

**Postgraduate Certificate in Careers Education, Information and Guidance in Higher Education**  
**For students entering in 2008**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading Faculty of Arts and Humanities
Programme length:	Flexible delivery up to 36 months
Date of specification:	May 2007
Programme Director:	Mr P T McCash
Board of Studies:	Careers Guidance Programmes
Accreditation:	Not applicable

**Summary of programme aims**

A version of this course has been available since 1992 through a unique collaboration between the University and the Association of Graduate Careers Advisory Services (AGCAS). The course provides bespoke professional development for careers practitioners working in universities and colleges across the higher education sector in the UK and Ireland. It is designed to integrate theory and practice in the field of career education, information and guidance in higher education. Specifically it is designed to provide an entry level qualification for those individuals who have less than three years relevant experience. It provides an appropriate foundation of postgraduate knowledge and skills for all staff involved in careers work, and underpins progression to a higher qualification (Diploma or Masters).

**Transferable skills**

Students will be expected to enhance their skills in written communication and career development. Specific transferable skills are described in relevant module specifications and include: working with others, verbal communication and numerical skills.

**Programme content**

The PG Certificate is an award of 60 'M' level credits consisting of two 20 credit modules and two 10 credit modules. The available modules are listed below.

Module Code	Module Title	Credits	Level
	<b>Core</b>		
CDMF01	Challenges of careers work in higher education	20	M
CDMF02	Theories of career development and models of guidance	20	M
	<b>Optional</b>		
CDMF30	Group work (foundation)	10	M
CDMF31	Information management (foundation)	10	M
CDMF32	Employer relations (foundation)	10	M
CDMF33	Advice and guidance skills (foundation)	10	M

**Part-time/Modular arrangements**

The course is only offered on a part-time distance learning basis.

### **Progression requirements**

The course is designed to be flexible in order to meet the needs of students working in a range of HE contexts therefore it is not usually necessary to pass a module in order to register for another module. It is normally expected that the student will complete the Certificate within 3 years. Pre-entry and on-course advice is available from the course team.

### **Summary of teaching and assessment**

A range of distance learning teaching methods are used including: written learning materials, tutorials, supervision and, in some cases, residential courses. Assessment is via course work, e.g. written assignment or dissertation.

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

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. In addition the total credit value of all modules marked below 50 must not exceed 10 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 eligible for a Merit.

#### *Transfer to the PG Diploma in Careers Education, Information and Guidance in HE*

Students who have successfully achieved the PG Certificate award will be able to transfer credits achieved in the two core modules to the Diploma programme and upgrade modules CDMF30, CDMF31 and CDMF32 to the equivalent Diploma modules (CDMF06, CDMF04 and CDMF18 respectively) through undertaking further work and assessment. The 10 credit Advice and guidance skills (foundation) module (CDMF33) cannot be upgraded due to the advanced nature of the corresponding Diploma module (CDF03).

### **Admission requirements**

The standard academic entry requirement is a degree of any discipline however non-graduates with relevant experience and/or an equivalent qualification will be considered. The *Postgraduate certificate* is suitable for individuals who possess less than three years relevant experience.

Students wishing to seek APL/APEL must provide appropriate evidence using the University procedure. APL/APEL is normally awarded up to a maximum of 20 credits. Credit transfer is possible for those candidates holding directly equivalent qualifications such as a Postgraduate Diploma in Careers Guidance.

Admissions Tutor: Mr P T McCash

### **Support for students and their learning**

University support for students and their learning is provided via two routes:

Learning support includes the University Library, which is located across 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. The electronic journal collection is of particular value to the distance learning students on this programme. Learning support additionally extends to IT Services, which provides several hundred computers for student use.

Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University Special Needs Advisor, Study Advisors, and the Students' Union.

### **Career prospects**

Students are already employed in careers work in higher education. The course is part of their continuing professional development and is designed to enable career progression within and/or beyond existing roles.

### **Opportunities for study abroad or for placements**

Not applicable.

### **Educational aims of the programme**

The overall aim of the PG Certificate (CEIGHE) is to provide a course of education and training that will enable students to understand, evaluate and undertake the work of careers practitioners within the higher education sector in the UK and Ireland.

In order to promote the integration of theory and practice, the following methodology is used to underpin the design and delivery of the curriculum:

- Links between theory and practice are explored and developed through each module.
- Opportunities are provided for reflective practice in both group and individual tutorial settings.
- Students are able to record evidence of their development through the completion of learning review logs and/or distance learning materials.

Through these methods students are expected to become familiar with the research literature and key issues relating to career education, information and guidance in higher education.

## Programme outcomes

### *Knowledge and understanding*

#### **A. Knowledge and understanding:**

*All students will develop the following knowledge and understanding:*

- 1) Theories of career development relevant to careers work in higher education.
- 2) The social, political and economic challenges of working in higher education careers services.
- 3) The integration of theory and practice through module choices related to their particular role in higher education careers work.

#### **Teaching/learning methods and strategies**

Students will build on their existing knowledge and understanding of careers education, information and guidance in higher education via a range of teaching methods including: distance learning materials, workshops, residential courses, tutorials and supervision sessions. Students will be directed to selected texts and journal articles for further study. For example, students studying the *Theories of Career Development* module will be supported by a day-long Understanding Theories workshop and comprehensive distance learning materials.

#### *Assessment*

Assessment of knowledge and understanding will include written assignments such as reports, essays, dissertation and/or accreditation of prior learning. For instance, formative assessment of theoretical knowledge may involve completion of introductory exercises involving responses to activities in a workbook.

### *Skills and other attributes*

#### **B. Intellectual skills**

*All students will be able to:*

- 1) Undertake analytical and evaluative assessment.
- 2) Demonstrate independence of thought.
- 3) Show critical awareness of issues relating to higher education careers work.
- 4) Show sensitivity to issues of equality.
- 5) Undertake research relevant to role.

#### **Teaching/learning methods and strategies**

The intellectual skills required will be embedded in the module learning outcomes. Teaching of these skills will be undertaken via distance learning materials, residential courses, individual workshops and distance tuition via email and telephone contact.

For example, as part of the *Employer Relations* module teaching materials, the student will research relevant employers and labour markets. This will involve use of relevant web sites and/or field work.

#### *Assessment*

Assessment of intellectual skills will include written assignments such as essays, reports, dissertation and/or accreditation of prior learning. For example, report-writing is often used as a form of assessment in the *Challenges* and *Employer Relations* modules.

### **C. Practical skills**

*All students will be able to:*

- 1) Demonstrate professional skills in an appropriate area.

### **Teaching/learning methods and strategies**

All students are encouraged to integrate current work experiences within their coursework. Practical skills teaching will be undertaken via distance learning materials, residential courses, individual workshops and distance tuition via email and telephone.

In order to develop the necessary practical skills, professional skills training will be provided through residential courses and workshops. For example, the *Guidance Skills* module will be supported by a 5 day residential programme involving a range of activities including: guidance models presentation; guidance skills in practice workshop; and role plays.

#### *Assessment*

Depending on the route chosen, students will be required to present some aspect of their professional role for assessment. For example, the assessment used in *Guidance Skills* could involve the production of an audiotape or DVD with an accompanying critique of a career guidance interviewing session.

### **D. Transferable skills**

*All students will be able to:*

- 1) Communicate in writing.
- 2) Undertake career development.
- 3) Demonstrate specific transferable skills depending on options chosen. Individual transferable skills are embedded in relevant individual module specifications and include: working with others, verbal communication and numerical skills.

### **Teaching/learning methods and strategies**

In order to develop the necessary transferable skills, skills training will be provided through residential courses, workshops and tutorials.

#### *Assessment*

Depending on the route chosen, assessment will include: written assignments, practical assignments, dissertation and/or accreditation of prior learning. Assessment of specific transferable skills will vary according to the individual module.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**

