

1. Policy Statement

This policy aims to embed a strategic, systematic, entrepreneurial and creative approach to the provision of career education, information and practical support within SAE Institute in which all SAE employees have responsibility. The Senior Management team is committed to this policy, and it forms one of the key 'pillars' of the corporate strategic vision. The policy applies across teaching, academic, operational and administrative functions to ensure that all SAE staff are aware they can make a contribution towards fulfilling our students' potential and supporting their career objectives.

2. Purpose

This policy aims to promote student employability and career prospects by providing students with access to an innovative blend of practical and 'soft-skills' career education, information and guidance programs, which will underpin the student's employment and career objectives. This policy should be instrumental in helping address the key student motivations of self-fulfilment and the attainment of career aspirations.

A further purpose of the policy is to assist SAE Institute to be recognised as the sector leader in employability outcomes for our graduates and alumni, and to build upon the reputation of excellence, which SAE has established as a leading music and creative media education provider internationally.

3. Scope

This policy applies to all students involved in SAE Institutes in Europe, at all SAE Northern campuses offering SAE Institute programmes or awards, including Licensed operations, and at all campuses providing collaborative programmes or operations with Middlesex University. As part of a process of continual improvement, innovation and expansion of our careers programs, the UK will act as the 'testing ground' for new initiatives and will then be expanded into other relevant geographies where appropriate.

4. Associated Policies and Procedures

This policy should be read in conjunction with the following policies, procedures and documents:

SAE Institute Quality Manual
**General Policy G09 Careers and Employability
Policy**

- G08 Staff Development Policy
- G03 Equal Opportunity, Disability and Inclusion Policy
- A11 Monitoring and Evaluation procedure
- Programme specifications and module narratives

5. Policy

5.1. Introduction

The individual elements of the SAE Institute Careers and Employability Policy have been drawn from a wide-range of sources including but not limited to:

- 37 years of accumulated IP obtained from operating a global music production and creative media education colleges in 26 countries.
- The individual experiences of SAE management, academics, tutors and operatives.
- The careers education programmes and related resources emanating from the careers division of SAE's parent company Navitas.
- Commercial partners consisting of the leading audio, music production, film production and creative media companies globally.
- A global diaspora of SAE graduates ranging from top industry award winners to business leaders across a multitude of industry sectors.
- Networking with 'leading-lights', stars and eminent industry figures to provide inspirational insights.
- The pursuit to meet and/or exceed best practice among peer institutions globally.
- Engagement with educational and industry bodies such as QAA, Creative Skillset and major professional associations for each relevant sector.

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- 5.2.** SAE Institute’s commitment to its Careers and Employability policy is manifested primarily by the identification and appointment of a dedicated senior staff member to ensure that employability is addressed at all stages of the student journey and that the objective of employment outcomes has clear links with other corporate plans and strategies for learning.
- 5.3.** In addition to the role internal stakeholders will play in advancing SAE Institute’s Career and Employability Policy, external stakeholders will be engaged to facilitate the transition of SAE Graduates into the world of work. These external stakeholders will consist of industry partners and affiliated employers for whom workforce requirements are aligned with the SAE curriculum on a technical basis, and for whom SAE’s employability and workplace effectiveness programs represent valuable preparation for entry-level operatives.
- 5.4.** SAE Institute’s Career and Employability policy is designed to provide equal access to career education, information and opportunities for each student. In the event that personal student information is required, this information will be stored according to SAE’s data protection policies.

International students will be afforded access to immigration advice through the student services.

- 5.5.** Graduate skills are systematically and continuously built within curricula to up skill students – See example: [UK 3 A OTH GradSkillsMapping 160318](#)

Guidance from Higher Education Academy (e.g. http://www.heacademy.ac.uk/resources/detail/employability/Learning_and_employability_series_1), and other governing and regulatory bodies will be continuously consulted in embedding employability with curricula.

In addition, Sir John Whitman’s GROW model for Performance Improvement through Coaching and Leadership Development (<http://www.performanceconsultants.com/>) is used as a basis for supporting students in this process.

GROW Model

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| G | Goal | This is the end point, where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it. |
| R | Reality | The Current Reality is where the client is now. What are the issues, the challenges, how far are they away from their goal? |

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| O | Obstacles | There will be Obstacles stopping the client getting from where they are now to where they want to go. If there were no Obstacles the client would already have reached their goal |
| | Options | Once Obstacles have been identified, the client needs to find ways of dealing with them if they are to make progress. These are the Options. |
| W | Way Forward | The Options then need to be converted into action steps, which will take the client to their goal. These are the Way Forward. |

5.6. The Student and Programme Handbooks are the means by which both staff and student are made aware of their obligations and responsibilities under the SAE Institute’s Careers and Employability Policy.

5.7. Students are made aware of the features of SAE Institute’s Careers and Employability policy at frequent points along the student journey including at open days, induction, in- semester seminars as well as during their post-graduate job search stage.

The SAE Institute Alumni and post-graduate work placement opportunities are key mechanisms for assisting students achieve their career objectives beyond the period of registration with the Institute.

5.8. An integral component of the SAE Institute Careers and Employability policy will be to actively encourage support and broker opportunities for students to be engaged in ‘real-world’, career relevant work. This may take the form of part-time employment, work placements, volunteering and graduate internships where the student’s work status allows.

Students will be prepared for engagement in these activities with the accompanying knowledge that is the combination of skills with experience that is most valued by employers.

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5.9. SAE Institute actively engages and collaborates with sector relevant external bodies to inform its Careers and Employability Policy and to support a process of continual improvement based on best practice.

These external bodies within the UK include but not limited to: Creative Skillset, UKIE, AGCAS, BFI, Arts Council, TIGA, AIME, HECSU, ICeGS, Directors Guild of Great Britain, Imagine, PACT, BECTU, UK Film Council, (WFTV-Women in Film and Television).

5.10. SAE institute actively engages and collaborates with industry bodies and employer representatives to ensure the needs of the global employment market are addressed by both the curriculum of study and the Careers and Employability provision.

SAE engages with the Local Enterprise Partnerships in each campus geography and UK Trade and Investment Nationally to build our employer network and gather employment market 'intelligence'.

Employment agencies, labour market statistics, salary indicators and 'hot-job' websites are also sources of employment market data that SAE uses to ensure our students are equipped with skills that are current and relevant in a rapidly evolving global economic landscape.

SAE has a well-developed Alumni programme and its membership consists of a diverse network of creative professionals around the world. Engaged in a broad spectrum of industries, the SAE Alumni network is made up of creative freelancers, business owners, senior and middle management, production and creative directors who provide a valuable channel into the world of work.

The Alumni members benefit from being part of a dynamic 'community of practice' that enhances their future career prospects and ongoing professional development.

SAE supports this network by hosting regular industry events, educational forums, conferences and an online jobs portal advertising job opportunities globally.

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5.11. SAE Institute fosters an institutional culture where all employees understand they have a part to play in furthering the employability and careers prospects of our students.

In addition to the dedicated SAE Staff member responsible for directing and implementing the Careers and Employability policy across the region, the Campus Academic Coordinator at each campus oversees the implementation of Careers and Employability policy, supported by a careers representative within the campus operations team.

5.12. External academic and industry representatives will review the SAE Institute's Careers and Employability policy for quality assurance and enhancement. This may take approaches similar to that of or aligned with the AAC (Academic Advisory Committee) and the IEP (Industry Expert Panel) in the UK.

Quality assurance and enhancement will also be achieved via validation processes, periodic academic review, campus Approvals, external examiners, and external assessors of curricula.

5.13. This policy will be continuously improved in accordance with A11 Monitoring and Evaluation procedure, and a yearly evaluation of outcomes will be presented to the AAC.

5.14. SAE Institute will use Destination of Leaver Statistics to help inform the future development of Careers and Employability services.

6. Policy History

Last Review: March 2016

Policy Review Date: March 2018