

LTC09D140

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Code of practice for the assurance of academic quality and standards in higher education
Section 8: Career education, information, advice and guidance (CEIAG)

Summary of Changes

Introduction

This document is intended as a short summary of the key changes between the Code of Practice for Career education, information and guidance (published 2001) and the revised Code of Practice for Career education, information, advice and guidance (published February 2010). It is not exhaustive and each institution will of course need to interpret the changes for themselves. It has been produced with the approval of the QAA and AGCAS but should be read not as official guidance but as a helpful starting point.

Changes and Implications

General Points

The precepts have been completely restructured, so a point-by-point comparison is not possible. Only one point from the 2001 Code has been removed (Precept 9's bullet point on providing references, which didn't fit comfortably into the parameters of the Code). Other aspects have been reworked, fleshed out and updated to reflect the many changes since 2001, in particular the greater integration of careers and employability into the curriculum and into the strategic direction of many HEIs. The emphasis has shifted to a holistic consideration of the careers service function – thinking about the impact of work across the institution rather than in a specific area of the institution.

The old Precept 4 – catering “for the special needs of students who may be disadvantaged in the labour market.” – has been subsumed into a wider consideration of the needs of all students in the new Precept 3.

Stylistically, bullet point guidance has been changed to narrative explanation, with careful choice of vocabulary to differentiate between explanation, example and recommendation. This is intended to avoid a checklist approach to the Code; it encourages a wider appreciation of the purpose of the Precepts and flexibility in meeting them in a way which reflects the institution's ethos and practices.

The title has been changed to Career Education, Information, Advice and Guidance. The Glossary definition of 'career advice' is 'A process, whether delivered individually, in groups or via printed or electronic resources, which helps individuals access and interpret specific information, and provides professional opinion, feedback and suggestions for action in relation to the implementation of career plans. The basis for, and the limitations of, any advice provided should always be made clear.' This addition encompasses more explicitly than in the 2001 Code the wide range of roles within the institution which may be regarded as offering career advice and also any external agencies employed/allowed to operate on the institution's behalf. This is picked up throughout the new Code, particularly in Precepts 2 (identifying roles and responsibilities within policies), 3 (impartiality and the needs of individual students) and 10 (staff development).

Precepts in the 2010 Code

Precept	Change	Implication
General Principles	1. Strategic and integrated approach to CEIAG. Greater emphasis on integration of CEIAG into institutions' strategies – not just Learning and Teaching.	This is part of a general trend in the new code to see careers provision as, ideally, an integrated part of the institution's corporate planning processes, with clear priorities for CEIAG outlined in relevant strategies. It is expected that careers/employability will be seen as a theme in, for example, Research, Enterprise, Widening Access and Internationalisation strategies. Mechanisms for considering resource allocation ought, of course, to be identified alongside the responsibilities.
	2. A much more explicit requirement to identify all those involved in delivering and receiving CEIAG and to reflect the full range of staff roles and responsibilities in the institution's policies and procedures. This includes any franchised/ collaborative provision and work-based learners, ie policies should explicitly refer to all students registered at the institution.	It is not expected that staff at the awarding institution will be responsible for delivering CEIAG in franchised institutions, but institutions should include CEIAG provision explicitly in any contracts/memoranda, outlining respective responsibilities. Where franchised/collaborative provision is outside the UK, the awarding institution should consider what careers/employability input, <i>if any</i> , might be appropriate and be able to justify any decision. HEIs also need to consider how to offer appropriate and relevant provision to work-based learners and how this will be managed and resourced.
	3. A broader approach to student-centred CEIAG, encompassing impartiality, confidentiality and responsiveness to the needs of an increasingly diverse student base (including those coming through new study routes, those protected by legislation, eg disabled students, those who may face disadvantage in the labour market, and international students.)	This Precept represents a move away from regarding CEIAG as a discrete area of provision (and therefore of quality assessment/enhancement). Rather, the guiding principles of CEIAG are adopted across the institution. For example, there is explicit reference to encompassing all CEIAG provision, regardless of whether it is provided by the careers service, other HEI staff or external agencies, within the requirement for impartiality. In practice this means that those who cannot be impartial should be clear about the limits of their provision and be able to refer on as appropriate. This underlines the need to map out the range of provision within an HEI and to publicise this widely. This Precept also refers to the importance of providing confidential interview facilities.

Curriculum Design	<p>4. A new, in-depth Precept on good practice in career education supported by a bibliography in Appendix 3. This refers specifically to career education embedded in the curriculum, although it has a great deal of relevance to stand-alone provision as well.</p>	<p>This Precept is designed to encourage good practice in career education and can be used to support the development of new provision and the revision of existing provision.</p>
Students	<p>5. Internal collaboration – this has been updated to include reference to Higher Education Achievement Report (HEAR) and to reflect a more embedded and comprehensive approach to CEIAG.</p> <p>This precept includes an <i>assumption</i> that CEIAG is institutional.</p>	<p>Here there is a shift in emphasis away from relatively <i>passive</i> information provision and towards using a co-operative and planned approach to employability as a way of <i>actively</i> engaging students in both their studies and their career management. There is stronger emphasis on the role of PDP in students' academic, personal and career development.</p>
	<p>6. CEIAG provision needs to be promoted across the institution, with the aim that all students are fully apprised of the services available to them – and that these services are provided as consistently as possible.</p>	<p>The requirement to provide students with information on services hasn't changed, but the new emphasis is on 'consistency'. This reflects the emphasis in 2 and 3 on clarifying and publicising roles and responsibilities.</p>
	<p>7. Development of future academic or career progression routes.</p> <p>This updates the old Precept 9.</p>	<p>The shift in emphasis is again away from providing students with information and towards giving them a greater understanding of how they will develop and how to capitalise on their experiences. Again the implication is a need for high levels of planning to co-ordinate different CEIAG inputs.</p>
Stakeholder Relations	<p>8. External stakeholder relations – updated. This replaces a precept which focused predominantly on employers, talking instead about the broader "external stakeholder".</p>	<p>Slightly greater emphasis on ensuring students <i>understand</i> the importance of work-related learning in order to engage in it and capitalise on their development.</p>
	<p>9. A greatly expanded section on effective use of employment market links, including alumni.</p>	<p>Emphasis has moved towards developing students' understanding of the global context to their studies and career aspirations and making good use of sources of Labour Market Information / Intelligence (LMI) and networking in order to keep up to date.</p>
Staff	<p>10. Much stronger emphasis on professional development for all staff delivering CEIAG, appropriate to the roles specified in their job descriptions and in the CEIAG policy. This was implied in the 2001 Code, but is now explicit.</p>	<p>Institutions should consider the implications of the Code for all staff roles which include providing CEIAG. In addition to careers service staff this might include admissions staff, PDP tutors, academic staff, SU advisers etc. The key lies in identifying roles and ensuring that these are explicit in job descriptions so that appropriate staff development can be identified (e.g. in annual staff performance reviews or their equivalent).</p>

Monitoring, feedback, evaluation and improvement	11.	<p>Quality assurance of CEIAG has been moved from the General Principles of the 2001 Code and given more detailed explanation, recognising that this should cover both curriculum-based provision and student support.</p> <p>There is specific reference to programme design, with good practice cited in relation to using CS staff, employers and the wider community in developing, delivering and/or assessing the curriculum (not necessarily specific careers modules).</p>	<p>QA for the student support aspects of CEIAG are dealt with in Precept 12.</p> <p>It is expected that career education that forms part of the academic curriculum will be subject to the institution's standard academic QA procedures.</p> <p>Developing the good practice cited will have implications in relation to the availability of staff, employers etc and training may need to be offered in, for example, curriculum design and assessment methods.</p>
	12.	<p>Continuous quality enhancement Updated from Precept 13 of the 2001 Code. This precept is less prescriptive (eg no setting of targets and no requirement to produce an annual report).</p>	<p>There is no specific reference to matrix, although it is understood that this currently forms the basis of the AGCAS services' QE accreditation. Where there is an external review it is expected that its outcomes and recommendations will be discussed at an institutional level. QA for student support aspects of CEIAG.</p>
	13.	<p>Relevant data and information to inform CEIAG provision Updated and expanded from Precept 14 of the 2001 Code.</p>	<p>Encourages the use of a wide range of immediate and longitudinal data, reports and feedback mechanisms to inform the development of services. Specific emphasis on use of diversity data to ensure CEIAG provision is meeting the needs of all students.</p>