Module Descriptor

Title	Career Development Professional Practice		
Session	2026/27	**Status**	
Code	CGAD11002	**SCQF Level**	SCQF 11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	**Elysha Ramage**		

Summary of Module

This module provides students with the opportunity to develop the knowledge and skills required for effective one-to-one and group work practice with a range of clients in a range of career development roles and contexts. The module:

- introduces a range of theories, concepts, models and approaches that underpin person-centred career development professional practice with individuals and groups
- introduces students to approaches to goal setting and action planning
- engages students in planning, delivering and critically reflecting on one-to-one and group career guidance/development interventions
- engages students in critical evaluation, and effective use, of career-related information, including Labour Market Information (LMI)

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

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 theories, concepts, models and approaches relevant to career development professional practice.
L2	Demonstrate ability to appropriately apply knowledge to career development professional practice scenarios.
L3	Demonstrate critical awareness of aspects of effective communication in career development professional practice contexts.
L4	Demonstrate evaluative judgment in relation to sources of information relevant to career development professional practice.
L5	Demonstrate capacity to critically refect on own career development professional practice.

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 • the development of critical knowledge and understanding of key theories, concepts, models, approaches underpinning effective career development professional practice
Practice: Applied Knowledge and Understanding	SCQF 11 • applying that knowledge and understanding in, and to, a range of career development professional practice scenarios
Generic Cognitive skills	SCQF 11 • a range of academic and professional skills including those relevant to critical reflection on practice
Communication, ICT and Numeracy Skills	SCQF 11 • utilising online platforms in career development professional practice contexts
Autonomy, Accountability and Working with Others	SCQF 11 • working autonomously and in groups to plan, deliver and evaluate career development professional interventions

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. Learning activities include scheduled class sessions integrating taught elements, structured activities and discussion, scheduled classroom-based and online practice learning sessions, and asynchronous and independent learning activities supported by resources in the university's Virtual Learning Environment (VLE).

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	24
Practice-based Learning	24
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: *Kidd, J. M., (2006) Understanding the Career Counselling Interview. Theory, Research and Practice. London: Sage Publishing Ltd. *Reid, H. (2015) Introduction to Career Counselling and Coaching. London: SAGE. UK Commission for Employment and Skills (2012) Using and Sharing Career Related Labour Market Information Research Report. UKCES: London *Yates, J., 2022. The career coaching handbook. Taylor & Francis
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous

online learning activities, placement, work-based elements, 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 are required to attend all scheduled classes, to engage fully with all module learning activities and to submit all required module assessment on time. Consideration will be given to students who have protection under the appropriate equality law.

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. Aligned with the overall commitment to equality and diversity, learning resources will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with UWS regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS regulations and policy.
(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	**Social Sciences**
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	**SS PGT**
Moderator	**Leann Kelly**
External Examiner	Jo McFadden
Accreditation Details	**Career Development Institute**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment. Students will submit a structured critical reflection on their one-to-one and group work practice undertaken in the module.

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**	48

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%	48

Change Control

What	**When**	**Who**
Changes proposed from session 2026/27; to be validated at ILQR (June 2026)	April 2026	Marjorie McCrory (PL)