Module Code	**CFI 2555**
Module Title	**PROFESSIONAL SKILLS AND PERSONAL DEVELOPMENT PLANNING**

School/s involved in delivery	Computing and Engineering
Name of Course(s)	BA (Hons) Computing in Business
	BSc(Hons) Business Computing
	BSc(Hons) Information Communication Technology
	BSc(Hons) Computing
	BSc(Hons) Software Development [with specialism]
	BSc(Hons) Internet Systems Development
	BSc(Hons) Secure and Forensic
	BSc(Hons) Computing Science
Module Leader	Shelley Wolfson
Location	Department of Informatics
Module Type	Core
Credit Rating	20 credits
Level	Foundation
Learning Methods	Seminars and workshops and computer workshops 48 hours. Private study 152 hours.
	VLE (e.g. Blackboard)
Pre-requisites	None
Recommended Prior Study	None
Co-requisites	None
Professional Body Requirements	None
Graded or Non Graded	Graded
Barred Combinations	None

Synopsis

This module provides an appreciation of the broad role of the computer professional in society and introduces professional, personal and social competencies and skills required to succeed as a IT student and as a professional technologist. The module will help students to become more confident, effective, independent learners, with improved skills in oral and written communication, problem-solving, the use and application of information sources and technology. It introduces learners to a wide range of 'transferable' skills recognised by employers and provides opportunities for practice, feedback and assessment of such skills, either individually or as a member of a team. Students will have opportunities to evaluate and analyse their strengths and weaknesses and produce personal development action plans.

Outline Syllabus

Through tutor led weekly programmes students will be guided through the following:
- Preparation for study and independent learning
- Academic misconduct e.g. plagiarism and the associated penalties
- Employability, Personal Development Planning (PDP) and Career Planning including the development and maintenance of a CV
- Professional, personal and social competencies and core skills
- Technical competencies and core skills
- Familiarisation with University networks and systems. Email, Internet, Intranet, Blackboard, Learning Centre and Library.
- Use of basic packages through the completion of the European Computer Driving Licence: word processor, spreadsheet and database Team working and team roles within a project environment
- Planning and working to objectives.
- Information literacy and searching skills
- Time management - Setting and working to time-scaled objectives.
- Communication skills – structured report writing, note-taking, listening, oral and presentation skills, professional communication skills.

Learning Outcomes
Knowledge and Understanding

Upon completion of this module, the student will be able to

1.1　　Be able to define major concepts such as personal development planning (PDP) and career development
1.2　　Assess and evaluate the importance of the ongoing development of professional, personal, social and technical competencies and skills in a C & IT environment
1.3　　Assess and evaluate the importance of working as an individual and as part of a team.

Ability Outcomes

Upon completion of this module, the student will be able to:

2.1　　Demonstrate active engagement in PDP and develop a career plan by producing and maintaining an effective CV to support a job application
2.2　　Demonstrate and analyse a range of professional, personal, social and technical competencies and skills and make plans for improvement.
2.3　　Present information orally, in written form and electronically, as an individual or as a member of a team
2.4　　Use technology, software and a range of information sources as an effective aid to solving problems and managing projects.

Assessment Strategy
The module will be assessed both formatively and summatively.

- ***Formative assessment***
  Formative assessment will be given during timetabled sessions and will be based primarily on discussion of workshop sessions, exercises and portfolio/coursework. The aim will be to provide a continuing stream of feedback to students during these sessions.

- ***Summative assessment***
  Summative assessment will be the development of a PDP ePortfolio weighted at 70% and the European Computer Driving License weighted at 30%.

  Portfolio 70%
  Individual assignment.
  Students will explore major concepts such as personal development planning (PDP) and career development. In addition students will be expected to reflect upon their own progress and development in a range of professional, personal, social and technical competencies and skills and make plans for future improvement. They will present evidence for the portfolio in writing and verbally. This should include evidence from other modules studied and should enable students to identify which transferable skills will be further developed. Personal development planning will be the main focus of this portfolio with the production of a PDP ePortfolio which will contain a student's record of his/her PDP activities and evidence. (1.1, 1.2, 2.1, 2.2, 2.3, 2.4)

  The European Computer Driving Licence 30%
   Students will assess the level of their technical skills by completing the ECDL. (1.2, 2.2, 2.4)

Learning Strategy
This module will employ a wide range of teaching and learning methodologies during weekly workshop sessions which will provide the overall structure and scope of the module, and explain theoretical and conceptual underpinnings.

Additional support will be provided through Blackboard

Three guest lecturers will also provide support for:
Information searching skills
Harvard referencing
Career management.

Indicative References

Achievement Trust (2000), *The Guide to Learning Skills.* Worcester: The Achievement Trust.

Cornford, T. & Smithson, S.(1996) *Project Research in Information Systems*. Palgrave.

Cottrell, Stella (2003) *Skills for Success. The Personal Development Planning Handbook*. London. Palgrave MacMillan

Hart, J. (1998) *Getting Ready to Study* resource series within Blackboard.

Hind, D. (2002) *Transferable Personal Skills: A Student Guide. (2nd edn).* Sunderland. Business Education Publishers.

Moon, Jennifer, A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London. Routledge Falmer

Payne, Elaine and Whittaker, Lesley.(2006*) Developing Essential Study Skills*. London. Prentice Hall

Weaver, P. (2004) *Success in your Project: A guide to student system development projects*. Prentice Hall.

Yorke, Mantz, Knight, Peter T. (2004) *Employability: judging and communicating achievements.* York. Learning and Teaching Support Network.