ICARO
PROJECT

IO3 Training Curriculum

Institute of Education
Dublin City University

CONTENTS

CONTEXT

The 2006 European Reference Framework of Key Competences for lifelong learning (Reference Framework) defined eight key competences: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; and Cultural awareness and expression (2018, p.5)

The recent Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning (2018) emphasises the need for societies to invest in basic skills:

"...Investing in basic skills has become more relevant than ever. High quality education, including extra-curricular activities and a broad approach to competence development, improves achievement levels in basic skills" (2018, p.14). It also stresses "..the importance of personal and interpersonal skills, sometimes referred to as 'life', 'socio-emotional', or 'soft' skills, as they help individuals respond to uncertainty and change" (ibid, p.9).

The Proposal (2018) re-emphasises that key competences for lifelong learning include: Digital competence, Languages; STEM subjects that include critical questioning, problem solving and ways of thinking; Literacy, Cultural Awareness and Expression; Entrepreneurship; Civic competences in terms of active citizenship, building sustainable cultures and societies that subscribe to democratic values and human rights; Personal, social and learning competences that build self-awareness, physical, mental and interpersonal learning including transversal skills such as resilience. The design of this curriculum also recognises the recommendations made in the response to the Proposal by the European Association for the Education of Adults which broadly welcomes the Proposal but emphasises the need for health literacy in terms of acquiring basic knowledge and health and health services as well as knowing how to access them. The EAEA also suggest that individuals should not be tasked with the ability to "be resilient and able to cope with uncertainty and stress" without education and training settings providing the "supportive and inclusive context" which allows the individual to manage their own health and wellbeing (EAEA, 2018)

Key source documents for this curriculum include COMPETENCES FOR DEMOCRATIC CULTURE Council of Europe Living together as equals in culturally diverse democratic societies (2016) and the EntreComp: Entrepreneurship Competence Framework (2016) and the Digital Competence Framework 2.0

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Background

This curriculum has been developed by the Erasmus+ project ICARO. It will deliver an integrated set of modules on soft skills for adult learners. The design of the programme has been informed by the "Transnational Report on accredited tools/programmes on soft-skills for Adult Learners" and the European Commission documents and frameworks referenced above.

Purpose of the Curriculum

The ICARO soft skills for adult learners curriculum aims to provide learners with the information, knowledge and skills to increase their ability and opportunity to obtain employment. On completion of the curriculum, the learner will have created a portfolio of resources and competences that will inform their capacity and capability for job-seeking and job-keeping. The curriculum has been informed by the Council Resolution on a Renewed European Agenda for Adult Learning and designed in accordance with the EU document "Key Competences for Lifelong Learning". As such, the curriculum and individual modules and unit topics are designed to "stress the importance of personal and interpersonal skills, sometimes referred to as 'life', 'socio-emotional', or 'soft' skills, as they help individuals respond to uncertainty and change" (2018, p.9).

As detailed in the 2018 Proposal, the Curriculum also aims to "to highlight civic competence and the role of citizenship, shared values and human rights…. and to strengthen media literacy and intercultural skills; to highlight creativity, the ability to plan and manage processes, and deal with risk as part of informed decision-making as essential dimensions of entrepreneurship competence" (2018, p.10).

Course Length

It is intended that this course should be delivered over 120 hours through an online learning platform e.g. Moodle. The programme is presented as 12 units under four themes/module headings. Each theme/module has 3 units. Each module/theme has an intended session length of 30 hours with each unit representing 10 hours of learning. The online programme will be complemented by a series of workshops / sessions as appropriate (40 hours). The ratio of the course delivery in a blended format depends on the tutor's assessment of the needs and educational attainment level of the learners. The course unit structure facilitates the tutor accessing and using materials as appropriate for the learner level and need. The course unit structure also facilitates the use of the material by a learner in a self-directed manner.

Course Overview

This programme is presented as 12 units under four themes of Digital Competence, Sense of Initiative and Entrepreneurship, Social and Civic Competence and Cultural Awareness. The 12 units are not limited to a sequential, linear mode of access. Each themed module is

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designed to be available on a stand alone basis comprising a presentation of content, activities, assessment and tools to be used on an individual and group basis depending on mode of access. The modules are also integrated with each other to form a cohesive set of competences to provide the learner with tools and information to assess and present their own learning as a suite of skills and abilities to the prospective employer. It is recommended that learners complete all three units within a module to ensure completion of the learning outcomes of the module.

Completion of module outcomes should provide the learner with a set of assessments and outputs that provide evidence as to the knowledge, skills and attitudes of the learner, building to a portfolio of applied knowledge and competence.

Intended Participants

The course is intended for unemployed adult learners from age 18 to 50+ who are seeking employment. It is intended that each learner will complete a soft skills assessment using the SSA tool developed within the project at the beginning of the course with the assistance of a guidance counsellor/counsellor/tutor to ascertain where there strengths are and where they may need additional support. Each learner will complete the soft skills assessment tool which will produce a visual representation of their strengths and needs for further training. The visual representation will take the form of a spider diagram that illustrates their strengths and the areas for further work (see Fig 1. SSA diagram below). The learner may choose the modules that are most appropriate to them in terms of their own needs analysis. The curriculum will present a range of content under specific themes that may be accessed at the learner's discretion.
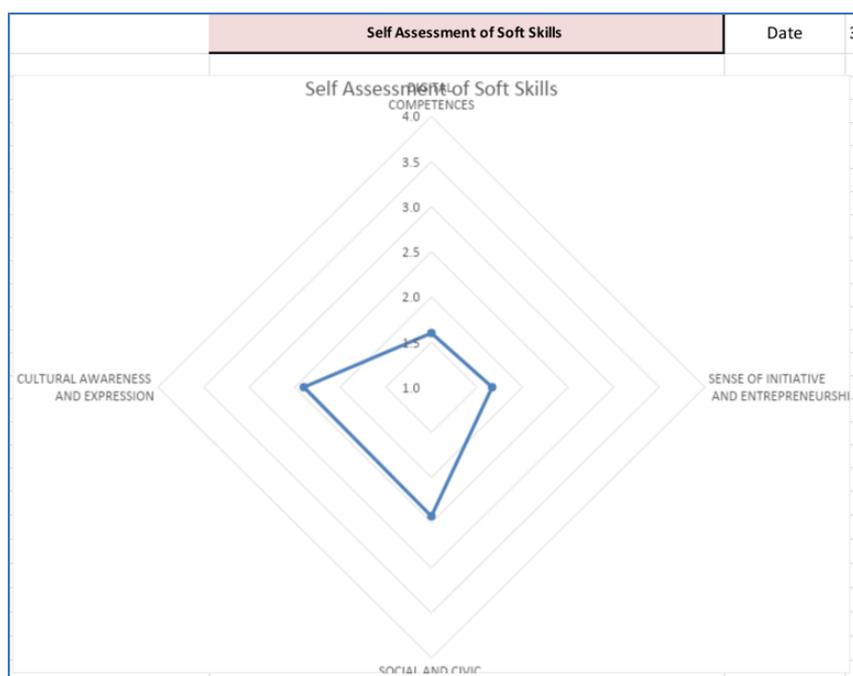

Fig. 1: SSA Diagram from ICARO Soft Skills Assessment Toolkit and Individual Goal Mapping - Report and Development of Ideal Tools

Course Purpose Goals and Objectives

General Outcomes

Learners should acquire a good understanding of their existing competences and skills through a process of skills self-assessment and auditing of existing and transferable skills. Learners will undertake self-assessment activities at the start of each module and create an individual reflective output that can build into a professional portfolio to showcase learning and assist the learner in selecting opportunities for employment.

Outcomes

Completion of some or all modules of the programme will provide the learner with a set of professional competencies that will increase employability and an increased knowledge of workplace standards and employer requirements. Outcomes will demonstrate improved comprehension of interculturally diverse workplaces, intrapreneurship characteristics and competences and inter-personal and intra-personal skills. The learner will also compile evidence of improved self-awareness and self-reflection in terms of personal attitudes and aspirations with regard to employment.

Individual soft skills / Needs Analysis

Attention needs to be paid to the learner context and the individual educational experience and attainment. The tutor should incorporate a needs analysis activity into each section of the programme. This can take the form of a self-reflective activity and/or peer to peer or group discussion activity that asks a series of positioning questions relating to the learners experience and/or knowledge and/or attitude to the unit. This activity should take place at the beginning of the unit and be complemented by a summative activity at the end of the unit. These activities will complement soft skills pre-assessment completed in advance of module selection.

Delivery Mode

The four modules providing 12 units in total will be accessible through a Moodle online learning platform. Martin Dougiamas developed Moodle, an open source learning platform as part of his PhD in Curtin university and released version 1.0 of Moodle in 2002 (https://moodle.com/about/). Each learner and tutor will require a username and password to access Moodle. Moodle provides tutors with the ability to upload content and assessments, interactive fora, discussion and grading tools. Moodle provides the learner with access to visual, written, audio and online content at a time and pace suitable to each individual, and the opportunity to submit assessments for grading through the platform. Moodle also allows the tutor to view the activity of each learner on the learning platform. More information on how to use the platform and access the content will be provided in the ICARO Handbook.

Indicative Content

Indicative content is provided to inform the tutor as to the broad range of possibilities in content and activity and to ensure that foundational materials and seminal works and theories are included in the course material. The tutor is encouraged to be creative and flexible in terms of learner needs and readiness for learning.

Learner-centred Approach

The programme is designed to facilitate a learner-centred approach with due regard to the complex range of learning styles (Kolb, 1984), multiple intelligences (Gardner, 1983), learning theories - Bruner (1961) with discovery learning, Bandura (1986) with social cognitive theory and Vygotsky (1978) with his Zone of Proximal Development and teaching strategies - that apply in pedagogical and andragogical teaching approaches**.** This programme will be presented with an applied approach where activities and assessments are relevant to the learner context and need. The central tenets of andragogy (Knowles, 1973) should be acknowledged in terms of :

- Adults need to be involved in the planning and evaluation of their instruction
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is **problem-centered** rather than **content-oriented**.

Tutors are encouraged to devise and implement a diverse range of teaching strategies, groupwork and peer to peer learning methodologies as well as innovative assessment tools as appropriate. The use of technology advanced learning software and online tools is encouraged where a pedagogical and andragogical justification is evident.

Assessment

Assessment should be provided through a range of tools and approaches that not only provide assessment of learning but assessment *for* learning. Assessment for learning is "an active, social process, in which the individual makes meaning and which is best done by building on what is already known (Stobart, 2008:150)". Sadler in 1989 and Stiggins et al, 2007 outlined key elements of effective learning: knowing the desired goal, one's present position in relation to the goal and how to close the gap between the two (McSweeny, 2012:6).

Stiggins et al developed 'Seven strategies of Assessment for Learning' which is an organising framework for practitioners that emphasises three important questions for the learner: Where am I going? Where am I now? How can I close the gap?. Tutors should take note of the tutor role as per Fig 2. below.

> **Where am I going?**
>
> 1. Provide a clear and understandable vision of the learning target.
>
> 2. Use examples and models of strong and weak work.
>
> **Where am I now?**
>
> 3. Offer regular descriptive feedback.
>
> 4. Teach learners to self-assess and set goals.
>
> **How can I close the gap?**
>
> 5. Design lessons to focus on one aspect of quality at a time.
>
> 6. Teach learners focused revision.
>
> 7. Engage learners in self-reflection, and let them keep track of and share their learning.

Fig 2: Seven Strategies of AFL Stiggins et al. (2007:42) IN McSweeney (2012:21).

Assessment Activities

The assessor is required to design and provide assessment tasks for each learning outcome. The learner must be given the opportunity to show evidence of achievement of all learning outcomes. The tutor should devise the assessment to allow the learner use a wide range of media in presenting assessment evidence as appropriate.

Formative assessment should be provided at the end of each module themed unit to ensure that learning outcomes have been met. A tutor can devise one or more assessment or activity to establish whether learning outcomes have been met. A tutor can also use one assessment tool such as presentation or the creation of a video to assess one learning outcome. Assessments should be appropriate to the learning outcome and the educational attainment level of the learner. All instructions for the learner must be clearly described in assessment briefs/descriptions.

Differentiation

The curriculum is aimed at level 4 of the Irish QQI framework of qualifications. The National Framework of Qualifications Level 4 enables learners to develop a broad range of skills, which are vocationally specific and require a general theoretical understanding. They are enabled to work independently while subject to general direction (NQAI, 2009, p.26). The Irish level 4 certificate translates to European Qualifications Framework Level 3.

Visual	Aural	Read/Write	Kinaesthetic
Charts, cartoons, maps, posters, drawing	Digital and taped recordings	Annotating handouts	Computers and digital technology
Demonstrations	Group and paired discussions	Equipment manuals and instruction books	Equipment and materials
Handouts	Guest speakers / Ted Talks	Gapped handouts	Games and gaming
Presentations / videos or film clips		Journals	Models
Pictures / photographs		Magazines	Practical task-based activities
Infographics		Textbooks	Role play activities
Mind maps / spider diagrams / word clouds		Worksheets	Real world materials

Table 1: Examples of meeting learning preferences with resources or activities (Gravells, 2017: 295)

Differentiation should take into consideration three aspects of the learner's journey: Readiness to learn, Learner's needs and Interests. The learner can also be invited to complete a free questionnaire on their own learning styles such as VARK at www.vark-learn.com. It can be assumed that most learners will have a preferred learning style that they may not be aware of. The table below suggests some ways of addressing these different styles through resources and/or activities:

Differentiation can also be provided through one or all of seven different approaches:

Task: setting different tasks for different abilities through separate worksheets or one worksheet where tasks get harder as you progress.

Grouping: group learners together depending on ability/experience; allocate roles within the groups where each member can play to their strengths.

Resources: use a variety of resources for learners ranging from basic texts and visuals through to dense text with complex ideas. The use of video and interactive games online can support the variation in learner needs.

Pace: learners are allowed to progress at their own pace – those who work through material quickly can move on and others can work through core materials at a more appropriate pace for them.

Outcome: Learners do not work towards a single 'right' answer but arrive at a personalised outcome depending on their level of ability. Set clear guidelines at the beginning of the task as to what is expected from the learner.

Dialogue and support: the emphasis here is on the role of the tutor using questioning and verbal support and encouragement for the learner. This can be done online through forums, communities of practice and online tutor support.

Assessment: should be continuous so that the learner can self-assess where appropriate and check his/her own understanding.
Assessment methods can include:
Discussions
Case studies
Gapped handouts
Journals/diaries
Puzzles
Practical activities
Quizzes
Observations
Written questions
Presentations / videos

eportfolio as a method of self-assessment and evidence gathering

Learners may decide to use an eportfolio as a tool for presentation of achievements and proof of competences for prospective employers. The compilation and design of an e-portfolio can also scaffold the learning experience and provide a reflective space for introspection, analysis and transformation of learning. The eportfolio project in Ireland used Pebblepad to encourage students to create an eportfolio. Others used Wordpress or Weebly. Students were encouraged to use a platform that made sense to them. Further information on eportfolio uses here: http://eportfoliohub.ie/index.php/programme-eportfolio/

Types of information employers would find valuable to have in an eportfolio
Percentage of respondents (n=30)

CV	66%
Visual representations of work	59%
References	50%
Projects	47%
Written work	44%
Video/audio recordings	38%
Presentations	38%
Case studies	38%
Reflections on work	19%
Lesson plans	6%
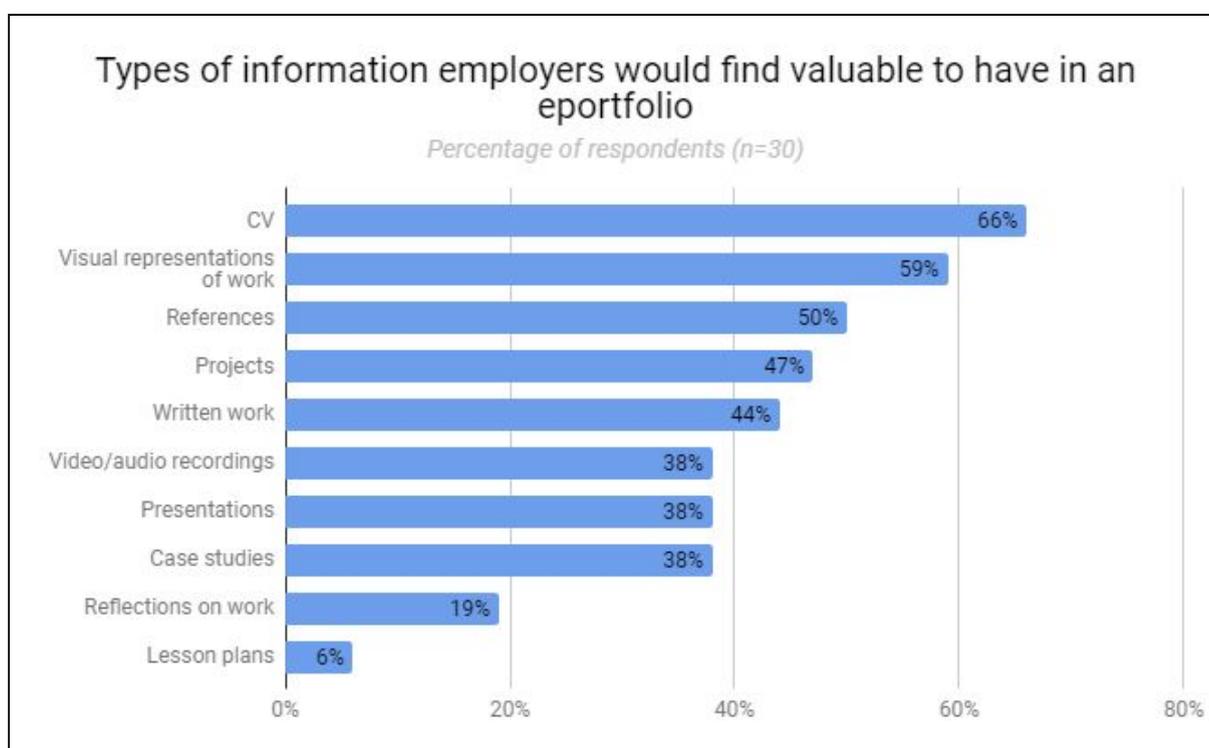
Fig 3: Using Eportfolios for recruitment: Employer's perspectives Available at
http://eportfoliohub.ie/wp-content/uploads/2016/09/Survey-Employer-Report.pdf (Accessed 15 December 2018).

Each module provides an opportunity for self-reflection at the beginning of the module and a complimentary closing activity at the end. It is suggested that this activity would produce evidence that can be included in the eportfolio. Evidence may take the form of written, oral, graphic, presentation, audio, video or digital or any combination of these.

As per fig 3 above, learners could also use free online tools such as Europass CV, to create an individual Curriculum Vitae for inclusion in an eportfolio.

This collection of evidence is for the learner and separate to assessment of learning outcomes of the module.

Module Structure and indicative duration (10 hrs)

Core material:

1 hr   Self-assessment exercise (current understanding of topic)

1 hr   Written article: summary of module including how to use module content with additional references

1 hr   Powerpoint

5 hrs   Self - directed learning / assessments

           Related articles x 2 (pdfs)

           Video / Tedtalk

           Activities

Additional content:

Texts – academic articles, editorial pieces, journalism

Links to infographics, statistics, videos on employment related content

Case studies

2 hrs   Reflective activity (output) Learner uploads to Moodle / E-portfolio

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Self-assessment exercises / Reflective activity

These two sets of questions should complement each other and allow the learner to assess their knowledge in the topic at the beginning of the unit and then check their level of knowledge at the end. Reflective activity should evaluate the learner's own perception of

what they have learned and also allow them to produce a written piece of work, video or completed template to upload to an ePortfolio or Padlet.

Written Article

A written piece of between 500 - 700 words is provided for each theme, which provides detailed background to the area. For example, in the theme "Entrepreneurial Mindset and Competencies", participants might be provided with a summary of academic literature on entrepreneurial behaviours, attributes etc., with further links and references given for opportunities for further reading.

PowerPoint

Every thematic module is divided into units that each contain a PowerPoint (20 mins) presentation, which covers the critical areas in each theme, giving participants a good overview of the core content and providing references to material for further reading. This powerpoint may include activities for learners to pause and contemplate concepts or conduct their own research.

Self-directed Learning / Assessments

A range of activities / exercises designed to be used by the learner to transform the knowledge obtained through the Powerpoint and written piece. These activities can use online tools as indicated or videos from Youtube/Tedtalks. Written materials can be provided through articles or blogs. It may be appropriate depending on the learner and literacy levels to prioritise visual material such as video, infographics and imagery as content. These activities can be stand-alone or act as forms of assessment requiring the learner to reflect and respond to the content through a blog, video, note or exercise.

Strategies and Activities

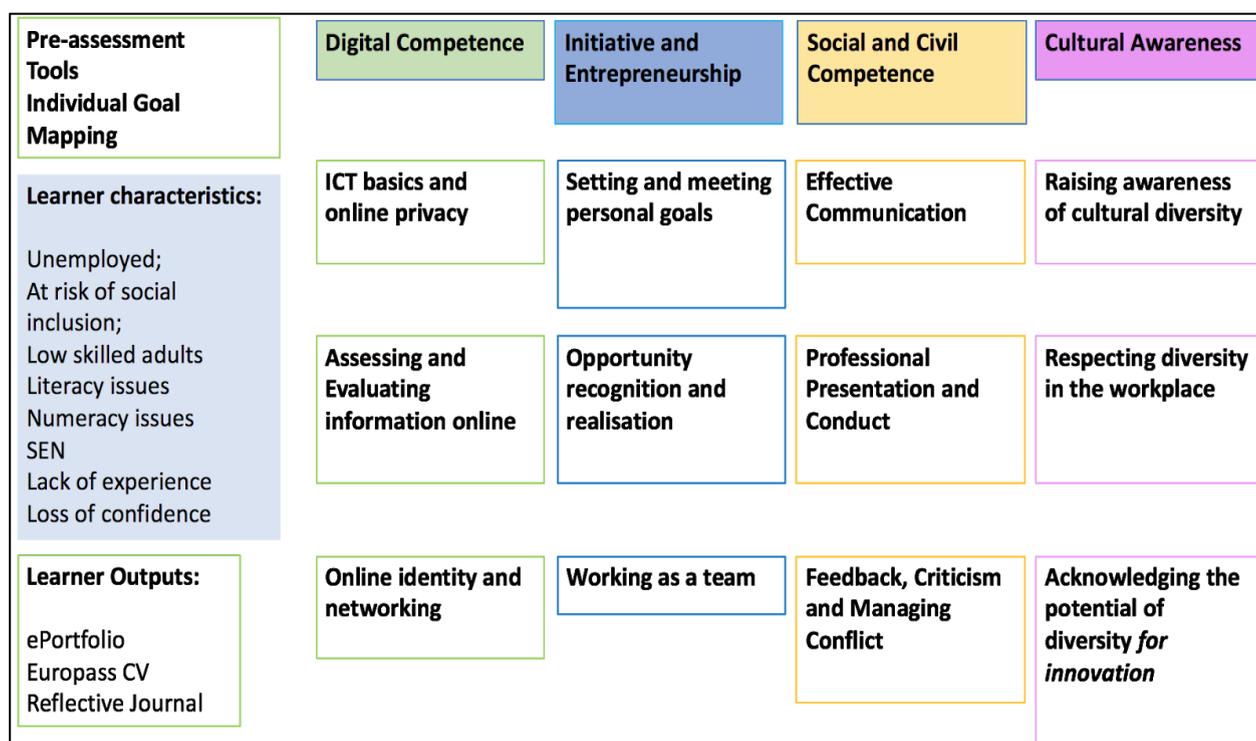Activities could be structured using free online tools and software including:

- www.kubbu.com
- Padlet.com
- Quizlet.com
- Kahoot.com
- Edpuzzle.com
- Book Creator

Strategies and activities can include:

● Pair work identifying similarities and differences;	● Point of view (justifying a point of view or opinion)
● True / false questions	● Writing a newspaper article
● Brainstorming responses	● Debates
● Discovery learning	● Peer learning
● Podcast	● Problem solving
● Reports	● Research
● Surveys	● Blogging

Suggested structure of modules

Pre-assessment Tools Individual Goal Mapping	Digital Competence	Initiative and Entrepreneurship	Social and Civil Competence	Cultural Awareness
Learner characteristics: Unemployed; At risk of social inclusion; Low skilled adults Literacy issues Numeracy issues SEN Lack of experience Loss of confidence	ICT basics and online privacy	Setting and meeting personal goals	Effective Communication	Raising awareness of cultural diversity
	Assessing and Evaluating information online	Opportunity recognition and realisation	Professional Presentation and Conduct	Respecting diversity in the workplace
Learner Outputs: ePortfolio Europass CV Reflective Journal	Online identity and networking	Working as a team	Feedback, Criticism and Managing Conflict	Acknowledging the potential of diversity *for innovation*

A **Flipped Classroom** approach could be used to bring learners together in group scenarios to explore together and in more depth, key concepts and competences presented online. Jun Scott Chen Hsieh, Wen-Chi & Marek (2016: p.1) explain that "In conventional instruction, students acquire new knowledge in the classroom, such as via lecture, and practice it at home via homework. In flipped learning, the students acquire knowledge at home, such as via watching videos made by the teacher, and practice the skills in class, where the teacher can easily monitor and correct the student. This provides "a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014:1).

Community of Practice

Shea, Li, and Pickett (2006) suggest that "good learning environments are learner-centered, knowledge-centered, assessment-centered and community-centered" (p. 176). Biasutti (2011) found in her study of collaborative learning in an e-learning module that "the development of teamwork skills, the attitude to collaborate, the development of cognitive processes such as analyzing and integrating different points of view, understanding of own and other people's limits, and the development of the sense of responsibility and respect for the others" were important benefits from collaborative activity helping to build a sense of community (p. 1874).

Andrews (2002) found that "the design of an online community and the strategies used to draw people into that community might vary dramatically based upon age characteristics as well as attitudes, beliefs, and behavior toward the Internet" (p. 65). In other words, the strategies to encourage participation must take into consideration a variety of variables including age, attitudes to, and use of the Internet – the space, like any classroom, must aim to be inclusive. Ritter et al. (2010) agree that the learning space must provide for all students "to be connected by participating in a classroom where students are valued and respected and a climate of trust and acceptance is established" (p. 98).

The building of relationships in an online learning community enables the development of a supportive peer network, brings together the social and academic roles for students, and facilitates collaborative and interactive learning (Motteram and Forrester, 2005, p. 291). Although modules and units on this curriculum may be selected and completed at the learners' discretion and choice, it is intended that an online community of practice will be fostered and supported by counsellors, tutors and the learners themselves.

Module Aims and Outcomes by Topic

Initial activity:

The learner should complete the Soft Skills Assessment tool guided by a counsellor or Adult Educator. This activity may also be first presented in a group setting by the tutor and then facilitated individually through a mediated process of tutor/counsellor and learner. Please allow at least 2 hours for learners to work through the SSA tool with assistance.

The learner should be encouraged to complete the Soft Skills Assessment tool again at the end of completion of the course. This activity should assist the learner in assessing whether their knowledge, skills and attitudes have changed as a result of the learning they have undertaken. It would be important to record this change through the SSA completion activity.

THEME/MODULE: DIGITAL COMPETENCE

Purpose of Module (comprising 3 units)

The purpose of this set of units is to develop learners' ability to work effectively online. Increasingly in the global marketplace, much of recruitment and advertisements of job opportunities is carried out through websites. The following three units are designed to show the learner how to present themselves online as a potential employee, how job recruitment sites work and how to present a professional version of themselves to employers. The units aim to improve the digital literacy of the learner and also to make them aware of the importance of privacy and security of a person's personal information and identity on the Internet.

Unit 1	ICT basics and online privacy
Summary / Aim	The purpose of this unit is to provide learners with the basic skills required to use the internet for employment purposes including: searching for jobs online, creating and editing CV's, using employment websites, searching for employment information such as legislation. The unit also equips learners with the knowledge required to keep their information safe online.
Learning outcomes	On successful completion of this module the learner will be able to: ● Create, modify and publish a professional CV ● Search for jobs online ● Use employment websites ● Search for relevant employment information ● Understand the importance of online privacy
Indicative content	**Creating, editing, publishing CV** Learners will use word processing software to create and edit a

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	professional CV. They will learn how to publish this CV in multiple formats. Learners will also learn how to create a professional cover letter. **Search for jobs online** Learners will learn how to use the internet to search for relevant job listings. **Using employment websites** Learners will learn how to use specific employment websites to find work. They will learn how to search for job postings, refine their search, and submit their CV to apply for a job. **Employment information** Learners will use the internet to locate information related to employment such as: employment legislation, information about prospective employers, and information about perspective jobs. **Online privacy** Learners will learn the importance of keeping their details secure online.
Assessment Method	● Learners will be asked to create and publish a professional CV and cover letter. ● Learners will be asked to locate a relevant job posting and find relevant information about the employer and job role online.

Unit 2	**Assessing and Evaluating information online**
Summary / Aim	The purpose of this unit is to provide learners with the skills necessary to assess and evaluate the quality of information found online. Learners will gain an understanding of the importance of the credibility and reliability of sources, and assessing the relevance of information to their own employment needs.
Learning outcomes	On successful completion of this module the learner will be able to: ● Locate information online ● Assess information for relevance ● Assess information for credibility ● Evaluate the usefulness of information
Indicative content	**Locating information online** Learners will search the internet for information relevant to their employment. They will engage with services such as Google, YouTube, and social media. **Assessing and evaluating information**

	Learners will engage critically with information they find online, assessing and evaluating this information in terms of its credibility, reliability and usefulness for their employment.
Assessment Method	● Learners will be asked to search for information relevant to their specific job-role online. ● Learners will evaluate this content using specific criteria.

Unit 3	**Online identity and networking**
Summary / Aim	The purpose of this unit is to provide learners with the skills necessary to create and maintain a professional identity online, including the ability to find and connect with like-minded individuals and prospective employers.
Learning outcomes	On successful completion of this module the learner will be able to: ● Identify the benefits of having a professional online identity ● Create a professional online profile using LinkedIn ● Locate and connect with like-minded individuals ● Locate and connect with 'interest area' groups ● Locate and connect with prospective employers
Indicative content	**Benefits of online identities** Learners will be introduced to the concept of online identities and the benefits of producing and maintaining a professional identity online **Creating professional online profile** Learners will engage with the online platform 'LinkedIn' to develop and maintain a professional online identity. They will develop an understanding for the important distinctions between this and other online identities such as 'Facebook'. **Networking online** Learners will be introduced to the concept of online professional networks. They will locate and connect with other professionals online and join groups of interest to stay up-to-date with changes in their field.
Assessment Method	● Learners will be asked to create a professional online identity using LinkedIn ● Learners will also be required to network with like-minded individuals and join special interest groups on the LinkedIn platform.

Lankshear, C., Knobel, M. (2008) Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies). New York: Peter Lang Publishing.

White, J. (2015). Digital Literacy Skills for FE Teachers. London: Learning Matters.

Purpose of Module (comprising 3 units)

The purpose of this set of units is to develop learners' sense of initiative and entrepreneurship. The following units are designed to show the learner how to identify and prioritise their personal goals for employment. They will learn how to identify and choose goals to achieve a job, training or further education, plan on how to meet those goals and develop a timeframe and set of steps to ensure that the goals are met. They will also learn how to recognise opportunities for employment and for progression in the workplace and how to plan to help themselves avail of those opportunities. The last unit will demonstrate to the learner how valuable teamwork is as a mechanism for working effectively and efficiently with other employees.

Unit 1	Setting and meeting personal goals
Summary / Aim	The purpose of this unit is to provide learners with the basic skills required to identify and set a number of personal goals relating to their professional lives. Learners will be introduced to a number of strategies and tools which assist them in tracking their own learning progression in setting and meeting personal goals.
Learning outcomes	On successful completion of this module the learner will be able to: ● Identify personal goals ● Set personal goals ● Take ownership of personal goals ● Understand personal management techniques ● Plan to meet personal goals.
Indicative content	**Identifying & setting personal goals** Learners will use a range of techniques to identify and set personal goals related to their professional development. Strategies will be employed which enable learners categorise goals and break larger goals into smaller, achievable steps. **Take ownership of personal goals** Learners will be introduced to the concepts of initiative and self-starting. They will begin to view personal goals as an important part of their development, over which they have control. **Personal management techniques** In order to aid in the achievement of goals, learners will be introduced to a number of personal management techniques such as time management. **Plan to meet personal goals**

	Learners will use goal setting and management techniques to create a plan to meet personal goals.
Assessment Method	• Learners will identify a number of personal goals related to their professional development. • Learners will produce a plan to meet these goals, including a timeline and key milestones.

Unit 2	**Opportunity recognition and realisation**
Summary / Aim	The purpose of this unit is to introduce learners to the concept of opportunity recognition and realisation. Learners will engage with a number of tools and strategies which aid them to identify opportunities which exist in the workplace, and how to realise these opportunities.
Learning outcomes	On successful completion of this module the learner will be able to: • Identify employment opportunities • Identify opportunities related to their own skills and abilities • Identify necessary resources • Plan to realise opportunities.
Indicative content	**Identifying opportunities** Using opportunity recognition techniques, learners will identify opportunities related to their own unique set of skills and abilities. Learners will use similar techniques to identify employment opportunities. **Identifying resources** Learners will analyse opportunities and identify the resources needed to realise these opportunities. These may include: time, finance, people, places and things. **Plan to realise opportunities** Learners will be introduced to opportunity planning tools which will enable them to develop a strategy to realise opportunities identified in previous steps.
Assessment Method	• Learners will be asked to identify a number of employment opportunities which relate to their own skills and abilities. • They will identify the resources necessary and develop a plan to realise these opportunities.

Unit 3	**Working as a team**
Summary /	The purpose of this unit is to introduce learners to the benefits and

Aim	challenges associated with teamwork. Learners will be provided with the knowledge to capitalise on these advantages and deal with the challenges associated with teamwork.
Learning outcomes	On successful completion of this module the learner will be able to: ● Identify the stages of team formation and performance ● Set ground rules for effective teamwork ● Understand the benefits and challenges of teamwork ● Deal with team conflict in a positive way.
Indicative content	**Stages of team formation** Learners will be introduced to the concept of team formation, understanding the stages necessary for effective team performance. **Setting ground rules** Learners will be introduced the idea of 'ground rules' for teams. They will reflect on the importance of a clear set of rules to allow teams to effectively communicate and interact. **Benefits and challenges of teamwork** Learners will engage with relevant information about the many benefits of teamwork including: increased performance, personal and professional support, and synergy. They will also reflect on the challenges associated with teamwork such as: conflict, managing relationships and schedules, and differing goals. **Conflict** Learners will gain an understanding of the common sources of conflict within teams and be introduced strategies to deal with these in a positive and professional manner.
Assessment Method	● Learners will be asked to present a group project on a topic of their choice. ● The project will include reflections on the benefits and challenges of working in a team.

Reading List:

Bradley, F & Kennelly, J 2008, *Capitalising on Culture, Competing on Difference: innovation, learning and sense of place in a globalising Ireland*, Blackhall Publishing Dublin

Kirby, D 2003, *Entrepreneurship*, McGraw Hill Berkshire

Rae, D 2007, *Entrepreneurship: from opportunity to action*, Palgrave Macmillan Hampshire

Sandler, R 2010, *Social entrepreneurship in education: private ventures for the public good*, Rowman & Littlefield Education Lanham

THEME/MODULE: SOCIAL AND CIVIL COMPETENCE

Purpose of Module (comprising 3 units)

The purpose of this set of units is to provide learners with the skills needed to effectively participate in social and working life with fellow employees, employers, businesses, organisations and governmental and non-governmental bodies. Learners will be shown how to assess their own style of communication and how they may present themselves as professional potential employees to employers. They will be shown how employees behave and work with others in a variety of workplaces and how employees are expected to talk, dress and present themselves. The importance of feedback and criticism for employers and employees as part of a professional working environment will be explored and discussed. The units will collectively show what is expected of an employee in a professional workplace and how these procedures and policies help all employees to work together in a respectful and mutually beneficial manner.

Unit 1	Effective Communication
Summary / Aim	The aim of this unit is to provide learners with the opportunity to assess their own communication styles, communicate constructively in different settings, and express and understand different viewpoints.
Learning outcomes	On successful completion of this module the learner will be able to: ● Assess their own communication style ● Demonstrate the ability to communicate effectively in a variety of situations ● Express their own viewpoint clearly ● Promote respect and tolerance for others ● Acknowledge different and conflicting viewpoints
Indicative content	**Effective Communication in the Workplace** The learner will learn the five styles of communication and assess their own approach in order to improve their communication in the workplace. **Active Listening** Learners will be shown the benefits and challenges of active listening. Learners will demonstrate the ability to listen actively and to apply active listening techniques to diverse workplace scenarios. **Presentation Skills** Learners will explore different presentation techniques including the use of presentation software. The importance of identifying the message, clear expression and neutral language, will be discussed. **Empathy**

	Learners will use case studies and stories to explore their own feelings and to understand and sympathise with situations experienced by others. Every effort will be made to create a trusting and safe environment for individual and collaborative work.
	Respect Learners will use resources to investigate how respect is demonstrated in the workplace through courtesy, manners and kindness. Respect in communication with co-workers and employers will be explained and related to real world situations.
Assessment Method	- Learners will be asked to present a self-assessment sheet documenting their own communication style. - Learners will be asked to form a team and present a short PowerPoint presentation or video on communication in the workplace drawing on information covered in the module. - Team roles will be chosen through Belbin Role Theory. - Learners will develop an example case study that demonstrates how respect is important in the workplace and presents an 'avatar' or image of the respectful employee.

Unit 2	**Professional Presentation and Conduct**
Summary / Aim	The aim of this unit is to develop the learners understanding and knowledge of what professional behaviour in the workplace looks like and how the conduct of an individual is related to their employability and ability to participate in the workforce.
Learning outcomes	On successful completion of this module the learner will be able to: - Understand the difference between personal and professional conduct - Establish appropriate interpersonal relationships - Work with individuals and groups - Acknowledge gender equality and diversity - Chair meetings - Lead group discussions to achieve consensus
Indicative content	**Dress Codes** Learners will be shown a range of dress codes appropriate to a diverse range of workplaces. Learners will be asked to distinguish between dress codes and discuss the reasons for particular uniforms or equipment. **Stereotypes** Learners will discuss what stereotypes and how these effect views and behaviours in society. Case studies and imagery will be used to promote observations and comments. Group work and debate will be

| | used to examine societal norms and urban myths.

Democracy and demographics
Learners will examine globalisation and how this impacts the economy, society, the movement of people, and workforces.

Workplace legislation and policies
Learners will explore the history of workplace equality. They will learn about the organisations and movements that established equity and respect in the workplace, such as the trade-union movement. They will also be introduced to legislation on recruitment, promotion, pay and discrimination.

Disagreement Levels and Consensus Building Strategies
Learners will be introduced to strategies for managing meetings, recognising alternative opinions and sources of agreement. Learners will explore strategies for building consensus through role play and case study. |

| Assessment Method | The learner will present on their understanding of a professional code of conduct that relates to a profession or sector of business. The learner will prepare a personal code of conduct for their family and friends. The learner will create a padlet of theory and images that demonstrate the professional behaviour that is preferred in the workforce. The learner as part of a group will write the minutes of a meeting dealing with a difficult issue. The learner will create an employee charter for a large retail organisation. |

Unit 3	Feedback, Criticism and Managing Conflict
Summary / Aim	The aim of this unit is to support the learner in soliciting feedback in the workplace and how to distinguish between feedback and criticism. The learner will be shown how to ask for and receive feedback in a clear and constructive manner. The learner will explore the difference between criticism and constructive criticism and how to turn criticism into positive action. The module will also investigate routes that may lead to conflict and explore how conflict can be managed if and when it happens.
Learning outcomes	On successful completion of this module the learner will be able to: - Seek and receive feedback - Distinguish between feedback and criticism

	● Accept constructive criticism ● Understand the causes of conflict in the workplace ● Identify approaches to conflict resolution
Indicative content	**The importance of feedback** The learner will explore the benefits of feedback and how it can be used to improve performance and work relationships. The learner will discuss the different types of feedback and how to ask for specific feedback from colleagues and managers. Learners will examine the use of feedback loops in case studies from different sectors including business, government and the public sector. **Responding to Criticism** This topic will identify situations within the workforce and personally where the individual manages criticism. The learner will analyse the use of techniques such as thought awareness, rational thinking and positive thinking to respond to a challenging criticism. Learners will be encouraged to examine their self-esteem and resist any potential damage. **Conflict Management and Resolution** The learner will explore conflict scenarios using video and text case studies that present employee conflict, team conflict and/or organisational conflict. Learners will develop a toolkit of strategies to avoid conflict in the first instance and manage conflict if it occurs.
Assessment Method	● The learner will be encouraged to keep a reflective journal using a reflective framework derived from Driscoll or Schon. ● The learner will create a personal feedback management approach drawing on existing theory. ● Learners will evaluate a range of conflict resolution strategies in terms of appropriateness and effectiveness in particular scenarios. ● Learners will document a protocol to conflict resolution in the workplace.

Reading List:

Mezirow, J. 1991, *Transformative Dimensions of Adult Learning*, Jossey-Bass San Francisco

Boud D. and Garrick J. 1999, *Understanding Learning at Work*, Routledge London

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THEME/MODULE: CULTURAL AWARENESS

Purpose of Module (comprising 3 units)

The purpose of this set of units is to develop a learner's ability to work effectively in a culturally diverse work setting. The changing demographics across Europe and the world are opening up countries, markets and workplaces to change. These units aim to raise the learner's awareness of the benefits of cultural diversity in their society and places of work. Inclusion is a concept that benefits all in terms of understanding and accommodating difference in people who are members of our communities and workplaces. These differences can include gender, race, ethnicity, religion, social class, age, sexual orientation and disability. Respect as a fundamental aspect of inclusion and cultural awareness as well as the negative impact of discrimination will be explored. Finally, the potential for innovation as a result of diversity will be presented and learners will investigate how they might learn how to be innovative and create opportunities and benefits for themselves and others.

Unit 1	Raising awareness of cultural diversity
Summary / Aim	The purpose of this unit is to raise awareness of cultural diversity. It aims to build recognition of the benefits that changes in the population and demographics of European countries and communities can bring. Therefore, the module equips learners with the knowledge required to recognise the benefits of cultural diversity within their personal and professional contexts.
Learning outcomes	On successful completion of this module the learner will be able to: ● Explain the concept of cultural diversity ● Recognise stereotypes and prejudice as a bias ● Demonstrate cultural diversity in their own context ● Recognise the benefits of cultural diversity in their own context
Indicative content	**Introduction to cultural diversity and its benefits** Learners will be introduced to the concept of cultural diversity and learn to acknowledge language, religion, ethnicity, sexual orientation, gender, social class and age as aspects of cultural diversity. Learners will be introduced to the benefits of equality, justice and diversity. **Introduction to prejudice and stereotypes as bias** Learners will learn how every individual has a unique perception that relies on shortcuts or bias to make sense of our experiences and environment. This module will highlight how bias can occur at individual, institutional and cultural levels. **Activity: Diversity Circle (Brooks-Harris, 1993: *see experiencing diversity exercises document*)** The goal of this exercise is to look at the ways that individuals feel

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	both included and marginalized based on various identities and to simulate the experience of inclusion and exclusion.
Assessment Method	● Learners will be asked to write a short reflective story/diary entry: Think back to the most memorable time you can recall observing someone discriminating against someone else on the basis of ethnicity, social class, gender, religion, and so on. ● As you think about it, try to remember how you felt while it was happening, where you were, who was with you, what time of year it was, and any other details that help you remember it. ● What were the circumstances surrounding the discriminatory event? Did you feel any type of pressure (e.g. peer, cultural) to discriminate against this individual? ● Is there anything you could have done differently in that situation?

Unit 2	**Respecting diversity in the workplace**
Summary / Aim	The purpose of this unit is to provide learners with the skills to value diversity in the workplace. Learners will learn the skills to contribute to the creation of an atmosphere in the workplace where different viewpoints and ideas are respected and welcomed.
Learning outcomes	On successful completion of this module the learner will be able to: ● Recognise the relevance of workplace diversity ● Recognise the benefits and challenges of diversity in a workplace ● Identify individual actions to prevent discrimination at work
Indicative content	Introduction to diversity in the workplace Benefits and challenges of diversity in the workplace Group discussion: How can I take action against discrimination in the workplace?
Assessment Method	Think-pair-share or complete as a reflective written response: ● What unique characteristic or cultural trait do you bring that can benefit a work team? ● How would you deal with someone who you observe discriminating against someone in the workplace?

Unit 3	Acknowledging the potential of diversity for innovation
Summary / Aim	Learners will be introduced to the concept of innovation. The module aims to enable learners to acknowledge the potential of diversity (of culture and skills) for innovation across all aspects of their life e.g. personal lifestyle, workplace, society and local communities.
Learning outcomes	On successful completion of this module the learner will be able to: ● Distinguish between inherent and acquired diversity ● Recognise innovation as a key driver of the 21st century ● Identify diversity as a source of innovation ● Recognise the potential of individual innovation for innovation at the workplace
Indicative content	**Introduction to innovation** Learners will be introduced to the communities of innovation - the tendency of workplaces to foster a collaborative environment in order to produce innovative outputs. **Connecting individual innovation to workplace innovation** Learners will learn that diversity can be inherent (cultural) and it can be acquired (skills and competencies). **Benefits of diversity for innovation** Learners will be introduced to the increasing demand of team work and the desire by employers to fully explore the potential of the skill diversity of their employees.
Assessment Method	● Identify own diversity of skills and competencies that can be beneficial to future employers. ● Develop examples for your CV and for discussion at interview.

Reading List:

M.J. Bennett (1998). *Basic Concepts of Intercultural Communication*, Intercultural press Vermont, Maine

G. Hofstede (1991). *Cultures and organisations. Software of the Mind.*, :McGraw Hill London and New York

Y.Y. Kim (2001). *Becoming Intercultural: an integrative theory of communication and cross-cultural adaptation*, 1st Ed., Sage Thousand Oaks:CA

M. Pickering (2001). *Stereotyping.* Palgrave Basingstoke

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Jun Scott Chen Hsieh, Wen-Chi Vivian Wu & Michael W. Marek (2016): Using the flipped classroom to enhance EFL learning, Computer Assisted Language Learning

Gravells, A. (2017). Principles & Practices of Teaching & Training. London: Learning Matters.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

McSweeney, K. 2012. Assessment for Learning: from Theory to Practice Final Report. Available from: http://www.teachingcouncil.ie/en/_fileupload/Research/Bursary-Summaries/WEB-Final-Teaching-Council-Report-2012-Kathryn-Mc-Sweeney.pdf Accessed on 2 April 2018.

Sadler, R. 1989. Formative assessment and the design of instructional systems. Instructional Science, 18, 11-44

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. 2007. Classroom Assessment for Student Learning: Doing it Right – Using it Well. New Jersey: Pearson Education Inc.

Stobart, G. 2008. Testing Times: The Uses and Abuses of Assessment. London: Routledge.

Gardner H. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books; 1983.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.