

*University of*  
**HUDDERSFIELD**  
Inspiring global professionals

**BEYOND REFLECTION:**  
How group career guidance can elevate  
learning from work experience.

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## WHAT DOES REFLECTION CURRENTLY LOOK LIKE?

- How do students currently reflect on work experience?
- What are you hoping those reflections achieve?

Agency lens:

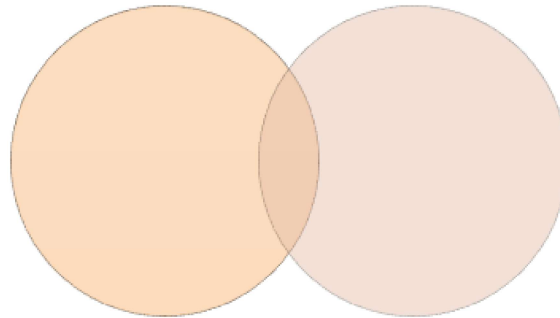
- Who determines the focus?
- How much ownership do students have over what is explored?

**Reflection can be done TO learners or WITH learners.**

## EXPECTATIONS AND REALITY: ACTIVITY

Use the circles to represent the relationship between your expectations and realities of implementing work experience in your setting.

- Expectations
- Reality

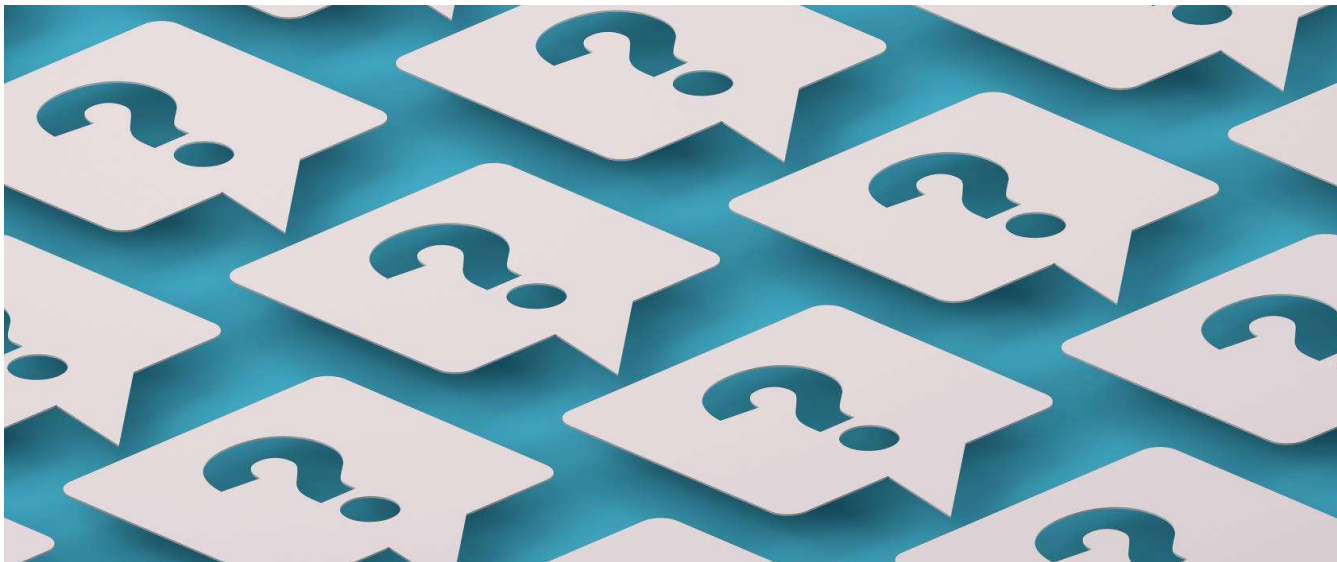


There is no right answer.

## WHAT CAN EMERGE THROUGH PEER REFLECTION?

- What did you learn from others?
- Did you learn anything?
- What learning emerged that would not have emerged if you had reflected alone?

WAS THAT AN EXAMPLE OF GROUP  
CAREER GUIDANCE?



## WHAT GETS MISSED WITHOUT FACILITATION?

There may have been some group learning.

But...

Did everyone benefit equally?

What learning opportunities might have been missed?

What might a facilitator's presence have added?

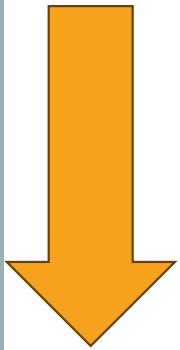
## PERSONAL MEANING MAKING

Without facilitation, students may describe what happened.

**With facilitation, students may begin to understand what that experience tells them about themselves, their strengths, what matters to them and possible future directions.**

## PERSONAL MEANING MAKING

**What level were you operating at in your group?**



- Information Sharing
- Exchange of Experience
- Reflection
- Meaning-Making and Personal Action

# THE TEXTURES OF GROUPWORK CONTINUUM

Careers focused  
Presentation

Interactive  
Careers focused  
lesson/ workshop

Group Career  
Guidance

Adult led/ owned  
(practitioner/  
teacher)

Learner led/  
co-ownership

Presentation  
with interactivity

Workshop or lesson with  
elements of guidance

Career Education in Groups

Career Guidance in Groups

## WHY IS GROUP CAREER GUIDANCE DIFFERENT?

### **Group Career Guidance IS:**

- Professionally facilitated
- Dialogic and participant-centred
- Focused on career learning and meaning-making
- Supports personalised action planning

### **Group Career Guidance IS NOT:**

- A careers lesson
- A presentation
- A worksheet in groups
- Simply discussion

## PROFESSIONAL PRACTICE

Just as one-to-one career guidance is a professionally facilitated intervention, Group Career Guidance is more than bringing people together to talk.

It requires intentional use of group processes to support career learning and meaning-making.

## WHY GROUP CAREER GUIDANCE

Schools invest enormous effort in securing placements.

Group Career Guidance helps ensure students get as much learning as possible from those experiences.

## EXAMPLES IN PRACTICE

- **Skills Development Scotland:** engaged in a nationwide pilot and roll out of group career guidance led by qualified career practitioners to support learning after experiential learning activity e.g. skills challenge
- **Higher Education:** group career guidance to support identification and articulation of skills and experience gained through internship experiences.

## KEY TAKEAWAYS

- Work experience creates experiences.
- Reflection creates learning.
- Groups can support learning from experience.
- The Textures model helps us understand how different types of groupwork support different levels of learning and reflection.
- **Where is deeper reflection most needed in your work experience programme**
- **Where might GCG add value within your work experience programme?**