Module Descriptor

Title	Career Development Work Based Learning		
Session	2026/27	**Status**	
Code	CGAD11010	**SCQF Level**	SCQF 11
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education & Social Sciences**		
Module Co-ordinator	**Leann Kelly**		

Summary of Module

In this module students prepare for, and undertake, a structured work-based learning placement in a professional career development organisational context. The work-based learning placement allows students to meet the practice requirements for the Career Development Institute accredited Postgraduate Diploma in Career Guidance and Development award.

Students are supported on placement by a workplace supervisor who will be a qualified Career Development Professional (CDP), with additional support provided during check-in meetings with university staff.

As well as completing a series of practice tasks on placement which will receive feedback from the workplace supervisor, the module includes a summative 'capstone'-type assessment comprising a critical commentary on placement learning.

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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ 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	
L1	Demonstrate critical knowledge and understanding of key aspects of career development service delivery and career development professional roles.
L2	Demonstrate professional competence by completing the professional practice tasks required to achieve the Career Development Institute accredited Postgraduate Diploma in Career Guidance and Development
L3	Synthesise academic and experiential learning to identify and analyse complex issues arising in service delivery and professional practice
L4	Convey complex academic conclusions to an expert audience in written format
L5	Demonstrate understanding of key aspects of collaborative and partnership working

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 • the development of critical awareness of key aspects of career development service delivery and professional roles.
Practice: Applied Knowledge and Understanding	SCQF 11 • applying that awareness to develop one's own professional practice and to develop an understanding of personal continuous professional development (CPD) needs.
Generic Cognitive skills	SCQF 11 • developing aptitude in synthesising academic and experiential learning to develop personal professional competence.
Communication, ICT and Numeracy Skills	SCQF 11 • communicating complex ideas and information effectively and developing awareness of how technology is utilised in career development professional contexts.
Autonomy, Accountability and Working with Others	SCQF 11 • developing one's own confidence and accountability in professional contexts and working effectively with others including in inter-professional and partnership contexts.

Prerequisites	**Module Code**	**Module Title**

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

Learning and Teaching
In line with current learning and teaching principles, a 40-credit module includes 400 learning hours. In this module, 105 of those learning hours are accounted for by the placement. Learning activities include scheduled class sessions integrating taught elements, structured activities and discussion, work-based learning (placement), and asynchronous and independent learning activities supported by resources in the university's Virtual Learning Environment (VLE).

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	105
Asynchronous Class Activity	12
Independent Study	247
Choose an item.	
Choose an item.	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Hooley, T., Percy. C and Alexander, R. (2021) *Exploring Scotland's Career Ecosystem*. Scotland: Skills Development Scotland. Available at: https://www.skillsdevelopmentscotland.co.uk/ media/hhsjnxmg/career-review-exploring-scotlands-career-ecosystem.pdf (Accessed 31/03/25).
(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 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. **For the purposes of this module, academic engagement equates to the following:**

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
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. 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

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	**SS PGT**
Moderator	**Elysha Ramage**
External Examiner	tbc
Accreditation Details	**Career Development Institute**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment: portfolio of practice evidence completed during the work-based learning placement with feedback provided by the workplace supervisor
Assessment 2
Written assessment: critical commentary on placement learning

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**
Written assessment (practice evidence from WBL placement)	☐	☒	☐	☐	☐	0	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written assessment (critical commentary)	☒	☐	☒	☒	☒	100	24

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	24

Change Control

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