

O2: Learning Outcomes Matrix

by LMETB

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Learning Outcomes Matrix

Introductory Level (Ages 12 – 14)

Module Title	Key Competencies	Learning Outcome	Timeframe
	(to be looked at from the perspective of School, Home and Leisure)		
Personal profile (Minimum 30 Hours)	<ol style="list-style-type: none"> 1. What am I good at? 2. What are my Interests / likes? 3. What do I not like? 	<ol style="list-style-type: none"> 1. The student should be able to identify their individual strengths 2. The student should be able to list and discuss their personal interest and likes/dislikes 	<p>Minimum 30 Hours</p> <p>Minimum 4 Hours per Module</p>
Personal Presentation (Minimum 30 Hours)	<ol style="list-style-type: none"> 1. What skills do I have now? 2. Can I organise myself? 3. How do I communicate with others? 4. Can I work as part of a team? 5. How are my skills valuable for an employer? 6. For which employers are my skills valuable? 7. How to use social networks, so as not to do something daft... 8. Presentation skills <ol style="list-style-type: none"> 1. Research and present to the group... 2. How do others learn etc. 	<ol style="list-style-type: none"> 1. Students will be able to: <ul style="list-style-type: none"> -List their skills -Identify their level of self-organisation -Determine their communication and teamwork skills -Identify if these skills are valuable for the workplace -Use social networking correctly -Present their findings to a group -Discuss how others learn and how learning styles differ 	<p>Minimum 30 Hours</p> <p>Minimum 4 Hours per Module</p>



The World of Work and Study (Minimum 30 Hours)	1.	Project based section	5.	Students will be able to identify a potential career they may be interested in	Minimum 30 Hours
		1. Investigate a career you may be interested in	6.	Determine the pay and conditions attached to this role	Minimum 4 Hours per Module
		2. Pay, hours, education requirements, pathways, opportunities for promotion, terms and conditions, market demands, typical activities	7.	Discover how they train/ become qualified for this particular role	
	2.	What does it mean to be employed?	8.	Identify what it means to be employed	
	3.	What are the possibilities for study and planning?	9.	Know the basics of employment law	
	4.	Implementation to employment law			
Realisation and Planning for a Job (Minimum 30 Hours)	1.	Locating a job advertisement	1.	The student will be able to locate job advertisements from a variety of media and sources	Minimum 30 Hours
	2.	Reading a job application	2.	They will understand how to approach the job application	Minimum 4 Hours per Module
	3.	Learning the terminology	3.	Students will be able to distinguish terms/phrases attached to the job search	
Emotional Awareness and Intelligence	4.	Scenario, Case study based learning through videos	1.	Students will be able to analyse a video and through a role-play determine how their behaviour impacts upon both themselves and others e.g. poor result in a test, losing a sports match, argument with a friend	Minimum 30 Hours
		1. Emotional impact of my actions			
	5.	Judgment of own actions			
	6.	Being aware, how do I feel?			



(Minimum 30 Hours)	1. When I get a D in a test how does it make me feel? 2. Impact of own actions		Minimum 4 Hours per Module
Decision making and Goal Setting	1. What are my general aims? 2. Parent / teacher expectations? → Look at these areas from the perspective of Home, School and Free Time	3. Students will be able to set general aims and goals 4. They will be able to discuss and determine expectations of adults for them i.e. Home- doing chores/housework, School- what grades/behaviour is expected and Free time- hobbies they choose and time commitments/requirements	Minimum 30 Hours Minimum 4 Hours per Module
(Minimum 30 Hours)	1. Career Talks 2. Off site visits Time with family business etc.	1. Students will listen to speakers, seek information through questioning and analyse information received. 2. They will complete an offsite visit to a local company or a family business	Minimum 30 Hours Minimum 4 Hours per Module
Evaluation and Assessment	Assessment and Reflection of own learning processes	1. Students will be able to self-evaluate their own progress and learning process	Minimum 30 Hours
(Minimum 30 Hours)			Minimum 4 Hours per Module



Learning Outcomes Matrix

Intermediate Level (Ages 14 – 16)

Module Title	Key Competencies	Learning Outcome	Timeframe
	(to be looked at from the perspective of School, Home and Leisure)		
Personal profile (Minimum 30 Hours)	2. What am I good at?	8. Students will be able to identify their strengths and personal interests, their likes and dislikes	Minimum 30 Hours
	3. What are my Interests / likes?		
	4. What do I not like?	9. They will be able to determine what motivates them	Minimum 4 Hours per Module
	5. What drives me?		
	6. What is important for me?	10. They will identify and list what is important to them and what their life values are in terms of Home, School and Leisure.	
	7. What are my values?		
	<i>→ Look at these areas from the perspective of Home, School and Free Time, Potential work areas</i>		
Personal Presentation (Minimum 30 Hours)	11. What skills do I have now?	1. Students will be able to list personal skills that they possess	Minimum 30 Hours
	12. Can I organise myself?		
	13. How do I communicate with others?	2. They will self-evaluate their own levels and abilities in the following areas:	Minimum 4 Hours per Module
	14. Can I work as part of a team?		
	15. How are my skills valuable for an employer,?	1. Organisation	
	16. For which employers are my skills valuable?	2. Communication	
	17. How to use social networks, so as not to do something daft...	3. Team Work	
	18. Presentation skills		
	19. Research and present to the group...		



	20. How do others learn etc.	4. Employability	
	21. Video of good or bad	1. They will learn how to appropriately use social networking sites in a positive manner	
		2. They will learn about the long term effects of social networking and how it can be used	
		3. They will be able to undertake group work in an effective manner	
		4. They will be able to research and present a short project on how others learn or how to present themselves	
The World of Work and Study	5. Project based section	1. Students will be research, analyse and describe a potential career that they may be interested in.	Minimum 30 Hours
(Minimum 30 Hours)	1. Investigate a career you may be interested in	2. They will investigate the career, conditions attached and current market demands for this type of employment.	Minimum 4 Hours per Module
	2. Pay, hours, education requirements, pathways, opportunities for promotion, terms and conditions, market demands, typical activities	3. Students will study and understand areas of employment law and what it means to be employed	
	6. What does it mean to be employed?		
	7. What are the possibilities for study and planning?		
	8. Consolidation of employment law		



Realisation and Planning for a Job (Minimum 30 Hours)	4. Locating a job advertisement	1. Students will be able to locate, read, analyse and understand a relevant job application	Minimum 30 Hours
	5. Reading a job application		
	1. Learning the terminology	2. Students will be able to write a clear and concise CV	Minimum 4 Hours per Module
	6. Letter Writing, CVs	3. They will learn about the process of job offers and coping techniques if they do not get the job they wish	
	7. How to read and handle job offers or rejections		
Emotional Awareness and Intelligence (Minimum 30 Hours)	4. Scenario, Case study based learning through videos	1. Students will study and analyse a series of videos on conflict situations	Minimum 30 Hours
	1. Emotional impact of my actions		
	2. Emotions of others	2. They will analyse the behaviour, judge the actions involved	Minimum 4 Hours per Module
	3. Managing conflict situations	3. They will become more self-aware of how they deal with emotions by completing an analysis of how they react in certain situations involving difficult or uncomfortable feelings	
	5. Judgment of own actions		
	6. Being aware, how do I feel?		
	1. When I get a D in a test how does it make me feel?	4. Students will assess the impact of their emotions of others	
	7. Impact of own actions		
	1. Managing my emotions / feels		
Decision making and Goal Setting	5. What are my general aims?	1. They will be able to determine and discuss their general goals and aims	Minimum 30 Hours
	6. Parent / teacher expectations?		
	7. Market expectations / market requirements	2. They will assess the expectations of their parents and teachers	



(Minimum 30 Hours)	8. My personal expectations / goals for my work placement 9. Matching of my aims and goals with reality <i>→ Look at these areas from the perspective of Home, School, Free Time and future</i>	3. Through the research on the job market, they will be able to research market requirements 4. They will examine their personal expectations and their goals for work placement 5. They will set a plan to match their goals with reality	Minimum 4 Hours per Module
Work Experience	6. Career Talks 7. Off site visits	1. Students will attend career talks 2. They will undergo practical work experience to further understand the world of work	Minimum 30 Hours
(Minimum 30 Hours)	1. Practical work experience 2. Were my expectations met Did I like the area etc.?	3. They will evaluate their work experience, what they enjoyed or did not enjoy etc.	Minimum 4 Hours per Module
Evaluation and Assessment	Assessment and Reflection of own learning processes	1. Students will self-evaluate their progress on their career path, their understanding on the world of work and how effective their learning has been.	Minimum 30 Hours
(Minimum 30 Hours)			Minimum 4 Hours per Module

Learning Outcomes Matrix

Advanced Level (Ages 16 – 18)

Module Title	Key Competencies	Learning Outcome	Timeframe
	(to be looked at from the perspective of School, Home and Leisure)		
Personal profile (Minimum 30 Hours)	1. What are my values? 2. What are my strengths and weaknesses? 3. What are my traits?	4. Students will examine and list their own personal value system 5. They will determine their strengths and weaknesses 6. They will identify their personal and individual traits	Minimum 30 Hours Minimum 4 Hours per Module
Personal Presentation (Minimum 30 Hours)	7. What skills do I need? 8. How do I dress? What is appropriate? How do I present myself? 9. Giving constructive criticism 10. Negotiation Skills	1. Students will examine what skills they need for the world of work 2. They will self-evaluate their personal presentation skills 3. They will learn and be able to give constructive criticism and appropriate feedback 4. They will assess their level of negotiation skills and develop these skills further	Minimum 30 Hours Minimum 4 Hours per Module
The World of Work and Study	5. Entrepreneurship 6. Being Self-Employed	1. Students will discover the world of entrepreneurship and what it means to be self employed	Minimum 30 Hours



(Minimum 30 Hours)	7.	Types of employment	2.	They will learn about the different types of employment and how taxes/finances differ for these areas	Minimum 4 Hours per Module
	8.	Suitable courses			
	9.	Finances and taxes.			
	10.	Personal responsibilities as per the State and what are my rights and entitlements	3.	They will determine their individual rights and responsibilities in terms of employment and unemployment	
Realisation and Planning for a Job (Minimum 30 Hours)	4.	Application for employment or academia	1.	Students will research where they would like to progress to i.e. employment, university etc.	Minimum 30 Hours
	5.	Interview Skills			
	6.	Letter Writing, CVs	2.	They will learn how to make these applications and reach their goals	Minimum 4 Hours per Module
Emotional Awareness and Intelligence (Minimum 30 Hours)			3.	They will further develop their CVs and make changes where necessary	
	4.	Managing change	1.	Students will learn about change, how it impacts upon them and how to manage it	Minimum 30 Hours
	5.	Managing expectations			
	1.	How to cope with stress	2.	They will learn about stress in the world of work and how to manage it	Minimum 4 Hours per Module
Decision making and Goal Setting	1.	LLP opportunities?	1.	Students will learn how learning opportunities are present	Minimum 30 Hours
	2.	Parent / teacher expectations?			



(Minimum 30 Hours)	<ol style="list-style-type: none"> 1. Parents input, information evening 3. Market expectations, market requirements 4. Managing the transition 5. Matching of my aims and goals with reality 	throughout their lives and how to access these opportunities	Minimum 4 Hours per Module
Work Experience	<ol style="list-style-type: none"> 5. Career Talks 6. Off site visits 7. University open days and visits 	<ol style="list-style-type: none"> 2. Through the research on the job market, they will be able to research market requirements 3. They will examine their personal expectations and their goals for short and long term 4. They will set a plan to match their goals with reality 	Minimum 30 Hours
(Minimum 30 Hours)	7. University open days and visits	<ol style="list-style-type: none"> 1. Students will attend and assess career talks with employers 2. They will attend university open days and assess individual courses 3. Students will set short and long term goals for their progression 	Minimum 4 Hours per Module
Evaluation and Assessment	Assessment and Reflection of own learning processes	<ol style="list-style-type: none"> 1. Students will self-evaluate their learning to determine if they have achieved their goals and their level of personal satisfaction with their career planning process 	Minimum 30 Hours
(Minimum 30 Hours)			

2. They will also comment and discuss this in a group context in order to understand how others goals may differ from their own **Minimum 4 Hours per Module**

