Workplace Learning Experience

Module Number		Module Title	Workplace Learning Experience						
Stage of Principal Programme			**3**	**Semester**	**2**	**Duration.** *(Weeks F/T)*	**12**	**ECTS**	**5**
Mandatory / Elective (M/E)	**E**	**Hours of Learner Effort / Week**	**4**						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	16
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based	✓	24 (3 hrs X 8 weeks)
Other:		
• Assessment preparation	✓	25
• Independent reading and engagement with VLE	✓	60
Total		125

Pre-Requisite Module, if any. Module # and Title	All learners will be required to submit a 250-word letter of intent at the end of stage 2 and meet GPA and attendance thresholds (TBD) to be eligible for this module. In addition, the following modules are prerequisite: **Catechetics and Ethos** – for Theology pathway learners who wish to complete a placement in a school setting **Pedagogy for Politics and Society** - for Politics and Society pathway learners who wish to complete a placement in a school setting. **Political Communications & Campaign Management** - for Politics and Society pathway learners who wish to complete a placement in a civil society setting.
Co-Requisite Module, if any. Module # and Title	
Maximum number of learners per instance of the module	Capped at 30% of discipline intake. Max 50
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Module Coordinator	A minimum level 9 qualification or relevant administrative/professional experience	1:50
Pathway Tutor	A minimum level 9 qualification and/or professional experience in relative discipline	1:15

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate effective communication skills through verbal and written expression of ideas and arguments	3, 5
2. Relate academic discipline-based knowledge to employment experience	4, 8
3. Assess personal career-related strengths and weaknesses through reflective practice	7

7.3	Indicative Module Content, Organisation and Structure

The objective of the module is to equip learners for the transition from education into employment in sectors relevant to their degree. The module aims to enhance learners' employability and transferable skills through work experience. It is designed to help learners apply their degree-specific skills in an 'outward-facing' way. This is not a clinical or professional placement where learners are expected to work as professionals; rather the aim of the module is to allow learners to experience a possible workplace, develop workplace related skills and reflect on their own career-related strengths and weaknesses. This will involve shadowing or working with an assigned workplace mentor and building experience and activities to meet the module's learning outcomes. This module offers the opportunity to practice generic employability skills and to reflect constructively and collaboratively on skills and experience developed through work-based learning. Learners will be supported by an overall module/placement coordinator and specific placement stream facilitator throughout the semester. The learners will engage with group seminars throughout the semester; these will offer learners the opportunity to prepare for their 8-week placement, to reflect on their experience as the term progresses and better understand the application of their academic experience to their future.

Upon completion of their degrees, learners may wish to move into education (primary or post-primary), community service, or seek professional qualifications. This module affords them the opportunity to exam possible employment options by observing the work environment and developing work-based competencies. Learners will not be allowed to engage directly in any clinical or diagnostic exercises while on placement.

An indicative module schedule is as follows:

Preparation for work-based learning (2 hours X 2 weeks, in class)
Through lectures and workshops, all learners will be prepared for their work-based learning, developing the areas of:
- Evaluating employability skills and competencies in real world contexts
- Gathering background information on specific work-based learning provider
- Learning what it means to be a reflective practitioner

Learners will be divided into streams based on the industry they are working in; 1 hr tutorials will continue throughout their placement.

Work-based learning (8 weeks)
Learners complete a total of 24 hours (3 hours X 8 weeks) with an employer, community organisation or school – for example working within a school, museum, gallery, library, archive, heritage site, newspaper,

media outlet, or event organiser. Learners will be required to communicate and share their work-based experience through the class VLE and in their one-hour weekly tutorials.

Reflection and Sharing (2 hours X 2 weeks, in class)
The final two weeks of the teaching semester will involve a mixture of learner presentation and small group reflection. Learners will further develop the areas of:
- Self-awareness, career management and future employability
- Creative communication and developing an employability profile
- Flexibility in the workplace and learning to learn

Continuous assessment will consist primarily of a Reflective Portfolio built over the semester and learners will be expected to evidence their engagement within the work placement.

Formative assessment will include engagement in tutorial discussions, and tutor and peer feedback on written and reflective drafts.

7.4	Work-based learning and practice-placement *(if applicable)*

Learners complete a total of 24 hours (3 hours over 8 weeks) of work placement with a school, employer or community organisation in order to better understand career development. They will be expected to engage in reflective practice and share their experiences with the class through VLE engagement, discussions and presentations.

The workplace experience is designed to allow learners to observe the work environment, gauge the type of skills necessary to work in that environment and contribute to the workplace as a productive member of their work team.

7.5	Specific module resources required *(if applicable)*

Staff: A module/placement coordinator will be required to oversee the general employability seminars and coordinate/ liaise with placement organisations. In addition, professional work placement – such as school placement, will require a specialised tutor to facilitate specific element of the placement.

7.6	Application of programme teaching, learning and assessment strategies to this module

By the completion of their degree, Carlow College graduates should be problem solvers, effective communicators, and collaborative workers. They should display academic excellence, social engagement and skills necessary to become lifelong learners and be work and employment ready. These graduate attributes are embedded within each academic programme and span across all disciplines. The goal is to transform learners over their academic career and have them achieve academic excellence and develop graduate attributes as identified by the college as necessary for success in knowledge-based, 21st century society.

Work-based learning has been recognised as an effective way for learners to develop graduate attributes and key employability skills. In the final semester of their undergraduate degree, Carlow College learners in Arts and Humanities and in English and History programmes have the option to take an interdisciplinary work-based learning module.

This module also affords learners an opportunity to connect their academic experience with potential employment options.

Through experiential learning and reflective practice, learners will negotiate a work placement and consider their academic training in relation to future opportunities.

Assessment
Assessment will be continuous and be developed over the semester. The key summative assessment is the production of a reflective portfolio. Reflection has been identified as a necessary practice for developing life-

long learners and is part of practical work placements for professionals. Reflection is underpinned by the theories of experiential learning, constructivism, cognitive development and transferable skills.
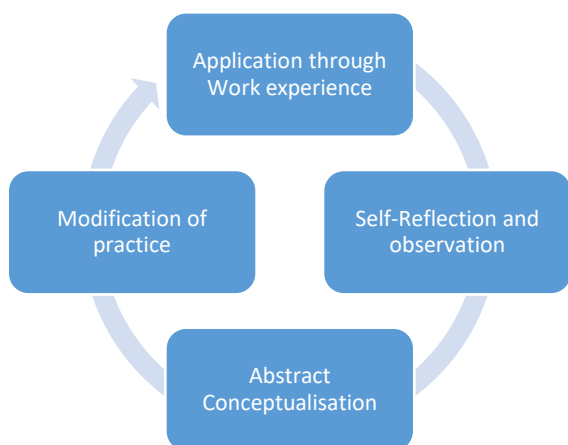
Modified from Kolb, 1984

Reflective practice allows for an authentic assessment 'as' learning and 'for' learning, and not just assessment 'of' learning.

Learners must select relevant artefacts from their work experience, these can be documents, lesson plans, something they created or helped create, photos of an event they participated in, etc. The types of artefacts are scaffolded to provide opportunities for the learner to consider a range of aspects associated with the competencies. This reflection focuses on MIMLO 3

Toward the end of the semester, the final piece of their portfolio is a reflection on their academic training correlated with their work experience – focusing on MIMLO 2.

These iterative and personal reflective assessments, along with a possible oral component will minimize the risk associated with inappropriate AI use.

The skills necessary for clear writing and presentation in all components of CA allow for evaluation of MIMLO 1.

Tutorials with a 1:15 learner ratio
There needs to be an internal conversation of self-assessment, but it often is helpful to have a communicative approach through group discussion or one-on-one dialogue to help develop the internal conversation. Tutorials within each pathway will allow for this dialogue. Tutors can facilitate groups of 15 and have these groups divided into smaller support teams.

This is a learner-focused module, and the tutor functions as a facilitator letting learner lead discussions.

7.7	Summative Assessment Strategy for this module	
MIMLOs	***Technique(s)***	***Weighting***
1, 3	Reflective Portfolio – artefacts 4 artefacts + 250 words each	**40%**
1, 2	Reflective Essay – summary reflection (1500 words)	**60%**
1, 2, 3	Presentation (optional) 5 minutes	**10% (If learner chooses this option then summary is 1250 words, valued at 50%)**

7.8	Sample Assessment Materials
Evidence-based Reflective Portfolio	

Over the course of your work placement, you will select four artefacts which represent elements of your work-based learning journey.

You must provide:

- one artefact that represents a skills-based challenge you encountered in your work experience
- one artefact that represents a success in your work experience
- one artefact that represents a challenge of an idea, belief or understanding you had
- one artefact of your choosing – be sure to identify why you selected this artefact.

Using Driscoll's reflective model (Driscoll, 2007), each artefact will be accompanied by a 250-word reflection on why this item was chosen, how it impacted you and what you have learned from it.

At the end of your placement you will write a summary reflection of 1500 words, tying your academic learning to your work experience. This should include reflection on how your discipline informs the employment expectations within your placement. You should draw from at least three modules you have taken in your programme.

All written reflection pieces should include relevant academic references.

The entire portfolio will be submitted electronically.

You may choose to give a 10%, 5-minute presentations highlighting key learning from your portfolio as part of your final assessment. You must indicate this option to your tutor by week 8. If you chose this option, your summary reflection will be 1250 words in length and weighted at 50%. Please note: you may be asked by your tutor to give a presentation at which point it will not be optional (weighting changes still apply).

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

1. Fergusson, Lee. "Learning by… Knowledge and skills acquisition through work-based learning and research." *Journal of Work-Applied Management* 14.2 (2022): 184-199.

2. Hartmann, Andreas, Joanne Vinke-de Kruijf, and Ruben van Weesep. "Asking the right questions: The role of reflection for learning in and between projects." *International Journal of Project Management* 41.5 (2023): 102494.

3. Julia, Caldicott, et al. "Beyond employability: Work-integrated learning and self-authorship development." *International Journal of Work-Integrated Learning* 23.3 (2022): 375-391.

4. Silva, P. et. al., 'Stairway to employment? Internships in higher education' *Higher Education* 72, no. 6 (2016), 703–721.

5. Jobs on Toast: https://www.jobsontoast.com/

6. How to learn from work experience: https://www.emeraldgrouppublishing.com/how-to-study-skills/learn-from-work-experience

Indicative Other Resources:

7. Bastian, J.A., 'Measuring the success of internships in an archives education program' *Journal of Education for Library and Information Studies* 43, no. 2 (2002), 164–174.

8. Bay, J., 'Preparing undergraduates for careers: an argument for the internship practicum' *College English* 69, no. 2 (2006), 134–141.

9. Bonner, J.P., 'Museums in the classroom and classrooms in the museum' *Anthropology & Education Quarterly* 16, no. 4 (1985), 288–293.

10. Buckley, J. & El Amoud, L., *Undergraduate work placement programmes in Ireland: issues and solutions* REAP Report (Dublin, 2011).

11. Doherty, O., & Stephens, S. (2020). The cultural web, higher education and work-based learning. Industry and Higher Education, 34(5), 330-341.

12. Eraut, M. (2007). *'Learning from other people in the workplace'*, *Oxford Review of Education*, Special Issue on Professional Learning, 33, 4, 403-422

13. http://learningtobeprofessional.pbworks.com/w/page/15914995/Michael%20Eraut