

MA/Postgraduate Diploma in Careers Education, Information and Guidance in Higher Education

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Faculty of Economic and Social Sciences
Programme length: Flexible delivery up to 72 months
For students entering in 2003-4 Date of specification: Nov.2003
Programme Director: Dr. W.P. Gothard
Board of Studies: Careers Education, Information and Guidance in Higher Education
Accreditation:

Summary of programme aims

The course provides an opportunity to develop research skills and to conduct a research study in the field of Careers Education, Information and Guidance in Higher Education. Students will be free to choose a dissertation topic of their own, in conjunction with their supervisor. If they are in receipt of an AGCAS/CSU bursary, the topic will need to be approved by the appropriate research group.

Transferable skills

Students will be expected to enhance their time management, problem solving and written communication skills, as well as developing research skills.

Programme content

Students must complete a dissertation (60 or 100 credits) and pass modules 1, 2 and 3, plus 1- 3 further modules, from the list.

		<i>Credits</i>	<i>Level</i>
Mod Code	<u>Core (compulsory) Module Title:</u>		
HCMF01	The Challenges of Careers Work in Higher Education	20	M
HCMF09	Special Study	20	M
HCMF02	Theories of Career Development and Models of Guidance	20	M
	<u>Students are required to select three optional modules from the following, subject to availability:</u>		
HCMF03	Guidance Skills	20	M
HCMF04	Information Management	20	M
HCMF06	Group Work	20	M
HCMF05	Designing and Implementing Career Development Learning	20	M
HCMF18	Employer Relations	20	M
HCMF08	Effective Communication	20	M
HCMF10	Labour Market Intelligence	20	M
HCMF07	Psychometric Testing	20	M
HCMF11	Training and Coaching	20	M
HCMF12	Enhancing the Quality of your Service	20	M
HCMF19	Equal Opportunities	20	M
HCMF13	Dissertation A	20	M
HCMF14	Dissertation B	60	M
		100	M

Part-time/Modular arrangements

Only offered part-time and by module.

Progression requirements

Depending on the route they enter, students can register for the Dissertation, or one of the core modules initially. It is not necessary to pass a module in order to register for another module.

Summary of teaching and assessment

A variety of teaching methods are used which include distance learning, tutorials, supervision and, in some cases, residential courses. Assessment is by course work, i.e. Dissertation, written assignment.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory work

For Masters Degrees

To pass the Masters students must gain an average mark of 50 or more overall in modules worth 180 credits including a mark of 50 or more for the Dissertation *and have no mark below 40*. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the Dissertation will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation will be awarded eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more in modules worth 120 credits and have no mark below 40. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more will be awarded eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more in modules worth 60 credits and have no mark below 40.

Admission requirements

Entrants to this programme are normally required to have obtained:

It is available to graduates of approved institutions who have a minimum of two years' relevant experience. Candidates will normally also have completed the Post-experience Diploma or Post-experience Certificate in Careers Education, Information and Guidance in Higher Education, or a Diploma in Careers Guidance.

Students wishing to seek advanced standing for a maximum of four modules must provide appropriate evidence of APEL/APL.

Admissions Tutor: Dr. W.P. Gothard

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Career prospects

Students are already employed in careers work, mainly in Higher Education. The course can be seen as part of their continuing professional development.

Opportunities for study abroad or for placements

Not applicable.

Educational aims of the programme

Students are expected to become familiar with research literature, research methods and key issues relating to careers education, information and guidance in Higher Education.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- 1) The research methods required to complete a dissertation.
- 2) A research topic within the field of careers work in Higher Education.
- 3) The relevant literature related to this research topic.

Depending on the appropriate route of entry:

- 4) Theories of Career Development and Models of Guidance, related to careers work in Higher Education, and
- 5) The Challenges currently facing those working in Higher Education Careers Services, relating to a wide range of social, political and economic issues.

Teaching/learning methods and strategies

Students will build on their existing theoretical and practical knowledge of careers education, information and guidance in Higher Education via a number of teaching methods, which include distance learning, workshops, residential courses, tutorials and supervision sessions.

Assessment

Depending on the route chosen, assessment will include a dissertation by research, written assignments, accreditation of prior learning and practical assignments.

Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none"> — Be analytical and evaluative. — Demonstrate independence of thought. — Show critical awareness of issues relating to Higher Education Careers Services. — Show sensitivity to issues of equality. — Research a topic related to careers work in Higher Education. 	<p>Teaching/learning methods and strategies</p> <p>Students will use the University’s distance learning research methods course in order to develop the necessary intellectual skills to successfully complete the dissertation by research. This will be supervised by regular supervision sessions.</p> <p><i>Assessment</i> By dissertation for all students.</p>
<p>C. Practical skills – able to:</p> <ol style="list-style-type: none"> 1) Be self motivated 2) Demonstrate professional skills in an appropriate area. 	<p>Teaching/learning methods and strategies</p> <p><i>Assessment</i></p> <p>Depending on the route chosen, students will be required to present some aspect of their professional role for assessment.</p>
<p>D. Transferable skills – able to:</p> <ol style="list-style-type: none"> 1) Manage time. 2) Apply research methods 3) Problem solve. 4) Communicate in writing. 	<p>Teaching/learning methods and strategies</p> <p>Depending on the route chosen, students will be taught how to apply their research skills, as well as their ability to present their data, cogently and correctly</p> <p><i>Assessment</i> All students complete a dissertation as part of the course. As part-time students, studying at a distance, they need to learn to manage time, and to become efficient researchers.</p>
<p><i>Please note:</i> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.</p>	