

# Module Guide

Life Career Development

BBM\_6\_LCD

School of Business

2016/17

Level 6

Semester 2

## Table of Contents

1.	Module Details .....	3
2.	Short Description.....	3
3.	Aims of the Module .....	3
4.	Learning Outcomes .....	3
4.1	Knowledge and Understanding.....	4
4.2	Intellectual Skills .....	4
4.3	Practical Skills .....	4
4.4	Transferable Skills.....	4
5.	Assessment of the Module.....	4
6.	Feedback .....	5
7.	Introduction to Studying the Module.....	5
7.1	Overview of Types of Classes.....	5
7.2	Importance of Student Self-Managed Learning Time.....	6
7.3	Employability .....	6
8.	The Programme of Teaching, Learning and Assessment .....	6
9.	Student Evaluation.....	8
10.	Learning Resources.....	8
11.	Assignment briefs for coursework 1 & 2 .....	10

## 1. MODULE DETAILS

<b>Module Title:</b>	Life Career Development
<b>Module Level:</b>	6
<b>Module Reference Number:</b>	BBM_6_LCD
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	48
<b>Private Study Hours:</b>	152
<b>Pre-requisite Learning (If applicable):</b>	Principles of HRM (level 5)
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BA Business Studies/Business Administration
<b>Year and Semester</b>	2016-17, Semester 2
<b>Module Coordinator:</b>	Fiona Wheeler
<b>MC Contact Details (Tel, Email, Room)</b>	<a href="mailto:wheelef2@lsbu.ac.uk">wheelef2@lsbu.ac.uk</a> , LR 393
<b>Teaching Team &amp; Contact Details (If applicable):</b>	
<b>Subject Area:</b>	Management and HR
<b>Summary of Assessment Method:</b>	100% Coursework: 30% CW1 Interview Report (1500 words) 70% CW2 Life Career Development Portfolio (4000 words)
<b>External Examiner appointed for module:</b>	TBA

## 2. SHORT DESCRIPTION

The Life Career Development Module uses a theoretical framework to consider the process of an individual's personal and career development within their wider social context. The module will be of particular interest to those intending to specialise in HRM or HRD, as it provides a good introduction to the philosophy underpinning the concept of careers and continuing professional development. It is also suitable for anyone who wants to reflect on their personal and professional development as they reach the end of their degree.

## 3. AIMS OF THE MODULE

The aims of this module are both academic and practical. Throughout the module and assessment you are expected to apply, and reflect on the implications of, career theory and research for both individuals and organisations. The module supports preparation for the transition from study to employment, and provides an opportunity for exploration of the impact that employment practices and the wider social environment have on individual beliefs, behaviour and choices.

## 4. LEARNING OUTCOMES

The module aims to develop and assess knowledge, understanding and skills in the following ways:

#### 4.1 Knowledge and Understanding

Reflect on and explain the key concepts of occupational choice and career development

Identify and analyse the factors that affect occupational choice and career development

#### 4.2 Intellectual Skills

Critique the relevance of theoretical approaches to career development

Critically reflect on your personal development needs

#### 4.3 Practical Skills

Apply career planning techniques to facilitate your understanding of career development

#### 4.4 Transferable Skills

The Module will develop and assess your transferable skills in relation to:

- Communication: developed in the class based exercises and assessed in both elements of coursework
- Learning: developed through the tutor and peer feedback to class-based exercises and assessed in particular in the reflective element of your coursework
- Problem solving, research and task management: developed in class-based activities and the completion of coursework. Assessed in both elements of coursework

## 5. ASSESSMENT OF THE MODULE

The assessment of this Module consists of two elements, Coursework 1 is an essay of 1500 words and Coursework 2 is a Life Career Development Map (c4000 words) in the form of a reflective portfolio.

### **SUBMISSION DATES**

Coursework 1: Monday 13th March 2017

Coursework 2: Monday 15th May 2017

Full coursework briefs and grading criteria are provided for both assessments at the end of the module guide. During the course of the module you are encouraged to discuss your coursework prior to hand in and time has been allocated at the end of the module to give final feedback prior to your submission for Coursework 2. It is important at this stage to use Harvard referencing throughout your work and at this level you will be advised to

refer to the following library services help sheets (HS) for guidance; these are available electronically through the library services.

HS 30            How to do your referencing: An Introduction to the Harvard System  
HS 04            Plagiarism

## **Coursework Submission**

**Coursework will be submitted electronically via the module VLE (Moodle) site.**

A Turnitin UK facility for coursework submission via the Life Career Development site has been set up for this module. Students are able to submit draft copies in advance of the deadline, which will get over-written by the final copy submission. Students are advised to make full use of this draft facility and if the similarity index is reported as high, to make any required amendments prior to final submission.

**Submission information for Coursework 1:** a final electronic copy of the coursework must be submitted to both the Turnitin and Assignment portals by 18.00HRS on Monday 13th March 2017. This is the final time and date. There is no requirement to submit a hard copy.

**Submission information for Coursework 2:** You will have an opportunity to bring in a draft of your work on Tuesday 9th May after which a final electronic copy of the coursework must be submitted to both the Turnitin and Assignment portals by 18.00HRS on Monday 15th May 2017. This is the final time and date. There is no requirement to submit a hard copy although if you have created a picture, model or large graphic I can take this in on 9th May.

You must not hand coursework to your module leader or other lecturer.

## **Late submission of coursework**

Tutors are no longer able to provide permission for coursework extensions. If you are going to submit late, then you must provide notification of late submission. Work not accompanied by supported extenuating circumstances will be marked if submitted within two weeks of the submission date, but will be subject to a cap of 40%. Any work submitted after this two-week period will not be marked.

## **6. [FEEDBACK](#)**

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

## **7. [INTRODUCTION TO STUDYING THE MODULE](#)**

### **7.1 Overview of Types of Classes**

Each weekly session will contain input focussing on core material, selected readings and recent research that will introduce the different themes and issues to be covered. However the emphasis in contact time will be on learning through practical exercises, small group activities, and student discussions. The delivery will be in one four-hour block each week. Sessions will usually begin and finish with whole group sessions with the group subdividing into small groups for the majority of the time. It is important that you arrive promptly and ensure that you are able to stay for the whole session. Where you are asked to do advanced preparation, for example pre-reading we will expect that you will have done this.

## 7.2 Importance of Student Self-Managed Learning Time

In addition to the class-based activities you are expected to undertake independent reading and research to provide the depth of critical understanding required of you at Level 6 and which will need to be demonstrated and evidenced in completing the assessments.

## 7.3 Employability

This module contributes directly to your understanding of employability. It provides a framework within which you can reflect on your personal work and life journey, and explore the career options open to you for your future.

# 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week	Date	Topic
1	31 <sup>st</sup> January	<b>Introduction to LCD:</b> Overview and expectations Setting ground rules and working together Meeting the learning outcomes – what do we need to do? Understanding the assessment  <b>Reading</b> Wilton (2008) Graduate Skills (in pack)
2	7 <sup>th</sup> February	<b>Career Management in context:</b> Career definitions and metaphors Work in the 21 <sup>st</sup> Century  <b>Reading :</b> Baruch Chapter 1 & 3 & 5 Inkson et. al. Chapter 1, 2 and Chapter 7
3 & 4	14 <sup>th</sup> February & 21 <sup>st</sup> February	<b>Careers as Cycles:</b> Theories and models of career management & development: career anchors; career patterns and paths Assignment 1 Support ; Developing interview questions  <b>Reading :</b> Inkson et al Chapter 4 p.88-109 Baruch Chapter 2 p48-55
5	28 <sup>th</sup> February	<b>Employability and Careers</b> Guest speaker, details to be confirmed  <b>Reading :</b> Inkson Chapter 12

6	7 <sup>th</sup> March	<b>Career Influences (1)</b> What does work mean to me? What are my values and interests? Reflection and reflective practice  <b>Reading</b> Inkson et.al. Chapter 6
<b>Monday 13<sup>th</sup> March</b> <b>Assignment 1 Due</b>		
7	14 <sup>th</sup> March	<b>The Entrepreneurial Career</b> An interactive session led by the Student Engagement Centre focusing on entrepreneurship, self employment and consultancy  <b>Reading:</b> Greenhaus et.al Chapter 12
8	21 <sup>st</sup> March	<b>Psychological Contract, Diversity and Careers</b> Career expectations and the evolution of employment relationships Impact of diversity  <b>Reading</b> Baruch : Chapter 8
9	28 <sup>th</sup> March	<b>Careers as Fit and Career Influences (2)</b> Individual characteristics and preferences Influence of family & community Society & structural influences  <b>Reading</b> Inkson et al. Chapter 3 & 6 & 9
10	25 <sup>th</sup> April	<b>Careers as Stories : Preparing for the Transition to Work</b> Future Selves Mapping Nicholson's transition model Preparing for transition  <b>Reading</b> Baruch Chapter 5 Inkson Chapter 10 & 11
11	2 <sup>rd</sup> May	<b>Future Planning</b> Goal setting PDP and CPD  <b>Reading</b> Baruch Chapter 9
12	9 <sup>th</sup> May	Assessment Support: Reviewing Drafts
<b>Monday 15<sup>th</sup> May</b> <b>Assignment 2 Due</b>		

## 9. STUDENT EVALUATION

Towards the end of the module, students are invited to complete an evaluation form, commenting on the content, delivery and assessment of the module. The module evaluation was based on a 51% return rate, which illustrated some indicators of strengths and areas for development. Students found the opportunity to complete a development plan very useful and the practical sessions were rated well amongst all members the group. The quality of teaching was very good throughout and the group found the external speakers very interesting and were able to use this session in planning their next steps for the future. All resources and links were rated well although it was noted that the Moodle site needed more information. Overall some very positive comments.

## 10. LEARNING RESOURCES

### **Core Materials**

Baruch Y. (2004) Managing Careers: Theory and Practice, London : FT/Prentice Hall

Inkson, K., Dries, N. and Arnold, J. (2014) Understanding Careers London : Sage

Greenhaus J.H. Callanan G.A. & Godshalk V.M. (2010) Career Management 4th ed., Thousand Oaks : Sage

In addition, many HRM and HRD textbooks have chapters on career management and development

### **Optional Texts**

Arnold J. (1997) Managing Careers into the 21st Century, London : Paul Chapman Publishing – good basic text but a bit dated in places. Use for considering career theory rather than career context.

### **Journals**

These and many other relevant journals can be accessed via MyLsbu/library

Career Development International

International Journal of Career Management

Human Resource Management Journal

Management Learning

### **Electronic Resources**

<http://www.business-minds.com/gradcareers>

<http://www.lsbu.ac.uk/careers>

<http://www.prospects.ac.uk>

<http://eric.ed.gov/ERICWebPortal/Home.portal>



LSBU Careers Service has a number of useful resources that can be accessed from their website or by visiting in the Careers Centre.

There is a Moodle site to support this module. If the site does not appear on your Moodle profile then you are not registered as taking this module and you will need to go and speak to your Course Administrator in L105.

### Optional Materials

Furnham A. (2005) *The Psychology of Behaviour at Work: the individual in the organization*, New York NY : Psychology Press

Moon J (2005) *Reflection in Learning and Professional Development : Theory and Practice* London : Kogan Page

Jenner S. (2000) *The Graduate Career Handbook*, London : Prentice Hall

Statt D.A. (2004) *Psychology and the World of Work*, Basingstoke : Palgrave Macmillan

### TV Programmes

Title	Subjects covered	Help
Box of Broadcasts	Record and view Freeview TV and radio programmes	How to guide

### Referencing tool

Title	Subjects covered	Help
RefWorks	Reference management software which stores references and generates bibliographies	Helpsheet RefWorks Export Guide
RefMe	Online automated referencing tool. You will need to create an account first.	Support
Mendeley	A free referencing tool available on the web.	Online guide

### Selected websites

Chartered Institute of Personnel and Development (CIPD)
Association for Talent Development
Development sites

## 11. [ASSIGNMENT BRIEFS FOR COURSEWORK 1 & 2](#)

### MODULE ASSESSMENT

Coursework 1 – c 1500 words (30% of the marks for the module)

Learning Outcomes:

This assignment is assessing your understanding in relation to the following learning outcomes of this module:

- Critiquing the relevance of theoretical approaches to career development
- Communication – writing in an appropriate style, referencing correctly
- Problem solving, research and task management

Task:

This assessment offers you the opportunity to demonstrate that you have understood and are able to evaluate some of the key concepts covered within the module. You are required to interview an individual who is at a later life-career stage than you. Write a report of between 1000 and 1500 words in which you address one the following questions:

1. With reference to either Levinson or Baruch's integrated 'age and stage' model of career development, identify what life-career stage s/he is at. To what extent are these consistent or inconsistent with the model you refer to? What might explain these findings?

OR

2. To what extent and how does his or her experience to date relate to one or more of Schein's career anchors? What were the key influences on his or her career choice?

Your work should start with a brief introduction of your interviewee and your approach to the interview. The discussion should integrate theory and analysis, and must address one of the above questions. Whichever question you choose to address, your assignment should conclude with an evaluation of the usefulness and relevance of the theories you have referred to in understanding an individual's career.

Grading Criteria:

Your work will be graded with reference to the following criteria:

70% +

Problem solving: An appropriate interviewee, effectively interviewed to produce sufficient substance to sustain the analysis

Knowledge & understanding: The report demonstrates exceptionally good use of knowledge of the relevant theories from a range of sources, including recent research.

There is good evidence of wide reading that is integrated within a well developed analysis of the findings.

Application & evaluation of theory: The report uses a range of evidence from research and relevant examples from the interview to consistently to support conclusions. Strengths, weaknesses and utility of theory are evaluated.

Clarity of expression & presentation: Ideas are clearly expressed; the report has a good structure, excellent use of English with a fluent academic writing style. Stays within the word guide, is very well presented, fully and correctly referenced.

60 - 69%

Problem solving: An appropriate interviewee, interviewed to produce sufficient substance to sustain the analysis

Knowledge & understanding: Evidence of relevant knowledge selected from a range of sources, logical and well constructed report that addresses key issues and demonstrates the ability to make links between the findings and the theory.

Application & evaluation of theory: Clear application of theory to the analysis of the interview. Discussion addresses the strengths and weaknesses of theoretical concepts as explanatory tool, using relevant examples to support conclusions.

Clarity of expression & presentation: A sound and logical structure that provides good signposting to the main points of the report. The report is written in an academic style, with good use of English, correctly referenced and within word the word guide.

50 – 59%

Problem solving: An appropriate interviewee, however the interview may be limited in scope and may not produce sufficient substance to sustain a critical analysis.

Knowledge & understanding: Clear evidence of research and reading relevant to the area of the question. Key issues will be identified but may not be logically or well linked or fully developed.

Application & Evaluation of theory: Some demonstrable application of theory to the analysis of the interview although this may be limited. Some use of relevant, but limited, examples to support the conclusions drawn. Work demonstrates a clear attempt to evaluate theory, although the report may be descriptive and conclusions may lack insight.

Clarity of expression & presentation: A reasonably logical structure, sound use of English with some minor errors in grammar. Generally well presented work with adequate referencing, broadly within the word guide.

40 – 49%

Problem solving: The choice of interviewee demonstrates limited understanding of what is required.

Knowledge & understanding: Some evidence of relevant reading and research, although this might not be sufficiently recent or sources may be very limited. Demonstrates

adequate understanding of basic concepts but discussion spoilt by inaccuracies or unsupported arguments, lacking in sufficient substance.

Application & Evaluation of theory: Limited evidence of critical thought but application and evaluation of theory is weak, examples are superficial, inappropriate or not sufficiently well developed. Conclusions are not well supported by either theory or practical examples.

Clarity of expression & presentation: Uses an appropriate format, but there maybe significant weaknesses in the structure. The argument does not follow logically, with errors in punctuation, spelling and use of English, sources are referenced but the style is inconsistent and / or incomplete, significantly outside the word guide.

30 – 39% (Fail)

Problem definition: The choice of interviewee is inappropriate, the interview demonstrates little or no substantive evidence of what is required.

Knowledge & understanding: Little evidence of any engagement with research or career literature. Key concepts are mis-applied or inaccurate. Analysis is wholly superficial and general.

Application & Evaluation of theory: Largely descriptive report with very little or no attempt to apply theory to the understanding of the questions under discussion.

Clarity of expression & presentation: Frequently illogical, weak structure and hard to follow. The work demonstrates poor use of English, with many errors in grammar, spelling and punctuation. References omitted or largely incomplete, outside the word guide.

20 – 29%

Problem definition: Irrelevant answer

Knowledge & understanding: Significant and consistent in accuracies in understanding of relevant concepts, no evidence of background reading or research.

Application & evaluation of theory: The work is wholly descriptive, with irrelevant, or no, examples to illustrate capacity to evaluate theory.

Clarity of expression & presentation: Illogical and incomplete assignment, use of English is poor and meaning unclear. No references

## Coursework 2: Reflective Portfolio – this coursework is worth 70% of the marks for the Module

This coursework is designed to enable you to take a more flexible approach to meeting the learning outcomes of the module. To do this effectively you will first and foremost need to demonstrate engagement with the module by showing that you have used a range of career planning techniques and by explaining what you have learnt from them, and provide evidence through thoughtful and substantial research into, and evaluation of, the alternative options that now face you. This should include reference to what you have learnt about yourself as well as the current external context. The emphasis must be on what you have learnt from this process and how this informs your future plans, and not on simply describing what tools you used and where you searched.

The maximum word count is 4000 words but we would like you to use different forms other than writing, for example, drawings, pictures, poems, quotes, plays, films as part of your journal. You also need to provide a balance between a relatively free form approach and providing enough structure and linkages to communicate your ideas in a way that can be understood by your tutor and colleagues!

We encourage you NOT to make this a purely written reflection but to make use of any material used in the module sessions and illustrate your response and reflection through written and visual material.

You will need to integrate your understanding of the theoretical and conceptual content of the module into this reflection; this assignment is not a description, but rather an explanation of your 'journey'. The starting point for each of you will probably be different. It is important to understand that what is required is more than simply 'telling a story'. It is an explanation and an analysis of that story, which uses theory to support and extend your insight and to underpin your future planning.

The class sessions and discussions will provide a theoretical structure within which to locate your reflections and you are, of course, expected at this level to undertake independent research and reading. It is therefore important that you attend regularly and participate fully in the taught sessions.

Reflection and reflective writing, if approached in an ordered and thoughtful way, can be a real opportunity for you to understand and clarify your thoughts both in your learning and in your future professional development. However representing our life and future aspirations to others, through reflection, presents several challenges:

- Disclosure – because the lines between different aspects of our lives and careers are often blurred this is a sensitive issue and we will spend time discussing it in class. Ultimately it is for you to decide what you feel comfortable with disclosing, and what you feel it is appropriate to include. Anything that you do choose to say or illustrate in the assignment will be confidential and treated with respect.
- Complexity – life and career are rich in detail and complexity, honing this down into a manageable 'size' that can still be expressed and understood by someone

else can be difficult. You will be encouraged to use a number of creative techniques to capture this detail and complexity, including the use of narrative and metaphor, to illustrate and provide depth to your work.

- Unfamiliarity – whilst most of you will have been required at some stage in your prior learning to think about and reflect on your experiences it is unlikely that many will have completed assignments with the degree of reflection or choice of format here. There will, therefore be opportunities within the taught sessions to explain, demonstrate techniques and support the development of your assignment.

## Assessment Criteria

It is the quality of your understanding, insight, and ability to communicate these that is being assessed. We will look for evidence that you are able to critically reflect on your life career experiences and develop sound strategies to guide your future personal and professional development. We are not making a judgement about you as an individual, and will attempt to be non-judgemental and supportive in providing feedback.

To achieve 70% or above:

Your assignment will demonstrate a critical approach to the theoretical and academic content of the module effectively integrated with carefully selected and relevant evidence to support self-exploration and reflection, as well as evaluating your possible career choices. It will provide evidence of being able to process your own values, attitudes, and behaviour. All parts of your assignment will be complete, with careful attention to visual presentation and an excellent use of English. Your submissions very effectively demonstrates through clear action planning, that you can identify your own development needs to anticipate and plan for the future. Excellent use of career development literature to support your reflections, accurately referenced throughout.

To achieve 60 – 69%

Your work will provide a well structured and focussed account which demonstrates some thoughtful reflection and an understanding of, and engagement with, the process of reflective writing informed by a range of theoretical sources but will demonstrate a less critical approach than a first class assignment. Your work will show evidence of your being able to select a range of evidence to support your reflection and a reasonable degree of self-awareness. All parts of your assignment will be complete, with good use of English and it will have a sound and logical structure that provides good signposting to the main points. Your submissions shows that you can identify your own development needs to anticipate and plan for the future. Good use of career development literature to support your reflections, accurately referenced.

To achieve 50 – 59%

Your work will contain limited evidence of being able to apply basic theoretical concepts and to draw appropriate conclusions in your self-exploration, reflection and future planning. Demonstrate some engagement with the module, but limited evidence of insight gained from material covered later in the module. Your self-evaluation analysis will

contain essential but basic evidence of understanding and application of relevant tools and theory. On balance your work will be more descriptive than analytical. Your assignment will be complete, with no major omissions, demonstrate good use of English and well presented. Generally well structured and demonstrate some understanding of the process of reflective writing. Assignment brief followed although would benefit from more focus. Evidence of reading though rather limited, some referencing inaccuracies/omissions.

To achieve 40 – 49%

Work does not fully follow the brief, presenting a somewhat unfocused account of your career choices to date. It does not fully demonstrate an understanding of reflective writing, for example, writes in third person or does not provide personal illustrations.

Your work will show limited insight into the process of self-exploration and reflection and demonstrates minimal engagement with feedback the module and little added insight from further reading or study. The analysis and planning will demonstrate some knowledge of the core models and concepts but will be largely descriptive in approach. Your assignment will be complete with no major omissions, with sound use of English but with correctable mistakes in writing, grammar or presentation that lessen the impact of the work. An appropriate format is used, but there may be significant weaknesses in the structure. The account does not follow logically, with errors in grammar and use of English, and/or the style is inconsistent and / or incomplete. Inaccurate or insufficient referencing.

Less than 40%

Assignments will receive a grade of less than 40% where there are: significant omissions or when the work fails to follow the assignment brief; where the work lacks supporting illustrations; is frequently illogical with a weak structure and where it is hard to follow reasoning; where the work shows inadequate knowledge of the basic theoretical content of the module to demonstrate sufficient analysis of your self-development needs. The evidence of application and learning your work presents will be insufficient or inappropriate to support your career plans.