

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Career Related Policy			
Code: CGAD11006	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			
<p>This module explores the policy context for the development and delivery of career education, information, advice and guidance (CEIAG) services in the UK and internationally, with a particular focus on the Scottish context. It takes an historical approach by considering the development of CEIAG policy since the early 1900s before going on to consider the contemporary policy landscape. The module critically analyses the links between CEIAG policy and the broader economic and social policy agendas of successive UK governments. The module also introduces students to the contemporary Scottish curricular framework for career-related learning (Curriculum for Excellence) and engages students in comparative enquiry focusing on CEIAG policy in an international context.</p> <ul style="list-style-type: none"> • Explores definitions and activities associated with Career Education, Information, Advice and Guidance (CEIAG) • Critically analyses the historical development of CEIAG policy in the UK, with a focus on Scotland • Critically analyses contemporary CEIAG policy in the UK, with a focus on Scotland • Critically analyses contemporary frameworks for career-related learning, with a focus on Curriculum for Excellence • Critically analyses the delivery of statutory career guidance services using the Scottish context as a focus • Engages students in independent inquiry focusing on CEIAG policy in an international context 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 contemporary career-related policy.
L2	Apply sophisticated conceptual tools to explain the relationship between career-related policy and career guidance and development practice.
L3	Critically evaluate and analyse comparative approaches to career-related guidance and/or education.
L4	Convey complex academic conclusions to an expert audience in appropriate written forms.
L5	Demonstrate effective autonomous academic practice by devising, planning and executing a small inquiry project.

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 career related policy in Scotland and other international contexts.

Practice: Applied Knowledge and Understanding	SCQF Level 11 Students will develop understanding of how policy context (in Scotland and international contexts) shapes the delivery context for career guidance services.	
Generic Cognitive skills	SCQF Level 11 Students will develop the capacity to critically reflect on and analyse career related policy.	
Communication, ICT and Numeracy Skills	SCQF Level 11 Students will engage in a range of activities utilising a range of online platforms to complete their studies.	
Autonomy, Accountability and Working with others	SCQF Level 11 Students will have opportunities to work in groups and autonomously, including undertaking an independent inquiry.	
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	14
Tutorial/Synchronous Support Activity	7
Practice Based Learning	15
Asynchronous Class Activity	4

Independent Study	160
	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:

Hawthorn et al (eds) (1996) *Rethinking Careers Education and Guidance : Theory, Policy and Practice* Taylor & Francis Group. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uws/detail.action?docID=179711>

Robertson, P. J., Hooley, T., and McCash (eds), *The Oxford Handbook of Career Development* (2021; online edn, Oxford Academic, 9 July 2020), <https://doi.org/10.1093/oxfordhb/9780190069704.001.0001>.

Hooley, T., Sultana, R.G. & Thomsen, R. (eds.) (2018) *Career guidance for social justice: Contesting neoliberalism*. London: Routledge.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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](#).

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	Social Sciences
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	PG Social Sciences
Moderator	E Bolger
External Examiner	G Frigerio
Accreditation Details	Career Development Institute
Changes/Version Number	1 MC, F2F & Moderator

Assessment: (also refer to Assessment Outcomes Grids below)

Students will demonstrate that they have met the learning outcomes for the module through the completion of a single written assessment at the end of the module.

Assessment 1 - Written 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 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	Timetable Contact Hours
Essay	✓	✓	✓	✓	✓	100	
Combined Total for All Components						100%	XX 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)