Career Practice

Section A: Headline Information	
Module title	Career Practice
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Margaret Murphy
Parent programme(s	BA (Honours) in English and History
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web facilitated learning, work-based learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required
Pre-requisite module titles	Stage 3: Career Skills
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators must have relevant experience in this area.
Maximum number of learners per module	35
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	1.33 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, small group-work Room, IT facilities and library.
Analysis of required learning effort	
***Effort while in contact with staff**	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
8	1:15	8	1:1				77		32	125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module will build on and develop the employability skills acquired by learners in the Stage 2 Career Skills module.
	The module is part of a dedicated strand designed to recognise, consolidate and reinforce employability skills already extant in the larger degree programme; this skills strand also constitutes a separate dimension of the programme that is solely focused on skills that are applicable and consequential to future employment, particularly in careers related to English and History.
	This module offers the opportunity for experiential learning through its work-based learning aspect and contributes to the achievement of Carlow College graduate attributes and English and History programme aims in the areas of skills and competencies.
Module Aims and Objectives	The objective of the module is to equip learners for the transition from education into employment in sectors relevant to English and History graduates. The module aims to enhance learners' employability and transferable skills through work experience. It is designed to help learners to apply their degree-specific skills in an 'outward-facing' way
	It offers the opportunity to practice the generic employability skills already acquired and to reflect constructively and collaboratively on skills and experience developed through the work-based learning experience.

Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Expand their transferable and digital skills through practical work-based learning. (MIPLO 7) 2. Further develop a career plan based on a more in-depth knowledge of the sectors of employment relevant to English and History graduates. (MIPLO 6, 7) 3. Expand their soft skills of communication, collaboration and team work. (MIPLO 6, 8) 4. Engage reflectively on their experience through classroom discussion and groupwork. (MIPLO 5, 6, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Module structure: **Preparation for work-based learning (4 weeks)** Using a mixture of lectures and presentations from guest speakers and small group mentoring sessions, learners will be prepared for their work-based learning. Learners will further develop the areas of: • Evaluating employability skills and competencies in real world contexts • Exploring and interrogating available career paths • Background information gathering on specific work-based learning provider • Through use of *Microsoft Imagine Academy i*dentity and develop digital skills appropriate and relevant to their work-based learning **Work-based learning (4 weeks)** Learners complete a total of 32 hours with an employer, community organisation or within the College itself – for example working within a 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. **Reflection and Sharing (4 weeks)** Using 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
Module Teaching and	The maximum number of learners taking this module will be 35; this will allow for a

Learning Strategy	good balance of small and large group discussion as well as occasional one-to-one feedback. Workshops will be conducted using Microsoft Powerpoint and supplemented with digital resources to facilitate learning outside the classroom.
	They will enhance oral and written communication skills and team-working abilities through practical group work and discussion. This will culminate in a substantial group research project towards the end of the semester.
	Learners will also foster personal development and planning abilities through individual and group reflective exercises.
	Learners will further develop digital skills through use of *Microsoft Imagine Academy*.
Work-Based Learning and Practice-Placement	**Work-based learning (4 weeks)**
	Learners complete a total of 32 hours with an employer, community organisation or within the College itself – for example working within a 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.
E-Learning	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, video and e-resources will also accessible through Moodle, and links to other primary sources of relevance to the course.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners
	Staffing requirements: 1 lecturer with teaching and/or experience in the relevant area.
Module Summative and Formative Assessment Strategy	*Summative*
	Continuous Assessment: **Learner Learning Journal (40%)** (MIMLO 1,3) This will include blog posts, which will be shared on the VLE
	Work based learning Portfolio (50%) (MIMLO 1, 2, 4) This will include reflection on the following topics, with reference to the work-based learning activity:
	Digital Skills through *Microsoft Imagine Academy* (10%) (MIMLO 1) This will involve the learner identifying relevant digital skills required for their work-based learning and completing modules on *MIA*
Sample Assessment Materials	**Learner Learning Journal**
	Marks awarded as follows:
	• Clarity of expression and appropriateness of material included in Journal. (40%)
	• Sophistication of analysis and insight with regards to work-based learning

	experience (40%)
	• Proficiency in uploading synopsis of report onto Moodle interface and skill in communicating in a clear and arresting manner. (20%)
	Work based learning Portfolio:
	This portfolio will include a response to a range of tasks/questions, some of them workshopped in class, which require the learner to respond to the following themes:
	• Reflecting on their own work-based learning experience and those of other Learners. • Thinking about their future employability profile and overall career plan. • Identifying skills and competencies, practiced elsewhere in the programme, that were of relevance to their work-based learning experience. • Assessing their capacity to adapt their learning to meet the demands of the workplace.
	Digital Skills through *Microsoft Imagine Academy*
	This may involve learners directing their own digital learning using *MIA*
Reading Lists and Other Information Resources	Indicative texts may include: Mitchell, L.K. and J. D. Krumboltz, 'Krumboltz's learning theory of career choice and counselling', in *Career Choice and Development*, edited by D. Brown, L. Brooks and Associates, 3rd edn (San Francisco, USA: Jossey-Bass, 1996) Schein, E. H., *Career Anchors: Discovering your Real Values*, (San Francisco, CA: Jossey-Bass: Pfeiffer, 1996) For further information see: '*Crafting the Present for Future Employability: An AHECS employability module'*
Module Physical Resource Requirements	Medium/Small sized room for workshops. Relevant IT equipment (Projector, computer, internet access, speakers etc.)