University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Professional Practice (CGD)			
Code: CGAD11002	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	M McCrory		
Summary of Module			
This module introduces the knowledge and skills necessary for effective one-to-one and group work practice in a range of career guidance and development settings. • Introduces person-centred approaches to career guidance and development practice • Engages students in planning, delivering, and evaluating one-to-one and group career guidance/development interventions • Engages students in critical evaluation and effective use of career-related information			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☒	☐	☐	☐
See Guidance Note for details.					

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).					
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	Demonstrate critical knowledge and understanding of the principal theories and concepts underpinning client-centred approaches to career guidance and development practice
L2	Apply client-centred approaches in practical career guidance and development contexts
L3	Demonstrate evaluative judgment in relation to career-related information sources
L4	Communicate with peers and/ or clients in ways that demonstrate appropriate professional practice
L5	Demonstrate capacity to autonomously plan and deliver context-appropriate career-related interventions

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 Level **11** Students will develop critical knowledge and understanding of key theories and concepts underpinning Careers practice
Practice: Applied Knowledge and Understanding	SCQF Level **11** Students will apply knowledge and understanding in a range of practice contexts
Generic Cognitive skills	SCQF Level **11** Students will develop a range of academic and professional skills including those relevant to critical reflection on practice
Communication, ICT and Numeracy Skills	SCQF Level **11** Students will engage with a range of modes of delivery utilised in professional practice, including online platforms
Autonomy, Accountability and Working with others	SCQF Level **11** Students will have opportunities to work in groups and will work autonomously to deliver one-to-one professional interventions

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Practice Based Learning	12
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	6
Independent Study	152
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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.

(**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.

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	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	PGT
Moderator	Emma Bolger

External Examiner	TBA
Accreditation Details	Career Development Institute
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Learning and teaching in this module includes engagement with the University's Learning Experience Platform, Aula. Learning resources are embedded within Aula. Students will demonstrate that they have met the learning outcomes for the module by submitting a practice component of assessment (recording of a one-to-one career guidance/development interview) and a written component of assessment. Students will receive clear guidance relating to the submission of assessment.
Component 1 Practice assessment (50% weighting)
Component 2 Written assessment (50% weighting)
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
		X	X	X	X	50%	18

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	X					50%	18

Combined Total for All Components	**100%**	**36 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)