

Prifysgol Wreccsam Wrexham University

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module code	FY306
Module title	A Day in the Life
Level	3
Credit value	20
Faculty	FSLS
HECoS Code	101090
Cost Code	GAHW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FSLS integrated FY except Football Coaching and the Performance Specialist FY students	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	10/08/23
With effect from date	01/09/23

For office use only	
Date and details of revision	
Version number	1

Module aims

The module aims to introduce the student to the diverse and varied careers available within their chosen sector, with the focus on the multi-disciplinary/ interprofessional workforce. The students will explore relevant professions, the skills required to access them and roles within services that support them.

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

1	Describe a professional role within a sector aligned to the subject area
2	Examine additional roles within the sector that support the delivery of professional services
3	Reflect on the development of skills required to succeed in the chosen area
4	Consider the importance of effective teamwork and how this benefits the recipients of professional services

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.

Module Assessment:

The assessment strategy is designed to provide students with the opportunity to demonstrate their understanding of the available careers in their chosen area of expertise, the skills required for success within them and how teams work together to deliver goods and services.

Assessment One (80%)

The student will prepare and deliver a presentation to their peers, showcasing their selected profession and how the role contributes to the delivery of professional services within their sector in the context of complementary professions.

Assessment Two (20%)

In small groups, the students will participate in a self-facilitated action learning set. Each student will submit an appendices document reflecting their participation in the set (minutes of meetings, for example) and a 300 word reflection on the team process and the professional development gained from it.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2,3	Presentation	80%
2	4	Written Assignment	20%

Derogations

None

Learning and Teaching Strategies

This module will be delivered via a 'blended learning approach'. Directed study tasks, which may include activities such as recorded lectures/ electronic content, discussion forums, quizzes, case studies, group tasks, workbooks, key readings, reflective activities or other appropriate learning activities, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. The module will also be supported by the Moodle VLE and pre-recorded content and resources aligned to the university's active learning framework (ALF).

Indicative Syllabus Outline

- Reflective practice for professional development
- Interprofessional working
- Working in teams
- Group development theory and leadership styles
- Defining and working in sectors
- Career pathways and skill development
- Codes of conduct/ professional ethics
- Graduate attributes
- Asset based approaches and transferable skills

Indicative Bibliography:

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

Essential Reads

Cottrell, S. (2021), *Skills for Success: Personal Development and Employability*. 4th ed. London: Red Globe Press

Other indicative reading

Becker, F. (2020), *Boost your employability (super quick skills)*. London: Sage.

Bolton, G. and Delderfield, R. (2018), *Reflective Practice- Writing and Professional Development*. 5th ed. London: Sage

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication