Professional Development and Employability Skills

7.1	Module Overview									
Module Number		**Module Title**	**Professional Development and Employability Skills**							
Stage of Principal Programme			Award	Semester	2	Duration. *(Weeks F/T)*	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	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	None
Co-Requisite Module, if any. Module # and Title	None
Maximum number of learners per instance of the module	**60**
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
Lecturer	A minimum level 9 qualification in Social Studies/Social science or closely cognate area	1:60

Assessment Techniques – percentage contribution					
Continuous Assessment		**Proctored Exam – in person**		**Practical Skills Based**	
Project	100%	**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.	Engage in a CDP reflective process through reflection on their learning and professional development journey to date.	**2, 3**
2.	Present for and perform well in company interviews and assessments.	**2, 8**
3.	Explain the role and practice of Continuing Professional Development requirements of professional Social Care Work.	**8**
4.	Present a personal portfolio as a tool for planning future career and study opportunities available.	**5, 8**

7.3	Indicative Module Content, Organisation and Structure

Employability skills are those skills necessary for getting, keeping and being successful in a job. Even when learners have gained a professional qualification as part of their degree, they may not be fully 'work ready'. This is because often degree programmes focus on development of technical skills or professional competencies. This emphasis is understandable but leaves little space for the learner to develop a career awareness or the skillset required to present themselves as 'job ready'. Employability has become the focus of attention of HEI's and researchers as the demands of 21st century employers become more refined. This module content represents a tangible way of linking learning to employability skills.

This module gives the learner the opportunity to:

Enhance their professional skillset,

Develop their career progression skills,

Grow in confidence as lifelong learners, with

Employability as a hallmark of their degree.

The first part of the module looks at generic career development and job-seeking skills. It then focuses on the professional Social Care context with particular emphasis on enhancing the learners C.V. Learners will be facilitated towards identifying specific training events that will enhance their employability in the Social Care field (e.g.: Manual Handling, First Aid, Therapeutic Crisis Intervention, Child Protection etc.).

Social Care Work CPD requirements and processes.

· The professional field

· Understanding CPD -

- CPD Process, Review, Plan, Implement, Evaluate and Reflect

· The professional workplace

· Workplace profile and CPD Audit Template

Practical Employability skills

· Planning your career

· Preparing for employer interviews and assessments.

· Job interview skills

· Your personal marketing strategy – creating a professional CV and on line profile.

· Your employment rights and obligations

Professional development in focus

· Group-work – working in a team

· Presentation skills

· Personal Profile and Career statement

· Skills Audit and evidence

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Insight into the profession -

- guest speakers from the professional Social Care field. Guest lecturers provide insights on their work, professional regulatory systems, recruitment and leadership.
- The theory and practice of Communities of Practice
- Professional identity and the new to practice Social Care Worker

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

Module Teaching and Learning objectives are to:

- Promote deep learning though learner engagement, interactivity, flipped classrooms and groupwork.
- Support inclusive teaching through Universal Design for Learning (UDL), EDI and inclusive curricula
- Provide opportunities for collaborative learning by use of different learning spaces at CCSP

Assessment

Authentic Assessment – designing assessments that replicate the tasks and performance standards typically found in the world of work is at the heart of this module. The CPD portfolio model prepared by Social Care Ireland offers a useful tool for learners to build their own professional development profile and plan. It matches closely the regulatory requirements of the profession set out by CORU in their CPD Audit Manual. The assessment here gives the learners the opportunity to practice this core regulatory requirement of their chosen profession.

The module is delivered through lecture and group facilitation. The facilitator's role is to present core content, to enable the establishment of a learning group, to guide and support learners in the preparation and presentation of their portfolio. Guest speakers, trainers and facilitators may be drawn from the wider college community and beyond.

7.7	**Summative Assessment Strategy for this module**	
MIMLOs	*Technique(s)*	*Weighting*
1-4	The Portfolio is built over the course of the module. Aspects of its content will form the basis for separate assessed exercises, presentations and group-work	**100%**

7.8	**Sample Assessment Materials**

Learners are provided with in-class guidance on both the function and operation of CPD tools. The module is supported through the involvement of the Careers Office.
The practical classroom elements provide content for the overall CPD Portfolio.

Career Skills Self-Assessment Exercise

While doing this exercise, consider all of your experience to date. Take note of the activities and responsibilities that are a normal part of your school, college, or work life; your hobbies, involvement in sports, and even your family life. Involvement in any of these activities offers the opportunity to develop many of the skills detailed below, even if only in a small way. After completing this self-assessment exercise, complete the Summary and Action Plan on the last page of this worksheet.

Well Developed
I show this skill often, and others know I can be relied upon to use this skill effectively when needed.

Some Experience
I have had opportunity to develop this skill and have used it in a work, home, or school/college environment in a small way.

Undeveloped
I have not had the opportunity to develop this, or have not taken opportunities to develop this.

PEOPLE SKILLS

Sensitivity to others:
Ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.

Insight into others:
Has developed an understanding of what makes people do what they do, and is tolerant of the actions of others. Good at reading the moods of others.

Openness:
Is open to, and encourages communication with all people at all levels. Inclined to share personal experiences and trust people.

Respect:
Takes the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races) into consideration, and gives them worth and value.

Speaking:
Can present information clearly and confidently to other individuals and groups. Maintains good eye contact and can keep the attention of an audience or individual.

https://www.socialcareireland.ie/wp-content/uploads/2016/03/CPD-Portfolio.pdf

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

CORU (2020) *SCWRB Guidance on Continuing Professional Development* Available at https://coru.ie/files-education/cpd/scwrb-guidance-on-continuing-professional-development.pdf

CORU (2020) *SCWRB Support for Continuing Professional Development* Available at https://coru.ie/files-education/cpd/scwrb-support-for-continuing-professional-development.pdf

Association of Higher Education Careers Service (2017) *Crafting the Present for Future Employability: An AHECS Employability Module.* Dublin: AHECS. Available at https://ahecs.ie/wp-content/uploads/2023/02/Employability-Module-AHECS.pdf

NIID (2022) Competence Development Framework Available at https://niids.ie/Social-Care-Ireland---Competency-Framework

Indicative Other Resources:

AOTI Therapy Project Offices (2008) *Individual CPD Planning Tool, Dublin. HSE* Available at https://www.lenus.ie/bitstream/handle/10147/65279/POcpd_planning.pdf?sequence=1

Bolles, R. N. (2018) *What Color is your Parachute? A Practical Manual for Job-hunters and Career–changers,* (40th edn.). Berkeley: Ten Speed Press.

CORU (2023) CPD Audit Record Template Available at https://coru.ie/health-and-social-care-professionals/education/continuing-professional-development/cpd-audit/cpd-audit.html

CORU (2023) CPD Audit Guidelines Available at https://coru.ie/health-and-social-care-professionals/education/continuing-professional-development/cpd-audit/cpd-audit.html

Social Care Ireland Available at www.socialcareireland.ie