University of the West of Scotland

Postgraduate Programme Specification

Session: **2023/24**
Last Modified: 05/05/2022
Status: Published

1	Named Award Title:	MSc Career Guidance & Development
2	Award Title for Each Award: [1]	**MSc Career Guidance & Development** **PG Dip Career Guidance and Development with QCD** **PG Dip Career Guidance & Development** **PG Cert Career Guidance & Development**
3	Date of Validation / Approval:	April 2020
4	Details of Cohorts Applies to:	All new students commencing after September 2020.
5	Awarding Institution/Body:	**University of the West of Scotland**
6	Teaching Institution(s)[2]:	**University of the West of Scotland**
7	Language of Instruction & Examination:	English
8	Award Accredited By:	Career Development Institute
9a	Maximum Period of Registration:	
9b	Duration of Study:	Full Time- 9 months Part Time- 2 years
10	Mode of Study:	Full Time (PG Dip/QCD; Paisley only) Part Time (MSc top-up; PG Dip/QCD; PG Dip; PG Cert-Distance Learning only)
11	Campus:	Paisley Distance/Online Learning
12	School:	**School of Education & Social Sciences**
13	Programme Board:	**Social Sciences**
14	Programme Leader:	**Emma Bolger**

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[1] Include main award and all exit awards e.g. PgD, MSc

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

15. Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:

Applicants to the full-time PG Dip/QCD should normally hold an honours degree or equivalent level of qualification (SCQF Level 10) in any subject. Applicants to the part-time, distance learning PG Dip/QCD, PG Dip and PG Cert should normally hold a minimum of a bachelor's degree or equivalent level of qualification (SCQF Level 9) in any subject area and be able to evidence significant, relevant work experience.

Applicants to the MSc top-up must hold a PG Dip Career Guidance and Development.

Other Required Qualifications/Experience

English language proficiency is a requirement, with candidates expected to achieve IELTs average standard of 6.0.

All applicants to the full-time PG Dip/QCD shall be expected to provide a written reference(s) confirming their suitability for postgraduate-level study and for work with individuals and groups in helping and teaching contexts.

All applicants to the part-time, distance learning PG Dip/QCD shall be expected to provide a written reference(s) confirming their suitability for postgraduate-level study, that they are employed in a guidance or career-related role, that they have access to clients for the purposes of conducting career guidance and development interviews and group work, and have the agreement of a suitably qualified individual (as defined by the professional body, the Career Development Institute) who is willing to act as their workplace supervisor for the duration of their programme of study. Further guidance can be sought by contacting the Programme Leader.

All applicants to the part-time distance learning PG Dip and PG Cert will be expected to provide a written reference(s) confirming their suitability for postgraduate-level study.

Enrolment on the full-time PG Dip/QCD is subject to the student joining the Protection of Vulnerable Groups scheme.

Enrolment on the PG Dip/QCD for all students requires the student to register with the Career Development Institute (CDI) within one month of commencing study. The cost of CDI registration is borne by the student. Further details can be obtained from the Programme Leader.

Please note that applicants to the full-time PG Dip/QCD who receive a conditional or unconditional offer will be invited to attend a programme information session prior to commencement of the programme each session.

Entry to the MSc requires the applicant to hold the Postgraduate Diploma in Career Guidance and Development or an equivalent qualification awarded at the same level from a programme approved by the Career Development Institute.

Applicants who may be interested in completing a PG Cert in Career Guidance and Development by distance learning should contact the Programme Leader for further information. The PG Cert may be suitable for those in guidance or related roles seeking additional professional

development/qualifications in the area of career development theory and practice.

Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Section 6), as well as University regulations on postgraduate study and guidance on RPL. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is also permitted. The amount of credit transferred though RPL (APL and APEL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with distinction cannot be granted for awards where credit is transferred in at level 11.

16	**General Overview**
	Introduction to the programme
	The Postgraduate Diploma in Career Guidance and Development, incorporating the QCD (Qualification in Career Development) has been identified by the Scottish Government and the national skills body, Skills Development Scotland (SDS), as the 'core' qualification for career guidance and development professionals in Scotland. The qualification is portable throughout the UK and internationally and the UWS programme is considered to be a 'flagship programme' by the UK-wide professional body, the Career Development Institute (CDI). It is currently the largest programme of its kind in the UK.
	Qualifications in Career Guidance and Development offered at UWS (PG Cert, PG Dip and PGDip/QCD) allow graduates to join the CDI Register of Career Development Professionals, upon payment of the appropriate fee. Our innovative MSc top-up module allows any applicant holding a PG Dip in Career Guidance/Development from any university in the UK to top-up their qualification to a full Masters. Our Masters top-up module is delivered part-time by distance learning only and is designed primarily for professionals working in the career sector or in related roles who wish to complete a research project in an area of interest.
	Most students join us to become professionally-qualified by undertaking the PG Diploma in Career Guidance and Development with the QCD. The QCD (Qualification in Career Development), accredited by the Career Development Institute (CDI), is completed alongside the PG Dip by all students undertaking the full-time PG Dip which is delivered by blended learning (campus-based sessions take place on the UWS Paisley Campus). Applicants who are able to meet the work-based entry requirements for the QCD may also complete the combined PG Dip/QCD qualification on a part-time, distance learning (fully online) basis. Those who do not meet the work-based requirements for the part-time,

distance learning combined PG Dip/QCD may opt to complete the PG Dip only. The PG Dip is a recognised qualification in its own right. The part-time, distance learning PG Dip/QCD and PGDip are designed for individuals employed in a guidance-related role or setting. Further details of the options for part-time study by distance learning can be obtained from the Programme Leader.

The PG Dip/QCD combination is studied full-time over one academic session (two terms) by blended learning (with campus-based sessions delivered on the UWS Paisley Campus), or part-time by distance learning over two academic sessions, with entry in September only in both cases.
Full-time PG Dip/QCD students are required to attend work-based learning placements and will be required to travel to attend placements. Placements allow students to meet the requirements for the QCD. Students should note that additional expenses may be incurred for travel to and from placements.

All students will be required to have a recording device, which could be a smart phone with audio recording capability. Students will require to have access to a suitable device for online learning and teaching which supports commonly-used educational software and platforms including Microsoft Teams, Skype and Zoom. Further information about these additional requirements will be made available to students during their programme induction.

Full-time students are required to join the Protection of Vulnerable Groups Scheme and must have a PVG Certificate in place before they attend placement or any other external practice setting.

PG Dip/QCD and PG Dip graduates are successful in securing professional roles in Scotland, RUK and internationally, for example with Skills Development Scotland, (which may include working in local authority primary and secondary schools and FE institutions), as well as in HE institutions, local authorities, a wide range of organisations which provide career-related guidance and services, and in third sector organisations and the private sector.

Applicants who may wish to study for a qualification on a part-time, distance learning basis, but who do not wish to complete the PGDip/QCD or PGDip, may opt to study for a Postgraduate Certificate in Career Guidance and Development (PG Cert). Further details are available from the Programme Leader.

17	**Graduate Attributes, Employability & Personal Development Planning**
	This is a vocational programme which is explicitly designed to enable graduates to enter professional-level employment in the career development sector and beyond. Members of the programme team are professionally qualified in career development and place strong emphasis on students' professional development.

In addition to undertaking work-based and work-related learning, PG Dip/QCD students develop a personal e-portfolio which forms the basis of the CDI-accredited award of the Qualification in Career Development (QCD). The e-portfolio (QCD Professional Report) constitutes a record of the student's engagement with the learning experiences provided during their programme of study and incorporates a personal development (CPD) plan. PG Dip/QCD and PG Dip students also have access to career coaching and opportunity-awareness sessions and a range of networking opportunities throughout their programme of study.

Students have regular contact with their university personal tutor, and, in the case of part-time, distance learning PG Dip/QCD students, with their workplace supervisor. These sessions focus explicitly on students' progress and broader development needs. University personal tutors and workplace supervisors are qualified career development professionals. |
| 18 | **Work Based Learning/Placement Details**

Work-based (and work-related) learning is a key feature of the PG Dip/QCD qualification. Full-time PG Dip/QCD students undertake a prescribed number of weeks of full-time work-based learning (placement) as part of their programme of study. Placements enable full-time students to evidence the additional learning outcomes required for successful completion of the QCD. Placements for full-time students are organised by the programme team. Students will be required to travel to attend placements and may incur additional costs.

All full-time and part-time PG Dip/QCD students must complete a prescribed number of days of work-related learning which may consist of attendance at events, completion of online training and development courses etc. Access to opportunities for work-related learning activity is facilitated by the programme team and, in the case of part-time, distance learners, by the workplace supervisor.

All PG Dip/QCD students take part in a range of practice-based activities as part of their work-based learning/placement. Work-based learning/placement is overseen by the student's workplace supervisor and students are required to engage with additional observation of their practice in the workplace/placement setting, with feedback provided by the workplace supervisor in order to meet the requirements for the QCD.

In accordance with University regulations on work-based and placement learning (Regulation 5.4**)** and the University Policy for Placement of Students for Work Experience, the programme team will ensure the appropriateness of placements, that issues of Health and Safety and equal opportunities have been addressed, that students are appropriately prepared for the placement experience and that monitoring takes place during the placement and at its conclusion. |
| 19 | **Attendance and Engagement** |
| | In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, |

<table>
<tr><td></td><td>course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.

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

Full-time students will be expected to attend timetabled synchronous online sessions, timetabled campus-based sessions, and work-based learning placements. Part-time, distance learners will be expected to engage with asynchronous online learning activities. Synchronous online sessions will also form part of the distance learning experience, but do not generally require compulsory attendance. All students will be expected to engage regularly with the university's Learning Experience Platform (Aula) and will be required to use a range of online platforms including Microsoft Teams.

All assessment must be submitted on time and in accordance with the guidance provided by programme staff.</td></tr>
<tr><td>20</td><td>**Equality and Diversity**</td></tr>
<tr><td></td><td>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The programme team actively encourages students to disclose any issues that may impact on their learning. The team is committed to ensuring that students are supported as fully as possible and will always endeavour to give students the best advice they can based on the information shared by students.</td></tr>
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Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding of the legislative, regulatory and ethical underpinnings of professional career guidance and development practice.
A2	Demonstrate critical knowledge and understanding of selected aspects of the career guidance and development landscape (which may include theoretical underpinnings and/or broader policy/practice contexts)
Practice - Applied Knowledge and Understanding	
B1	Apply a sophisticated appreciation of the principles of ethical and reflective practice to practical career guidance and development contexts.
B2	Apply a range of conceptual and theoretical tools in selected areas of the career guidance and development landscape.
Communication, ICT and Numeracy Skills	
C1	Convey persuasively the outcomes of academic inquiry.
C2	Communicate in ways that demonstrate mastery of selected areas of the career guidance and development landscape (such as effective client interaction and/ or harnessing complex evidence).
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate and synthesise new ideas and experiences.
D2	Deploy skills of critical analysis and evaluative judgment in selected areas of the career guidance and development landscape.
Autonomy, Accountability and Working with Others	
E1	Demonstrate commitment to reflective practice in selected areas of the career guidance and development landscape (such as academic planning and/or group working).

A. Learning Outcomes – Postgraduate Certificate (PgCert) Core Modules

Core Module:

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes
11	CGAD11001	Ethical & Inclusive Practice (CGD)	20	✓			

Optional Modules:

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	CGAD11002	Professional Practice (CGD)	20	✓			
11	CGAD11003	Advanced Practice (CGD)	20		✓		
11	CGAD11005	The Contemporary Labour Market (CGD)	20		✓		
11	CGAD11006	Career Related Policy	20	✓			
11	CGAD11007	Career Development Theory	20		✓		

Criteria for Progression and Award

There is no progression within stages at SCQF Level 11 and no Distinction is awarded at PgCert level (Regulation 3.25). In line with the UWS Regulatory Framework, for the award of Postgraduate Certificate (PgCert) Career Guidance & Development, at least 60 credits must be achieved of which a minimum of 40 are at SCQF Level 11 and none less than SCQF Level 10.

Those students who successfully complete the core and two optional modules shall be eligible for the Postgraduate Certificate in Career Guidance & Development.

B. Level 11 – Postgraduate Diploma (PgDip)
Learning Outcomes

Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding of the legislative, regulatory and ethical underpinnings of professional career guidance and development practice.
A2	Demonstrate critical knowledge and understanding of the principal theories and concepts underpinning contemporary guidance practice.
A3	Demonstrate critical knowledge and understanding of the principal theories and models of career development.
A4	Demonstrate critical knowledge and understanding of contemporary issues in career-related policy.
A5	Demonstrate critical knowledge and understanding of labour market issues pertinent to career guidance and development.

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	Practice - Applied Knowledge and Understanding
B1	Apply principles of ethical and reflective practice in practical career guidance and development settings.
B2	Apply person-centred and contemporary approaches to practice in practical career guidance and development settings.
B3	Apply understanding of career development theory to professional contexts.
B4	Apply sophisticated conceptual tools to explain the relationship between career-related policy and career guidance and development practice.
B5	Apply labour market intelligence to practical career guidance and development contexts.
	Communication, ICT and Numeracy Skills
C1	Convey persuasively the outcomes of academic inquiry.
C2	Demonstrate capacity to work with, and facilitate engagement with, career-related information drawn from a range of media.
C3	Convey complex academic conclusions to an expert audience in appropriate written forms.
C4	Utilise appropriate delivery formats to brief peers and experts persuasively and with clarity on complex labour market issues.
C5	Communicate with peers and/ or clients in ways that demonstrate appropriate professional practice (including openness, honesty, impartiality and recognition of individual characteristics).
	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Evaluate and synthesise new ideas and experiences.
D2	Critically evaluate competing theories, approaches and techniques relating to career guidance and development practice.
D3	Critically evaluate competing theories and models of career decision-making.
D4	Critically evaluate and analyse comparative approaches to career-related guidance and/or career-related learning.
D5	Make discerning judgments about the provenance and value of career-related information (including labour-market information).
	Autonomy, Accountability and Working With Others
E1	Demonstrate reflective insight into aspects of inter-professional working.
E2	Practice in supervised and peer contexts in ways that recognise appropriately delineated professional boundaries.
E3	Demonstrate effective autonomous academic practice by engaging in independent inquiry.

E4	Demonstrate the capacity to work professionally with external stakeholders in a research context.
E5	Demonstrate capacity to autonomously plan and deliver context-appropriate career-related interventions

Core Modules:

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	CGAD11001	Ethical & Inclusive Practice (CGD)	20	✓			
11	CGAD11002	Professional Practice (CGD)	20	✓			
11	CGAD11003	Advanced Practice (CGD)	20		✓		
11	CGAD11005	The Contemporary Labour Market (CGD)	20		✓		
11	CGAD11006	Career Related Policy	20	✓			
11	CGAD11007	Career Development Theory	20		✓		

* Indicates that module descriptor is not published.
Footnotes

Criteria for Progression and Award
There is no progression within stages at SCQF Level 11. In line with the UWS Regulatory Framework, for the award of Postgraduate Diploma (PgDip) Career Guidance & Development, at least 120 credit points must be achieved (including all core modules) of which a minimum of 90 are at SCQF Level 11 and none less than SCQF Level 10.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Successful completion of all core modules will result in the award of the Postgraduate Diploma in Career Guidance & Development and will allow entry to the MSc.

C. SCQF LEVEL 11 - MASTERS
Learning Outcomes

Knowledge and Understanding	
A1	Demonstrate extensive and detailed critical knowledge and understanding of an aspect of career guidance, career development or career-related learning.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate the ability to apply a critical understanding of research methodology to research design.

		Communication, ICT and Numeracy Skills		
C1		Communicate research ideas and findings appropriately to a range of audiences (which may include peers and/or experts).		
		Generic Cognitive Skills - Problem Solving, Analysis, Evaluation		
D1		Critically review, consolidate and extend knowledge, understanding and/or practice in an aspect of career guidance, career development or career-related learning.		
		Autonomy, Accountability and Working With Others		
E1		Demonstrate the ability to work constructively in the context of an academic research supervision relationship.		

Core Module:

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	CGAD11008	Masters Dissertation (CGD)	60	✓	✓	✓	

* Indicates that module descriptor is not published.
Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.
Footnotes

Criteria for Award

In line with the UWS Regulatory Framework, for the award of Masters in Career Guidance & Development at least 180 credit points must be achieved of which a minimum of 150 are at SCQF Level 11 and none less than SCQF Level 10.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Students who successfully complete the core Masters Dissertation module may exit with an MSc in Career Guidance & Development.

23	**Regulations of Assessment**

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

24	Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying at Level 11, they will *normally* be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Change/Version Control

Changes made to the programme since it was last published:

1. **Update session from 2022/23 to 2023/24**

Version Number: PG 1 (2023-24)