MODULE TITLE	Career Management and Professional Development
MODULE LEVEL	6
MODULE CREDIT POINTS	20
SI MODULE CODE (if known)	44-6898-00S
MODULE JACS CODE	
SUBJECT GROUP	

MODULE DELIVERY PATTERN (✔ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1	✔	Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			

MODULE ASSESSMENT PATTERN (✔ as applicable - also complete Table A, Section 5, below)

Single Module Mark with Overall Module Pass Mark of 40%	✔
Single Module Mark - Pass/Fail only	
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	
Up to Three Assessment Tasks - Pass/Fail only	
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. *"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)*	
Overall Module Pass Mark **if other than 40%** (subject to approval)	**%**

MODULE INFORMATION (✔ as applicable - also complete Table A, Section 5

Is a timetabled examination required for the assessment of this module?	**no**
Is a timetabled examination required for the reassessment of this module?	**no**
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)	no
Are any staff who are responsible for teaching on this module non-SHU employees?	**no**

MODULE STATUS (✔ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years	
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc	
New: new module to be approved through current validation process	✔
If status is 'Modified', please give date when modified version is to be available from	n/a

Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
	10		**190**	**200**

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

The placement module aims to give students the opportunity to critically reflect on the knowledge and skills they have developed during their placement year in the context of their chosen course of study and on their likely development needs during the final year of study of the course and in preparation for graduate employment.

2   BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

Critically evaluate the challenges, successes and failures you experienced during your placement year from a learning perspective.

Reflect on the experiences you have gained during placement and how they have developed or enhanced your knowledge, achievements, skills and aptitudes, using concepts and frameworks related to employability.

Use information gained through reflective practice and from elsewhere to inform your future career planning to improve your career potential, drawing upon concepts and frameworks in career management theory.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

Sharing and review of placement experience- lessons learned.

Planning to build on the placement experience in the final year.

Reflection on current knowledge, achievements, skills, abilities and aptitudes in relation to graduate employability.

Action planning to improve employment potential.

Career planning in the context of chosen degree.

4   THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The module will be process rather than content driven and very student centred. It will consist of a placement de-briefing workshop held in September followed by 3 x 2 hr learning set sessions led by a placement module tutor drawn from the relevant subject group.

Students will work in learning sets to share and critically evaluate their experiences of placement, and to draw out the learning associated with being on placement.

Again in their learning sets, students will engage in action planning in relation to their intended future employment aspirations, this will include reviewing their personal development needs as well as focusing on their academic development.

5   THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The assessment package consists of two assignments weighted 60% 40%

The first is a 3,000 word assignment reflecting the student's experiences of placement and the learning derived from placement. The assessment concludes with an action

plan to address weaknesses identified (these may be academic or personal). A first draft of this assignment produced during the year out on placement against a very clear assessment briefing document. Students will receive formative feedback on their first draft at placement experience induction session in September i.e. at the start of their final year and will submit a final draft in November.

The second assessment is an exercise which focuses on helping the students to reflect on the skills they have to offer graduate employers and making good gaps e.g. identifying personal strengths and weaknesses in relation to possible graduate employment opportunities, identifying a job specification for a possible graduate opportunity of interest, producing an updated CV, covering letter and application for the selected opportunity.

Each assessment addresses all of the learning outcomes for the module. The first in the context of reflecting back on the placement experience, the second in the context of looking forward towards future employment opportunities.

To achieve a pass for the module students must evidence that they:-

Have a realistic insight into the skills knowledge, achievements, abilities, and aptitudes that they have in relation to their employability and can evidence this through a written reflection of their placement experience to include a plan of action to address any weaknesses identified and the production of an updated CV /realistic job application.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Placement report	60	3,000 words	no	
Springboard into work exercise	40	2,000 words	no	

** Complete this column **only if an individual task(s) has a pass mark over 40%** (NB: individual task pass marks over 40% will require approval as an exemption from Standard Assessment Regulations)*

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Assignment 1

The Placement module tutors will provide written formative feedback on draft placement reports at the placement experience induction session which takes place in September. Written summative feedback will be provided within four weeks of final submission of the report in November.

Learning sets members will also provide a strong mechanism for peer support and peer review throughout.

Assignment 2

Verbal formative feedback from placement module tutor and learning set members throughout. Written summative feedback will be provided within four weeks of final submission of the report in November.

7   *THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE*

Appraisal reports received on placement.
Learning log complied on placement.
Placement experiences and learning shared in learning sets.
Placement module tutor with relevant industry sector knowledge /experience.
Input from recent alumni.
Resources on Alumni Website (University and School).
Employability related E learning resources available via Careers Central.
Use of University Carers Guidance Resources.