

1.	Title	Professional Development
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200 Contact hours: 30 hrs Independent study: 110 hrs Work experience: 60 hrs
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

5. Brief Description of Module (purpose, principal aims and objectives)

The module will enable students to explore the personal and professional development skills and experiences required to successfully pursue a career or post-graduate study upon graduation. Students will have the opportunity to explore the potential routes available to them and assess their skills and current experience against the expected pre-requisites. Subsequently, students will prepare a development plan to guide personal development activities over their final undergraduate year to ensure that they are well prepared for a successful interview experience.

The module includes a two-week block work experience, which enables students to gain knowledge and experience in their field of interest through participation, observation and reflection. No matter what future aspirations students have, the purpose of the work experience is to provide a deeper understanding of the profession(s) that students wish to pursue. Furthermore, work experience provides the opportunity to gain knowledge and skills that will be transferable in the next chapter of their developmental journey; whether it be in professional practice or academia.

This is a practical module, which will comprise of a number of workshops presented in collaboration with UCC's Careers Advisor. Content will be facilitated by the module tutor; however, most activities will be conducted independently by the student due to the individual nature of the module.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1. Assess professional skills and experience required for a professional or academic purpose.
2. Prepare and present a range of documentation and evidence professional or academic purpose
3. Design and reflect on a personal development plan.

Generic Learning Outcomes

4. Appreciate the need to create accurate, timely and complex correctly referenced written reports
5. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions arising from that analysis.

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7. Assessment

Pass on aggregate or Pass all components
(modules can only be pass all components if this is a PSRB requirement)

N.A. (as single assessment)

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Portfolio	100%	Yes	Portfolio and 1,000 word evaluation	All	See below for further information.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will identify a job or post-graduate qualification of their personal interest that follows on from their choice of degree, or emerging interests. They will present a Professional Development Portfolio that can be used to illuminate their hard and soft skills, which will be essential for job or post-graduate applications. The SWOT analysis will be shaped by the job position or qualification requirements; and subsequently, aligned with their CV and additional application documentation.

Documentation in the portfolio could include (please note that these will be dependent upon the specific purpose):

- Copy of job or post graduate qualification criteria.
- Copy of professional frameworks.
- SWOT analysis.
- Blog update of their work placement or participation in developmental activities).
- Feedback from work placement.
- Personalised Curriculum Vitae.
- Personal Statement.
- Personal Philosophy.
- Cover letters or application documentation.
- Evidence of activities.
- Personal development plan.

In addition, students will write a 1,000-word evaluation, which summarises the rationale underpinning their application and skills analysis, whilst evaluating their suitability for the job or post-graduate application. Students will reflect upon the efficacy of their personal development plan.

8. Summary of Pre and / or Co Requisite Requirements

n/a

9. For use on following programmes

BA (Hons) in Education

1.	Module Leader	TBA
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2.	Indicative Content
<ul style="list-style-type: none"> • Career opportunities for an Education graduate. Application requirements. • Post-graduate qualification opportunities for an Education graduate. Application requirements. • Research of job descriptions and job requirements with a personal skills audit: SWOT analysis. • Personal development plans, mentoring and long-term goal setting. • Curriculum vitae writing and critiquing. • Interpreting and critiquing vision and mission statements to match with personal statements and personal philosophies. • Building evidence within a portfolio. • Interview techniques / Mock interviews. • Review and critique Personal development plans. • Written commentary and evaluation. • Work experience (exact weeks to be decided) • Work experience (exact weeks to be decided) 	

3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					There is an work experience opportunity of 2 weeks, but it is not compulsory

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	30	Taught contact time	LO 1-5
2	Work experience	60	Self-directed (non assessed)	
3	Independent Study	110		
Total Hours		200		

If delivery method is *not* classroom based state lecturer hours to support delivery

2 x 20 minute academic tutorials per student

4. Learning Resources

To include contextualised Reading List.

Highly Recommended:

Bolton, G. and Delderfield, R. (2018) *Reflective Practice: writing and professional development*, 5th edition. London: Sage.

Cottrell, S. (2015) *Skills for Success: personal development and employability*, 3rd edition. London: Palgrave.

Trought, F. (2017) *Brilliant Employability Skills: how to stand out from the crowd in the graduate job market*, 2nd edition. Harlow: Pearson Education.

Recommended:

Capel, S., Leask, M. and Younie, S. (eds) (2019) *Learning to Teach in the Secondary School: a companion to school experience*, 3rd edition. Abingdon: Routledge.

Cooper, H. and Elton-Chalcraft, S. (eds) (2018) *Professional Studies in Primary Education*, 3rd edition. London: Sage.

McLaughlin, C. (ed.) (2013) *Teachers Learning: professional development and education*. Cambridge: Cambridge University Press.

Websites:

Get Into Teaching

<https://getintoteaching.education.gov.uk>

Google Digital Garage

<https://learndigital.withgoogle.com/digitalgarage>

Prospects

www.prospects.ac.uk

Tes Careers Advice

<https://www.tes.com/jobs/careers-advice>