



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification

### Career Preparation and Planning

**NFQ Level 4**

**4N21060**

#### 1. Component Details

<b>Title</b>	Career Preparation and Planning
<b>Teideal as Gaeilge</b>	Ullmhúchán agus Pleanáil le haghaidhGairmeacha
<b>Award Class</b>	Minor
<b>Code</b>	4N21060
<b>Level</b>	4
<b>Credit Value</b>	15
<b>Purpose</b>	<p>This award specification is an enhanced and temporarily modified component specification which provides learners with the opportunity to achieve an award through centre-based career preparation and planning, in light of the impact of the COVID-19 public health restrictions on the learner obtaining work experience on employer's sites</p> <p>The purpose of this award is to equip the learner with the knowledge, skill and competence to enable the learner to prepare for further education or employability, and to develop an achievable career plan based on knowledge of self, demonstrating capacity to work under direction.</p>
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Explain the principles underpinning career planning, to include self knowledge, career options, action plan, network building, plan implementation and constancy of change</li></ol>

- 2 Compile a personal profile by exploring interests, vocational skills, transferable skills, talents, personal qualities and characteristics, values, achievements, and matching personal profile to possible careers
- 3 Develop achievable career objectives to include ideal job, acceptable alternative employment options and short and medium term goals
- 4 Explore a variety of acceptable career options and job types to include job availability, job requirements, and trends in the chosen sector(s)
- 5 Compile information on personal contacts or networks appropriate to career preferences
- 6 Describe the principles underpinning managing change in personal life and in employment
- 7 Practice a range of personal interactions to include interview skills, listening, clarifying, and formal and informal conversations
- 8 Compile a personal job seeking tool kit to include general cover letter, CV, portfolio of references, recommendations qualifications and other documentation to support job application, list of contacts, and list of appropriate education or training programmes or employment options
- 9 Prepare to participate in further education or training or employment by finding application requirements for a specific course or employment, applying as required, participating in a simulated interview and evaluating own performance
- 10 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
- 11 Demonstrate an understanding of the importance of being able to work under direction in relation to a range of tasks relevant to a specific career

## **Assessment**

### **General Information**

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Portfolio / Collection of Work	60%
Skills Demonstration	40%

## Description

### Portfolio / Collection of Work

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.*

## Skills Demonstration

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

### Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

### Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

### Specific Validation Requirements

As the component exists for a limited purpose and time, it is not possible to validate it as a component leading to a Minor award. In each case where it is used, the provider is required to ensure that module adaptations have been effected appropriate to the relevant programme and approved through its internal governance structures. Confirmation of such changes, and of their approval by the provider's governance structures, must be notified to QQI.

### Supporting Documentation

None

### Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

### Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an

award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Broad range of knowledge
	Kind	Mainly concrete in reference and with some elements of abstraction or theory
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*