

Full module title: Professional and Personal Skills Development		
Module code: 5BUSS005X	Credit level: Level 5	Length: One Semester
UK credit value: 20	ECTS value: 10	
Faculty and Department: Westminster Business School, Leadership and Professional Development		
Module Leader(s): tbc		
Extension: tbc	Email:	
Host course and Course leader: n/a.		
Status: Elective		
Subject Board: UG Management and Marketing		
Pre-requisites: Must have an internship	Co-requisites: None	
Study abroad: Available solely for Study Abroad and Exchange students.		
Special features: None		
Access restrictions: Only available for Study Abroad and Exchange students		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster? No.		
Summary of module content: Students will complete an internship alongside their studies. Students will draw upon their experience in the workplace in order to reflect on (and to challenge) their behaviours, attitudes and assumptions at work. This greater self-awareness will help the student to appreciate differences in cultural and ethical working practices. The module uses coaching tools to help students discover their own solutions to issues and an awareness of how they work in a group, thus developing ‘independent’ self-reliant learners and increasing their resilience.		

Learning outcomes

By the end of the module, the successful student will be able to:

1. Assess own capabilities and set personal goals within the context of the internship by creating a personal development plan and evaluating their progress towards their criteria
2. Demonstrate their career management skills through a critical analysis of the output from different tools
3. Apply theories of organisational culture, challenging stereotypes and their own assumptions in the workplace
4. Apply theories of coping with stress in the workplace, in order to develop their own coping mechanism
5. Evaluate ethical working practices and relate these to their own experiences
6. Communicate effectively, demonstrating their ability to present information both orally and in writing

Course outcomes the module contributes to:

As an elective module available only to Study Abroad and Exchange students, this module does not contribute to learning outcomes of a course.

Indicative syllabus content

- Theory
A variety of topics that will be covered, such as management styles, organizational culture, ethical practice in the workplace, relationships at work, conflict, goal setting, career development, reflective practice

- Practice
Use of self development tools and techniques to assess, reflect and develop: self-awareness; awareness of others; recognition of own styles of learning, styles of working, resilience.
Development of a personal development plan showing understanding of its dynamic nature

Teaching and learning methods

This module has formal teaching but it revolves around student-centred learning which is tied to a workplace environment. A reference from the employer will be required in order to evidence the student's participation. Lectures, workshops, seminars, and a variety of activities, including group activities and discussions, YouTube videos, reflection, report writing, are used to support students' learning. Coaching principles underpin many of the activities to help students develop their own solutions and approaches to issues they may face.

Students will write a regular weekly learning log (electronically on Blackboard) to help develop reflective learning thus gaining insight into their own behavior and approaches to work.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	10
Seminar	Scheduled	10
Workshop	Scheduled	10
Total Scheduled		30
Work based learning (max 240 hours)	Independent	
Structured independent study	Independent	118
Working on and taking assignments	Independent	52
Total independent study hours		170
Total student learning and teaching hours		200

*the hours per activity type are indicative and subject to change.

Assessment rationale

Formative assessment (0%): as reflective practice underpins the students' learning in this module, they are expected to submit a draft of their reflective learning log based on their first two weeks internship experience for which they will receive formative feedback to help them develop their reflective writing skills.

Individual reflective essay (25%): this essay is linked to a group project aiming to give students experience in writing a reflective essay. The essay is designed to allow students the opportunity to reflect on their participation and contribution within this group process and demonstrate an ability to reflect on (and to challenge) their behaviours, attitudes and assumptions within the group process. Students need to demonstrate their ability to effectively communicate their experiences and contribution within this group process in a clear and concise manner and to demonstrate a level of self awareness. They are also required to demonstrate an ability to apply theory to their experiences as well as identify in their learning.

Reflective Essay with reflective Learning Logs (75%): the students will keep a weekly electronic log of their work-based experiences during their internship and to demonstrate their ability to reflect and learn from these situations. They need to re-read the learning logs in order to capture any insight gained as a result and to write these in an essay and to demonstrate an ability to recognise their own behavior, assumptions, attitudes and actions at work and how these may impact on how others will consequently respond. The essay they are required to write is based on their internship experience and the reflections from their learning logs and what they would do differently next time that they can take forward into their future career. This is designed to test students' learning about their own performance and professional development based on their ability to underpin their experiences with theory and to illustrate these with examples from their learning logs.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module

Assessment criteria

Individual reflective essay

- depth and extent of student's knowledge and understanding of relevant theories and concepts;
- effective communication skills
- ability to write clearly, effectively and concisely
- degree of self-awareness evident

Individual reflective essay linked to learning Logs

- ability to reflect upon and evaluate own behaviour, attitudes and performance
- ability to write clearly, effectively and concisely.
- depth and extent of students' knowledge of relevant underpinning theories;
- ability to apply such knowledge to analysis of own experience;

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	LOs	Assessment type
Formative	0	n/a	n/a	1,6	<i>Draft learning log based on their first two weeks experience</i>
Individual Reflective Essay based on group	25	n/a	n/a	1,2,5,6	<i>Reflective writing (1000 words)</i>
Individual reflective essay with reflective learning logs	75	n/a	n/a	1,2,3,4,5,6	<i>A reflective essay (2000 words) using the learning from their weekly reflective log (1000 words) and also underpinned by theory (3,000 words total)</i>

Synoptic assessment

There is no synoptic assessment in this module.

Sources

Main Texts:

Cottrell, S. (2010) *Skills for Success*. (2nd ed.) Basingstoke: Palgrave Macmillan.

Longson, S. (1999) *Making Work Experience Count*. (2nd ed.) Oxford: How To Books.

Williams, K, Wooliams, M, Spiro, J (2012) *Reflective Writing (Pocket Study Skills)* Basingstoke: Palgrave Macmillan

Supplementary Reading:

Bolton, G (2014) *Reflective Practice: Writing and Professional Development* (4th ed) London: SAGE Publications Ltd

Gibbs, G. (1998) *Learning by Doing - A Guide to Teaching and Learning Methods*. London: Further Education Unit.

Honey, P. & Mumford, A. (1995) *Using Your Learning Styles*. Maidenhead: Peter Honey Publications.

Kolb, David A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice Hall.

Rollinson, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. (4th ed.) Harlow: Financial Times/ Prentice Hall.

Rook, S (2013) *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment (Pocket Study Skills)* Basingstoke: Palgrave Macmillan

Trought, F, (2011) *Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market*. Harlow: Prentice Hall

Date of initial validation: **March 2015**

Dates of approved modifications: **June 2018, June 2024**

Date of re-validation/review: