

Career Skills

Section A: Headline Information	
Module title	Career Skills
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Simon Workman
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	2
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
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
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)	2
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 demonstrations		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					
24	1:15						101 including group work and continuous assessment (inclusive of Microsoft Academy learning)			125 hours
Allocation of marks (within the module)										
		Continuous assessment		Supervised project		Proctored practical examination		Proctored written examination		Total
Percentage contribution		50%		50%						100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module will develop the employability skills of Learners on the BA (Hons) in English and History programme. The module has been informed by the AHECS employability module.</p> <p>The module is part of a dedicated strand designed to 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.</p> <p>This module will also provide a theoretical and conceptual foundation for the Employability Skills 'Career Practice' modules offered in stage 3.</p> <p>The module is intended to foster skills and competencies which will ensure that</p>

	<p>Learners' readiness for employment is enhanced and developed by the end of the degree Programme.</p> <p>This module builds on the skills and competencies acquired in the 'Academic Skills' module in Stage 1.</p>
Module Aims and Objectives	<p>Through a series of workshops, learners develop skills, knowledge and competencies pertinent to the future employability of graduates of English and History. Learners will develop generic employability skills, and also identify and reflect constructively on employability skills already practiced on the English and History Programme.</p> <p>Learners will hone and consolidate the follow 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.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Develop a greater knowledge and awareness of skills and competencies already practised in the Programme that are of relevance for future employment. (MIPLO 3, 7) 2. Identify and demonstrate their own skills, interests and motivations in the context of career decision making. (MIPLO 6, 7) 3. Demonstrate knowledge of key theories, concepts and approaches that are applicable to future employability and career development. (MIPLO 7) 4. Engage with core themes of the module through classroom discussion and group work, and critically reflect upon their own ideas and arguments. (MIPLO 5, 6, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>This module will be organized in thematic blocks centred on a range of skills and competencies of relevance to future employment. Indicative content will include the following:</p> <ul style="list-style-type: none"> • 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

Module Teaching and Learning Strategy	<p>The maximum number of learners taking this module will be 35; this will allow for a 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.</p> <p>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.</p> <p>Learners will also foster personal development and planning abilities through individual and group reflective exercises.</p> <p>IT skills and information handling skills will be developed through monitored use of relevant software (Word, Excel, Database etc.) and engagement with a class digital interface. Learners will be introduced to <i>Microsoft Imagine Academy</i> as part of the process of acquiring digital skills relevant for future employment.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Learners will access class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course.</p> <p>A range of weblinks, video and e-resources will also be accessible through Moodle, and links to other primary sources of relevance to the course.</p>
Specifications for Module Staffing Requirements	<p>Module Co-ordinator will deliver workshops, correct assignments and provide feedback.</p>
Module Summative and Formative Assessment Strategy	<p><u>Summative (MIMLO 1, 3,4)</u></p> <p><i>Group Research Project (50%)</i> A group project in which Learners (in groups of four) design a research question based on concepts learned and workshopped in class and collectively write/produce a 4,000 word report.</p> <p>A synopsis of this report must be uploaded onto a database on the class VLE, and learners will be encouraged to present their findings in an arresting manner, i.e., where appropriate embedding pictures, graphs, tables and other multimedia content into their report and including weblinks to videos, documentaries etc.</p> <p><i>Continuous Assessment (MIMLO, 1,2,3,4)</i></p> <p>In- class activities (40%) The marks for continuous assessment will be based on various in-class activities, eight in all, each lasting 20-30mins with a weighting of 5%. Indicative exercises which workshop aspects of employability will include: individual self-reflection exercises (through the use of activity sheets, career maps, tables etc.), paired group work, class peer-review of short presentations, reflecting on theory through response to video case studies, role-playing relevant scenarios, short quizzes and in-class tests.</p> <p>Digital Skills through <i>Microsoft Imagine Academy</i> (10%)</p>

	Begin a course in Microsoft Office 2013 and attain the intermediate level in Powerpoint.
Sample Assessment Materials	<p><u>Group Project:</u></p> <p><i>Indicative Research Question:</i></p> <p>With a particular focus on the employability of English and History graduates, critically evaluate the impact that technologies such as robotics and artificial intelligence will have on the labour market.</p> <p>Marks Awarded as follows:</p> <ul style="list-style-type: none"> • Collective development of central question(s) and research plan. (20%) • Level of research and appropriateness of material included in project (30%) • Clarity and sophistication of argument and level of relevant knowledge displayed. (30%) • Proficiency in uploading synopsis of report onto Moodle interface and skill in communicating report findings in a clear and arresting manner. (20%) <p><u>In-class activities:</u></p> <p>In-class activities will be marked by the lecturer and, because of their variety, will involve a range different assessment criteria.</p>
Reading Lists and Other Information Resources	<p>Indicative Reading List might include the following:</p> <p>Schein, E. H., <i>Career Anchors: Discovering your Real Values</i> (San Francisco, CA: Jossey-Bass/ Pfeiffer, 1990)</p> <p>Fredrickson, B. L. and M.F. Losada, 'Positive affect and the complex dynamics of human flourishing', <i>American Psychologist</i> 60 (2005), 678–686.</p> <p>For further information see: '<i>Crafting the Present for Future Employability: An AHECS employability module</i>'</p>
Module Physical Resource Requirements	<p>Medium/Small sized room for workshops. Relevant IT equipment (Projector, computer, internet access, speakers etc.)</p>