

Careers Registration/Career Readiness:

Meeting students where they are.

Dr Bob Gilworth.

CDI Scotland February 2025

(i) short-term graduate employment outcomes; (ii) professional readiness; and (iii) living and working productively and meaningfully across the lifespan.

Ruth Bridgstock & Denise Jackson (2019) Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters, *Journal of Higher Education Policy and Management*, 41:5, 468-484, DOI: [10.1080/1360080X.2019.1646378](https://doi.org/10.1080/1360080X.2019.1646378)

The journey and the ideas of careers and employability

The latter is not just a more modern way of saying the former.

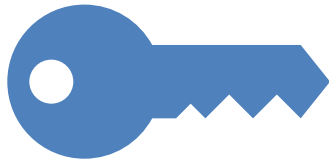
Employability = relatively linear acquisition of assets (Luggage). Career = personal, iterative defining of purpose and direction (map or satnav).

The personal Career context translates the acquisition of assets into meaningful outcomes for students, employers and society.

Bob Gilworth GTI Breakfast News 2019.



Providing directions



What's the key piece of information that you need?



What's the most useless advice that you could offer?

Strategy and data. How do we know?

Strategy for *employability, (capability)* but the only large scale dataset measured *employment (outcome or staging post)* DLHE

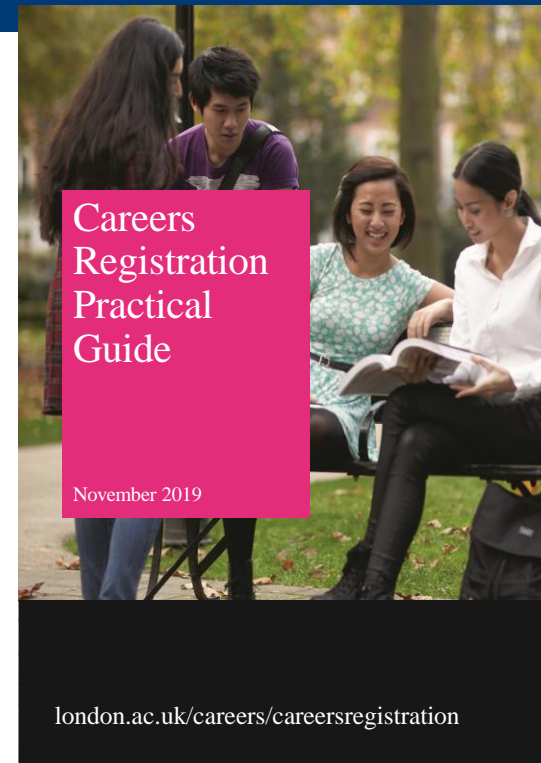
The essence of the strategy was to help all our student to **Decide** (on the options to pursue), **Plan** (to acquire the right skills, experiences and networks) and **Compete** (effectively in their chosen fields).

Socialising this idea was crucial to success.

We needed a dataset which would help us to understand **starting points and journeys** of current students. Registration (enrolment) is the **only** viable way to do this. Careers Registration = Process. Career Readiness=data

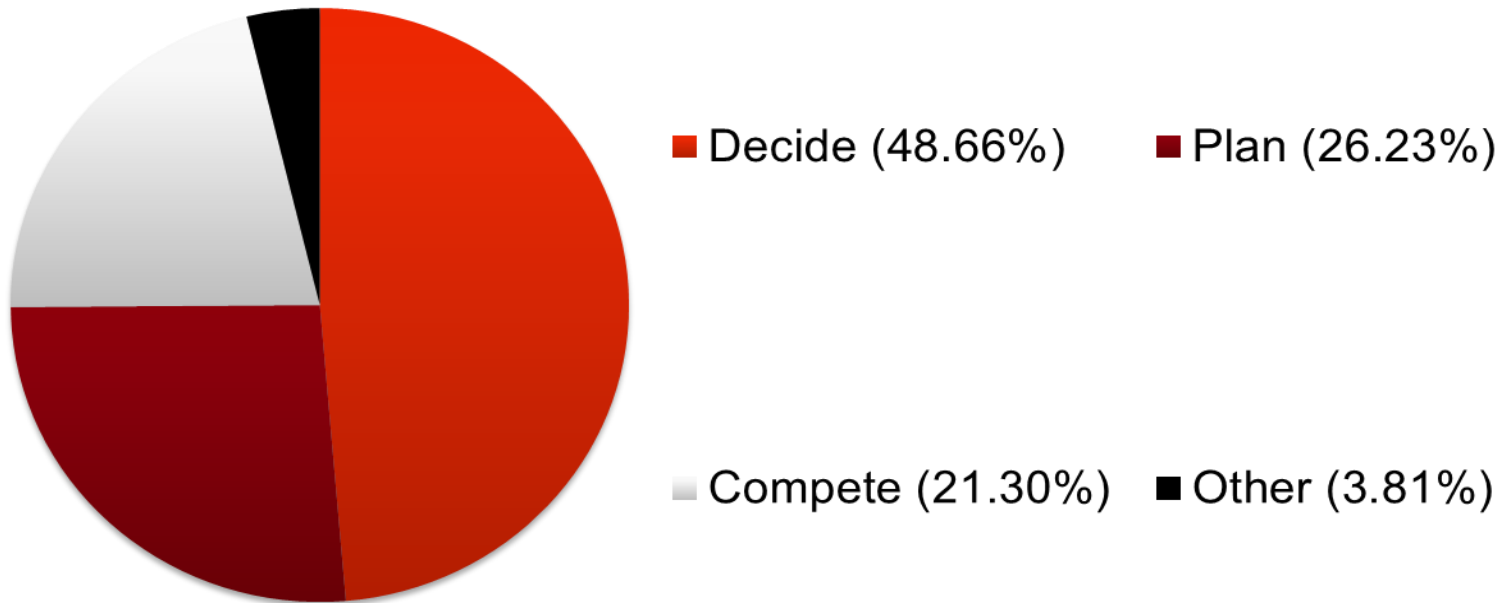
How it works

- Students pick **one** of 10 statements which they feel most closely reflects their current career thinking (3 x 'Decide', 3 x 'Plan', 3 x 'Compete' and 1 'sorted') CR1-"Map."
- Students are also asked to indicate their acquisition of work experience and participation in other employability enhancing activities (usually within a time frame). In this case, they select all statements which apply. CR2 "Luggage"
- Both sections were "compulsory" parts of the registration process.
- First run at Leeds: 31,000+ responses between 1/8/12 and 31/10/12.

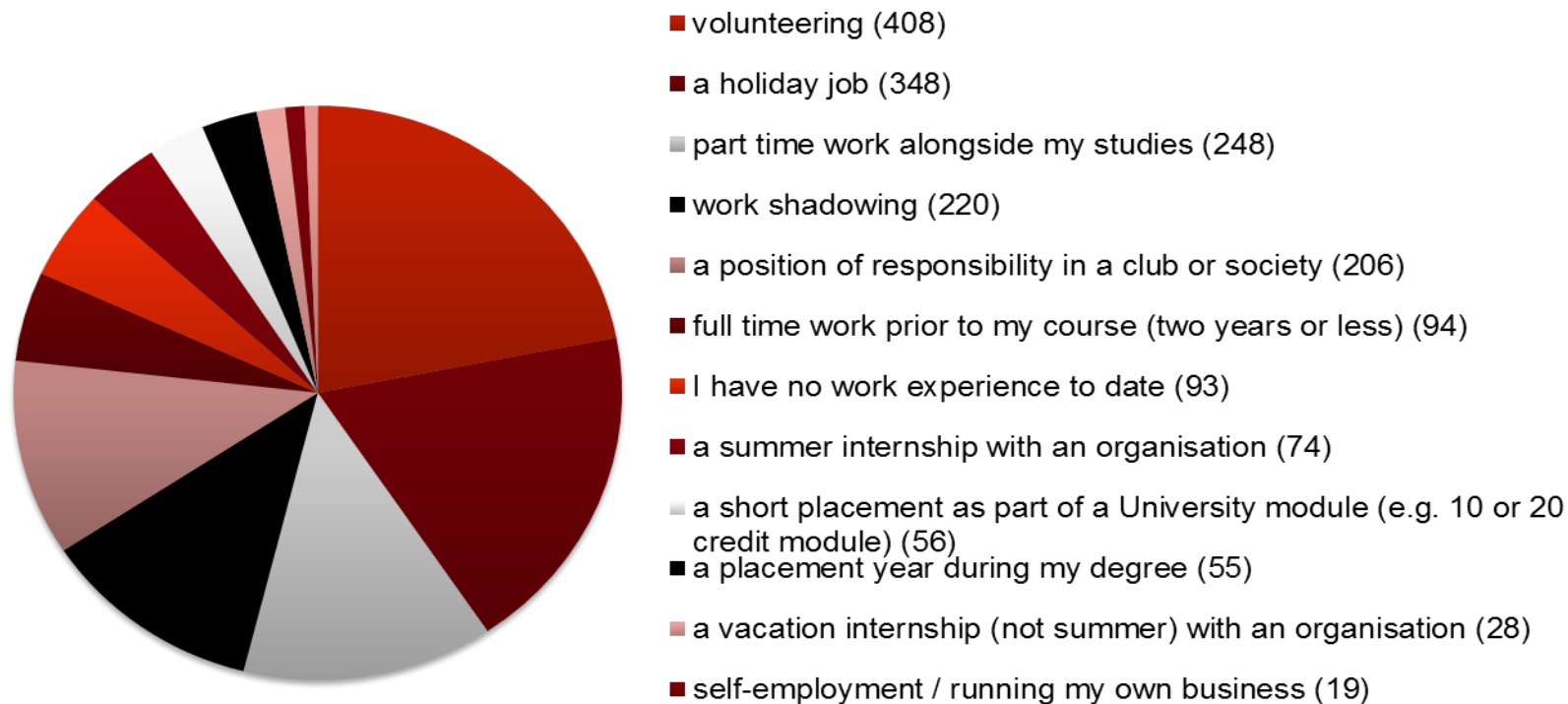


- University of Leeds 2011/12
- AGCAS 2013. Gilworth and Thambar 2024 “More than just the data: the Careers Registration origin story” – see link below.
- UK Learning Gain project 2015-19.
- >90 UK HEIS +Ireland, Australia, NZ, Portugal.
- Australian Learning Gain project 2021-ongoing
- International CR+ project 2022 ongoing
- [Career Readiness: Meeting students where they are](#)

Faculty level example – Final Year D, P & C



Faculty level example– Final Year Work Exp.



Where are you now?

We did not have the answer to “where are you now?”

"The key piece of information that we had bumbled along without for as long as anyone could remember."

We do now.

All students, every year. A small but relevant amount of information from *all* students as distinct from/in addition to, more detailed information from *an engaged minority*.

Students who are here right now. A leading indicator

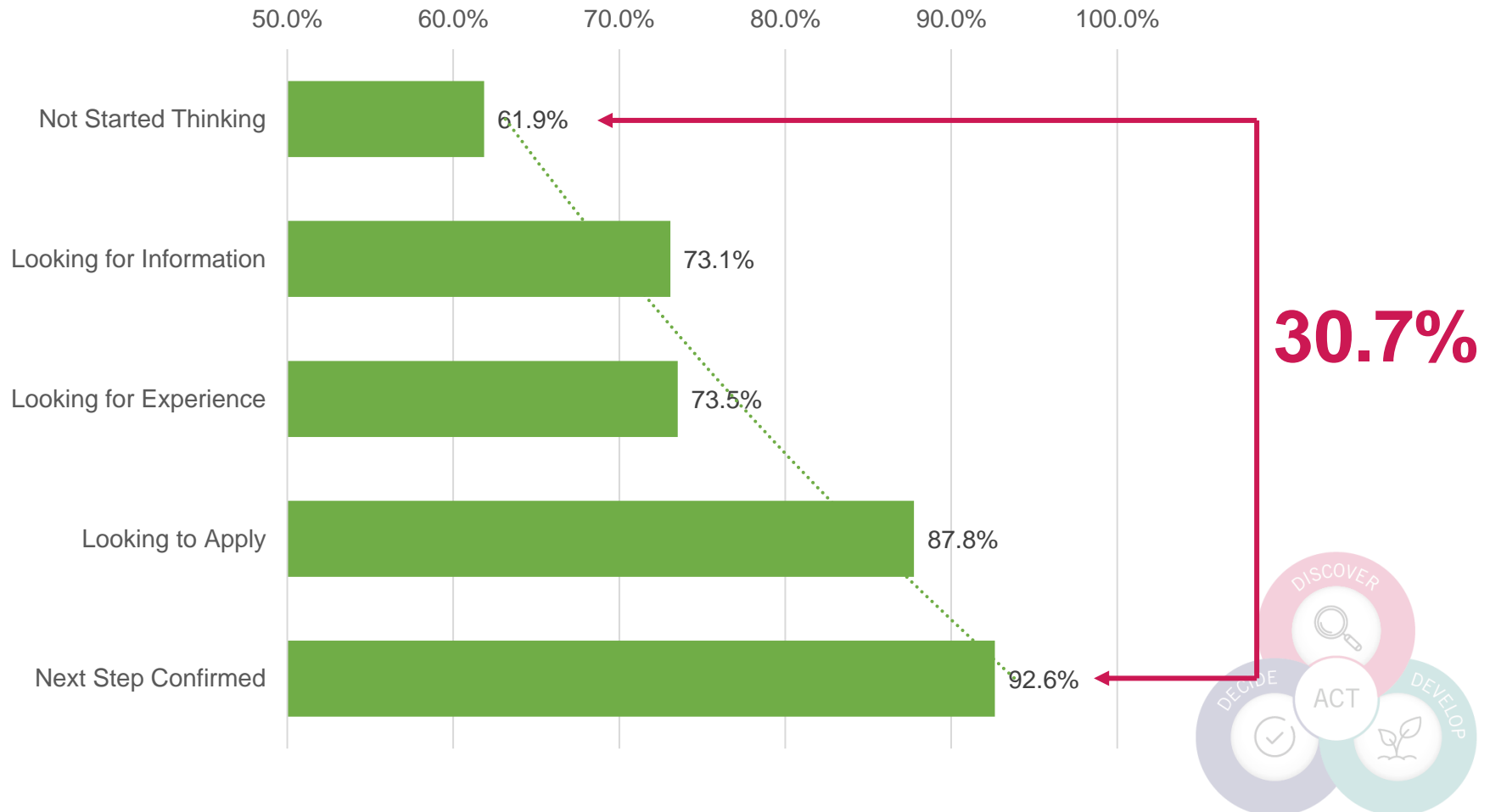
Journeys and capitals/ maps and luggage

Data for regulators and data for educators

- The connection between CR and GO (GP). Moving the student dial which moves the GO dial.

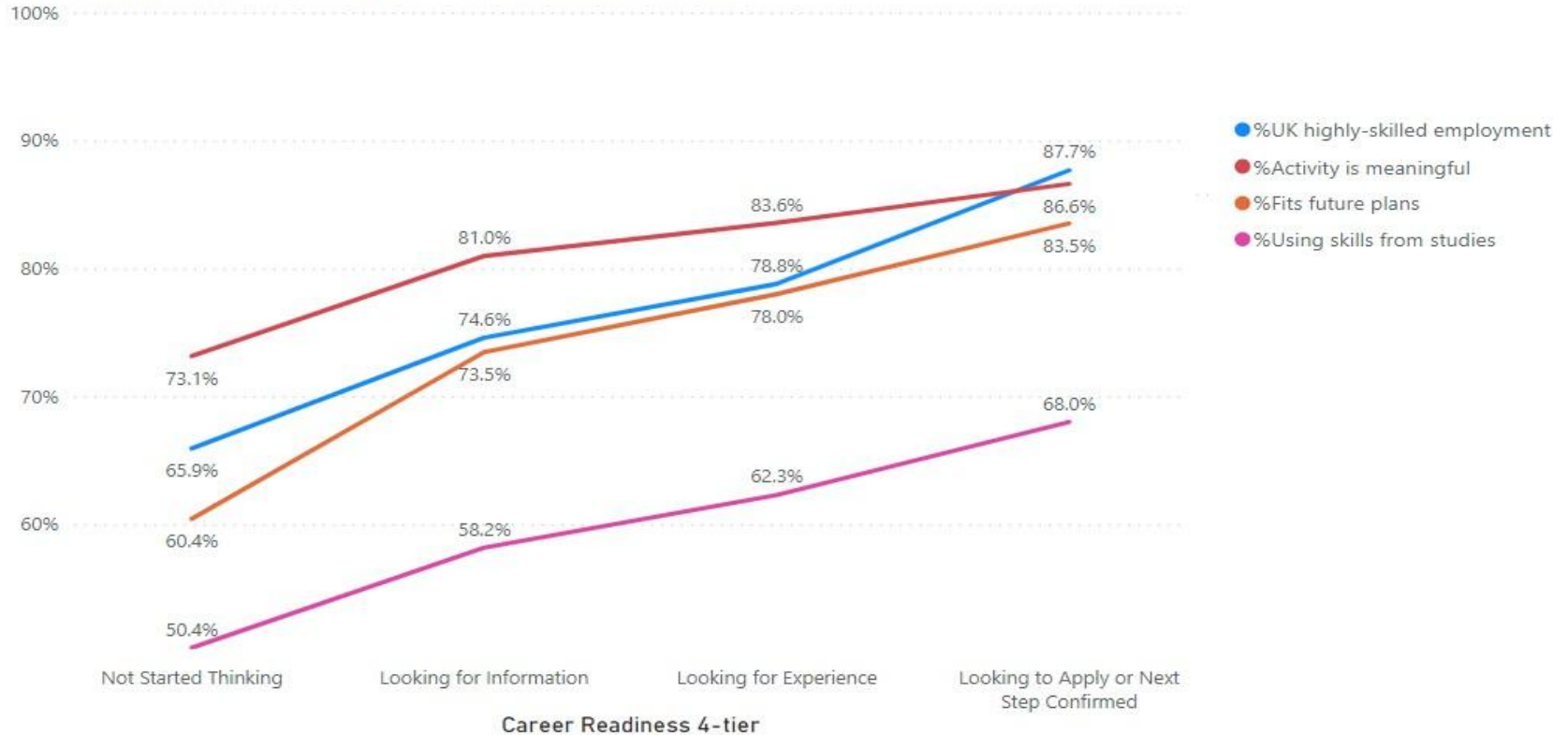


What's the impact on Prospects?



University of Leeds GO 2017/18-2019/20 (UK, Undergraduate, Non-Health Professional courses only)

Impact of Final year Career Readiness on Graduate Outcomes



CR 3 and CR 4

- CR 3-Occupational sector preferences
- CR 4 – Place preferences.

Career Readiness Models

- Huddersfield example here
- Where are you now? The most important piece of information.
- The institution curates and promotes relevant resources.
- The individual can seek out relevant resources.
- Mitigates the “recruitability” discourse.
- Promotes the key concept that all starting points are OK.
- Iterative-movement in any direction as a proxy for engagement-work exp as exploratory.
- Huddersfield Virtual Learning Environment example.
- Huddersfield dashboard..



MEETING STUDENTS WHERE THEY ARE: CAREER READINESS IN REAL TIME, THROUGH THE VLE.

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Sharing with Students

- For example, Melbourne: [How career-ready are you? \(unimelb.edu.au\)](https://unimelb.edu.au). Exeter example (both in the book).
- “I don’t use the careers service because I don’t know what I want to do.”
- **Your starting point is OK. You are not alone. Not “I wouldn’t start from here, mate.”**



Next

More on CR2 (Capitals)

EDI and social mobility

CR 3 Occupational Sectors

CR 4 Place.

References 1

Gilworth R B (2022) Careers and Employability in a data-rich environment in Broadley, Y. Cai, M. Firth, E. Hunt, & J. Neugebauer (Eds.), *SAGE Handbook of Graduate Employability*. London. Sage

Gilworth R and Stanbury D (2024) Models make meaning. Prospects Luminare. [Models make meaning: visualising career readiness | Luminare](#)

Cobb, Fiona, 'There's No Going Back': *The Transformation of HE Careers Services Using Big Data*, Journal of the National Institute for Career Education and Counselling, Volume 42, Number 1, April 2019, pp. 18-25(8)

References 2

Winter, D (2019) The rise of the practitioner-researcher in Burke C and Christie F (eds) Graduate Careers in Context. Routledge.

Cobb F, Gilworth R and Winter D (2019) The Careers Registration Practical Guide. University of London. [TCG Registration Guide A5 Final Version.pdf](#)

AHECS (2022) Career Registration Toolkit [Best Practice Guides - AHECS](#)