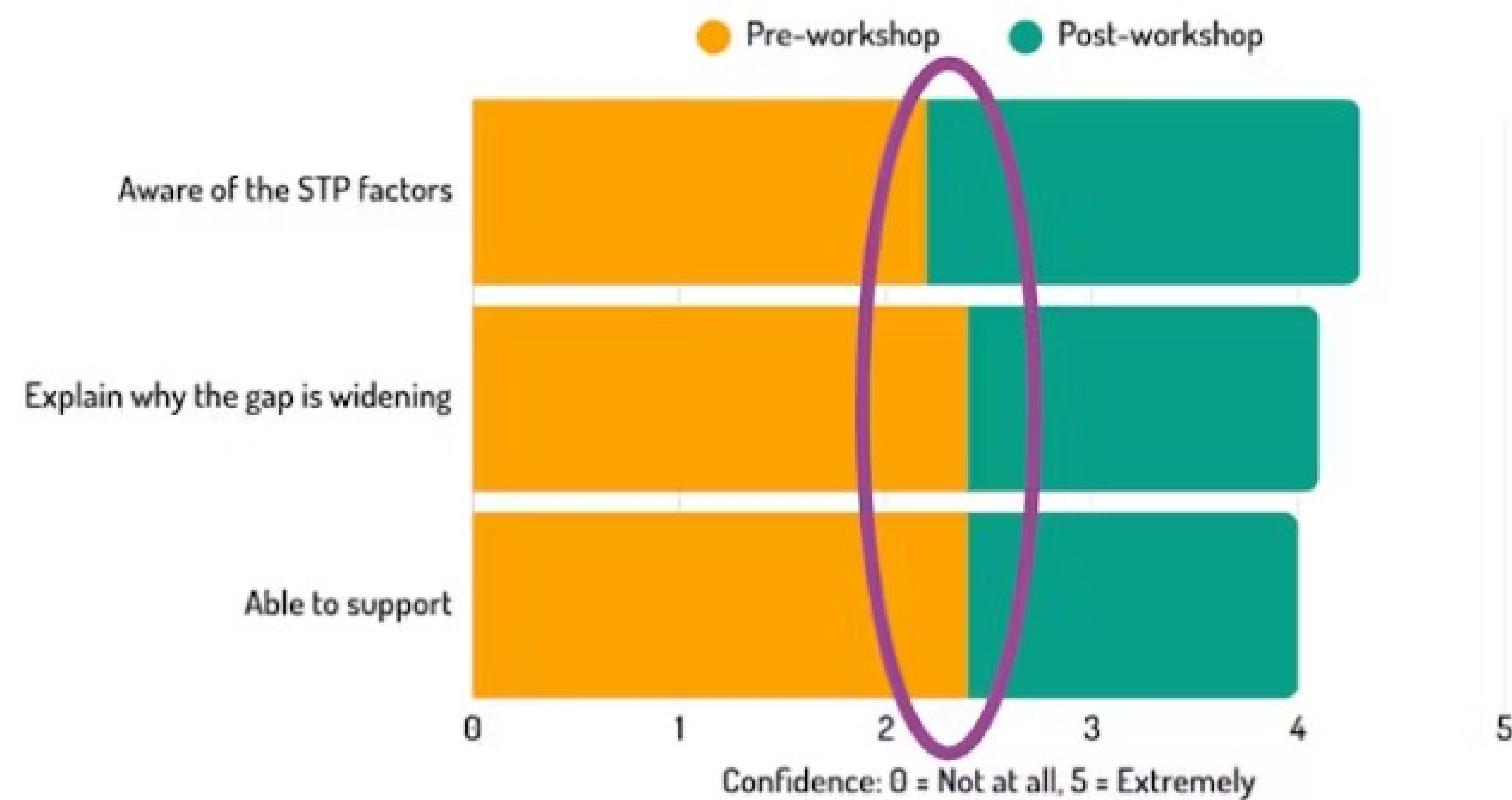
FCA CASE STUDY: IMPACT OF LINE MANAGER WORKSHOPS



FCA CASE STUDY: IMPACT OF WEBINAR FOR NEW HIRES

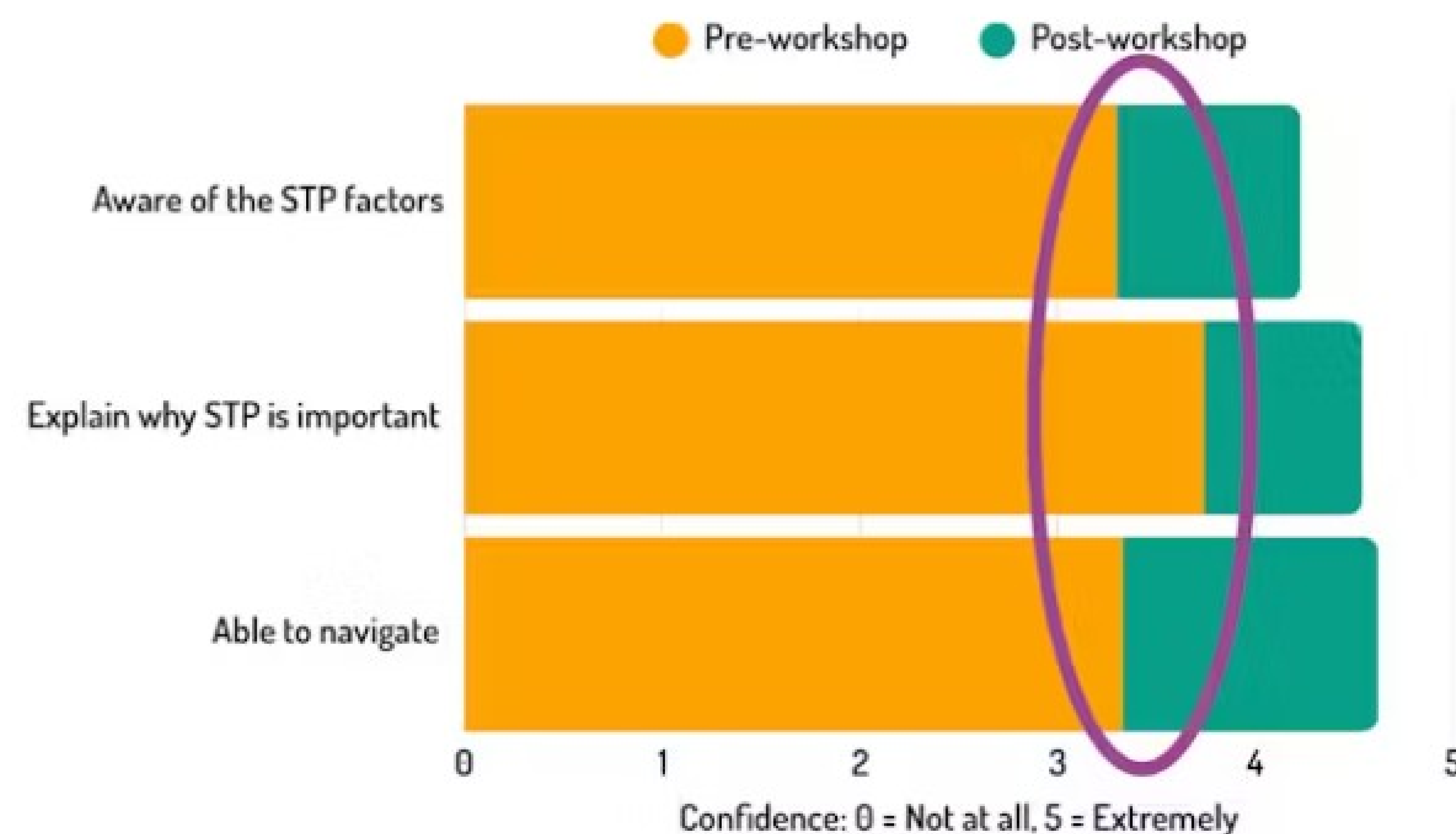


WHY DOES THE NEW HIRE IMPACT LOOK LOWER?



The starting point is MUCH higher

- Students and early careers hires reported the highest levels of ability prior to interventions
- Far higher than line managers, early careers professionals and HE careers professionals
- As a result percentage increases appear small
- Dunning-Kruger effect in action!



FCA CASE STUDY: BROADER IMPACTS



- Grads and apprentices understanding starting point
- Navigate their own development
- Support line managers to coach/give feedback
- Line managers moderating one another's approaches, new to LM and experienced
- Developing empathy - great for my own kids!
- HRBP's feeling engaged and able to support
- Light bulb moments (and check reactions)
- Better quality coaching/conversations

FCA CASE STUDY: USING THE STP INTO 2025

- STP data informed our development programme review and offer – shared development needs for apprentices and grads
- Re-tendered for a new programme based on these development needs, design now underway
- STP psychometric for all EC hires
- Keynote/workshop at induction
- Line manager training, again opened up to ambassadors and HR colleagues
- Establish, build, accelerate modules



APPLYING THE STP MODEL

Employers

- Student development workshops
- On-boarding – prep to step
- Insights programmes, apprentices, grads, interns, placements, offboarding
- Development interventions for managers, people teams and EC hires
- Tailored development programme planning
- C-suite/board presentations
- Test-retest evaluation

Universities

- Student development workshops
- Preparation for placement
- 121 coaching
- Graduate transitions programmes
- Targeted in curricula inputs for lower GOS courses
- Internships/graduate programmes – for participants and manager (inc SMEs)
- Academic/employability conferences
- Test re-test evaluation

NEW for 2025: Resources (videos, coaching questions, templates, guides, scenarios)

FIND OUT MORE



www.student-to-professional.co.uk



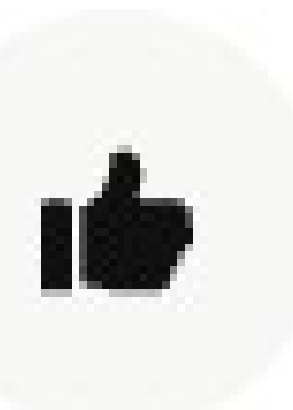
Case studies



White paper / webinar



Brochures
Options and costs



FIND OUT MORE

Easy/short reads

- Our original article on the transition from employment to education (or student to professional as it has become known) <https://www.linkedin.com/pulse/transition-from-education-employment-rebecca-fielding/?trackingId=KF0%2B2MJbS0KJZCgftmmmbw%3D%3D>
- Generation P for perfection (a good summary of the research on the rise of perfectionism as a behavioural trait) <https://wonkhe.com/blogs/generation-p-for-perfection/>
- The stats on disability, neurodivergence and mental ill health in this article 'the disability disclosure gap' <https://www.linkedin.com/pulse/disability-disclosure-gap-rebecca-fielding/?trackingId=KF0%2B2MJbS0KJZCgftmmmbw%3D%3D>
- What is helicopter parenting and what are the impacts <https://www.parents.com/parenting/better-parenting/what-is-helicopter-parenting/>
- Quick overview of the 'fragile perfects' phenomenon <https://www.tes.com/magazine/archive/introduce-failure-lives-our-fragile-perfect-students-urges-grit-expert>
- Why is the gap from student to professional widening <https://insights.ise.org.uk/development/blog-why-is-the-gap-from-student-to-professional-widening/>
- The problem with losing 'osmosis learning' <https://www.bbc.com/worklife/article/20211004-the-problem-with-losing-osmosis-learning>
- First degree qualifiers by highest qualification (1st/2:1 etc) on entry and classification of first degree, academic years 2014/15 to 2022/23, stats <https://www.hesa.ac.uk/data-and-analysis/students/outcomes/breakdown>
- The persistent irony of the Dunning-Kruger effect <https://www.bps.org.uk/psychologist/persistent-irony-dunning-kruger-effect>
- The British Psychological Society, Psychological testing: A test user's guide https://cms.bps.org.uk/sites/default/files/2022-07/ptc02_test_users_guide_2017_web.pdf

Academic sources and studies

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- Curran, T., & Hill, A. P. (2022). The rise of perfectionism as a behavioral trait. *Personality and Social Psychology Review*, 26(2), 111-136.
- Donald, D., & Clacherty, G. (2005). The impact of resilience on employment. *Journal of Career Development*, 32(3), 205-221.
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- Kodama, C. M. (2017). Career resilience and coping with reality shock. *Journal of College Student Development*, 58(6), 885-902.
- Paolini, A. C. (2020). Social-emotional learning in career readiness. *Journal of Research in Education*, 30(2), 45-60.
- Tomlinson, M. (2022). Transitions from higher education to employment: Navigating liminal spaces. *Studies in Higher Education*, 47(5), 1034-1050.

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