



### MODULE SPECIFICATION

#### Part 1: Information

<b>Module Title</b>	Professional Futures		
<b>Module Code</b>	UTTNBV-15-3	<b>Level</b>	3
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5
<b>Faculty</b>	Arts, Creative Industries and Education	<b>Field</b>	Primary Early Childhood and Education Studies
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Digital Learning) BA (Hons) Education (Special Needs)		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	N/A		
<b>Excluded Combinations</b>	N/A		
<b>Co- requisites</b>	N/A		
<b>Module Entry requirements</b>	N/A		

#### Part 2: Description

In this module students will be relating their knowledge and engagement of professional skills to their own professional development and futures. This will include

- Engaging with a range of resources to support the development of professional skills and career development.
- Engaging with case studies, industry related simulations and data to explore professional landscapes and application of appropriate skills.

The module will also involve learning to give and receive professional feedback whilst working with peers.

There will be particular focus on skills development and providing students with the critical opportunity to develop ways of working which will support students in their future careers.

#### Part 3: Assessment

In this module, which is very explicitly focused on students' own professional futures, the professional conversation will focus on the process of interviewing for employment or further study. This will involve significant preparation in advance.

The portfolio will focus on relevant information, research evidence and resources relating to future roles. It will also include a significant professional reflection on the features and demands of that career path and the student's strengths, skills, dispositions, values and development needs for this route.

Identify final timetabled piece of assessment (component and element)		A																											
% weighting between components A and B (Standard modules only)		A: 25%	B: 75%																										
<b>First Sit</b>																													
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																											
1. Professional Conversation		100%																											
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																											
1. Portfolio		100%																											
<b>Resit (further attendance at taught classes is not required)</b>																													
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																											
1. Professional Conversation		100%																											
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																											
1. Portfolio.		100%																											
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																													
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Identify a range of professional outcomes suitable to their career trajectory and pathways to this. (B)</li> <li>Evaluate their professional skills, and identify strengths and areas for development with reference to pathway choices. (A &amp; B)</li> <li>Synthesise and articulate understandings and experiences with relevance to potential professional pathways. (A &amp; B)</li> <li>Critically reflect on dispositions, attributes, aspirations and underpinning values in potential future professional roles. (B)</li> </ul>																												
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>				<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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<b>Contact Hours</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																												

<b>Total Assessment</b>	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			75%
	Practical exam assessment percentage			25%
				100%
<b>Reading List</b>	<p>Neugebauer, J (2016) <i>Employability : making the most of your career development</i> Sage</p> <p>Trought, F. (2017) <i>Brilliant employability skills: how to stand out from the crowd in the graduate job market</i> Pearson</p>			

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<b>First Approval Date (and panel type)</b>	<i>27<sup>th</sup> March 2019</i>			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	<i>1</i>	<a href="#"><i>Link to Workspace</i></a>