

FRAMEWORK FOR STUDENT CAREER MANAGEMENT AND DEVELOPMENT

Approved by Academic Board

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Click on title for quick link to websites relevant to this section

- [QAA Code of practice : Career Education Information and Guidance \(January 2001\)](#)
- [Developing Modern Higher Education Careers Service: Report of a Review led by Sir Martin Harris \(the Harris Report\) \(January 2001\)](#)
- [Modernising HE Careers Education: A Framework for Good Practice – the Report of The Joint Implementation Group – UUK/SCOP November 2002](#)
- [QAA Guidelines for the HE Progress File 2001.](#)

FRAMEWORK FOR STUDENT CAREER MANAGEMENT AND DEVELOPMENT

Context

1. The University's Career Management and Development Framework is formulated in the context of its:
 - Learning and Teaching Strategy
 - General Educational Aims
 - Academic Regulations and Procedures Handbook
 - Widening Participation Strategy
 - Equal Opportunities Policy
 - Staff Development Policy
2. It also takes note of national strategies and developments including:
 - Section 8 of the QAA Code of Practice: Career Education Information and Guidance (January 2001)
 - Developing Modern Higher Education Careers Service: Report of a Review led by Sir Martin Harris (the Harris Report) (January 2001)
 - Modernising HE Careers Education: A Framework for Good Practice – the Report of The Joint Implementation Group – UUK/SCOP November 2002
 - QAA Guidelines for the HE Progress File 2001.
3. The purpose of this framework is to:
 - identify learner entitlement
 - ensure provision for meeting such entitlement
 - identify the support which can be provided by the University's Careers Service to complement that provided through taught programmes
 - assure the quality of such provision.
4. It is recognised that elements of the framework will change over time and that provision can be delivered through a range of strategies: at programme level, through partnerships between the Careers Service and individual programmes, through partnerships between programmes, the Careers Service and employers and by the University's Careers Service as a central service. Strategies will reflect the diversity of academic provision and learning outcomes.
5. It is expected that the framework will be reflected within individual programme specifications.

Note: Within this framework, career development learning, information, advice and guidance available to students are referred to as CEIG.

Principles

- 6 Arrangements for taught programmes will ensure that:
- i opportunities are provided for all students to develop skills and help them prepare for and manage their careers through a combination of programmes of study and access to other services; (see note (i))
 - ii every opportunity is taken to ensure that students of the University are well prepared to achieve their potential in industry, commerce and the wider community;
 - iii throughout their programmes of study, students are equipped for the transition from student to graduate in the workplace;
 - iv all enrolled students have access to the University Careers Service and that Service will also be responsible for demonstrating that it adheres to relevant precepts of the QAA Code of Practice;
 - v students are expected to be individually proactive in developing skills both within and outside programmes/units of study and in recording their achievements (for example through Personal Development Planning);
 - vi CEIG elements of taught programmes are subject to the University's quality assurance process;
 - vii the significance of CEIG in the curriculum is reflected in plans for professional training and development;
 - viii every opportunity is taken to ensure that students have access, within their programme of study, to meet with employers and undertake work-based learning activities.

Establishing Student Entitlement

7. Students are entitled to:
- i Accessible, impartial CEIG which is confidential, client focused and consistent with the University's Equal Opportunity Policy, provide by the Careers Service. Staff will be professionally trained and suitably experienced and will undertake available opportunities for professional updating and development.
 - ii Comprehensive, up to date, accurate information on the CEIG services available at the pre-entry, on programme and post exit stages.
 - iii Programme based opportunities to develop self-awareness, evidence of transferable skills acquired through study, work and community

activity, and review career plans. This will be supported by the compilation of progress files or compliance with professional body requirements (eg reflective log).

- iv Review their progress with the support of their personal tutor, complemented by additional advice and guidance available through the Careers Service.
- v Access to clear, impartial and up to date information about the range of options: this may include First Destination data, graduate case studies and alumni links.

Developing Flexible Options to Deliver CEIG

8. Faculties/Programmes will:

- i Develop appropriate delivery options for CEIG in partnership with the Careers Service (*note 1, section 13*).
- ii Co-operate with the Careers Service, employers and external agencies to maximise opportunities for students to improve their personal and career development.
- iii Encourage students to engage in work experience or work related learning in all programmes.

The Careers Service will:

- iv Design tailored on-line CEIG packages and student workshops for delivery within taught programmes in consultation with departments.
- v Provide careers information, advice and guidance in line with the MATRIX standards for CEIG.
- vi Publicise opportunities for work-based learning opportunities to year tutors and students via a variety of means which include posters, briefing sheets, email messaging and the Careers Service web site.

Development and Dissemination of Good Practice

9. The University will:

- i Regularly review the CEIG framework to ensure it supports the institutional agendas for student recruitment, retention and employability.
- ii Annually review Careers Service policy for developing further the range of CEIG activities offered across the institution.

- iii Ensure that providers including Careers Service staff, academic staff and external agencies, have the appropriate skills, knowledge and training to deliver CEIG.
- iv Ensure the quality of provision by carrying out external and internal audits, complying with national standards and responding to customer feedback.
- v Ensure regular user evaluation is conducted and fed back into the continuing development of provision.
- vi Ensure that all provision meets the criteria of the University Equal Opportunities Policy and identifies and supports specific student groups which may be disadvantaged in the labour market.
- vii Ensure that programmes are responsive to changes and developments in labour market information intelligence and graduate destination survey information.
- viii Regularly review its links with employers and community organisations to ensure work-based learning initiatives are co-ordinated across the University and that good practice is shared.
- ix Encourage Careers Service involvement in the work of relevant committees/working groups either through membership or attendance as deemed appropriate.

Building Partnerships with Industry, Commerce and the Local Community

10. In support of this framework, relevant departments within the University will aim to:
- i Build strategically on relevant professional, regional and community contacts in order to enhance the learning experience (see *note 2*, section 13).
 - ii Promote employment vacancy notification in hard copy and on-line for employers e.g. Graduate Vacancy Partnership.
 - iii Participate in appropriate HE initiatives identified by the Regional Office e.g. HEROBC and North West Development Agency.
 - iv Provide opportunities for continuing professional development to meet local needs.
 - v Ensure appropriate liaison and collaboration with local organisations including Information, Advice and Guidance networks (IAGs) and Connexions partnerships.

11. *Note 1 (Para. 2.1)* Appropriate delivery options already in operation include:

- Tailored on-line Career Development Learning modules designed by the Careers Service, validated as a half unit and offered at Level 2 by departments e.g. Sport and Exercise Science, Biological Sciences, Law, Health Studies.
- Programme units based upon guidelines set by professional bodies e.g. Chemistry, Landscape Design, MA Human Resource Management. The Careers Service together with outside speakers may provide additional input on appropriate themes and work-based learning activities may also be included.
- Course based programmes of professional development that may include Careers Service input, outside speakers (including employers and former students) and work experience or work-based projects. e.g. Environmental Management, Textiles and Fashion.

12. *Note 2 (Para. 6.1)* Opportunities which might result include:

- Work placements and shadowing
- Employer activity within the curriculum including guest lectures and skills training, and the provision of briefs and/or materials for work-based projects
- Mentoring support for students
- Attendance at departmentally based careers information days
- Presentations on specific occupations or organisations
- Business planning and insight courses