

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

Module Code	PSY769
Module Title	Professional Development
Level	7
Credit value	20
Faculty	Social & Life Sciences
HECoS Code	100497
Cost Code	GAPS

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Applied Psychology	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	<b>24 hrs</b>
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>
Work based learning / work experience	30 hrs
Guided independent study	146 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	15 <sup>th</sup> May 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

## Module aims

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- This module will focus on professional development and enhancing employability within applied psychology and/or research sectors.
- Explore and develop strategies for analysing and evaluating experience in a practical setting.
- Gain insight into the expectations regarding professional ethics and behaviour within an applied context.
- Develop practice of continuing personal and professional development and lifelong learning.
- Develop skills to enhance individual employability.

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

1	Critically reflect on professional development within an applied context or setting.
2	Plan and prepare an appropriate and detailed portfolio of professional and scholarly progress.
3	Analyse personal strengths and limitations and create an individual personal development plan tailored towards own career aspirations.
4	Demonstrate a comprehensive reflective understanding of learning and development in relation to own knowledge and practice skills.
5	Create and deliver a range of presentations to a variety of audiences.

## Assessment

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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.



A portfolio of tasks linked to the module learning outcomes that could include some or all the following:

- Critical reflection on experience and learning
- Detailed and up to date Curriculum Vitae
- Observed interview skills
- Presentation/s
- Personal development plan

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	All	Portfolio	100

## Derogations

The pass grade for this module is 50%.

## Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars.

Students taking part in this module will be required to take part in 30 hours of work experience to enable them to build their employability skills. This will allow students to work with different professionals and relate theory to practical settings. This module will also benefit from input from the University careers team, along with individuals from different applied areas.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Indicative Syllabus Outline

- Planning and time management
- Note-taking
- Active listening skills



- Academic reflections and reflective diaries
- Curriculum Vitae creation
- Completion of job/study applications
- Interview skills and being interviewed by an interview panel
- Presenting to a variety of audiences
- Cross-disciplinary work/skills

## Indicative Bibliography:

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

### Essential Reads

Bassot, B. (2023). *The reflective practice guide: An interdisciplinary approach to critical reflection* (2<sup>nd</sup> ed.). Routledge.

### Other indicative reading

Cottrell, S. (2023). *Critical thinking skills: Effective analysis, argument, and reflection* (4<sup>th</sup> ed.). Bloomsbury Academic.

McLeod, J., & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners*. McGraw-Hill Education.