



Module Specification

Careers and Enterprise in Context

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Part 1: Information

Module title: Careers and Enterprise in Context

Module code: UTLGXB-30-M

Level: Level 7

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Secondary Education and Lifelong Learning

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module completes the Postgraduate Diploma in Career Development and meets the professional standards required for the CDI-awarded Qualification in Career Development. It will enable participants to consolidate their professional identity and develop a forward-thinking approach to their ongoing development.

Features: Not applicable

Educational aims: This module aims to consolidate participants' development as reflective, context-aware and forward-thinking practitioners.

By developing a strong professional identity, participants will be able to understand their own role in promoting the value and purpose of career development.

Participants will critically reflect on how the contexts for career and enterprise development within a changing UK and international landscape informs and develops their practice.

Outline syllabus: Participants are expected to work through a set of study units, each covering a different topic area, such as:

Social and economic benefits of career development

Role of career development in social mobility

Impact of government policy and equality legislation on service delivery

The ethical professional

Equality, diversity and inclusion in practice

Working with vulnerable clients

Unconscious bias

Approaches to continuing professional development

Evidence-based practice

Managing your own career in an uncertain world of work

Part 3: Teaching and learning methods

Teaching and learning methods: The module will be delivered online using appropriate learning platforms. Each of the study units will be a structured learning journey and will comprise a set of online teaching materials, such as recorded lectures, videos, webinars and articles, that allow participants to understand, apply and reinforce their learning of the concepts covered.

Using the readings and self-directed activities to build a strong theoretical background, participants will be encouraged to consider how theory informs practice. Participants will also be encouraged, via a series of activities, to share their professional experiences of career development for mutual benefit and learning.

Participants will also develop skills in self-directed learning which will facilitate their studies.

Module Learning outcomes:

MO1 Critically reflect on the scope of different careers and enterprise models, and their applications within a changing UK and international landscape

MO2 Critically interpret and explain the development of contemporary enterprise and career-related policy and its impact on service delivery and practice.

MO3 Critically appraise their personal values and beliefs, ethical and legal issues and their application to career development practice.

MO4 Develop the skills necessary to critically reflect on their professional practice and identify opportunities for continuous professional development.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

Part 4: Assessment

Assessment strategy: The assessment is designed to test the module learning outcomes and has been developed to encourage participants to reflect deeply and critically on their experience and their learning and to make connections between

theory, ideas and concepts, and their application in practice. The two different types of assessment have been chosen to support the development of professional presentation skills, writing skills and reflective practice, applicable to different career development contexts and online delivery and assessment. The module assessment will comprise two components:

Component A: a 10 min presentation to peers, plus 10 min Q&A/feedback, accompanied by a 1000-word critical reflection on the feedback received from peers. For the presentation, participants will critically reflect on one career guidance interview and one career-related learning groupwork from perspectives which demonstrate a critical understanding of the impact of policy, ethics and legal issues on service delivery and practice. This assessment will allow participants to demonstrate their commitment to continuing professional development, based on self-assessment and feedback from peers.

Component B: a 2000-word guided critical reflection on their 20-day placement or employment context. This assessment will allow participants to demonstrate a robust critical understanding of the scope of different careers and enterprise models, and their applications within a changing UK and international landscape, within the context of contemporary enterprise and career-related policy and its impact on service delivery and practice.

Or, for participants who are not in suitable employment or who are unable to complete a 20-day work experience placement, there is an alternative assessment opportunity for this component:

A 2000-word critical appraisal of a careers and/or enterprise service. The critical appraisal of a careers and/or enterprise service will form part of a 'Service Policy and Practice Portfolio' of evidence to demonstrate critical engagement with a service provider. This assessment will allow participants to critically engage with a service provider and demonstrate critical understanding of the scope of the service within the context of contemporary enterprise and career-related policy and its impact on service delivery and practice.

Participants will be required to critically evaluate their chosen service; critically engage with the service to identify a specific challenge facing the service and agree with the service that they may devise and propose an innovative solution which draws on their skills and knowledge as a career development professional, and critically self-reflect on how they might be able to contribute to the wider work of their chosen service.

The experiential learning process for this assessment and application of knowledge to real-world practice broadly equates to the experience of a 20-day placement. The assessment aims to reflect the depth of research that is required when applying for professional career development roles and to provide participants with tangible evidence to support future job applications.

Assessment components:

Presentation - Component A (First Sit)

Description: A 10-minute presentation to peers, plus a 10-minute Q&A/feedback, accompanied by a 1000-word critical reflection on the feedback received from peers.

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Reflective Piece - Component B (First Sit)

Description: A 2000-word guided critical reflection on a 20-day placement or employment context

Or:

A 2000-word critical appraisal of a careers and/or enterprise service

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2

Presentation - Component A (Resit)

Description: A 10-minute presentation to peers, plus a 10-minute Q&A/feedback, accompanied by a 1000-word critical reflection on the feedback received from peers.

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Reflective Piece - Component B (Resit)

Description: A 2000-word guided critical reflection on a 20-day placement or employment context

Or:

A 2000-word critical appraisal of a careers and/or enterprise service

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study: