La

University of the
West of England

UWE

BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Futures					
Module Code	UJUUJ8-15-3		Level	3	Version	1
Owning Faculty	FBL		Field	Law Undergraduate		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law; LLB (Hons) European and International Law; LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; LLB (Hons) Law with Business Studies; BA (Hons) Business Studies and Law; LLB (Hons) Law with Psychology; Law Joint Awards					
UWE Credit Rating	15	ECTS Credit Rating	7.5		Module Type	Project
Pre-requisites			Co- requisites			
Excluded Combinations	UJUUK6-30-3 Law of the European Union		Module Entry requirements			
Valid From	September 2012		Valid to			

CAP Approval Date	1/5/12

Part 2: Learning and Teaching	
Learning Outcomes	This project module is designed to further enhance students' personal employability by providing an opportunity to develop important workplace skills through engaging with what it is to be an ethical professional. Students will work in teams to produce learning resources connected to personal and professional development and by doing so will improve their understanding of a number of key graduate skills including team work, delegation, leadership, communication, conflict management and organization. Students will be encouraged to reflect upon and critically evaluate to a sophisticated level, their experiences and preparedness for the graduate labour market through a report writing exercise. On successful completion of this module students will be able to demonstrate: • *Knowledge and understanding of ethics and its role in professional practice (A1);* • *Knowledge and understanding of the significance of ethics in individual and collective decision-making (A1 and A2);* • *Knowledge and understanding of how to effectively utilise, adapt and engage with the iterative CV developed throughout their studies;* • *Knowledge and understanding of team working and organisational skills (Elements A1 and A2) , including:* o The ability to work as a successful team, in particular through

	supporting and developing one's peers (A2);
	- The further development of effective interpersonal skills through working as a team to plan, manage and produce materials suitable for use as learning resources (Element A) - The ability to establish collective and shared objectives and priorities for group working tasks (Elements A1 and A2); - The ability to delegate tasks appropriately amongst the group (Element A2); - The ability to manage time effectively, both in preparing for tasks and in presenting information (Elements A2); • *Written communication, analytical and critical reasoning skills appropriate to a Level 3 undergraduate (Elements A1 and A2), including:* - The development of a precise, closely-reasoned analysis and response to an allocated group project (Element A1); - The development of an organised and logical structure for the project (Element A1); - The ability to identify, collate, summarise and synthesise and evaluate relevant information and arguments (Element A1); - The ability to demonstrate understanding through the development of illustrative examples and scenarios (applied understanding) (Element A1); - The ability to utilise effectively a wide range of research resources and tools, both physical and electronic (Elements A1 and A2). - The ability to respond effectively to questions about their project (Element A1). • *Advanced skills of critical reflective practice (Element A2) through a range of different activities, including:* - Submission of a reflective e-portfolio (Element A2); - The ability to recognise and critically evaluate personal skills, achievements and deficiencies in readiness for entering the graduate labour market (Element A2); - The ability to recognise, critically reflect upon and adapt personal practice in respect of a variety of approaches to a given task (A2); - The ability to establish appropriate individual goals and objectives (Element A2); - The ability to substantiate such reflections with appropriate evidence (Element A2). In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: negotiation, conflict management, resourcefulness, creativity, flexibility and adaptability and deeper (rather than surface) approaches to the learning process.
Syllabus Outline	This Level 3 module will build upon the skills and knowledge students acquire in Professional Skills at Level 1 and Professional Development at Level 2 to help them enhance their graduateness, employability and awareness of the demands and realities of a competitive graduate professional job market. Students will work in groups to produce an assessed project related to professional ethics. They will be expected to develop innovative projects with a view to contributing to an Online Learning Resource Repository. In addition to the students' group activities, each student's individual academic and professional development will be monitored and supported through a series of PAT meetings which focus their preparation for their preferred futures after graduating. The students' experiences at both the individual and group levels will be captured and reflected upon in an e-portfolio to be submitted as the final part of the module's assessment strategy. Below is an indicative list of issues to be addressed on this course:

- Professional Ethics in the Workplace

  Students will be allocated a project topic relating to an aspect of being an ethical professional in the context of a variety of work places where an individual might expect to be governed by an ethical code of conduct. . Topics may include, for example, ethics and human resources; the ethical fiduciary; ethical client handling; human rights and ethics; ethics and competition, or; the ethical citizen.

  Students will work as a group to produce two outcomes:

  - A poster summarising their work to be presented at a year event; and

  - An electronic file containing their full learning resource. This might take a number of different formats, including web text, video or multimedia. The aim of this task is not to produce an essay, but to produce an interactive and engaging resource from which others can think and learn about ethics in the professional workplace.

- Communication and Dissemination Skills

  Professional Futures will continue to enhance students' proficiency in communication skills. The ethics project will require that students consider their audience, the appropriateness and coherence of materials for that audience and what methods will be most effective in engaging that audience.

- Research Skills

  Students will also develop their practical research skills. Building upon the skills acquired in Professional Development and in their other substantive law subjects, students will be expected to apply advanced research techniques in order to contribute to the production of their groups' learning resource. Students will be encouraged to identify practice or discipline based materials which aid their understanding of how ethics impacts on professional work, as opposed to purely theoretical sources.

- Project Management and Team Working

  Students will work in groups to produce sophisticated and detailed learning resources. Building upon the skills acquired in Professional Development at Level 2, students will have the opportunity to further develop the attributes of successful teamwork and project management including the establishment of realistic priorities and deadlines, and the ability to apply conflict management techniques when appropriate.

  The requirement that students produce materials that could contribute to a lasting resource for current and future students will present them with a significant challenge.

  It is envisaged that the best and most novel projects will be publicly recognised by the University at an annual graduate show. The element of competition involved will help students reflect upon team work, camaraderie, their responses to pressurised situations and resiliency.

- Personal academic tutor (PAT) meetings.

  Professional Futures will continue the system of PAT support begun in Professional Skills and Professional Development. Students will continue to meet with a PAT throughout the academic year. The content of these meetings will vary according to each individual student's needs. However, it is anticipated that these meetings will allow the student and PAT to engage in discussion of a range of issues, including, for example:

  - *Goal setting/Action Plan – working with the PAT, students will be encouraged to develop a clear and achievable set of goals for their final year. PATs will encourage students to formulate more specific and realistic goals within the context of a more detailed knowledge of their preferred career pathway. Students' progress towards these*

	goals will be evidenced in the e-portfolio (see further, below).
	
	   o *Academic skills audit – each student will discuss and review their Skills Action Plan (developed in Professional Skills at Level 1 and Professional Development at Level 2) and their assessment feedback throughout their studies with their PAT, with the aim of facilitating success in their final year.*
	
	   o *Interpersonal skills audit – the ability of students to work effectively in a professional context will be addressed by discussing students' broader interpersonal and communication skills. Where gaps are identified, students will be encouraged to develop a plan to respond to these (for example, through attending related Skills Sessions or engaging in other activities, such as mooting, debating, pro bono or volunteering activities).*
	
	   o *Identification of employment and placement opportunities and UWE Careers Resources – by Level 3 students should be fully aware of the services and resources, including the InfoHub, Graduate Futures and UWE Volunteering. Students will be required to demonstrate how their use of central services has supported their progress towards career goals.*
	
	 • Continuing development of the iterative CV from Professional Skills in Level 1 and Professional Development in Level 2
	
	 Students will have already begun developing an iterative CV through Levels 1 and 2. By Level 3, students should have composed a comprehensive CV which PATs can use as a basis to discuss how students can market themselves most effectively when joining the graduate labour market. Particular attention will be paid to the need for students to tailor their CVs to their appropriate audience. This iterative CV will be used as a basis for discussion with PATs and will also form part of the assessed reflective portfolio, as a method of evidencing progress and reflection.
	
	 • Skills sessions
	
	 By Level 3 students should come to view skill sessions as an integral part of their personal and professional development. Students will be expected to attend sessions which will focus on areas useful to their group work, but also on a variety of issues which are connected to their development of personal Topics may include, for example, interviewing techniques, networking, leadership skills, equality and diversity awareness, emotional intelligence, negotiation and mediation skills, 'Meet the Expert' sessions, taster session for vocational and post-graduate course provision, or specific careers guidance.

Contact Hours/Scheduled Hours	• Introductory Lecture (2 hours) • 4 individual student-tutor meetings (30 minutes each) • 3 group workshops (2 hours each) • Tutor drop-in sessions (1 hour each) • Range of Skills Sessions throughout the year (2 hours each) • Range of Level 2 Professional Development Student Presentations (90 minutes each) • Group discussion boards (for example, via Blackboard) • Online monitoring and contact. As a project module, it is anticipated that students will also meet frequently outside of scheduled group workshops. Where it is felt necessary, students may also ask for further staff support. However, the emphasis will remain firmly on facilitating students to act and work independently as a team.

Teaching and Learning Methods	• Building on the skills and techniques developed in Professional Development at Level 2, the main emphasis is on enhanced self-managed, active learning, with the student taking responsibility for initiating, planning and executing the work. This is supported by both timetabled workshops and the production of a critical and a sophisticated reflective evidence-based e-portfolio.

• Students are provided with introductory sessions before embarking upon their group work and further individual and group sessions with the tutor at staged intervals during the academic year to discuss their progress and receive guidance where it is sought.

• Students will also meet individually with tutors to facilitate a discussion leading to the formulation of a set of goals for skills acquisition and development throughout the year in readiness for their chosen career pathway following graduation. |
| Reading Strategy* | Students will be encouraged to develop their independent research skills in order to identify key information and analysis of the issue they have been assigned.

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.

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students will be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. |
| Indicative Reading List | Professional Futures will involve students researching a wide variety of possible subject areas. Furthermore, the emphasis on independent research and learning means that it is it is not necessary to direct students to purchase a particular text.

However the following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on readings will be available via other more frequently updated mechanisms.

Essential Reading:

Carr, H, Carter, S and Horsey, K, (2009) *Skills for Law Students*, Oxford University Press.

Indicative Further Reading:

Students will be directed towards a range of further readings, including:

Bolles, W.N. (2012) *What Color Is Your Parachute? 2012: A Practical Manual for Job-Hunters and Career-Changers: 40th Anniversary Edition,* Ten Speed Press.

Boon, A. and Levin, J (2008) *The Ethics and CXonduct of Lawyers in England and Wales* 2nd edition Hart Publishing

Brink-Budgen, R (2000) *Critical thinking for students: learn the skills of critical assessment and effective argument,* How To Books.

Cottrell, S (2008) *The Study Skills Handbook,* Palgrave Macmillan. |

Cottrell, S (2011) *Critical thinking skills: developing effective analysis and argument,* Palgrave Macmillan.

Cottrell, S (2003) *Skills for Success: The Personal Development Planning Handbook,* Palgrave Macmillan

Dineen, S (2007) *Launchpad to law: a career in law with your degree,* Globe Business.

Done, F and Mulvey, R (2012) *Graduate Career Handbook,* Pearson.

Gibbs, G. (1994) *Learning in teams: A Student Guide and A Student Manual* Oxford Centre for Staff Development

Johnson D.W & Johnson F.P (2003) *Joining Together Group Theory and Group* Skills Allan & Bacon

Kirton, B (2012) *Workplace Skills for Students and Graduates* Pearson

Maughan, C & Webb (2005) J *Lawyering Skills and the Legal Process* 2nd Cambridge University Press

Parker, C and Evans A (2007) Inside lawyers' Ethics Cambridge University Press

Scherer, A. (2012) *Intern* Pearson

Strunk, W; White, E.B (2008) *Elements of style,* Wilder Publications.

Thomson, A (2009) *Critical reasoning: a practical introduction,* Routledge.

Trought, F (2012) *Employability Skills* Pearson

Part 3: Assessment	
Assessment Strategy	• Professional Futures is a project module that is assessed through a single component with two elements: • Element A1 will comprise a group project with two assessable outcomes: a poster event and a learning resource. • ElementA2 will comprise an e-portfolio. (As this document will be reflective and evidence-based, a word limit is not appropriate. Criteria for the portfolio will make it clear the need to produce a focussed document with substantiating evidence.) • **Group Project (Element A1)** Poster (25%) and Learning Resource Materials (75%) • The group project is designed to develop and assess a range of skills and knowledge appropriate to the modern professional. Working in groups encourages students to reflect upon and develop strategies for the effective use of their time and the skills of each group member. Tasking the students to develop a *learning* resource encourages the group to reflect deeply on the nature of effective and engaging methods and forms of communication. The importance of producing an engaging resource will also help students to become more aware of how communication should be adapted to different situations and contexts. By asking students to reflect upon different aspects of ethics and professionalism, the group project also develops students' awareness of the broader role and importance of professionalism in modern society. In this way, it is hoped that students will become more socially aware and responsible graduates.

The requirement that students also produce a poster to be presented at an event also develops students' ability to summarise work and arguments concisely and effectively. Students will be questioned on their poster, allowing for the assessment of their understanding, as well as their ability to effectively communicate their understanding of the group's work and the ideas produced. Students will be awarded a single group mark for this assessment unless exceptionally argued to the contrary. This decision has been made to encourage students to engage with the task and to engage with the broader skills around engaging *all groups members* in their task.

- Individual e-portfolio

  The e-portfolio places greater emphasis on the individual's reflection upon and active progression towards the achievement of their preferred future. The e-portfolio allows for the assessment of students' appreciation of the process of developing professional and graduate level skills. It is designed to continue students' personal and professional development which has been supported throughout their studies in Professional Skills at Level 1 and Professional Development at Level 2. By Level 3, students should be developing critical reflective skills which allows them to engage with and reflect upon the experiences of themselves and their peers in order to generate effective plans for successful future practice. The completion of the reflective e-portfolio at Level 3 will help prepare students for the demands of the employment search and the professional workplace. In attempting to develop and enhance the student experience, it is important that an individualised consideration of this process of professional development is reflected in the assessment strategy. This is also reinforced in the weighting of the two elements, as set out below.

- Core elements of the e-portfolio:
  - Reflection on the group project and process; an identification of the student's role and evidence of how that role was carried out; an assessment of other team members skills and performance (to encourage a critical awareness of one's own skills and those of others) and of how skills issues were addressed.
  - PAT Meetings – students will have a continuing relationship with a PAT tutor throughout the year. Through a series of meetings, the student and PAT will continue to develop and document their skills progression throughout the year, building upon materials and information generated at Level 2 in Professional Development. The importance of students' flexibility in responding to employer needs will be an important issue addressed in these meetings. As with Professional Development, the first PAT meeting will review and update students' Skills audit developed in Professional Development at Level 2. After each meeting, the student will document and email a summary of the meeting and its outcomes to their PAT. These will provide a structure through which the student can reflect upon their development and progress across the year. This reflection will also be evidence-based, with students demonstrating how they have executed the objectives established in meetings, for example through participation in volunteering, work experience or attendance at Skills Sessions.
  - Iterative and Flexible CV writing: in addition to continuing t he iterative CV writing process, students will be asked to produce 3 versions of their CV, demonstrating how these CVs respond to different career destinations.
- Assessment criteria for each element will be set out in the Module Handbook. These will reflect the learning outcomes set out earlier.

	• As a project module, each element will be blind double marked by teaching staff.

Identify final assessment component and element	**Component A2**	

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100%	

First Sit	
Component A **Description of each element**	**Element weighting** **(as % of component)**
1. Group Project	40%
2. E-portfolio (submitted via Blackboard)	60%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Resubmission of e-portfolio, to include reflection on progress	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.