



cetb

Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

**Programme Module for
Work Experience**

Leading to

FETAC Level 5

Work Experience 5N1356

Cork Education and Training Board

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 5 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 the academic and vocational 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 5 Communications and level 5 Mathematics modules with that of other level 5 modules is specifically encouraged, as appropriate.

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

1. Title of Programme Module Work Experience
2. Component Name and Code Work Experience 5N1356
3. Duration in Hours 150 Hours (typical learner effort, to include both directed and self-directed learning)
4. Credit Value 15 Credits
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
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to provide a Learner with the personal knowledge, skills and capacity to participate in a suitable work placement under supervision for a limited time.
8. Objectives of the Programme Module <ul style="list-style-type: none">• To enable the learner to take responsibility for his/her own learning• To enable the learner to plan and prepare for successful participation in a relevant work placement• To facilitate the learner to explore their personal profile, and match it to appropriate work placement• To enable the learner to explore a chosen vocational area• To facilitate the learner to develop an understanding of the world of work and employment, Including the rights and responsibilities of both employer and employee• To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to Work Experience through the medium of the indicative content• To enable the learner to evaluate their work placement experience including managing feedback from their supervisor in order to inform future career choices /plan

9. Learning Outcomes of Level 5 Work Experience 5N1356

Learners will be able to:

1. Examine work organisations and personal career opportunities in a particular vocational area, to include consideration of work-related issues and needs
2. Analyse key challenges and opportunities facing a particular vocational area
3. Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay
4. Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience
5. Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements
6. Participate effectively in work experience to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations
7. Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills
8. Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management
9. Explore options for future education, training and employment in light of work experience

A **minimum of ten days or 60 hours** work experience placement must be completed in an established organisation that has been deemed suitable to provide appropriate work experience. Note that the component specification refers to workplace as a generic term – it does not specify the type (paid, voluntary) nor the mode (private sector, community, public sector etc), therefore it is very open to interpretation. It is in the learner’s interest that work experience be as relevant as is possible, and must be appropriate to the vocational area.

Some vocational areas will require additional work experience time. Please refer to the relevant programme descriptor for specific information regarding work experience requirements.

Section 1: General Work-Related Information

Based in the particular vocational area, facilitate the Learner to:

- examine work organisations **for example**, types (public, private and voluntary sector), structures and roles
- examine possible personal work / career opportunities **for example**, by
 - identifying relevant needs / gaps in organisations
 - identifying personal skill sets that match specific areas of employment
- consider work-related issues and needs, **for example**
 - work hours
 - pay
 - safety
 - job stress/challenges
 - attire for work
 - career progression

Facilitate the learner to profile a particular vocational area and to analyse key challenges and opportunities, **for example**

- demographic change
- immigration / emigration
- economic shifts
- education level of potential employees
- new technologies

Facilitate the learner to summarise the basic rights and responsibilities of employees and employers in the particular work, organisational or institutional context of the vocational area of the programme, **to include**

- health, safety and welfare at work, for example by referring to relevant legislation
- equality legislation, for example rights with regard to the nine grounds as referenced in the equality legislation
- union representation
- regulations relating to pay, for example minimum wage, annual leave, maternity leave, parental leave

Section 2: Planning and Preparation for the Work Placement

For a specific vocational area, facilitate the learner to compile a personal and vocational skills audit /checklist **to include** identifying

- strengths
- talents
- personal qualities and attributes
- interests
- practical skills appropriate to the vocational area
- prior learning

- other relevant skills

Facilitate the learner to include in their personal career plan, goals and action points for the specific vocational area, identifying, **for example**

- short, medium and long term career goals
- challenges to achieving goals
- education and training needs

Facilitate the learner to generate information that could be used to tailor a CV or a personal statement appropriate to the vocational work place of choice **for example:**

- personal details, such as name, address, contact details, date of birth
- previous educational experience, achievements and qualifications
- previous work experience
- hobbies/interests and other relevant experience
- referees

Facilitate the learner to write a letter of application for a position appropriate to the vocational setting adhering to appropriate format and conventions

Explore with the learner job-finding strategies, **for example**

- internet job searches
- networking
- newspaper advertisements
- employment services
- recruitment fairs/agencies
- notice boards

Facilitate the learner to use job-finding strategies to identify appropriate job opportunities in the vocational area

Consider with the learner information that may be included in a contractual arrangement for a work Placement **for example**

- terms and conditions, such as
 - times
 - dates
 - absence
 - remuneration / bonuses
- confidentiality
- code of behaviour
- health and safety obligations
- dress code
- garda vetting requirements

Facilitate the learner to agree and present an appropriate contractual arrangement for the period of work experience with the employer/ supervisor

Explore with the learner the development of effective-employability skills for the workplace, **to include**

- personal communication skills, **for example**
 - written communication skills, such as report writing and form filling

- oral communication skills
- visual communication skills
- interpersonal communication skills, **for example**
 - working in teams
 - effective listening
 - formal/informal conversational skills
 - understanding non-verbal communication, such as body language
- technological communication skills, **for example** using
 - e-mail
 - fax
 - SMS
 - Skype

Section 3: The Work Placement

Explore with the learner how to effectively participate and practice employability skills while on work Experience **to include**

- observation of good timekeeping, **for example**
 - planning ahead
 - expect the unexpected
- working independently while under general direction, **for example**
 - understanding when to seek clarification or direction
- meeting deadlines relative to the vocational area, **for example**
 - tasks completed as requested
 - communicate after completion of each task
- personal presentation, **for example**
 - appropriate dress
 - attending to personal hygiene
- communication, **for example**
 - effective listening
 - clarifying instructions
 - formal/informal communication
 - assertiveness
- adherence to health, safety and other relevant regulations, **for example**
 - responsibilities under the regulations
 - relevant employment regulations
 - reporting procedures

Section 4: Reflecting on the Work Placement Experience and Future Planning

Facilitate the learner to reflect on their work placement experiences, **to include:**

- feedback received by supervisor/mentor on the learner's personal performance
- challenges such as
 - conflict
 - criticism
 - meeting new people
 - learning in relation to quality management

On reflection of their performance in the workplace, learners will:

- review workplace plan and goals
- recount daily performance, learning and challenges
- analyse what was done / how it was done

- value their performance and place it in context
- evaluate performance in terms of success and make decisions about what could be done differently the next time

On completion of the work placement facilitate the learner to

- link experience from work placement to future career / work plan
- explore options of future education and training, **for example** relevant course/s that the learner might be eligible to apply for
 - full-time or part-time
 - National Framework of Qualifications (NFQ) / European Qualifications Framework (EQF) level
 - transfer and progression opportunities
 - certification
 - financial considerations
- explore future options of employment, **for example** possible career opportunities in Ireland and abroad

10. 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. Examine work organisations and personal career opportunities in a particular vocational area, to include consideration of work-related issues and needs	Collection of Work
2. Analyse key challenges and opportunities facing a particular vocational area	Collection of Work
3. Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay	Collection of Work
4. Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience	Collection of Work
5. Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements	Collection of Work
6. Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations	Skills Demonstration
7. Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills	Skills Demonstration
8. Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management	Collection of Work
9. Explore options for future education, training and employment in light of work experience	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 the 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> <ul style="list-style-type: none"> • Planning and Preparation to include: <ul style="list-style-type: none"> ○ evidence of exploring work organisations and personal career opportunities in the particular vocational area, to include consideration of work-related issues and needs ○ a comprehensive personal and vocational skills audit / checklist ○ a clear statement of learning goals and action points for the work experience ○ evidence of using job-finding strategies ○ a curriculum vitae or personal statement ○ a letter of application ○ a statement of contractual obligations • Profile of Vocational Area to include: <ul style="list-style-type: none"> ○ evidence of analysing the key challenges and opportunities facing the particular vocational area ○ career opportunity ○ future skills needs ○ a summary of the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context for example <ul style="list-style-type: none"> ▪ health, safety and welfare at work ▪ equality legislation ▪ union representation ▪ regulations related to pay • Learner Account of Work Placement to include: <ul style="list-style-type: none"> an account of daily performance, learning and challenges a comprehensive reflection on their work experience, to include <ul style="list-style-type: none"> ○ feedback from supervisor/s <u>or</u> mentor/s on personal performance ○ challenges such as conflict, criticism, meeting new people and learning in relation to quality management • Future Planning to include evidence of exploring: <ul style="list-style-type: none"> ○ possible future education and training in light of work experience ○ comprehensive career plan for the specific vocational area ○ employment options in light of the work experience <p>Evidence for this assessment technique may take the form written, oral, graphic, audio, visual or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner should be clearly outlined in an assessment brief.</p>	

Skills Demonstration	40%
The Learner will complete a skills demonstration while on work placement	
The skills demonstration will be evidenced by: A completed Work Experience Supervisor's Report (see attached) Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format. All instructions for the learner must be clearly outlined in an assessment brief	

11. 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 5N1356	Learner Marking Sheet Collection of Work 60%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Planning and Preparation <ul style="list-style-type: none"> • exploration of work organisations and personal career opportunities in a particular vocational area, to include consideration of work-related issues and needs • comprehensive personal and vocational skills audit and checklist • comprehensive career plan for a specific vocational area with clear statement of learning goals and action points for the work experience • evidence of using a variety of job-finding strategies • curriculum vitae or personal statement • letter of application and statement of contractual obligations 	20	
Vocational Study <ul style="list-style-type: none"> • analysis of the key challenges and opportunities facing a particular vocational area • summary of the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context 	15	
Learner Account of Work Placement <ul style="list-style-type: none"> • an account of daily performance, learning and challenges such as conflict, criticism, meeting new people in relation to quality management • a comprehensive reflection on their work experience to include feedback from supervisor or mentor on personal performance 	20	
Future Planning <ul style="list-style-type: none"> • exploration of possible future education and training in light of work experience • exploration of employment options in light of the work experience 	5	
TOTAL MARKS	60	

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Work Experience 5N1356	Learner Marking Sheet Skills Demonstration 40%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Work Experience Supervisor's Report <ul style="list-style-type: none"> • Satisfactory in at least 6 categories: 15 -23marks • Good in all categories or very good in at least 6 categories: 24 - 31marks • Very good in all categories or excellent in at least 6 categories: 32-40 marks 	40	
TOTAL MARKS	40	

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Level 5 Work Experience 5N1356 - Supervisor's 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 5 Work Experience 5N1356 for FETAC certification. It should be completed by a supervisor/manager who has observed the Learner in the workplace. The Workplace Supervisor/Manager should indicate the Learner's performance by placing a tick for each of the criteria under one of the headings. *Excellent should only be used in cases of outstanding performance*

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Unable to Assess	Supervisor/Assessor Comments
Observation of good timekeeping							Brief description of work undertaken by Learner
Working independently while under general direction							
Meeting deadlines							
Personal presentation							Any comments or suggestions on work experience arrangements
Adherence to health, safety and other relevant regulations							
Demonstrate effective personal communication skills							Any other comments
Demonstrate effective interpersonal communication skills							
Demonstrate effective technological communication skills							

Learner Signature: _____

Date: _____

Signature of Workplace Supervisor: _____

Date: _____

Signature of Assessor: _____

Date: _____