Getting Started and Moving On with Careers Education

AGCAS Careers Education Task Group
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Getting Started and Moving On with Careers Education

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This guide has been updated by the AGCAS Careers Education Task Group from the original publication ‘Getting Started with Career Education’ published in 2008.

The purpose of this guide is to look at careers education topics and resources that could be useful for experienced and new practitioners alike.

We hope this guide will encourage you to:

- Enhance your careers education activities
- Develop your understanding of some of the main approaches to careers education
- Reflect and learn about good practice through careers education case studies
- Review key career management styles

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Continuing Professional Development

Careers practitioners need to be able to engage learners in the modern delivery of careers education and this requires not only the subject specific knowledge and skills (e.g. career development, employability, work based learning) but also the teaching and learning skills to effectively design, deliver and assess employability enhanced curricula.

The types of Continuous Professional Development (CPD) activities listed below are examples of ways in which careers practitioners can develop skills for the design and delivery of careers education within HE.

Opportunities through AGCAS

The Association of Graduate Careers Advisory Services (AGCAS) is the professional body for careers and employability professionals working with higher education students and graduates and prospective entrants to higher education. AGCAS provides a range of support and development opportunities for its members to promote standards for ensuring excellence in service delivery. CPD will usually cover trends in current practice within HE careers services.

Relevant courses run by AGCAS include ‘Career Development Learning’, ‘Group Work’ and ‘Work Experience in Higher Education’. For a full list of training and conferences see: Click Here

Additional CPD activities could include:
- Membership of Task Groups
- Attendance at AGCAS annual conference
- Applying for AGCAS Award for Excellence
- Contributing to / leading discussions on AGCAS LinkedIn groups

The joint AGCAS and University of Warwick MA suite in Career Education, Information and Guidance in Higher Education

AGCAS works closely with the Career Studies Unit to design and teach this programme in Career Education, Information and Guidance in Higher Education (CEIGHE). All the courses within it are approved by AGCAS and provide evidence in support of the National Occupational Standards for Career Development.

Courses available:
- MA in Career Education, Information and Guidance in Higher Education
- Postgraduate Diploma in Career Education, Information and Guidance in Higher Education
- Postgraduate Certificate in Career Education, Information and Guidance in Higher Education
- Postgraduate Award

For more information email career.studies@warwick.ac.uk or Click Here
Teaching and Learning Courses or Qualifications

A range of teaching and learning courses and formal qualifications may be available within your HEI. You can research the CPD available for the development of teaching and learning practice, this training might be offered by a Staff Development or Academic Development Unit and could include:

- Academic Induction(s) – for new members of academic, academic-related staff and support staff
- First Steps (Introduction) to Teaching and Learning in HE
- PG Cert / Dip / MA in Higher Education Practice
- Professional Seminars (organised by Academic Development Departments or the HEA - Higher Education Academy)

HEA Professional Recognition Scheme

The HEA professional recognition scheme contributes towards the professionalisation of teaching in HE by conferring the status of Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy. Academic and academic-related staff (careers, library etc.) are encouraged to apply.

It provides an indicator of professional identity for higher education practitioners, including the entitlement to use post-nominal letters:
AFHEA – Associate Fellow of the Higher Education Academy
FHEA – Fellow of the Higher Education Academy
SFHEA - Senior Fellow of the Higher Education Academy
PFHEA – Principal Fellow of the Higher Education Academy

For more information on the HEA professional recognition scheme see:
http://www.heacademy.ac.uk/professional-recognition

Careers Education Case Studies

Reflecting, writing up and disseminating good practice through a careers education case-study can be an effective way of improving your own professional practice as well as influencing the work of others in your field. A careers education case-study template and previous examples of careers education case studies can be found on the AGCAS Careers Education community pages. Please get in contact with the Careers Education Task Group if you wish to contribute a case-study.

See Case Studies: Click Here

Career Management Styles

As part of refreshing ‘Getting Started’, we have worked with Phil McCash, from the University of Warwick to produce a summary of different approaches to career management styles. This matrix can be used to map some of the key career management concepts over the last twenty years. These different concepts can be selected by practitioners and evaluated by students as part of career education and employability programmes. Examples of applying these career theories and models in practice are captured in the ‘Crafting the present for future employability’ guide produced by the Association of Higher Education Careers Services in Ireland (AHECS), Click Here.
<table>
<thead>
<tr>
<th>AUTHOR(S)</th>
<th>CAREER MANAGEMENT STYLES</th>
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<tbody>
<tr>
<td><strong>DOTS</strong> (Law &amp; Watts 1977)</td>
<td>Self-awareness, Opportunity awareness, Decision learning, Transition learning</td>
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<tr>
<td>Career Competencies (DeFillippi &amp; Arthur 1996)</td>
<td>Knowing why, Knowing how, Knowing whom</td>
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<tr>
<td>Planned Happenstance (Mitchell, Levin &amp; Krumboltz 1999)</td>
<td>Curiosity, Persistence, Flexibility, Optimism, Risk taking</td>
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<tr>
<td>Working identity (Ibarra 2002)</td>
<td>Crafting experiments, Shifting connections, Making sense</td>
</tr>
<tr>
<td>Career Self-Management Behaviours (King 2004)</td>
<td>Positioning, Influencing, Boundary managing</td>
</tr>
<tr>
<td>Career Competencies for the Modern Career (Kuijpers &amp; Scheerens 2006)</td>
<td>Career reflection, Work exploration, Career control, Self-presentation</td>
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<tr>
<td>Blueprint for Life/Work Designs (Haché, Redekopp &amp; Jarvis 2006)</td>
<td>Personal management, Life and work exploration, Life/work building</td>
</tr>
<tr>
<td>CareerEDGE (Pool &amp; Sewell 2007)</td>
<td>Career development learning, Experience, Subject knowledge, Generic skills, Emotional intelligence</td>
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<tr>
<td>SOAR (Kumar 2007)</td>
<td>Self, Opportunity, Aspirations, Results</td>
</tr>
<tr>
<td>Career Adaptability (Savickas 2013: 157-161)</td>
<td>Concern, Control, Curiosity, Confidence</td>
</tr>
</tbody>
</table>

*Designed by Phil McCash (2014)*
References relating to Career Management Styles


Resources and Publications


- A guide to best practice for employability curriculum design and delivery
- Provides case studies of learning and teaching that support the development of student employability
- Discusses the policy and institutional context that frames the environment within which careers practitioners work

- Outlines definitions and models of employability
- Presents a framework for embedding employability into the curriculum
- Provides support for developing employability action plans

Subject Benchmark Statements *(Quality Assurance Agency):*

- Student Employability Profiles, identifies skills that can be developed through the study of a particular discipline, based on subject benchmark statements
- Guidance to help academic staff promote students’ personal development

Designing a generic careers study module: a practical example developed for the Centre for Career Management Skills by Phil McCash

- Provides a framework for developing a generic career education module
- Includes examples of how you can incorporate career theories into modules
- Ideas for developing workshops
**Careers Education Benchmark Statement**

- A guide to best practice for careers education curriculum design and delivery
- Provides case studies from institutions who’ve designed and delivered career modules
- Useful when designing and delivering careers education modules

**Association of Graduate Recruiters (AGR)**

- Produce a biannual graduate recruitment survey giving detailed insight into the state of the graduate jobs market

**What do Graduates Do? (HECSU)**

- This publication is the result of a close collaboration between the Higher Education Careers Services Unit (HECSU) and AGCAS. It uses statistics drawn from the Destinations of Leavers from Higher Education survey (DLHE) which is conducted by every university in the UK each year to try and establish what every graduate is doing six months after graduation

**Graduate Labour Market Trends (HECSU)**

- Graduate Market Trends (GMT) is HECSU’s quarterly journal. It provides high quality information about contemporary debates in higher education, graduate employment and career learning

**Unistats**

- Useful for obtaining a broad overview of subject-specific destinations statistics
- Data from your own institution may give a more in-depth picture and help you prioritise careers education programmes
High Fliers Annual Survey

- Annual survey of 100 large graduate recruiters from various sectors
- Provides a barometer of the graduate labour market

National Centre for Universities and Business

- Provides surveys and reports regarding needs of employers
- Highlights employers’ perspective on the skills, experience and attributes students require for graduate employability