



University of the
West of England

MODULE SPECIFICATION

Code: UMOD3N-20-3 **Title:** Advanced Professional Practice **Version:** 1
Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Project

Owning Faculty: FBL **Field:** Organisation Studies

Faculty Committee approval: QMAC **Date:**

Valid from: 01 September 2011 **Discontinued from:**

Contributes towards: BA (Hons) Business Management Practice

Pre-requisites: none

Co-requisites: none

Excluded combinations: none

Aim of module:

The module will focus on learners' career development and workplace engagement and is designed to deliver the academic and professional skill set required for effectiveness in current and future roles and as life-long learners.

This will be achieved through:

- an awareness and assessment of the skills set required for effectiveness within current employing organisation and the relevant employment sector
- the development of an awareness of self and personal development needs,
- an understanding of the career planning process, and the ability to proactively manage career plans

Learning outcomes:

On successful completion of this module students will be able to:

- produce an analysis of current and required personal and professional skills relevant for own work role and employment sector (A1)
- negotiate, plan and implement a personal and professional development plan relevant to their academic learning and continuing professional development (A1 & A2)
- demonstrate skills and knowledge required for development within a professional and academic environment (A2)
- reflect on, and critically analyse, their progress in the management of their ongoing personal development (A2)

Syllabus outline:

A range of core learning opportunities will be presented to students, however the exact content will be flexible and largely determined by students' needs and organisational context.

- Self awareness and managing self
- Personal development and action planning
- Employability and career planning
- Reflective practice - sense making and critical reflection

- Theoretical underpinning relevant to the required professional skills set
- Self-leadership
- Developing others through coaching & mentoring

Teaching and learning methods:

An essential part of the module is students' own work experience and to satisfactorily complete the module students should normally be in part time employment or a volunteer role for a minimum of 6 hours a week for the duration of the module.

Teaching and learning approaches will be student centred and based around workshops that will provide direction in the development and implementation of personal development and career plans.

Students will be required to work independently and to take responsibility for their learning and progress, but also interdependently through being prepared to contribute to the learning of others. Students' learning activities and progress will be facilitated and coached by workshop tutors, whose role is to encourage the independence of students whilst still offering the appropriate level of support. Some sessions will be dedicated to one-to-one progress reviews with students.

Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard.

Extensive use will be made of Blackboard to support students' learning, to facilitate interactions between students and as a repository for students' own work thereby promoting a sense of learning community. In addition a number of employability e-learning resources will be used:

- UWE Careers <http://www.uwe.ac.uk/careers/students/index.shtml>
- The UWE MyFuture online teaching and learning resource <http://myfuture.uwe.ac.uk>
- HE Academy Employability pages
<http://www.heacademy.ac.uk/ourwork/teachingandlearning/employability>
- STARS <http://www.starsprocess.ac.uk/page/index.php>
- The E-evolve repository <http://employability.org.uk/>

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate sources of information that are relevant to the specific context of their organisation and the associated enquiry.

Essential reading:

The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any set text without the guidance of the module tutor. Examples of the essential reading for this module may include:

- Routledge, C. & Carmichael, J. (2007) *Personal Development and Management Skills*. CIPD.

Further reading:

- Baruch, Y. (2004) *Managing Careers: Theory & Practice* Pearson Education.
- Caplan, J. (2003) *Coaching for the Future: How smart companies use coaching & mentoring*. CIPD.

- Kumar, A. (2007) *Personal, Academic and Career Development in Higher Education: SOARing to Success*. Routledge
- Whetten, D.A. & Cameron, K.S.(2006) *Developing Management Skills*. Prentice Hall
- Winstanley, D. (2006) *Personal Effectiveness – A Guide to Action*. CIPD.

Assessment strategy:

The assessment methods are chosen to assess the full range of students' skills and knowledge. Formative assessment and feedback opportunities are built into module delivery.

Formative assessment will take the form of assessment of a Personal Development Plan in which students, in conjunction with their work organisation, agree personal development goals for the year ahead and future career development.

The portfolio coursework is the student's record of development activities undertaken throughout the year and of their academic and personal achievements. Students are also required to write a reflective commentary and critical analysis of the personal development process.

Weighting between components A and B (standard modules only) n/a

ATTEMPT 1

First Assessment Opportunity:

Component A	Element weighting
Description of each element	
Element 1: Personal Development Plan	20%
Element 2: Portfolio (final assessment)	80%

Second Assessment Opportunity (further attendance at taught classes is not required):

Component A	Element weighting
Description of each element	
Resubmission of Portfolio in line with tutor comments	100%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required

Specification confirmed by Date
(Associate Dean/Programme Director)