

**POSTGRADUATE OPPORTUNITIES IN CAREER
DEVELOPMENT, WORK-RELATED LEARNING
AND COACHING STUDIES**

**MA, PG Diploma and PG Certificate in
Career Development and Coaching Studies**

**MA, PG Diploma and PG Certificate in
The Management of Student Work Experience**

**MA, PG Diploma and PG Certificate in
Career Education, Information and Guidance in
Higher Education**



Welcome



Gill Frigerio

I am Course Director of the Management of Student Work Experience programmes and joint leader of the Career Development and Coaching Studies qualifications. I held careers adviser and manager posts in Higher Education careers services and developed an interest in the professional development of staff involved in career guidance and employability related work. I have undertaken research into: the effectiveness of guidance interventions; the contribution of work experience to students' social mobility and evolving institutional models of career and placement support in higher education. I have a particular interest in research-based models to demonstrate the impact of careers services. I am also interested in the spiritual dimension of career decision-making and the contribution of belief and culture to career development.



Phil McCash

I lead the MA, PG Diploma and PG Certificate in Career Education, Information and Guidance in Higher Education and co-lead the MA, PG Diploma and PG Certificate in Career Development and Coaching Studies. I particularly enjoy teaching on a wide range of relevant modules and supervising dissertation students. I am interested in the re-imagining of career development in the workplace, education and the wider community, and have pioneered a research-informed approach to this subject. My work has appeared in a number of academic and professional publications. Career and work-related learning are interesting topics to me because they are highly personal - we live them - and they are also the subject of academic enquiry. This makes for a fascinating mix which I look forward to exploring with you.

"I chose this course as it was the only one in the world that suited my needs; this course ticks all the boxes and I really enjoy visiting other parts of England and Ireland when I'm over for the residenceals."

Ann Evans, Australia

Introduction

The Career Studies Unit (CSU) is devoted to postgraduate teaching and scholarship in the transdisciplinary fields of career development, coaching and work-related learning. Our work reflects new directions in these areas such as the growing interest in identity, meaning and metaphor. We specialise particularly in the integration of theory and practice and offer a range of postgraduate qualifications geared to continuing professional development, initial professional development and/or personal development.

Our courses are designed for people working in a wide range of organisational contexts including: large, medium and small enterprises, independent consultancies, voluntary organisations, on-line services, the statutory careers services, schools, colleges, universities, local government, the civil service, the wider public sector, professional and trade bodies, the home and community.

The programmes are designed to suit a wide range of roles including: work-related learning, talent management, staff development, outplacement, human resources, career coaching, training, people management, placement management, career advice, career guidance, career counselling, career co-ordination, career information, employer liaison, and informal career development within the home or community.

All courses are taught via a blend of workshops and distance learning. The workshops are interactive and enable selected areas to be explored in-depth. The distance learning elements involve the use of multi-media materials, readings, activities and exercises. The virtual learning environment allows for discussions with others studying the module and interaction with the module leader. Our teaching is designed to develop a creative and critical approach. All module leaders are academic staff at the University and have a wealth of experience to offer.

In order to promote the integration of theory and practice, the following methodology is used to underpin the design and delivery of the curriculum:

- Integration between theory and practice is explored and encouraged through each module.
- Opportunities are provided for imaginative and reflective practice in both group and individual settings.
- Participants are able to record evidence of their development through the completion and assessment of formative and summative assignments.

All assessment takes place via coursework. A range of innovative and engaging methods are employed including: essays, reports, work-based projects and recordings. Work-based elements can often be tailored to your workplace needs. There is significant individual tutorial and pastoral support available for all participants via phone, email and workshops.

Some modules are additionally available as standalone Postgraduate Awards (PGAs). PGAs can be taken as individual qualifications and/or as an entry route to the main courses for individuals with alternative qualifications or experience.



MA, PG Diploma and PG Certificate in

Career Development and Coaching Studies

The Career Studies Unit draws on a wide range of expertise across its professional networks and the University to design and teach this innovative programme. The course enables participants to develop a creative and critical stance as a source for supporting the career development of themselves and others. A particular feature of the course design is that participants are encouraged to make links between personal, initial and continuing professional development.

The course uses a flexible approach to enable attendance for those based overseas and/or with full-time work or other responsibilities. Each 20 credit module is taught via a blend of workshop-based and distance-learning. The workshops take place twice per year at the University of Warwick, usually on a Friday and Saturday. The distance-learning elements are studied via the virtual learning environment. Participants are able to make contact with others via the workshops and on-line forums.

MA in Career Development and Coaching Studies

The MA (180 credits) consists of 4 core modules with a range of optional routes. The course takes up to 4 years to complete. The core modules are:

Career Development Theories (20 credits)

We will explore key topics such as: personality, life course development, identity and narrative. Through this, we will develop responses to questions, including: How do careers evolve? What role does context play? How can career stories be analysed? Teaching involves a blend of workshop and virtual learning environments featuring video case studies.

Career Coaching and Counselling (20 credits)

We will explore key topics such as: informal career development support; formal career development support, and the design and agreement of interpersonal interactions. Through this, we will develop responses to questions, including: What are the points of difference and similarity between coaching and counselling? How does career develop through dialogue? How can those dialogues be conducted? Who benefits? Teaching involves a blend of workshop and virtual learning environments featuring negotiated role play.

Research Project (20 credits)

We will explore key topics such as: literature review, research questions and methodologies. Through this, we will develop responses to questions, including: What is research? What is the relationship between the literature review, research questions and methodology? How can research be transformative? This module involves undertaking a small-scale independent research project supported by a research workshop and supervision.

Dissertation (60 or 100 credits)

The dissertation enables participants to make their own distinctive contribution to the field of career development and coaching studies through independent research. Supervision is provided to help undertake an initial literature review, construct research questions, design a methodology, and refine the overall dissertation.



The following additional modules are currently available. Further optional modules are made available depending on the year of study.

Career-related Learning (20 credits)

We will explore key topics such as: the learning turn in career development, course design and the assessment of learning. Through this, we will develop responses to questions, including: How do people learn their career development? How can career-related learning be enhanced? What, if any, are the limitations to this? Teaching involves a blend of workshop and virtual learning environments featuring concept mapping and visual methods.

Career, Vocation and Calling (20 credits)

We will explore key topics such as: cultural representations of career development; career ethics, beliefs and values. Through this, we will develop responses to questions, including: How can culture contribute to our understanding of career development? What is a vocation? What role does identity and belief play in career development? Teaching involves a blend of workshop and virtual learning environments featuring poetry, film and art.

Organisations and Labour Markets (20 credits)

We will explore key topics such as: the relationship between career development and organisations; political perspectives on career development and organisations; and contrasting forms of labour market intelligence. Through this, we will develop responses to questions, including: How do organisations affect career development? How is policy shaped and informed? What is the role of labour market intelligence? Teaching involves a blend of workshop and virtual learning environments featuring case studies and a media watch.

The MA consists of 6 x 20 or 4 x 20 credit modules, depending on whether Route A or Route B is chosen, plus a dissertation.

Route A and Route B

There are 2 routes through the MA. Route A consists of the 3 core 20 credit modules, the 60 credit Dissertation module (15,000 words) and 3 x 20 credit modules from the list above. Route B consists of the 3 core 20 credit modules, the 100 credit Dissertation module (25,000 words) and 1 x 20 credit module from the list above.

Postgraduate Diploma in Career Development and Coaching Studies

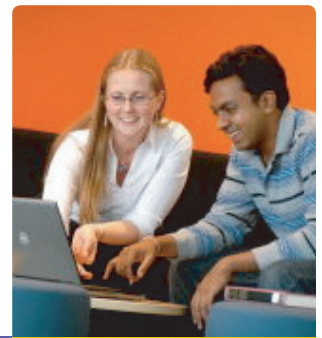
The Postgraduate Diploma (120 credits) consists of the core 6 x 20 credit modules listed above. These modules are Career Development Theories, Career Coaching and Counselling, Career-related Learning, Organisations and labour markets, Career, Vocation and Calling and the Research Project. The course takes up to 3 years to complete.

Postgraduate Certificate in Career Development and Coaching Studies

The Postgraduate Certificate (60 credits) consists of 3 x 20 credit modules: 2 core and 1 optional. The core modules are Career Development Theories and Career Coaching and Counselling. Participants then choose 1 x 20 credit module: either Career-related Learning or Organisations and Labour Markets. The course takes up to 2 years to complete.

Postgraduate Awards

Postgraduate Awards (PGAs) are available in: Career Development Theories (20 credits); Career Coaching and Counselling (20 credits); Career-related Learning (20 credits); Organisations and Labour Markets (20 credits); Career, Vocation and Calling (20 credits); and Research Project (20 credits).



MA, PG Diploma and PG Certificate in

The Management of Student Work Experience

These programmes are uniquely designed to offer continuing professional development to a whole range of staff involved in supporting student work related learning. With a strong focus on intergrating theory and practice they are suitable for staff in job shops, placement units and work experience co-ordinators in schools, colleges and universities as well as others at the education/ business interface. We work closely with Nases and other professional bodies on these programmes.

The courses enable practitioners to develop their knowledge and skills in relation to the following key areas of professional practice:

- Working with students and employers as users of the service, with particular reference to supporting work-related learning.
- Working with educational institutions to establish links between the curriculum and student work experience.
- The operational and strategic management of services to support work-related learning, in the current policy context.

MA in the Management of Student Work Experience

The MA in the Management of Student Work Experience (180 credits) consists of the 6 x 20 credit modules listed below plus a dissertation module (60 credits). The course takes up to 6 years to complete.



Learning from Work Experience (20 credits)

We will explore key topics such as: working one-to-one with clients; supporting students in accessing work experience; reflection on learning from work experience; work experience and its relationship to career development. Through this, we will develop responses to questions, including: How can we support students' learning from their work experience? How does work experience support career development learning? How can career development learning be taught within the curriculum? What does employability mean? The teaching methods centre on a residential workshop supported by the virtual learning environment and individual tutorials.

The Recruitment Process (20 credits)

We will explore key topics such as: brokering new placements; recruiting students as candidates for work experience; the legislative context; job design; recruitment and selection; equality legislation and good practice; and working with employers. Through this, we will develop responses to questions, including: What is good practice with regard to equality? How can recruitment be enhanced? The teaching methods consist of virtual learning materials supported by forums and individual tutorials.

Employer Relations (20 credits)

We will explore key topics such as: using labour market intelligence to understand employers and the work experience market; interacting effectively with employers; developing an employer relations strategy; securing employers' involvement in curriculum-based approaches to career development learning; responding to students' aspirations and perceptions of employers. Through this, we will develop responses to questions, including: How can labour market intelligence be used to inform provision? In what ways can users be helped to analyse and evaluate a range of viewpoints? How can the needs of students and employers be balanced? The teaching methods consist of virtual learning materials supported by forums and individual tutorials.

Research Project (20 credits)

We will explore key topics such as: literature review, research questions and methodologies. Through this, we will develop responses to questions, including: What is research? What is the relationship between the literature review, research questions and methodology? How can research be transformative? This module involves undertaking a small-scale independent research project supported by a research workshop and supervision.

Dissertation (60 credits)

The dissertation enables participants to undertake independent research into an agreed area of work-related learning by designing and carrying out a 15,000 word project. Supervision is provided to help undertake an initial literature review, construct research questions, design a methodology, and refine the overall dissertation.

Students also choose two of the following three modules:

Marketing the Service (20 credits)

We will explore key topics such as: the theory and practice of service marketing; developing marketing strategy; conducting a piece of market research into service activities; and applying marketing principles in a careers/employability context. Through this, we will develop responses to questions, including: How can professional values inform marketing? In what ways can research shape marketing plans? How is market research constructed? The teaching methods consist of virtual learning materials supported by forums and individual tutorials.

Management (20 credits)

We will explore key topics such as: management within the service; human and financial resources; managing performance; costing activities; management beyond the service; influencing others; and building partnerships. Through this, we will develop responses to questions, including: What are the key concepts in management? How can management be infused by professional values? What are the key elements in building partnerships? The teaching methods centre on a residential workshop supported by the virtual learning environment and individual tutorials.

Enhancing the Effectiveness of your service (20 credits)

We will explore key topics such as: stakeholder analysis; quality management; using management information; evaluation; working with colleagues to develop good practice; and applying learning to practice. Through this, we will develop responses to questions, including: What are key performance indicators for our work and how can we use them? What sources of management information are available to us? How can evaluation be conducted? What is quality? The teaching methods centre on a residential workshop supported by the virtual learning environment and individual tutorials.

PG Diploma in the Management of Student Work Experience

The PG Diploma in the Management of Student Work Experience (120 credits) consists of 6 of the 20 credit modules listed above. The course takes up to 5 years to complete, and is designed to support staff in their work with learners and employers and in the management of the service.

PG Certificate in the Management of Student Work Experience

The PG Certificate in the Management of Student Work Experience (60 credits) consists of 3 x 20 credit modules: Learning from Work Experience, The Recruitment Process and Employer Relations. It is designed to: provide a gateway for those new to working with learners engaging in work experience, and support practitioners in their work with students and employers. The course takes up to 3 years to complete.

Postgraduate Awards

Postgraduate Awards (PGAs) are available in: Learning from Work Experience (20 credits); The Recruitment Process (20 credits) and Management (20 credits).



Sam Forde

My job involves employer engagement, placing Welsh graduates into local businesses on paid work experience projects. To progress in my own career I wanted a Postgraduate professional qualification that looked at the management of student work experience and was delighted to find this unique course. The course is a mixture of distance learning and residential modules, offering a chance to meet other people on the course once or twice a year for a two or three day residential programme. Assignments are based on practical issues in my workplace and I have been able to plan ahead and get through the work and reading required prior to writing and submitting assignments. There is also a great online forum group in case you need support and tutor advice.

STUDENT VIEW

MA, PG Diploma and PG Certificate in

Career Education, Information and Guidance in Higher

The Career Studies Unit works closely with the Association of Graduate Careers Advisory Services (AGCAS) to design and teach these renowned courses in Career Education, Information and Guidance in Higher Education (CEIGHE).

The programme involves engaging in both independent study and group learning. Its flexible nature means that participants plot an individual track through the course and use the virtual and physical learning environments to make contact with others. Each module is taught via a blend of contact time and distance learning with the precise blend varying according to each module. The workshops are highly interactive and led by experienced AGCAS Trainers. The distance-learning elements are taught via a virtual learning environment and include use of multimedia materials and forums. All participants start with the core modules in Career Development Theories: Integrating Theory and Practice, and the Challenges of Careers Work in Higher Education.

MA in Career Education, Information and Guidance in Higher Education

The MA (180 credits) consists of 4 core modules with a range of options and takes up to 6 years to complete. The core modules are:

Career Development Theories: Integrating Theory and Practice (20 credits)

We will explore key topics such as: personality, life course development, identity and narrative. Through this, we will develop responses to questions, including: How do careers evolve? What role does context play? How can career stories be analysed? Teaching involves a blend of workshop and virtual learning environments featuring video case studies.

Challenges of Careers Work in Higher Education (20 credits)

We will explore key topics such as: the wider context in which higher education careers work takes place; the student experience; the evolution and current development of higher education; the management of CEIGHE work; roles, organisations and policies; professional ethics, theoretical perspectives and values. Through this, we will develop responses to questions, including: How can the challenges of careers work be analysed in relation to professional values? In what ways is higher education changing? How should career support services be structured and designed? The teaching methods centre on a residential workshop supported by the virtual learning environment and individual tutorials.

Research Project (20 credits)

We will explore key topics such as: literature review, research questions and methodologies. Through this, we will develop responses to questions, including: What is research? What is the relationship between the literature review, research questions and methodology? How can research be transformative? This module involves undertaking a small-scale independent research project supported by a research workshop and supervision.



Education

Dissertation (60 or 100 credits)

The dissertation enables participants to make their own distinctive contribution to careers work in higher education through independent research. Supervision is provided to help undertake an initial literature review, construct research questions, design a methodology, and refine the overall dissertation.

Optional Modules (20 credits)

Participants can choose from a wide list of optional modules including:

- Career Development Learning
- Career Information
- Enhancing the Effectiveness of the Service
- Graduate Employers and Labour Markets*
- Group Work*
- Guidance Skills (Advanced)
- Management*
- Marketing the Service
- Psychometric Assessment
- Training and Coaching
- Working with Higher Education Students in Further Education*
- Research Project*

There is insufficient space to describe all the optional modules in detail here and we invite you to consult our web page for more information.

The MA consists of 6 x 20 or 4 x 20 credit modules, depending on whether Route A or Route B is chosen, plus a dissertation.

Route A and Route B

There are 2 routes through the MA. Route A consists of the 3 core 20 credit modules, the 60 credit Dissertation module (15,000 words) and 3 x 20 credit modules from the list above. Route B consists of the 3 core 20 credit

modules, the 100 credit Dissertation module (25,000 words) and 1 x 20 credit module from the list above.

PG Diploma in Career Education, Information and Guidance in Higher Education

The Postgraduate Diploma consists of 6 x 20 credit modules: 2 core and 4 optional modules. The core modules are Career Development Theories: Integrating Theories and Practice and the Challenges of Careers Work in Higher Education. Participants then choose 4 optional modules from the list above. The Research Project is an additional optional module and essential for progression to the MA.

PG Certificate in Career Education, Information and Guidance in Higher Education

The Postgraduate Certificate consists of 4 modules: 2 core (2 x 20 credits) and 2 optional modules (2 x 10 credits). The core modules are Career Development Theories: Integrating Theories and Practice and the Challenges of Careers Work in Higher Education. Participants then choose from a list of 10 credit optional modules including:

- Advice and Guidance Skills
- Graduate Employers and Labour Markets
- Group Work
- Working in Information
- Working with Higher Education Students in Further Education

Postgraduate Awards

Postgraduate Awards (PGAs) are available in: Career Development Theories: Integrating Theory and Practice (20 credits); and the Challenges of Careers Work in Higher Education (20 credits) and the starred* optional modules opposite.



Kristin Midttun

After working four years at the Career Center at the University of Oslo, I had a strong wish to develop my professional competencies and contribute to further development of our services in new ways. The lack of graduate training for career service positions in Norway made me look to UK and the University of Warwick. Having started my two first CEIGHE modules, I feel that I'm already getting what I was looking for: new knowledge of career theories, increased awareness of important policy issues and inspiration and ideas on how to enhance my own and my institution's practice. The follow up from staff at warwick has been excellent, and the meeting with UK career practitioners on the attendance based course very fruitful.

Entry requirements, contact and application information

General

All three programmes are open to home, EU and international applicants, and entrants have been welcomed from a wide range of countries including the UK, Ireland, Norway and Australia. The University's standard entrance requirement is an undergraduate degree graded at 2:2 or above* and successful applicants must be able to produce written work of a good standard.

MA, PG Diploma and PG Certificate in Career Development and Coaching Studies

This course is designed for applicants from a **wide range of backgrounds**. This includes individuals who are currently involved in career development and coaching support, individuals who wish to work in these areas and those who are interested in studying these areas for personal interest.

MA, PG Diploma and PG Certificate in the Management of Student Work Experience

This course is designed for applicants who are **already working in a work-related learning role** in a university, college, school or business.

MA, PG Diploma and PG Certificate in Career Education, Information and Guidance in Higher Education

This course is designed for applicants who are **already working in career development support within a higher education context**. Applicants for the MA or PG Diploma must also have a minimum of three years relevant experience or have already gained a relevant professional qualification.

*Applicants with alternative qualifications or relevant experience are welcome to discuss these with the appropriate course leader.

All enquirers are welcome to arrange an informal discussion via telephone, face-to-face or in person with the relevant course leader, for more information or to make an initial enquiry visit:

www.warwick.ac.uk/go/careerstudies

For more information about fees and the application process, visit:

www.warwick.ac.uk/go/pg



University information

The University of Warwick is a leading British university, consistently ranked in the UK's top ten. Warwick's growing international reputation is evident in the prestigious academic networks and exchange agreements it holds with some of the world's best universities. With a wide range of innovative and challenging courses offered over four faculties, Warwick aims to be within the top 50 in the world by 2015 (the University's 50th anniversary).

- **Rated 7th in the 2007 Research Assessment Exercise underlining Warwick's position as one of the UK's leading research universities (based on multi-faculty institutions).**
- **In the same exercise, 65% of Warwick's research was 'world-leading' or 'internationally excellent' with a quality level of either 3* or 4*.**
- **Consistently ranked in the top ten UK universities in national league tables.**

The University is located in the heart of England, 20 minutes from buzzing Birmingham, close to Stratford-upon-Avon and an hour away from London by train. It has a lively, cosmopolitan campus with its own shops, banks, bars and restaurants, and everything you could need close at hand. The campus occupies 290 hectares and is surrounded by pleasant lakes and luscious woods, magnificent flowers and charming landscaped gardens. Whilst the campus has much greenery to be proud of, inside the buildings, ground-breaking research is taking place and academics and students are working together to further their knowledge and work towards new academic objectives and goals.

There is a great sense of community at Warwick. The campus is home to students and staff from over 120 different countries representing a diversity of backgrounds, but also provides a great resource for the local community, with excellent facilities open to the public such as Warwick Arts Centre and the University Sports Centre.

More information for international students can be found at:

www.warwick.ac.uk/go/international



THE UNIVERSITY OF
WARWICK



career.studies@warwick.ac.uk
024 7615 1155

www.warwick.ac.uk/go/careerstudies

