



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Creating a Professional Profile				
Module Code	UMKDKA-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Marketing		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Marketing Communication Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Co- requisites	None	
First CAP Approval Date	1 June 2016		Module Entry requirements	September 2017	
Revision CAP Approval Date			Valid from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> 1. Understand the value of the creation of a professional profile when seeking professional or graduate roles 2. Be capable of analysing the graduate market to identify appropriate sectors/organisations/individuals to target when formulating a graduate employment job-search strategy 3. Have a knowledge of the most common platforms and channels for graduate recruitment and be able to produce appropriate artefacts to present themselves effectively 4. Be capable of identifying the most appropriate networking opportunities and/or organising their own. 5. Demonstrate a level of reflexivity around their own capabilities, achievements, strengths and weaknesses and formulate a strategy to address them 6. Appreciate the value of life-long learning strategies and create a plan for the short, medium and long term.
Syllabus Outline	<ul style="list-style-type: none"> • What it means to be a 'professional' • Graduate roles • Analysing the 'graduate' job market

	<ul style="list-style-type: none"> • Identifying suitable roles • Formulating a coherent job-search strategy • The value of a professional profile • CVs, LinkedIn pages and other job hunting tools • Networks and networking skills • Interviews and selection panels • Self-appraisal and using feedback • Life- long learning strategies
Contact Hours	<ul style="list-style-type: none"> • In line with the tenets of 'flipped' classroom delivery, initial briefings, threshold concepts and supporting material will be accessed online. • Face to face contact time will total 36 hours and comprise of an average of 3 hours per week across a 12 week period. Where ever possible, the majority of contact will take the form of workshops and small group teaching. • In addition to face to face contact, ongoing contact will be maintained with students through 'office hours' discussion boards on the University's virtual learning environment (VLEs) and other technology-aided means. <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • In line with tenets of the 'flipped classroom' students will be expected to engage with independent learning both before and after attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE to prepare in advance of scheduled sessions as well as materials to consolidate learning in a post session environment. • Scheduled learning will take place largely in an interactive environment where students will be encouraged to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice using a range of online and offline resources. • Using a task-focussed, problem-based approach, the delivery of the syllabus will be based around the development of extended projects or case studies on topics of interest or relevance to organisations within the sector. Within the context of a wider projects students might engage in a range of activities which include (but is not limited to) the production of shorter case study examples, group research activities and presentations. • Contact time on this module will average 3hrs/ a week over a 12 week period. • Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects. • In between scheduled sessions, students will be expected to work independently and in groups that will support their work toward their final assessment. This will account of the remainder of the hours allocated to this module. <p>Scheduled learning includes interactive learning sessions, seminars, project supervision, external visits; lectures; work based learning.</p> <p>Independent learning includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.. These sessions constitute an average time per level as indicated in the table below.</p>

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam:
Coursework: Portfolio
Practical Exam: Oral presentation

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	80%
Practical exam assessment percentage	20%
	100%

Reading Strategy

Students will be encouraged to engage with a wide range of academic and practitioner literature. They will be encouraged to make full use of the print and electronic resources available to them through membership of the University which include (but are not limited to) a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

In line with the 'flipped' philosophy, students will be directed to specific resources and expected to undertake essential reading prior to each session.

Essential reading

There is no single text associated with this module. Instead students will be encouraged to reflexively appraise their own information needs and will be supported by a range of online resources on the VLE. They will also be guided to a range of resources available through the Library and through Careers Consultants. Examples of suitable texts/resources can be seen in the Indicative Reading List.

Further reading – Students will also be actively encouraged to seek out and engage with additional reading and resources to supplement their knowledge. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge

Indicative Reading List	<p><u>Books</u></p> <p>Leigh, J. & Leigh, J. 2013, <i>Successful CVs and job applications</i>, 2nd edition. edn, Oxford University Press, Oxford.</p> <p>Corfield, R. 2009, <i>Successful Interview Skills: How to prepare, answer tough questions and get your ideal job</i>, 5th edn, Kogan Page, London.</p> <p>Al-Jajjoka, S. 2013, <i>How to Pass Professional Level Psychometric Tests: Challenging practice questions for graduate and professional recruitment</i>, 3rd edn, Kogan Page, London.</p> <p>Academic and Practitioner Journals</p> <p>Academy of Marketing</p> <p>European Journal of Advertising</p> <p>European Journal of Marketing</p> <p>International Journal of Advertising</p> <p>Journal of Marketing Communications</p> <p>Journal of Advertising Research</p> <p>Journal of Interactive Advertising</p> <p>Journal of Communications Management</p> <p>Journal of Marketing</p> <p>Journal of Consumer Behaviour</p> <p>Management</p> <p>Marketing and Management</p> <p>Marketing Management</p> <p>Science Review</p> <p>Harvard Business Review</p> <p>The Economist</p> <p>Marketing</p> <p>Campaign</p> <p><u>Other</u></p> <p>Any/all broadsheet newspapers</p>
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Part 3: Assessment	
Assessment Strategy	<p>Students are required, over the course of the module, to compile a portfolio of evidence that not only showcases students' credentials as potential graduate employees but also demonstrates their ability to formulate and effective graduate job search strategy. Within scheduled sessions, students will have the opportunity to practice and improve their employability skill set. They will also have the opportunity to demonstrate key employability skills but evidence of proficiency can also be drawn from any of the modules studied and also from a range of extracurricular activities. In addition to the portfolio, students will be required to record an outline of their key skills in the form of a 'personal pitch'.</p> <p>Students will be encouraged to identify their personal areas of development and to set their own goals. They will then use formative assessment within this module and from modules across the programme as a tool to track their progress and reflect upon what actions have yet to be taken.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	N/S
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Graduate Job Search Strategy and Employability Portfolio	80%	
2. Personal pitch presentation	20%	
Component B Description of each element	Element weighting (as % of component)	
1. N/S	N/S	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Graduate Job Search Strategy and Employability Portfolio	80%	
2. Personal pitch presentation	20%	
Component B Description of each element	Element weighting (as % of component)	
1. N/S	N/S	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		