**Module Descriptor**

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| **Title** | Career Development Theory | | |
| **Session** | 2025/26 | **Status** | |
| **Code** | CGAD11007 | **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 introduces students to the critical analysis of theories of career development and career decision making. Theories are analysed and their significance and relevance to professional practice is critically evaluated. The module explores psychological and sociological theories of career decision making and the extent to which theoretical positions are reflected in models of practice and service delivery.

- Critically analyses a range of psychological and sociological postulations relating to career development and career decision making.
- Critically analyses the influence of theories of career development on models of professional practice/service delivery
- Critically analyses the application of theories to specific client groups
- Engages students in career development-related inquiry through the construction and analysis of career development qualitative research

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

[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

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| **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** | |
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| **L1** | Demonstrate critical knowledge and understanding of the principal theories and models of career development. |
| **L2** | Apply understanding of career development theory to professional contexts. |
| **L3** | Critically evaluate compeating theories and models of career decision-making. |
| **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** | |
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| **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**<br>Develop a critical understanding of the principal theories of career choice and decision-making, including those relating to empowerment, motivation and facilitating career planning and development, drawn from the disciplines of psychology and sociology.<br>Develop a critical awareness of the current and emerging issues in career development in the areas of theory, policy and practice, including the significance of evidence-based practice. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 11**<br>Develop the capacity to critically evaluate theory, engage with new and developing theoretical concepts and to explore the contribution that theory can make to practice. |
| **Generic Cognitive skills** | **SCQF 11**<br>Develop a commitment to keep up to date with and critically evaluate emerging theory and social policy.<br>Develop the capacity to conduct research into aspects of current legislation, policy and practice and make recommendations as a result.<br>Develop the ability to critically evaluate theory and the capacity to explore the contribution that theory can make to practice |
| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br>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. Research interview skills are taught in this module. |
| **Autonomy, Accountability** | **SCQF 11** |

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| **and Working with Others** | Students will have opportunities to work in groups and autonomously, including undertaking an independent inquiry. |

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

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(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 | 30 |
| Independent Study | 135 |
| n/a | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Arthur, N., Neault, R,. and McMahon, M. (2019) Career Theories and Models at Work: Ideas for Practice. Toronto: CERIC<br>Brown, S. D., and Lent, R. W. (eds) (2020) Career Development and Counseling : Putting Theory and Research to Work, John Wiley & Sons, Incorporated. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/uws/detail.action?docID=6384965.<br>McMahon, M, et al. Career Development and Systems Theory: Connecting Theory and Practice. Career Development Series., BRILL, 2006. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/uws/detail.action?docID=4974817. |
| **(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** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-** |

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| **campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:** |

| **Equality and Diversity** |
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| **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**

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| **Divisional Programme Board** | **Social Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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 Development Institute |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Written Assignment |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br><br>(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** |
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| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| Written Assignment | ☒ | ☒ | ☒ | ☒ | ☒ | 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 |
|---|---|---|
| Updated MC and moderator | Feb 25 | M McCrory |
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