

Career Skills

7.1 Module Overview									
Module Number		Module Title	Career Skills						
Stage of Principal Programme			3	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
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					✓	20			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous					✓	5			
Work Based									
Other:									
• Independent self- directed learning					✓	40			
• Preparation and completion of assessment					✓	50			
• Group Work Meetings					✓	10			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	45
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
Lecturer	A minimum level 9 qualification in English Literature, History or closely cognate area
	Staff - Learner Ratio X:Y
	1:45

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	Related MIPLO #
On completion of this module a learner will be able to:	
1. Develop a greater knowledge and awareness of skills and competencies already practised in the programme that are of relevance for future employment.	3, 7

2. Identify and demonstrate their own skills, interests and motivations in the context of career decision making, and critically reflect upon their own ideas and arguments.	5, 6, 7
3. Demonstrate knowledge of key theories, concepts and approaches that are applicable to future employability and career development.	7, 8
4. Engage with core themes of the module through classroom discussion, group work, presentation	5, 6, 7

7.3 Indicative Module Content, Organisation and Structure

This module will develop the employability skills of learners and is part of a dedicated strand of the Programme that is focused on skills that are applicable and consequential to future employment, particularly in careers related to English and History.

This module builds on the skills and competencies acquired in the *Academic & Digital Skills* module in Stage 1 and will also provide a theoretical and conceptual foundation for the *Workplace Learning Experience* module.

Learners will develop generic employability skills, and also identify and reflect constructively on employability skills already practiced on the English and History Programme.

Learners will hone and consolidate the following skills and competencies: Written, oral and media communication skills; Leadership, team-working and networking skills; Creative and problem-solving skills; Information technology skills and digital literacy; Information management skills; Research skills; Intercultural and sustainability skills.

This module will be organized in thematic blocks centred on a range of skills and competencies of relevance to future employment. Indicative content, which draws on the AHECS employability module, will include the following:

- Recognising influences on career possibilities
- Self-awareness, career management and future employability
- Evaluating employability skills and competencies in real world contexts
- Exploring and interrogating available career paths
- Career future-proofing
- Creative communication and developing an employability profile
- Flexibility in the workplace and learning to learn

Learners will also have the opportunity, through invited talks, to meet experts in fields of employment of relevance to them.

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

N/A

7.5 Specific module resources required *(if applicable)*

N/A

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

Lectures will present information to learners in a variety of ways: from lecturer-led presentation of relevant information, to more discursive teaching formats. In lectures, learners will be strongly encouraged to discuss and interrogate different concepts and theories related to employability, while the guest speaker talks will offer opportunities to gain real-world information. Lecture content will primarily be displayed using Microsoft PowerPoint, but other presentation software will be deployed as needed: such as Mentimeter or Prezi.

Learners will access class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. A range of weblinks will also be accessible through Moodle, including links to relevant videos and websites with pertinent information on future careers. This will facilitate asynchronous learning and encourage learners to develop their sense of how to access and critique sources of information relevant to their future career

The assessment for this module is 100% Continuous Assessment and is broken down as follows:

- 1.) **(10%) In-Class Test:** Learners will be asked to complete an in-class test based on information they have learned about employability in their early lectures.
- 2.) **(20%) 500 word Synopsis of Guest Speaker talks:** Learners must summarise and reflect upon two guest speaker talks from industry experts
- 3.) **(40%) Group Work Presentation:** In small groups, learners must analyze a particular profession or sector that is of relevance to graduates of English and History and then present this information to the class.
- 4.) **(30%) CV and Cover Letter:** Learners compose a CV and cover letter relevant to gaining employment in the profession they researched for their Group work task.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2	In-class Test: Learners will be asked to complete an in-class test based on information they have learned about employability in their early lectures.	10%
1, 4	Synopsis of Guest Speaker talks: Learners must summarise and reflect upon two guest speaker talks from industry experts	20%
1-4	Group Presentation: In small groups, learners must analyze a particular profession or sector that is of relevance to graduates of English and History and then present this information to the class.	40%
1,3	CV and Cover Letter: Learners compose a CV and cover letter relevant to gaining employment in the profession they researched for their Group work task.	30%

7.8 Sample Assessment Materials

Assessment	Description
In-class assignment (10%)	In-class assignment based on workshops focused on AHECS employability module.
500 word summary of Guest speaker (20%)	<p>One 500 word reports on the two guest speakers. Learners must provide a synopsis of the content of the talks and reflect on how the speaker's presentation and discussion affected their understanding of the career/profession the speaker was focusing on.</p> <p>Marking Rubric</p> <ul style="list-style-type: none"> • Accuracy and conciseness in summarizing the content of guest speaker's talk. [40%] • Analysis and reflection on the themes raised by Guest speaker regarding their profession. [40%] • Fluency and precision of expression and language. [20%]

<p>Group Presentation (40%)</p>	<p>This is a group project in which Learners (in groups of four/five) must analyze a particular profession or sector that is of relevance to graduates of English and History.</p> <p>Groups must develop a Group contract and prepare a 15 minute presentation on their chosen profession/sector, which will be presented in the final week of term.</p> <p>Group work requires a sharing of tasks and responsibility. As well as the facilitated in-class group work preparation session, the group will need to meet two or three more times. If a member of the group is not present at the majority of these meetings or does not otherwise participate in a satisfactory way, they may receive no marks for the Group Work project.</p> <p>The Group should consider the following questions in their research and for the presentation:</p> <ol style="list-style-type: none"> 1. What profession/sector are you investigating and what forms of employment exist within it? 2. What careers are available to Arts graduates in this sector? What proficiencies and skills are required by employers within this profession/sector and how do these compare with the Programme Learning Outcomes for the English and History degree and the Graduate Attributes that Carlow College seeks to foster in its learners? 3. What company, institution or organisation is your group specifically focused on and what roles does it offer for Arts graduates? In other words, what specific areas do employees with an Arts degree work in in this company? 4. What skills and competencies does this employer seek from a potential employee with an Arts degree? 5. What skills and competencies do you recognize as being on your degree to meet these requirements? 6. If you were going to work here how might you consider upskilling, e.g. are there other qualifications/experiences that you might add to your English and History Degree? <p>Suggested Employment Sectors</p> <ol style="list-style-type: none"> 1. Digital Technologies (for example: Google, Microsoft, Apple) 2. Heritage, Arts and Culture (for example, Museums, Heritage Sites, Arts/History Festivals, Tourism) 3. Media (for example, Digital, Journalism, Print and Production (audio/visual)) 4. Advertising and Public Relations Companies (can also include marketing departments of large companies, e.g. Banks, Drinks Industry, Consumer Brands) 5. Government Agencies/public sector (can include, for example, Department of the Taoiseach, Department of Foreign Affairs, etc.) 6. Publishing Companies (For example, publishing houses such as Blackstaff Press, Penguin Ireland, the O’Brien Press, etc.) <p>Marking Rubric</p> <ul style="list-style-type: none"> • Evidence of productive collaboration (20%) • Appropriateness of material, depth of research, and accuracy of information (30%) • Standard of analysis and understanding (20%) • Efficacy and clarity of Presentation and engagement with audience (30%)
<p>CV + Cover Letter (30%)</p>	<p>Provide a CV and Cover Letter for a role in the company, institution or organization that you investigated for your Group Presentation.</p>

	<p>Marking Rubric</p> <ul style="list-style-type: none"> • Appropriateness of tone, format, and structure of CV and Cover Letter. [50%] • Accuracy and relevance information and relevance of content of CV and Cover Letter. [50%]
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7.9 Indicative reading lists and other information resources

Learners will be encouraged to engage with the following types of sources as part of their research:

- 1.) Reputable and relevant newspaper articles: e.g.,
 - Marie O'Donoghue, 'Outside the box thinking: Arts can lead you anywhere', *Irish Independent* 20 August 2018. <https://www.independent.ie/irish-news/education/going-to-college/outsidethebox-thinking-arts-can-lead-you-anywhere-37230616.html> [Accessed 10 October 2023]
- 2.) Annual Reports of Companies (for example, see Microsoft 2017 Annual Report at: <https://www.microsoft.com/investor/reports/ar17/index.html> [Accessed 10 October 2023])
- 3.) Central Statistics Office
- 4.) Irish Humanities Alliance, 'IHA submission to the consultation for successor to HSSI', 2. <https://dbe.gov.ie/en/Consultations/Consultations-files/Irish-Humanities-Alliance.pdf> [Accessed 10 October 2023]
- 5.) South East Regional Skills Forum: <https://www.regionalskills.ie/Regions/southeast/> [Accessed 10 October 2023]
- 6.) Grad Ireland: <https://gradireland.com/careers-advice/jobs-with-your-degree/what-can-i-do-with-an-arts-or-humanities-degree> [Accessed 10 October 2023]
- 7.) Higher Education Authority: <http://hea.ie/> [Accessed 10 October 2023]

Other representative sources are as follows:

Association of Higher Education Career Services, 'Crafting the present for future employability: an AHECS employability module.' AHECS, Cork, Republic of Ireland, 2014 http://epublications.snap.com.au/nuig_career_dev/10038255#.WDLgRn0eEmp [Accessed 10 October 2023]

Fredrickson, B. L. and M.F. Losada, 'Positive affect and the complex dynamics of human flourishing', *American Psychologist* 60 (2005), 678–686.

Schein, E. H., *Career Anchors: Discovering your Real Values* (San Francisco, CA: Jossey-Bass/ Pfeiffer, 1990)