

Professional Development and Employability Skills

Module title		Professional Development and Employability Skills (EDGE)					
Module NFQ level (only if an NFQ level can be demonstrated)		8					
Module number/reference							
Module Co-ordinator							
Parent programme(s)		B.A. (Hons) in Applied Social Studies in Professional Social Care					
Stage of parent programme		4					
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		Seminar, group work, experiential learning					
Entry requirements (statement of knowledge, skill and competence)							
Pre-requisite module titles							
Co-requisite module titles							
Is this a capstone module? (Yes or 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, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.					
Maximum number of learners per centre (or instance of the module)		15					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Group-work space, access to library and computer workstations.					
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	1:40					29	72		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				100%				100%	

Module Aims and Objectives	This module aims to engage learners in a process of reflective learning and skills development that will enable them to make, and follow through on, well informed professional career choices. By focusing on developing an employability skillset and enhancing their professional qualification with tailored training and professional development achievements, learners will be more job ready, self-aware and open to engage in lifelong learning.
Minimum Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Reflect on their learning and the development of their professional and employability skills in considering career options. (MIPLOs 3, 4) 2. Develop their ability to perform successfully in company interviews and assessments. (MIPLO 5) 3. Engage with the CPD requirements of professional Social Care Work. (MIPLO 3, 8) 4. Present a personal portfolio based on a stronger sense of the career and study opportunities available and thus be in a better position to find out, and apply for, their chosen career. (MIPLO 8)
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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 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 21 st century employers become more refined. A major British study of HEI's found 'Those institutions that are offering some form of accreditation found they are popular because they represent a tangible way of linking student learning to employability skills' (BIS, 2011: 95). This module gives the learner the opportunity to Enhance their professional skillset, Develop

	<p>their career progression skills, Grow in confidence as lifelong learners, with Employability as a hallmark of their degree.</p>
<p>Information Provided to Learners about the Module</p>	<p>This Employability and Professional Development module is known as EDGE. It gives the learner the opportunity to:</p> <p>Enhance their professional skillset, Develop their career progression skills, Grow in confidence as lifelong learners, with Employability as a hallmark of their degree.</p>
<p>Module Content, Organisation and Structure</p>	<p>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. Students 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)</p> <p><i>Practical Employability skills</i></p> <ul style="list-style-type: none"> • 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 <p><i>Professional development in focus</i></p> <ul style="list-style-type: none"> • Group-work – working in a team • Presentation skills • Personal Profile and Career statement • Skills Audit and evidence • Creative career planning – thinking outside the box. • Communities of practice <p><i>Social Care Work CPD requirements and processes.</i></p> <ul style="list-style-type: none"> • The professional field • Understanding CPD • The professional workplace • Workplace profile <p><i>Preparing a professional portfolio and certified training</i></p> <ul style="list-style-type: none"> • Identifying professional development needs & opportunities • Experiential learning including certified training

	<ul style="list-style-type: none"> An insight into the professions - guest speakers from the marketing industry.
Module Teaching and Learning Strategy	This module is based on a teaching and learning approach that empowers the learner to take responsibility for their own learning. There is a strong emphasis on cultural competence, reflective learning, experiential learning and skills acquisition. The content is shaped by and ultimately leads towards the presentation of an individualised professional portfolio. There is a strong emphasis on learning by doing and co-operative engagement.
Work-Based Learning and Practice-Placement	Students will be required to compile a workplace profile, this may involve a visit to an organisation.
E-Learning	e- portfolio development and presentation.
Specifications for Module Staffing Requirements	<p>The module is delivered through 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.</p> <p>It is envisaged that the learning group will not exceed 15 students, therefore it is likely that more than one lecturer will be required. Guest speakers, trainers and facilitators may be drawn from the wider college community and beyond.</p>
Module Summative Assessment Strategy	The module is based on formative education and assessment. The Portfolio is built over the course of the module and accounts for the bulk of the marks. Aspects of its content will form the basis for separate assessed exercises, presentations and group-work.
Sample Assessment Materials	<div style="text-align: center;"> <h3>Career Skills Self-Assessment Exercise</h3> <p>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.</p> </div>
Reading Lists and Other Information Resources	<p>AOTI Therapy Project Offices (2008) <i>Individual CPD Planning Tool</i>, Dublin. HSE.</p> <p>Association of Higher Education Careers Service (2017) <i>Crafting the Present for Future Employability: An AHECS Employability Module</i>. Dublin: AHECS.</p> <p>Bolles, R. N. (2012) <i>What Color is your Parachute? A Practical Manual for Job-hunters and Career-changers</i>, 40th edn., Berkeley: Ten Speed Press.</p>

	<p>Bolton, G. (2011) <i>Reflective Practice – Writing and Professional Development</i>. London: Sage Publications.</p> <p>Social Care Ireland (2015) <i>Continuing Professional Development Policy and Portfolio for Social Care Workers</i>. Dublin, SCI.</p> <p>McNaboe, J. et al (2017) <i>National Skills Bulletin 2017: A Report by the Skills and Labour Market Research Unit (SLMRU) in SOLAS on behalf of the National Skills Council</i>.</p> <p>Ireland: Skills forecasts up to 2025 (2015 edition) Ireland: Occupational forecast for 2015 Ireland - Training and innovation in the workplace [Available at: http://www.cedefop.europa.eu/en/about-cedefop/projects/forecasting-skill-demandand-supply/skills-forecasts.aspx</p> <p>Winters, D. (n.d.) Who has influenced your thinking? A collection of questions based on the influence modes of community interaction theory http://careersintheory.files.wordpress.com/2009/12/communityinteractions.pdf.</p> <p>Essential viewing</p> <ol style="list-style-type: none"> 1. Creative job search - Accessing the hidden job market (gradireland Summer Fair) https://www.youtube.com/watch?v=urk5QBDIWak 2. How To Access The "Hidden Job Market" In 2017 https://www.youtube.com/watch?v=qcyqKNgOjCE 3. Looking for a New Job in 2017? Avoid These Mistakes https://www.youtube.com/watch?v=gQw2_9c43nA 4. https://www.hseland.ie
<p>Module Physical Resource Requirements</p>	<p>This is a group learning based module and requires adequate teaching and learning resources to support groups of not more than 15 learners per group.</p> <p>Facilities to support individual reflective learning and journal –keeping are also required.</p> <p>Learning spaces to accommodate practical training sessions will be needed on occasion throughout the module.</p>