**Module Descriptor**

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| **Title** | Contexts for Career Development Professional Practice | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | CGAD11009 | **SCQF Level** | SCQF 11 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education & Social Sciences** | | |
| **Module Co-ordinator** | **Marjorie McCrory** | | |

**Summary of Module**

This module explores key socio-economic and labour market issues, and policy responses, relevant to the delivery of career education, information, advice and guidance (CEIAG) services in the UK, with a particular focus on the Scottish context. The module introduces students to the contemporary Scottish curricular framework for career-related learning (Curriculum for Excellence) and considers CEIAG policy responses and service delivery models in an international context. The module:

- explores definitions and activities associated with Career Education, Information, Advice and Guidance (CEIAG)
- explores a range of socio-economic and labour market issues relevant to CEIAG service delivery and professional practice
- critically analyses contemporary CEIAG policy responses in the UK and internationally, with a focus on Scotland
- critically analyses contemporary frameworks for career-related learning, with a focus on Curriculum for Excellence

| **Module Delivery Method** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☒ | ☐ | ☐ | ☐ |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate critical knowledge and understanding of key socio-economic and labour market issues relevant to contemporary CEIAG service delivery and professional practice |
| **L2** | Demonstrate ability to apply understanding of CEIAG policy to the analysis of CEIAG service delivery and professional practice. |
| **L3** | Demonstrate ability to synthesise complex ideas and information across domains. |
| **L4** | Demonstrate ability to communicate complex information and conclusions appropriately in presentational format. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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<br>• the development of critical knowledge and understanding of the key contextual factors (socio-economic and labour market issues) and policy responses relevant to CEIAG service delievery and career development professional practice |
| **Practice: Applied Knowledge and Understanding** | SCQF 11<br>• applying that knowledge to develop understanding of the complex nature of CEIAG service delivery and career development professional practice |
| **Generic Cognitive skills** | SCQF 11<br>• analysing and synthesising complex ideas and information across domains |
| **Communication, ICT and Numeracy Skills** | SCQF 11<br>• communicating complex ideas and analysis appropriately in presentational format using visual tools |
| **Autonomy, Accountability and Working with Others** | SCQF 11<br>• developing a broader contextual understanding of one's own professional role and identity and developing greater |

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| | understanding of the wider systems within which career development work takes place |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours.<br><br>Learning activities include scheduled class sessions integrating taught elements, structured activities and discussion, and asynchronous and independent learning activities supported by resources in the university's Virtual Learning Environment (VLE). |

| **Learning Activities**<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 36 |
| Asynchronous Class Activity | 12 |
| Independent Study | 152 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Hooley, T., Sultana, R.G. & Thomsen, R. (eds.) (2018) Career guidance for social justice: Contesting neoliberalism. London: Routledge.<br><br>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.<br><br>Scottish Government (2016) Scotland's Labour Market Strategy. Scottish government: Edinburgh.<br><br>Thomas R and Gunson R (2017) Scotland skills 2030: The future of work and the skills system in Scotland. IPPR Scotland: Edinburgh. |

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| **(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** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Students are required to attend all scheduled classes, to engage fully with all module learning activities and to submit all required module assessment on time. Consideration will be given to students who have protection under the appropriate equality law. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>Aligned with the overall commitment to equality and diversity, learning resources will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with UWS regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS regulations and policy. |
| **(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**

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| **Divisional Programme Board** | **Social Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br><br>**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** | **SS PGT** |
| **Moderator** | **Leann Kelly** |
| **External Examiner** | **tbc** |
| **Accreditation Details** | **Career Development Institute** |

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| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| **Presentation (Students will critically analyse the impact on service delivery and professional practice of relevant policy responses to a labour market or broader socio-economic issue of their choosing)** |
| **Assessment 2** |
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| **Assessment 3** |
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| (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** |
| Written assessment | ☒ | ☒ | ☒ | ☒ | ☐ | **100** | 48 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 48 |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| New module proposed from session 2026/27; to be validated at ILQR (June 2026) | April 2026 | Marjorie McCrory (PL) |
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