



Programme Module

Career Preparation

leading to

Level 3 QQI Component: Career Preparation 3N0896

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Career Preparation	2. Component Name and Code Level 3 Career Preparation 3N0896
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to source and secure suitable employment or further education/training and to succeed in the workplace environment.</p> 8. Objectives: <ul style="list-style-type: none"> • to explore appropriate work opportunities and/or further education and training opportunities • to develop an understanding of personal profile, including the identification of possible gaps, and match it to appropriate occupations • to plan and prepare for entry into the workplace at an appropriate level to personal profile. 	
8. Learning Outcomes of Level 3 Career Preparation 3N0896 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. describe the basic principles underpinning career preparation, to include the concepts of work, career, and planning 2. distinguish between different types of work such as full time, part-time, temporary/contract, and casual work 3. describe local or foreign work opportunities, including sources of job information, vacancies, types of work, Europass, emigration supports, and work visa requirements 4. identify local training and education opportunities including education and training programmes, access routes, certification offered, and progression possibilities 5. compile a personal profile by exploring interests, skills, talents, personal qualities and characteristics, values, achievements, employment preferences, goals, and matching personal characteristics to possible careers 6. identify preferred personal qualities for workplace employer and employee 7. practice a range of personal interactions typical of work situations including initiating and maintaining conversations both formal and informal, listening, following instructions, clarifying instructions, contributing opinions, assertiveness skills, and personal care 8. describe changes that may occur during a working life, including moving to a new position and unemployment, the difficulties associated with change in employment and how to cope with them 9. prepare to participate in the workplace by using job seeking skills to source a suitable job advertisement, apply by CV and cover letter for the position, participate in a simulated interview, and evaluate own performance. 	

Delivery Strategies and Learning Activities

This programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.

9. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Unit 1: Exploring the World of Work – in Ireland

Principles of career preparation

Learning Outcome 1: Describe the basic principles underpinning career preparation, to include the concepts of work, career, and planning

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner the concepts of career and work, for example, a career may be the particular occupation for which a person is trained whereas work may be the mental or physical activity carried out for a particular purpose or out of necessity
- discuss with the learner the importance of planning in relation to their career
- explore with the learner effective career planning techniques, for example:
 - look at current position
 - think through what you want to achieve in your career
 - research your options
 - plan your approach
 - take action.

Recognising different types of work

Learning Outcome 2: Distinguish between different types of work such as full time, part-time, temporary/contract, and casual work.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore with the learner different ways of working
 - The learner could:
 - identify the features of a variety of different ways of working, for example, paid employment, self-employment, voluntary work, work in the home, work on a scheme, full time, part-time, temporary/contract, and casual work
 - note the differences between these ways of working
 - investigate the different types of work and working life by collecting information from at least four local people, using a supplied questionnaire, to find out about:
 - different types of work people do
 - personal characteristics needed for different types of work
 - whether or not the subjects of their survey like their work and why
 - reasons why people like work.

Identifying local work opportunities

Learning Outcome 3: Describe local or foreign work opportunities, including sources of work information, vacancies, types of work, Europass, emigration supports, and work visa requirements.

*In order to help the learner achieve **Learning Outcome 3 from a local context** in particular, consider doing the following:*

- facilitate the learner to source, investigate and evaluate work opportunities in the locality to include:
 - compiling a list of ways of finding out about work in the area, for example, newspapers, notice boards, employment agencies, FÁS and internet
 - compiling a list of alternative ways of finding job information, for example, word of mouth, local radio, personal approaches, and internet
 - noting the advantages and disadvantages of each method of finding job information
 - evaluating sources of career information in meeting their needs
 - using a career information service and describing the service used
 - compiling a list of work places in the locality
 - compiling a list of positions vacant or potential job opportunities in the local area
 - indicating what type of work may be available to include paid, voluntary, full-time, part-time, temporary/contract and casual
 - identifying any personal contacts with these job opportunities
 - evaluating the potential of any vacancy in meeting their needs.

Identifying local training and education possibilities

Learning Outcome 4: Identify local training and education opportunities, including education and training programmes, access routes, certification offered, and progression possibilities.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- facilitate the learner in producing a profile of education and training opportunities in the locality, to include:
 - identifying at least three local training or education programmes
 - identifying access routes to these programmes
- explore with the learner one programme, to include:
 - selecting one programme that may be of interest to the learner
 - identifying the following details in relation to that programme, to include:
 - aims and objectives of the programme
 - duration of programme
 - entry criteria
 - how to enrol
 - certification offered including reference to the National Framework of Qualifications (NFQ)
 - awarding body
 - transfer and progression opportunities.
 - access issues, for example, childcare, disability

Exploring personal qualities for the workplace

Learning Outcome 6: Identify preferred personal qualities of workplace employer and employee.

(N.B.: Guidelines for Learning Outcome 5 are included in Unit 3)

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- explore with the learner some ideal qualities of employers and employees, to include:
 - listing five qualities that describe an ideal employer
 - listing five qualities that describe an ideal employee .

Exploring changes throughout the working life

Learning Outcome 8: Describe changes that may occur during a working life, including moving to a new position and unemployment, the difficulties associated with change in employment and how to cope with them.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- explore with the learner some changes that people have to cope with during their working lives, to include:
 - moving to a new position or getting a promotion
 - changing employer
 - becoming unemployed
- for each of the changes identified, explore with the learner the difficulties associated with that change and ways of coping with the change, for example, when becoming unemployed:

Difficulties

- Loss of earnings
- Low self-esteem
- Lack of purpose
- Lack of interaction with colleagues
- Lack of structure in the day

Coping Mechanisms

- Access supports, for example, social welfare benefits
- Have a routine
- Voluntary work
- Engage in hobbies

Unit 2: Exploring the World of Work-Abroad

Identifying work opportunities abroad

Learning Outcome 3: Describe local or foreign work opportunities, including sources of work information, vacancies, types of work, Europass, emigration supports, and work visa requirements.

*In order to help the learner achieve **Learning Outcome 3 from a foreign context** in particular, consider doing the following:*

- explore with the learner sources of information on work opportunities in other countries, to include:
 - listing different ways of obtaining information about jobs in other countries, for example, using the EURES website via the FAS website
 - compiling a list of job vacancies abroad, including the type of employment, for example, paid, voluntary, full-time, part-time, temporary/contract, casual
- explore with the learner what is meant by Europass – (Europass is an initiative which aims to help you
- make your skills and qualifications clearly and easily understood in Europe - whether you are enrolling in

an education or training programme, looking for a job, or getting experience abroad – see www.europass.ie)

- identifying emigration support facilities, for example, Crosscare Migrant Project
- understanding the nature of a work visa
- investigating what work visa/s may be required for working in a country of the learner's choice.

Unit 3: Personal Profiling and Planning

Compiling a Personal Profile

Learning Outcome 5: Compile a personal profile by exploring interests, skills, talents, personal qualities and characteristics, values, achievements, employment preferences, goals and matching personal characteristics to possible careers.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- explore with the learner the concept of career planning and personal profiling
- facilitate the learner to generate information that could be used to compile a personal profile, to include:
 - identifying personal qualities and values
 - understanding the importance of goal-setting and then setting appropriate goals
 - exploring personal strengths and weaknesses that are relevant to working life
 - exploring and listing talents
 - exploring and identifying learner's skills, qualities and interests and matching them to possible careers using an interest inventory or test, for example,
- Interest Test from Career Directions website
- Interest Test from Careers Portal website
- Careers Interest Inventory (CII)
- The Self-Directed Search (SDS)
 - discussing any work-related experiences
 - exploring and suggesting at least three areas of employment that match or link to their own characteristics
 - assisting the learner to compile a personal profile using the information from above.

Unit 4: Getting Ready to Work

Communicating in the workplace

Learning Outcome 7: Practise a range of personal interactions typical of work situations including initiating and maintaining conversations both formal and informal, listening, following instructions, clarifying instructions, contributing opinions, assertiveness skills, and personal care.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- prepare the learner for communicating effectively and appropriately in the workplace, by facilitating the learner to:
 - distinguish between formal and informal conversations/communication
 - demonstrate a capacity to communicate appropriately in formal and informal conversations to include initiating and maintaining the conversations

- demonstrate appropriate speaking and listening skills for the workplace
- understand the importance of following instructions
- clarify instructions when necessary
- contribute opinions
- understand different communication styles, for example, aggressive, passive and assertive
- demonstrate assertive skills
- understand the importance of personal hygiene and appropriate dress for the workplace.

Preparing to participate in the workplace

Learning Outcome 9: Prepare to participate in the workplace by using job seeking skills to source a suitable job advertisement, apply by CV and cover letter for the position, participate in a simulated interview, and evaluate own performance.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- assist the learner to understand the importance of preparing and planning for job applications and interviews
- facilitate the learner in making an application, real or simulated, for a job suitable to the learner's interests and capabilities, to include:
 - understanding the nature of a letter of application and the importance of using correct format, grammar, sentence structure and spelling
 - exploring and sourcing suitable job advertisements for which the learner may consider applying
 - producing an appropriately presented CV, to include, personal details, education/qualifications, work experience, hobbies and interests and referees
 - completing an application form for a job or course
- facilitate the learner to take part in a simulated interview for a chosen job, to include:
 - preparing answers for six typical interview questions
 - preparing two questions to ask interviewers
 - dressing appropriately
 - engaging in small talk before the interview begins
 - communicating appropriately during the simulated interview
- facilitate evaluation of learner's performance at the simulated interview with the help of feedback.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include the following:</p> <ul style="list-style-type: none"> • a personal profile including: <ul style="list-style-type: none"> ○ an understanding of the concepts of work, career and career planning ○ personal career goals ○ summary of personal skills, qualities, talents and values ○ list of strengths and weaknesses ○ an outline of personal interests including the outcomes from the chosen interest inventory ○ list of work-related experiences ○ list of possible careers that would suit his/her own skills ○ list qualities and interests ○ a list of jobs that match own skills, qualities and interests • an appropriately presented letter of application for a chosen job in response to an advertisement • an appropriately presented curriculum vitae • a completed application form for a job or course • evidence of a simulated interview where the learner <ul style="list-style-type: none"> ○ is appropriately presented (hygiene, dress) ○ demonstrates effective listening and speaking skills ○ demonstrates formal and informal conversation ○ demonstrates assertiveness ○ answers at least six questions ○ asks at least two questions ○ evaluates their own performance. 	

Evidence of this simulated interview should be available using visual or audio methods. If using visual media, include running order of the learner interviews.

In the collection of work, the learner will demonstrate the following:

- a job search (at home or abroad), real or simulated, to include, where relevant, sources of job information, vacancies, types of work, Europass, emigration supports, and work visa requirements
- a course search, real or simulated, to include possible education and training programmes, access routes, certification offered, and progression possibilities
- an understanding of work life to include:
 - a list of preferred personal qualities for a workplace employer
 - a list of preferred personal qualities for an employee
 - the challenge associated with moving to a new position and effective coping mechanisms
 - the challenges associated with becoming unemployed and effective coping mechanisms
 - a demonstration of the ability to follow and clarify instructions.

11.b Assessment - General Information – Career Preparation 3N0896

All instructions for the learner must be outlined clearly in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Describe the basic principles underpinning career preparation, to include the concepts of work, career, and planning.	Collection of Work
2. Distinguish between different types of work such as full time, part-time, temporary/contract, and casual work.	Collection of Work
3. Describe local or foreign work opportunities, including sources of job information, vacancies, types of work, Europass, emigration supports, and work visa requirements.	Collection of Work
4. Identify local training and education opportunities including education and training programmes, access routes, certification offered, and progression possibilities.	Collection of Work
5. Compile a personal profile by exploring interests, skills, talents, personal qualities and characteristics, values, achievements, employment preferences, goals, and matching personal characteristics to possible careers.	Collection of Work
6. Identify preferred personal qualities for workplace employer and employee.	Collection of Work
7. Practice a range of personal interactions typical of work situations including initiating and maintaining conversations both formal and informal, listening, following instructions, clarifying instructions, contributing opinions, assertiveness skills, and personal care.	Collection of Work
8. Describe changes that may occur during a working life, including moving to a new position and unemployment, the difficulties associated with change in employment and how to cope with them.	Collection of Work
9. Prepare to participate in the workplace by using job seeking skills to source a suitable job advertisement, apply by CV and cover letter for the position, participate in a simulated interview, and evaluating own performance.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


Level 3 Career Preparation 3N0896
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. describe the basic principles underpinning career preparation, to include the concepts of work, career, and planning	<ul style="list-style-type: none"> • description of career preparation including: <ul style="list-style-type: none"> ○ concept of work ○ concept of career ○ concept of planning 		
2. distinguish between different types of work such as full time, part-time, temporary/contract, and casual work	<ul style="list-style-type: none"> • distinguish between different types of work, including: <ul style="list-style-type: none"> ○ full-time ○ part-time ○ temporary/contract ○ casual 		
3. describe local or foreign work opportunities, including sources of job information, vacancies, types of work, Europass, emigration supports and work visa requirements	<ul style="list-style-type: none"> • description of local or foreign work opportunities, including: <ul style="list-style-type: none"> ○ sources of job information ○ vacancies ○ types of work ○ Europass ○ emigration supports ○ work visa requirements 		
4. identify local training and education opportunities including education and training programmes, access routes, certification offered, and progression possibilities	<ul style="list-style-type: none"> • identification of local training and education opportunities, including: <ul style="list-style-type: none"> ○ programmes ○ access routes ○ certification offered ○ progression possibilities 		

<p>5. compile a personal profile by exploring interests, skills, talents, personal qualities and characteristics, values, achievements, employment preferences, goals, and matching personal characteristics to possible careers</p>	<ul style="list-style-type: none"> • compilation of personal profile identifying: <ul style="list-style-type: none"> ○ interests ○ skills ○ talents ○ personal qualities & characteristics ○ values ○ achievements ○ goals ○ matching personal characteristics to possible careers 		
<p>6. identify preferred personal qualities for workplace employer and employee</p>	<ul style="list-style-type: none"> • list <ul style="list-style-type: none"> ○ preferred personal qualities for employer ○ preferred personal qualities for employee 		
<p>7. practice a range of personal interactions typical of work situations including initiating and maintaining conversations both formal and informal, listening, following instructions, clarifying instructions, contributing opinions, assertiveness skills, and personal care</p>	<ul style="list-style-type: none"> • demonstrate a range of personal interactions typical of workplace situations including: <ul style="list-style-type: none"> ○ initiating and maintaining conversation ○ listening skills ○ following instructions ○ clarifying instructions ○ assertiveness skills ○ personal care 		
<p>8. describe changes that may occur during a working life, including moving to a new position and unemployment, the difficulties associated with change in employment and how to cope with them</p>	<ul style="list-style-type: none"> • description of difficulties in: <ul style="list-style-type: none"> ○ moving to a new position ○ becoming unemployed • description of coping mechanisms for: <ul style="list-style-type: none"> ○ moving to a new position ○ becoming unemployed 		
<p>9. prepare to participate in the workplace by using job seeking skills to source a suitable job advertisement, apply by CV and cover letter for the position, participate in a simulated interview, and evaluating own performance.</p>	<ul style="list-style-type: none"> • sourcing job advertisement • completion of letter of application in response to the advertisement • completion of CV • participation in a simulated interview • evaluation of performance at the interview. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____