

# REGULATIONS

## E4 Policy on Careers Education, Information, Advice and Guidance

### 1. The University's commitment

Since its origin, Oxford Brookes University has fulfilled the pledge of John Henry Brookes that it should “enable students to live lives of consequence”. The University continues to help students to develop a combination of knowledge, skills and understandings which enable individuals to succeed in their careers and to contribute effectively to the national and international economies and to society more broadly. To this end, Faculties and other Services within the University combine complementary expertise with the Careers and Employment Centre (C&EC) in delivering Careers Education, Information, Advice and Guidance as an integral element of the institution's pre-entry, learning and teaching and graduate provision. It follows that the policy on Careers Education, Information, Advice and Guidance describes partnership working and resides within the University's Strategy for Enhancing the Student Experience.

Faculties foster scholarship, professional knowledge practical competence and the graduate attributes which equip students for a wide range of careers needs and to manage these careers. In many academic departments, this includes engaging employers and professional practitioners in the design, delivery and assessment of the curriculum.

The **Careers and Employment Centre** is the institution's lead provider of Careers Education, Information, Advice and Guidance. It contributes to the University's commitment to students through its own mission, which is “to enhance students' and graduates' employment prospects”. (The full mission statement is available on the C&EC website: <http://www.brookescareerscentre.co.uk/uploads/Mission%20statement.pdf>)

Alongside making use of opportunities within their academic programmes undergraduates and postgraduates have a responsibility to enhance their own employability by actively seeking out and engaging with the opportunities and support provided by the C&EC and other opportunities for self-development offered by the Students' Union and Societies.

## **2. Eligible Students and Graduates**

The following groups are eligible for C&EC facilities and are therefore stakeholders in the institution's CEIAG policy:

- Currently enrolled full-time, part-time and distance learning students on first degree and postgraduate courses.
- Currently enrolled students on the above courses which are jointly awarded by Oxford Brookes and a partner institution, in cases where Brookes is the “administering institution”.
- Any intercalating students.
- Students who discontinue from the above courses in the period immediately after leaving their studies for a period of six months.
- Graduates of Oxford Brookes University up to three years following graduation.

## **3. Student CEIAG entitlement**

An important element of the student experience is the availability of professional Careers Education, Information, Advice and Guidance delivered by qualified, experienced staff, appropriate to the needs of course groups and of individuals. CEIAG should be accessible, impartial, confidential and student focused, consistent with equality policies and which helps students to engage with careers and employability issues at an early stage in their time at Brookes. The close relationship between academic study, employability, a commitment to lifelong learning and a rewarding working life should be an integral element in Personal Development Planning. In this way, CEIAG is a process that incorporates and delivers an enhanced awareness of the concepts of employability at institution, faculty, department, course levels.

For clarity of presentation, the roles undertaken by each partner in delivering CEIAG activities within the university are described below in relation to each of the four areas, Education, Information, Advice and Guidance, along with an additional category of Employer Relationships and a final section outlining Core Provision

<b>a) Careers Education to enable students to:</b>	<b>The role of the Careers and Employment Service is to:</b>	<b>The role of faculties and departments is to provide and facilitate course specific career planning and the development of Graduate Attributes. This is likely to include:</b>	<b>The role of the University (SMT) is to:</b>
<ul style="list-style-type: none"> <li>• assess themselves realistically for post university options;</li> <li>• identify and explore appropriate fields of graduate opportunity;</li> <li>• make decisions and plan action related to their career;</li> <li>• increase competence and confidence in the job search process and for the post-university experience, including engagement with CPD and lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>• research, design and deliver seminars in a central programme and via e-learning that relate to current career development issues and are accessible to all students;</li> <li>• work with academic colleagues to identify suitable opportunities to work with students in their courses of study paying particular attention to the needs of specific groups eg post experience;</li> <li>• provide consultancy and input to the work of Faculties, Directorates, Oxford Brookes International, the Senior Management Team and OBSU to enable them to give messages that are consistent with those of the C&amp;EC professionals</li> </ul>	<ul style="list-style-type: none"> <li>• working with C&amp;EC staff to identify suitable opportunities to integrate career and employability development into courses of study;</li> <li>• working with professional careers staff to include career and employability development advice and information relevant to year of study in course handbooks and on departmental websites;</li> <li>• using labour market and other career data and resources to enhance course content wherever possible;</li> <li>• contributing to students' understanding of the importance of adding value to their degree by engaging in student activities, international exchanges, volunteering and quality work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that processes are in place to support and disseminate the provision of quality CEIAG to students through a variety of relevant and appropriately informed structures. e.g protocols for room bookings, access to alumni</li> <li>• ensure course development, approval and review processes draw upon relevant Labour Market Information (LMI) and career education learning outcomes and take account of the development of Graduate Attributes;</li> <li>• include in the induction training of new staff and PGCert an introduction to the work of the Careers and Employment Centre and a briefing on the role of employability in the curriculum;</li> </ul>

			<ul style="list-style-type: none"> <li>• facilitate structures, policies and procedures that encourage engagement in student activities, international exchanges, volunteering and quality work experience.</li> <li>• establish service level agreements between C&amp;EC and Faculties</li> <li>• provide framework to easily access labour market data (KIS, DLHE) and other resources to assist academic staff in relating their courses to career planning and to assist faculties and departments in establishing the feasibility of and the design of new courses;</li> <li>• ensure levels of staffing in the C&amp;EC sufficient to allow it to fulfil its role in relation to careers education</li> </ul>
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<b>b) Careers information:</b>	<b>The role of the Careers and Employment Centre is to:</b>	<b>The role of faculties and departments and other Services includes:</b>	<b>The role of the university (SMT) is to:</b>
<p>Access to a wide range of reliable, up-to-date careers information in hard and electronic formats on:</p> <ul style="list-style-type: none"> <li>• the career choice process;</li> <li>• occupations;</li> <li>• further study and funding;</li> <li>• employers in the public, private and voluntary sectors in the U.K. and abroad;</li> <li>• self-employment;</li> <li>• job search and vacancies;</li> <li>• volunteering, part time work and placement opportunities</li> <li>• self-presentation via CVs, applications and interviews;</li> <li>• psychometric tests and other selection procedures;</li> <li>• graduates' destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• As far as possible ensure that such information is accurate, up-to-date and easily accessible pre-registration and throughout courses of study through a variety of media;</li> <li>• work with academic staff to provide course related referrals to careers information through for example, handbooks, notice-boards and websites.</li> </ul>	<ul style="list-style-type: none"> <li>• taking account of career and employability information in course design and review</li> <li>• referring students to and encouraging them to make active use of Careers and Employment Centre information resources;</li> <li>• incorporating careers information in handbooks and departmental websites and on notice boards;</li> <li>• drawing on the expertise of the Careers and Employment Centre for inclusion in recruitment and other appropriate literature and websites.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure the C&amp;CE is resourced to develop and maintain an up to date interactive website and use new communication technologies as they emerge</li> <li>• ensure and provide levels of staffing in C&amp;EC to fulfil its role in relation to careers information</li> </ul>

<b>c) Careers advice and guidance:</b>	<b>The role of the Careers and Employment Centre is to provide:</b>	<b>The role of faculties and departments and other Services includes:</b>	<b>The role of the University (SMT) is to:</b>
<p>Informed, impartial careers guidance delivered in a confidential manner appropriate to the specific needs of individuals, including course changers and discontinuers, so that they can:</p> <ul style="list-style-type: none"> <li>• clarify the issues that are relevant to the stage of their career planning;</li> <li>• identify and feel confident about the steps they need to take to make progress;</li> <li>• feel understood and supported;</li> <li>• understand how the attributes they have developed fit the labour market and their career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• face to face meetings with qualified, experienced careers professionals</li> <li>• as many meetings via drop in service as necessary for individuals to meet their needs;</li> <li>• up to six 30 minute face to face meetings for clients requiring longer and consistent support eg students with disabilities</li> <li>• referral to print, web-based self-help resources and other appropriate agencies and services.</li> </ul>	<ul style="list-style-type: none"> <li>• providing ways of informing students about the C&amp;EC and encouraging them to make early use of its facilities. This includes careers notice-boards, electronic means of communication,</li> <li>• and via the academic adviser/student support co-ordinator system,</li> <li>• giving impartial information and advice to students on further study within their degree discipline;</li> <li>• including reference to the Careers and Employment Centre in departmental handbooks, literature and on websites;</li> <li>• referring students who can benefit from the support of the C&amp;EC</li> <li>• being clear about their own limitations in delivering impartial, up to date CEIAG</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that the C&amp;EC is appropriately resourced in terms of qualified staff and accommodation that is suited to confidential one-to-one careers guidance meetings;</li> <li>• support the C&amp;EC in maintaining MATRIX and ACGAS accreditation</li> </ul>

<b>d) Employer Engagement:</b>	<b>The role of the Careers and Employment Centre is to:</b>	<b>The role of faculties and departments includes:</b>	<b>The role of the University (SMT) is to:</b>
<p>Careers Education, Information, Advice and Guidance needs to be informed through a wide range of strong relationships and knowledge exchange with employers. These relationships are forged and nurtured by the institution, by the C&amp;EC and by faculties and individual departments. It is important that these relationships result in knowledge, skills and understanding that facilitates students' ability to:</p> <ul style="list-style-type: none"> <li>• understand the attributes and skills employers require, the nature of graduate work and recruitment processes;</li> <li>• understand how to present themselves effectively in CV, application and interview.</li> <li>• secure employment of a relevant type and level;</li> <li>• manage the transition to the world of work effectively, utilising the skills and attributes developed through their</li> </ul>	<ul style="list-style-type: none"> <li>• keep up-to-date on matters regarding recruitment, competencies and other employer needs, trends and the labour market;</li> <li>• take the lead in providing consultancy to employers about working effectively with Oxford Brookes University</li> <li>• refer employers to other university departments eg RBDO and faculties when appropriate;</li> <li>• publish UK and international vacancies on the careers centre website;</li> <li>• host presentations by employers on campus and elsewhere;</li> <li>• organise fairs and networking events for graduate recruitment, student placements vacation employment and volunteering opportunities;</li> <li>• provide employer led skills development seminars;</li> <li>• liaise with academic</li> </ul>	<ul style="list-style-type: none"> <li>• actively publicising C&amp;EC events and services;</li> <li>• make appropriate arrangements for employer input to the curriculum through the provision of authentic learning experiences in such a way that it contributes to both the academic and employability agenda;</li> <li>• obtaining information from the C&amp;EC about employers and their opportunities and making this available to students in relevant ways;</li> <li>• taking account of the 'What Do Graduates Do?' data provided annually by HECSU via the C&amp;EC and determining how it should best be used within the faculty/department;</li> <li>• promoting the importance of good quality work experience and engagement in student activities including volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>• encourage the inclusion within teaching and learning of opportunities for students to learn from potential employers and postgraduate providers either directly or indirectly, how their courses are developing the attributes that they value;</li> <li>• facilitate a professional, co-ordinated and coherent approach to developing and maintaining effective relationships with employers and external organisations across the institution</li> <li>• ensure and provide appropriate levels of staffing in the C&amp;EC which allow the C&amp;EC to fulfil its role in relation to employer engagement.</li> </ul>

studies to maximum effect.	departments to ensure that staff are aware of employer needs and career opportunities and to support in-put from employers to the curriculum; <ul style="list-style-type: none"> <li>• provide information for students to help them gain work experience or volunteering that will make a real impact on their future career.</li> </ul>		
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## Appendix

### Core Provision

- A well resourced Careers and Employment Centre with responsibility for supporting employability through the curriculum, career related information and events, advice and guidance, recruitment services and volunteering
- Institution wide focus on employability and entrepreneurship each year in Semester 2 (March) to include careers fair, lecture series by high profile graduates, alumni panels, practical workshops, employer workshops
- Induction activities or a basic module that helps undergraduates and postgraduates to undertake a preliminary exploration of links between their programmes of study, opportunities for personal development and the Brookes Graduate Attributes
- Two events normally delivered at subject level at the beginning of Stage 11 of an undergraduate programme, designed to help students obtain an increased awareness of career and further study opportunities; a better understanding of making applications and selection processes; knowledge of the support available to them through the C&EC
- An input on career development and continuing professional development delivered within the course structure of taught postgraduate programmes

- A workshop on career development and continuing professional development made available to post-graduate research students
- Action plan review workshop on job applications and further study for final year undergraduates
- A module to accredit extra curricular achievements and experience
- A student development programme to enhance the acquisition of the graduate attributes
- Training for all staff involved in CEIAG

**AESC will be responsible for initiating appropriate action to continue to promote and support implementation and approve changes.**

**AESC will receive an annual report Semester 3 from the Director of Academic and Student Affairs (or their nominee) on the progress of the implementation of the Policy. The report will include appropriate measures for evaluating the outcomes of implementation.**

For further information about these regulations, please contact the Head of Careers.

**Approved by:**

Executive Board, 19<sup>th</sup> March 2012

Academic Board, 18<sup>th</sup> April 2012

