University of the West of Scotland

Module Descriptor ACCT08020

Session: 2024-25

Title of Module: Employability Skills for Accounting and Finance			
Code:	**SCQF Level: 8** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS:** (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Heather Stirling		

Summary of Module
This module will help the students with personal development planning, specific to the discipline. As professionals advance in an accounting or finance career, soft skills become increasingly important. In a world that is becoming more digital, computerised, and automated, soft skills can be the differentiator between two employees competing for the same promotion or position. As part of the module, students will have workshops on cv development, creation of a linked in profile, training for interviews and participation in mock interviews and participation of simulations for assessment centres. Employers will be involved in the workshops, mock interviews and panels for the assessment centres. The module will help students to develop the necessary skills to apply for internships and placements and increase their awareness of the opportunities available to them. Students will prepare a portfolio of evidence for assessment in this module.

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
☒	☒	☐

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit). N/A

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:

L1	Prepare an updated CV with supporting evidence, demonstrating competencies.
L2	Understand the importance of a personal brand on social media and create a linked in profile to build networks.
L3	Communicate clearly at a mock interview, demonstrating an awareness of the attributes that are highly sought after by employers.
L4	Demonstrate a clear understanding of possible career paths.
L5	

During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)

SCQF Level 8.

Demonstrate an awareness and understanding of desired graduate attributes and own strengths and weaknesses.

Practice: Applied Knowledge and Understanding

SCQF Level 8.

Use a range of skills, techniques and practices to develop desired graduate attributes.

Generic Cognitive skills

SCQF Level 8

Use a range of approaches to formulate solutions to problems within a simulated assessment centre setting.

Communication, ICT and Numeracy Skills

SCQF Level 8

Convey information clearly in a cv and also an interview and use a range of ICT applications.

Autonomy, Accountability and Working with others

SCQF Level 8

Work with groups, showing leadership and awareness of others as part of a simulated assessment centre.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Other: N/A	
Co-requisites	Module Code: N/A	Module Title: N/A

Learning and Teaching
The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a maximum of 36 scheduled contact hours.

Note that the categorisation of the learning activities has been removed I.e. Scheduled, Placement and Independent will no longer appear beside the activities. |

Learning Activities During completion of this module, the learning	Student Learning Hours (Normally totalling 200 hours):

activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36 hours
Independent Study	164 hours
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

Resources will be made available from careers department for students to access.

(**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 Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

For the purposes of this module, academic engagement equates to the following:

Engagement in the module, completion of tasks as part of portfolio in a timely manner

Equality and Diversity

UWS Equality and Diversity Policy

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes ☒ No ☐
School Assessment Board	Business and Creative Industries
Moderator	Maryam Khan
External Examiner	N/A
Accreditation Details	N/A
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
The module will be marked as a portfolio assessment, comprising a cv, a linked in profile, performance in a mock interview and performance and reflection on a simulated assessment centre. The portfolio of evidence will form 100% of the assessment.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio	X	X	X	X		100	0

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template		
Updated contact hours		