



Programme Module

Self Employment Skills

leading to

Level 3 QQI Component: Self Employment Skills 3N0894

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 Self Employment Skills	2. Component Name and Code Level 3 Self Employment Skills 3N0894
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 explore self employment as a suitable employment option under supervision and to succeed in the workplace environment.</p> 8. Objectives: <ul style="list-style-type: none"> • to explore the basic principles underpinning self employment including business and financial planning • to develop an understanding of the personal profile, including the identification of possible benefits and risks to being self employed • to plan and prepare a business profile and a business plan to engage in the process of being self employed. 	
9. Learning Outcomes of Level 3 Self Employment Skills 3N0894 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. describe the basic principles underpinning self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics 2. name sources of advice and support to assist with setting up a business 3. list the benefits and risks of self employment 4. describe ways of reducing the risks attached to becoming self employed 5. identify changes in personal and working life that would result from self employment 6. compile a personal profile by exploring skills, personal qualities and characteristics, interests, employment preferences, goals and matching profile to possible self employment options 7. prepare a basic business plan to include the idea for a product or service, a profile of the market or industry in which it could be employed, sources of support, financial implications 8. examine the suitability of self employment as a personal option. 	
Delivery Strategies and Learning Activities <p>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.</p>	
10. Guidelines for Teaching and Learning <p>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.</p>	
Unit 1: Exploring the basic principles of self employment	
Principles of self employment	

Learning Outcome 1: describe the basic principles underpinning self employment to include the concepts of business and financial planning, employment legislation, sourcing supports and personal characteristics

*In order to help the learner achieve **Learning Outcome 1, basic principles underpinning self employment**, consider doing the following:*

- explore with the learner the concepts of self employment , for example, self employment may be the particular occupation for which a person is trained or it may be a hobby or it may be something that uses your skills and experience
- discuss with the learner the importance of planning in relation to self employment
- explore with the learner effective planning techniques, for example:
 - look at the learner's current position
 - think through what the learner wants to achieve in being self employed
 - research the learner's options
 - plan the learner's approach
 - how will the learner take action.

Recognising different types of self employment

Learning Outcome 1: describe the basic principles underpinning self employment to include the concepts of business and financial planning, employment legislation, sourcing supports and personal characteristics

Learning Outcome 3: list the benefits and risks of self employment

*In order to help the learner achieve **Learning Outcome 1, business planning, and Learning Outcome 3** consider doing the following:*

- explore with the learner different ways of working. The learner could distinguish between different structures of self employment and the different types of work such as sole trader, partnership, limited liability partnership (LLP), franchise, limited company or a social enterprise such as a trust or a co-operative and whether being self employed will be full time, part-time, temporary/contract or casual work:
- define what kind of business model would be suitable for different types of enterprise
- identify the features of a variety of different ways of working as a self employed person, for example , work in the home or having a business premises, full time, part-time, temporary/contract, and casual work
- note the differences between these ways of working
- investigate the different types of self employment and working life by collecting information from at least **four** local people, using a supplied questionnaire, to find out about:
 - different types of businesses self employed people create
 - personal characteristics needed for different types of self employment
 - whether or not the subjects of their survey like being self employed
 - what disadvantages do the subjects of their survey experience by being self employed
 - evaluate the benefits and risks of self employment.

Identifying business supports for the self employed person

Learning Outcome 1: describe the basic principles underpinning self employment to include the concepts of business and financial planning, employment legislation, sourcing supports and personal characteristics

Learning Outcome 2: name sources of advice and support to assist with setting up a business

*In order to help the learner achieve **Learning Outcome 1, sourcing supports, and Learning Outcome 2**, consider doing the following:*

- facilitate the learner to source, investigate and evaluate self employment opportunities in the locality to include:
 - compiling a list of ways of finding out about self employment opportunities in the area, for example, personal experience, knowledge of the local area, back to work enterprise allowance

- (BTWEA) Short Term Enterprise Allowance Scheme (STEA) micro-enterprise networks on the First Step Website newspapers, notice boards, Solas and the internet for e commerce
- compiling a list of agencies that can give advice on starting your business to include: Solas, Enterprise Ireland, Citizens Information Service, the local Chamber of Commerce, Irish small and Medium Enterprises, Small firms Association, City and County Enterprise Boards, Department of Social Protection – Self employment section, Money Advice and Budgeting Service (MABS), National Employment Rights Authority, Irish Insurance Federation, Companies Registration Office, ECDL classes on Excel spread sheets, Finance for Beginners classes and personal development classes.
 - noting the advantages and disadvantages of each organisation in how it can assist the self employed person
 - evaluating the sources of starting your own business in meeting the needs of someone who is self employed
 - using one of the agencies above and describing the service used
 - indicating what type of business opportunity may be available to include, full-time, part-time, temporary/contract and casual
 - identifying any personal contacts with these self employment opportunities
 - evaluating the potential of any idea in being successfully self employed.

Identifying local training and education possibilities

Learning Outcome 1: describe the basic principles underpinning self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics

Learning Outcome 2: name sources of advice and support to assist with setting up a business

*In order to help the learner achieve **Learning Outcome 1, sourcing supports, and Learning Outcome 2**, consider doing the following:*

- facilitate the learner to identify local training and education supports including education and training programmes to develop as a self employed person and to gain a better understanding of finance, book keeping and accounting, IT spread sheets and the law regarding self-employment possibilities:
- facilitate the learner in producing a profile of education and training opportunities in the locality by referring to **Qualifax** – the National Learners' database of course and career information which has a listing of all courses in Ireland, 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
 - access issues, for example, childcare, disability.

Exploring the mandatory legislation and the personal qualities required as an employer

Learning Outcome 1: describe the basic principles underpinning self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics

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

- identify the employment legislation and the preferred personal qualities of workplace employer and

employee

- consider the employment, health and safety, insurance and pensions legislation that is mandatory if a self employed person takes on an employee to include
 - listing the employment, health and safety, insurance and pension legislation
- identifying with their chosen business and whether being an employer would be necessary in the beginning or in the future
- 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 the mandatory legislation and the personal qualities required as a self employed person

Learning outcome 1: describe the basic principles underpinning self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics

Learning outcome 4: describe ways of reducing the risks attached to becoming self employed

*In order to help the learner achieve **Learning Outcome 1, business and financial planning, and Learning Outcome 4**, consider doing the following:*

- identify with the learner the key steps in starting a business and becoming self employed including
 - stating the different types of legal structures for a business including the tax obligations, registration of a business name, the necessity of a solicitor when drawing up a contract and establishing a business account
- how to register the company name by:
 - downloading the information leaflet from the Companies Registration Office and filling in a Companies Registration Form
- how to register as a self-employed person with the Revenue Commissioners by
 - downloading the Revenue booklet: **Starting in Business IT48**(pdf) and **Guide to Self Assessment IT10** (pdf) to describe the self assessment system and **PRSI for the Self Employed SW74** (pdf) to understand the range of entitlements for social insurance
 - the learner should fill in and complete the tax registration form **TR1** (pdf)
 - the learner should consider whether there is a need to register for Value Added Tax (VAT)
 - the learner should complete simulated accounts which record all purchases and sales of goods and services in preparation for completing a tax return
 - the learner should complete a record of all amounts received and all amounts paid out in preparation for the annual tax return
 - the learner should consider how the supporting records such as receipts, invoices, Bank and Building Society statements and cheque stubs should be stored
- how to open a business bank account
 - download **Your Business Your Bank (Dec2010)** www.djei.ie (pdf)
 - the learner should list all the supporting documentation needed to open a business account
 - the learner should consider five questions the bank or building society will ask when opening the account
 - the learner should fill in a bank lending application form.

Describe ways of reducing the risks attached to becoming self employed:

- how to protect the self employed person in a partnership or making contracts or in the case of debt
 - the learner should list four solicitors that specialise in company law
 - the learner should outline when it is necessary to engage a solicitor
 - the learner should interview a member of the Money Advice and Budgeting Service(MABS) with emphasis on how the self employed person can avoid getting into debt.

All the documentation for this section should be included as part of the portfolio of work at the end of the

course.

Useful Resources: The information and relevant downloads in this section are available on www.citizensinformation.ie

Communicating and living as a self employed person

Learning Outcome 5: identify changes in personal and working life that would result from self employment

Learning outcome 4: describe ways of reducing the risks attached to becoming self employed

*In order to help the learner achieve **Learning Outcome 4 and Learning Outcome 5** consider doing the following:*

- practise a range of personal interactions typical of being self employed including initiating and maintaining conversations both formal and informal, listening, following instructions, clarifying instructions, contributing opinions, assertiveness skills, and personal care.
- prepare the learner for communicating and living effectively and appropriately 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 follow-up on initial contact
 - understand different communication styles, for example, aggressive, passive and assertive
 - demonstrate assertive skills
 - identify risks when the self employed person would be personally challenged
 - suggest strategies for relieving stress experienced by the self employed person
 - understand the importance of personal hygiene and appropriate dress for being self employed
 - demonstrate an understanding of how the learner's life would change personally and in their work experience if they were self employed.

Unit 2 Personal Profiling and Planning

Compiling a Personal Profile

Learning Outcome 6: compile a personal profile by exploring interests, skills, talents, personal qualities and characteristics, values, achievements, employment preferences, goals and matching personal characteristics to being successfully self employed.

Learning outcome 8: examine the suitability of self employment as a personal option

*In order to help the learner achieve **Learning Outcome 6 and Learning Outcome 8** consider doing the following:*

- explore with the learner the concept of self-employment, 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 being self employed
 - exploring and listing talents
 - exploring and identifying learner's skills, qualities and interests and matching them to possible self employment opportunities using an interest inventory or test, for example,
 - discussing any work-related experiences
 - exploring and suggesting at least three areas of self employment that match or link to their own characteristics
 - exploring with the learner whether they have a suitable personality for self employment
 - assisting the learner to compile a personal profile using the information from above including a personal statement as to whether or not they have a suitable personality for self employment.

Unit 3: The Business Plan

Preparing to launch your business as a self employed person

Learning Outcome 7: prepare a basic business plan to include the idea for a product or service, a profile of the market or industry in which it could be employed, sources of support and the financial implications.

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

- assist the learner to understand the importance of preparing a business plan
- facilitate the learner in making a business plan that reflects a business, real or simulated that they would be interested in starting up:
 - understanding the structure of a business plan and its purpose
 - exploring and developing the business plan to include: the executive summary, the business concept, the business ownership, the market summary, the market competition, the goals and objectives, the financial plan, the resource requirements, details of what the business needs to start and grow including: technology, personnel, external resources, professional memberships and licences and the projected risks associated with their business and as an appendix any additional details such as the learner's CV
- producing an appropriately presented business plan including the above sections
- facilitate the learner to take part in a simulated presentation of their business plan to include:
 - preparing answers for six typical questions that an investor or a bank official would ask
 - preparing two questions to ask investors
 - dressing appropriately
 - engaging in small talk before the presentation begins
 - communicating appropriately during the simulated presentation
- facilitate evaluation of learner's performance at the simulated presentation 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's record 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 objective.	
<p>The learner will compile a Collection of Work to include the following:</p> <ol style="list-style-type: none"> 1. evidence of an information search, on the internet or otherwise, showing: <ul style="list-style-type: none"> ○ basic principles underpinning self-employment ○ benefits and risks of self-employment ○ sources of advice and support to assist with self-employment 2. a personal profile, to include: <ul style="list-style-type: none"> ○ an outline of personal skills, qualities and characteristics, interests, employment preferences and goals ○ an understanding of how to relate personal profile to self employment possibilities ○ an awareness of changes in personal and working life that would result from self employment ○ a reflection on the suitability of self employment as a personal option 3. a completed business plan, to include: <ul style="list-style-type: none"> ○ the idea for a product or service ○ a profile of the market or industry in which it could be employed ○ relevant sources of support ○ outline of financial implications ○ details of relevant employment legislation ○ an indication of possible benefits & risks ○ ways of reducing the risks. 	

11.b Assessment - General Information – Self Employment Skills 3N0894

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 self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics	Collection of Work
2. Name sources of advice and support to assist with setting up a business	Collection of Work
3. List the benefits and risks of self employment	Collection of Work
4. Describe ways of reducing the risks attached to becoming self employed	Collection of Work
5. Identify changes in personal and working life that would result from self employment	Collection of Work
6. Compile a personal profile by exploring skills, personal qualities and characteristics, interests, employment preferences, goals and matching profile to possible self employment options	Collection of Work
7. Prepare a basic business plan to include the idea for a product or service, a profile of the market or industry in which it could be employed, sources of support financial implications	Collection of Work
8. Examine the suitability of self employment as a personal option	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 self employment, to include business and financial planning, employment legislation, sourcing supports and personal characteristics	Description of self employment including the concept of business and financial planning, the concept of employment legislation, the concept of sourcing supports and the integral part played by personal characteristics		
2. Name sources of advice and support to assist with setting up a business	Identification of local training and education opportunities Identification of local and national organisations that facilitate the self employed person Identification of specific organisations suitable for the chosen business of the learner		
3. List the benefits and risks of self employment	Identification of benefits and risks of self employment for the learner		
4. Describe ways of reducing the risks attached to becoming self employed.	Identifying the key steps in starting a business in order to identify possible risks and how to reduce them, for example, an understanding of the role of a solicitor, the Money Advice and Budgeting Service (MABS), mandatory laws relating to relevant employment legislation		
5. Identify changes in personal and working life that would result from self employment	List the qualities of a self employed person, the skills needed to be a self employed person and the characteristics required to be a self employed person and relate them to the learner's personal experience showing the changes that would be experienced in their lives to be successful		
6. Compile a personal profile by exploring skills, personal qualities and characteristics,	Compilation of a personal profile identifying the personal interests, skills, talents, personal qualities and characteristics of the learner and matching		

interests, employment preferences, goals and matching profile to possible self employment options	these to possible self employment opportunities		
7. Prepare a basic business plan to include the idea for a product or service, a profile of the market or industry in which it would be employed, sources of support, financial implications	A basic understanding of the purpose of a business plan and its function. Produce a simulated or real business plan to include the idea for a product or service, a profile of the market or industry in which it would be employed, sources of support, financial implications		
8. Examine the suitability of self employment as a personal option	A reflection as to whether self employment is a suitable option for the learner and the reasons for coming to that decision on completion of the course.		

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: _____