**Postgraduate Diploma/Postgraduate Certificate in the Management of Student Work Experience**
**For students entering in 2008**

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| Awarding Institution: | The University of Reading |
| Teaching Institution: | The University of Reading |
| | Faculty of Arts & Humanities |
| Programme length: | Flexible delivery – up to 72 months |
| Date of Specification: | 22 January 2007 |
| Programme Director: | Dr. P. Mignot |
| Board of Studies: | Careers Guidance |
| Accreditation: | N/A |

**Summary of the Programme Aims**

The overall aim of the PGD is to provide a course of education and training that will prepare students to undertake effectively the management of student work experience in various sectors (Higher Education, Further Education, schools). The course will enable students to develop their knowledge and skills in relation to the following key areas of professional practice:

1. *Working with students and employers as clients of the service.* This aspect of the course covers the three stage cycle of recruitment, placement, and review of progress. The first stage of the cycle focuses on the recruitment and induction of students into the service. This includes approaches to profiling the knowledge, skills, and aspirations of students in the context of employability. The second stage of the cycle focuses on the placement of students and how to liaise with employers to achieve effective placement outcomes. The third stage of the cycle focuses on the review of student learning outcomes. Here the emphasis is on helping students to reflect on what they have learned from their work experience, together with the contribution that this learning might make to their ongoing career development.

2. *Working with educational institutions to establish links between the curriculum and student work experience.* This aspect of the course covers the key concepts of career development learning and employability. Students will be introduced to different methods of delivering career development learning within the curriculum. This will include approaches to liaising effectively with academics and employers.

3. *The operational and strategic management of the service.* This aspect of the course focuses on the management of human and financial resources, enhancing the effectiveness of processes and information, and marketing the service.

**Transferable Skills**

The PGD curriculum is designed to provide the necessary theoretical knowledge and understanding which will enable students to develop a critical and reflective approach to professional practice. Students are required to critically evaluate theoretical frameworks and methodologies, and articulate the links between theory and practice.

**Programme Content**

The qualifications will be offered at postgraduate certificate and diploma level. The postgraduate Certificate will consist of 60 credits of learning while the Diploma will amount to 120 credits. The Certificate is designed to provide a gateway for new entrants to the profession, and support current practitioners in their work with students and employers as service users. The Certificate consists of modules 1 – 3. The Diploma will support current practitioners in their work with service users, and in the management of the service, and consist of modules 1 – 6.

The modules are:

| Modules | | Credits | Level |
|---|---|---|---|
| MSWE1 | The Recruitment Process | 20 | M |
| MSWE2 | Career Development Learning | 20 | M |
| MSWE3 | Employer Relations | 20 | M |
| MSWE4 | The Management of Human and Financial Resources | 20 | M |
| MSWE5 | Enhancing the Effectiveness of your Service: processes and information | 20 | M |
| MSWE6 | Marketing the Service | 20 | M |

**Part-time/Modular arrangements**

Only offered part-time and by module.

**Progression Requirements**

Students can register for any module. It is not necessary to pass a module in order to register for another module.

**Summary of Teaching and Assessment**

Teaching will be via a combination of distance learning, residential courses and workshops. Assessment is via course work, i.e. written assignments.

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

Mark interpretation

70-100% Distinction
60-69% Merit
50-59% Good standard (Pass)

Failing categories

40-49% Work below threshold standard
0-39% Unsatisfactory work

*For PG Diploma*
To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

*For PG Certificate*
To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.*

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied him or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

## Admission Requirements

The standard academic entry requirement for the PGD/Cert is a degree in any discipline. However, non-graduates with relevant experience and/or an equivalent qualification will be considered.

Admissions tutor: Dr P. Mignot

## 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 Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Students are supported and encouraged to become independent learners through feedback and discussion with tutors.

## Career Prospects

Students are already employed. The course is designed to contribute to their continuing professional development.

**Opportunities for study abroad or for placements**

N/A

**Educational aims of the Programme**

The overall aim of the PGD/Cert is to provide a course of education and training that will prepare students to undertake effectively the management of student work experience in their particular sector.

**Programme Outcomes**

*Knowledge and Understanding*

**A. Knowledge and understanding of:**

*The labour market:*
1. employment law and employee rights (with particular reference to part-time and temporary workers, and international students)
2. labour market information (local, national, international)

*Recruitment and selection:*
3. equal opportunities and anti-oppressive practice
4. methods of recruitment, selection and induction
5. the structural features, functions and workforce characteristics of employer organisations

*Career development learning:*
6. the theoretical basis for a guidance counselling approach and the process through which the client and interviewer work
7. theories and concepts of career development learning
8. the contexts within which career development and work-based learning are delivered (with particular reference to HE)
9. different approaches to designing and delivering curriculum-based career development learning within educational institutions
10. strategies for liaising with academics in relation to curriculum-based career development learning
11. how employers can contribute to curriculum-based activities

*Operational and strategic management:*
12. decision making, planning, controlling, performance evaluating and optimising of the use of financial resources
13. how selection, managing performance, training and development encourage a productive and satisfied workforce
14. knowledge and skills needed to monitor and enhance the effectiveness of their service
15 the role of management information
16. an understanding of the relevance of marketing to their jobs

**Teaching/learning methods and strategies**

Students will build on their existing knowledge and understanding of the management of student work experience via distance learning and residential courses.

Knowledge and understanding of the labour market will be developed in modules 1 & 3

Knowledge and understanding of the area of recruitment and selection will be developed in modules 1 & 3

Knowledge and understanding of career development learning will be developed in modules 2, 3, & 5

Knowledge and understanding of operational and strategic management will be developed in modules 4, 5, & 6

*Assessment*

Assessment is continuous throughout the course. Assessment tasks include essays, case studies, and projects.

*Skills and other attributes*

**B. Intellectual skills –** able to

1.  be analytical and evaluative
1.  demonstrate independence of thought
2.  show a critical awareness of issues relating to the management of student work experience
3.  show a sensitivity to issues of equality, diversity and other legislation such as age discrimination
4.  critically reflect on their own practice as a basis for continuous professional development

**Teaching/learning methods and strategies**

In each module students will apply models and theories which logically lead to different approaches to problem definition and solutions. This will promote evaluative and critical thinking and demand independence of thought.
In modules 1, 2, & 3 students will be required to engage with a framework for reflective practice. This will develop the student's ability to practice ethically, and to engage in continuous professional development.

*Assessment*

All written assessments require evidence of critical evaluation. Assessment specifications are designed to promote independent learning. The integration of theory and practice is promoted through case studies and the compilation of a reflective journal. In addition, all practical assessments require the student to produce an evaluative commentary of their own performance.

| **C. Practical skills** – able to | **Teaching/learning methods and strategies** |
|---|---|
| *Recruitment and Selection* | Practical skills in recruitment and selection will be developed in modules 1 & 3 through simulations (case studies) and casework reports. |
| 1. recruit and induct students effectively into a work experience placement service.<br>2. work with employers to achieve effective placement outcomes for students | |
| *Career Development Learning:* | Career development learning skills will be developed in modules 2 & 3 through: 1-1 interactions with students; strategic planning; engaging with simulations (case studies) and casework reports |
| 3. help students to reflect on what they have learnt from work experience and how this learning might contribute to their career development<br>4. develop a strategic plan to promote and establish curriculum-based opportunities for career development learning within educational institutions<br>5. work with employers to identify their potential contribution to curriculum-based activities | Operational and strategic management skills will be developed in modules 4, 5, & 6 through report-writing, strategic planning, role-play and simulations. |
| *Operational and Strategic Management:* | *Assessment* |
| 6. apply strategic thinking to the development of their service.<br>7. use financial resources effectively. | *Recruitment and Selection:* Casework report on recruitment and induction; casework report on employer liaison. |
| 8. use human resources effectively. | *Career Development Learning:* audio taped interaction with a student; strategic plan for curriculum development; casework reports on employer liaison |
| 9. design a framework to monitor the effectiveness and efficiency of the service | *Operational and Strategic Management:* strategic plan for service development; marketing plan for the service; quality improvement plan; financial report; casework report on a staff development review |
| 10 Analysis management information | |
| 11. market their service effectively. | |

| **D. Transferable skills** – able to | **Teaching/learning methods and strategies** |
|---|---|
| 1. present findings and arguments cogently and coherently, both orally and in writing | Transferable skills will be developed via written assignments and practical assessments (formative & summative). |
| 2. locate, select and handle information effectively using library and other written sources | |
| 3. locate, select, handle and present information effectively using IT resources | |
| 4. work to deadlines and manage their time effectively | |
| 5. carry out various activities that demonstrate numeracy appropriate at this level | *Assessment* |
| 6. communicate effectively with clients and colleagues | Students are continuously assessed on their practical and written skills. |
| 7. negotiate effectively with clients and colleagues | |