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| **MODULE TITLE** | Arts & Humanities Diploma in Professional Practice | | | | |
| **MODULE CODE** | HUM 3xx | | | | |
| **EFFECTIVE FROM** | September 2024 | | | | |
| **MODULE LEVEL** | 5 | | | | |
| **CREDIT POINTS** | 60 | | | | |
| **PREREQUISITE(S)** | None | | | | |
| **CO REQUISITE(S)** | None | | | | |
| **MODULE INSTANCE(S)** | **Location** | **Semester** | **Module Co-ordinator** | | **Teaching Staff** |
|  | Coleraine / Magee | 123 | Young, Nerys | | Young, Nerys; Ferguson, Frank; Curran, Jim; O’Hanlon, Greg; Ryan, Shaun; Comer, Niall; Campo, Giuliano; Charles, Therese. |
| **HOURS** | Work based learning 600 hrs | | | | |
| **TOTAL EFFORT HOURS**  **ACADEMIC SUBJECT** | Humanities | | | 600 hrs | |

**RATIONALE**

The purpose of this module is to provide undergraduate students from the School of Arts and Humanities with an opportunity to gain structured and professional work experience, in a work-based learning environment, as part of their planned programme of study at the University. This experience allows students to develop, refine and reflect on their key personal and professional skills. The placement normally takes place in Year 3 and is normally for a minimum duration of 26 weeks work-based learning. The placement opportunity should significantly support the development of the student’s employability skills, preparation for final year and enhance their employability journey.

**AIMS**

* To allow students to apply subject specific academic knowledge and learning or skills in practical and professional situations.
* To provide students with an opportunity to develop practical, subject specific work experience in a relevant organisation.
* To promote student awareness of the work environment in both a professional and social context.
* To develop and consolidate personal, professional and/or employability skills relevant to, and required for, the graduate labour market.

# LEARNING OUTCOMES

Successful students will be able to:

1. Solve work-based problems underpinned by subject specific related theory and contribute to the employer organisation.
2. Demonstrate professional standards, ethics and etiquette in collaborative work environments.
3. Critically reflect on the professional learning experience and self-development in the context of career decision making.
4. Communicate effectively to a variety of audiences using appropriate written, verbal, or digital delivery methods.

**CONTENT**

While the precise nature of placement will vary considerably, students will normally gain experience in some of the following areas:

[Ensure that the content relates to the aims and intended learning outcomes of the module.]

[Explicit reference **must** be made to the Health & Safety requirements pertinent to the associated programme of study.]

**LEARNING AND TEACHING METHODS**

During placement each student will be supervised by an Employer Supervisor from the organisation and supported by an Academic Supervisor from their School. The supervision of students on placement is a shared responsibility between the Placement Coordinator, Academic Supervisor and Employer Supervisor. Initially students will have close supervision and guidance but are progressively given more personal responsibility as the placement proceeds.

Students will be expected to engage with their placement organisation’s policies and strategic documents to familiarise themselves to their professional setting. Students are expected to be proactive in identifying their learning needs and should plan to meet these in line with the learning outcomes of this module and any organisational identified needs.

Students will be directed to read from the required and recommended reading lists and identify their own sources of additional reading.

An Academic Supervisor will normally make structured contact on a minimum of two occasions across the placement, once in Semester 1 and again in Semester 2, either face to face or using telephone/Teams/remote meeting technology.

The module is offered by blended learning.

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| ASSESSMENT AND FEEDBACK Students will be assessed by one of two models.  **Model 1**  [The precise nature of the work is specified by individual course teams.]  [Students are required to produce a maximum of two pieces of academic work that demonstrate their achievement of the module learning outcomes in a subject appropriate way. Student Projects may take the form of written reports, presentations, design and digital artefacts - other alternatives may be specified.]  **Student Project (50%)**  [This should comprise]   * Student Project - short description required * Method of feedback   **Employer Assessment (20%)**  [This should comprise]   * Employer Assessment – short description required * Method of feedback   **Academic Supervisor Assessment (30%)**  [This should comprise]   * Academic Supervisor Assessment – short description required * Method of feedback   To pass the module a student must achieve a mark of 40%.  **Model 2**  [Subject to the requirements below for both Academic and Competency Assessment, individual course teams may differ in: the nature of the set work, the number of required submissions and the scheduling of the assessment process.]  **Academic Assessment:**  [Students are required to produce a maximum of two pieces of academic work that demonstrate their achievement of the module learning outcomes in a subject appropriate way. Academic work may take the form of written reports, presentations, design and digital artefacts - other alternatives may be specified.]  Academic Assessment x  [This should comprise]   * short description of the type of work involved * an indication of its percentage contribution * method of feedback   [The precise nature of the work is specified by individual course teams. At least one submission is at or near the end of the placement period and enables the student to reflect upon their experience.]  Assessment is carried out by subject academics using a numeric scale.  **Competency Assessment:**  Students are required to demonstrate their achievement of a range of competencies that may include generic employability skills and attributes, as well as subject specific ones. Assessment is carried out by the Academic Supervisor, typically during a visit to the placement workplace.  [The list of competencies to be assessed is specified by individual course teams.]  A successful student must normally demonstrate achievement of the specified competencies before the end of the placement period. If necessary, a student may be given more than one opportunity to demonstrate achievement of the competencies.  Competency judgements are made by the Academic Supervisor - giving due weight to employer observations - and with reference to corroborative evidence sources such as for example: student placement journal, samples of student work, observation of student at work, and discussion with student and employer.  Competency judgements are recorded as either pass or fail.  To pass the module, a student must pass both the academic and competency assessments. A successful student’s percentage mark in the module is based upon their academic assessment alone.  Successful completion of the module will lead to the award of:   * Diploma in Professional Practice OR * Diploma in Professional Practice (International)   To be eligible for the award of the Diploma in Professional Practice (International) candidates must have completed placement outside the UK and Ireland. |
| 100% Coursework |
| **READING LIST** |

Recommended

Cavoulacos, A. & Minshew, K., 2017, *The New Rules of Work: The Modern Playbook for Navigating Your Career*, London, Orion Spring.

Cottrell, S., 2015, *Skills for Success: Personal Development and Employability*, 3rd ed., London, Palgrave.

Holmes, K., 2017, What *Employers Want: The Employability Skills Handbook*, 2nd ed., Trotman Education.

Kaputa, C., 2016, *Graduate to a Great Career: How Smart Students, New Graduates and Young Professionals can Launch BRAND YOU*, London, Nicholas Brealey Publishing.

Rook, S., 2015, *Work Experience, Placements and Internships*, London, Palgrave Macmillan.

Serdula, D., 2016, *LinkedIn Profile Optimization FD*, Hoboken, John Wiley & Sons.

Trought, F., 2017, *Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market*, 2nd ed., Prentice Hall.

<https://employability.ulster.ac.uk/>

[www.prospects.ac.uk](http://www.prospects.ac.uk)

# SUMMARY DESCRIPTION

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