



Module Descriptor

Title	The Contemporary Labour Market (CGD)		
Session	2025/26	Status	
Code	CGAD11005	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	E Bolger		
Summary of Module			
<p>This module introduces, and engages students in the evaluation and application of, elements of labour market information and intelligence (LMI) relevant to professional practice in the career development sector.</p> <p>It includes a critical evaluation of the purposes and sources of LMI at national, regional and local level and analyses the key economic drivers influencing the UK labour market.</p> <p>Students engage in a small-scale research project evaluating a range of labour market information and intelligence and liaising with labour-market stakeholders to produce and present a resource suitable for use by professional career development practitioners. This module:</p> <ul style="list-style-type: none">• Introduces students to a range of sources of labour market information and intelligence (LMI)• Introduces students to the evaluation of elements of LMI in relation to professional career guidance and development practice• Engages students in critical inquiry on an aspect of the labour market• Engages students in liaising with stakeholders• Engages students in the presentation and production of an LMI resource suitable for use by professional practitioners			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of labour market issues pertinent to career guidance and development
L2	Apply labour market intelligence to practical career guidance and development contexts.
L3	Make discerning judgments about the provenance and value of labour market information.
L4	Utilise appropriate delivery formats to brief peers and experts persuasively and with clarity on complex labour market issues.
L5	Demonstrate the capacity to work professionally with external stakeholders in a research context.

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 Demonstrate understanding of and evaluate the range and appropriateness of labour market information and its use in career guidance and development. Demonstrate extensive and detailed knowledge and understanding of the use of labour market information and intelligence to promote lifelong employability and skills for clients.

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

	<p>Demonstrate a critical understanding of labour market systems, frameworks and policy contexts for employment patterns and changes locally, regionally, nationally and internationally.</p> <p>Analyse the role of publicly-funded and sector specific agencies in promoting employment education and training.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Demonstrate the capacity to assist clients and other audiences to access, interpret and evaluate LMI using a variety of media.</p> <p>Demonstrate the ability to present LMI in an accessible way to a range of audiences.</p> <p>Investigate aspects of the labour market using a range of methods.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Demonstrate a commitment to keep up to date with and to critically evaluate emerging theory and public policy and the contribution these can make to extending knowledge, skills and practice.</p> <p>Demonstrate the ability to evaluate changes in labour market information and intelligence and how to respond reflectively and creatively in practice to these.</p> <p>Demonstrate the capacity to conduct research into aspects of current labour market information and intelligence and make recommendations as a result.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Demonstrate the ability to establish, develop and maintain effective communication with individual clients in a professional-level context which meets their needs and recognises their individual characteristics.</p> <p>Demonstrate detailed knowledge of a wide range of career-related learning resources, information and guidance software and the ability to support clients to access, interpret and use this information using a variety of media.</p> <p>Demonstrate the ability to collect and collate career-related information using various technologies.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Demonstrate the ability to network with opportunity providers such as training organisations, employers and educational establishments.</p> <p>Exercise substantial autonomy in a professional setting.</p>

	Take responsibility for own work and the work of others, principally clients.
--	---

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, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
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	14
Tutorial / Synchronous Support Activity	16
Practice-based Learning	30
Personal Development Plan	5
Independent Study	135
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Education Development Trust (2019) Careers and labour market information: an international review of the evidence. Available at: https://www.edt.org/research-and-insights/careers-and-labour-market-information-an-international-review-of-the-evidence/</p> <p>OECD (n.d.) Working age population. Available: https://data.oecd.org/pop/working-age-population.htm</p> <p>Scottish Government (2016) Scotland's Labour Market Strategy. Scottish government: Edinburgh</p> <p>Thomas R and Gunson R (2017) Scotland skills 2030: The future of work and the skills system in Scotland. IPPR Scotland: Edinburgh</p>

UK Commission for Employment and Skills (2012) Using and Sharing Career Related Labour Market Information Research Report. UKCES: London

(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.

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

Students must attend all scheduled sessions, complete learning activities and submit assessment. Detailed guidance will be provided by the module coordinator.

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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	PGT
Moderator	M McCrory
External Examiner	G Frigerio
Accreditation Details	Career Development Institute
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Presentation (50% weighting)

Assessment 2

Poster (50% weighting)

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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	20

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	20

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	40 hours

Change Control

What	When	Who
Transferred to new template, MC, MM EE updated for 25/26	Mar 25	E Olaru