

## Learning, Teaching & Student Experience Committee

| Date of Meeting    | 27 May 2025                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Paper No.          | LTSEC4-E                                                                                                |
| Agenda Item        | 3.5                                                                                                     |
| Subject of Paper   | Careers Framework and Strategy                                                                          |
| FOISA Status       | Disclosable                                                                                             |
| Primary Contact    | Lisa Hardy, Head of Student Support and Wellbeing<br>Dr Derek Robertson, Director of Student Experience |
| Date of production | 19 May 2025                                                                                             |
| Action             | For Decision                                                                                            |

### 1. Recommendations

1.1. The Committee is invited to approve the Careers Framework.

### 2. Consultation

2.1. The paper has been discussed by the Student Academic Experience Committee.

### **3. Key Insights**

- 3.1.** Aim 3.5 of the Student Academic Experience Strategy presents an ambition to develop a careers strategy outlining the provision and direction of Careers Information Advice and Guidance (CIAG) and commitment to high-quality guidance on education, training and employment opportunities for prospective, current and former students.
- 3.2.** 2.4FTE of the 7FTE Student Advisors located in the Student Experience directorate are qualified Careers Advisors – they do this among their other duties and there is no standalone careers service. Skills Development Scotland provides on-campus support 1 day per week. This works out to around 1.4 FTE Careers Advisors to support all students.
- 3.3.** City is not alone within the college sector in having a hybrid careers service. Most colleges access support from Skills Development Scotland one or two days per week, while some colleges employ staff specifically for employability. Ayrshire, Glasgow Clyde and UHI have dedicated careers services for their students.
- 3.4.** The most recent colleges leavers data published by SFC<sup>1</sup> show that 97% of those gaining a qualification from the College were in a positive destination – the highest figure in the sector. Of these qualifiers, 79% remain in education (either at college or university), with 18% progressing directly to work. Of College leavers, 65% of those studying at HE level (SCQF 7+) progress to university (34% to work), and 6% of those studying at FE level (SCQF 1-6) progress to university, with 70% moving to work. There is a focus among the central team in supporting UCAS applications, which is justified by the high levels of leavers moving on to university.
- 3.5.** Only qualified careers professionals can deliver career guidance; however, information and advice is delivered by a range of staff members including Student Advisors, Admissions staff and curriculum staff (Lecturers, Academic Advisors, etc.). Given the technical nature of the College's curriculum, employability and careers education should be embedded within all courses.
- 3.6.** There is currently nothing in place with information regarding student entitlement of careers information advice and guidance. The Careers Framework addresses this issue and outlines student entitlements and how we deliver service at City – emphasising that it is a cross-college function supported by the central support team, curriculum teams and external partners. The framework also outlines good practice examples from across curriculum.
- 3.7.** The draft framework recognises the need to embed the City Attributes into CIAG.

### **4. Impact and Implications**

- 4.1.** The Careers Framework fulfils Aim 3.5 of the Student Academic Experience Strategy.
- 4.2.** The Careers Framework will support students to understand their entitlements around CIAG.
- 4.3.** The Careers Framework will increase staff awareness of the CIAG offer across the college leading to increased engagement with the service.

### **Appendix 1: City of Glasgow College Careers Framework**

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<sup>1</sup><https://www.sfc.ac.uk/publications/college-leaver-destinations-2022-23/>

# Careers Framework



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# CAREERS FRAMEWORK





## Introduction

City of Glasgow College is dedicated to delivering high quality careers information, advice and guidance (CIAG) throughout the Student Journey. This framework aligns with the Student Academic Experience Strategy to ensure that students receive timely and effective CIAG. Our CIAG offer to students starts before students make an application and continues through all stages of transition.

At City, we are committed to providing our students with the highest-quality advice and guidance in the sector, ensuring they achieve the best possible outcomes. Career guidance supports individuals in making informed choices about their futures. In a society where opportunities are not equally shared, careers advisors and educators have an important role in helping individuals from all backgrounds succeed and reach their potential.

## Careers Information, Advice and Guidance

City students will have access to qualified Careers Advisors within the Student Experience Directorate. The Advisors work to the Career Development Institute code of principles:

- Individual ownership.
- Confidentiality.
- Equality of opportunity.
- Impartiality.
- Transparency.
- Accessibility.

### Students can access:

**Careers Guidance:** one-to-one interview to explore career options, pathways and next steps. These sessions help students to identify their skills and abilities, learning to communicate these effectively to employers and networks.

**Employability:** assistance with CV development, job search and job applications. This is delivered in careers interviews, workshops and as part of targeted transitions sessions with class groups. Recruitment platforms and using social media for job search is included within this offer.

**Further study:** help with finding next steps opportunities and completing applications including UCAS applications. Students are supported through class workshops, drop-in workshops and one-to-one interviews. Some students can also access Associate Student places at partner universities from the start of their course.

**JobShop:** digital jobs board. Students can access relevant employment and volunteering opportunities throughout their student journey.

**Careers resources and self-help tools:** we provide a wide range of careers resources for students. Accessed on CityLife, our digital offer for students gives them access to careers tools including My World of Work and Prospects.

**Graduates:** can continue to access services for up to one year from graduation.

### Good Practice!

Careers advisors are available on campus year-round to provide CIAG at every stage of the learner journey.

## Curriculum

Our curriculum will integrate careers education to help students strengthen their career management skills.

**Career awareness and exploration:** guidance classes will incorporate career-related content into the curriculum across all subjects. This will be done through workshops and seminars on different career paths, including guest speakers from industry. Students can also develop their skills through study trips and visits.

### Good Practice!

Industry advisory boards help to shape curriculum and provide contacts for work experience, placements and careers activities.

**Skills development:** by building City Attributes into the curriculum we will support students to develop, understand and articulate their 'soft skills' such as teamwork, problem-solving and digital literacy.

### Good Practice!

Employability units built into the curriculum provide students with contextualised work experience further developing their knowledge and understanding of their industry.

### Placements and career activities:

students can develop their understanding of the world of work through internships, apprenticeships and work placements. The college has world-class facilities to embed experiential learning into the curriculum. Examples include the Nautical bridge simulator, engine room, Bistro and Scholars, hairdressing and beauty salons, radio and television studios, sports facilities.





## Workshops and Events

**Students will develop career management skills through:**

- Workshops. Tailored to specific curriculum areas.
- Networking events. Opportunities to connect with employers, universities and third-sector organisations.
- Careers events including:
  - University Information Day.
  - Riverside Careers Event.
  - Careers Week Event.
  - Faculty events.

### Good Practice!

Curriculum teams and the Careers Service work in partnership to facilitate on-campus events.

## External Partners

**Skills Development Scotland (SDS):** working in partnership with SDS our Careers Service has additional staffing from a SDS Careers Advisor one day per week to enhance the careers guidance offer. They also provide targeted support to Winter Leavers who, by attending college full-time, will miss their statutory opportunity to engage with their school Careers Advisor. SDS provide staff development opportunities for academic and support staff through a series of webinars and tools available on the My World of Work website.

### Good practice!

Construction has a memorandum of understanding with Robertson Construction – their staff deliver employability support for construction students and help them create CVs/ applications relevant for their industry.

**Universities:** Universities are an important partner offering clear articulation pathways for students. The College has a number of articulation agreements in place. Glasgow Caledonian and University of the West of Scotland offer Associate Student places for students from the first year of their SCQF level 7. The Universities also provide pop-up information stalls during the UCAS process and attend the university Information day in October.

**Employers:** working with industry is embedded within curriculum design and this framework. Employer talks and workshops can support curriculum teams to give students an authentic understanding of their industry.

## Entrepreneurship:

Enterprise activities are embedded into curriculum areas including the creative industries. Bridge to Business offers specialist development sessions, workshops and pop-ups during the year to support students to develop their business ideas. We have invested in the Incub8 Hub to offer a mentor network, including experienced professionals from the College and members of the Glasgow Chamber of Commerce.

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Integrating enterprise units into courses enhances students' understanding of self-employment as a viable and achievable career path.

### Good practice!

Business Wednesday Workshops. These weekly, timetabled activities provide students with a range of connections with employers through industry talks and workshops.



## Empowering futures: our commitment to student success

At City of Glasgow College, our Careers Framework reflects a college-wide commitment to equipping students for success beyond the classroom. It supports students, staff, and employer partners by embedding career development throughout the learner journey.

Students receive impartial, expert career guidance during their time at college and beyond. Our support helps them make informed decisions, access relevant resources and explore opportunities with confidence. We aim to ensure that graduates leave not only with qualifications but also with the skills and resilience to succeed in a changing world.

The framework also encourages collaboration across academic and support teams, enriching the student experience and contributing to strong outcomes. This shared approach helps deliver a clear, consistent strategy for graduate success while strengthening the college's reputation.

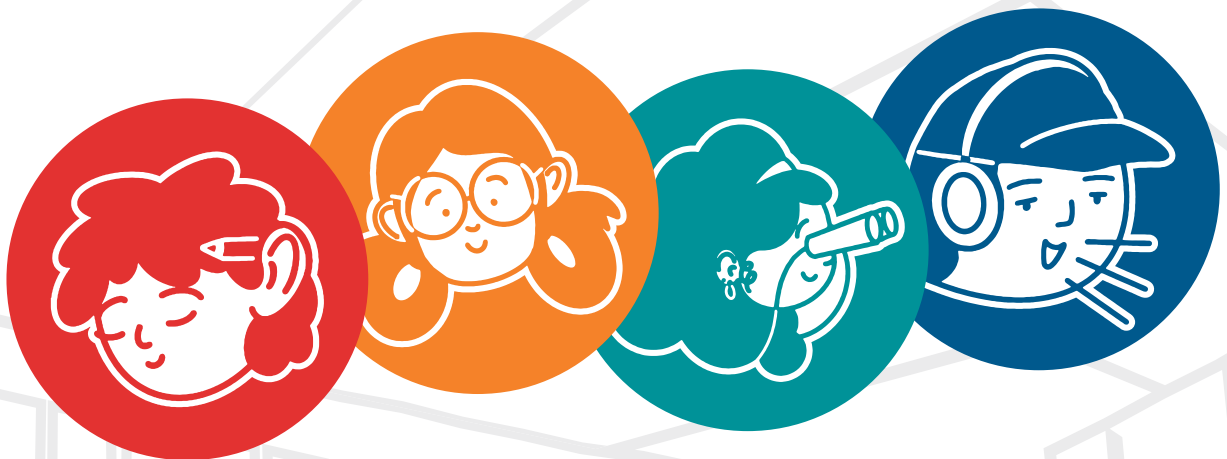
We work closely with employers to connect them with our diverse student community. This provides students with valuable insights into the workplace and supports employers in meeting future workforce needs. By aligning education with employment, we help students take meaningful next steps while supporting businesses to grow and adapt.

This shared approach helps every student build the skills and confidence to succeed after college.

## City Attributes and Careers

City Students will gain much more than qualifications and technical skills. City Students will develop a range of personal skills and attributes - building up soft skills, interpersonal skills, career management skills, and all the attributes that are reflective of the City of Glasgow College experience that students can articulate, and employers recognise.

City Attributes are integrated into the Careers Framework, allowing students to clearly develop and articulate how the activities they undertake link to the attributes.



## Curious

| Activity                                                                                                                                                                                       | Sub-attribute    | Delivered by               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------|
| UCAS workshops and personal statement support inspires students to create original and effective UCAS applications.                                                                            | Critical thinker | Workshop.                  |
| Supporting students with job search and employment applications - encourage them to reflect on their CV/interview performance and ask what can they change for next time.                      | Critical thinker | One-to-one and work-shops. |
| Advising Creative Industries students to develop ways to showcase their portfolios for future employers.                                                                                       | Creative         | One-to-one and work-shops. |
| Using mind maps and online resources to build effective personal statements.                                                                                                                   | Creative         | One-to-one and work-shops. |
| We support students to develop their CV and in crafting creative answers to potential interview questions using the STAR methods.                                                              | Creative         | One-to-one and work-shops. |
| We run workshops on LinkedIn to encourage students to utilise the platform to showcase their experience and skills.                                                                            | Creative         | Workshop.                  |
| University Information Day and Employer Events give students the opportunity to meet and network with universities and employers.                                                              | Eager            | Events.                    |
| Signpost and advertise external events held by partners including universities and third sector to encourage students to attend and network.                                                   | Eager            | Digital information.       |
| Attending Career appointments provide students with ideas and suggestions, enabling them to explore opportunities related to courses, careers pathways, work placements or volunteering roles. | Self-aware       | One-to-one.                |
| Careers workshops focus on career management skills encourage self-awareness of own skills and qualities, which in turn allows them to know more about themselves and what they want.          | Self-aware       | One-to-one and work-shops. |

## Globally ready

| Activity                                                                                                      | Sub-attribute   | Delivered by                       |
|---------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------|
| Online applications such as UCAS and job applications allow students to develop their digital skills.         | Digitally ready | Workshops.                         |
| We encourage students to actively use social media platforms as a tool for employability and recruitment.     | Digitally ready | Workshops.                         |
| We support students to gain volunteering opportunities via careers appointments and our jobs portal, JobShop. | Active citizen  | One-to-ones, workshops and events. |

## Optimistic & Open

| Activity                                                                                                                                                                 | Sub-attribute  | Delivered by                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------|
| Attending career appointments, job search/ interview skills workshops contributes towards empowerment and confidence building in students to navigate job opportunities. | Confident      | One-to-ones and workshops.         |
| We promote volunteering opportunities for students to learn about the world of work and develop key skills for the work place.                                           | Adaptable      | One-to-ones and workshops.         |
| We support students to gain volunteering opportunities via careers appointments and our jobs portal, JobShop.                                                            | Active citizen | One-to-ones, workshops and events. |

## Contributor

| Activity                                                                                                                                                                                                                    | Sub-attribute           | Delivered by                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------|
| Contracting is important in a career interview. Students are empowered to take responsibility to carry out agreed actions to use the resources, advice and guidance gained to explore and respond to the options presented. | Self-leadership         | One-to-one.                                     |
| Students are empowered through signposting to take personal responsibility for their career development.                                                                                                                    | Self-leadership         | Digital information.                            |
| Signposting students to career related resources motivates and helps them to decide upon available options/ pathways/ routes to achieve their long-term objectives.                                                         | Self-motivated          | One-to-ones, workshops and digital information. |
| Providing students with guidance on securing relevant work experience opportunities related to their course or chosen career path helps to develop their self-motivation.                                                   | Self-motivated          | One-to-ones and workshops.                      |
| Students experience of learning in a group setting helps them to develop effective communication strategies (i.e. active listening, sharing information, expressing ideas) within the workplace.                            | Effective communicator  | Workshops.                                      |
| Supporting students in developing their interview techniques enables them to formulate effective responses for real-life interviews.                                                                                        | Effective communicator  | One-to-ones and workshops.                      |
| Events such as University Info Day and Careers Week give students the opportunity to connect with the community, build working relationships, be active members of the college and to build a network.                      | Connect and collaborate | Events.                                         |

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