

Individual CAREer Development - ICARD

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Intellectual Output O2

The European Career Development Programme (ECDP)

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2.7	Gigliola Paviotti	A	24/09/15	Additions after the partner meeting and further discussion

(*) A=Author; C=Contributor; REV= reviewer; EXT = external reviewer

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INTRODUCTION

This document aims at providing the design of the European Career Development Programme. O2 output is organised in 5 main sections, as follows:

1. Design background, where the aims of the work and resources and reference for the overall design of the programme are described;
2. Learning architecture, where the overall programme is explained;
3. Modules detailed description, where the description of each module that will be developed is given, according to principles listed within the learning architecture;
4. Licence, where the licence for the ECDP is stated;
5. Recommendations, where final recommendations for the ECDP development are listed.

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1. DESIGN BACKGROUND

1.1. Design within the ICARD project

This report presents the design of the European Career Development Programme, according to the description given in the application form:

With reference to the work carried out in O1, therefore starting from existent materials and experiences and having in mind constraints (e.g. contextual, organisational, institutional issues), the structure of the learning programme will be designed.

The following principles will be applied:

- the programme should cover the three phases of the study cycle at the university, namely entry-ongoing-exit, and accorded to the career development skills related these;
- the programme should be composed by modules, that should be independent from each other, but being linked in order to offer a complete learning pathway;
- active learning and situational learning techniques should be preferred;
- the pathway should be mainly ICT based: however, the learning materials should be also be available offline for individual study;
- the learning materials can have different formats, such as texts, video, audio, but anyway should be accessible from a computer and from wearable devices (such as tablets and/or smartphones);
- self-evaluation should be made available at the end of each module.

O2 is therefore the learning architecture of the programme, and will be completed with:

- definition of the content of the modules;
- explicit relation between modules;
- definition of learning outcomes for each module;
- indications to design and develop learning materials;
- indications for evaluation and assessment.

The Design document links with the previous activities and results, and with the following phase of development. This version represents the first design, that is to be reviewed in case of need according to the piloting outcomes (planned Jan-June 2016).

1.2. Background and sources

The design of the ECDP builds upon several sources, coming from internal experiences (within the consortium), experiences from institutions and organisations outside the consortium, and consultation with stakeholders. In the following paragraphs, a short description of these sources is given.

1.2.1 Consortium experiences

The first relevant experience was already identified during the project design phase: the Queensland University of Technology (Australia) has developed and has introduced a Career Development Programme since 2008, as an innovative way to integrate career development into the curriculum. The programs are 6, namely:

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- University Preparation and Career Preparation relate to Transitions In (educational guidance);
- Work placement preparation and Career management relate to Work Integrated Learning (stage);
- Graduate Careers and Workplace Resilience relate to the transition out project (career guidance).

Each programme is composed by 5 compulsory modules + 1 optional module. The total of developed modules is 36. Modules can be used by any faculty at the University. Content is generic in nature though in some cases specific discipline content has been developed. Students enrol for the modules by discipline and adaptive release allows them to access specific content of relevance to them. The programmes are accessible from Blackboard. Here below a matrix of the programme is provided:

University Preparation (for first year students)	Career Preparation (for first year students)	Work Placement Preparation (for students about to enter a work site)	Career Management (for students looking for/at a wide range of career options)	Graduate Careers (for students applying for graduate jobs)	Workplace Resilience (for final year students)
5 core modules	5 core modules	5 core modules	5 core modules	5 core modules	5 core modules
Self Understanding 1	Defining my opportunities	Seeking Work Placement Opportunities	Self Understanding 2	Resume and Letters	Self Understanding 3
Course Exploration and Decision Making	Defining Myself or Self-Understanding 1	Applications for Work Placements	Defining my Opportunities	Selection Criteria	Managing Pressures
Assessing Readiness for Study	Teamwork	Interviews for Work Placements	Information Interviewing	Interviews	Effective Workplace Communication
Thriving at University	Effective Workplace Communication	Thriving in the Workplace	Career Decision Making	Seeking Graduate Opportunities	Thriving in a Workplace
Introducing the Student ePortfolio	Using the Student ePortfolio	Using the Student ePortfolio	Seeking Graduate Opportunities	Maximising the Student ePortfolio	Maximising the Student ePortfolio
1 elective out of:	1 elective out of:	1 elective out of:	1 elective out of:	1 elective out of:	1 elective out of:
<ul style="list-style-type: none"> • Managing your Finances • Information Interviewing • Teamwork 	<ul style="list-style-type: none"> • Course Exploration and Decision Making • Information Interviewing 	<ul style="list-style-type: none"> • Effective Workplace Communication • Information Interviewing • Branding Myself 	<ul style="list-style-type: none"> • Maximising the Student ePortfolio • Branding Myself 	<ul style="list-style-type: none"> • Life Balance • Branding Myself 	<ul style="list-style-type: none"> • Life Balance • Managing Your Finances • Careers Decision Making

Figure 1. The Career Development Programme, Queensland University of Technology

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At the University of Salamanca, since a few years a learning pathway for the development of career management skills is under development.

In its last version, the programme is composed by the following modules, all mandatory:

Module	ECTS	Learning units	ECTS
Personal organisation and management	3	A1. Self-confidence and self-control	1
		A2. Responsibility and Flexibility	1
		A3. Learning and adaptability	1
Team management	3	B1. Teamwork and cooperation	1
		B2. Organisation and planning	1
		B3. Leadership and staff coordination/management	1
Impact and influence management	3	C1. Communication skills	1
		C2. Negotiation and problems resolution	1
		C3. Networking and customer orientation	1
Managing achievements	3	D1. Sense of initiative and entrepreneurship	1
		D2. Commitment within the company	1
		D3. Achievement orientation and excellence	1
Management of new environments	3	E1. Innovation and creativity	1
		E2. Strategic direction	1
		E3. Multiculturalism	1
Final project	1		

Table 1. The Career Management Programme at the University of Salamanca

The Career Management Programme of the University of Salamanca aims to improve the employability of students by training them in the skills that today's job market demanded at a recent graduate in the professional performance of skilled jobs. This title does not focus on specific career paths, it gives the student tools - skills that promote their employability and successful job performance.

The method is blended learning and it runs on Moodle.

It is addressed to students in the last three years of their undergraduate studies or recent graduates who want to combine their studies with professional skills to facilitate their employability.

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1.2.2 The ICARD report on practices analysis

Alongside with previous experiences within the consortium, further experiences coming from other institutions, both in terms of addressed topics and methods to stimulate career management skills acquisition, have been taken into account. After collection of practices from 22 countries in Europe and beyond, and their analysis, the following recommendations have been formulated:

- European references like the scenarios described in the European Resource Kit for Life-long Guidance Policy Development published by the ELGPN, and here provided as Annex 2, should be taken into account;
- The learning programme should be flexible and adaptable to different national frameworks and organisational settings; as example, elective modules should be developed along with compulsory modules;
- The learning programme should be designed considering the European Credit Transfer and Accumulation System (ECTS), in order both to facilitate adoption of the ECDP in universities outside the consortium, and to ensure recognition in case of mobility;
- The learning programme, as already planned at the proposal stage, should encompass the university experience of the student, therefore including transition in, during the university years, and transition out (either for BA and MA students);
- Modules should be contextualised at national level, particularly those referring to job market, job search, placement etc. For countries not included in the consortium, or in the piloting phase, guidelines on how to develop effective learning materials should be provided. Nevertheless, the European dimension should be integrated also in these models, to equip learners with skills allowing mobility of future workers;
- The programme should allow blended learning, therefore should include the opportunity to contact an advisor, or tutor: however, it should allow also individual learning, being therefore completed with self-assessment exercises. This will enlarge the audience of interested institutions, and will also allow the learner to decide the best option for her/his own learning experience;
- Learning materials should be based on multimedia as possible, and be connected to real life examples; however, scaffolding should be internal to the programme as possible, then avoiding external links to other sources or channels that are not under the control of the programme provider;
- As already planned by the ICARD project, an external feedback on the first design draft, with advisors, counsellors, and students, ideally also from universities outside the consortium, should be collected, analysed and integrated before the development phase. Development should be also be planned by taking into account frequent feedbacks from final beneficiaries, both advisors and students;
- It is suggested to review the learning programme and related materials on annual basis, to keep it updated within a fast, dynamic and evolving field.

The design took into account also these advices.

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1.2.3 Focus groups

Valuable insights to design a sustainable and comprehensive learning programme came also from the field, namely from the focus groups carried out in four countries to discuss a draft of the programme design with stakeholders and people involved (students, advisors, career counsellors, etc.).

1.2.3.a Focus group in Italy

Focus group in Italy took place at the University of Padova premises on June 18th, 2015. During the intense two-hours discussion, the thirteen participants (among which 10 advisors and guidance officers, both from educational and career guidance, from two universities, University of Padova and University of Bologna, 2 career counsellors and 1 representative of students) pointed out the following needs and advices:

- Soft-skills modules as mandatory;
- An additional module on course 2 to support choice toward the BA achievement and access to the world of work, or continuation toward the MA should/must be provided;
- Business culture, as organisational structures and functioning of the enterprises, mandatory (as module or as topic within a module);
- Occupational standards, references to repositories of professional profiles should be included, as topic within a module, or as modules;
- Educational guidance (access) is not included, as addressing upper secondary education students; however, pre-modules to the programme would be useful;
- A clear presentation of the overall programme and position of each module within the framework should be clear and provided at each step;
- The pathway should be organised as consequent, to avoid the student to get lost among modules – e.g. self-understanding should be mandatory before any other module within the courses.

A possible programme for the ECDP, according to the Italian focus group, can be the following

Course 1 – accessing the university

Mandatory modules	Elective modules
Self-understanding 1	--
Thriving at university	--
Courses decision making	--
Organisation and planning	--
Managing your finances	--

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Course 2 – during the study years

Mandatory modules	Elective modules (1 out of the following)
Seeking internships/work placements	Problem solving and negotiation techniques
Interviews and recruitment testing	Life balance
Self-understanding 2	Organisation and Planning (if course 1 has not been completed)
Teamwork	
CV and presentation/motivation letters	
Career decision making	
Managing pressure	

Course 3 – entering the world of work

Mandatory modules	Elective modules (1 out of the following)
Seeking job opportunities	Defining my opportunities
Entrepreneurship (sense of initiative)	Problem solving and negotiation techniques (if not already chosen within course 2)
Thriving in the workplace	Life balance (if not already chosen within course 2)
Self-understanding 3	Teamwork (if course 2 has not been completed)
Branding yourself	Career decision making (if course 2 has not been completed)
Effective workplace communication	Managing pressure (if course 2 has not been completed)

The Italian group also suggested:

- To provide a single course addressed to those who didn't complete any course and found themselves at the exit moment: this should include at least the following modules:

Mandatory modules	Elective modules (2 out of the following)
Self-understanding 3	Effective workplace communication
Seeking job opportunities	Defining my opportunities
CV and presentation/motivation letters	Life balance
Interviews and recruitment testing	Career decision making
Entrepreneurship (sense of initiative)	
Thriving in the workplace (including business culture topic, and work ethics)	
Branding yourself	

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- To provide a separate course focused on soft skills, with the following compulsory modules:
 - i. Teamwork
 - ii. Managing pressure
 - iii. Problem solving and negotiation techniques
 - iv. Entrepreneurship (sense of initiative)
 - v. Decision making
 - vi. Communication (module not planned so far)

1.2.3.b Focus group in the Netherlands

Focus group in the Netherlands took place at the University of Maastricht premises, on July 14th, 2015. The 14 participants, representing students career services advisors, study advisors, internship advisors and the head of employability taskforce of the university, raised several questions and pointed out the following needs and suggestions:

- Educational goals behind the programme should be better specified to make clear to learners which is its added value;
- The programme need to link with further resources, in particular practical tips, databases, and all that can make 'real' (not theoretical) the learning experience;
- Integration with in-situ services should be pursued: this will allow also to overcome a potential limit of the programme, which is the one-size-fits-for-all risk (learners are different), and to support students to make sense of self-reflection outcomes after the individual exercises;
- Some modules (e.g. teamwork) should be combined with workshops;
- The programme should be certified or give credits, but ECTS should be carefully used to avoid students to participate the programme only to obtain them, without any other motivation;
- Learning materials should be tested by a small pilot group of students and teachers before the release of the modules to the project piloting phase;
- Monitoring data are needed to improve the programme, and to understand what works: measure of effectiveness should be designed and implemented alongside with the programme development;
- Topics unclear/missing: health is not taken into consideration (course 1); life balance does not fit perfectly into the course.

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1.2.3.c Focus group in Romania

1.2.3.d Focus group in Spain

The focus group in Spain took place at the University of Salamanca on July 2nd, 2015, and included within participants guidance advisors (career advisors, work placement and internship advisors), professors and students.

Comments and suggestions from the focus group include:

- The programme should be integrated with face-to-face services (either individual sessions, or workshops);
- The programme should provide a certificate, to serve as incentive – the use of ECTS is not possible at the University of Salamanca;
- To provide some modules, or the first course for prospective students (not yet enrolled at the university) can be really helpful;
- “Interview simulation” should be included as compulsory module.

As regard to topics and modules, the outcomes of the Spanish focus group can be summarised in the following course proposal:

Course 1- accessing the university:

Mandatory modules	Elective modules
Self-understanding 1	--
Thriving at university	--
Courses decision making	--
Organization and planning (Including Managing your finances)	--
Teamwork	--

Course 2 – during the study years

Mandatory modules	Elective modules (1)
Seeking internships/work placements	Career decision making
Problem solving and negotiation techniques	Life balance
Self-understanding 2	Organisation and Planning (if course 1 has not been completed)
Managing pressure	
Effective workplace communication	

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Course 3 – entering the world of work

Mandatory modules	Elective modules (2)
Seeking job opportunities	Defining my opportunities
Entrepreneurship (sense of initiative)	Problem solving and negotiation techniques (if not already chosen within course 2)
Thriving in the workplace	Life balance (if not already chosen within course 2)
Self-understanding 3	Teamwork (if course 2 has not been completed)
Branding yourself	Career decision making (if course 2 has not been completed)
Interviews and recruitment testing	Managing pressure (if course 2 has not been completed)
CV and presentation/motivation letters	Interviews simulation

Course “entering the world of work” (if the students haven’t completed course 1 and course 2)

Mandatory modules	Elective modules (2)
Seeking job opportunities	Defining my opportunities
Entrepreneurship (sense of initiative)	Problem solving and negotiation techniques
Self-understanding 3	Life balance
Branding yourself: Thriving in the workplace	Decision making
Effective workplace communication	Managing pressure
Interviews and recruitment testing	Interviews simulation
CV and presentation/motivation letters	
Teamwork	

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2. LEARNING ARCHITECTURE

2.1. Learning outcomes

Learning outcomes have been defined as a statement of what a learner is expected to know, understand, or be able to do at the end of a learning process (EC-CEDEFOP 2011, EUA 2006).

We here apply recommendations for the writing learning outcomes from the guide “Writing and Using Learning Outcomes: a Practical Guide” (EUA 2006), which recommends:

- Begin each learning outcome with an action verb, followed by the object of the verb followed by a phrase that gives the context.
- Use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than learning outcomes.
- Avoid complicated sentences. If necessary use more one than one sentence to ensure clarity.
- Ensure that the learning outcomes of the module relate to the overall outcomes of the programme.
- The learning outcomes must be observable and measurable.
- Ensure that the learning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over-ambitious when writing learning outcomes. Ask yourself if it is realistic to achieve the learning outcomes within the time and resources available.
- As you work on writing the learning outcomes, bear the mind how these outcomes will be assessed, i.e. how will you know if the student has achieved these learning outcomes? If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed.
- Before finalising the learning outcomes, ask your colleagues and possibly former students if the learning outcomes make sense to them.
- When writing learning outcomes, for students at levels beyond first year, try to avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom’s taxonomy (e.g. Knowledge and Comprehension in the cognitive domain). Try to challenge the students to use what they have learned by including some learning outcomes drawn from the higher categories (e.g. Application, Analysis, Synthesis and Evaluation).

2.2. Architecture of the learning programme

2.1 Programme Overview

After having analysed sources, and having taken in due account in particular the outcomes of the focus groups, the consortium concluded that the European Career Development programme

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should have the following characteristic to be truly integrated into higher education institutions in different European Countries:

- Be flexible and adaptable to local and regional needs;
- Be based on modular structure that allows to re-arrange the three sub-programmes, according to the institution's needs, particularly as regards ECTS;
- Be composed three programmes, broadly corresponding to the three core periods of the academic progress, namely transition in, ongoing (during the university years) and transition out;
- Be delivered alongside a tutorial, explaining how to use modules, how to combine them, and how to modify each module in order to tailor the content to local/institutional needs and integrate (if this will be the choice of the institution) the online content with the services running at the university.

The ECDP programme will be delivered with the following structure (descriptions of possible adaptation will be available within the mentioned tutorial):

Accessing the university Transition in	During the study years In-course/ongoing	Entering the world of work Transition out
Self-understanding 1	Self-understanding 2	Self-understanding 3
Thriving at the university	CV and motivation letters	Seeking job opportunities
Courses decision making	Interviews and recruitment testing	Thriving in the workplace
Organisation and planning	Seeking work placement opportunities	Branding yourself
Managing your finances	Teamwork	Entrepreneurship (sense of initiative)
	Career decision making	Problem solving and negotiation techniques
	Effective workplace communication	Managing pressure
		Business culture and work ethics

2.3. Modules and units

After having considered previous experiences, and having discussed about the way to present each module to the students, the following items have been agreed during the second coordination meeting in Maastricht:

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Overview (Summary)	Overall description of the module and its position within the programme
Learning outcomes	Description of learning objectives of the module
Learning units	Organised as sequential series of learning units, that will be developed in in activities and by using different media (from text, to video, to quizzes); each learning unit will have an Activity Book, either online or downloadable.
Self-assessment	At the end of each module an online questionnaire will assess the student preparation; if results will not be satisfactory, the student will be asked to re-make the module. The final result will be downloadable for printing and recording.

Considering the Moodle features, the structure of the module is likely to appear to users as follows:

Overview

Text

Learning outcomes

Text

- Learning outcome 1
- Learning outcome 2

Learning units

- Learning unit 1

Text

- o Learning material 1.1
- o Learning material 1.2

- Learning unit 2

Text

- o Learning material 2.1
- o Learning material 2.2

Self-assessment

Text

- Questionnaire
 - o Results (passed/not passed) and printable version of results

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2.4. Evaluation and assessment

Competence acquisition cannot be assessed online, and would require process-based evaluation: as the ECDP should allow the possibility to be fully carried out online, the final step of each module will be a self-assessment questionnaire, composed by ten questions, aimed at assessing if the student have carried out in full the module, and if the content has been understood.

The assessment test will provide the student with a positive or negative feedback (passed: 6-10/10 correct answers; not passed 0-5/10 correct answers).

The questionnaire results should be printable only if the test results as “passed”. In case of 0-5 correct answers, the student shall be invited to study again the module before trying again to fill in the assessment test.

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3. MODULES DETAILED DESCRIPTION

In the following paragraphs, the modules will be described in detail as follows:

- Title;
- Recipients: defines the addressed users;
- Relations: how the module is related to other modules within the programme; compulsory/elective; preconditions to access the module;
- Description: short description of the content;
- Learning outcomes;
- Assessment: elements to be considering while drafting the assessment process;
- Length of the module;
- Learning units: how the content should be organised;
- Learning materials: suggestions on how learning materials should be developed;
- Cultural adaptation: level of adaptation needed (from low to high); elements that should be considered for cultural adaptation.

3.1. Self-understanding 1

Title of the module	Self-understanding 1
Recipients	First year students (transition in)
Relations	--
Description	This module aims to develop a basic profile of career skills and interests, values, career beliefs, personal styles, goals, and career influences
Learning outcomes	Reflecting on personal interests Identifying skills related to interests Defining values related with career plans How to begin setting personal goals Being aware of external influences on career decisions
Assessment	Questionnaire, Reflective diary
Length	1,5 hours including online learning and individual learning
Learning units	Discover your personal interests Explore your capacities and skills Define your values Think about your qualities

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	Establish your goals
Learning materials	Activity book
Cultural adaptation	Low

3.2. Thriving at university

Title of the module	Thriving at university
Recipients	First year students (transition in)
Relations	--
Description	This module will help the student to understand and manage the impact of his/her decision to study for an easy transition to University study
Learning outcomes	<ul style="list-style-type: none"> Reasons for choosing to study Issues university students face The stages of transitioning from one major situation to another The various adjustments that students have to make Identifying strategies student can use to increase the motivation persistence Tips that can help the student thrive at university Identifying your sources of assistance Applying different techniques for effective learning Choosing information about curricular and extra-curricular activities related with the specialisations from university
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	<ul style="list-style-type: none"> Choosing to study Transition Issues Strategy Student experiences Student support Curricular and extra-curricular activities
Learning materials	Activity book
Cultural adaptation	Medium: student support should be adapted to institutions' provisions and services

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3.3. Courses decision making

Title of the module	Courses decision making
Recipients	First year students (transition in)
Relations	Compulsory OR elective for course 1 (see cultural adaptation)
Description	This Module assists the student to explore possible course options and learn how to narrow them down and make career/course decisions. The student will be shown how and where to search for course /career information, and strategies he/she can apply to selecting courses at University and beyond.
Learning outcomes	Strategies for gathering detailed information on courses, jobs, employers and industry sectors in order to make an informed decision on which course of study to pursue How to develop student's study and occupational interests into an action plan for his/her future
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	At which stage of the choice process are you? Decision-making pitfalls - do you recognize any of them? A closer look at your current programme What is important to you? From decision making to action plan
Learning materials	Activity book
Cultural adaptation	High: to take into account national curricula and the actual possibility to choose different courses.

3.4. Organisation and planning

Title of the module	Organisation and Planning
Recipients	First year students (transition in) Useful for in-course students
Relations	--
Description	This module the student to acquire knowledge and skills in order to plan and organise time and study; it will help the student to manage her/his finances with tips for planning her/his personal budget.
Learning outcomes	Organising time Planning personal and study interests

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	Being aware and planning learning strategies Identifying formal and informal contexts for experiential learning Managing stressful situation or managing blocking factors which appear in the learning process
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Set Realistic Goals Identify your Spending Excesses Advice
Learning materials	Activity book
Cultural adaptation	Low

3.5. Managing your finances

Title of the module	Managing your finances
Recipients	Transition in students
Relations	--
Description	This module will help the student to manage his/her finances with tips for planning his/her personal budget.
Learning outcomes	Setting Goals and Planning your finances Budgeting for now and the future Purchasing wisely Analysing investment opportunities (conferences, training, books etc.)
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Set realistic goals Identify your spending excesses Advice
Learning materials	Activity book
Cultural adaptation	Very high

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3.6. Self-understanding 2

Title of the module	Self-understanding 2
Recipients	In-course students (no transition in/out)
Relations	Precondition: to have completed Self-understanding 1
Description	This module aims to develop a basic personal profile of career interests, career beliefs and career values.
Learning outcomes	Understanding vocational interests Skill categories Identifying skills strengths and weaknesses Studying the relation between the personal psychological profile and the professional profile
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Values Vocational interests Skills assessment Assess yourself Know your professional profile
Learning materials	Activity book
Cultural adaptation	Low

3.7. Interviews and recruiting tests

Title of the module	Interviews
Recipients	In-course students Last year students (transition out)
Relations	Preconditions: to have completed "CV and presentation letters"
Description	This module will assist the student for preparing and rehearsing graduate interview skills and strategies to use when seeking a graduate job.
Learning outcomes	Interview preparation How to respond to a range of interview questions Assessment centres and psychometric testing Using results of psychometric testing in realising a persona occupa-

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	tional profile
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Preparation The interview Assessment centres Post-interview Personal occupational profile
Learning materials	Activity book
Cultural adaptation	High

3.8. Seeking work placements

Title of the module	Seeking work placements
Recipients	In-course students Last year students (transition out, both BA and MA)
Relations	--
Description	In this module, the student will identify both known and unknown sources of possible work placement sites. The student will be introduced to a variety of sources of information and sites, which will contain work placement opportunities. The student will also explore current and future industry contacts.
Learning outcomes	The purpose of a work placement Successful search strategies How to use networks to explore opportunities Analysing professional monographs Identifying effective professional network
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	What are professional monographies What is a work placement? What is the purpose of a work placement? So how do I get a work placement? Networking

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	What if I don't get a placement immediately?
Learning materials	Activity book
Cultural adaptation	High

3.9. Teamwork

Title of the module	Teamwork
Recipients	All students
Relations	--
Description	This module will assist the student to understand how teams work and your role within teams.
Learning outcomes	The characteristics and roles of a successful team The stages and thinking styles of team members Understanding and resolving conflict Knowing group dynamic to improve teamwork
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Successful teams Team roles Team lifecycles Team thinking styles Understanding conflict Resolving conflict Improving group dynamics
Learning materials	Activity book
Cultural adaptation	Low

3.10. CV and presentation/motivation letters

Title of the module	CV and presentation/motivation letters
Recipients	In-course students Last year students (transition out)
Relations	--
Description	This module will assist the students to prepare competitive cover letters and CVs that market skills and experiences.

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Learning outcomes	<p>Creating an outstanding Cover Letter and Resume Application to help the student gain Graduate Employment</p> <p>Student's Personal Transferable Skills and how to relate them to the industry to which s/he is applying</p> <p>Adapting the CV and motivation letter for different competitive application from the same area of professionalization</p>
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	<p>Cover Letters</p> <p>Resumes</p> <p>Transferable Skills</p> <p>Additional information for international students</p>
Learning materials	Activity book
Cultural adaptation	High

3.11. Career decision making

Title of the module	Career decision making
Recipients	All students
Relations	--
Description	This module will introduce the student to the models of career decision making and strategies to make the best decisions. Career development is about progression in learning and work where progression can be vertical or lateral, learning can be formal and informal, and work can be both paid, unpaid or voluntary
Learning outcomes	<p>Developing personality characteristics of decision making</p> <p>Identifying potential career paths</p> <p>Making a decision on the best option</p> <p>Developing a career plan</p> <p>Identifying contextual factors which can influence decision making</p> <p>Identifying various decision making styles</p> <p>Knowing decision making techniques adapted for each stage</p> <p>Developing an action plan</p>
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning

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Learning units	Understanding Seek information Decide Enact
Learning materials	Activity book
Cultural adaptation	Medium

3.12. Effective workplace communication

Title of the module	Effective workplace communication
Recipients	In-course students Last year students (transition out)
Relations	--
Description	This module will assist you to learn, understand and recognise different communication strategies
Learning outcomes	Able to understand the principle of effective workplace communication Able to identify and develop appropriate conflict resolution and negotiation skills Able to communicate effectively in various written workplace documents such as business letters, emails and phone messages. Knowing which verbal and non-verbal communication skills can be used in different professional situations Using assertive and persuasive communication in the resolution of conflict situations from the workplace
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	General Communication Verbal Communication Written Communication Conflict Resolution Assertive and persuasive communication
Learning materials	Activity book
Cultural adaptation	From medium to high

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3.13. Self-understanding 3

Title of the module	Self-understanding 3
Recipients	Students at the last year of the university (transition out)
Relations	Precondition: to have completed Self-understanding 1 and Self-understanding 2
Description	This module aims to assist the student with the transition from university to working in career choice, by helping him/her gain an understanding on his/her value system, career influences, interaction styles, personal attributes and life goals. The student will complete reflective activities that aim to assist him/her to build on his/her career related profile and to achieve working in a career pathway that is aligned with his/her profile.
Learning outcomes	<ul style="list-style-type: none"> What are transitions and how to manage your transition out of university Clarifying students' value system Personal attributes wanted in the workforce Management of personal resources Being aware of how student interacts with others The importance of support networks
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	<ul style="list-style-type: none"> Transitioning Into Career Understanding Values Awareness of Interaction Style Building support networks
Learning materials	Activity book
Cultural adaptation	Low

3.14. Seeking job opportunities

Title of the module	Seeking job opportunities
Recipients	Last year students (transition out)
Relations	Preconditions: having completed CV and presentation letter
Description	This module will assist the student to identify sources of potential rewarding graduate positions relevant to your career needs
Learning outcomes	How to identify graduate employment vacancies in a variety of print

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	<p>and online sources</p> <p>Becoming aware of the level of competition in different fields</p> <p>How to use proactive job search strategies to source opportunities in the "hidden job market"</p> <p>Identifying strengths and weaknesses in your job search strategies</p> <p>Taking appropriate action to maximise your chances of finding graduate employment</p> <p>Understanding the role of motivation and persistence in choosing career path</p>
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	<p>Be informed</p> <p>Be proactive</p> <p>Be prepared</p> <p>Be Resilient & Flexible</p>
Learning materials	Activity book
Cultural adaptation	Very high. It is likely that aside of introduction, this module should be developed at national level in full.

3.15. Thriving in the workplace

Title of the module	Thriving in the workplace
Recipients	Last year students (transition out)
Relations	Preconditions: having completed at least course 2
Description	This module will assist the student to develop strategies to deal with the issues that may arise as you make the transition to a work placement site
Learning outcomes	<p>The Developmental Stage Model (Five stages of development students tend to experience while on placement)</p> <p>The concerns you may experience at each stage and strategies to respond to each concern. These include:</p> <ul style="list-style-type: none"> How to Prepare for the first days on workplacement How to manage your expectations and preconceptions Some strategies to make a good impression Know how to become workplace "savvy" Be able to build and manage workplace relationships

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	Decreasing the effects of sex-role stereotypes in the workplace
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Anticipation Disillusionment Confrontation Competence Culmination
Learning materials	Activity book
Cultural adaptation	From medium to high

3.16. Branding yourself

Title of the module	Branding yourself
Recipients	In-course students Last year students (transition out)
Relations	Preconditions: having completed at least course 2
Description	This module will assist the student in learning strategies to confidently market her/himself to future employers
Learning outcomes	The importance of Self Marketing How to conduct you own skills audit The 9 P's steps to developing your own brand Developing your own 15 second intriguing commercial to encourage an easy conversation Using social media such as Facebook, Twitter, LinkedIn for professional purposes
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Self Marketing Skills Audit Ways To Develop your Own Brand Developing My 15 second Commercial Building your online reputation
Learning materials	Activity book

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	Video
Cultural adaptation	Low

3.17. Entrepreneurship (sense of initiative)

Title of the module	Entrepreneurship
Recipients	Last year students (transition out)
Relations	--
Description	The module will develop the contents related to entrepreneurship competence to train the student in a profile associated with the proactive, which means taking the initiative in developing creative and determined actions to generate improvements.
Learning outcomes	Developing entrepreneurship competence Being proactive
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Initiative Motivation for change Creativity
Learning materials	Activity book
Cultural adaptation	Medium

3.18. Problem solving and negotiation techniques

Title of the module	Negotiation Techniques and Problem Solving
Recipients	In course students Last year students
Relations	--
Description	This module develops the competence of negotiating and problem solving focused from a comprehensive negotiation rather than a specific technique.
Learning outcomes	Negotiating Problem solving
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning

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Learning units	Person- problem Interest- position (of the problem and your position on the issue) Possible alternative solutions Objective criteria in solving problems BATNA (best alternative to negotiated agreement) The role of teamwork in solving problems
Learning materials	Activity book
Cultural adaptation	Low

3.19. Managing pressure

Title of the module	Managing pressure
Recipients	All students
Relations	--
Description	This module will assist the student in dealing with the typical pressures experienced in the workplace
Learning outcomes	Recognising your stress indicators Strategies for use both within the workplace and throughout everyday life Awareness and strategies for dealing with prolonged and heightened stress levels, as well as depression
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	Understanding Stress Organisational and Personal Changes Develop Coping Strategies within the Workplace Management outside your Immediate Job Other factors which can exacerbate your stress levels
Learning materials	Activity book
Cultural adaptation	Low

3.20. Business culture and work ethics

Title of the module	Business culture and work ethics
Recipients	All students

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Relations	--
Description	This module will assist the student in learning and recognizing the cultural element to take into account in the workplace.
Learning outcomes	<p>What it is important to do during your first day</p> <p>Organizational culture</p> <p>Job socialization</p> <p>Defining work related values and attitude</p> <p>Organizational commitment</p> <p>Organizational citizenship behaviours and Mechanisms of Moral Disengagement</p> <p>Work Ethics</p>
Assessment	Questionnaire
Length	1,5 hours including online learning and individual learning
Learning units	<p>Organizational culture</p> <p>Organizational commitment and related antecedents and outcomes</p> <p>Organizational behaviours</p>
Learning materials	Activity book
Cultural adaptation	Very high

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4. LICENCE

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5. RECOMMENDATIONS FOR DEVELOPMENT PHASE

Taking into consideration what said above, and the design principles which were also established on the project proposal, the following recommendations are given:

- The programme should be composed by three programmes – transition in, ongoing (during the university years, transition out);
- Ideally all three programmes should be integrate at university level, however the use of specific groups of modules (e.g. soft skills) can be considered in case of need;
- The programme should allow modification of parts of the modules in order to tailor the learning offer for each university. In chapter 2 modules that need a high cultural adaptation are pointed out;
- Each module should be composed according to the structure described in Chapter 2;
- Each module should include appropriate media for the topic;
- The ECDP should be delivered alongside a tutorial, explaining how to modify modules' content in order to better integrate them in a new institution (this will favour adoption of the programme by universities outside the consortium).

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