

## Module specification

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Module Code	EDN614
Module Title	Aspiring Leaders: Building Professional Development
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	101278
Cost Code	GAEC

### Programmes in which module to be offered.

Programme title	Is the module core or option for this programme
Standalone module, to be attached to the BA (Hons) Education Studies programme for QA and assessment purposes.	Option
Completion of both modules END614 Aspiring Leaders: Building Professional Development and EDN613 Aspiring leaders: Developing Leadership Skills leads to WUCCE: Aspiring Leaders Certificate: Developing Leadership Skills & Building Professional Development	Core

### Pre-requisites

Short course will only be offered to Graduands / Graduates of Wrexham University (L6).

### Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work-based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	08/08/2024
With effect from date	08/08/2024
Date and details of revision	
Version number	1

## Module aims.

To enhance self-awareness and further develop professional skills like leadership and communication, foster adaptability to professional environments, promote lifelong learning habits and facilitate career goal setting to empower new and emerging graduates for successful transition into the workforce and continual growth in their chosen field.

The module uses the principles of the ALF using a range of delivery including face to face online and hybrid.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically reflect on their own strengths and areas for development aligned to the Wrexham University Skills Framework.
2	Critically appraise a chosen sector within the labour market relevant to their career aspirations.
3	To construct a five-year plan that describes their place in the labour market as new skilled graduates.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Assessment 1: Career Development Portfolio

The assessment will require the student to complete a written portfolio of tasks including:

- Self-reflection activities to develop understanding of self, linked to their own values.
- Learners will research their chosen professional sector reviewing the labour market.
- Produce a comprehensive 5-year plan providing practical examples of how this will be delivered and will explain the rationale behind their plan

(3000 words or equivalent).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Portfolio	100

## Derogations

N/A

## Learning and Teaching Strategies

The module is taught through a combination of lectures and seminars. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF).

The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both synchronous and asynchronous where students can access elements of their learning at a time and place to suit themselves.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the online classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

## Indicative Syllabus Outline

- Career planning and goal setting
- Self-assessment and reflection
- Ethics and professional responsibility
- Personal development and well-being
- Technology and digital Skills
- Workplace etiquette, and professional communication skills
- Global and cultural awareness
- Industry research
- Adaptability and Continuous Learning

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Cameron, S. (2021), *The business student's handbook: skills for study and employment*, 7<sup>th</sup> Ed. Upper Saddle River: Pearson.

## Other indicative reading

Briscoe, J. (2023), *Understanding careers around the globe: stories and sourcebook*, Northampton: Edward Elgar Publishing.

Rook, S. (2019), *The Graduate Career Guidebook*, 2<sup>nd</sup> ed. London: Red Globe Press.

## Employability – the University Skills Framework

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Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

**The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.**

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.