

Module specification

| 1. Factual information | | | | |
|--------------------------------|---|--|--------------|--------------|
| Module title | Psychology 170-Personal Development and Employability | | | |
| Module tutor | Ms. Despoina Dimopoulou | Level | 4 | |
| Module type | Lecture- guided discussion | Credit value | 15 | |
| Mode of delivery | 100% face-to face | | | |
| Notional learning hours | Learning and teaching | | | |
| | Type of learning activity | Comprises | Hours | Weeks |
| | Timetabled contact: | Face to face delivery to include lectures, guest speakers and tutorials. | 44 | 11 |
| | Independent study: | Completion of day-to-day homework Preparation for submitting assessments Study for Exams | 106 | 12 |
| | Total: | | 150 | 12 |

2. Rationale for the module and its links with other modules

This is a Level 4 optional module which will introduce employability and personal development planning, familiarise students with the resources available to assist their career development, and help them to review their own personal profile and produce a good CV. It links with all subject areas.

3. Aims of the module

The key aims of the module are to improve awareness of post BSc Psychology career pathways and to improve students' abilities to reflect on, and present, the skills, attributes and experience gained from a Psychology degree and how this can support them achieve graduate employment. Students will develop their self-awareness and gain an enhanced understanding of what motivates them in the workplace. Students will learn about options available to psychology graduates and approaches to independently researching career possibilities. Students will also build their appreciation of how to navigate the graduate recruitment process, gaining practical experience of how to market themselves in written applications and in interviews.

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

| 7. Intended learning outcomes | | |
|--|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 identify and appraise the work-based skills, competencies and values and the impact that they have on behaviours</p> <p>A2 appraise and evaluate individual personal and professional qualities in a business environment</p> <p>A3 gain an insight into the ethical and professional practice in the applied setting</p> | A4, A5 | Lectures, group discussions, presentation of related audiovisual material, invited guest lecturers, weekly readings of textbook material and research and policy papers |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1 apply theoretical information regarding employment pathways to real life examples and jobs</p> <p>B2 demonstrate skills in the choice and use of specific data for advanced writing on scientific themes related to employability and personal development</p> <p>B3 gain a clear understanding of the different career pathways</p> | B1 B3 B4 | Lectures, reading and in-class critical analysis/ discussion, research tasks, personal reflection on related sources and readings, invited guest lectures |

| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---------------------|---|--------------------------------|
| | | |

| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|---|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1 To analyze their own employment skills and career coaching abilities as well as to give a framework of their future employment career.</p> <p>C2 apply concepts of self-reflection to explain personal and professional behaviour and effectiveness</p> <p>C3 To be involved in the requirements of human resource selection process and gain psychological profit from their involvement</p> | <p>C2</p> <p>C3</p> <p>C4</p> | <p>Lectures, in class discussions and activities, , invited guest lectures, research tasks, career research</p> |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|--|---|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 demonstrate the ability to critically evaluate theories, data and arguments</p> <p>D2 To evaluate the cultural, environmental, and employment framework of a selected organization, by understanding what is valued by the employers in this specific sector and design the steps for accomplish it.</p> <p>D3 Ability to reflect on and evidence skill sets to enhance personal growth and employability.</p> | <p>D1</p> <p>D2</p> <p>D3</p> | <p>In class discussions and activities, personal reflection on related sources and readings, research tasks, oral presentations</p> |

8. Indicative content

Topics to be explored:

Values, beliefs, behaviours and competencies
 Personal branding, marketability and employability, including the significance of appropriate work experience (paid or unpaid) and promotion/positioning of personal achievements
 Curriculum vitae writing and enhancement,
 Interview technique and assessment centre activities
 Career options and Networking
 Career diagnosis, planning and development
 Professional identity and Personality profiling

8. Indicative content

Leadership competence
Team working and dynamics

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Exams- A final exam combination of Multiple choice questions and essay questions

Written Assignments-

Essay 1: Employability development portfolio (1500 words+/-10% words) Further instructions will be given in class)

Essay 2: Job or postgraduate course application. This component is an application form including a CV & covering letter, addressed to a targeted 'real' job or postgraduate course in relation to the chosen career pathway. (1000 words+/-10% words)

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|-----------------|-----------|----------------|---------------------------|--|
| Essay 1 | 40% | Week 5 | % | |
| Essay 2 | 20% | Week 9 | % | |
| Final exam | 40% | Week of finals | % | |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

| Assessment tasks | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | C3 | D1 | D2 | D3 |
|------------------|---------|----|----|----|----|----|----|----|----|----|----|----|
| | Essay 1 | X | X | X | X | X | X | X | X | X | X | X |
| Essay 2 | X | X | X | X | X | X | X | X | X | X | X | X |
| Final exam | X | X | X | X | X | X | X | X | X | X | X | X |

Beyond summative assessments, formative assessments will remain a critical assessment method particularly for the new online delivery of this module. **'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS)** but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

10. Teaching staff associated with the module

Name and contact details

Ms. Despina Dimopoulou, despdim@act.edu Office hours: Friday 9 to 10 or By appointment (send prior e mail).

11. Key reading list

| Author | Year | Title | Publisher | Location |
|---|------|---|-----------|----------|
| Robert K. Throop, Marion B. Castellucci | 2011 | Reaching your potential Personal and professional development . | Cengage | USA |

| 11. Key reading list | | | | |
|----------------------|------|-------|-----------|----------|
| Author | Year | Title | Publisher | Location |
| | | | | |
| | | | | |
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| 12. Selection of indicative sources |
|--|
| <p>Bolton, G. (2014). <i>Reflective Practice</i>. 4th Edition. London. Sage Publications Ltd.</p> <p>2. Pedler, M., Burgoyne, J., and Boydell, T. (2013) <i>A Manager's Guide to Self-Development</i>, 6th Edition. McGraw Hill.</p> <p>3. Schawbel, D. (2009). <i>Build a Powerful Brand to Achieve Career Success</i>. Kaplan Publishing.</p> <p>4. Done, J., & Mulvey, R. (2013). <i>Brilliant Graduate Career Handbook</i> (2nd ed.). Harlow: Pearson Education.</p> <p>5. Schawbel, D. (2009). <i>Build a Powerful Brand to Achieve Career Success</i>. Kaplan Publishing.</p> <ul style="list-style-type: none"> • https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology • https://www.bps.org.uk/public/become-psychologist • https://www.healthcareers.nhs.uk/explore-roles/psychological-professions <p>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology</p> |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

GRADING & ACADEMIC POLICIES**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy**Maximum Allowed Number of Absences**

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility.

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the maximum number of absences stands at 10 hours per course. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

Policy on the Use of Artificial Intelligence

In this module, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If we need to use AI tools to examine the ways in which these kinds of tools may inform our exploration of the topics of the class, you will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. If you have questions, please contact me.

Policy on email communication

Any emails will be responded to within 48 hours of receipt, not including weekends and holidays. Please be advised that questions sent *less than two days* before an assignment is due may not receive a response until after the deadline has passed.

Policy on the use of technology in class

You may use laptops or tablets in this class to consult online readings or to take notes. Cell phones should be silenced and put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

Policy on Class recordings

Students are not allowed to record class sessions.

Statement on Equity, Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer: The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or in the Announcements/ACTivity.

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

| Grade Description | UK points | US Letter Grade | US point grade |
|-------------------|-----------|-----------------|----------------|
| Excellent | 70+ | A | 4.0 |
| Very Good (high) | 65-69 | A- | 3.67 |
| Very Good (low) | 60-64 | B+ | 3.33 |
| Good (high) | 55-59 | B | 3.0 |

| | | | |
|------------------------|-------|----|------|
| Good (low) | 50-54 | B- | 2.67 |
| Satisfactory (high) | 45-49 | C+ | 2.33 |
| Satisfactory (low) | 40-44 | C | 2.0 |
| Fail | 0-39 | F | 0 |