



## Module Descriptor

|   |                               |  |    |
|---|-------------------------------|--|----|
| Title   | Advanced Practice (Cgd)       |  |    |
| Session   | 2025/26                       | Status                                 |    |
| Code  | CGAD11003                     | SCQF Level                             | 11 |
| Credit Points   | 20                            | ECTS (European Credit Transfer Scheme) | 10 |
| School  | Education and Social Sciences |  |    |
| Module Co-ordinator   | M McCrory                     |  |    |
| <b>Summary of Module</b>  |                               |  |    |
| <p>This module introduces a range of key theoretical concepts (agency, constructivism) as the basis for engagement with a range of contemporary approaches to Careers practice in a wide range of contexts. Students will critically evaluate a range of assessment ‘tools’ (psychometrics) utilised in Careers practice.</p> <ul style="list-style-type: none"><li>Introduces key theoretical concepts and issues in contemporary Careers practice</li><li>Engages students with contemporary approaches to working with individuals and groups including coaching and solution-focused approaches</li><li>Critically evaluates a range of approaches to assessing client need</li></ul> |                               |  |    |

|                                     |   |                          |  |                                     |  |                          |   |
|-------------------------------------|---|--------------------------|--|-------------------------------------|--|--------------------------|---|
| <b>Module Delivery Method</b>       | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          |                          | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/>   |                                     | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/>   |                          | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b> | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries |                          | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley |                                     | <input checked="" type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                          |   |
| <b>Terms for Module Delivery</b>    | Term 1  | <input type="checkbox"/> | Term 2   | <input checked="" type="checkbox"/> | Term 3   | <input type="checkbox"/> |   |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|   |                 |                          |                 |                          |                 |                          |
|---|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |
|---|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|

| <b>Learning Outcomes</b> |  |
|--------------------------|--|
| <b>L1</b>                | Demonstrate critical knowledge and understanding of key concepts relevant to contemporary career guidance and development practice |
| <b>L2</b>                | Apply contemporary approaches to practical career guidance and development contexts  |
| <b>L3</b>                | Critically evaluate competing theories, approaches and techniques relating to career guidance and development practice             |
| <b>L4</b>                | Demonstrate capacity to work with, and facilitate engagement with, career-related information drawn from a range of media          |
| <b>L5</b>                | Demonstrate capacity to autonomously plan and deliver context-appropriate career-related interventions                             |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |  |
|--|--|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>   |
| <b>Knowledge and Understanding (K and U)</b>                               | <b>SCQF 11</b><br>Students will develop critical knowledge and understanding of key concepts underpinning contemporary Career practice                           |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 11</b><br>Students will apply knowledge and understanding in a range of practice contexts  |
| <b>Generic Cognitive skills</b>  | <b>Please select SCQF Level</b><br>Students will develop a range of academic and professional skills including those relevant to critical reflection on practice |
| <b>Communication, ICT and Numeracy Skills</b>                              | <b>Please select SCQF Level</b><br>Students will engage with a range of modes of delivery utilised in professional practice, including online platforms          |
| <b>Autonomy, Accountability and Working with Others</b>                    | <b>Please select SCQF Level</b><br>Students will have opportunities to work in groups and will work autonomously to deliver professional interventions           |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b>   |
|--|
| 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. |

| <b>Learning Activities</b>   | <b>Student Learning Hours</b>  |
|--|--|
| During completion of this module, the learning 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  | 24   |
| Practice-based Learning  | 12   |
| Tutorial / Synchronous Support Activity  | 6  |
| Asynchronous Class Activity  | 6  |
| Independent Study  | 152  |
| n/a  |  |
| <b>TOTAL</b>   | 200  |

| <b>Indicative Resources</b>  |
|--|
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Yates, J., 2022. The career coaching handbook. Taylor &amp; Francis</p> <p>(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)</p> |

| <b>Attendance and Engagement Requirements</b>   |
|---|
| <p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> |

| <b>Equality and Diversity</b>  |
|--|
| <p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p> |

#### Supplemental Information

|   |   |
|---|---|
| <b>Divisional Programme Board</b>       | <b>Social Sciences</b>  |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No             |

|  |  |
|--|--|
|  | <b>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.</b> |
| <b>School Assessment Board</b>         | Pg Social Sciences   |
| <b>Moderator</b>                       | E Bolger   |
| <b>External Examiner</b>               | J McFadden   |
| <b>Accreditation Details</b>           | Career Development   |
| <b>Module Appears in CPD catalogue</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| <b>Changes / Version Number</b>        | 1  |

|   |
|---|
| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>   |
| <b>Assessment 1</b>   |
| Practice Assessment (50%)   |
| <b>Assessment 2</b>   |
| Written Assessment (50%)  |
| <b>Assessment 3</b>   |
|   |
| (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>(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 |
| Practice Assessment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 50%                                 | 18                       |

| Component 2        |                                     |                          |                                     |                          |                          |                                     |                          |
|--------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type    | LO1                                 | LO2                      | LO3                                 | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Written Assignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50%                                 | 18                       |

|  |                          |                          |                          |                          |                          |  |                                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---------------------------------|
| <b>Component 3</b>                       |                          |                          |                          |                          |                          |  |                                 |
| <b>Assessment Type</b>                   | <b>LO1</b>               | <b>LO2</b>               | <b>LO3</b>               | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |                                 |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                       | hours                           |

## Change Control

| What                                 | When     | Who       |
|--------------------------------------|----------|-----------|
| Change Moderator & External Examiner | 26-01-25 | M McCrory |
|                                      |          |           |
|                                      |          |           |
|                                      |          |           |
|                                      |          |           |