



## ***Module Descriptor*** **Career Preparation**

**Award Type: Minor**  
**Award Level: 3**  
**Award Code: 3N0896**  
**FÁS Assessment Code: 3N0896-002**  
**Validation Date: 14<sup>th</sup> July 2011**  
**Revision 2.0**

## Module Descriptor

**Purpose:** The purpose of this module is to equip the learner with the knowledge, skills and competence to engage effectively in personal career preparation and planning under supervision

**Module Duration:** The learner effort required from a typical learner to successfully achieve the stated learning outcomes for the module is one hundred hours.

**Learning Outcomes:** By the end of this module, the learner will be able to:

1. Identify a range of work and career opportunities in the region
2. Describe what is meant by 'work', 'career' and the importance of career planning
3. List the key differences between the different types of employee working arrangements to include full time, part time, temporary, contract and casual work
4. Identify sources of information for job vacancies to include work visa requirements, emigration support and Europass
5. Explain the progression opportunities available, access requirements and certification involved for learners on completion of an identified training programme
6. Compile a Curriculum Vitae to include the following headings: Personal Details, Education and Training, Work History and References
7. Describe the qualities of an ideal employee from the perspective of an employer and the qualities of an ideal employer from the perspective of an employee
8. Compile a personal profile by exploring own goals, achievements, interests, hobbies, personal qualities and possible careers
9. Give examples of coping mechanisms for dealing with unemployment, career changes and a new working position in an organisation
10. Demonstrate the skills required to write effective cover letters and to complete various job application forms

11. Write a letter of application in response to a job advertisement
12. Apply the skills of active listening, to include clarifying and following instructions, initiating and maintaining conversations and contributing opinions
13. Apply assertiveness skills appropriately within a supervised environment
14. Participate in employment interviews, both formal and informal, and review own performance
15. Demonstrate the application of communications, safety awareness and quality awareness in a supervised environment

## Key Learning Points

**Learning Outcome 1:** Identify a range of work and career opportunities in the region

### Key Learning Points

- Various sectors of employment within Ireland
- Describing the various employment sectors within Ireland
- Career opportunities within Ireland
- Listing the career opportunities within Ireland
- Describing the different career opportunities
- The qualifications for different career opportunities
- Listing the necessary qualifications for each career
- Identifying sources of information about opportunities in the locality
- Identifying different types of work opportunities locally and abroad
- Identifying foreign jobs
- Working within the E.U and outside the E.U.
- Describing the EURES
- Finding information about work opportunities from the public employment services involved in the EURES
- Describing the function of the Local Employment Service
- Exploring the basic requirements for employment abroad
- Identifying a range of FAS services at home and abroad
- Identifying a range of recruitment agencies for work at home and abroad

**Learning Outcome 2:** Describe what is meant by 'work', 'career' and the importance of career planning

### Key Learning Points

- The concept of 'Work'
- The concept of 'Career'
- Career planning
- Defining the term 'Career Planning'
- Importance of Career planning
- Describing the importance of career planning
- Listing the different options for careers
- Listing careers that would suit oneself
- Making out an action plan for finding a career
- Identifying skills gaps

**Learning Outcome 3:** List the key differences between the different types of employee working arrangements to include full time, part time, temporary, contract and casual work

### Key Learning Points

- Types of employment
- Differences between types of employment
- Describing the different types of employment
- Defining full time employment
- Defining part time employment
- Defining temporary employment
- Defining contract employment
- Defining casual work
- Listing the advantages of full time, part time, temporary and contract employment
- Listing the disadvantages of full time, part time, temporary and contract employment
- Listing the advantages and disadvantages of casual work

**Learning Outcome 4:** Identify sources of information for job vacancies to include work visa requirements, emigration support and Europass

**Key Learning Points**

- Obtaining information on job vacancies from a printed source i.e. newspaper or a website
- Obtaining job application forms using various methods e.g. by telephone
- Identifying appropriate job vacancies to suit interpersonal, intrapersonal, vocational and personal skills
- Obtaining information for job vacancies from a LES office
- Obtaining information for job vacancies from a FAS office
- Sourcing details for Employment Visa applications
- Locating the Department of Foreign affairs
- Describing the Department of Enterprise, Trade and Employment
- Describing the function of the Europass
- Locating information on the Europass
- Listing the supports that might be required when emigrating
- Problems relating to working abroad
- Problems working outside the E.U.

**Learning Outcome 5:** Explain the progression opportunities available, access requirements and certification involved for learners on completion of an identified training programme

**Key Learning Points**

- National Framework of Qualifications System (NFQ)
- Describing the NFQ
- Identifying the different levels on the NFQ
- Different types of certification
- Describing the types of certification within the system
- Listing the different educational systems within Ireland

- Describing the function of FETAC
- Listing different training programmes
- Listing various training providers
- Identifying progression training programmes

**Learning Outcome 6:** Compile a Curriculum Vitae to include the following headings: Personal Details, Education and Training, Work History and References

**Key Learning Points**

- Preparing a skills audit by outlining own talents, interests, strengths, weaknesses, personal qualities, value and work related experiences
- Stating the purpose of a CV
- Defining the term 'Personal Details'
- Defining the term 'Education and Training'
- Defining the term 'Work History'
- Defining the term 'Referee' in relation to a CV
- Planning a CV
- Compiling a CV
- Laying out a CV correctly
- Typing a CV
- Uses of a CV

**Learning Outcome 7:** Describe the qualities of an ideal employee from the perspective of an employer and the qualities of an ideal employer from the perspective of an employee

**Key Learning Points**

- Qualities of an employee
- Describing an ideal employee
- Describing the qualities an employee should have for employment
- Qualities of an employer
- Describing an ideal employer
- Listing own qualities
- Evaluating own qualities
- Devising a plan to improve own qualities

**Learning Outcome 8:** Compile a personal profile by exploring own goals, achievements, interests, hobbies, personal qualities and possible careers

**Key Learning Points**

- Personal profiles
- Listing personal career objectives
- Analysing personal profile to match possible careers
- Exploring goals to match careers

- Matching interests and hobbies to possible careers
- Compiling list of careers to match own skills, qualities and interests
- Identifying areas of employment that match own personal skill sets
- Writing list of employment and job vacancies that would suit own personal skills

**Learning Outcome 9:** Give examples of coping mechanisms for dealing with unemployment, career changes and a new working position in an organisation

**Key Learning Points**

- Coping mechanisms for dealing with unemployment and change
- Listing coping mechanisms
- Dealing with unemployment
- Drawing up a budget plan
- Describing the functions of the social welfare office
- Identifying interpersonal work related social skills dealing with career changes or new circumstances
- Writing list of interpersonal work related social skills dealing with career changes or new circumstances

**Learning Outcome 10:** Demonstrate the skills required to write effective cover letters and to complete various job application forms

**Key Learning Points**

- Defining a cover letter
- Writing a cover letter
- Skills required in writing a cover letter
- Content of a cover letter
- Completing a form
- Writing forms in Capital letters
- Proofreading

**Learning Outcome 11:** Write a letter of application in response to a job advertisement

**Key Learning Points**

- Analysing job advertisements and determining their requirements
- Purposes of an application form
- Writing or typing a job application letter
- Observing and using the basic rules of letter writing
- Completing an application form
- Photocopying completed job application form
- Checking/proofreading a job application form for accuracy

**Learning Outcome 12:** Apply the skills of active listening, to include clarifying and

following instructions, initiating and maintaining conversations and contributing opinions

**Key Learning Points**

- Communicating verbally and non-verbally with fellow workers
- Body language
- The importance of body language in an interview
- Using various methods of communications e.g. verbal, telephone, electronic etc
- Following verbal and written instructions
- Clarifying instructions by asking questions
- Practicing communicating and listening through role play
- Listening and responding to spoken language
- Contributing opinions on subject matter

**Learning Outcome 13:** Apply assertiveness skills appropriately within a supervised environment

**Key Learning Points**

- Defining assertiveness
- Applying assertiveness within an environment
- Communicating assertiveness correctly
- Applying interaction skills
- Using correct body language
- Confidence and self esteem skills

**Learning Outcome 14:** Participate in employment interviews, both formal and informal, and review own performance

**Key Learning Points**

- Purposes of a job interview
- Defining a formal interview
- Defining a informal interview
- Differences between an informal and a formal interview
- Preparing for interviews
- Describing the role of an interviewer
- Listing the do's and don'ts when attending an interview
- Taking part in informal interviews in preparation for a formal interview
- Reflecting on the informal interviews in preparation for the formal interview
- Taking steps to improve on areas needing improvement
- Preparing for a formal interview
- Taking part in a formal interview
- Reflecting on own learning from taking part in a formal interview
- Preparing for a telephone interview
- Listing the do's and don'ts when taking part in a telephone interview
- Taking part in a telephone interview



- Listing personal strengths
- Listing personal weaknesses
- Analysing own strengths and weaknesses in a mock interview
- The correct dress code for formal interviews
- The correct personal appearance and hygiene for formal interviews

**Learning Outcome 15:** Demonstrate the application of communications, safety awareness and quality awareness in a supervised environment

**Key Learning Points**

- Knowledge of vocational language
- Listening and responding to spoken language
- Reading and writing to obtain and convey information
- Applying appropriate health and safety procedures
- Reflecting on own strengths and weaknesses
- Identifying areas for improvement
- Reflecting on own performance critically

## Assessment Specification

<b>Award Title</b>	<b>Career Preparation</b>
<b>Award Type</b>	<b>Minor</b>
<b>FÁS Assessment Code:</b>	<b>3N0896-002</b>
<b>Credit Value :</b>	<b>10</b>
<b>Award Code:</b>	<b>3N0896</b>

Module Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L01	Skill	Skills Demonstration	5%	Learners Instructions S1	Assessment Sheet
L02	Knowledge	Portfolio	5%	Activity A2	Activity Sheet
L03	Knowledge	Portfolio	6%	Activity A2	Activity Sheet
L04	Knowledge	Portfolio	6%	Exercise E1	Exercise Sheet
L05	Knowledge	Portfolio	5%	Exercise E1	Exercise Sheet
			5%	Activity A1	Activity Sheet
L06	Knowledge Skill	Skills Demonstration	9%	Learners Instructions S1	Assessment Sheet
L07	Knowledge	Portfolio	5%	Exercise E2	Information folder
L08	Knowledge Skill	Portfolio	8%	Activity A1	Activity Sheet
L09	Knowledge	Portfolio	5%	Exercise E2	Information folder
LO10	Knowledge Skill	Skills Demonstration	8%	Learners Instructions S1	Assessment Sheet
LO11	Knowledge Skill	Skills Demonstration	7%	Learners Instructions S1	Assessment Sheet
LO12	Knowledge Skill	Skills Demonstration	5%	Learners Instructions S1	Assessment Sheet
LO13	Knowledge Skill	Skills Demonstration	4%	Learners Instructions S1	Assessment Sheet
LO14	Knowledge Skill	Skills Demonstration	7%	Learners Instructions S1	Assessment Sheet
LO15	Competence	Portfolio	5%	Activity A3	Reflection Sheet
LO15	Competence	Portfolio	5%	Activity A4	Reflection Sheet

## Suggested Learning Methodologies

- Note taking
- Practical Work Training
- Simulated Work Environment
- Activities
- Exercises
- Discussion Groups
- Text Books
- Videos/DVDs
- Internet
- Role Plays

## Specific Module Requirements

***The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager***

Video recorder/camcorder/audio tape recorder, access to a computer, printer and the Internet, photocopier, access to newspapers with jobs advertised, access to telephone, and/or email, stationery, postage stamps, application form template (sample in MAP), CV template (sample in MAP), Interview performance sheet (sample in MAP)

## Suggested Learning Resources

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from this link:

<http://www.ecollege.ie/site/home.html> .If you do not already have a username and password, ask your supervisor to contact us at [CSCA@fas.ie](mailto:CSCA@fas.ie)

Textbooks and Videos/DVDs

A range of textbooks dealing with Career Planning:

- *Working and Living in Ireland* Eugenie Houston Published by Oak Tree press Ltd

- *A Fork in the Road: A Career Planning Guide for Young Adults* Susan Maltz
- *Career Planning* Dave Ellis, Doug Toft, Ed Stupka, and Stan Lankowitz Third Edition
- *Working Abroad: The Complete Guide to Overseas Employment* Jonathan Reuvid
- *Oxford English Dictionary*

There are a number of internet websites that can be accessed where a range of videos, aids and articles on communicating and effective listening skills can be acquired. Among these are:

- [www.ehow.com](http://www.ehow.com) for related videos
- [www.razvandobre.com](http://www.razvandobre.com) 10 exercises to improve Listening Skills
- <http://uk.ask.com> Ask Jeeves – Listening Skills Exercises

An integrated and interactive web-based application incorporating a career interest assessment tool together with a careers database of 700+ career profiles can be accessed at [www.careerdirections.ie](http://www.careerdirections.ie)

### **Generic Skills: Literacy and Numeracy**

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Career Planning.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Mid Course and End of Course reflections, Activity A3 and Activity A4.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Career Planning. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Career Planning. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a number of **Word Searches**. These are **Word Search 1 for LO1 ; Word Search 2 for LO4 ; Word Search 3 for LO5; Word Search 4 for LO7 ; Word Search 5 for LO14**. When the learners have gained

sufficient practice and experience at these word searches, each learner will make up 1 (one) Word Search/Quiz which will be completed by the group.

When the learners have completed certain Activities/Exercises they will complete a **'True or False' quiz** for that particular Activity/Exercise. These are: **quiz for LO3; quiz for LO6 ; quiz for LO9 and quiz for LO11& LO12** .There should be at least 2 (two) days between the completion of the Activity/Exercise and the completing of the quiz.

### **Generic Skill: Numeracy; Digital**

Learners will practice **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

The learners will practice solving various problems, involving litres, metres etc, set by the instructor, **using the mathematical glossary**.

In order to practice their numeracy the learners complete an activity to **calculate the number of hours** worked in a week using a number of different scenarios e.g. working part time, working 4 days a week etc.

### **Generic Skill: Literacy**

Learners will gather relevant information, using a variety of methods, such as text books, the internet and class notes, newspaper articles etc, in order to write or type a short description of:

- Employment sectors within Ireland
- Career opportunities local and abroad
- Different types of employment
- Europass
- National Framework of Qualifications
- Curriculum Vitaes
- Unemployment
- Cover letters
- Job application letters
- Formal and informal interviews

This information and the short descriptions will be kept in the Learning Diary.

In the Learning Diary, the learners will compile a file of different types of articles on Careers that they have found. These articles could include:

- Descriptions of Careers
- The qualifications required for these careers
- Locations of where you can get the qualifications required

## **Generic Skill: Teamwork and Communications**

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a Teamwork exercise by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the Team Review Sheet after completing the Teamwork exercise.

The learner will practice their **listening** skills, with another team member by listening to an audio tape. Learners will take part and discuss their **interests and qualities**.

In a group, the learners will participate in a discussion on their own **Interpersonal**, Intrapersonal and Vocational Skills Sets, with the emphasis on those used in the workplace. Learners will identify and record the type of careers that would be suited to these Intrapersonal and Vocational Skills and experiences.

Learners will identify any personal **Skills Gaps** that exist and how these may be remedied in order to overcome any obstacles to their career path.

Learners will discuss with a partner or instructor career ambitions/plans and how identified **skills and experiences** can be used to further these ambitions and plans.

Learners will contact local **FAS offices and educational colleges** by telephone, letter or calling personally and enquire as to availability of courses for potential career options.

With a partner acting as a FAS Employment Office Officer, learners will practice telephoning FAS offices to seek information on desired relevant courses in order to help them gain employment.

### **Role Play:**

Learners will take part in a number of **role plays** in order to prepare them for both formal and informal interviews. The role plays can be scripted or unscripted and will involve contacting potential employers in order to gain either work or work experience.

## **Generic Skill: Literacy, Digital Competence**

Learners will practice using a computer, which has access to the internet and, with a partner or instructor, will **source information** about possible careers by accessing suggested websites.

The learners will **research** possible careers using newspapers, magazines, websites, shop windows and personal networking.

Learners will prepare information for a **Curriculum Vitae**.

When a learner has gathered all the required information, he/she will type a C.V. which can accompany job application forms and letters, being sent to potential employers.

**Internet websites:** Information can be accessed on the following suggested websites as of 30th June 2010:

- <http://www.europass.cedefop.eu.int> - This website gives examples and templates of Curriculum Vitae
- <http://www.qualifax.ie/> - This website is Ireland's National Learners' Database, access Career Directions which gives an explanation of different careers
- <http://www.fas.ie> - This website gives lists of training courses, jobs etc
- [http://www.irishjobs.ie/work\\_wise/index.aspx](http://www.irishjobs.ie/work_wise/index.aspx) - This website gives job seeking advice for job seekers with a disability.
- [www.europass.ie/](http://www.europass.ie/) - This website aims to help you make your skills and qualifications clearly and easily understood in Europe

**Recommended by:** \_\_\_\_\_  
Manager Training Policy Development and Support

**Approved by:** \_\_\_\_\_  
Director Training Policy Development and Support