

Where will your degree in English lead?

'English is a flexible and adaptable subject that opens up a wide range of careers. Contrary to popular belief, teaching is not the main occupation of English graduates. Many go into general management, research and consultancy and the public services, as well as publishing and the creative industries. Graduates in English possess skills in written and oral communication, working independently and thinking critically, which are highly valued by employers.'

'Why Study English' English Subject Centre, HEA

'Past graduates in English have made their mark in a whole range of careers, including the media and teaching as well as in many fields in public service and business. Having a good degree can make a real difference, particularly in the early years of working. But professional success also lies in being able to apply a range of skills fostered at university and beyond. English graduates are highly employable when they are able to combine the benefits of their academic study with skills both common to other subjects and also distinctive to English.'

'Career opportunities for English graduates are many and varied, often in roles that bear no obvious relation to the study of English. In these circumstances, it is a high priority to be able to demonstrate sound personal transferable skills of value to employers.'

Student Employability Profile, HEA/CIHE

Employability Skills developed through your study of English

- Communicate effectively using advanced literacy and communication
- Apply written and oral arguments appropriately, cogently and persuasively
- Analyse and critically examine diverse forms of verbal and textual communication
- Adapt and transfer critical methods to a variety of working environments
- Acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the subject's distinctive interpretative skills
- Plan and execute essays, reports and project work
- Exercise independent thought, judgement, and skills in critical reasoning
- Comprehend and develop intricate concepts in an open ended way which involves an understanding of aims and consequences
- Exercise interpersonal sensitivity when working with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions
- Use judgment so as to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- Handle information and argument in a critical and self reflective manner

Student Employability Profile for English, HEA/CIHE

Your English Degree — Making it Work

Making the links—applying your skills to workplace contexts

The challenge is how to translate the skills you have developed through curriculum activities and assignments (identified in your programme or module specifications) into the skills which are highly valued in workplace situations. In particular employers look for graduates with qualities of self-reliance, who can demonstrate examples of using initiative and showing real commitment to a range of tasks, seeing them through to completion.

Applying for jobs, placements and further study opportunities therefore involves proving to what extent you have acquired such skills and qualities, and providing real evidence of experiences which have developed them. In your CV, on application forms and at interview you will need to clearly articulate concrete examples and explain to selectors how they are relevant to a particular job role and the responsibilities involved in it.

Making plans for your future—how this pack can help you

The materials in this pack are designed to help you:

- Be aware of skills gained through specific study activities, and how they are relevant elsewhere
- Think actively about your personal and academic development, particularly in relation to future career options and employability
- Record concrete examples you can use in applications for jobs, placements or further study
- Gain experience in applying these skills in different situations, through paid or voluntary work opportunities
- Broaden your career options by providing information, case studies, contacts and resources
- Prepare for your future success by relevant information-gathering, making the most of networking, and planning ahead.

Research shows that many graduates in arts subjects take a year or more to move into their chosen career, and even then often start at the bottom of the ladder.

We hope that using this pack will help you reduce that gap between graduation and accessing the career you want!



Look out for activities to help you compile a winning CV!

Your English Degree — Making it Work

Developing and articulating skills from an English degree

Task 1: Which tasks, which skills?

Your course programme, together with other experiences, is developing a **range of skills relevant to a wide variety of work options**, whether you plan to use your subject knowledge directly in your work or not. Many surveys of what employers

value show the **importance of graduates' ability to identify specific tasks and experiences which demonstrate such skills**, how they have been practised, and how they can be applied in other contexts.

➔ Choose two or three **assignments or projects** from your course so far, and think about the skills you needed to use or develop. Describe the tasks involved from the initial brief to completion; use the list overleaf to identify and analyse the skills required.

Task	Skills used and how the task developed them further

➔ In job applications and at interviews, including those for temporary and placement opportunities, you will be asked to **identify evidence** from different aspects of your life – your studies, voluntary/paid work, home responsibilities, life experiences—which demonstrate some of the following skill areas.

Identify activities or experiences you could use to illustrate the skills overleaf:

Skill Areas	Example from your course	Example from part-time work	Example from other activities or life experiences
Managing your own learning Set targets, plan strategies			
Oral communication or presentation			
Written communication or presentation			
Group work Interpersonal skills, work co-operatively			
Information skills Access/evaluate sources, organise information			
Problem-solving Analyse tasks, adapt solutions, assess progress			
Use of ICT Use of electronic media to search, select and present information			
Organisation and planning Manage workload, review progress			
Flexibility Respond and adapt to change, handle uncertainty			

- ➔ Compose a **Personal Skills Profile** – for use in a CV or Personal Statement
- Look back and underline those skill areas where you found it easy to think of examples. Below write your personal skills profile - about four or five sentences - summarising and promoting your strengths based on your experiences so far. (This could be adapted for a covering letter)

CV!

Personal skills profile

- ➔ If you have not done so already, you might like to put a draft CV together. The careers team are happy to look over these during drop-in clinics at the Student Centre.
- ➔ Are there any skill areas where you found it hard to find examples? You could use materials on the NUPAD pages to address these. See below, especially if you think they are important skills for your longer-term goals.

Resource materials on the NUPAD (PDP) web pages to help you

Skills development and career planning exercises online: <http://pdp.northampton.ac.uk>

Go to the website and try some of:

- *Key Skills Checklist*
- *Skill Development Plan*
- *Review your Achievements section*
- *Making a Regular Record of Work-based Learning*
- *CV Skeleton*
- *The Art of Translation* (to encourage CV content with real impact)
- *Career Action Plan*

There are more materials on career options later in this pack, and also an on-line Career Management Skills course which will help you improve your chances and make decisions on future plans: <http://oldweb.northampton.ac.uk/stu/CMS/index.htm>

Task 2: 'Experience essential' - building relevant experience

A wide range of career options are open to English graduates - popular areas include: *journalism, performing arts, public relations, publishing* and *other media careers* which are very competitive.

Other options such as: *teaching, charities management, human resources and arts/heritage management* will also all require relevant experience in order to get started.

➔ Imagine it is Term 2 in your second year. You have a number of assignment deadlines and exams are on the horizon so you need to plan time for revision. You are also aware that the next six months are important for gaining crucial experience for applications starting in the autumn – perhaps for a vocational postgraduate course or to get started in a popular work area.

Opportunities for relevant experience may themselves be competitive!

➔ Choose an opportunity from the list below; think about the **skills and qualities** selectors are likely to be looking for and existing evidence you could use. Then work in pairs or threes to share ideas about activities which would help you to make a more effective application. Jot down possible examples.

Opportunities	Skills, qualities and aptitudes demanded	Examples (current and potential) likely to impress selectors
Secondary English PGCE		
Part-time paid journalistic job producing local professional newsletter		
Paid summer placement in public/media relations with public sector organisation		
Marketing/advertising project paid graduate placement		
Summer camp activity leader - children with special needs		
Community arts management project officer		

Volunteering experience: ensuring your efforts pay off

Opportunities for English students to gain work-place experience

Teaching/Educational Volunteering

- Gain experience of working in schools at primary and secondary level and in subject-specific areas
- Mentor primary-aged children experiencing social issues
- Help children and young people who have extra support needs in mainstream and specialist schools and at primary and secondary level
- Be a School Governor and see from the inside how schools work
- Facilitate play to develop good social interaction in primary schools

Media and Communications related volunteering

- Get to grips with local radio stations or hospital radio
- Work in an internationally renowned Cult Film Archive Centre
- Carry out research for a local media group
- Develop a desk-top publishing system to help local organizations
- Support local or national charities with marketing and fundraising
- Represent youth issues on local forum
- Help create a charity newsletter/ research articles for a local charity

How to make your volunteering 'pay'

Volunteering is work experience with the extra advantage that it demonstrates initiative and commitment, and in addition can give focus and direction to career planning. It can provide the experiences and demonstrate the skills that employers seek - in one survey almost 100% of student volunteers felt that such activities had added value to their personal and professional development.

To reinforce the benefits of volunteering try using this pack alongside NUPAD materials on the web -

<http://pdp.northampton.ac.uk>

- designed to encourage reflection on

developing skills and planning towards future goals.

Reflection is an essential skill for

'Volunteering has given me a realistic insight into an organization I hope to work with'

professional practice in most workplace environments, and elsewhere in this pack examples are provided. So, to make your volunteering 'pay' and extract all the benefits for your future, you should keep detailed notes on the situations and challenges you experience.

Take a moment to think back to a month ago:

Can you remember all the different activities you have been involved in since then?

Can you remember how you felt about those experiences, and perhaps what you might do differently another time?

Writing down your reflections helps clarify your thoughts and focus ideas for constructive action. It will help you extract your key learning and action points, and enable you to apply these

in other situations in the future.

Keeping track of your progress on paper will also provide an invaluable resource for self-presentation in job applications. As you practice articulating what and how you have learnt during your voluntary activities you will build examples to use on forms, in your CV, and at interviews. It's also a habit you will need for continuing professional development in your career!



Materials on the web and other resources:

Core materials can be found at <http://pdp.northampton.ac.uk>

See the index and *Review & Reflection* section for templates for work-based records, reflective exercises and CV building.

The careers service offers resources and advice clinics on CV building at <http://oldweb.northampton.ac.uk/stu/ecgs/stu-grad.htm>

The next section looks in more depth at how to develop habits of reflective practice. Additional materials on writing reflective accounts are listed below.

Reflective Writing (Jenny Moon)

<http://www.services.ex.ac.uk/cas/employability/students/reflective.htm>

Reflective Writing Projects, Terry King, University of Portsmouth

<http://www.tech.port.ac.uk/staffweb/kingt/reflect.html>

Skills for Success: the Personal Development Planning Handbook, and Study Skills Handbook, both Sheila Cottrell, Palgrave Macmillan 2003

Developing reflective practice: Reflection, appraisal, planning

What is reflection?

Reflection is a key tool for learning in Higher Education, both to increase your ability to learn independently and to improve your grades while studying. It also increases self-awareness, and supports successful progression in the workplace through professional development opportunities.

Reflection is the ability to look back at experiences and to make sense of them in order to repeat what worked well and to learn from mistakes. Your study modules in English will frequently require elements of evaluation, review, reflection and self-assessment, but developing a habit of reflection in all situations will prove an invaluable life skill for work-based roles, and for managing your future.

Reflection helps you to:

- *Understand how you are learning and using that learning*
- *Identify, while in a situation, the best action to take*
- *Recognise your strengths and weaknesses, and how you can improve*
- *See how far you are achieving your goals, and what the barriers might be*
- *Consider how you could fill any skills or knowledge gaps*
- *Increase self-awareness and personal effectiveness*

Reflecting is the process of thinking about and sorting out ideas, feelings, attitudes, and behaviours, in order to gain new insights.

How does this fit in with Personal Development Planning?

Reflective Practice is a core part of Personal Development Planning (PDP/ NUPAD) which links to improving your employability skills and managing your career progression. It will also help prepare you for Continuing Professional Development (CPD) in the future. PDP is essentially about:

Looking back: reviewing, evaluating, reflecting – to become more aware of self/skills/

achievements

Looking forward: action planning, defining goals and objectives, focusing/targeting plans.

These two elements are crucial for 'self-representation' – explaining who you are to others, e.g. in a CV, personal statement, interview, business plan – conveying clearly where you have come from and where you want to go.



What do employers think?

Recent research (Strategis 2004) amongst some top graduate recruiters shows that individual ownership for self-development is a key factor for career success. This is now reflected in:

- Selection questions in graduate recruitment
- Criteria for postgraduate professional study, e.g. PGCE
- The strong emphasis placed in all organisations on professional review and development through CPD

For example, The General Teaching Council for England emphasises:

'Guided, planned and structured participation in professional learning will support teachers in reflecting on and enhancing practice.'

'Teachers understand that maintaining and developing skills, knowledge and expertise is vital for success.'

http://www.gtce.org.uk/cpd_home/

'Teachernet' also supports professional development with an online mapping and planning tool for teachers to track progress. 'Taking responsibility for your own CPD is an important part of every teacher's professionalism. Thinking clearly about what you need, and being proactive in securing it:

- Helps you to steer your own route through the profession
- Increases the satisfaction you get from your chosen career
- Opens up a range of career possibilities
- Helps you to take part in wider professional communities
- Increases your confidence to engage critically with evidence from sources such as research and inspection, and to discuss wider issues in education as well as your own practice
- Helps you make accurate and realistic self-assessments of how well you are doing
- Gives you a clear understanding of your strengths and how you can make best use of them
- Shows you how you can pursue your special interests through research and further study
- Gives you the experience and the skill to help your colleagues to develop professionally.'

<http://www.teachernet.gov.uk/development/>

Similar training and development standards have been developed for roles across business, commerce and the government sector, so you are likely to come across this practice early on in your career. You may already do something similar in your part-time job.

Reflection is a crucial habit for lifelong learning, worth nurturing now!

Your English Degree — Making it Work

Task 3: In-depth reflection: Developing reflective writing skills

Reflection is about...

...making sense, standing back, repetition, deeper honesty, weighing up, clarity, understanding, making judgments.

...moving from the *What? When? and Who?* to the *Why? and How?*

➔ Write down 6 positive words to describe yourself (you could use these in a personal statement, e.g. at the top of a CV)

CV!

➔ Select an incident from your part-time/vacation job, or alternatively consider your experience since starting your course...perhaps something which made you feel uncomfortable or dissatisfied in some way. Brainstorm words describing your fears, hopes, impressions, reactions, attitudes...

➔ With a partner reflect on the event asking each other in turn the questions below. Make brief notes on your thoughts and ideas. Highlight anything you have learnt about *yourself*.

Some questions to prompt reflection...

What happened?
 How did you feel?
 Did you express your feelings? How?
 Did you do anything else at the time as a result of this incident?
 What were the consequences?
 Did your responses enable you to gain anything positive from the

situation?
 Did you learn anything...

- about yourself?
- about handling other people?
- about that situation - would you react differently another time?

 How? Why?

Task 4: Reflective summary—a resource for presenting yourself to others

➔ Think about your progress through each English study module and how you have developed knowledge, skills, or understanding about yourself as well as your subject. Use it for a CV, in a personal statement, or for an application.

CV!

Progress and achievement

Look back over notes, reflective exercises, and assignment marker sheets/comments from tutors/workplace mentors. Identify qualities or insights you have developed through tackling the tasks involved.

Has this study experience improved any specific academic or key skills, or provided examples of evidence to add to your CV/professional portfolio?

Insights and inspiration

Perhaps this study unit prompted some interests or insights into a new area of knowledge or expertise for further investigation. Note down any thoughts or ideas before you forget them!

For example:

- Suggested an idea for a dissertation or research topic?
- Broadened, focused, or changed your career ideas in some way?
- Inspired an idea for further voluntary work/work shadowing?

Action planned as a result:

Thinking ahead: Making an English degree work

What do graduates of English actually do? - Alumni case studies

Gemma—Editorial Assistant

After completing a first degree in English Literature, I continued with an MA and started to pursue opportunities in publishing. I applied to about 30 - 40 publishers in London for work experience, including my CV and a covering letter outlining my career ambitions. I heard back from just four companies (!) and then completed the following work placements: 1 week at Pickering & Chatto, academic publishers – a very small company - only 10 employees and no separate departments, so I was able to experience everything; 2 weeks at Penguin Press editorial department - history books and modern classics. Worked closely with assistant editor on all aspects of editorial; had meetings with key people in the division from all departments. (I also spoke to Human Resources and signed up with them as a temp); 2 weeks at Bloomsbury spread across reference division, web page department, and editorial fiction.

At this point I received a call from Penguin to say a temp was needed in Penguin reference & classics department. I did this for 6 weeks and was then taken on in another temporary role, this time on 6 months maternity cover for the assistant editor I had worked with during my work experience. This proved a fantastic 6 months during which I learnt the basics

and established the foundation for my career. As the end of the contract came to a close I began to look for job openings. I applied for two - one as assistant in the fiction department at Bloomsbury where I had done work experience (job advertised in the Bookseller - lots of adverts here, as well as interesting articles - suggest read this publication every week) and another as an assistant in the commercial imprint at Penguin General (the fiction side of Penguin) I heard about this through a girl in the General Division whom I had met during my temping.

I had two rounds of interviews at both places, with two interviewers. I was offered the job at Penguin, but not Bloomsbury, although one of the interviewers did call me later and offer me a job as her PA. I took the Penguin job, and now work for three different editors which is very hard work! Have been here for 14 months and I do everything from everyday administration to project managing illustrated books.

My advice would be - *DO WORK EXPERIENCE. Be prepared to work in any department and do anything when you are there, and be keen and enthusiastic at all times. A lot of it is luck and being in the right place at the right time, so keep your eyes and ears open and speak to lots of people.*

Christine—HR Manager

I didn't know what career I wanted when I went to university. I chose to study for a degree in English Literature because I knew I would enjoy it and it would give me many useful transferable skills.

During my time at university, I went to a CRAC 'Insight into Management' course which gave me the chance to hear speakers from various areas of business, and develop some management skills. I spoke to a couple of young Human Resource Managers who worked for very different organisations. Their roles sounded so varied and interesting I decided I would look into this area of work as a possible career. I researched HR Management through the university careers library, internet, and other sources and found out exactly what it entailed. I would need to study for the Chartered Institute of Personnel and Development (CIPD) qualification which would take three years if I did it part-time, alongside full-time work.

When I left university with an upper second class degree, I began to apply for HR administration roles. As I did not have any experience, I knew I would have to work my way up from the bottom but I was quite happy to do this as long as I would be allowed to study for the CIPD. I struggled to get a position within HR as experience is what everyone is looking for, so to tide me over, I took a general administrative role in a small careers advice company.

Through becoming a valued employee to them, I managed to persuade them to

allow me to take over the limited HR work within the company, and to take one afternoon each week to study for my CIPD. I part-funded this myself, and the company generously paid for the other half, but I had to make up the hours I missed throughout the week.

On the CIPD course I met a variety of interesting people and the opportunity to network meant that I heard about a HR Administrator vacancy at a big logistics company based in the area. I applied for the role and was successful.

Two years later, I had worked my way up to HR Officer and was dealing with all manner of HR related issues such as absence management, long-term sick cases, disciplinaries, performance management, and redundancies. I then took over responsibility for the company's graduate training scheme and was able to apply my knowledge and experience as a graduate to aid recruitment and retention of potential managers. Following this, I obtained a promotion to HR Business Adviser which entailed taking over HR responsibility for a whole business unit covering 21 sites across the UK and Ireland.

Recently I decided to further my career by moving outside the company to a more senior role as a Contract HR Manager for a larger logistics company. This has given me HR responsibility for a major customer contract and a team of HR Managers, HR Officers and HR Administrators that report into me. Being in a company with a larger HR structure has given me more opportunities for development and to progress my career.

Task 5: Graduate case study exercise

➔ Select several graduate case studies – some for your subject area are provided, but you can find many more from the links below:

Subject options on Prospects: <http://www.prospects.ac.uk/links/preheoptions> or Sector Briefings on Prospects: <http://www.prospects.ac.uk/links/SectorBs> (choose Jobs and work, then 'Explore types of jobs' or 'Explore job sectors' and then click on case studies within individual profiles or briefings) or select 'Career Stories' from the Doctor Job web site: <http://www.doctorjob.com>

➔ For each of your case studies think about the following:

- What were the significant factors that helped this graduate decide on this career route?
- What specific skills, qualities and attitudes were required for this job role?
- How did the graduate gain both formal and informal training and experience, and enhance their CV to get started in this field of work?

➔ Imagine you are in conversation with this graduate – using the template on the following page make notes on any tips you could pick up on preparing for your future career.

CV!

➔ Note any particular actions you could take towards your own career preparation in relation to your studies, paid or voluntary activities, or developing your CV, based on the above.

Actions in response?				
Tips on how to prepare now				
Relevant skills, and how gained				
Factors involved in career choice				
Case study				

Your English Degree — Making it Work 

Career planning—next steps after graduation

By now you may have given some thought to your plans after graduating, and recent experiences may have helped refine your plans. For example, to pursue:

- Immediate entry to your chosen career, or a stop-gap job to pay off debts
- Experience related to your longer-term goals
- Further full-time or part-time study or some time out.

All these options require careful research and exploration, if you are to avoid mistakes, which are costly in time and money! Plenty of help is available – use the linked resources on the following pages.

On the other hand, you may still feel very uncertain about the future - making career decisions is a PROCESS based on a careful evaluation of yourself and a thorough exploration of the options.

Use the on-line **Careerplan** <http://oldweb.northampton.ac.uk/stu/CMS/index.htm> to help you begin this process in a systematic way. You can then make decisions you are able to justify and act upon with real energy and enthusiasm!

Task 6: Assessing the suitability of job roles

- ➔ **Understanding yourself and what you really want** – think about your preferences and priorities and the features of your ideal role, for example:
 - To use subject-specific knowledge or to use particular skills
 - To satisfy particular interests, or to achieve a goal
 - To feel a sense of purpose or value
 - To work within a particular work-place environment or culture.
- ➔ **Exploring some popular options** – use the job roles record sheets to identify the skills and qualities required, plus the evidence you have already to demonstrate these to an employer.
- ➔ **Broadening your ideas** – use Prospects links to explore alternative options. Identify job profiles and follow cross-referenced information to explore other similar or related jobs. Note: over 50% of graduate vacancies are not degree specific – employers often want generic skills more than subject knowledge.
- ➔ **Recording** a list of factors to INCLUDE or AVOID will help you focus on your ideal roles; then use the sheet to **practise justifying your choices**.
- ➔ **Listen to tips** from previous English graduates - use case studies; if possible talk to people about the work they do, and ask for advice on getting started. You could also gather valuable information by contacting professional bodies - see the list of web resources.

Job roles directly related to your subject – are you suited?

Choose 3 roles below and complete the boxes. If you can easily find evidence from your experiences, then you may wish to investigate the role further to fully assess your suitability. Alternatively if there is a role you are considering but which you are struggling to find evidence for, then you might need to look at ways of developing your range of experiences thereby improving your chances of success.

Job role	Skill and qualities demanded	Examples of evidence
Publishing Editor		
Magazine Journalist		
Librarian/Information Manager		
Teacher of English as a Foreign Language		
Radio/TV Programme Researcher		

Job roles in which your subject knowledge and skills would be useful – are you suited?

Choose 3 roles below and complete the boxes. If you can easily find evidence from your experiences, then you may wish to investigate the role further to fully assess your suitability. Alternatively if there is a role you are considering but which you are struggling to find evidence for, then you might need to look at ways of developing your range of experiences thereby improving your chances of success.

Job role	Skill and qualities demanded	Examples of evidence
Arts/Heritage Administrator		
Marketing Executive		
Charity Manager		
Public Relations Manager		
Human Resources Manager		

Your English Degree — Making it Work

Further resources on the web*

Prospects web resources

*Access these links online at <http://pdp.northampton.ac.uk>

1. **Options with a Degree in English** <http://www.prospects.ac.uk/links/englishdeg>
Your Degree What Next? <http://www.prospects.ac.uk/links/yourdegree>
What do Graduates Do? <http://www.prospects.ac.uk/links/wdgd>
2. **Prospects Sector Briefings** give an overview of an employment sector with example roles for graduates and how to get started, plus case material, for example:
 - Advertising and Public Relations <http://www.prospects.ac.uk/links/advertisingsb>
 - Broadcasting and Media <http://www.prospects.ac.uk/links/broadcastsb>
 - Cultural <http://www.prospects.ac.uk/links/culturalsb>
 - Education <http://www.prospects.ac.uk/links/educationsb>
 - Local, regional & national government <http://www.prospects.ac.uk/links/governmentsb>
 - Higher Education Administration <http://www.prospects.ac.uk/links/heuniempsb>
 - Publishing <http://www.prospects.ac.uk/links/publishingsb>
 - Voluntary Sector <http://www.prospects.ac.uk/links/voluntarysb>
3. **Occupational Profiles**—each profile has cross-references to other roles to broaden your ideas, and includes information on typical roles, work style, salaries, prospects, training:
 - Public, cultural, charities and educational administration
<http://www.prospects.ac.uk/links/administration>
 - Advertising, Promotion and Public Relations <http://www.prospects.ac.uk/links/advertising>
 - Educational roles <http://www.prospects.ac.uk/links/education>
 - Human Resources, training and recruitment <http://www.prospects.ac.uk/links/employlab>
 - Heritage, librarianship, information and social research
<http://www.prospects.ac.uk/links/infoservices>
 - Publishing media and broadcasting <http://www.prospects.ac.uk/links/pubmedarts>
 - Social welfare, community and pastoral care
<http://www.prospects.ac.uk/links/socpastcare>
4. **General links**
 - Prospects Planner - guidance package to help match your preferences and strengths with aspects of graduate roles <http://www.prospects.ac.uk/links/ppanner>
 - Postgraduate Study <http://www.prospects.ac.uk/links/pgdbase>
 - Postgraduate Fairs <http://www.prospects.ac.uk/links/pgfairs>
 - Postgraduate Funding <http://www.prospects.ac.uk/links/fundstudy>
 - Job Hunting <http://www.prospects.ac.uk/links/jobhunt>
 - Applications and Interviews (including CVs)
<http://www.prospects.ac.uk/links/appsinterviews>



Some examples of professional/industry training bodies

Publishing

- The Periodical Publishers Association (PPA) <http://www.ppa.co.uk>
- Periodicals Training Council (PTC) <http://www.ppa.co.uk/cgi-bin/wms.pl/175>

Broadcasting & Media

- Skillset, Sector Skills Council for the Audio-Visual Industries
<http://www.skillset.org/careers/>

Teaching

- Training & Development Agency for Schools <http://www.tda.gov.uk>
- General Teaching Council for England <http://www.gtce.org.uk/>

Librarianship

- The Association for Information Management (Aslib) <http://www.aslib.co.uk>
- Chartered Institute of Library and Information Professionals (CILIP) <http://www.cilip.org.uk>

Journalism/PR

- The National Council for the Training of Journalists (NCTJ) <http://www.nctj.com>
- Chartered Institute of Public Relations (CIPR) <http://www.ipr.org.uk>

Arts Management

- Creative and Cultural Skills: The Sector Skills Council for the Creative and Cultural Industries <http://www.ccskills.org.uk/>

Community/youth work

- National Youth Agency (NYA) <http://www.nya.org.uk>

Charity Management

- Voluntary Sector Skills <http://www.ukworkforcehub.org.uk/DisplayPage.asp?pageid=8691>
- Working for a Charity <http://www.wfac.org.uk/>

The National Guidance Research Forum has further valuable information on industry sectors, including the media

<http://www.guidance-research.org/future-trends/media/>

Another useful source of industry information is <http://www.doctorjob.com>

Internal resources

Use *Careerplan* <http://oldweb.northampton.ac.uk/stu/CMS/index.htm> for your complete guide to Career Management Skills, including sections on Improving Chances, Making Applications and Networking Skills.

Look at the Careers Service resources, including Further Study options, Working abroad and gaining experience – <http://oldweb.northampton.ac.uk/stu/ecgs/furstudy.htm>

Visit the Careers Information Centre for more detailed resources – these include specific useful web-site lists for all sectors of employment and areas of interest.

Task 7: Exploring career options—broadening and focusing your ideas

➔ Start with career ideas of your own, suggestions generated by Prospects within *Explore Types of Jobs*, or in the sector briefings. Each of the profiles has a list of related job titles, so you can use them to cross-reference and explore areas of work you may not have considered before.

RECORD YOUR RESPONSES to different roles, both negative and positive, and build up your own list of job aspects which appeal and those which you would rather avoid. This list will form the criteria for your ideal job which can be more useful than traditional 'job titles' which may be restrictive and unhelpful. Knowing what you want and why is also very useful at the application and interview stage.

Include factors	Avoid factors

➔ Remember that **within a particular career area**, there may be **different jobs** or **different settings** which can alter the whole work context and lifestyle experienced. Think about which particular job roles might suit your needs and personality - this means a thorough exploration of how a career might develop and the different contexts in which it might be carried out.

➔ **Focusing your Ideas**
 Now using resources listed, try exploring your preferred options in greater depth. Choose 2 or 3 possible careers to look at in more detail, and identify the skill, interest, motivation, and personality factors which make these a good match.

Job 1	
Job2	
Job 3	

➔ Imagine you are answering questions on an application form or at an interview and answer them for each of the above jobs:

Why do you want to work in this particular field?

What particular contribution do you feel you can offer?

Career action plan

Career goal	Planned entry point/route—further study, training, experience	Further action needed—information, contacts, vacancy sources
Preferred option:		
Alternative possibilities:		

If you are still undecided and need to explore a range of options, use the checklist below to help you identify some actions to ensure your next steps are clear – these could include taking time out, but it still needs planning!

	Use <i>Prospects</i>	Visit careers information centre	Make contacts, to gather information	Update/refine CV—check with adviser	Explore options to gain experience	Research vacancy sources
Dates and outcomes						

Task 8: The art of networking—making, nurturing and using contacts

Networking is an essential skill for gaining a 'foot in the door' in competitive sectors such as publishing, media and PR, and in the creative arts/cultural industries generally, and also for accessing valuable (and often elusive) work placement opportunities while a

student. It is also often crucial for ongoing success in many career roles to generate opportunities for progression, and helps to develop enterprise skills for those wanting to pursue alternative careers such as freelance working.

➔ Imagine a friend has mentioned some resources/contacts you might use in order to gain experience in an area of the media/cultural sector which interests you greatly. List three action steps you could take to gain a period of work experience during the Easter or summer vacation.

CV!

1	
2	
3	

➔ Write a few sentences outlining your initial conversation on the telephone persuading the busy unit manager to give you an opportunity to meet.

➔ You are at a specialist careers fair organised by the professional body and trade groups associated with your chosen career. In addition to your well-prepared CV, how might you introduce yourself to make a lasting impression?

➔ Keep a record of your networking contacts, resources, and information.

Date	Organisation/ employer	Named contact, email and telephone number	Information: opportunities, entry points, routes, advice, web links	Comments and action, date for follow-up