

Career studies handbook:
career development learning in practice

Phil McCash



LEARNING and EMPLOYABILITY

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Contents

How to use this handbook	2
General introduction	3
Preview of key points	5
Introducing Career Studies	6
Exploring Career Studies	9
Designing courses	13
Vignettes: Career Studies in practice	18
Conclusion	31
Biography	32
References	33
Appendices	38

“People . . . may really have in them some vocation which is not quite plain to themselves, may they not? They may seem idle and weak because they are growing. We should be very patient with each other, I think.”

— Dorothea to Mr Casaubon in
Middlemarch (Eliot 1965 [1871-2]: 108-9)

How to use this handbook

It has been suggested that there is a responsibility on curriculum designers to help students develop “a sense of acting and being in the wider world” (Barnett and Coate 2005: 58). In this publication, it will be argued that the emergence of *Career Studies* as a transdisciplinary field provides an opportunity to realise this objective in educational terms.

The handbook is intended as a guide for course designers responsible for the development of undergraduate and postgraduate courses at programme and modular level. It is designed to assist in the development of learning outcomes appropriate to subject areas and student groups. It contains an introduction to Career Studies, a guide to course design, and practical examples of Career Studies teaching (the vignettes). The introduction explains briefly the transdisciplinary nature of Career Studies and aids articulation between this and the home discipline. A fuller exploration of Career Studies then follows. The section on course design is split into the following subsections:

- general points for course designers
- developing a “career-informed curriculum” (Horn 2008: 1)
- addressing common weaknesses.

It is designed to be read in conjunction with the 11 vignettes. The appendices contain:

- a list of subjects connected with Career Studies
- a selection of key quotations
- a summary of practice-based approaches to Career Studies
- a guide to professional development.

The handbook is also intended as a guide for all staff connected with career- and employability-related learning, including lecturers, module designers, careers advisers, work experience coordinators, counsellors, employability officers, personal development planning (PDP) professionals, directors of teaching and learning, and senior institutional managers with responsibility for teaching and learning.

It is further intended to assist staff in modernising and reviewing the content of any existing career education, career counselling, employability, enterprise, work experience, and personal development programmes.

General introduction

Two previous titles in the Higher Education Academy's *Learning and Employability* series have set a challenging agenda for work on employability and career development learning in the higher education curriculum (Yorke and Knight 2006; Watts 2006).

Yorke and Knight (2006) argue for a transdisciplinary approach informed by a model of employability termed USEM (understanding, skills, efficacy and metacognition). Employability, they suggest, connects with a "multiplicity of discourses" including: home subject of study, individual and social psychology, communication studies, organisational sociology, management, finance, and indeed further disciplines (p21). Curriculum-based approaches should therefore embrace some or all of the following:

- transdisciplinary content
- home subject understanding
- self-theories and beliefs
- theories of learning
- the integration of theory with practice.

Watts (2006) argues that career development learning should have a stronger presence in the employability curriculum and that much of the employability literature has neglected conceptual work on career development. He suggests that the popularity of career development learning within higher education can be linked to the narrowness of the skills and employability discourse. There is a need to develop "an academic discipline in which research can be conducted" (p26), and restructure career services along academic lines. This will require staff connected with careers, employability and personal development to develop:

- "greater pedagogic knowledge and skills than they have usually had in the past"
- "a stronger grounding in career development theory, not only as a basis for their own professional practice but also as a body of knowledge for them to teach as part of the students' career development learning"
- "academic empathy" (pp27–8).

Finally, he suggests that "the intellectual foundations of career development learning ... need to be strengthened" (p29). These comments find parallels in the work of Bowman *et al.* (2005), Horn (2007), and Kneale (2007).

In analysing the employability and career progression of UK Masters degree students, Bowman *et al.* (2005) express dissatisfaction with the "folk theory" of linear, matching careers and stress the need for "a more

sophisticated theoretical base” (p110), ”critical understanding of the labour market” (p107), and the reconceptualisation of learning and career “as an on-going process of learning to become” (p97).

Horn (2007), following Perry’s work on the intellectual and moral development of students in higher education, argues that career education should be conceptualised “as a new branch or extension of the higher education curriculum” (p30). Career education should therefore concentrate on educational content, ”learner development” and ”critical thinking” (p33).

Similarly, Kneale (2007) argues strongly that the assessment of career education should be as challenging and academically demanding as any other subject within a degree. She identifies a need for tough career education assessments and “careers learning packages with academically solid content” (p37). Every undergraduate student, Kneale suggests, should undertake “one piece of career-related research and assessment in the context of their discipline” (p38).

In this handbook it is argued that a Career Studies approach to employability and career development learning meets these challenging expectations. Specifically, the use of the term “Career Studies” indicates a conceptualisation of career education as a subject of study in higher education. A subject within which the following are embraced:

- transdisciplinarity
- the teaching and research of career ideas, concepts and beliefs
- high quality academic content, learning outcomes and assessment
- innovation in approaches to teaching and learning.

In particular, by developing a subject-based approach to career education, this handbook will respond robustly to Watts’ (2006: 29) exhortation to strengthen the intellectual basis of career development learning.

Preview of key points

- Career Studies provides a comprehensive means for operationalising in educational terms the challenging career development learning and employability agenda set out in the *Learning and Employability* series.
- Career Studies is a transdisciplinary subject and is expanding, both in terms of teaching and research activity.
- Units of formal study range from full degree courses to individual modules, papers, and lectures within courses. There are also extra-curricular examples.
- Career Studies explicitly frames career education as a subject within which teaching, research and research-based practice take place.
- The teaching of Career Studies as a transdisciplinary theme entails the development of learning outcomes appropriate to home subject disciplines.
- The evaluation of Career Studies teaching can involve a range of methods with a particular focus on the assessment of intellectual, cultural and moral development.

Introducing Career Studies

In its broadest sense, Career Studies addresses aspects of how we live and what it is to be human. It is a transdisciplinary field of socio-cultural enquiry that focuses on life purposes and meanings and the more prosaic matters of achieving those ends. In practical terms it provides a space in the curriculum for students to consider the ideas and beliefs of self and others concerning career, labour markets and employability.

Career Studies is expanding as a subject, both in terms of teaching and research activity. Credit-bearing course provision has doubled in the last ten years and it is now taught in at least 41% of UK higher education institutions (HEIs) with further institutions actively planning to introduce it (Foskett and Johnston 2006: 19–20). The extent of current research activity is illustrated by the fact that 21,000 academic articles were published between 2001 and 2005 featuring the keyword “career” (Gunz and Peiperl 2007: 5).

Career Studies is a term that encompasses several forms of learning commonly encountered within higher education including: career education, career development learning, career management skills, work-based learning, personal development planning, entrepreneurship, career learning and employability learning. Career Studies also takes place within degree programmes either as a subsidiary theme or a central focus. The formulation “Career Studies” explicitly frames career education as a subject within which teaching, learning, research and research-based practice take place (Mignot 2000; McCash 2007).

In order to consider links with specific subject areas, it is important for course designers to be aware that Career Studies is a *transdisciplinary* subject. It has traditionally been linked with the fields of psychology, sociology, education, and organisational studies. However, several commentators have highlighted this transdisciplinary element and extended it to encompass links with anthropology, economics, political science, history, geography and other subjects:

“Career behaviour, depending on how it is defined in structural or developmental terms, is of interest to many disciplines.”
— (Herr 1990: 16)

“[Career Studies is] a perspective on social enquiry, its central concept being the effect on people of the passage of time. As such, it does not so much *relate* to other disciplines as *pervade* them. It is as possible to be a psychologist interested in careers as it is...to be a sociologist, a social psychologist, an anthropologist, an economist, a political scientist, a historian, or a geographer.” (Italics in original).
— (Peiperl and Gunz 2007: 40)

These transdisciplinary, time-based and pervasive elements are important and defining features of Career Studies:

“Unlike many social science concepts, the concept of the career is not the property of any one theoretical or disciplinary view... We believe that exploring this diversity will help us uncover new theoretical questions as well as new answers.”

— (Arthur *et al.* 1989: 7)

“What is the nature of a good life, a good career? Phrased practically, how should one live?... As fundamental as this question is to the field of career guidance, it is simply not asked seriously, and worse, it is not recognized as fundamental. Were it taken seriously, we would be studying Aristotle, Kierkegaard, and others who have tried to answer it.”

— (Cochran 1990: 83)

In the quotations above, Arthur *et al.* and Cochran encourage us to take a fully *transdisciplinary* approach to Career Studies. Although there are obvious links with sociology, psychology, education and organisational studies, these disciplines are no longer seen as exclusively foundational. Career Studies potentially links to all disciplines and has perhaps most to learn from, and contribute to, those disciplines where it has been least recognised until recently. An extensive list of subject links is included in Appendix I.

Two examples illustrating the pervasive and transdisciplinary qualities of Career Studies are provided below. One focuses on cultural, the other on scientific and technical subjects.

I. Cultural

Horn (2008) suggests that a “career-informed curriculum” (p.1) could involve cultural aspects of career including “investigating differences in employment and recruitment practices, and differences in meanings attributed to work and careers in different cultures, societies and historical periods” (p.5). Possible topics could include:

“are individuals free to make career choices, and to what extent are choices influenced by the society and the economy?”

how have attitudes to “careers” and to the role of work changed over time?

is the term “career” neutral, or does it have different implications depending on one’s gender, ethnic background, social class, education or prior achievements?

how are career and work depicted in different media, e.g. popular culture, literature, film and television?” (pp.5-6).

She suggests that related disciplines are likely to include "sociology, cultural studies, other social sciences, arts and humanities programmes where they consider culture (e.g. cultural history, cultural aspects of literature, media studies, feminist or postcolonial approaches)" (p.6).

2. Scientific and technical

In contrasting ways, a number of recent commentators have stressed the relationship between learning, identity and career (Lave and Wenger 1991; Becher and Trowler 2001; Bowman *et al.* 2005). In studying mathematics, for instance, one learns to become a mathematician. It is in this important sense that *all* degree courses, including "pure" disciplines in the sciences and arts, are vocational. Through formal and informal learning within and around a subject of study, students become disciplined into a particular way of thinking and acting (and in turn shape the discipline). From this metacognitive learning perspective, becoming and being a mathematician, engineer or chemist, occur within a degree course just as it does in a graduate job. Further examples of this are provided in the section headed *Course Design*.

Many of the vignettes described in a later section illustrate such transdisciplinary dimensions. Five vignettes make links with a range of cultural subjects including identity, etymology and word history, development studies, anthropology, psychoanalytic theory, developmental psychology, literary theory, American studies, and religious studies (1, 2b, 4, 6, 9). Two of the vignettes illustrate links with scientific or technical subjects including forensic science, building services and visual arts (8, 10).

Exploring Career Studies

No attempt is made here to essay a fully transdisciplinary account of Career Studies. Such a project is still in development (at the University of Reading and elsewhere) and there are substantial though still incomplete accounts available (Meaning of Working International Research Team 1987; Moore *et al.* 2007). This section is designed to expand on the preceding introduction and to provide the interested reader with additional pointers. It can be read in conjunction with the vignettes, and the selected quotations in Appendix 3.

The etymology and word history of “career” are varied and its current meanings are relatively recent and still debated. Its origin is linked to the Latin terms *carrus* (wagon) and *via carraria* (carriageway), and is therefore cognate with car, cargo, carpenter, carriage, cart, and chariot(eer) (although not caravan or careen). For most of its life within the English language, “career” has referred to a course or racetrack and, by extension, a rapid movement; the term could be applied to an object, an animal or a person. It was only in the early nineteenth century that an additional connection with occupation was made (Oxford English Dictionary 2002).

Some of the quotations in Appendix 3 illustrate the ways in which career can now be variously taken to mean a whole life or just a part of life, to refer to work or a wider range of roles. The terms “career diplomat”, “career woman”, “portfolio career”, “life-career”, “career change”, “careerist” and “career criminal” neatly illustrate this diversity of use.

It is clear from the above that many of the activities we now connect with career were not called so before the nineteenth century. To study them will require use of different terminology and vocabulary and offers a much richer understanding of the life course than can be afforded by relying upon wholly contemporary accounts. For instance, one of the first documented systemic theories of what we now call “career” is provided in Plato’s *Republic*, where a model of societal structure, a theory of personality type and a form of work ethic is proposed and developed in some depth (Plato 1974 [375 BC]).

Returning to modern times, the transdisciplinary nature of Career Studies can be further illustrated by the following examples and related vignettes.

1. The sociologist Weber (1971 [1908]) highlights the importance of economics, history, education, religion and physiology in the study of career. In particular, he focuses on the influence of bureaucratic and industrial organisations on the formation of the personality, career and lifestyle of the worker, and the reciprocal influences of

the worker on those organisations. Weber also draws our attention to the influence of the protestant work ethic. The professional or occupational specialist of today, he suggests, lives the life that the earlier puritan willed into being (Gerth and Mills 1948: 50). In this way he helps us to a more complex understanding of modern careers and organisations. Three of the vignettes illustrate consideration of the ethics and values surrounding career (5, 6, 8).

2. Jung (1969) connects psychological, religious, mythological and cultural perspectives, and places particular importance upon life course development, archetypes and psychological type within an overall life process of individuation. Perhaps most relevant to the study of career is his emphasis on the numinous, the meaning of life and the psychological integration of outer and inner worlds. Jung's work is complex, and may be of particular interest to the significant numbers of mature students in higher education. One of the vignettes demonstrates the use of psychological and developmental theories of choice, and the application of personality type (5).
3. Goffman (1968) takes an ethnographic perspective on identity, institutions and career. He challenges the commonly held assumption that a career is, by definition, a success. The study of career, he intimates, could involve exploring the nature of brilliance or failure and rather than the imposition of some preconceived idea of what might be seen as mid-twentieth century, gendered, middle class achievement. Four of the vignettes illustrate consideration of theories and beliefs about career (5, 6, 7, 8)
4. Goffman also highlights the personal and social aspects of career. This is a significant point amplified by Young *et al.* (1996: 495) who emphasise the interpretation of internal processes and social meaning in the study of career. They also stress the *descriptive* aspects of Career Studies, the need to describe and interpret career in ever greater richness and detail. This approach has utility in both one-to-one career discussions and career education activities (Mignot 2000: 527–8). It further points to hitherto largely unexplored connections with the creative and expressive arts. Two of the vignettes are drawn from creative writing (6) and visual arts (10).
5. Collin and Young (1992: 2) highlight interpretive approaches to Career Studies placing an emphasis on textual and narrative concepts. This potentially links with a wide range of subjects including languages, literary studies, religious studies, art and history. Two of the vignettes illustrate links with religious studies (1), etymology and word history (2b).

6. The labour market and employability are important areas of Career Studies and can usefully be interpreted from a transdisciplinary perspective. Becker's (1964) human capital theory has exerted considerable influence at both policy, institutional and student levels (HM Treasury 2006; Moreau and Leathwood 2006). Other approaches have variously emphasised:

- increasing differentiation within the graduate labour market (Purcell *et al.* 2005)
- the debate over the knowledge economy (Brown and Hesketh 2004)
- the social aspects of labour markets (Glucksmann 2005).

Four of the vignettes enable students to investigate and understand labour market research (5, 7, 8, 11).

7. Gowler and Legge (1999) take a socio-linguistic approach to Career Studies. They emphasise the power of language in the construction of meaning and (re-)production of society. In practical terms, this can allow students to explore the ways in which individuals shape their reputations through the production of CVs and the verbal reconstruction of employment histories. The authors also "focus on the ways in which rhetorical language constructs careers" (p.439) through the use of metaphorical terms such as "high flyer", "fast track" and "dead-end job" (p.446). One of the vignettes enables students to consider the metaphorical and historical associations of career-related terms such as "vocation", "job", and "profession" (2b). In another, a process of fictional autobiography is used to consider the effects of powerful and possibly thwarting self-concepts such as 'perfect mother' (6).

The preceding examples are included to help course designers understand the transdisciplinary nature of Career Studies and make links with a wider range of subjects. Despite the loose overall cohesion of the Career Studies field, differences nonetheless exist between subfields. For example, some writers have focused on the work-related aspects of Career Studies (Arthur *et al.* 1989:19; Gunz and Peiperl 2007: 4), whereas others have considered non-work roles (Goffman 1968: 119; Collin and Young 1992: 12). There are tensions between those who favour positivist or social constructionist epistemologies (Brown, 2002: 13-15). There are also some differences between those who locate Career Studies firmly within management and organisational studies, and those who favour other disciplinary perspectives. Links with a wider span of disciplines are still relatively unarticulated within higher education, but some important work

has already been accomplished in this respect within the secondary school curriculum (Barnes and Andrews 1995).

Bringing this very brief review up-to-date, a recent definition has been attempted by Gunz and Peiperl.

“Career Studies... [is]... *a perspective on social enquiry*. Its central concept is *the effect on people of the passage of time*... [It is] An exploration of what one sees when one looks at people, networks, organizations, institutions, or societies through a lens that focuses on the passage of time.” (Italics in original).

— (Gunz and Peiperl 2007: 4)

To summarise, Career Studies provides a means of helping the student shuttle between an individual action and the life course, between an individual life and the life of society, and between different cultures. This movement between private and public domains has wide application to learning where the interaction of private beliefs and ideas with public knowledge and concepts is central to the development and generation of knowledge. The subject of career also directly links the life of a student with a home subject discipline, and this can productively influence the design of assessment methods or research projects. Finally, like other transdisciplinary subjects, it provides a means of transmitting new knowledge from one discipline to another.

Designing courses

This section aims to illustrate practical issues of course design and, where relevant, links are made to specific examples within the vignettes (see following section) and elsewhere.

General points

The nature of the subject means that every person comes to the formal study of career as both an expert and neophyte. Arthur *et al.* (1989: 15) warn against the dangers of "routinisation" whereby our everyday career theories, beliefs and models become ossified and hamper the progression of both ourselves and others. The following points are designed to help course designers reflect on this and provide appropriately demanding and interesting courses for students.

- Students are not empty vessels. They all come to career education with their own ideas and beliefs about career development and linked models of career practice. These ideas, beliefs and models are derived from formal and informal learning experiences, and range from common sense intuitions to highly developed philosophies. It is likely that these will constitute a vital part of identity and profoundly influence actions such as career motivation and job seeking. For both these reasons, it is worth considering at an early stage in course design how students can be enabled to articulate, refine and apply their career-related ideas, beliefs and models of action.
- Consider enabling students to extend their process of engagement with the career theories and beliefs of others through wider reading and experiences, and to develop their own models of career action. Five of the vignettes make explicit reference to the teaching of career development theory (2a, 3, 5, 7, 11), and wider subject perspectives are present in several others.
- Following Kneale (2007), it is important to specify specific career-relevant knowledge content and understanding within learning outcomes. This could include but is not confined to: theories of career development, definitions of career, ethics about work, career beliefs, models of action, labour market perspectives, or theories of employment, self and identity. Consider how students will analyse, evaluate or apply this knowledge and understanding with regard to their own careers and/or the careers of others.
- Career Studies provides a space for the careful examination of claims and messages. For these reasons it is important to avoid introducing specialist claims and vocabulary, such as "career", "skills", "employability" and "twenty-first century labour markets", without also enabling students to evaluate and analyse these.

- Assess the importance of complementary forms of learning. Learning about career can be expressed in a variety of ways including theories, principles, facts, feelings, ideas, beliefs, ethics, values, stories, images, artefacts and sensations. One vignette explicitly sets out to integrate cognitive, affective and imaginal learning (6).
- As students progress through foundation, certificate, intermediate, honours and postgraduate levels of study, consider introducing greater epistemological complexity into the Career Studies curriculum. Two of the vignettes attend explicitly to epistemological issues in the study of career (4, 6). Young *et al.* (1996: 480-481) illustrate consideration of epistemological and ontological questions in Career Studies.

Developing a career-informed curriculum

Precise methods of introducing Career Studies into the curriculum will depend upon the overall nature of course structure (for example, modular or integrative) and the nature of any link with the institutional career centre. The vignettes illustrate a range of methods. For example, four have evolved within subject areas (1, 4, 9, 10), and several others involve direct provision by career centres. Whichever method is chosen, developing a career-informed curriculum can include a variety of techniques including modifying assessments to include career issues, and developing student research skills through using career as a field of enquiry.

- Consider reframing aspects of the curriculum. For example, human motivation and the relationship between the individual and society are themes that permeate many degree course areas and require complex responses from students. Linking assessment with the student's own career can deepen and enrich this thinking.
- Student research skills can be developed by enabling students to research the labour market within or beyond the home subject discipline. Five of the vignettes illustrate this approach (5, 7, 8, 9, 11).
- Student engagement with the home or main discipline can be deepened via the process of anticipating one's own future. Reflecting on the possibilities and limitations of this process can inform the study of others' lives.
- Career has obvious links to the role of worker, however, it also links to our roles as consumers, leisurites, worshippers, citizens, researchers and parents, amongst others. This wide range of roles can provide further opportunities for career-informed curriculum innovation.
- In an earlier section it was indicated that Career Studies can be linked with scientific or technical subjects in cognate ways. Two examples are provided for illustrative purposes:
 - BSc Geology students undertaking a piece of fieldwork in the role of geological consultants, thus providing the opportunity to meet

practising consultants, learn new techniques, and model a possible future role

- BSc Mathematics students undertaking exploration of “what makes a mathematician” using the biographies of mathematicians as a resource.

Two of the vignettes illustrate links with scientific or technical subjects including forensic science, building services engineering, and visual arts (8, 10).

- As indicated above, Career Studies is successfully taught both independently within academic departments and with the support of the institutional career centre. It is worth considering the support that may be available from this latter source¹. Career education staff within services are generally qualified to postgraduate level in career education and guidance, and experienced in the delivery and design of career education. They will be familiar with a range of traditional and contemporary career education models, and knowledgeable about the latest thinking in career development theory (see Appendix 2). Career services provide detailed quantitative labour market surveys of former graduates, and opportunities for students to learn more about career (including vacancy listings, information centres, career fairs, speaker events and volunteering opportunities). Some services will be able to provide one-to-one tutorial or career counselling support for students following career-related courses.
- It may be useful for students to record information about their career and the careers of others. Electronic resources such as e-portfolios, blogs and discussion groups offer a readily accessible and permanent depository for material, and can help students to organise, analyse and reflect.

Addressing common weaknesses in course design

The following points are designed to help course designers avoid some of the more common pitfalls and problems associated with the construction of learning outcomes and the process of evaluation.

- It is likely that today’s higher education students will have received some formal career education in school and college. Perhaps as a consequence, anecdotal evidence points to student complaints about the repetitive and unchallenging nature of some career education experienced in higher education. Just as students expect and receive higher-level, subject-based education at university, it is worth considering how higher-level career education can be provided. All 11 of the vignettes stress the development of critical and evaluative abilities whereby students are

¹ The precise nature of services available will vary according to institution.

- required to engage in higher-level skills such as appraising, explaining, investigating and researching.
- Career and Career Studies are more complex than they at first appear and, following Kneale (2007), it is worth challenging simplistic pedagogical practices whether they are encountered within academic, study support or career centre cultures.
 - Reflect on the process of *telling* students messages in a generalised, didactic or rhetorical fashion (or asking others to do this). Statements such as "employers want x..." can reinforce dependence rather than empower students. It may be more educationally valuable to shape the curriculum so that students can research and define the views of employers themselves. Seven of the vignettes provide ideas along these lines (1, 5, 7, 8, 9, 10, 11). From a cultural history perspective, Lindqvist's (1982: 325) work on "digging where you stand" provides a means of enabling students to research jobs and work.
 - Consider carefully the teaching and assessment of self-awareness, self-confidence and self-marketing. Some students and staff may find this oppressive, and elsewhere in the *Learning and Employability* series, Ward *et al.* (2006: 34) identify some potential difficulties. Yorke and Knight (2006: 6) indicate that enabling students to explore metacognitive ideas and beliefs about learning and the self can enhance their responsiveness to new challenges in the workplace and elsewhere (see vignettes 2, 3, 4, 5, 6, 7, 11). Vignettes 1, 3, 6, 9, and 10 offer alternative ways of building confidence through reflective and experiential knowledge-building.
 - It is sometimes assumed within careers work that people achieve self-fulfilment via matching personality with a job. However, this work ethic has been questioned in several studies (Meaning of Working International Research Team 1987; Rose 1994). Career decisions are influenced by both student world-views and personality type, so it makes sense to avoid force-fitting a matching model in the design of learning outcomes. Five of the vignettes illustrate alternative approaches (1, 2, 3, 7, 11) and Robinson's (2005) work on ethics and employability in the *Learning and Employability* series is also useful.
 - CV and application form writing *methods* can usefully appear as part of a Career Studies course, but the physical production of CVs and application forms has suffered from overuse and has restricted value as an assessment method. Presentations or narratives of the self feature regularly within social life and are an aspect of career progression as well as job entry. Evaluation of these varied biographical texts (such as CVs, magazine articles, book covers, appraisals, product advertisements, blogs and learning diaries) can point to richer teaching and assessment methods.
 - Thus far, the emphasis in this handbook has been on curriculum-based approaches. However, the informal curriculum also offers opportunities for engaging in Career Studies. Three of the vignettes (2a, 3, 11)

illustrate non-curriculum based interventions, and McKendrick (3), working in a careers advisory role, proposes some innovative directions for face-to-face work. All of these examples demonstrate attempts to engage students in higher level reflection and analysis outside of the formal curriculum.

- With regard to the evaluation of career development learning, a range of positive outcomes has been identified in over 40 studies (Bimrose *et al.* 2005: 46; Watts 2006: 23). More generally it has been suggested that employability league tables are of limited value as assessments of course quality (Barnett and Coate 2005: 57). A more finely calibrated evaluation strategy will gain an insight into former students' views of their current intellectual, moral, cultural and ethical destinations. A practical example is provided by the teaching of life course development whereby former students can reflect on this in later years. One of the vignettes illustrates longer term evaluation of former students' intellectual and moral development (6).
- Some institutions have elected to make career education compulsory across the board. This can pose difficulties for academics and career service staff who favour greater choice. Rather like Dorothea, in the quotation at the start of this handbook, we should perhaps be gentle with each other in this respect. One solution is to recognise that tacit career learning is present within all degree programmes, and the issue for course designers is whether to make this tacit learning explicit. It can be argued that the value of this as an advanced form of teaching and learning makes it central to most forms of educational experience. The sometimes personal nature of Career Studies strongly suggests that the final decision on these matters is best made by course teaching staff in consultation with students.
- A number of commentators have highlighted the need for professional development to support staff working in this area (McChesney 1995; Collin 1998; and Watts 2006). Reflection on one's own career and the tacit theories and beliefs held about career development can deepen understanding, increase awareness of stereotyping and improve teaching quality. A range of professional development activities is suggested for further consideration in Appendices 2 and 4.

Vignettes: Career Studies in practice

This section contains 11 vignettes drawn from teaching taking place both within academic departments and within careers services. The examples selected range from a face-to-face discussion (3) to a whole degree programme (6). Contact details are provided to enable readers to follow-up particular examples.

Vignette I

Using Theology and Religious Studies module within a BA in Religious and Theological Studies

Professor Stephen Pattison, University of Birmingham

Context

Undergraduate students in Religious and Theological Studies undertake an Honours level 20 credit module entitled *Using Theology and Religious Studies* as part of a course in the sociology of religion.

Content

The module focuses on areas of commonality between career education and the home academic discipline such as analytical and critical thinking, independence of thought, self-directed learning, and making connections between studies and the wider world. The learning aims and outcomes include:

- “to enable students to extend and critically assess the relevance of theological and religious studies insights and methods that they have acquired to the world of work and social life outside overtly religious communities
- identify and describe some practice-related, action-influencing world views, i.e. faith systems outwith formal faith communities in the contemporary world
- describe and define the main elements of some important social and work practices in the contemporary Western world, specifically that of management, and outline some of the ways in which such practices might be under girded by inhabited, action-influencing world views or faith systems
- explain how your education and training in religious studies or theology might be used and be of relevance in relation to some practices in the worlds of social life and employment.”
— (Saunders 2005: 5-7)

Pattison comments: In this module religious theories and concepts are used as a frame to analyse the world of work and social roles. As part of the module, students read a key text from within the sociology of religion and comment on it as a basis for applying the insights, methods and skills acquired through a degree in religious studies to practices outwith formal religion (Pattison 2005). This module was originally developed at Cardiff University.

Contact

s.pattison.1@bham.ac.uk

Vignette 2 (a)

Workshop

Dr Jo Moyle, Oxford Brookes University

Context

One-hour workshop carried out with first-year history undergraduates. The workshop focused on career choice as part of an optional employability programme, and explored two theories of career development: planned happenstance versus trait and factor approaches.

Content

Lecture-style presentation outlining the origins and main characteristics of each theory, followed by work in small groups analysing some real life, graduate career stories in the light of the theories, followed by feedback and discussion. Students then experimented with a brief trait and factor-style, self-assessment matching questionnaire. This was compared and contrasted with the sorts of activities and attitudes a more planned, happenstance-style approach would entail.

An adapted version of this was also carried out with full- and part-time arts and humanities PhD students during a two-hour workshop entitled *Life after a PhD: Careers for Arts and Humanities Researchers* as part of their Research Training Programme. Format was similar to that described above but included group discussion and feedback in the light of collective shared experiences instead of the graduate career stories. This was particularly relevant to the cohort as many were part-time PhD students and relative late-comers to academia with plenty of prior experience on which to draw.

Moyle comments: “Both groups veered towards planned happenstance over trait and factor, although they thought trait and factor might encourage self-reflection, and one or two ‘had always known what they wanted to be’ (though had not yet tested out their ideas). The first year historians were full of examples of people doing jobs they would never have heard of and so to which they could never have “matched” themselves, and they particularly warmed to the idea of following their current enthusiasms and curiosities to see where these might lead. They were also relieved to discover that careers guidance would not require them to reach artificial decisions but could help them in support of extending their interests, enthusiasms, networks and opportunities. The PhD students reflected on a range of topics: luck and serendipity, comparing plan A versus plan B, and the extent to which exploration, networking and following enthusiasms itself generates opportunity within and outside of academia. One acted on this and visited the Careers Centre for support with a speculative application. Both sessions were particularly suited to the needs of their respective groups. Students engaged well with the theories and had plenty to say during discussion.”

Vignette 2 (b)

Workshop

Dr Jo Moyle, Oxford Brookes University

Context

This session featured as part of a two-hour *Careers after the MA* compulsory workshop run with MA English students at the University of York as part of the departmental training programme. The session focused on etymologies of career-related words and concepts.

Content

Students were presented with etymologies of words including: “career”, “job”, “occupation”, “labour market”, “labour force”, “vocation”, “profession”, “livelihood” and others, then invited to discuss in small groups their metaphorical and historical associations and implications. Whole group feedback was very lively and full of opinion, and unearthed anxious or ambivalent thoughts about future work transitions and identity. The second half of the workshop focused on opportunity awareness, labour market resources and associated activities.

Moyle comments: “I remember it as a very positive and enjoyable session and I seemed ever after to be inundated with English MA students coming in for one-to-one guidance. A colleague tried it out in a slightly adapted form with her Environment students but found they didn’t really engage with it, I guess for subject-preference reasons. I would really like to do more work around career metaphors i.e. develop some user-friendly practical resources.”

Contact

p0075381@brookes.ac.uk

Vignette 3

One-to-one careers discussion

Angus McKendrick, University of Oxford

Context

This project, based at the University careers centre and sponsored by the Centre for Career Management Skills at the University of Reading, encourages students to spend time thinking about theories of career development before, during and after a careers interview.

Content

Before the discussion, students are given a short handout outlining four theories of career choice and development along with suggestions for further reading. The handout covers the following theories: person-environment fit, life course development, structural approaches, and happenstance. The intervention is particularly targeted towards students who do not have any specific ideas about their future. During the interview, the student is provided with an opportunity to consider this learning in terms of their own career progression. The project is still at an early stage and there are plans for follow up and evaluation three months after the discussion.

McKendrick comments: "This project aims to explore ways of encouraging career learning through individual activities and, in particular, through the careers interview, and give students a good awareness of various career theories, and to reflect on the relevance of these to their own lives and career intentions, hence encouraging their life long employability." He adds, "My intention is to empower the student within the careers interview, to move this from a (sometimes) diagnostic and prescriptive intervention towards a more genuine learning experience."

Contact

angus.mckendrick@cas.ox.ac.uk

Centre for Career Management Skills (CCMS) www.reading.ac.uk/ccms

Vignette 4

Life course analysis and development module

Dr Kevin Waldie, University of Reading

Context

A ten-credit, Masters-level, optional module offered as part of an MA in International and Rural Development.

Content

The aim of the module is to provide a forum in which participants can explore the relevance of age, generation, and time to development theory, policy and practice. The learning outcomes focus on the social construction of age, the use of “life-course” categories in policy discourse, and the potential benefits of utilising a “life course” perspective in development policy and practice.

A range of teaching methods is used including structured reflection and analysis of one’s own biographical experience to explore and appraise key theoretical concepts and theme-based teaching. Set readings, wider literature, relevant articles and websites are highlighted via Blackboard materials, and the videos *Trading Ages* and the *42 Up* series are used to generate discussion and reflection. Assessment is via a 3000-word essay on a theme related to the objectives of the module.

Waldie comments: “The module focuses ‘on the social space behind notions of age’ and the importance of ‘age as a social construct’. Student feedback has been largely positive and ranges from ‘joyous reflections’ on significant life events to deep consideration of ‘familial relationships’, ‘seniority’ and ‘notions of generation’.”

James Trewby, a former student, commented that the module “sensitised” him to the importance of life course analysis and helped him “to re-examine and look critically” at notions of youth, age and seniority. His essay focused on the life course category of “student” and the role of student campaigning, and development education in developing a pedagogy for the non-oppressed. These are all areas that he has continued to explore through his work with the Salesian Youth Ministry.

Contact

k.j.waldie@reading.ac.uk

Vignette 5

Cross-curricular approach:
self, opportunity, aspirations and results

Eileen Scott, Arti Kumar and Ajaz Hussain,
University of Bedfordshire

Context

The University's Centre for Personal and Career Development (CPCD) is introducing a partnership agreement for working with faculties and schools.

Content

The CPCD and academic colleagues agree curriculum inputs at all HE levels. This can include:

- introducing sociological, psychological and developmental theories of vocational choice
- the use of personality assessments and lifeline exercises to explore how career choice theories can be applied to an individual's personal situation
- developing a critical awareness of realistic options through application of sociological theory such as opportunity structure and community interaction
- researching occupations using information sources, interviews, networking and critical analysis
- understanding decision learning such as person-environment fit, career decision self-efficacy, and career learning.

Scott comments: "We have been delivering modules here for many years but are now moving towards a more integrated curriculum approach." A current interest is in working with academic departments, for instance, within psychology and social studies, on developing the theoretical and academic content of the programme.

Kumar comments: "There is more information available on this approach in a recently published guide to student learning, development and the enhancement of employability" (Kumar 2007). "I wrote the book for my National Teaching Fellowship project and developed SOAR (and its associated tools, techniques and pedagogy) largely as a result of my literature research for the book and the need to represent the DOTS model and theories in a more up-to-date and broader framework."

Contact

eileen.scott@beds.ac.uk
ajaz.hussain@beds.ac.uk
arti.kumar@beds.ac.uk

Vignette 6

MA in Creative Writing and Personal Development

Dr Celia Hunt, University of Sussex

Context

A version of the course has been running since 1996. The MA consists of core and optional modules followed by a research project.

Content

One of the core modules, *Creative Writing and the Self*, enables students to develop understanding of and connect psychological (developmental and psychoanalytic theory) with literary concepts (theories of authorship, and of the writer's relationship with the reader). The overall course develops the writing of fictional autobiography: a process of fictionalising oneself through the art of autobiographical creative writing. The course is also designed to integrate cognitive, emotional, imaginal and social forms of learning.

“When we write fictional autobiography we suspend our familiar sense of who we are and engage in a reflexive relationship with ourselves, opening ourselves up to the possibility of learning things with which we are not so familiar, and of being changed in the process.”

— Hunt 2004: 155

The course enables students to consider the extent to which they have become “stuck” in what Karen Horney has termed “life solutions”, that is powerful self concepts (or “shoulds”) such as “perfect mother”, “brilliant student” or “high flyer” that prevent us living more spontaneous, connected lives (Hunt 2006: 166).

“Around 50% of students on this course are pursuing their own career development transition, and the other 50% are already helping professionals seeking to enhance their skill and knowledge base. A good proportion of the people we teach and work with in our research develop deeper and more critical understanding, and a stronger sense of who they are and want to be, whether as writers, students or people. They become more active agents in life, in intimate relationships as well as in more public and even political spaces.”

— Hunt 2006: 172-3

A former student, Dr Sophie Nicholls, commented that through studying at Sussex, she was able to develop a career narrative that helped her in interpreting a previous job role as a learning consultant and her current roles as poet, lecturer, hypnotherapist and writing mentor with clients of the Medical Foundation for the Care of Victims of Torture.

Contact

c.m.hunt@sussex.ac.uk

Vignette 7

Career Development course

Dr Joy Perkins, University of Aberdeen

Context

The new course *Career Development: Find Your Direction ED2511* is a 12-week, 15-credit course², developed by the University careers service and supported by the School of Education. The course aims to embed career education in the university curriculum and to enhance student employability by encouraging engagement in effective career planning.

Content

The course consists of 12 topics explored through one-hour lectures and one two-hour workshop. It includes an introduction to the historical and theoretical context of career choice whereby students gain an insight into the main theories underlying why individuals choose particular careers and the factors affecting that choice. The workshop and associated assignments provide students with an opportunity to evaluate the factors which have influenced their own choice of university, course or career, and to select and explain which theory of career choice most closely mirrors personal experience. Another lecture focuses on researching the UK labour market, and within the workshop students discuss the key Scottish labour market sectors and future employment trends in the UK and further afield. Assessment methods include a 2,500-word job analysis report.

Perkins comments: “The careers service at Aberdeen University considers the job analysis report a particularly innovative student assignment”. The assessment involves students researching a career option in which they are genuinely interested, and producing the report. Students are also requested to present a talk on their job analysis report to an audience of teaching staff, peers and visiting employers. Students are encouraged to include in their talk: a summary of their job analysis and research, an account of the processes and skills involved in their research, an account of learning from the project, and a reflective analysis of their selected career option. The project requires the students to research the societal status, employment trends and stability of a particular job or occupation.

Contact

j.perkins@abdn.ac.uk

2 In Scotland a course is equivalent to an English module in this context.

Vignette 8

Subject-based career development planning modules

John Dean, London South Bank University

Context

Academic departments and the careers service have developed career development planning modules within degree courses in Law, forensic Science and Building Services Engineering.

Content

The learning outcomes cover a range of topics and are delivered through six workshops of two-hour duration supported by online materials. One topic covered is the changing nature of the graduate labour market. As a result of studying this topic, it is intended that students will be able to:

- discuss the social and political factors affecting the graduate labour market
- describe the various types of graduate jobs
- explain the advantages and disadvantages of permanent or temporary contracts, full-time or part-time work, and self-employment
- explain the effects of labour market changes on an area of graduate recruitment linked to their own career objectives.

Dean comments: “Informal feedback from the Law and Forensic Science students has been positive. It is important”, he suggests, “to differentiate between career development needs and other educational needs such as study skills or language needs, to ensure an appropriate intervention.”

Contact

johnjp@lsbu.ac.uk

Vignette 9

Embedded career education: North American Studies Student Conference

Catherine Reynolds, University of Sussex

Context

Third-year students on the BA in American Studies spend 12 months studying at a North American university during which time they write a lengthy report on an aspect of North American life and/or culture. When they return to the UK, their first task is to set up a student-led conference at which to present their findings.

Content

The students are responsible for all aspects of conference organisation, for example: conference programme, audience attendance, room bookings, chairing, and writing up. A small number of “distinguished” guests are invited, for example, a journalist from *The Washington Post* based in London, a member of staff from the Canadian High Commission in London, a UK civil servant with North American experience, and/or a senior academic. This gives added weight to the event and different angles to the questions. A careers adviser leads a short session at the end of the conference highlighting the transferable aspects of this learning experience. A reflective piece explaining how the student contributed to the conference is part of the written requirement of the year abroad dissertation assessment.

Reynolds comments: “This provides an example of career education ‘embedded in the academic curriculum’. The ‘employability’ aspect to the work is made transparent as students are asked to evaluate their role and responsibilities in preparing and presenting the conference.”

Contact

c.m.reynolds@sussex.ac.uk

Vignette 10

New subject-linked unit in developing employability

Dr Geoffrey Hinchliffe, University of East Anglia (UEA)

Context

This new 20-credit, intermediate-level unit (course) will be available in 2008–09 and can be selected by undergraduates from any UEA School as an elective (up to a maximum of 25 students). The unit is delivered by the School of Education which is responsible for the quality of teaching and learning.

Content

The unit aims to develop student employability through reflection and research. Students will learn how to articulate their skills and achievements gained from their degree study and any paid or voluntary work they have undertaken. In addition, students will learn how to investigate, research and report on a work-related topic, (for example, equal opportunities and diversity, inequalities at work and work-life balance); students may also incorporate their own work experience as a case study. The unit will enable students to develop their confidence and gain an insight into practical research and investigation.

The assessment is in three parts:

- **Personal development (1,500 words; 20%).** An account of how the student has developed his/her employability. It is expected that material covered in the course on reflective and non-academic learning will be evidenced in the assignment.
- **Research topic (3,000 words; 60%).** An analysis of a work-related topic drawing on the student's own research and experience. Students are free to choose their own topic but guidance will also be provided. The analysis must be not only descriptive but also critical and could include recommendations in terms of policy. Accounts drawn from a variety of media including literature, film, music and the visual arts may be included. Students are also encouraged to draw on their own work experiences.
- **Presentation (20%).** A presentation of the student's research topic, which could be supplemented by materials drawn from written, visual and/or sound media.

Hinchliffe comments: "The research topic is designed to link with the students' discipline in, for example, literature, film, music or visual arts. The research has to have a practical, work-based focus but if someone wanted to research some aspect of working in an office then they could start with *The Office*, for example."

Contact

g.hinchliffe@uea.ac.uk

Vignette 11

Online resource for labour market intelligence (LMI), career development and learning theory

Lucy Marris, University of Warwick

Context

The Warwick Institute for Employment Research has developed web-based resources for the community of career guidance including both students and staff. These resources include the National Guidance Research Forum (NGRF) website and the LMI Learning resource.

Content

The NGRF site contains sections on LMI, career development theory and learning theory. The linked LMI Learning module covers topics including: using LMI effectively, critically evaluating LMI, inequality in the labour market, underpinning theory, and the location and selection of LMI sources. Some relevant areas of these two extensive online resources are listed below:

- LMI future trends
www.guidance-research.org/future-trends
- Online LMI module
www.guidance-research.org/lmi-learning
- Critiques of traditional theories
www.guidance-research.org/eg/impprac/impp2/critiques
- New theories
www.guidance-research.org/eg/impprac/impp2/new-theories
- Theories of learning
www.guidance-research.org/eg/lll/theories

Marris comments: "When I have been disseminating this tool, some users have identified that they find it helpful as a resource for undergraduates as well." The site is therefore available for both staff and student use.

Contact

l.marris@warwick.ac.uk

National Guidance Research Forum www.guidance-research.org

Conclusion

The purpose of this handbook has been to introduce course designers to Career Studies, and respond to the challenges laid out in earlier publications within the *Learning and Employability* series. In setting out a transdisciplinary response linking home subject with self-theories and metacognition, it is hoped that this paper has gone some way to meeting Yorke and Knight's (2006) agenda. In strengthening the intellectual and knowledge content of career education and supporting the development of staff, it is to be hoped that the challenges set by Watts (2006) have also been addressed.

Most importantly, if course designers and careers workers are now better equipped to integrate Career Studies within programmes of study and more interested in teaching and/or researching this exciting area of knowledge, then this handbook will have achieved its aims.

Biography

Phil McCash works as a Lecturer and Course Director for the Postgraduate Certificate/Diploma and MA in Career Education, Information and Guidance in Higher Education: a joint University of Reading and AGCAS qualification. He has been involved in teaching and researching Career Studies in higher education for the past ten years.

In the preceding *Exploring Career Studies* section it is indicated that a transdisciplinary Career Studies project is underway at the University of Reading and elsewhere. Please contact p.t.mccash@reading.ac.uk if interested in contributing or discussing.

Acknowledgments

The help of the following in commenting on an earlier draft of this paper is gratefully acknowledged:

Louise Briggs (member of the AGCAS Careers Education Task Group), Jan Digby, Iwan Griffiths (member of the AGCAS Careers Education Task Group), Ruth Hawthorn, Julia Horn, Hazel McCafferty, Phil Mignot, Maura O'Regan, Tony Watts, and Mantz Yorke.

The help of the following in contributing a vignette is gratefully acknowledged:

John Dean, London South Bank University, johnjp@lsbu.ac.uk
Dr Geoffrey Hinchliffe, University of East Anglia, g.hinchliffe@uea.ac.uk
Dr Celia Hunt, University of Sussex, c.m.hunt@sussex.ac.uk
Ajaz Hussain, University of Bedfordshire, ajaz.hussain@beds.ac.uk
Arti Kumar, University of Bedfordshire, arti.kumar@beds.ac.uk
Angus McKendrick, University of Oxford, angus.mckendrick@cas.ox.ac.uk
Lucy Marris, University of Warwick, l.marris@warwick.ac.uk
Dr Jo Moyle, Oxford Brookes University, p0075381@brookes.ac.uk
Professor Stephen Pattison, University of Birmingham, s.pattison.l@bham.ac.uk
Dr Joy Perkins, University of Aberdeen, j.perkins@abdn.ac.uk
Catherine Reynolds, University of Sussex, c.m.reynolds@sussex.ac.uk
Eileen Scott, University of Bedfordshire, eileen.scott@beds.ac.uk
Dr Kevin Waldie, University of Reading, k.j.waldie@reading.ac.uk

The help of the Higher Education Careers Service Unit (HECSU) in terms of financial assistance is gratefully acknowledged.

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Appendix I

List of subjects that may be linked with Career Studies. Note that it is not possible to provide a definitive list, and the precise nature of subject links is difficult to express within a table. Within the vignettes there are fuller examples related to Religious Studies, Anthropology and Area Studies (1, 4, 9).

Action theory	Labour economics
Anthropology	Law
Archaeology	Learning theory
Area studies	Life course development
Art	Life writing
Autobiography	Literature
Biography	Management studies
Biology	Media studies
Business studies	Men's studies
Career counselling	Moral philosophy
Career education	Multicultural perspectives
Chemistry	Occupational psychology
Childhood studies	Occupationally-linked degrees (other than listed)
Classics	Oral history
Consumer behaviour	Organisational studies
Counselling	Performing arts
Creative writing	Personality psychology
Cultural studies	Physics
Design	Politics
Developmental psychology	Postmodernism
Differential psychology	Philosophy of education
Ecology	Presentation of the self
Economics	Professional training
Education	Psychoanalytic psychology
Engineering	Religious studies
English literature and language	Social geography
Existential philosophy	Social psychology
Gerontology	Social work
Global careers	Sociology
Health and occupation	Sociology of work
Hermeneutics	Science, technology and maths (history and practice of)
History	Vocational guidance
History of work	Women's studies
Human capital economics	Youth work
Human resource management	
Identity	

Appendix 2

Table 1. Brief summary of practice-based approaches to Career Studies

This table includes popular works of an accessible nature, and more complex approaches. It follows that some will be considered more appropriate to the higher education curriculum than others. Explicitly post-DOTS (Law and Watts 1977) positions are set out in: DeFillippi and Arthur (1996); Law (1999); Mignot (2000); Bowman *et al.* (2005) and McCash (2006).

Author(s)	Approach	Content
Law and Watts (1977)	DOTS Model of Career Education	Decision learning Opportunity awareness Transition learning Self-awareness
Covey (2004 [1989])	Seven Habits	Seven habits of highly effective people
DeFillippi and Arthur (1996)	Career Competences	Knowing-why Knowing-how Knowing-whom
Law (1996; 1999)	Career Learning	Sensing Sifting Focusing Understanding
Hawkins (1999)	Windmills: Seven Tactics	Seven tactics for career success
National Life/Work Centre (2000)	Blueprint for Life/Work Designs	Personal management Learning and work exploration Life/work building
Mignot (2000)	Metaphor	Metaphor as paradigm Practice-based research Career as texts
King (2004)	Career Self-management Behaviours	Positioning Influencing Boundary-managing
Bowman, Hodkinson and Colley (2005)	Learning Career	Dispositions Interactions in the field Learning as becoming
Watts (2006)	Career Development Learning	Career development theory Metacognition Knowledge, concepts, skills and attitudes
McCash (2006; 2007)	Career Studies	Students as career researchers Career as subject Transdisciplinarity

Appendix 3

Definitions of “career studies”: some useful quotations

This section starts with some of the definitions to be found in the Oxford English Dictionary, and continues with a chronological listing of illustrative and contrasting quotations on the subject of career studies.

“Career, n,

5. a. A person’s course or progress through life (or a distinct portion of life).

5. b. A course of professional life or employment, which affords opportunity for advancement in the world.”

— Oxford English Dictionary 2002

“Traditionally the term ‘career’ has been reserved for those who expect to enjoy the rises laid out within a respectable profession. The term is coming to be used, however, in a broadened sense to refer to any person’s course through life....Such a career is not a thing that can be brilliant or disappointing; it can no more be a success than a failure... One value of the concept of career is its two-sidedness. One side is linked to internal matters held dearly and closely, such as images of self and felt identity; the other side concerns official position, jural relations, and style of life, and is part of a publicly accessible institutional complex. The concept of career, then, allows one to move back and forth between the personal and the public, between the self and its significant society.”

— Goffman 1968: 119

“Without something to belong to, we have no stable self, and yet total commitment and attachment to any social unit implies a kind of selflessness. Our sense of being a person can come from being drawn into a wider social unit; our sense of selfhood can arise from the little ways in which we resist the pull. Our status is backed by the solid buildings of the world, while our sense of personal identity often resides in the cracks.”

— Goffman 1968: 280

“Career theory, for us, is the body of all generalisable attempts to explain career phenomena. We use the qualifier ‘generalisable’ to distinguish what we mean by career theory from the more situation-specific explanations of career outcomes derived from personal experience or local practice.”

— Arthur *et al.* 1989: 9

“A career is the course of a person’s life, particularly in some pursuit or integrated set of pursuits as in a lifework. It is what would be included if one were to write the story of his or her life.....Research on career development is not of the same order as research on intellectual or physical development. The topic of career is not so much concerned with parts as with how parts are related and brought to a point in living.”

— Cochran 1990: 71

“Our thesis is that, in order to make sense of the events of their world, people have to interpret those events in terms that are meaningful to them. Academics may legitimately construe those events such as technological change, manifestations of career readiness, or person-environment fit, but individuals make sense of the raw material by ‘storying’ experience through metaphor and narrative. Such a story makes sense of the life as it is led by putting life events in perspective. Thus, in order both to study career and counsel others about their careers, we have to interpret the words and stories people use to construct their careers.”

— Collin and Young 1992: 2

“Meaning making has been proposed not as a type of 1960s ‘navel gazing’ but rather as the means through which our history, culture, society, institutions, relationships, and language make themselves present to us. It is not only the *sine qua non* of individual lives and careers, it is the means by which we connect with others in familial and personal relationships and, more broadly, in our society and culture. It is at the heart of career.”

— Collin and Young 1992: 12

“The more these new directions for research look inward into the individual, the greater the understanding of the wider context; the greater the subjectivity, the more others can see themselves in the material.”

— Collin 1992: 207

“The purpose of career research from a contextualist action theory approach is to describe career processes more fully... The methodological perspectives, manifest behaviour, internal processes, and social meaning, provide the means to access phenomena.”

— Young *et al.* 1996: 495

“Our perspective suggests that those who are interested in researching careers can profitably widen their inquiries to consider questions of how knowledge is disseminated in the New Economy, and how it

creates broader economic prosperity. This will involve going beyond the popular preoccupation with 'organisations' as loci for research and casting the net more widely than on professional and managerial groups. The idea of prosperity, like the career, spans company boundaries... It follows that research has much to gain by focusing on the production, dissemination, and utilization of work-related knowledge at the level of the individual, the project, the industry, the geographic region, and society, as well as that of the company."

— Arthur *et al.* 1999: 174

"Metaphor, as a paradigm for practice-based research, suggests that 'career' is manifested in a variety of 'textual' forms. These texts include not only the written word (e.g. through questionnaires, self-characterisation, etc.), but also the visual (drawings, photographs, video, etc.), and the kinaesthetic (all types of physical action). Thus the door is open for practitioner-researchers to engage with 'career' through a variety of hermeneutic methods... Furthermore, it is in the hermeneutic interpretation of 'career' texts that the practice of research and guidance can be seen to coalesce."

— Mignot 2000: 528

"Career studies [is] a perspective on social enquiry. Its central concept is the effect on people of the passage of time ... [It is] an exploration of what one sees when one looks at people, networks, organisations, institutions, or societies through a lens that focuses on the passage of time."

— Gunz and Peiperl 2007: 4.

Appendix 4

Professional development possibilities within Career Studies.

- Follow up the approaches to Career Studies summarised in Appendix 2. It is worth considering whether the learning outcomes of current or proposed courses take newer approaches into account (DeFillippi and Arthur 1996; Law 1999; Mignot 2000; Bowman *et al.* 2005; and McCash 2006).
- There are now postgraduate courses in teaching and learning available at most universities. These courses can provide a useful introduction to theories of learning from both psychological and non-psychological perspectives, and the process of module or course construction. See also vignette 11 for a short guide to theories of learning and career development.
- Consider studying the module in Career Development Learning in Higher Education available either on a stand alone basis or as part of the Postgraduate Diploma/MA in Career Education Information and Guidance in Higher Education run by the University of Reading in partnership with the Association of Graduate Career Advisory Services (AGCAS).
- Engaging in scholarship and research will enhance the quality of Career Studies teaching and learning. Useful starting points for updating on current research activity are the Higher Education Careers Services Unit www.hecsu.ac.uk and the Economic and Social Research Council (ESRC)-funded Learning Lives project www.learninglives.org.uk

Some relevant postgraduate courses in Career Studies are highlighted below.

- MA/PhD in Lifelong Learning, University of Leeds, courses@education.leeds.ac.uk
- MSc/PhD in Researching Work and Learning, University of Leicester, clms@le.ac.uk
- MA/PhD in Life Course Development, University of London (Birkbeck), a.jamieson@bbk.ac.uk
- MA/PhD in Career Studies, University of Reading, careersstudy@reading.ac.uk
- MA/PhD in Creative Writing and Personal Development, University of Sussex, c.m.hunt@sussex.ac.uk
- PG Diploma/MA in Comparative Labour Studies, University of Warwick, ann.ryan@warwick.ac.uk

The MA in Creative Writing and Personal Development at the University of Sussex is discussed in more depth in vignette 5. More postgraduate courses can be located using www.prospects.ac.uk.

Career studies handbook

Published by:
The Higher Education Academy
Innovation Way
York Science Park
Heslington
York
YO10 5BR
United Kingdom

Tel: +44 (0)1904 717500
Fax: +44 (0)1904 717505
enquiries@heacademy.ac.uk
www.heacademy.ac.uk

ISBN 978-1-905788-75-0
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June 2008

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