University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Career Development Theory			
Code: CGAD11007	**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 students to the critical analysis of theories of career development and career decision making. Theories are analysed and their significance and relevance to professional practice is critically evaluated. The module explores psychological and sociological theories of career decision making and the extent to which theoretical positions are reflected in models of practice and service delivery.
• Critically analyses a range of psychological and sociological postulations relating to career development and career decision making.
• Critically analyses the influence of theories of career development on models of professional practice/service delivery
• Critically analyses the application of theories to specific client groups
• Engages students in career development-related inquiry through the construction and analysis of career development qualitative research

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

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 models of career development.
L2	Apply understanding of career development theory to professional contexts.
L3	Critically evaluate competing theories and models of career decision-making.
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 key career development theories
Practice: Applied Knowledge and Understanding	SCQF Level **11** Students will apply knowledge and understanding of career development theory to their own career journeys and those of others, including career guidance clients.
Generic Cognitive skills	SCQF Level **11** Students will develop skills in critical analysis of career development theory

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. Research interview skills are taught in this module.	
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
Practice Based Learning	15
Tutorial/Synchronous Support Activity	7
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:

Arthur, N., Neault, R,. and McMahon, M. (2019) Career Theories and Models at Work: Ideas for Practice. Toronto: CERIC

Brown, S. D., and Lent, R. W. (eds) (2020) *Career Development and Counseling : Putting Theory and Research to Work*, John Wiley & Sons, Incorporated. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/uws/detail.action?docID=6384965.

McMahon, M, et al. *Career Development and Systems Theory: Connecting Theory and Practice. Career Development Series.*, BRILL, 2006. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/uws/detail.action?docID=4974817.

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 ☐No ☒

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	Timetabled 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)