

Designing a generic career studies module:

A practical example developed for the Centre
for Career Management Skills by Phil McCash





Contents

Foreword	3
Module outline	4
Career and learning	6
Career development beliefs	9
Career and labour market intelligence	12
Career ethics	15
Career management styles	18
Career types	21
Career stories	24
Career visions of the future	27
References	30

Foreword



Dave Stanbury,
Careers Education Officer,
University Teaching Fellow.

Un-built designs have been very influential in the history of Architecture. CCMS is firmly convinced of their value as a means of envisioning new possibilities for career learning as well. For this reason we are delighted to make available *Designing a Generic Career Studies Module: a Practical Example*.

The practice of careers education exists in tension between two poles: education for careers and education about careers (Stanbury 2006). The 'career studies' approach gravitates towards the latter pole as it advocates treating the concept of 'career' as the object of academic enquiry (McCash 2008). Where careers education might traditionally focus on the business of making and implementing a career decision, career studies seeks a more critical engagement with the process of career learning and career development. Of course this critical engagement does not preclude a practical element as well. Nevertheless, a critical space creates the opportunity for a constructivist pedagogy where students examine and reflect upon theory and concepts. As such this approach holds out the hope of creating new forms of careers education which better fit the higher education landscape (Horn 2007) and of enriching the conversation between subject and careers specialists (Stanbury 2010).

With any emergent academic practice the challenge is to go beyond a hazy vision of the future to detailed models that can inform implementation. It is for this reason that CCMS has funded Phil McCash to develop *Designing a Generic Career Studies Module: a Practical Example*.

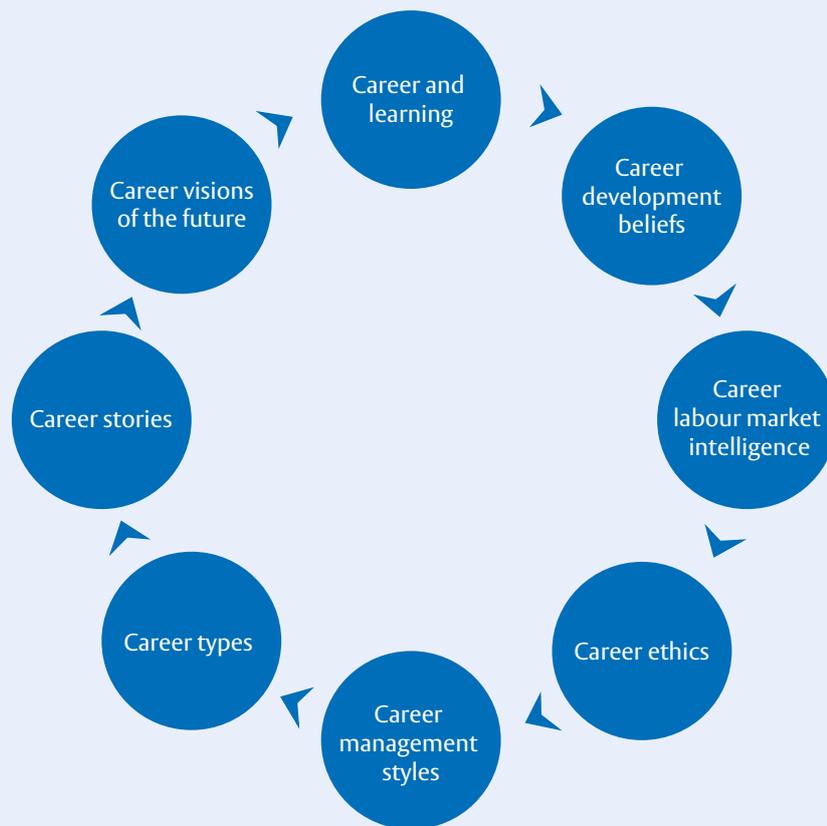
This module is proposed as a model which can be adopted or a pattern which can be adapted to different institutional settings. By providing a detailed module which takes students on a learning journey comprised of progressive engagements with fundamental topics in career learning, Phil has made an important contribution to the practice of career studies; one which will make the trans-disciplinary literature more accessible to the wider sector.

While this document sets out a generic module, it is evident that career studies often does, and indeed, should, exist in hybrid forms where trans-disciplinary content is fused with subject based content, see for example, (McCash 2008) and Wyman and Longwell (2010). This booklet provides a rich source of stimulating raw material for academics to draw on when wishing to embed career studies within their own disciplines.

Designing a Generic Career Studies Module: a Practical Example forms a suite of career studies module descriptions published by CCMS. Readers who want to see other embedded and trans-disciplinary models will be interested in *New Directions in Career Studies: English and Media Degrees and Working in Postwar Britain* available from the CCMS website: www.reading.ac.uk/ccms/research/ccms-publications.aspx

Dave Stanbury,
Careers Education Officer, University Teaching Fellow, June 30th, 2011.

Module outline



Aim

This module will enable participants to identify, evaluate and apply classic and contemporary career development concepts through their practices and contexts.

Assessable learning outcomes

By the end of the module, each participant will be able to:

- 1 identify and describe a range of career development concepts and beliefs related to: learning, career ethics, labour market intelligence, career types, career development beliefs, career stories, career visions of the future and career management styles
- 2 analyse and evaluate these concepts and beliefs
- 3 apply this analysis and evaluation to practice and context

Outline content

The module can be taught over a term or an academic year and entails around 150 hours of work in total.

Brief description of teaching and learning methods

Teaching and learning methods entail 30 hours of contact time via workshops and usage of the virtual learning environment. Formative assessment takes place via completion of workshop activities. Summative assessment takes place via completion of a 4,000 word project.

Introduction

This module has been designed in order to model the process of course construction in career studies. It is not intended to be treated prescriptively. The process of curriculum construction is a creative and imaginative activity that involves carefully selecting certain topics and not others. It is this process of creative judgement that the material below is designed to model and support.

Influences

The development of the module has been influenced by the work of Barnes and Andrews (1995), McCash (2010) and Stanbury (2010). There is consequently a strong focus on the inter-relationships between career, learning and identity in the construction of the sessions. It provides an example of research-informed teaching in the field of career studies using the process of concept mapping (Amundsen et al. 2008). The module concept map shown (p.4) is derived from both formal and informal career 'texts' (Mignot 2000: 528).

The design of the learning outcomes shows the influence of experiential, constructivist and critical pedagogical perspectives (Kolb 1984; Simon et al. 1991). For example, many of the learning outcomes reflect Kolb's phases of reflection, conceptualisation and experimentation. The workshops also provide opportunities for analysis or evaluation and are designed to enable participants to influence their working lives in contrasting ways. These features demonstrate the influence of critical pedagogical theory.

The workshops in detail

The module is designed for participants from a wide range of subject backgrounds and is pitched at an introductory level. Each session features an exercise or activity and is supported by an illustrative exercise sheet. These are designed to help the session proceed well and minimise the need for explanation and repetition of guidance. The exercise sheet is intended to help the participants question and explore any claims made. Again, this shows the influence of critical pedagogical theory. Note that the exercise sheets may require adaptation to each teaching context. Session timings are approximate but are designed to ensure there is sufficient time to complete the final activities. Evidence is listed against each learning outcome in order to aid in formative assessment.

I would like to thank Anthony Barnes and Dave Stanbury for their valuable contributions to this project. Any queries about the module are welcome and can be emailed to p.t.mccash@warwick.ac.uk



Phil McCash

Lecturer, University of Warwick

Career and learning

Introduction to the workshop

This workshop is designed to help each participant develop a view about which aspects of career can be explicitly learnt and indeed taught. It is not assumed that participants will automatically find it easy to understand that career can be learnt. This is because many everyday meanings of career and education polarise the two terms.

This topic can be introduced and experiences shared by facilitating blue sky thinking around career-related learning experiences, augmented with images of career obtained from the web and elsewhere.

The concepts of tacit and explicit career-related learning can be introduced and developed using slides summarising the work of Mitchell and Krumboltz (1996: 244-45) and Hodkinson (2009: 6-8) and relating this to the overall programme of workshops.

This topic is perhaps most appropriately located at the start of the course. It is designed to address the metacognitive issue of learning to learn about career. The third learning outcome is designed to help participants begin to plan their learning through the course.

Whilst it is suggested that this topic is introduced at the start of the course, it may be that the concepts are not fully developed by the participants until the course is completed or indeed later.





Aim of the workshop

By the end of the session, participants will be able to identify, evaluate and apply career-related learning perspectives.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 describe at least two approaches to career-related learning
- 2 evaluate the above
- 3 apply this evaluation to the study of their own careers and the careers of others

Constraints and resources

2 hours, lecture room, acknowledge the introductory nature of the session.

Projector, flipchart, pens, exercise sheet, two perspectives on career-related learning (e.g. Mitchell & Krumboltz and Hodkinson).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky views on career-related learning and introduce own ideas
15 minutes	Summarise Mitchell & Krumboltz's Learning Theory of Career Choice and Development using PowerPoint slides and hand outs
10 minutes	Show a relevant video case study
15 minutes	Summarise Hodkinson's Careership Theory using PowerPoint slides and hand outs
10 minutes	Show a relevant video case study
30 minutes	Invite wider group and self to add own evaluation comments
25 minutes	Invite participants to plan ways of finding out more during the course by talking to others and engaging in wider reading

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Completion of the plans

Career and learning exercise

In this exercise, you are invited to relate each career-related learning theory to a video case study

Mitchell and Krumboltz's Learning Theory of Career Choice and Development

What associative and instrumental learning experiences took place?

What self-observation generalisations were made?

What world-view generalisations were made?

Any other observations?

Hodkinson's Careership Theory

What horizons for action were indicated?

Who and what played an influence in the person's career destination?

What tacit career-related learning took place?

Any other observations?

Career development beliefs

Introduction to the workshop

This workshop is designed to enable participants to link some formal theories of career development with their own beliefs and construct alternatives.

This topic can be discussed and knowledge shared using a contrasting selection of career development theories. A reasonable range could include theories based on inheritance, cycles, fitting and chaos.

There are good textbook chapters on inheritance, cycles and fitting in Inkson (2007). There is a summary of the chaos theory of careers in Pryor et al. (2008) and an introductory video (Bright 2009). A career family trees exercise is used to contextualise this material in the session plan below.

It is important to draw a distinction, at least initially, between theories of career development that describe how people end up in roles, and theories that focus on aspirational career development behaviours such as career management. These latter theories form part of another workshop.





Aim of the workshop

By the end of the session, participants will be able to describe, evaluate and design career development theories.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 describe in basic form at least four theories of career development
- 2 analyse the above
- 3 use this analysis to design own theory of career development

Constraints and resources

2 hours, lecture room, acknowledge the extensive literature on this topic. Projector, flipchart, pens, exercise sheet, four career development theories: inheritance, cycles, fitting and chaos.

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky career development theories and introduce own ideas
5 minutes	Manage into pairs, distribute and introduce the exercise sheet
30 minutes	Ask pairs to complete their career family trees
25 minutes	Ask each pair to select and feedback some comments
20 minutes	Discuss these comments as a group in terms of the four selected theories
25 minutes	Invite participants to develop own theory of career development

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Development of participant's plans

Career development beliefs exercise

Career family trees

You are invited to select people from your immediate and wider family tree indicating their main role and the period of time this relates to.

Role

Period

Role

Period

Role

Period

Role

Period

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Aim of the workshop

By the end of the session, participants will be able to recognise, evaluate and apply different forms and sources of career labour market intelligence.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 recognise at least three contrasting sources of career LMI
- 2 evaluate these sources
- 3 apply this evaluation to own career development

Constraints and resources

2 hours, lecture room, acknowledge that there are many sources of LMI. Projector, flipchart, pens, exercise sheet, and three contrasting LMI sources (sources relevant to the student group are best, e.g. numerical data, case study, community-based source, a vacancy page, magazine article, trade directory and occupational profiles).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky sources of LMI. Introduce some examples from the web or other media. Split into groups
5 minutes	Introduce the three sources of LMI to each group and distribute exercise sheet
10 minutes	Ask each group to evaluate the three sources of LMI and then transfer findings to a class-wide flipchart at the front of the lecture room
15 minutes	Ask each group to evaluate the three sources of LMI and then transfer findings to a class-wide flipchart at the front of the lecture room
25 minutes	Invite wider group and self to add additional evaluation comments
25 minutes	Invite each participant to select at least one source of LMI relevant to each and identify one potential advantage and disadvantage.
20 minutes	Finish by inviting each participant to share one source of LMI and a comment.
5 minutes	Debrief

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Paper and verbal comments

Career and labour market intelligence exercise

What are the advantages and disadvantages of these different sources for undertaking career development research?

	Advantage	Disadvantage	Your rating (1 highest, 5 lowest)
LMI source 1			
LMI source 2			
LMI source 3			

Career ethics

Introduction to the workshop

This workshop is concerned with helping participants understand and share perspectives on contrasting career ethics. This could naturally encompass a great variety of topics. In this example, a selection of poetry has been made focusing on 'work as self-fulfilment' versus 'work as a means to an end'.

Philip Larkin's *Toads* (Larkin 2003) and Sheenagh Pugh's *The Bereavement of the Lion Keeper* (Pugh 2006) have been selected as the main focus. Popular music, images and other cultural artefacts could also be used to enrich this session.

Towards the end of the session, participants can be asked to start writing a poem on the theme of career and ethics. In terms of subsequent application, participants can be invited to interview people about work ethics, and develop their own views about the neatness of the distinction between self-fulfilment and instrumentalism.



Aim of the workshop

By the end of the session, participants will be able to identify, evaluate and create poetry in the context of career development.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 identify at least two poems on the theme of career and ethics
- 2 evaluate these poems
- 3 use this evaluation to write a poem on the theme of career and ethics

Constraints and resources

2 hours, lecture room, acknowledge facilitator may not be a literary specialist.

Projector, flipchart, pens, exercise sheet, two career poems (e.g. Toads and The Bereavement of the Lion Keeper).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky representations of career in culture and introduce own ideas
5 minutes	Distribute and read out the two poems
35 minutes	Manage into pairs and ask pairs to reflect on the poems using the exercise sheet. Transfer findings to flipchart and then publish to wider group
25 minutes	Invite wider group and self to add additional evaluation comments
30 minutes	Ask each participant to begin writing a poem on the theme of career and ethics
10 minutes	Debrief and plan to share poems at a subsequent session or online

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Commencement of a poem

Career ethics exercise

In this exercise, you are invited to consider the views about work expressed in the two poems.

For ease of reference, versions of each poem are available at:

www.peonymoon.wordpress.com/2009/07/21/sheenagh-pughs-the-bereavement-of-the-lion-keeper/

www.blue.carisenda.com/archives/cat_philip_larkin.html

	Toads by Philip Larkin	The Bereavement of the Lion Keeper by Sheenagh Pugh
How is work seen as self-fulfilling?		
How are negative aspects of work portrayed?		
What other aspects of work are addressed in each poem?		



Career management styles

Introduction to the workshop

This workshop is based on the contrasting views about career management that exist in both formal (e.g. scholarly books, journal articles) and less formal contexts (e.g. popular literature, newspaper articles, everyday career 'advice'). Examples of the latter could include so-called self-help books such as *I Can Make You Rich* by Paul McKenna and *The Art of Building Windmills* by Peter Hawkins.

The topic can be introduced by asking participants to identify familiar career management styles via a two-minute blue sky thinking session (e.g. 'It's not what you know, but who you know', 'You should earn your age' etc.)

The tutor will need to select at least two theories of career management in order to develop the session. It is useful to select at least two because this helps to illustrate the fact that there are competing claims about career management, and avoids identifying the tutor too strongly with one particular approach.

DOTS (Law and Watts 1977) and Planned Happenstance (Mitchell et al. 1999) provide a good contrast because of the different approaches to structure and open-endedness in each, but there will be other pairings that are appropriate depending on the group.

Participants can be asked to consider which career management style feels right for them and to identify the pros and cons of each style. The final step is for each participant to construct a career management style of their own.

Aim of the workshop

By the end of the session, participants will be able to describe, evaluate and develop career management styles.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 describe in basic form at least two contrasting career management styles
- 2 evaluate these styles
- 3 develop own career management style

Constraints and resources

2 hours, lecture room, acknowledge that there is an extensive literature on this topic.

Projector, flipchart, pens, exercise sheet, and two contrasting career management styles (e.g. DOTS and Planned Happenstance).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky styles of career management. Introduce some examples from the web or popular press
15 minutes	Introduce the two selected career management styles
10 minutes	Distribute exercise sheet and show two video case studies illustrating both styles
35 minutes	Split into pairs and request pairs compare and contrast the two styles using the sheet. Ask each pair to transfer findings to a class-wide flipchart at the front of the lecture room
20 minutes	Invite wider group and self to add additional evaluation comments
15 minutes	Invite each participant to develop own career management style on paper and prepare at least one comment
5 minutes	Finish by inviting each participant to share one comment
5 minutes	Debrief

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Paper and verbal comments

Career management styles exercise

In this exercise, you are invited to link the case studies to the DOTS and Planned Happenstance career management styles and then consider the strengths and weaknesses of each.

	DOTS 1 Self awareness 2 Opportunity awareness 3 Decision learning 4 Transition learning	Planned Happenstance 1 Curiosity 2 Persistence 3 Flexibility 4 Optimism 5 Risk taking
In which case study did you detect: a planful approach? an open ended one?		
How did each approach benefit the individual's career?		
How could each approach have harmed the individual's career?		
In general, what do you think are the strengths and weaknesses of each style?		

Career types

Introduction to the workshop



This workshop focuses on an area of active research in career studies that does not fit neatly into either theories of career development or career management (although they can be linked). Specifically, this is the sub-field of career typologies; studies in which respondents' orientations to career as opposed to specific job fields are analysed.

The session works best if the tutor selects at least two typologies, although it would be possible to use one in a shorter session. It is important, in introducing the topic, that the tutor does not express a strong preference for any one 'type' as this may pre-empt articulation of participants' views. The typologies of Bimrose et al. (2006) and Tomlinson (2007) have been selected for this workshop, although other useful studies are available.

To introduce this topic, ask participants about type terms that are used within their social groups, for example, the terms 'geek', 'jock', 'waster', 'raa' and 'stoner' were recently discussed in a student newspaper article (Scott 2009).

Develop the workshop by introducing the two career typologies and state why these two have been selected.

It is important to bring out that none of the studies focus on exactly the same aspect of career. For example, Bimrose et al. (2006) researched styles of career decision-making, whereas Tomlinson (2007) looked at student attitudes and orientations to the labour market. It is also important to explain the nature of the research being used (qualitative, survey group, size of group, methodology, etc.) this again helps to illustrate that we are looking at claims about people and not absolute truths.

Ask participants to reflect on each typology and any further participant-generated types. There may be a light bulb moment when participants strongly identify with (or reject) one particular type, equally, participants may wish to articulate critical reflections on the division of types.

The final step is for participants to construct some related questions and conduct field research. This can be debriefed at a subsequent session.



Aim of the workshop

By the end of the session, participants will be able to describe, evaluate and research career types.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 describe in basic form at least two contrasting career typologies
- 2 compare and contrast these typologies
- 3 research career types

Constraints and resources

2 hours, lecture room, acknowledge that there is a growing literature on this topic.

Projector, flipchart, pens, exercise sheet, and two contrasting typologies (e.g. the typologies constructed by Bimrose et al. and Tomlinson).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky career types. Introduce some examples from the web or popular press
15 minutes	Introduce the two selected career typologies
10 minutes	Show two video case studies illustrating at least one sub-type from each typology
25 minutes	Split into pairs and request pairs compare and contrast two of the sub-types and make brief notes. Ask each pair to transfer findings to a class-wide flipchart at the front of the lecture room
20 minutes	Invite wider group and self to add additional evaluation comments
30 minutes	Invite each participant to use the exercise sheet to design a follow-up activity whereby each will ask some type-related questions to someone in the workplace
5 minutes	Debrief

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Verbal discussions, notes and flipchart feedback

LO2 Verbal discussions, notes and flipchart feedback

LO3 Completion of exercise sheet

Career types exercise

In this exercise, you are invited to design a small piece of workplace research.

	Tomlinson 1 Rebels 2 Retreatists 3 Ritualists 4 Careerists	Bimrose et al. 1 Evaluators 2 Aspirers 3 Strategists 4 Opportunists
Identify a workplace and role you would be interested in researching		
Design some questions you would like to ask the interviewee drawing from your knowledge of career types		
Develop a question that will enable you to assess the value of using career types		

Career stories

Introduction to the workshop

This workshop is designed to help participants recognise different genres of career narrative, and develop the ability to evaluate and apply these. It is helpful, although not essential, if participants have already had an opportunity to construct a career narrative such as a CV and a piece of creative writing.

The topic is developed and experiences articulated through the sharing of three contrasting genres of career narrative. Practical examples can be selected from: a CV, a creative writing exercise, a web biography, an application form personal statement, a magazine article, an interview, a performance appraisal report or a reference.

Participants should be encouraged to engage in discussion around the typical characteristics of different genres and the similarities and differences between them, such as first person and third person narratives, the degree of personal content, and manifest and tacit meanings. The role of narrative in career making as well as job entry is highly relevant.

Audio narratives can enrich the workshop, further examples can be found in *Beyond the PhD* (2008).



Aim of the workshop

By the end of the session, participants will be able to identify, analyse and apply career stories in the context of career development.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 identify at least three basic genres of career story
- 2 evaluate these three genres
- 3 use this evaluation to plan ways of finding out more

Constraints and resources

2 hours, lecture room, acknowledge the facilitator may not be a specialist in the study of narrative genre.

Projector, flipchart, pens, exercise sheet, three career stories (e.g. CV, magazine article and video story).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky genres of career story and introduce own ideas
5 minutes	Distribute and introduce the exercise sheet, the CV and the magazine article stories
15 minutes	Manage into small groups and show the video story
45 minutes	Request groups read the CV and magazine stories then use the exercise sheet to compare the three genres of career story. Transfer findings to flipchart and then publish to wider group
20 minutes	Invite wider group and self to add own evaluation comments
20 minutes	Invite participants to plan ways of finding out more

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Completion of the plans

Career stories exercise

In this exercise, you are invited to consider how the three genres of career story are similar but different.

	CV career story	Magazine career story	Video career story
What type of information is included?			
Who would read or hear each story?			
How could the telling of the story benefit or harm each individual's career?			
How good at presenting the story are they?			
What is not included in each story?			

Career visions of the future

Introduction to the workshop



The rationale for this workshop lies in the existence of competing and contrasting visions of the future, and the implications of this for the careers of today and tomorrow. This session will enable participants to challenge stereotypes and myths about career trends.

Participants should be asked to listen to contemporary and historical visions of the future obtained from popular culture. For example, the following video-based ‘visions’ are suitably contrasting and controversial: GM Futurama (1939); E4AUK2 (2007); Bright (2009) and Reinvention Centre (2008). These can be supplemented with more complex printed material (for example, Brown et al. (2001); HM Government (2009); Shepherd and Rowe (2000)).

It is important to ensure that the use of a particular vision is not presented as an endorsement by the tutor, the emphasis here is on critique. Participants are issued with a hand out containing questions to consider in listening to these visions of the future (e.g. How is the film’s point of view constructed? Which points of view are represented? Whose points of view are not represented? What evidence supports the claims made?).

Participants can be asked to collect and share additional examples of career visions of the future, and construct categories of these visions such as: technical utopia; uncertainty; high skills; and sustainability. It is important that participants use their evaluation of these contrasting visions to consider what this means for today’s careers. Further materials on the future of career are widely available.

Aspects of this session design are directly derived from a longer exercise entitled Future Work in Simon et al. (1991: 185–195).



Aim of the workshop

By the end of the session, participants will be able to identify, evaluate and apply career visions of the future.

Assessable learning outcomes

By the end of the session, each participant will be able to:

- 1 identify at least three career-relevant visions of the future
- 2 evaluate these contrasting visions
- 3 use this evaluation to plan responses

Constraints and resources

2 hours, lecture room, acknowledge the facilitator may not be a specialist in film studies.

Projector, flipchart, pens, exercise sheet, four career visions: GM Futurama (1939); Shift Happens UK (E4AUK2, 2007); Reinvention Centre (2008) and Bright (2009).

Methods, activities and timings

Timings	Methods and activities
5 minutes	Introduce self and session
10 minutes	Ask participants to blue sky career-related visions of the future and introduce own ideas
5 minutes	Distribute and introduce the exercise sheet
40 minutes	Manage into small groups and show the videos
35 minutes	Use the exercise sheet to compare the four videos. Transfer findings to flipchart and then publish to wider group
15 minutes	Invite wider group and self to add own evaluation comments
10 minutes	Invite participants to plan responses in terms of career development today

Evidence needed to assess achievement of the learning outcomes (LOs)

LO1 Completion of the exercise sheet

LO2 Completion of the exercise sheet and flipchart feedback

LO3 Development of participants' plans

Career visions of the future exercise

Watching and reviewing the videos

You are asked to think about the construction of the central point of view of the videos. Please make notes on areas such as: the use of voice over narration; juxtaposition of images; camera angles; background sets and so on.

State the dominant point of view in the film.

List the production techniques that organise the presentation of this point of view.

Whose point of view is this?

Whose interests are served by the point of view and whose are diminished?

Which questions are asked within this point of view and which questions are left out?

Are there other points of view presented?

Whose points of view are not represented?



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Designing a generic career studies module: a practical example

 For more information, please contact:

Phil McCash

Career Studies Unit
University of Warwick
Coventry CV4 7AL

p.t.mccash@warwick.ac.uk

Tel (024) 7652 4617

[www2.warwick.ac.uk/study/cll/
othercourses/careerstudies](http://www2.warwick.ac.uk/study/cll/othercourses/careerstudies)