

MODULE DESCRIPTOR

TITLE	Career Management and Professional Development
SI MODULE CODE	44-6898-00S/L
CREDITS	20
LEVEL	6
JACS CODE	N800
SUBJECT GROUP	Events
DEPARTMENT	Service Sector Management
MODULE LEADER	Jane Tattersall

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

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.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student 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.

INDICATIVE CONTENT

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.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

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 hour 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.

ASSESSMENT TASK INFORMATION

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.

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Placement Report	CW	60	3000	N
2	Springboard into work exercise	CW	40	2000	N

FEEDBACK

Students will receive feedback on their performance in the following ways

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.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Appraisal reports received on placement.

Learning log compiled 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.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	Sept 2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	Sept 2013	April 2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	