
1. Establishing CEIG within the University’s structure and systems

1.1. Locating responsibility for CEIG issues within the governance of the University will be an essential first step towards implementation of this policy. The locus of responsibility will be the Learning and Teaching Committee (L&T C). L&TC should decide if it will recommend the establishment of a separate committee or sub-committee to which it will delegate responsibility. Consideration should be given to following the practice adopted by a number of other HEIs of including CEIG matters within a more general framework that addresses Employment and Employability. Any committee established to deal with CEIG matters and the broader issues of Employment and Employability should draw its membership from: teaching staff responsible for CEIG issues within each Faculty (see below); Careers Centre staff; Business and Research Directorate; Corporate Affairs Directorate; the Enterprise Centre; the Alumni Office. Consideration should be given to establishing an Employment and Employability Forum – with a relationship to L&TC similar to that of the Learning and Teaching Forum – where Brookes staff can meet with employer/professional/business organisations to examine best practice in supporting students in the transition to employment.

1.2. CEIG, or at least the specific items of graduate employability and employment, should be included in the agenda for at least one meeting each year of each Faculty Academic Enhancement and Standards Committee.

1.3. At least one member of teaching staff within each Faculty should have responsibility for leading on relevant CEIG matters, liaising with the Careers Centre and representing the Faculty on any committee or sub-committee established by L&TC to consider CEIG issues.

1.4. Support for CEIG should have a central position in the University’s planning. It should be included in any check-list of items that Faculties and relevant Directorates are required to address and resource through their Strategic Plans.

1.5. Basic awareness training about CEIG should be included in the CTHE for new teaching staff. The Careers Centre could work towards designing more detailed training programmes geared to the needs of staff in different subject disciplines. A more detailed and specialist section on CEIG could be added to ‘Supporting Students: a Staff Handbook’.
1.6. Consideration should be given to including support for CEIG activities in bids for external funding wherever this is possible and appropriate. Note should be taken of the use of HEROBAK and Widening Participation funding by a number of HEIs to support CEIG work relevant to the objectives of those initiatives.

2. Provision of CEIG

2.1. It is important to emphasise the principle of equity in relation to students’ access to information and guidance. No matter which Subject or study programme they are enrolled on, students should receive a minimum core provision of CEIG.

2.2. Encouraging student involvement in CEIG activities is more likely to be successful if positive messages and signals are given at all stages; these may include:

- Giving appropriate weight in the Prospectus and other promotional materials to the relationship between our courses and students’ employability
- Ensuring that graduate employability is a key, evidenced theme of Visit Days
- Including material in Course Handbooks that is supportive of CEIG
- Introducing CEIG and employability as themes in Induction Programmes and/or Introductory Modules
- Identifying modules where some curriculum time can be given to the presentation of CEIG material or drawing undergraduates’ attention to any specialist elective Career Management Modules that will be offered by the Careers Centre from the AY 2005/06 or working with the Careers Centre to provide voluntary attendance workshops customised for particular Subjects and/or Faculties. Examples of existing co-operation between the Careers Centre and Subjects/Faculties, based on two of these approaches can be found in a number of Faculties. This good practice needs to become more widespread and consistent.
- Drawing students’ attention to opportunities to develop Transferable Skills within modules. This might include encouraging or requiring use of the web-based Personal Development Planning tool – ‘My PDP’, accessed by a PIP ‘tab’ - that will be available from AY2005/06; it will assist students to monitor their skills development and increase their awareness of aspects of transferring skills to work settings.
- Rethinking the approach to Personal Tutoring so that there can be a more explicit and structured focus on a student’s academic, personal and vocational development and their life plans after
graduation. This should be influenced by the joint UUK, ScoP, QAA Policy on Progress Files in Higher Education and its references to Personal Development Planning (PDP).

- Reinforcing awareness of CEIG issues as students approach the end of their courses. Each Faculty should work with the Careers Centre to organise a minimum of one ‘Employment/Further Study Workshop’ for Undergraduates as they approach their final year of study; a similar event should be arranged at an appropriate point in Postgraduate programmes. Good practice of this kind that already exists in areas such as Social Sciences and Law, Languages and Art, Publishing and Music should be extended across the University.

3. Information about Employment Vacancies
   3.1. It is understandable that vacancies information obtained by Faculties may sometimes be made available only to their own students. This sense of ‘ownership’ may make it difficult to move towards, say, a shared and structured University web-site offering a comprehensive listing of vacancies for undergraduates and postgraduates, available to all. Nevertheless, procedures and responsibilities for consistent and comprehensive collection of information about employment vacancies and its dissemination should be considered by L&T C. This will lay the foundation for a Virtual Careers Centre (see below) to display material of this kind, as well as providing links to similar pages maintained by professional organisations and commercial providers.

4. Work Experience/Study Abroad for Undergraduates
   4.1. The opportunity for all undergraduates to build work experience and/or study abroad into their programmes of study, if they choose, should be referred to in the University’s prospectus and course handbooks. This message should be repeated in induction programmes and supported by Personal Tutors. Consideration should be given to establishing a unit, perhaps linked to the Careers Centre and collaborating with the OBSU Jobshop, to support those undergraduates seeking work experience where it is not a required part of their programme and where there is no tradition of setting up placements at Faculty level. A proposed career management module, available as an elective, will provide a framework within which these undergraduates can negotiate a learning contract to reflect on and record the learning outcomes of their work experience.

5. Liaison with Employers
   5.1. It is essential that we have a more integrated approach towards communication with external agencies. A number of University departments approaching the same company or agency without being aware of each other’s approaches can cause obvious irritation. Companies approaching a University Faculty offering, say, a presentation on employment opportunities that may cover a wide range of disciplines, often assume that the information will be made known to all undergraduates and express disappointment upon discovering that
the Faculty restricted the information to its own students. Whilst it is acknowledged that there may be particular interests that may discourage sharing of this kind of information, a single locus of responsibility should be identified to construct a database and draft protocols to co-ordinate employer liaison.

6. Virtual Careers Centre
6.1. Opportunities to develop Career Management Skills and better understand transition to employment should be integral parts of a Managed Learning Environment. This aspect of the student learning experience should be included in our thinking about Brookes Virtual and the Careers Centre should be represented in the planning group for that project.

7. Labour Market Intelligence
7.1. It is essential for the University to gather and disseminate high quality Labour Market Intelligence for the use of Faculties, Directorates, enrolled students and potential students. It is suggested that a small team is formed to manage collection of FDS, gather LMI from other sources e.g. CSU (What do graduates do?) and Learning and Skills Councils and disseminate the information electronically via the University Intranet and Internet sites.

Keith H Cooper, Head of Student Services
Lorna Froud, Head of Careers Centre
AY 2003/04