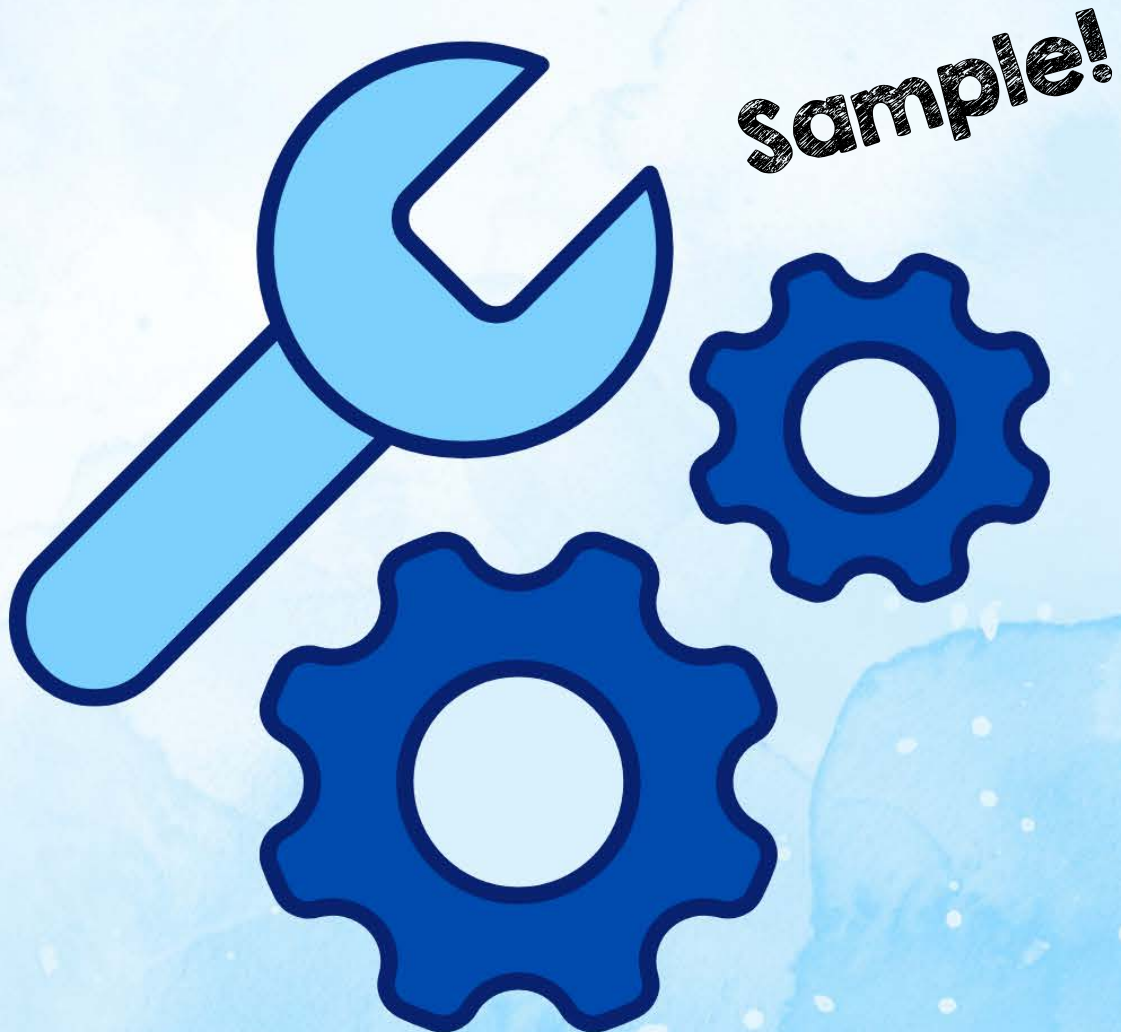




LEVEL 4

# Work Experience

STUDENT WORKSHEETS



[WWW.EDUCOOT.ORG](http://WWW.EDUCOOT.ORG)

## Table of Contents

Note to the Tutor/Teacher and Students	Page 4
Programme Overview	Page 5
<b>Section A: General Work-Related Information</b>	
Assessment Brief 1	Page 7
Factors affecting work opportunities	Page 9
Impact of the paid & unpaid workforce	Page 14
Rights/Responsibilities-Employers/Employees	Page 20
Future education/training/employment	Page 31
<b>Section B: Evidence of Planning and Preparation</b>	
Assessment Brief 2	Page 35
Personal audit / profile	Page 37
Job-seeking kit	Page 48
<b>Section C: Work Placement</b>	
Assessment Brief 3	Page 54
Guidelines for your journal	Page 55
Diary/record of activities	STUDENT JOURNAL
Reflection on work placement	STUDENT JOURNAL

### Appendices

1. Tips for work experience
2. Contacts
3. Work experience timesheet
4. Work Experience supervisor's report
5. Marking sheets
6. Feedback form (for tutors/teachers)
7. Interview rubric
8. Interview scoring sheet

DISCLAIMER: This schedule is subject to change. Please refer to the Assessment Schedule and consult with your tutor/teacher on a regular basis.



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## Assessment Brief 1

Component title:	Work Experience
Component code:	4N1168
Assessment technique:	Collection of work
Assessment title:	<a href="#">General Work-Related Information</a>
Assessment number:	1
Weighting:	15%

### Guidelines:

1. List the factors that influence work opportunities in the local area.

Include:

- ⊙ Globalisation factors
- ⊙ Skills bases
- ⊙ Economic shift factors
- ⊙ Population shift factors
- ⊙ New technology factors
- ⊙ Features of the public, private and voluntary sectors

2. Describe the impact of the paid and unpaid workforce participation, for example:

- ⊙ The advantages of the paid and unpaid workforce for the community and economy, including examples of both
- ⊙ The advantages for those participating in work, both paid and unpaid.

3. In a particular work context, identify the basic rights and responsibilities of:

- ⊙ Employees
- ⊙ Employers

4. After your work experience placement: Explore the following in light of work experience:

- ⊙ future education
- ⊙ future training and
- ⊙ future employment



### Assessment criteria:

- ⊙ You must include all the globalisation factors listed.
- ⊙ Your information must relate to opportunities in the local area.
- ⊙ You must write at least 400 words on globalisation.
- ⊙ You must refer to both the paid and unpaid workforce, including mention of the impact on a local area.
- ⊙ Reference must be made to a particular work context when describing employers' and employees' rights and responsibilities.
- ⊙ You must include reference to the Health, Safety and Welfare at Work Act and the Equality Act.

- ⦿ Include rights and responsibilities relating to pay-related matters, such as annual leave, maternity leave, etc.
- ⦿ Complete Number 4 only once you have completed your work placement.
- ⦿ Include reasons for choice of possible future education, training and employment.
- ⦿ Include mention of how your skills would be suited to the future education, training and employment.
- ⦿ Be specific with regards to education, training and employment, for example, when mentioning courses, include the name of the course, where you would study it, the entry requirements, length and cost of course, etc.
- ⦿ Information must be clear.
- ⦿ Grammar and spelling must be accurate.
- ⦿ Any referencing must be clear and accurate.

Date brief was issued:

Submission date:

I confirm that this is my original work.

Signed:

Date:



10. Describe the impact of the **paid** workforce participation. Include the mention of the impact on a local area. Use the hints on the left.

Hints	Write below
What is the paid workforce?	
Give examples of paid workforce	
What is the impact of paid workforce in Ireland?	
What is the impact of paid workforce in your local area?	
Other comments	
Referencing	

(2 marks)



sample



11. What are the benefits of the unpaid workforce? Complete the sentences.



people, effect, skills, unpaid, mentally, Working, build, delivers, involved, community, social, challenges, esteem

- a) The [ ] workforce makes a significant contribution to the global economy.
- b) Working, whether paid or unpaid, enhances the [ ] connections between different sectors, e.g. governments, enterprises and employees.
- c) Volunteering helps build a more cohesive, safer and stronger [ ] .
- d) Volunteering helps [ ] be more active in civic engagement and more concerned about citizenship.
- e) The unpaid workforce [ ] some part of public services.
- f) Generally, working has positive effects on individuals, increasing [ ] , enhancing their skills and expanding their career paths.
- g) People in the unpaid workforce will be generally healthier, both physically [ ] , than those who are not working at all.
- h) Working helps to [ ] confidence, e.g. by trying something new and building a real sense of achievement.



14. Identify the basic rights and responsibilities of employees and employers in a particular work context. Include: The Health, Safety and Welfare at Work Act, The Equality Act and pay-related matters.



Look at: Citizen's Information for Employers' obligations and employees' rights.  
<https://www.citizensinformation.ie/en/>



THE EQUALITY AUTH  
 AN TÚDARÁS COMHION



An tÚdarás Sláinte agus Sábháilteachta  
 Health and Safety Authority

a) Rights and Responsibilities of Employers

Hints	Write below
Choose a particular work context. Use this context to cover all the points below.	
Give brief overview of: The Health, Safety and Welfare at Work Act, in relation to employers	
Give brief overview of: The Equality Act, in relation to employers	
Explain some employer responsibilities	
Give brief overview of rights and responsibilities related to pay	
Any other comments	

(1 mark)

15. Look at the following table relating to minimum pay. The national minimum wage for experienced adult employees and the sub-minimum rates for young people and certain trainees are as follows:

**Current minimum rates of pay**

Since 1 January 2022, the national minimum wage is €10.50 per hour, see rates below.

**Rates on or after January 2022**

Age group	Minimum hourly rate of pay	% of minimum wage
Aged 20 and over	€10.50	100%
Aged 19	€9.45	90%
Aged 18	€8.40	80%
Aged under 18	€7.35	70%



Source:  
Citizen's Information  
<http://www.citizensinformation.ie>

a) What is the minimum wage for an experienced adult

b) What is the minimum wage for an employee aged 18?

c) For whom is the minimum wage the lowest?

d) Margaret earns €34,000 annually and is required to pay the Universal Social Charge as follows:

- 2% for the first €10,036
- 4% for the next €5,980
- 7% on the balance

How much USC does Margaret pay?



**(Practice)**



16. Read about the Equality Acts. Click into the link below. Complete the sentences.

WWW

Look at: Citizen's Information, Equality in Work:  
[http://www.citizensinformation.ie/en/employment/equality\\_in\\_work/](http://www.citizensinformation.ie/en/employment/equality_in_work/)

married, belief, heterosexual, Gender, ethnic, disabilities, 1998-2015, 16, Family

The Employment Equality Acts  outlaw discrimination in a wide range of employment and employment-related areas.

The legislation defines discrimination as treating one person in a less favourable way than another person based on any of the following 9 grounds:

I. : this means man, woman or transgender

II. Civil status: includes single, , separated, divorced, widowed people, civil partners and former civil partners

III.  status: this refers to the parent of a person under 18 years or the resident primary carer or parent of a person with a disability

IV. Sexual orientation: includes gay, lesbian, bisexual and



V. Religion: means religious  ,  
background, outlook or none

VI. Age: this does not apply to a person aged under



VII. Disability: includes people with physical, intellectual,  
learning, cognitive or en   
and a range of medical conditions

VIII. Race: includes race, skin colour, nationality or

IX. Membership of the Traveller  .

(Practice)

The 9 Grounds of  
Discrimination

<b>Gender</b>	<input type="text"/>
<b>Civil status</b>	<input type="text"/>
<b>Family status</b>	<input type="text"/>
<b>Sexual orientation</b>	<input type="text"/>
<b>Religion</b>	<input type="text"/>
<b>Age</b>	<input type="text"/>
<b>Disability</b>	<input type="text"/>
<b>Race</b>	<input type="text"/>
<b>Membership of the Traveller community</b>	<input type="text"/>

## Personal Audit / Profile

1. Think about your skills! Write down your skills under the given headings. Don't rush through it; take your time to think about it. The table below has examples.

Look online for a skills checklist.



Transferable skills gained through various activities				
Employment	Education	Voluntary work	Sport	Travel
<ul style="list-style-type: none"> <li>customer service</li> <li>interpersonal skills</li> <li>team work</li> <li>administrative tasks</li> <li>supervision</li> <li>time management</li> <li>punctuality</li> <li>work ethics</li> <li>attention to detail</li> <li>flexibility</li> <li>adaptability</li> </ul>	<ul style="list-style-type: none"> <li>research skills</li> <li>analytical skills</li> <li>problem solving</li> <li>starting &amp; completing projects</li> <li>time management</li> <li>goal setting</li> <li>planning</li> <li>working to deadlines</li> <li>working under pressure</li> <li>team work</li> <li>leadership</li> <li>presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>team work</li> <li>interpersonal skills</li> <li>customer service</li> <li>commitment</li> <li>perseverance</li> <li>caring for others</li> </ul>	<ul style="list-style-type: none"> <li>team work</li> <li>achieving the goals of the team</li> <li>cooperation</li> <li>perseverance</li> <li>commitment</li> <li>aiming for excellence</li> <li>leadership qualities</li> <li>communication</li> </ul>	<ul style="list-style-type: none"> <li>goal setting</li> <li>planning</li> <li>budgeting</li> <li>flexibility</li> <li>adaptability</li> <li>problem solving</li> <li>making decisions on your feet</li> <li>appreciation of other cultures</li> </ul>

Employment	Education	Voluntary Work	Sport	Travel



(Practice)

2. Compile a skills checklist listing the skills you possess that would be useful when given work placement. Give each skill a rating. Do your rough work below and complete the statement in your Work Experience Journal.

Key to rating: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

RELEVANT SKILLS + RATING
<b>Personal strengths</b>
<b>Interpersonal skills</b>
<b>Work related skills</b>

(Practice)



13. Based on your personal strengths, interests and skills, summarise potential learning opportunities that would be of benefit. Include the name of the course, area of study, where you could do this course and what strengths, interests and skills you have that would match the course. Do your rough work below and complete the worksheets in your Work Experience Journal.

Name of course	Area of study	Where	Strengths you have	Interests you have	Skills you have

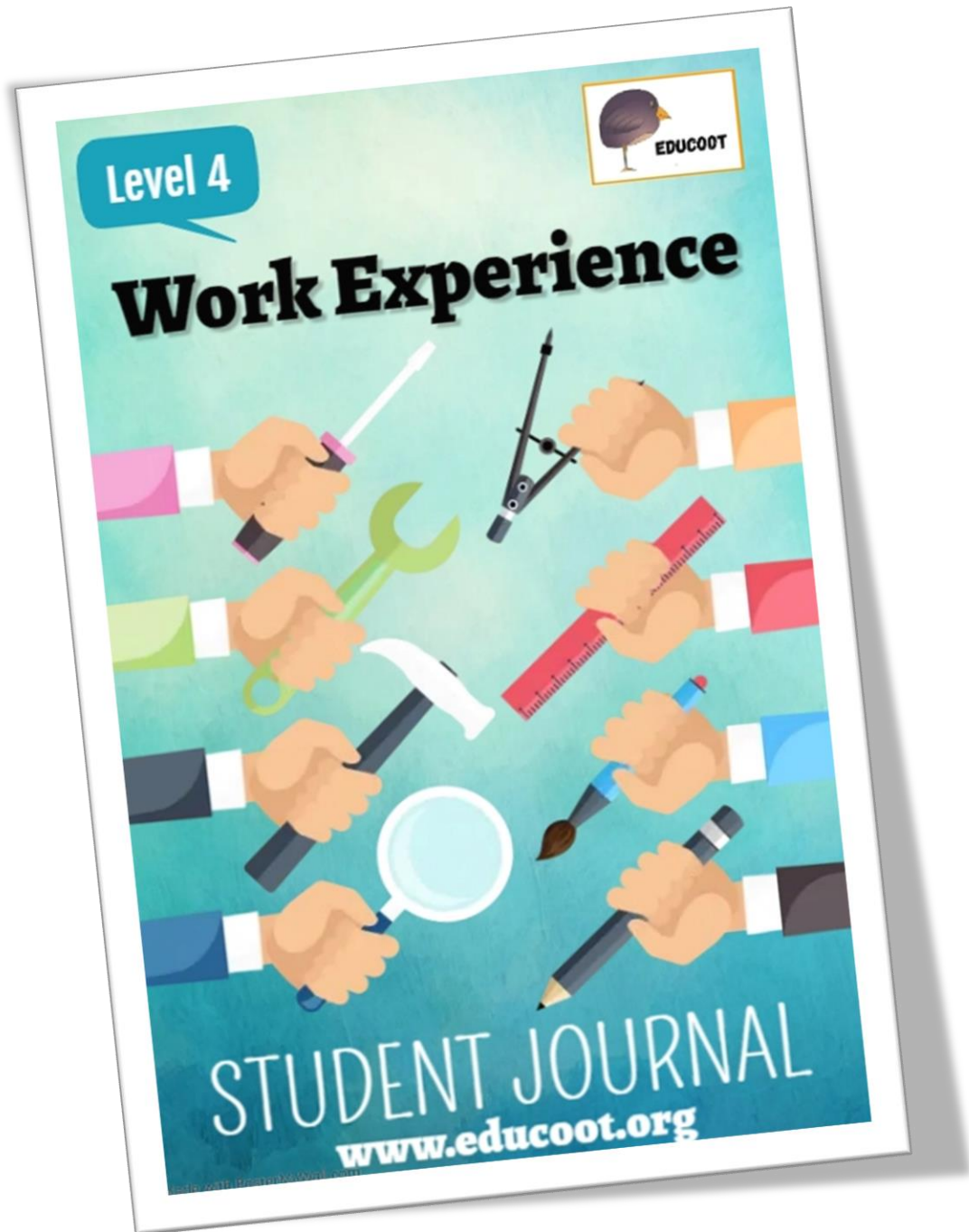
(Practice)

sample





+ Separate Student Journal



## Mapping of Learning Outcomes

Students will be able to:

1 List factors which influence work opportunities locally, to include globalisation, skills bases, economic and population shifts, new technology, features of the public, private and voluntary sector

**STUDENT WORKSHEETS: Pages 9 to 13 (factors that influence work opportunities)**

**SEPARATE: Typed-up information on globalisation**

2 Describe the impact of paid and unpaid workforce participation

**STUDENT WORKSHEETS: Pages 14 to (impact of paid/unpaid workforce)**

3 Identify the basic rights and responsibilities of employees and employers in a particular work context, to include health, safety and welfare at work, equality and pay-related matters

**STUDENT WORKSHEETS: Pages 20 to 30 (rights and responsibilities of employers and employees)**

**STUDENT JOURNAL: Pages 44 to 49 (health and safety induction), Page 50 (employer and employee responsibilities)**

4 Identify personal strengths, interpersonal and work-related skills, drawing on other life experiences such as voluntary or part-time work, courses, hobbies, sporting activities

**STUDENT WORKSHEETS: Pages 37 to 40 (skills, personal audit / profile), Page 42 (life experiences), Pages 43 to 44 (profiles, interests, skills)**

**STUDENT JOURNAL: Pages 13 to 18 (your skills), Pages 26 to 28 (experiences), Page 29 (CV, letter of application), Pages 29 to 33 (interviews), Page 63 (skills development), Pages 64 to 70 (reflection)**

**SEPARATE: Typed-up CV, letter of application, interview recordings, typed-up reflection**

5 Summarise potential employment and learning opportunities that match personal strengths, interests and skills

**STUDENT WORKSHEETS: Pages 45 to 47 (profile of work placements, learning opportunities)**

**STUDENT JOURNAL: Pages 7 to 12 (profile of work placements, suitable workplaces), Pages 24 to 25 (learning opportunities)**

6 Compile relevant material for work experience, to include a CV, letter of application, skills checklist, statement of learning goals, and associated action points, practice interview

**STUDENT WORKSHEETS: Pages 37 to 40 (skills, personal audit / profile), Page 41 (learning goals), Pages 43 to 44 (profiles, interests, skills), Pages 48 to 49 (CV), Page 50 (letter of application), Pages 51 to 52 (interviews), Appendix 7: Interview Rubric, Appendix 8: Interview Scoring Sheet,**

**STUDENT JOURNAL: Pages 13 to 18 (your skills), Pages 19 to 23 (learning goals), Page 29 (CV, letter of application), Pages 29 to 33 (interviews), Pages 37 to 39 (work experience details), Pages 40 to 42 (getting to know your workplace), Page 43 (expectations), Page 63 (skills development)**

**SEPARATE: Typed-up CV, letter of application, interview recordings**

7 Participate effectively in work experience, to include punctuality, working under direction, personal presentation, adherence to health, safety and other relevant regulations

**STUDENT WORKSHEETS: Pages 55 and 56 (work placement), Appendix 3: Timesheet, Appendix 4: Supervisor's Report, Appendix 6: Feedback**

**STUDENT JOURNAL: Pages 5 and 6 (work experience contract), Page 34 (presentation), Pages 44 to 49 (health and safety induction), Pages 52 to 62 (journal of work experience)**

8 Reflect on the period of work experience and the progress made on the learning goals and action points that were set

**STUDENT JOURNAL: Pages 52 to 62 (journal of work experience), Page 63 (skills development), Pages 64 to 70 (reflection)**

**SEPARATE: Typed-up reflection**

9 Demonstrate effective communication skills in the workplace, to include taking and clarifying instructions and interaction with others as appropriate

**STUDENT WORKSHEETS: Pages 51 to 52 (interviews), Appendix 4: Supervisor's/Employer's Report, Appendix 6: Feedback, Appendix 7: Interview Rubric, Appendix 8: Interview Scoring Sheet**

STUDENT JOURNAL: Pages 13 to 18 (your skills, including communication skills), Page 29 (CV, letter of application), Pages 29 to 33 (interviews), Pages 52 to 62 (journal of work experience), Page 63 (skills development), Pages 64 to 70 (reflection)

SEPARATE: Typed-up CV, letter of application, interview recordings, typed-up reflection

10 Explore options for future education, training and employment in light of work experience.

STUDENT WORKSHEETS: Pages 31 to 33 (future education, training and employment opportunities)

SEPARATE: Typed-up information on future opportunities