module guide

CAREER DEVELOPMENT LEARNING

A dynamic career management learning resource

*"This is the module where I probably learnt the most and can implement my learning and findings in the future"*

guide contents

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introduction

WELCOME TO THE CAREER MANAGEMENT SKILLS MODULE. WE HOPE THAT YOU BOTH ENJOY AND PROFIT FROM THE EXPERIENCES OFFERED TO YOU DURING THE COURSE OF THIS MODULE. IT HAS BEEN DESIGNED TO OFFER YOU OPPORTUNITIES TO IDENTIFY, EXPLORE AND CLARIFY YOUR CAREER IDEAS AND TO SHOW YOU HOW TO DEVELOP A RANGE OF SKILLS WHICH WILL BE USEFUL TO YOU DURING YOUR REMAINING TIME AT SHEFFIELD HALLAM UNIVERSITY AND BEYOND.

The style of delivery is very interactive.

We expect students to play a full contribution to discussions and exercises in order to gain the maximum benefits from this module. Rest assured, however, that we ask everyone to agree to the protocol that any disclosures made about oneself remain confidential to the group. We will be using BlackBoard to complement delivery of the Module.

The Module is assessed by continuous assessment. There is no examination but you will be assessed on your submitted written work. It is taught and assessed by a team of experienced Careers Advisers who will offer you support and encouragement throughout.

There are nine taught sessions and further self directed study sessions. You will be offered a tutorial in Week 8 or 9 to discuss your progress on the Module. In addition, tutors are more than happy to see you outside of these formal tutorial sessions and/or provide e-mail guidance.

You can expect to devote a fairly large amount of time exploring and developing your own career interests. The development of your own research project into a career area of your choice forms a central part of this Module, and a **Written Report** of your research activities and findings, forms one of three assessed components of the Module.

The other assessed components are an **Applications Package** comprising your CV, a covering letter and a completed standard application form and an individual **Careers Action Plan**.

By the end of the Module you will have had the opportunity to explore and clarify issues relevant to you about self-awareness, decision making, occupational and opportunity awareness and about the transition skills needed to move forward along your career path. Materials written specifically for this Module have been developed by the Careers and Employment Service, and contain exercises designed to help you to generate and explore your careers ideas. They also aim to introduce concepts such as employability and self-reliance and to show how these concepts have relevance for you.

Your feedback will be sought at the end of the Module, and used to further develop it's content and delivery.

Finally, if during your time on the course you feel the need to speak to a Careers Adviser in more detail about your general career plans (but strictly not about the actual content of the course) you are welcome to access opportunities for individual guidance with another Careers Adviser, ie. **not** the Module Tutors, via the Careers and Employment Service by contacting Student Academic Services Reception points.

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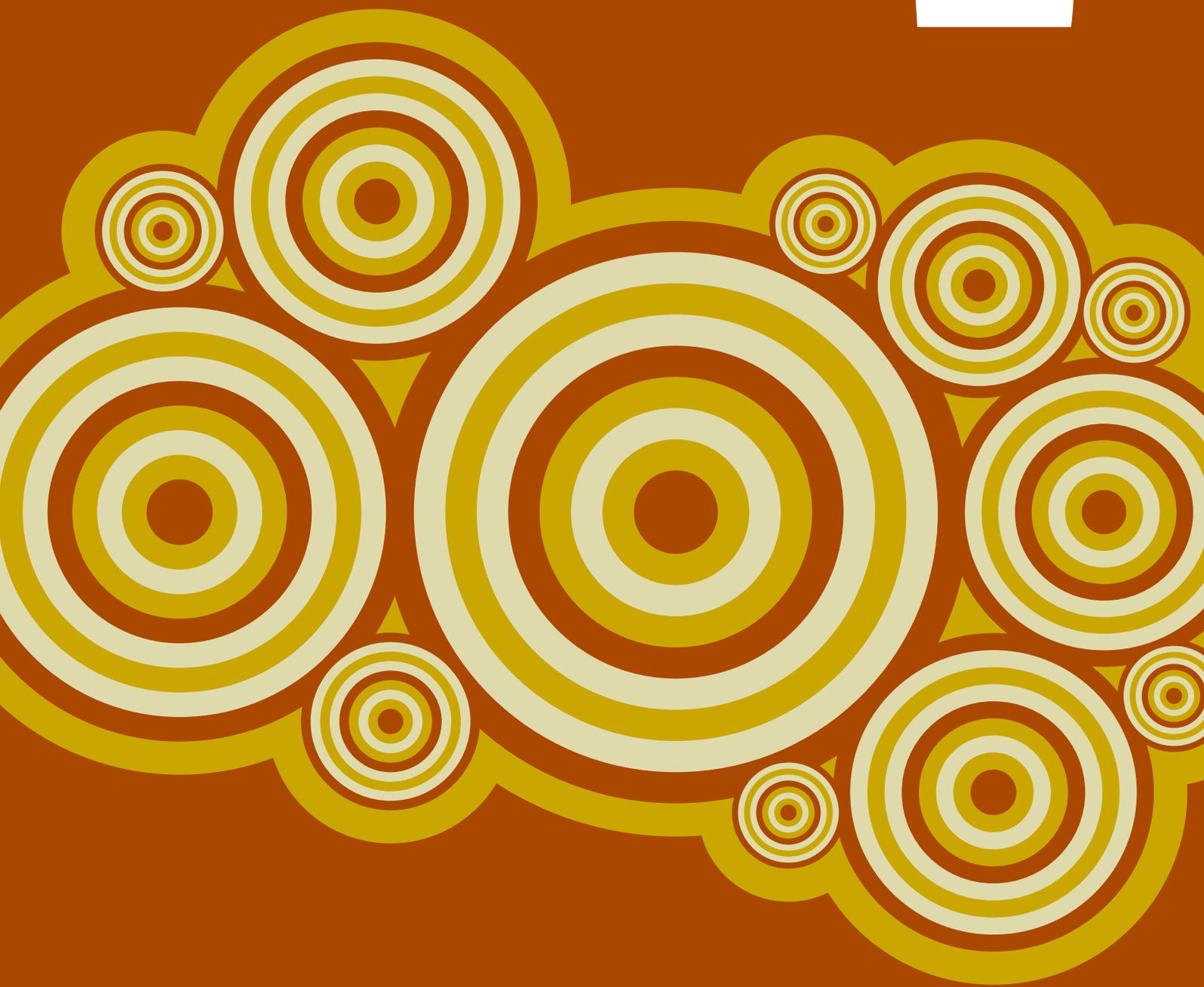
"I thought the course would help me to choose my career by giving the information available but it gave me the tools to do it for myself, which was even better!"

module team

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Student/peer contacts

name	email	phone

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Level 5 – 20 Credits

MODULE TIMETABLE

WEEK ONE:

INTRODUCTION & CAREER MANAGEMENT SKILLS: WHAT ARE THEY & WHY DO WE NEED THEM?

> Introductions & issue Module Handbook
> Learning Outcomes and Assessment
> Introductory Workshop:
  What are Career Management Skills?

WEEK TWO:

TAUGHT SESSION: SELF ASSESSMENT: KNOWING YOURSELF & YOUR CAREER PREFERENCES

> Self assessment: practical exercises
> Theories of career development
> Decision making and career choice

WEEK THREE:

TAUGHT SESSION: ESSENTIAL SOURCES OF INFORMATION

> Accessing sources of information: On-line and paper-based
> An introduction to self assessment: demonstrating Prospects Planner
> Planning your 3 days work experience
> Homework: Find a graduate level job advert & person specification to bring to Week 4

WEEK FOUR:

TAUGHT SESSION: WHAT ARE EMPLOYABILITY SKILLS? HOW DO YOU DEVELOP THEM AND WHAT DO EMPLOYERS LOOK FOR?

> Identifying & developing your employability skills
> Analysing what employers are looking for?

WEEK FIVE:

TAUGHT SESSION: MAKING EFFECTIVE APPLICATIONS: THE COMPLETE PACKAGE

> CVs, paper/on-line application forms and covering letters

WEEK SIX:

TAUGHT SESSION: CREATIVE JOB SEEKING

> Job Search Strategies – Reactive and Proactive approaches

WEEK SEVEN:

TAUGHT SESSION: THE ART OF ACTION PLANNING

> Careers Action Planning
> Converting your Research into a Written Report
> ***NB. SUBMISSION DATE FOR APPLICATIONS PACKAGE***

WEEK EIGHT:

SESSION: SELF DIRECTED STUDY & TUTORIALS

> Tutorials with Module Tutor/use Interviewer PC

WEEK NINE:

SESSION: SELF DIRECTED STUDY & TUTORIALS

> Tutorials with Module Tutor/ use Interviewer PC

WEEK TEN:

TAUGHT SESSION: INTERVIEW TECHNIQUES

> Interview Techniques and telephone interviews
> Assessment Centres: practical exercises

WEEK ELEVEN:

TAUGHT SESSION: WHAT HAVE I LEARNED? HOW HAVE MY CAREER MANAGEMENT SKILLS DEVELOPED?

> Module Reflection
> Review of progress for Research Project & Careers Action Plan

WEEK TWELVE:

SUBMISSION DATE FOR RESEARCH PROJECT AND ACTION PLAN

Room /dates/planning/contacts

Room details

venue	day	time

Key Dates

date	milestones	assignments	tutorial dates

Planning your 3-day work experience

date/week	activity (eg: research, letters sent)

Log of networking/employer contacts

date	individual/organisation	contact details

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"The experience has been fantastic – all I expected and more. I feel more employable & confident. I know what I want to do in the future and I now know how to get there! Thanks!"

learning outcomes

(i) Personal Management Skills

Students will be able to :

> Identify their own personal skills, abilities, values, interests, needs, strengths and weaknesses through reflection on their life and career to date.
>
> ***By self assessment exercises/reflection***

> Identify the personal skills, strengths, abilities, values, interests and needs which are implied by different career options, through use of career resources.
>
> ***Analysis/research project in a chosen career area***

> Relate their personal characteristics to those intrinsic to career options.
>
> ***Relating the above two as part of the research project – 'how well does this career suit me and why?' and review process on all elements***

> Ask for and respond positively to feedback from others.
>
> ***This can be included in various places, eg. assessment exercise feedback/sharing; tutorial with unit tutor***

> Plan realistically for career progression and the achievement of long term career goals.
>
> ***Action Planning session and submission of assessed action plan***

(ii) Information Skills

Students will be able to:

> Identify their information needs in relation to their career management.
>
> ***Through preparation for research project (in a general way) and more specifically, using this experience to draw up an action plan***

> Identify and utilise a range of career information sources, including relevant labour market intelligence.
>
> ***Researching for career analysis, which will include current employment situation and trends, and also through the work experience opportunity***

> Gather, critically analyse, interpret and reference career information.
>
> ***Through the applications package and writing of research report***

(iii) Opportunity Awareness Skills

Students will be able to:

> Recognise and evaluate opportunities as they occur and the benefits, costs and risks involved.

Research project will include a review of employment seeking strategy & work experience in the area chosen, and the issues involved. The action plan will reflect this learning and relate it to their own situation.

> Begin to develop opportunities through strategic and judicious planning, creativity, and initiating and developing contacts.

Students to arrange their own visits/work shadowing/work experience opportunity

> Adapt their goals and strategies to changing labour market conditions and their own personal circumstances.

The research project to include reflection on this and the action plan will show evidence of this forming part of the process

> Identify an appropriate range of continuing professional development opportunities available to them and how to access them.

Action plan to include career ideas and future plans, with commentary

(iv) Decision Making Skills

Students will be able to:

> Recognise their own decision making style and how it may be influenced by previous experiences.

Decision making exercises and discussion

> Distinguish between the different types of decision required by different career management situations.

A decision making exercise conducted as a group

> Use a range of techniques and aids to assist and improve their decision making

Decision making exercise & action plan to include reflection on issues in arriving at own career decisions to date

> Make decisions which reflect their personal characteristics, values, needs and preferences, taking into account all relevant information and alternatives.

As part of action plan

(v) Action Planning/Implementation Skills

Students will be able to:

> Identify their career/life goals.

Through self assessment/using Prospects Planner (computer aided guidance) and though the process of the Module

> Identify any resources and people available to help them meet those goals and any constraints relating to them, including those over which they have no control.

Through the research project and arranging their own visit/work experience

> Plan actions within appropriate timescales to enable them to meet those goals, taking into account available resources, constraints and individual preferences.

Action plan to specifically include evidence of consideration of a wide range of factors

> Demonstrate competence in a range of job hunting skills: completing application forms; compiling a CV; interview skills; performing at selection centres.

Assessed applications package, interview skills workshop.

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"It was constructive to learn about matching my skills with the job specification I was looking for. Making a real application provided a practical method to prepare me for the future."

the applications package

The applications package forms one of three assessed components of the Career Management Skills Module.

There are three elements in the applications package which make up the total 40% weighting of this component:

1. Your curriculum vitae (CV)

2. An accompanying covering letter

3. A completed standard application form (SAF)

You **must** relate your work to a **real** example of a **graduate level** job currently being advertised and submit the information you have gathered:

> advert

> job description

> person specification

The cut-off date for all three elements of the applications package and related vacancy details is the normal day of the Module in semester Week 7. They must be handed in to Student Services Reception, Heart of the Campus, Collegiate Crescent by 4.00pm on this date.

Materials listed in the **Module Resource List** will help you with this component, some key resources are listed below. You are advised to refer to these resources early in the module to inform and prepare you in making the appropriate application approaches to secure your work placement.

> The 'How To' series of leaflets, also via **shuspace**

> AGCAS booklet 'Making Applications'

> 'Making Wizard Applications' by Chris Phillips

> 'How to Write a CV' by the University of London Careers Service

> 'Key Skills Online' on **shuspace**

> Relevant sections of the computer-aided guidance system Prospects Planner and Prospects website.

The Curriculum Vitae

Before you begin work on your CV you need to identify a job that appeals to you and that you may wish to apply for when you complete your studies.

You should have some knowledge or interest in your selected job and be able to relate your own experience to the requirements of the specific job vacancy.

Your target job should usually be the career area of your research project, though you may negotiate with a tutor if you wish to consider another.

A copy of your chosen vacancy: (advert, job description and person specification) must be attached to your CV and your CV should be designed with this job clearly in mind.

This will mean thinking how best to describe and present the courses, responsibilities, leisure activities, employment experiences which you have acquired and **show their relevance** to the work for which you are applying.

You will be assessed on your ability to relate your education, experience, skills and general background to a specific area of work.

If you are applying for a graduate vacancy, you may include study and experience that you may realistically be able to acquire in the next twelve months. (NB. Vacancies for Postgraduates with relevant experience are more difficult to relate fully to you own experience at this point in time – unless you have done very closely related work of this kind before).

Your experience informs the content of this document although style and presentation are other crucial elements which will also be assessed.

Your CV should include the following information:

> biographical data

> your education including qualifications

> work, including voluntary/unpaid work or self employment

> any responsibilities you have taken outside of work eg. Students' Union, community, school

> interests and activities which you currently follow

> skills, such as languages, computing, driving, plus evidence (examples) of other skills which are appropriate for the job you have selected

You will find you may be able to use material gathered from the module content and exercises taking place within the taught components.

The Covering Letter

You should submit your covering letter on no more than one side of A4. It must accompany the CV for the job you have chosen to apply for.

The covering letter should accompany and relate directly to your CV. It is an opportunity for you to pull together all the major highlights in your CV and make out a case for being a suitable candidate for the vacancy.

 You should aim to make the CV come alive, to shine and to steer the reader to the elements that you believe will be of most interest to the prospective employer. It also gives you a chance to demonstrate your enthusiasm for the company/job in a way that a CV alone cannot do.

Remember, the covering letter is the first thing that a prospective employer reads when the envelope containing your application is opened, so it should be a lively and enticing invitation to them to read on.

The Standard Application Form

The Standard Application Form can be accessed from the Prospects website at:

http://www.prospects.ac.uk – click on 'Applications and interviews', scroll down to 'SAF' which is available in Word and PDF format. The SAF can also be accessed from the career management skills BlackBoard website.

You must refer to the specific job in mind when completing the form by completing the name of the employer and job title in the space near the top right hand of the first page. Remember to attach all relevant details of the vacancy.

Standard application forms (SAF) are often used by employers when they are recruiting undergraduates in their final year prior to graduation.

The major advantage for applicants is that you have an opportunity to practice filling in the form well in advance and to provide well prepared and thought through responses to questions. As with your CV, your completed SAF should be carefully tailored to the vacancy for which you are applying.

The standard application form (SAF) used by some organisations has moved to this 'scenario' approach and contains questions designed to provide evidence of specific abilities by asking you to describe a challenging project in which you have been involved, how you achieved a goal through influencing others and how you have solved a difficult problem.

You can show situations from any area of your experience: from your academic studies, from any work experience or employment or from other areas of your life such as leisure pursuits, voluntary activities, self employment, or running a home.

The key is to identify what the question is asking you to demonstrate and to relate that to the skills that the employer is seeking. Approach these questions positively and creatively. If there is a person specification, let it guide you.

Use the employer's language and expectations to frame your response. (Otherwise you need to develop your own 'person spec' using all the resources available).

Note that the actual examples you choose do not matter as much as the way in which you express yourself and critically analyse each situation, particularly what you have learnt from the experience and how you might do things differently next time. Ideally draw on from the range of activities in which you have participated, not just your course work.

Conclusion

For the purposes of assessment of 'The Applications Package' component, your completed SAF must be submitted alongside the CV and covering letter in hard copy format.

Note that in practice employers increasingly use their own employer application forms (EAF) which are accessed via their website and completed and returned to them online. Online applications require the same preparation and attention to detail as sending an application through the post. Always proof read your material and keep a hard copy and electronic record of anything you send.

Ensure you keep a copy of all three elements of your Applications Package, as well as submitting them for assessment

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 7.

Your completed Applications Package comprising the three elements CV, Covering Letter and Standard Application Form – and related vacancy details – must be handed in to Reception at Student Academic Services, Heart of the Campus, Collegiate Crescent.

REMEMBER TO KEEP A PERSONAL COPY OF ALL WORK SUBMITTED.

Job title ideas

Vacancy/information sources (eg: websites, newspapers, journals)
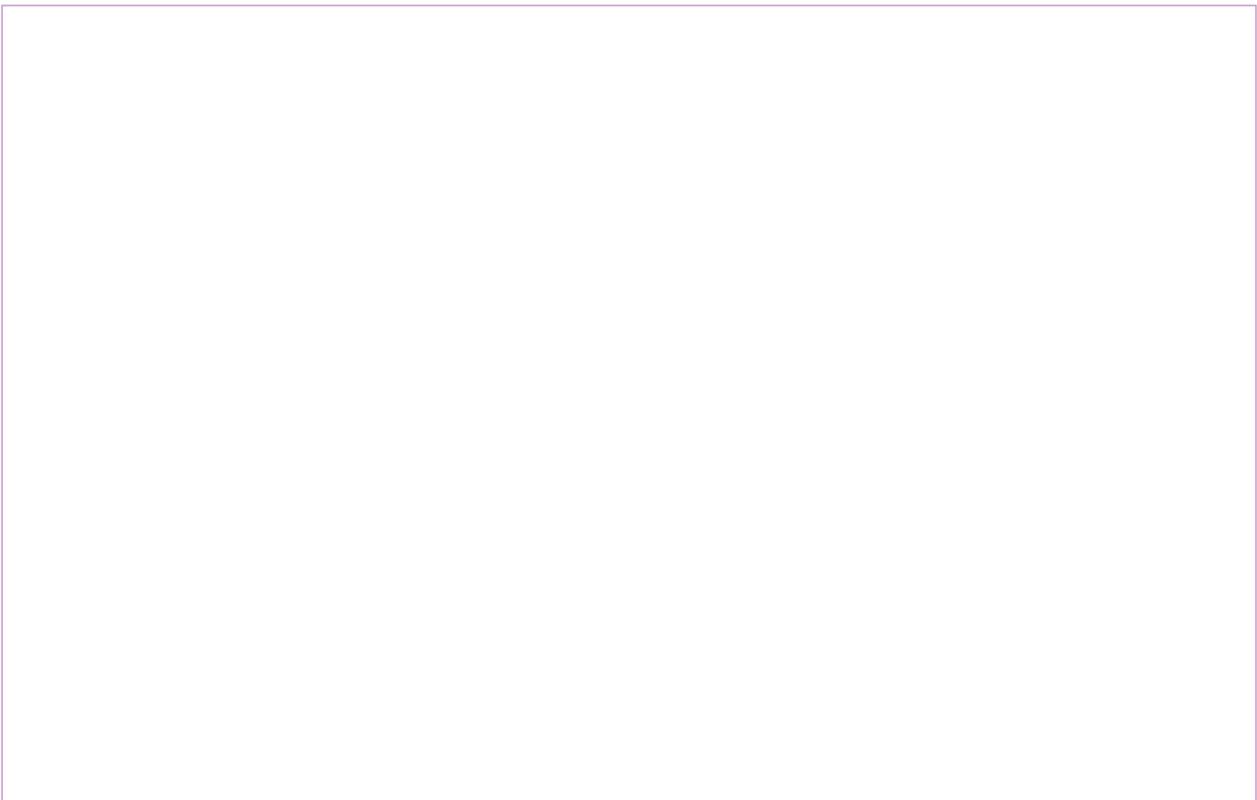
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"It made me realise that
I could find a job that
I could enjoy and that
also suited my skills"

the research project

Introduction

The research project is an important element in the Career Management Skills Module, accounting for **40%** of the total marks.

Carrying out the project can help you to clarify your career aims and, more importantly, will enable you to put into practice the skills which underpin effective career management. Your project report will be assessed, and it is important to remember also that much of your learning on this element will take place less formally outside the University.

The project is an independent and unique piece of work which reflects **your** interests and which is personally relevant to you. However, you need to write this for a **general audience** using the third person.

Your project will inform the reader about your main findings from your research and should be written in a **report writing style**. You are expected to identify an area, or areas, which you wish to research; to make informed decisions about the overall planning for the direction the project will take; create appropriate opportunities which will make it happen, including making decisions and negotiating agreements to ensure its success, and to cope with contingencies which may arise.

You are expected to manage your time appropriately so that you gain the maximum from the learning opportunities which you create and, finally, to produce a clear and interesting written report of your activities.

You may wish to share information with other students where appropriate and this is encouraged. You will have the opportunity to inform each other of progress as the course continues.

It is hoped that aspects of your research findings will be used by other students in the future as they carry out their own research and with your permission, we will place relevant reports in the Careers Resource Centre.

Getting Started

Working on your project will necessarily involve you making personal decisions about areas which you want to investigate. The first step is to begin with a plan. This need be no more than a draft outline and should include a simple statement of what you hope to achieve in your project and what steps you need to take.

Try to include basic detail of the actions you need to take as this will help you to see each step more clearly. Keep a record of this outline plan and continue to refine it as you go along.

The Project Outlined: The Main Stages

> identify your aims

> outline the steps needed to achieve the aims

> implement the planned activities

> written report

> review and reflect on your learning

This type of research project where you are in control of your learning often provides the most challenging yet stimulating and satisfying aspect of a module. However, it is easy to underestimate the amount of time needed to carry out the project: it is estimated that you will probably need to spend about half of this module's study time on the project element of the module.

The cut off time and date for the submission of the project report this year is **4.00pm on your normal module study day of semester Week Twelve**. It is, therefore, vital that you begin very early on in the module to map out the general direction of your project. You will have the opportunity to discuss your ideas with your fellow students, and with your Module Tutors via a tutorial.

The Project In Detail

You may already have had some ideas for a possible project. Your ideas may centre around a specific career such as personnel, marketing or teaching, or may focus more broadly on an industry which interests you such as retailing or broadcasting.

Your project might focus on a specific career which involves postgraduate study or vocational training and you may wish to include an overview of courses. An alternative option could be to choose a theme to focus on, such as the difficulties facing certain groups of students when entering the labour market. The choice is yours but the focus should be discussed and agreed with your Module Tutor before your research project commences

Whatever you choose, your project must include direct contact with employers. For example, a period of work experience, work shadowing, visits to employers and so on.

This must be no less than **3 days** in total, and confirmed using the Employer Confirmation Form you have been issued with.

Before you finally decide on a project area for research you need to take into account any potential difficulties arising from location, for example foreign travel courier work: a project including research into this work would be necessarily limited.

Overall, the aim of the project, and the Module as a whole, is to help you to demonstrate effective career management skills. The skills which are important in planning and managing your career are often the same sort of skills which employers are seeking in their employees.

The Written Report (2000 Words)

This should follow a clear format in a report writing style. You may find the following resources helpful for giving advice on how to write a report and examples of report writing:

> Key skills online, accessible via **shuspace** click on 'support and information' – 'key skills/writing skills')

> The Study Skills Handbook, Stella Cotterrell, published Palgrave McMillan, second edition, 2003 (available on short loan from the Learning Centres)

> Prospects occupational profiles: www. prospects.ac.uk – click on 'jobs and work'/'explore types of work'

Your written report should include:

Your chosen **Title**.

An **Abstract/Executive Summary**. This is a short précis or overview of the whole project. This allows the reader to make an assessment of the contents and its worth. You should therefore summarise your project's aims, methodology and main findings.

You may find it easier to write your abstract **last** so that you can incorporate all the relevant information into this section.

Your word count is **100 words** (show your word count). See the 100 word abstract example overleaf which is taken from The Study Skills Handbook:

"This report presents an analysis of adult responses when given the choice of foods dyed blue or foods dyed with traditional colourings. The initial hypothesis, based on research by Jay (2006), was that adults would show a preference for food dyed blue over foods that looked more natural.

This project replicated the methods used by Jay, but substituted savoury for sweet foods. 32 adults, all aged over 25, were asked to select three items from a selection of 16 possible choices. Their responses indicate that adults are less likely to select blue food for savoury items. The results were statistically significant."

An **Introduction** will state the overall aims and strategy and how you will achieve the project.

The **Work Experience** section can include a description of activity; skills learned or observed; quality and suitability of the experience; interesting aspects and further possible developments. State the steps taken to organise the experience and reflect on what you gained from it. (**500 words**. Show your word count) Use of sub-headings will clarify your work.

Research into the Job or Sector can be compiled by using all the resources suggested by tutors. Research the sector: graduate entry, qualifications required; personal attributes/skills; working conditions; salary and conditions; career structure; examples of companies; recruitment cycles etc. Use sub-headings.

The **Results** of your findings should be a combination of your research and experience brought together.

The **Conclusion** draws together reflections on your learning and the process you have been through in completing this report. Would you have chosen another subject or tackled the whole project differently given your experience to date?

State your **total** word count after this section (2,000 words max.)

You may wish to add a **Postscript** at this point bringing in any personal observations as to your choices or future plans/contacts.

References must be included to show sources from literature, web, articles, CD ROMs or public information. Attribution must be shown in the text.

Appendices must include:

Confirmation form, signed and dated.

List of contacts, titles, address and telephone numbers.

Time-based log of emails, telephone calls, letters and meetings.

The whole Report should therefore not exceed 2,000 words (excluding References, Appendices & Postscript if any)

Ensure you keep a copy of your Research Project Written Report, as well as submitting one for assessment.

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 12. The work must be handed in to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent.

REMEMBER TO KEEP A PERSONAL COPY OF ALL WORK SUBMITTED.

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"Action planning was not just useful for job research but also in your life. Planning before you implement it, it's the best way to achieve your goal"

the careers action plan

What Is A Careers Action Plan?

An action plan should include all that is required to take you from where you are now to where you want to be, including the processes of learning and expanding knowledge on the way. It accounts for 20% of the marks for this module and involves:

> having a clear picture of where you are now by reflecting on the progress you have made so far

> recognising that when you graduate you will be somewhere different

> clarifying where you would like to (or might like to) be

> identifying and planning the steps you need to get you there

> bearing in mind the longer term picture

Self-reflection

This unit includes the specific element of **looking back** through the reflection and self assessment components. **Looking forward**, specifically action planning, is an equally fundamental part of the career management process.

You are therefore required to include some reflections on how you feel the career management skills module has helped you plan your future career.

You should include reflections on what you have learned about yourself, negatives as well as positives. What new skills have you developed? Which ones do you feel you need to develop now?

Choosing The Focus For Your Careers Action Plan

If you have one or more career ideas, your action plan may focus on the action and information you need to help you prepare for applications during your final year, including recruitment methods, sources of vacancies, entry requirements.

It must identify and incorporate timescales. Consider what you need to do to help you choose one career above another. What are the long term prospects for each of these careers?

If you are considering further study, then your focus may be on the opportunities available, course details and funding requirements. As this is a short term step, you **must** look beyond the course into how it will fit into your longer term career plans, what opportunities may be open to you after the course and how it fits in to your overall career plans.

First destination course data may help you with this.

If you are considering a year out, you may explore opportunities for travel/temporary work abroad, identify organisations, and clarify the action you need to take to successfully implement your plans. You MUST look into how you the experience fits into a long term strategy and how you will pick up your career planning on your return.

If you have other options in mind for example self employment, voluntary work, then your focus should follow the pattern above, that is to show the steps you need to take to achieve this **and** how this may fit into your longer term career plans.

If you have no idea what you want to do at all, your careers action plan should focus on the tactics & tools you will use to gather sufficient information, advice and guidance to help you decide what you will do on graduation, culminating in details of the perceived options open to you and an evaluation of them. Here, you may find **Prospects Planner** useful in helping you to identify a range of careers options open to you which you can begin to explore.

What Should The Careers Action Plan Include?

The following checklist indicates core requirements

> **Evaluate** your current situation and explain the focus and aims of your action plan

> Use **Prospects Planner** which will help you to generate a career goal or confirm any existing ideas you may have. You should include a 250 word written evaluation of the feedback you received from the Prospects Planner program, a statement of your aims and focus for your action plan, indicating any progress you've already made. This should be followed by the main section of your action plan

> **Review** any progress you have made to date towards this goal (refer to any aspects of this course which you feel are relevant)

> **Specify** what you need to find out and the specific actions you need to take, with timescales

> **Investigate** resources and decide which you will use to help you achieve your goal

> **Identify** useful contacts (eg. employers, other universities) the purpose for these and how and when you intend to contact them

> **Clarify** any gaps in your knowledge, experience or skill areas, or any constraints which you need to address

> **Complete** an evaluation of the module as a whole, outlining how it has helped you formulate your careers action plan and what you feel you have gained from it

> Your **module reflection** should be 250 words in total

> **Summarise** your completed action plan and highlight any issues which are still outstanding, which you will need to address later

What Form Should My Careers Action Plan Take?

Here are some guidelines, which you can adapt as appropriate to your situation:

You have some choice here. This might be in the form of a table with one column for what's needed, another for action to meet these needs, another for useful resources or contacts.

You may choose to include a flow chart, or a mind map or lists as possible means of conveying ideas and the steps required. Don't be afraid to be creative. You need to explain your thought processes at each stage of your careers action plan.

You must include a **summary** with a commentary which addresses any **gaps and constraints** you have identified and what you intend to do about these.

Whatever format you select you must ensure the contents meet the marking criteria outlined at the end of the module guide.

CONCLUSION

An action plan should reflect not only your current situation but also clearly indicate the steps you need to take to move you forward.

The careers action plan is therefore your personal document which should reflect not only your current situation but also clearly indicate the steps you need to take to move you forward.

It is important to remember that it should not only address the next immediate step but also several steps beyond.

Think of an action plan as a route planner: it aims to help you make sense of the complexity of paths open. It is your personal guide.

As you progress, you can reflect on, review and update your plan.

Ensure you keep a copy of your Careers Action Plan, as well as submitting one for assessment

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 12. The work must be handed in to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent.

REMEMBER TO KEEP A PERSONAL COPY OF ALL WORK SUBMITTED.

Notes
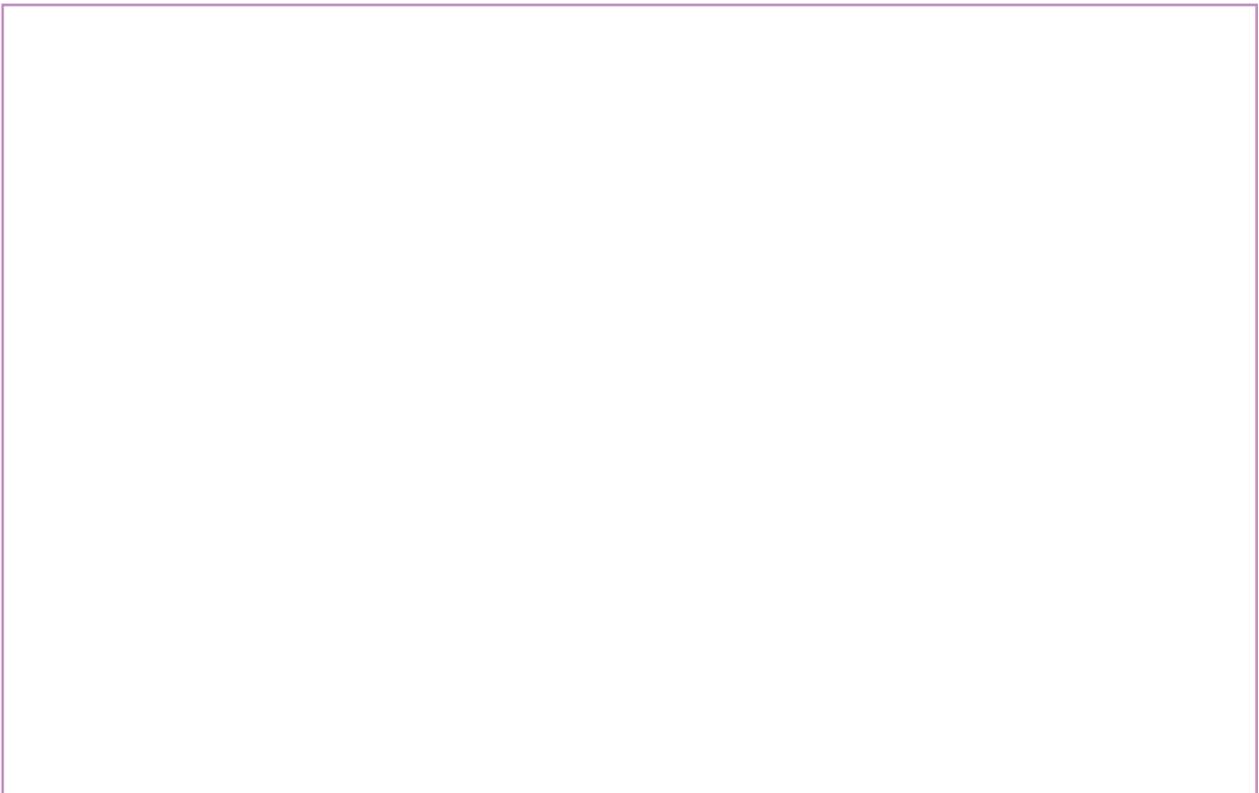
Useful resources

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"...it is a module that I feel everyone has gained from. I also feel that it is a module that should be compulsory for all final year students..."

weightings and submission deadlines

Assessed Components

There are three assessed components:

COMPONENT	WEIGHTING
APPLICATIONS PACKAGE consisting of three elements: > Curriculum Vitae > Covering Letter > Standard Application Form	40%
RESEARCH PROJECT WRITTEN REPORT	40%
CAREERS ACTION PLAN	20%
TOTAL	100%

The overall module average must be 40% or above to secure a pass.

Each module component must achieve 40% or above to secure a pass.

The Career Management Skills Module is assessed entirely by a series of assignments. There is no examination. All pieces of work must be submitted to secure a pass.

Where a component is broken down into elements, each element must achieve a minimum of 35%, with the component average being 40% or above to secure a pass.

Submission Deadlines

The submission dates for written work are on your normal module teaching day.

APPLICATIONS PACKAGE
Week 7 – 4.00 pm on normal day of attendance.

RESEARCH PROJECT
Week 12 – 4.00 pm on normal day of attendance.

CAREERS ACTION PLAN
Week 12 – 4.00 pm on normal day of attendance.

All hard copy written work must be handed in on the specified dates to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent

REMEMBER TO KEEP A PERSONAL COPY OF ALL WORK SUBMITTED.

applications package

3 COMPONENTS.

The work submitted will display all or most of the criteria described according to grade.

Curriculum Vitae

1st
Appropriate, possibly original, design for chosen career area/post. Positive and concise presentation and analysis of background. Skills and experience and educational background appropriately selected and appropriately targeted for chosen career. Indication, with evidence, of contribution to the organisation. Grammatically sound with no spelling errors.

2:1
Appropriate design for the chosen career area/post. Effective use of examples of experience, skills and educational background relevant to chosen career/post. Positive and thoughtful presentation, well balanced. Obvious attention to spelling and grammar.

2:2
Well presented, neat layout and appropriate use of headings. Descriptions of experience, skills and educational background. Some attention to spelling and grammar.

3rd
Poorly presented with unbalanced layout, inconsistent use of headings. Aspects of experience omitted or not clearly relevant to the chosen career area/post. Lack of examples of evidence. Weak use of vocabulary. Adequate attention to spelling and grammar.

Fail
No CV submitted or a CV with lack of attention to layout and presentation. No indication of relevance to a career area/post. Little or no attention to spelling and grammar.

Covering Letter

1st
Appropriate design and layout for chosen career area/post. Positive and concise presentation. Skills and background appropriately selected, analysed and targeted. Clear indication of reason for type of opportunity sought and why company/organisation selected. Indication of availability for work. Excellent closure. Grammatically sound with no spelling errors.

2:1
Appropriate design and layout for chosen career area/post. Skills and background appropriately selected, described and targeted for chosen career/post. Indication of type of opportunity sought. Indication of availability for work. Good closure. Obvious attention to spelling and grammar.

2:2
Well presented, neat layout. Skills and background described. Indication of type of opportunity sought. Indication of availability for work. Poor closure. Some attention to spelling and grammar.

3rd
Poorly presented with insufficient detail. Aspects of background omitted. Weak use of vocabulary. Poor closure. Adequate attention to spelling and grammar.

Fail
No covering letter submitted or covering letter submitted with lack of attention to layout and presentation. No relationship to chosen career area/post and no indication of why type of opportunity sought. No indication of availability for work. Poor closure. Little or no attention to spelling and grammar.

Standard Application Form (SAF)

1st
Positive, concise and clear presentation. Skills, experience and educational background appropriately selected, analysed and targeted for chosen career. Clear indication of type of work/post targeted. Clear indication of appropriate use of a person specification showing analysis of background. Person specification, actual or constructed, attached. Clear indication of evidence offered of suitability for the chosen work. Grammatically sound with no spelling errors.

2:1
Positive and concise presentation. Skills, experience and educational background appropriately selected for chosen career. Clear indication of type of work/post targeted. Clear indication of appropriate use of a person specification. Person specification, actual or constructed, attached. Clear indication of evidence offered of suitability for the chosen work. Obvious attention to spelling and grammar.

2:2
Well presented and neat layout. Skills, experience and educational background targeted for chosen career. Indication of evidence offered of suitability for chosen work/post. Some evidence of use of a person specification. No person specification attached. Some attention to spelling and grammar.

3rd
Poorly presented, unbalanced layout. Aspects of background omitted. Weak use of vocabulary. Indication of targeted work area but no evidence to support suitability. No evidence of use of a person specification, either actual or constructed. Adequate attention to spelling and grammar.

Fail
No standard application form submitted or a standard application form with lack of attention to presentation and layout. No indication of targeted work, no evidence of use of person specification, either actual or constructed. No person specification attached. Little or no attention to spelling and grammar.

The Applications Package of the Research Project attracts 40% of the Module's marks. Specific guidelines for the Applications Package can be found in Section 5 of the Module Guide.

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 7. The hard copy must be handed in to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent.

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research project: written report

The work submitted will display all or most of the criteria described according to grade.

1st
Thorough analysis of career/sector researched including entry requirements, skills, training, working conditions and availability. Clear description and analysis of work experience during the module. Clear description and analysis of action research undertaken. Accurate and succinct abstract. Clear evidence of ability to conduct multi-media research and access appropriate sources of information. Well drawn conclusions with clear statement of any further actions to be undertaken. Word limit not exceeded. Full references and contacts list. Fluent and concise style. Grammatically sound with no spelling errors.

2:1
Full analysis of career/sector researched. Clear description of work experience during the module. Clear description of action research undertaken. Good abstract. Evidence of ability to conduct multi-media research and access appropriate sources of information. Sound conclusions with indication of any further actions to be undertaken. Word limit not exceeded. Good references and contacts list. Obvious attention to spelling and grammar.

2:2
Limited analysis of career/sector researched including a description of work experience/ action research undertaken. Abstract provided. Some evidence of ability to conduct multi-media research and access appropriate sources of information. Some conclusions drawn. Word limit not exceeded. Adequate references and contacts list. Some attention to to spelling and grammar

3rd
Little analysis of career/sector researched including limited evidence of work experience/action research undertaken. Weak abstract. Little evidence of ability to conduct multi-media research and access appropriate sources of information. Few conclusions drawn. Word limit not exceeded. Sparse references and contacts list. Adequate attention to to spelling and grammar.

Fail
Poor or no analysis of career/sector researched including no evidence of work experience or action research having been undertaken. Weak or no abstract. Little or no evidence of ability to conduct multi-media research and access appropriate sources of information. Few or no conclusions drawn. Word limit exceeded. Few or no references or contacts list. Little or no attention to spelling and grammar.

The Written Report of the Research Project attracts 40% of the Module's marks. Specific guidelines for the Written Report can be found in Section 6 of the Module Guide.

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 12. The hard copy must be handed in to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent.

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careers action plan

The work submitted will display all or most of the criteria described according to grade.

1st
As for 2:1 below but with a well structured, clear plan showing effective analysis of current situation. Evidence of research into relevant issues and appropriate sources with a critique of both process and progress, highlighting contingencies and alternatives. Reference to time scales: short and longer term aims, actions. Next steps shown with clarity. Evidence of knowledge of self awareness translated into action. Grammatically sound with no spelling errors.

2:1
As for 2.2 below but with thoughtful commentary on situation, aims and action required with reference to an appropriate range of issues and sources of information, including an evaluation of Prospect Planner program and reflection on the module as a whole. Evidence of progress already made. Reference to time scales and when to take appropriate action. Obvious attention to spelling and grammar.

2:2
A clear action plan showing current situation and indicating aims with the action required to achieve them in clear steps. Includes reference to some sources of information including an evaluation of Prospect Planner program and some reflection on the module as a whole. Some attention to to spelling and grammar.

3rd
Basic outline of action plan with lack of clarity regarding current situation, incomplete steps. Sources inadequate or inappropriate with weak commentary. Little or no evaluation of Prospects Planner or module reflection included. Adequate attention to to spelling and grammar.

Fail
No action plan submitted or several aspects of assignment neglected, lack of stated aim, no evidence of research into sources, lack of reflection. Little or no attention to spelling and grammar.

The Action Plan attracts 20 % of the Module's marks. Specific guidelines on completing the action plan can be found in Section 7 of the Module Guide.

The Submission Deadline for this piece of work is shown below.

The submission deadline for this piece of work is 4.00pm on your normal day of attendance in Week 12. The hard copy must be handed in to Student Academic Services Reception, Heart of the Campus, Collegiate Crescent.

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"I now have a sense of what to do in the future after uni – the module helped to generate careers ideas"

ASSESSMENT AND FEEDBACK FORMS

Applications Package

COVERING LETTER

MARKING CRITERIA	FAIL		3RD		2:2		2:1		1ST	
Appropriate design & layout for chosen career area/post										
Positive & concise content & good use of vocabulary										
Skills & background appropriately selected, analysed and targeted										
Indication of reason for seeking type of opportunity and why organisation selected										
Closure and indication of availability for work										
Spelling & Grammar										

CV

MARKING CRITERIA	FAIL		3RD		2:2		2:1		1ST	
Design layout appropriate for chosen career area/post										
Positive & concise presentation & good use of vocabulary										
Skills, experience, achievements & educational background (appropriately selected and targeted for chosen career) supported by evidence										
Spelling & Grammar										

SAF

MARKING CRITERIA	FAIL		3RD		2:2		2:1		1ST	
Positive, concise & clear presentation										
Skills, experience and educational background appropriately selected for chosen career										
Clear indication of type of work/ post targeted										
Clear indication of response to a person specification										
Spelling & Grammar										
Advert attached										

TUTOR'S COMMENTS
COVERING LETTER
CV
SAF

INDICATIVE MARK (Subject to Board Approval)	Signed	Date

Written Report

MARKING CRITERIA	FAIL			3RD			2:2			2:1			1ST		
Accurate & succinct abstract															
Thorough analysis of career/ sector researched including entry requirements, skills, training, working conditions & availability															
Clear description and analysis of work experience during the module															
Clear description and analysis of action research undertaken															
Evidence of ability to conduct multi-media research & access appropriate sources of information															
Well drawn conclusions and further actions to be undertaken															
Writing style, spelling & grammar															
References, contacts & employer confirmation															
Word count not exceeded															

TUTOR'S COMMENTS

INDICATIVE MARK (Subject to Board Approval)	Signed	Date

Careers Action Plan

MARKING CRITERIA	FAIL		3RD		2:2		2:1		1ST	
Structure and clarity										
Reference to appropriate sources of help & information										
Evaluation of Prospects Planner findings										
Presentation of aims & action required, with reference to timescales										
Evidence of contingencies and alternatives										
Evidence of self awareness										
Analysis of current situation & progress already made showing subsequent stages of planning										

TUTOR'S COMMENTS

INDICATIVE MARK (Subject to Board Approval)	Signed	Date

February 2008