1. **Title of the module**

ECON6040 (EC604) Economic Skills and Employability for Stage 3 Programmes

1. **School or partner institution which will be responsible for management of the module**

School of Economics

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

3 credits (1.5 ECTS) Non Contributory

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring and Summer

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Students registered on Single or Joint Honours Degree Programmes in Economics but not Sociology and Economics, Law and Economics or Social Anthropology and Economics.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Identify career and postgraduate further study opportunities in Economics and related fields for Economics graduates in the UK and overseas
	2. Demonstrate knowledge of how to search, prepare and apply for graduate jobs
	3. Understand the importance of obtaining and applying for work experience in the field in which they wish to pursue their career
	4. Demonstrate understanding of different recruitment processes employed by business and government
	5. Understand the requirements and skills involved with graduate job and MSc application writing, CV and cover letter writing, interview techniques of all types (face to face, telephone and video), competency tests and team based recruitment exercises
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate successful experience in researching business, finance and government agencies for the purposes of applications for graduate jobs
	2. Develop and articulate their individual and work-ready skills and attributes
	3. Successfully complete online tasks and activities relevant to graduate job recruitment
	4. Initiate, manage and critically reflect on their own performance
	5. Recognise the importance of relevant work experience for graduates, particularly if they wish to work in competitive areas such as finance, for graduates without such experience
3. **A synopsis of the curriculum**

The module helps prepare students to acquire and develop the employability and transferable skills necessary to search and successfully apply for work experience and graduate opportunities in the commercial and public sector and postgraduate study.

The curriculum builds on knowledge and experience gained in related employability modules delivered at Stages 1 and 2, providing further guidance and more advanced practical exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation. The aims here are to support students during their final year in applying for good graduate jobs and MSc degree programmes.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* S. Cottrell (2015), Skills for Success, Palgrave Macmillan
* F. Trought (2011), Brilliant Employability Skills, Prentice Hall
* S. Rook (2013), The Graduate Career Guidebook, Palgrave Macmillan
* [Kent Careers and Employability Service](https://www.kent.ac.uk/careers/)
* <https://www.kent.ac.uk/economics/employability/index.html>
* Employability for Economics Stage 3 Students (Moodle module)
* [Prospects](https://www.prospects.ac.uk/)
* [Graduates First](https://www.graduatesfirst.com/)
* [efinancialcareers](http://www.efinancialcareers.co.uk/)
1. **Learning and teaching methods**

Total contact hours: 15 hours

Private study hours: 15

Total study hours: 30

1. **Assessment methods**
	1. Main assessment methods

Participation and engagement

13.2 Reassessment methods

Non-contributory module, no assessment

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Talks* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| *Workshops* |  | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  | **✓** |
| *One to one meetings* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| *Independent study* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Participation* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module will promote awareness of opportunities for graduate jobs and postgraduate study within the UK and abroad.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018