Module Descriptor

Title	PSMD		
Session	2025/26	**Status**	
Code	CGAD11006	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	M McCrory		

Summary of Module

This module explores the policy context for the development and delivery of career education, information, advice and guidance (CEIAG) services in the UK and internationally, with a particular focus on the Scottish context. It takes an historical approach by considering the development of CEIAG policy since the early 1900s before going on to consider the contemporary policy landscape. The module critically analyses the links between CEIAG policy and the broader economic and social policy agendas of successive UK governments. The module also introduces students to the contemporary Scottish curricular framework for career-related learning (Curriculum for Excellence) and engages students in comparative enquiry focusing on CEIAG policy in an international context.

- Explores definitions and activities associated with Career Education, Information, Advice and Guidance (CEIAG)
- Critically analyses the historical development of CEIAG policy in the UK, with a focus on Scotland
- Critically analyses contemporary CEIAG policy in the UK, with a focus on Scotland
- Critically analyses contemporary frameworks for career-related learning, with a focus on Curriculum for Excellence
- Critically analyses the delivery of statutory career guidance services using the Scottish context as a focus
- Engages students in independent inquiry focusing on CEIAG policy in an international context

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of contemporary career-related policy.
L2	Apply sophisticated conceptual tools to explain the relationship between career-related policy and career guidance and development practice.
L3	Critically evaluate and analyse comparative approaches to career-related guidance and/or education.
L4	Convey complex academic conclusions to an expert audience in appropriate written forms.
L5	Demonstrate effective autonomous academic practice by devising, planning and executing a small inquiry project.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Develop critical knowledge and understanding of the history and development of career education, information, advice and guidance (CEIAG) policy and service delivery in UK and international context. Develop critical awareness of current and emerging issues in CEIAG policy and service delivery.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Develop the capacity to critically evaluate the impact of career-related policy on service delivery and practice in career-related contexts
Generic Cognitive skills	**SCQF 11** Develop the capacity to apply sophisticated conceptual tools to analyse career-related policy. Develop the capacity to conduct independent inquiry into aspects of policy in an intra-national or international context.
Communication, ICT and Numeracy Skills	**SCQF 11** Students will utilise a range of online platforms to complete their studies. Activities supporting development of communication skills include small group work, larger group work, written activities.
Autonomy, Accountability and Working with Others	**SCQF 11** Students will have opportunities to work in groups and autonomously, including undertaking an independent inquiry.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	14
Tutorial / Synchronous Support Activity	16
Personal Development Plan	5
Practice-based Learning	15
Independent Study	150
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hawthorn et al (eds) (1996) Rethinking Careers Education and Guidance : Theory, Policy and Practice Taylor & Francis Group. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/uws/detail.action?docID=179711

Robertson, P. J., Hooley, T., and McCash (eds), The Oxford Handbook of Career Development (2021; online edn, Oxford Academic, 9 July 2020), https://doi.org/10.1093/oxfordhb/9780190069704.001.0001.

Hooley, T., Sultana, R.G. & Thomsen, R. (eds.) (2018) Career guidance for social justice: Contesting neoliberalism. London: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students must attend all scheduled sessions, complete learning activities and submit assessment. Detailed guidance will be provided by the module coordinator.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Sciences
Moderator	E Bolger
External Examiner	G Frigerio
Accreditation Details	Career Developlopment Instutute
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
written assessment
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
written assessment	☒	☒	☒	☒	☒	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transfer to new template MC, Mod updated	feb 25	M McCrory