

Section 7: Personal development

Policy on Careers education, information, advice and guidance

Approved by the University Board for Teaching and Learning, 13 June 2017

Introduction

1. The University of Reading's Strategy for 2026 states our ambition towards 'designing complete learning experiences that enable all students to benefit from a comprehensive range of academic, developmental and professional opportunities, encouraging full and ongoing engagement with the University'.¹
2. The University of Reading Careers Strategy also identifies our need to 'make employability everyone's business'.²
3. Therefore, this policy goes beyond the work of the Careers Centre. It encompasses the following areas:
 - a. Provides an overarching document which brings together related policies across careers education, information advice and guidance (see below)
 - b. Outlines the responsibilities of all staff and students³ to support employability
 - c. Clarifies the entitlement for different groups to careers education, information advice and guidance
 - d. Identifies the relevant quality standards which govern careers education, information, advice and guidance
 - e. Explains the processes in place to ensure oversight and appropriate reporting of careers education, information advice and guidance

¹ A VISION, AMBITION AND STRATEGY FOR 2026

² 'Careers @ Reading', November 2013

³ ['The Reading Student Charter'](#): 'The University expects students [...] to seek out opportunities to enhance their understanding and to develop practical and intellectual skills [...] take advantage of the wealth of activities (social and developmental) provided [...] provide constructive feedback...

Related policies

4. The University of Reading seeks to develop student employability by embedding employability within the curriculum. This area of work is detailed in a separate [Policy on Career Learning: Embedding Employability](#) (revised October 2016).
5. Where students take credit-bearing placements this is detailed in the [University Code of Practice on Placement Learning](#).
6. The [University Statement on Unpaid Student Placements and Internships](#) outlines the considerations required by employment law and states that we reserve the right not to advertise or actively promote unpaid internships or placements.
7. The nature of the Careers Centre's provision is detailed in Careers' [Statement of Service](#).

Roles and responsibilities

8. University senior management are responsible for ensuring that employability remains a key priority and that our employability offer meets the needs of our diverse community of staff and students.
9. Heads of School or their designates are responsible for accountability of the School towards employability KPIs and for setting the strategy for employability enhancements across the school, with the support from colleagues in both the School and Careers.
10. Programme Directors and School Directors of Teaching and Learning (or their designates) are responsible for curriculum development which supports students' employability needs, and meets the requirements of the [Policy on Career Learning](#) and supports the Curriculum Framework⁴. They can expect support for this activity from their named [Careers Consultant](#)⁵.
11. Academic Tutors are responsible for encouraging students to consider their employability, ensuring that any information or advice they choose to give is accurate and up-to-date and/or referring to the Careers Centre as necessary. They can expect support from the named [Careers Consultant](#) for the School.
12. Module convenors are responsible for exploring opportunities to deliver their module in a way which would increase student employability. They can expect support for this activity from their named [Careers Consultant](#).
13. Careers Consultants are employed by the Careers Centre, with the exception of the separate service offered at Henley Business School and linked provision at University of Reading Malaysia. They are responsible for delivering impactful interventions for students within their caseload of Schools and Departments. They have a responsibility

⁴ <http://www.reading.ac.uk/internal/curriculum-framework/cf-curriculum-framework.aspx>

⁵ http://student.reading.ac.uk/~media/files/careers/careers_caseload_by_school.ashx?la=en

to ensure academic leadership within their Schools and Departments has a strategic steer on employability initiatives and that a joined-up approach is taken to different areas of practice. They are responsible for providing data and analysis which identifies students' employability needs, and providing a recommended course of action to address this.

14. Placement Coordinators are responsible for supporting processes relating to credit-bearing placements in their Schools and Departments. This includes sourcing placements, advising students throughout the process from application and preparation to post-placement reflection. They are also responsible for managing the administration and processes to ensure that the academic, legal and (where relevant) professional and statutory) requirements relating to placements are met.
15. Other professional staff in careers and employability areas are responsible for delivering their work in collaboration with colleagues, and ensuring that they are appropriately trained and supported to deliver the work meeting the quality standards below.
16. All students have a personal responsibility to use the opportunities provided to them by the university to enhance their employability, and to inform the Careers Centre where there is a need for provision to change.
17. All staff throughout the university, are responsible for noting opportunities where they in their role can support student employability. From encouraging employers to [recruit our students on My Jobs Online \(the student job board\)](#), to signing employability award log documents, to recommending students visit Careers, everyone has the potential to contribute to our students' development.

Entitlement to support

18. The following groups are entitled to the following employability information, advice and guidance:
 - a. Prospective students are entitled to receive accurate and up-to-date statistics on graduate destinations from their proposed course, as well as qualitative information (such as graduate case studies) which represents the range of potential destinations
 - b. Current students, including undergraduates and postgraduates, full-time, part-time and distance learning students, are entitled to careers and employability support services (Henley Business School students receive provision for this through Henley Business Schools' separate service). This includes students temporarily suspended from their course, and those who are studying at a partner institution where the relevant Memorandum of Agreement identifies their entitlement to employability support.
 - c. Those who leave their course, whether withdrawing or completing the course, are entitled to access the provision provided for graduates, detailed in Careers' [Statement of Service](#) (Henley Business School leavers again receive provision for this through Henley Business Schools' service).

- d. Staff seeking support to develop their students' employability have entitlement to advice from our professional Careers Consultants linked with each School and Department. Staff are entitled to receive support for their own personal career as detailed in the [Staff Development Policy](#). They do not have access to Careers Centre services.

Quality standards

- 19. The following quality standards govern our work in this area:
 - e. The QAA Quality Code sets out the following Expectation, which higher education providers are required to meet: 'Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.'⁶
 - f. The [Code of Practice](#) of the Association of Graduate Careers Advisory Services (AGCAS), which sets out core principles of student-centred practice, quality and continuous improvement and professional competence and development for careers and employability professionals.

Monitoring and reporting

- 20. University-level monitoring of careers and employability takes place through the Sub-Committee for Student Experience and Employability (SCOSEE), which can expect to receive regular reports and papers from Careers.
- 21. Monitoring of employability for each school takes place annually through the SPELT process. Reporting and strategy on employability within a School takes place at School Employability Team (SET) meetings. SET meetings sit outside of the committee reporting structure and give Heads of School the opportunity to receive employability analysis and set the strategic direction for employability in that school, as well as help prepare for SPELT processes in presenting analyses of relevant data.
- 22. School Boards of Teaching and Learning (SBTL) can expect to receive regular reports and papers from the Careers Consultant reporting on the process of SET meetings.

⁶ QAA, 2017, *UK Quality Code for Higher Education - Chapter B4: Enabling Student Development and Achievement*, p.6

Table 1: University Committee reporting structure for Careers and Employability

