



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

Cork Education and Training Board

**Programme Module for
Experiencing the World of Work**

leading to

Level 4 FETAC

Work Experience 4N1168

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

| |
|--|
| 1. Title of Programme Module |
| 2. FETAC Component Title and Code |
| 3. Duration in hours |
| 4. Credit Value of FETAC Component |
| 5. Status |
| 6. Special Requirements |
| 7. Aim of the Programme Module |
| 8. Objectives of the Programme Module |
| 9. Learning Outcomes |
| 10. Indicative Content |
| 11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities |
| 12. Grading |
| 13. Learner Marking Sheet(s), including Assessment Criteria |

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

| |
|---|
| <p>1. Title of Programme Module Experiencing the World of Work</p> |
| <p>2. Component Name and Code Work Experience 4N1168</p> |
| <p>3. Duration in Hours 150 Hours (typical learner effort, to include both directed and self directed learning)</p> |
| <p>4. Credit Value 15 Credits</p> |
| <p>5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure</p> |
| <p>6. Special Requirements None</p> |
| <p>7. Aim of the Programme Module This programme module aims to provide the learner with the personal knowledge and skills to participate in a suitable work placement under supervision</p> |
| <p>8. Objectives of the Programme Module</p> <ul style="list-style-type: none"> • To create an awareness of factors affecting different types of work placement opportunities in the locality • To develop an understanding of employer and employee rights and responsibilities • To facilitate the learner to identify their skills, attributes, experiences and interests and match them to appropriate work opportunities • To provide a forum for the learner to plan and prepare for successful participation in a work placement at an appropriate level • To enable the learner to complete a work experience placement of at least ten days /70hours. • To provide the learner with the opportunity to review their work placement experience in order to inform future career choices • To facilitate the learner to actively and effectively engage in a work placement adhering to work placement rules and etiquette • To assist the learner to develop the language, literacy and numeracy skills related to the workplace through the medium of the module themes and content • To enable the learner to take responsibility for his/her own learning. |

9. Learning Outcomes of Level 4 Work Experience 4N1168

Learners will be able to:

1. List factors which influence work opportunities locally, to include globalisation, skills bases, economic and population shifts, new technology, features of the public, private and voluntary sector
2. Describe the impact of paid and unpaid workforce participation
3. Identify the basic rights and responsibilities of employees and employers in a particular work context, to include health, safety and welfare at work, equality and pay-related matters
4. Identify personal strengths, interpersonal and work-related skills, drawing on other life experiences such as voluntary or part-time work, courses, hobbies, sporting activities
5. Summarise potential employment and learning opportunities that match personal strengths, interests and skills
6. Compile relevant material for work experience, to include a CV, letter of application, skills checklist, statement of learning goals, and associated action points
7. Participate effectively in work experience, to include punctuality, working under direction, personal presentation, adherence to health, safety and other relevant regulations
8. Reflect on the period of work experience and the progress made on the learning goals and action points that were set
9. Demonstrate effective communication skills in the workplace, to include taking and clarifying instructions and interaction with others as appropriate
10. Explore options for future education, training and employment in light of work experience.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

A minimum of ten days or 70 hours work experience must be completed in an established organisation that has been deemed suitable to provide appropriate work experience. The work experience may be paid or voluntary and may take place in the private sector, community or public sector. A trial day may be included in the total ten days. At Level 4, work experience involves the learner participating in the workplace under supervision and with centre support. While the learner does not have the responsibility of an employee, they are expected to participate actively in the workplace.

Section 1 : General Work-Related Information

Facilitate the learner to list the factors that influence work opportunities locally, to include:

- Globalisation factors, for example, increasing influence of multinational companies, greater mobility of human resources across countries, outsourcing business processes to other countries
- Skills bases, for example, language skills for call centres, BER trained specialists and renewable energy consultants for the green economy
- Economic shifts factors, for example, shifts in patterns of disposable income and required services, the changes in the Irish economy and of its place within Europe/World, the shift of economic weight to the BRIC (Brazil, Russia, India, China) countries
- Population shifts factors, for example changing birth rates, growth/decline in emigration and immigration, rural to urban shifts, regeneration plans for cities
- New technology factors, for example, free Wi-Fi access, use of internet for shopping, high speed broadband, changing attitudes and expectations of consumers when doing business – speed, value for money

- Features of the public, private and voluntary sector, for example, redundancies, unpaid work, embargo on recruitment, early retirements

Facilitate the learner to describe the impact of paid workforce participation, for example,

- Revenue for government – higher tax intake
- Gaining experience and expertise
- Contributing to society and the economy
- Earning, spending and saving income

Facilitate the learner to describe the impact of unpaid workforce participation, for example:

- Fosters a sense of community
- Facilitates social interaction
- Gaining experience and expertise
- Build confidence

Facilitate the learner to identify the basic rights and responsibilities of employees and employers in a particular work context, to include:

- Health, Safety and Welfare at Work rights and responsibilities, for example, by referring to the current legislation re: Health, Safety and Welfare at Work Act.
- Equality rights and responsibilities such as rights with regard to the current legislation re: Equality Act.
- Rights and responsibilities with regard to pay-related matters such as employers responsibility to ensure all your employees receive certain basic employment rights for example annual leave, maternity leave

Section 2: Planning and Preparation for the Work Placement

Facilitate the learner to generate information, while drawing on life experiences, that could be used in a CV appropriate to the work place, to include:

- Identifying personal details such as, name, address, date of birth, phone number, email address
- Exploring life experiences from different aspects of life, for example, any voluntary work undertaken, part-time work, full-time work, working in the home, any courses done, hobbies, sporting activities, and from those experiences:
 - Identify personal qualities developed

- Explore personal strengths relevant to working life
- Explore interpersonal skills developed
- Explore work-related skills developed
- Identifying education undertaken and qualifications received
- Exploring and identifying his/her interests and matching them to possible employment and learning opportunities using appropriate instruments, for example, an interest inventory or test such as Interest Test from Career Directions website
- Identifying career ambitions

Using the information gathered facilitate the learner to create a one or two page CV using a Word processing programme

Facilitate the learner to write a one page letter of application / cover letter using a Word processing programme.

Facilitate the learner to compile a skills checklist listing the skills the learner possesses that would be useful in a given work placement

Facilitate the learner in producing a profile of work placement opportunities in the locality and/or in the wider community, that match the learner's skills, strengths and attributes and where the learner could develop their learning, for example:

- Discuss with the learner at least three possible work placements that could match own interests, preferences and capabilities
- Discuss with the learner at least three possible educational opportunities that could match own interests, preferences and capabilities

Facilitate the learner to understand the importance of personal presentation in the workplace

Facilitate the learner to understand the importance of punctuality in the workplace

Explore with the learner the concept of goal setting, for example, using the SMART system (specific, measurable, achievable, realistic, timely) by:

- Identifying their own learning goals for the placement
- Prioritising their learning goals
- Identifying the personal qualities and skills needed to accomplish goals on work placement

- Identifying action points based on their learning goals

Prepare the learner for communicating effectively and appropriately for work experience, by facilitating the learner to:

- Communicate appropriately in formal and informal conversations
- Demonstrate appropriate interpersonal skills for the workplace
- Follow instructions and seek clarification when necessary
- Work effectively with others/in teams
- Comply with relevant regulations including health and safety

Section 3: The Work Placement

Facilitate the learner to participate in a work placement of two weeks/ten days duration where the learner will:

- Arrive at work on agreed days and on time
- Wear suitable dress and be suitably presented
- Apply personal hygiene procedures during placement
- Communicate and interact with others in the workplace in an effective manner
- Carry out tasks as instructed under direction and seek clarification where necessary
- Comply with health and safety regulations and other procedures
- Co-operate with colleagues appropriately

Section 4: Reviewing the Work Placement Experience and Future Planning

Facilitate the learner to review their participation in the work placement to include,

- Examining what went well/ what could have been done differently
- Identifying what progress was made on achieving learning goals and action points
- Identifying what was learned while on placement
- Reflecting on the work placement

Facilitate the learner to explore future education, training and employment options as a result of learning gained from work placement, by:

- Reviewing their learning while on work placement
- Identifying ways of finding out about work, training and education opportunities
- Identifying appropriate work places, positions vacant, potential job opportunities and training vacancies

- Identifying appropriate educational courses and locations for the courses
- Evaluating the potential of any course and vacancy in meeting their needs

Cork Education and Training Board

11. Assessment**11a. Assessment Techniques**

| | |
|----------------------|-----|
| Collection of Work | 60% |
| Skills Demonstration | 40% |

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

| Learning Outcome | Assessment Technique |
|--|--------------------------------|
| 1. List factors which influence work opportunities locally, to include globalisation, skills bases, economic and population shifts, new technology, features of the public, private and voluntary sector | Portfolio / Collection of Work |
| 2. Describe the impact of paid and unpaid workforce participation | Portfolio / Collection of Work |
| 3. Identify the basic rights and responsibilities of employees and employers in a particular work context, to include health, safety and welfare at work, equality and pay-related matters | Portfolio / Collection of Work |
| 4. Identify personal strengths, interpersonal and work-related skills, drawing on other life experiences such as voluntary or part-time work, courses, hobbies, sporting activities | Portfolio / Collection of Work |
| 5. Summarise potential employment and learning opportunities that match personal strengths, interests and skills | Portfolio / Collection of Work |
| 6. Compile relevant material for work experience, to include a CV, letter of application, skills checklist, statement of learning goals, and associated action points | Portfolio / Collection of Work |
| 7. Participate effectively in work experience, to include punctuality, working under direction, personal presentation, adherence to health, safety and other relevant regulations | Skills Demonstration |
| 8. Reflect on the period of work experience and the progress made on the learning goals and action points that were set | Skills Demonstration |
| 9. Demonstrate effective communication skills in the workplace, to include taking and clarifying instructions and interaction with others as appropriate | Skills Demonstration |
| 10. Explore options for future education, training and employment in light of work experience. | Portfolio / Collection of Work |

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the collection of work and skills demonstration. In devising the assessment briefs care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes.

Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

| | |
|--|------------|
| Collection of Work | 60% |
| The collection of work may be produced throughout the duration of this programme module | |
| <p>The learner will compile a collection of work to include evidence that demonstrates the following:</p> <p>Evidence of Planning and Preparation to include:</p> <ul style="list-style-type: none"> • A personal audit including identification of: <ul style="list-style-type: none"> • Personal strengths • Skills • Statement of learning goals and associated action points <p>In completing this personal audit, the learner should consider his/her relevant life experiences such as voluntary or part-time work, courses, hobbies and or sporting activities</p> <ul style="list-style-type: none"> • A summary of potential employment and learning opportunities that match personal strengths, interests and skills • A Curriculum Vitae • A Letter of Application <p>Other Evidence to include:</p> <ul style="list-style-type: none"> • A list of the factors which influence work opportunities locally, to include globalisation, skills bases, economic and population shifts, new technology, features of the public and private sector • A description of the impact of paid and unpaid workforce participation • An identification of the basic rights and responsibilities of employees and employers in a particular work context, to include health and safety at work, equality and pay-related matters • An exploration of future education, training and employment in light of work experience <p>Evidence for this assessment technique may take the form of worksheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in an assessment brief.</p> | |

| | |
|--|------------|
| Skills Demonstration | 40% |
| The skills demonstration will be completed while on work placement | |
| <p>The learner will complete a skills demonstration while on work placement requiring him/her to complete the following tasks:</p> <ol style="list-style-type: none"> 1. A completed Work Experience Employer Report evidencing a 2-week/10-day work placement to include: <ul style="list-style-type: none"> • Demonstration of punctuality • Working under direction • Appropriate personal presentation • Adherence to health and safety and other relevant regulations • Demonstration of effective communication skills in the work place, to include: <ul style="list-style-type: none"> ○ Taking and clarifying instructions ○ Appropriate interaction with others 2. Learner Account of Work Experience to include: <ul style="list-style-type: none"> • A daily diary/record of activities and events during work experience • A reflection on the period of work experience including progress made on learning goals and action points set <p>Evidence for this assessment technique may take the form of worksheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in an assessment brief.</p> | |

12. Grading

| | |
|---------------|------------|
| Distinction: | 80% - 100% |
| Merit: | 65% - 79% |
| Pass: | 50% - 64% |
| Unsuccessful: | 0% - 49% |

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

| | |
|-----------------------------------|---|
| Work Experience 4N1168 | Learner Marking Sheet Collection of Work 60% |
|-----------------------------------|---|

Learner's Name: _____

Learner's PPSN: _____

| Assessment Criteria | Maximum Mark | Learner Mark |
|--|---------------------|---------------------|
| Evidence of Planning and Preparation <ul style="list-style-type: none"> • A personal audit including personal strengths, interpersonal and work-related skills, statement of learning goals and associated action points (6 marks) • Consideration of life experiences – voluntary/part-time work, courses, hobbies, sporting activities (6 marks) • A summary of potential employment and learning opportunities that match personal strengths, interests and skills (6 marks) • A Curriculum Vitae (6 marks) • A letter of application (6 marks) | 30 | |
| Other Evidence <ul style="list-style-type: none"> • A list of the factors which influence work opportunities locally, to include globalisation, skills bases, economic and population shifts, new technology, features of the public and private sector (7.5 marks) • A description of the impact of paid and unpaid workforce participation (7.5 marks) • An identification of the basic rights and responsibilities of employees and employers in a particular work context, to include health and safety at work, equality and pay-related matters (7.5 marks) • An exploration of future education, training and employment in light of work experience (7.5 marks) | 30 | |
| Total Mark | 60 | |

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

| | |
|-----------------------------------|---|
| Work Experience 4N1168 | Learner Marking Sheet Skills Demonstration 40% |
|-----------------------------------|---|

Learner's Name: _____

Learner's PPSN: _____

| Assessment Criteria | Maximum Mark | Learner Mark |
|--|---------------------|---------------------|
| Work Experience Employer Report <ul style="list-style-type: none"> • Demonstration of punctuality (4 marks) • Working under direction (4 marks) • Appropriate personal presentation (4 marks) • Adherence to health and safety and other relevant regulations (4 marks) • Demonstration of effective communication skills in the work place, (4 marks), to include: <ul style="list-style-type: none"> ○ Taking and clarifying instructions ○ Appropriate interaction with others | 20 | |
| Learner Account of Work Experience <ul style="list-style-type: none"> • A daily diary/record of activities and events during work experience (15 marks) • A reflection on the period of work experience including progress made on learning goals and action points set (5 marks) | 20 | |
| Total Mark | 40 | |

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Level 4 Work Experience 4N1168 - Employers Report

Learners Name: _____ Centre/School Name: _____ Tel No: _____
 Organisation/Company Name: _____ Supervisor's Name: _____ No of days worked: _____

Guidelines: This report forms an important part of the overall assessment of Level 4 Work Experience 4N1168 for FETAC certification.

It should be completed by a supervisor/manager who has observed the learner in the workplace and by the Work Experience Assessor from the learner's centre.

The Workplace Supervisor/Manager should indicate the learner's performance by placing a tick for each of the criteria under one of the headings.

| Criteria | Very Good | Good | Satisfactory | Unsatisfactory | Supervisor/Assessor Comments |
|---|-----------|------|--------------|----------------|---|
| Punctuality | | | | | Please comment on the learner's progression during the various stages of the Work Experience programme. |
| Working under direction | | | | | |
| Personal presentation | | | | | |
| Adherence to health, safety and other relevant regulations | | | | | |
| Demonstrate effective communication skills in the workplace | | | | | |
| Taking and clarifying instructions | | | | | |
| Effective and appropriate interaction with others | | | | | |

Signature of Workplace Supervisor: _____

Date: _____

Signature of Assessor: _____

Date: _____