



**BISHOP GROSSETESTE UNIVERSITY**  
**Document Administration**

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\*Please note, this document remains valid until formally revoked or replaced by the University.

## Careers Policy

**Careers, Employability and Enterprise Education, Information, Advice and Guidance (CEEIAG) at Bishop Grosseteste University (BGU)** is coordinated by BG Futures and demonstrates a strong track record in graduate employability and an on-going strategic commitment to continue to develop employability and enterprise.

CEEIAG provision at Bishop Grosseteste University is not part of a combined careers service.

### 1. Definitions

**Careers** brings together learning and work, grounds them in the individual, and is about progression. It includes lifelong learning, paid employment, self-employment and unpaid work and volunteering<sup>1</sup>.

**Employability** is defined as 'a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupation which benefits themselves, the workforce, the community and the economy.'<sup>2</sup> It is seen, therefore, not just about students 'getting a job' but students developing the skills and resilience to navigate their career journeys through their lives in an effective manner.

**Being enterprising** means having the mindset, initiative and ability to recognise opportunities and the confidence and creativity to make the most of them. This can make an individual an exceptional employee or they can choose to apply this to starting their own business.

**Being entrepreneurial** involves using enterprising skills to bring a business idea to fruition. It can mean being prepared to take a calculated risk in order to achieve success.

**Entrepreneurship** is defined as the application of enterprise skills, specifically to creating and growing organisations in order to identify and build on opportunities.<sup>3</sup>

Careers, Employability and Enterprise Education, Information, Advice and Guidance is part of a *university-wide approach* and delivered through:

- Provision of the BG Futures Careers, Employability and Enterprise service which includes individual student support, provision of the BG Futures Social Enterprise Hub, and co-curricular and curricular support.
- The delivery of Careers, Employability and Enterprise within the curriculum.
- The embedding of BGU Graduate Attributes within the curriculum.
- The BGU Graduate Attributes Excellence and Volunteering Awards.
- The development of Graduate Attributes Enhancement Modules

### 2. Governance

Careers, Employability and Enterprise is led by BG Futures and has strategic and operational input from the Faculty, led by the Associate Dean for Employability and Enterprise, and by professional

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<sup>1</sup> Watts. A.G. (2014). Career development: looking back; moving forward. ICeGS 17<sup>th</sup> Annual lecture.

<sup>2</sup> Yorke, M. (2006). Employability in Higher education: What it is and what it is not. Higher Education Academy/ESECT.

<sup>3</sup> QAA. (2012). Enterprise and entrepreneurship education: Guidance for UK Higher Education Providers. Quality and Assurance Agency.

support services and the Students' Union via the Graduate Attributes Steering Group, which reports to the Teaching and Learning Committee. Graduate Outcomes are overseen by the Graduate Outcomes and Alumni Steering Group which reports to the Learning and Teaching Committee.

### **3. Student Entitlement**

Users of the BG Futures CEEIAG provision are entitled to a service which is:

- a. Listens and is responsive to the needs of users.
- b. Impartial in the advice and guidance it provides.
- c. Inspiring and motivational.
- d. Supportive of students being empowered in life-long career management and developing graduate attributes.
- e. Safe and confidential, where personal information is respected and protected.
- f. Delivered by staff who are well-trained and suitably qualified to do their jobs and who undertake Continuous Professional Development.
- g. Research-informed and research active.
- h. Actively committed to equality and diversity.
- i. Ethical both in its delivery methods and through its commitment to sustainability.
- j. Aware of real and perceived barriers around access to services and working to address these in partnership with internal and external colleagues and services.
- k. Quality assured through both internal and external independent evaluation.
- l. Informed by the community including employers, professional bodies, training and education providers, voluntary organisations and strategic bodies such as the Local Enterprise Partnership.

### **4. Provision of the BG Futures Careers, Employability and Enterprise Service**

#### **4.1 Information, Advice and Guidance**

Suitably qualified staff conduct individual guidance interviews. BGU has adopted performance criteria for interviews, which includes *Preparation, Exploration* and *Diagnosis of Needs*. An action plan is produced in agreement with the student.

There is an expectation that students prepare for their guidance interviews. Information about how to do this is presented when they book an appointment.

#### **4.2 Identification of Student Need**

A baseline questionnaire is offered to all first-year undergraduate students to identify their current position in relation to employability. In addition, it identifies students who may wish to start their own business. Both quantitative data and individual information around student need is recorded. BG Futures staff are aware of students who have declared a disability and provide information targeted at these students. Services are tailored to support groups such as Foundation Year students and additional sessions are delivered as part of the taught curriculum. A career readiness scale will support this process.

### 4.3 Alumni

Alumni are entitled to access CEEIAG support following graduation for at least 5 years. Prior to graduation students are surveyed to ascertain if they have a planned destination. Those who do not are offered support by BG Futures. This process continues through BG Futures graduate outcomes follow up, and where there is a need they are offered a direct referral to BG Futures services. BG Futures follows up six, eight and twelve months after graduation to ensure those who have indicated they do not have a guaranteed destination are fully supported post-graduation.

### 4.4 Confidentiality

The following statement is displayed in the BG Futures reception area and interview rooms:

*'BG Futures offers a confidential service. Any information disclosed will be handled sensitively and confidentially, in accordance with Data Protection and other legislation.*

*We will not share information you provide with anyone outside our service unless we have your authorisation, except in exceptional circumstances.'*

Within BG Futures, information is shared on a need-to-know basis. Occasionally there is a need to share sensitive information without the individual's knowledge. Acting appropriately in situations like this depends primarily on exercising professional judgement. However, disclosures of personal data are always subject to current data protection legislation and reference is always made to the [BGU Data Protection Policy](#).

BG Futures staff record notes on the *BG Futures Online* system. This information is available to students in accordance with the BGU Data Protection Policy and is kept in relation to the University's retention schedule.

### 4.5 External Partnerships

It is the responsibility of all Careers, Employability and Enterprise staff to develop networks and partnerships. The benefits of this are as follows:

- To develop a network of individuals and organisations who can offer voluntary, part-time and full-time opportunities to students.
- To build a network of organisations and individuals who can offer input to the formal curriculum.
- To build a network of organisations and individuals who can offer input to co-curricular and extra-curricular activities and events including 'live project' work.
- To ensure that activity is informed by the needs and experiences of employers, representative bodies and the voluntary sector.
- To ensure such networks are informed by the principles of ethical recruitment (see section 7).

### 4.6 Internal Partnerships

An annual Partnership Agreement is negotiated between BG Futures and each academic programmes and between BG Futures and the Students' Union. These are reviewed throughout the year. Partnership Agreements provide the opportunity to review strategic direction and agree operational delivery models tailored to each programme.

#### **4.7 Managing Vacancies and Opportunities**

BG Futures' vacancy service offers full-time, voluntary and part-time opportunities to BGU students. *BG Futures Online* allows students to indicate the areas of work that they are seeking, in order to provide a connection through to employers and providers. All vacancies are reviewed in line with ethical recruitment (see section 7).

### **5. The embedding of Careers, Employability and Enterprise within the Curriculum**

All undergraduate programmes have Careers and Employability embedded, in some cases through a Level 5 'Professional Contexts' module. Some also include a placement element, and/or the development of a professional portfolio including a CV, covering letter, action plan and a critical reflection relating theory to professional performance.

Graduate Attribute Enhancement Modules will embed further Careers, Employability and Enterprise within the Curriculum.

Within Initial Teacher Training programmes clearly the focus is to develop professional standards. However, this is supported by a range of sessions including interview skills, input from Teaching Unions, and Head Teacher input on recruitment advice.

#### **5.1 BG Futures, Lincolnshire Social Economy Hub**

BG Futures is home to the Lincolnshire Social Economy Hub - BGU's business incubation unit - in addition to student and graduate enterprise. The Hub facilitates enterprising opportunities for students in a safe and supportive environment, bridging the gap between theory and practice. The importance of an entrepreneurial mindset to enable formation of innovative solutions to societal problems is encouraged.

#### **5.2 Graduate Attributes**

BGU supports a set of six research-informed Graduate Attributes. These are used as a framework for students to consider their personal development. Graduate Attributes support students to articulate and make sense of their learning from curricular, co-curricular and extra-curricular learning and development. A section on Graduate Attributes is included in validation and re-validation documentation for each programme of study.

The *Graduate Attributes Excellence Award* supports students to develop their personal development through recognition of activity such as part-time work, attendance at the BGU activities, self-reflection and self-development, volunteering and a piece of reflective practice or mock interview. All activity is over and above Graduate Attributes elements embedded into each programme of study.

The *Graduate Attributes Volunteering Award* recognises the value of student volunteering regarding personal development, community gain and employability. BG Futures delivers Information, Advice and Guidance in relation to volunteering. This includes management of the Graduate Attributes Volunteering Award, provision of opportunities, and the delivery of a Volunteering Fair.

## **6. Co-curricular and Extra-Curricular Design and Delivery**

A range of opportunities are offered to students. These are designed to:

- Complement what is taught via the formal curriculum.
- Complement what is delivered by other professional support services e.g., Admissions, Learning Development.
- Take account of student needs as a result of student consultation.
- Take account of accessibility issues.

## **7. Ethical Careers and Recruitment**

When promoting employers and their opportunities, BG Futures' Careers, Employability and Enterprise Service is committed to working in the best of interests of students, environmental sustainability and wider ethical considerations.

As a result, employers are reviewed against the following criteria:

- BG Futures does not have relationships with companies involved in fossil fuel, mining, arms dealing, the sex industry or tobacco. This is part of our commitment to ethical recruitment and environmental sustainability. It includes, but is not limited to, attendance at careers events and other recruitment opportunities, posting role vacancies, sponsorships, and advertising. The above list of industries is not exhaustive and work with any particular company may be limited or rejected where there is considered to be an ethical conflict of interest with the University as a whole.
- We may choose not to work with companies which are not aligned to our curriculum (e.g., industries that require qualifications in subjects not taught at this university) or where we feel we cannot adequately support the company in recruiting the right candidates.
- BGU students are entitled to receive impartial one-to-one careers guidance from the BG Futures team on any industry of their choosing.

## **8. Quality Assurance**

BG Futures undertakes a peer monitoring process based on agreed performance criteria. Each member of staff undertakes two peer observed interviews per year.

Action plans adhere to the standards for the presentation of action plans and sampling takes place by the Director of External Engagement.

All students accessing face-to-face guidance are sent an electronic questionnaire to capture feedback. These are reviewed periodically by the BG Futures team. Sessions are evaluated using *BG Futures Online* feedback.

BG Futures has achieved *Matrix* accreditation and the AGCAS Membership Quality Standard. These are regularly reviewed in line with re-accreditation timelines.

Quality Assurance for Careers, Employability and Enterprise is overseen by the Annual Monitoring Process.