DIGI.JOB.ID
Digital Job Identities Curriculum for Learners in VET

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Digital Job Identities

Editorial information:

This curriculum has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

BFI OÖ has been responsible for editing this curriculum, all partners have contributed to it.

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digi.job.id – curriculum

The digi.job.id curriculum is an Intellectual Output of Digital job identities (digi.job.id) Erasmus+ Project, implemented between September 2015 and August 2017. The project is being developed by a consortium of six partners from six European countries. All the partners have the technical expertise and the experience in the VET field to achieve the project objectives.

- BFI OOE – AT
- AKLUB – CZ
- CEPS PROJECTES SOCIALS – ES
- ENAIP VENETO – IT
- OZARA - SI
- NWRC – UK

1) Project Description & Introduction

Young people at the end of their vocational education and training often face a lot of problems entering the world of work. These arise on the more structural side due to the lack of adequate jobs or the lack of practical training in VET in some European countries. On the teaching and learning side of things these problems are also due to the lack of adequate presentation skills of learners and the fact of them not always knowing their own skills, competences and abilities developed in their vocational education and training. So they lack basic career management skills although they are technically well equipped for entering the labour market.

Teachers and trainers in VET are often not well equipped for teaching their students on how to promote the outcomes of work-based learning for developing a professional job identity or for job searches. They more often don't see this as their responsibility as it is not part of official curricula.

But international surveys and studies show that companies have good experiences using

social media for staff recruitment and that social media recruitment is going to increase significantly in the future.

All project partners expressed the need for new, adequate tools for easing the transition from VET to job and for equipping their students with sound knowledge of what they are capable of thus increasing their self-esteem, their resilience and the development of a positive attitude to their chosen profession. As the challenges are European, a transnational approach seems to be adequate for the partnership.

The project wants to tackle the issues mentioned above by developing a training module for creating interactive, digital CVs with VET learners, apprentices and graduates using a range of social media in order to demonstrate competences of learners developed in work based learning processes for:

  a) developing a professional identity and
  b) for job application processes.

Students should be enabled to reflect what they have learned in their training and to demonstrate this on the labour market, develop digital skills and presentation skills, learn about how to use social media safely and thoughtfully for professional purposes and hopefully impress employers with their skills and competences and thus gain employment.

2) Pedagogical / Didactic approaches

Contemporary curriculum design approaches emphasize the importance of having a clear guideline for teachers to enable a coherent learning process but also to give the possibility to learners to choose topics and contents within that.

The digi.job.id curriculum provides a framework for teachers and students for working on the issue of reflecting ones skills and competences and showing the most relevant ones in an (interactive) digital online profile and CV.

It is flexible as learners and teachers can choose on which learning outcomes and topics to focus regarding their prior knowledge and skills while providing a clear framework.

The introduction unit gives a clear overview and provides basic knowledge which is further

deepened and extended in the other units.

Outcomes for the young people

The digi.job.id curriculum uses the learning outcome approach. Curricula in general are no longer described by the input learners receive. Instead of the input ("Which contents should be learned?") the output is in the focus of all attention ("What are the results after the training?").

Closely associated to the outcome approach and the competence-based education is a new self-conception for teachers. Their focus does not only lay with communicating contend-based knowledge but to ensure the attending students are able to apply the knowledge in professional or personal situations.

For implementation of the competence-based learning the individual units of the digi.job.id curriculum is transferred into learning outcomes.

3) Overall learning modules' objectives

The overall target of the digi.job.id training lies in improving employment opportunities for adolescents and young adults (VET learners, apprentices and graduates) regarding the end of their vocational or educational training with the aim of entering the labour market in the foreseeable future. One of the best strategies to make employers aware is to present and promote the own skills and competences in social media. For this approach it needs several topics which are combined in a stringent way. Therefore the consortium set up following units:

- **Unit 1:** Introduction to get in touch with all the topics and contents
- **Unit 2:** Recognising & validating the own skills/competences
- **Unit 3:** Online reputation & self-branding, Job platforms, Do's and Don'ts online
- **Unit 4:** Social Media Communication for designing a good self-branding strategy
- **Unit 5:** Presentation tools for the presentation of own products or skills
- **Unit 6:** Digital online CV for self-branding

It is important to set the entire training at the right level. People in the target group of digi.jobs.id in general remain on qualification level 3 of the eight- level EQF. Therefore the levels[1] with all its descriptors reflect in the entire training and all documents:

EQF Level	Knowledge	Skills	Competences
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

Transferred to the different National Qualifications Framework (NQF) of the partner countries this means:

EQF Level	NQF AT	NQF CZ	NQF ES	NQF IT	NQF UK	NQF SI
3	3	3	2	3	2	3

After the training, which is based on the EQF levels, the clients of the target group are able to:
- o reflect what they have learned in their training and demonstrate this
- o create interactive, digital CVs to demonstrate competences for
    - ▪ a) developing a professional identity and
    - ▪ b) for job application processes
- o handle digital skills and presentation skills
- o use social media safely and thoughtfully for professional purposes
- o present oneself including video, photos, infographics

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[1] Descriptors defining levels in the European Qualifications Framework (EQF). Online: https://ec.europa.eu/ploteus/content/descriptors-page (20.03.2016)

- o interact professionally in social media
- o impress employers with their skills and competences and thus gain employment.

4) Structure of the curriculum

Trainings are more and more organised in modular basis. Thus, the learning contents of the digi.jobs.id curriculums are setup into units. All subjects are separated into their own inception and assessment and thematically coordinated and stringently linked to each other.

Within this units learning outcomes are determined which again are separated into competences, skills and knowledge. By interaction these build the structure of the earlier determined learning outcomes.

To compare and measure learning contents Europe-wide, ECVET, the European Credit System for Vocational Education and Training, has been embedded into the curriculum.

For the individual units the duration to achieve the learning outcomes is measured and transferred into ECVET points. In the process the European key approach of 25 working hours per ECVET point is applied. Hence, the entire training covers 2 ECVET points (corresponding to a working time of 50 hours).

5) Assessment

For further education and training processes it is important to monitor the students' learning outcomes on a determined level. Therefore, each learning outcome comes with an examination according to the learning content. The utilisation of an application-orientated way instead of referring to fragmental scales is of great importance.

Furthermore the test is of great importance for the learners, too. It reflects their very own learning performance and effort and shows elements of the educational subjects which require further action. To emphasise this procedure, special units and assessment sheets are used for all control processes to reflect the review of the learning outcome in detail.

Unit 1: Introduction

Unit Descriptors	Content
Unit Title	Digi Job ID – Introduction Unit
Learning Hours	10
Unit Description	The aim of this introduction unit is to give a broad overview into the field of social media presentation for application processes. After finishing this unit, learners know about the importance of self-branding processes.
	The introduction unit gives an insight about the need of a reflection process for identifying own strengths and (job related) skills as well as the importance of the internet as recruiting tool for companies. The unit also creates an overview about the necessary rules for communication and interactivity in the field of social media about self-branding, and some basic knowledge about the need of an individual, professional digital CV.

Learning Outcomes

Upon completing the unit, students should be able to:

LO 1

recognise the need of characterizing and describing personal strengths and job related skills for a self-branding process, a digital job application process and a digital CV.

LO 2

realise that job recruitment takes place in the internet and on social media platforms

LO 3

realise that entering information into the internet could be a hazard

LO 4

realise that professional appearance is important for job application processes

LO 5

comprehend that there are special communication rules in social media.

LO 6

have the inspiration to create an individual, digital CV for digital self-presentation and self-branding processes.

Erasmus+

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will have acquired the responsibility and autonomy to:
	Start a personal strengths and skills reflection process (LO 1)
	Search for information regarding recruitment processes in the internet (LO 2)
	Be aware of hazards when entering personal information to the internet (LO 3)
	Differ between good and bad video/photo quality and presentation techniques (LO 4)
	Be aware about different social media communication strategies (LO 5)
	Identify best practice examples of digital CVs (LO 6)
Skills	At the end of the unit, the learner will have mastered the following skills:
	Realise some of their own skills and strengths (LO 1)
	Identify recruiting tools and platforms in the internet (LO 2)
	Identify positive content for self-branding. (LO 2)
	Identify good and bad photo/video quality (LO 4)
	Describe the importance for using different communication skills in social media (LO 5)
	Choose adequate tools for the creation of a digital CV (LO 6)
Knowledge	At the end of the unit, the learner will:
	Know about the importance of a detailed competence check for an application and self-branding process (LO 1)
	Know that social media is used by companies for checking persons (LO 2)
	Know that the internet never forget any information (LO 3)
	Know that it is difficult to delete personal information in the internet. (LO 3)
	Know that quality of materials and presentation is necessary for application and self-branding process (LO 4)
	Know that different social media tools need different communication strategies (LO 5)
	Know the importance of an individual, digital CV (LO 6)

Assessment Criteria

LO s'	Application & Skills
LO 1	Name 3 different own (job related) strengths
LO 2	Name 3 different recruitment tools in the internet
LO 3	Describe the way how to find all the information about themselves in the internet
LO 4	Describe the importance of good quality media use (related to video/photo/presentation techniques)
LO 5	Tell 2 examples on how to communicate a professional impression about themselves in the internet Tell 2 examples on how to communicate a bad impression about themselves in the internet
LO 6	Describe some possibilities to create a digital CV Name 2 platforms to place a digital CV's

Unit 2: Recognising/validating skills/competences

Unit Descriptors	Content
Unit Title	Recognising & validating own skills/competences
Learning Hours	8
Unit Description	Before starting a self-branding process, the students should be confident about their own strengths (skills & competences). Vocational students and learners in apprenticeship system should have the possibility to reflect what they can really do after their training and show this to potential employers using social media.
	Reflection of skills/competences should be conducted with the help of teachers and focus mainly on very concrete vocational skills.
	After the unit 2 learners should be able to present their skills and learn about the techniques presentation, online reputation and the importance of self-branding.

Learning Outcomes

Upon completing the unit, students should be able to:

LO 1

know what people need to successfully perform in their current job/potential job and make their own competence check process, according to ESCO and EQF classifications/terminology

LO 2

talk about their own competences, strengths and weaknesses with their teachers/colleagues and connect knowledge with their education, previous experiences, practical work and everyday life

LO 3

focus on good and successful work techniques and social skills they use/used in part of their daily work

LO 4

decide which work based techniques should they include in the application and self-branding process

LO 5

discuss about their character traits, values, opinions, beliefs, competences, knowledge, skills, qualifications, characteristics of learning, needs, wishes, goals, interests with teachers and other learners

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will have acquired the responsibility and autonomy to:
	Determine their needs required for the successful performance of their current or potential job and be able to convey their own competence check process according to ESCO and EQF classification (LO1),
	Express their own competences, strengths and weaknesses and make useful connections between their level of education, previous experience, practical work situations and daily routine (LO2),
	Concentrate on good and successful work procedures and social skills applied in their work environment (LO3),
	Make an appropriate decision which work procedure they should include into their job application and their intended self-branding image (LO4),
	Present a suitable outline of their character traits, values, opinions, beliefs, competences, knowledge, skills, qualifications, characteristics of learning, needs, wishes, goals, interests to teachers and other learners (LO5).
Skills	At the end of the unit, the learner will have mastered the following skills:
	Provide a brief description of their job-related needs required for successful work performance (LO1),
	Coherently describe their own competences, strengths and weaknesses in writing and thereby present their connections/possible innovative associations between their level of education, previous experience, practical work situations and daily routine (preferably for possible textual use in social media) (LO2),
	Successfully perform their work and use appropriate social skills in their work environment (LO3),
	Write an appropriate form of job application containing all but only the relevant information about their work activities that they can use in their self-branding profile (LO4),
	Make relevant choice among their character traits, values, opinions, beliefs, competences, knowledge, skills, qualifications that they want to include in their self-presentation made for social media or other kinds of usage (LO5).
Knowledge	At the end of the unit, the learner will:
	Know what are their essential job related needs in order to perform a successful work (LO1),
	Know what are their real competences, strengths and weaknesses together with the possible ways of their combinations related to their level of education, previous experience, practical work situations and daily routine (LO2),
	Know what they require for successful work and how to use the suitable social skills in their work environment (LO3),
	Know how to write an appropriate form of job application containing all but only the relevant information for social media (LO4),
	Know which character traits, values, opinions, beliefs, competences, knowledge, skills, qualifications they should include in their self-presentation made for social media or other kinds of usage (LO5).

Assessment Criteria

LO s'	Application & Skills
LO 1	Make a short competence list, according to ESCO and EQF classifications/terminology
LO 2	Define your own strength/weaknesses, related to job search
LO 3	Present your own successful work techniques and good practices in previous work, education or everyday life
LO 4	Make a list of work based techniques, that should be included in the application and self-branding process
LO 5	Be able to make a discussion on your own knowledge, skills, goals and interests within the group

Unit 3: Online reputation & self-branding

Unit Descriptors	Content
Unit Title	Online reputation & self-branding Job platforms Do's and Don'ts online
Learning Hours	8
Unit Description	Self-branding is useful in finding a job or improving one's professional standing: the aim of the unit number 3 is to give awareness to students/learners about the online reputations risks/possibilities and how to enhance the self-branding benefits. The unit will take the student/learner through the steps involved in assessing his/her current online reputation and what he/she can do to manage it based on his/her job goals.

Learning Outcomes

Upon completing the unit, students should be able to:

LO 1

Introduction: Define self-branding and on-line image concepts (glossary)

LO 2

Look for your current on-line personal image branding and social reputation. An exercise allowing the student to collect his/her own data available on-line. Map the data found in LO2 and analyse it with a checklist of bad/good criteria.

LO3

How to intervene to remove bad data/information from the network. A list of activities to be carried out for the purpose of: removing accounts from platforms; or requesting data withdrawing.

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will have acquired the responsibility and autonomy to:
	Collect the data; check and evaluate the "online presence" he/she currently has (LO2)
	Choose with consciousness the appropriate data and information he/she publishes on line for a positive self-branding (LO2)
	Intervene to correct negative or distorted personal information published by social media (LO3)
Skills	At the end of the unit, the learner will have mastered the following skills:
	Collect personal data on-line, for the purpose of the current personal image branding analysis (LO1/2)
	Use checklist for analysis of the personal data present on line to identify bad/good reputation (LO2)
	Apply the appropriate procedures to correct or remove wrong or negative data from social media platforms (LO3)
Knowledge	At the end of the unit, the learner will:
	Know the concepts of on-line "self-branding" and the positive and negative elements characterizing it (LO1)
	Know the potential risks that the presence of personal data exposes people and the privacy rules and constrains applied by national/European legislation (LO2/3)
	Know the procedures to remove accounts/data from the social platforms (LO3)

Assessment Criteria

LO s'	Application & Skills
LO2	Collect personal data on-line and draw a picture of bad/good reputation elements based on the "personal data checklist grid"
	Describe 3 negative content features related to a job search that could appear on internet
	Describe 3 positive content features related to a job search that could appear on internet
LO 3	Describe how you can remove an account from Facebook, Linkedin, Instagram, Twitter, Pinterest etc.
	Describe how –and if- you can remove messages, photos etc.. from Facebook, Linkedin, Instagram, Twitter, Pinterest or other social media platforms

Unit 4: Social Media Communication

Unit Descriptors	Content
Unit Title	Social Media Communication
Learning Hours	8
Unit Description	The aim of the Social Media Communication unit is to give an insight of which different uses of social media can be implemented by the learners to design a good digital self-branding strategy After the unit 5 the learners will be able to identify which social media platforms are more used by talent recruiters and companies. In addition, learners will choose the two more suitable social media platforms for their professional sectors and how to use it.

Learning Outcomes

Upon completing the unit, students should be able to:

LO 1

recognize the most important social media platforms used by the talent recruiters/companies.

LO 2

be able to identify the two more suitable social media platforms for an specific professional sector.

LO 3

know tip and tricks to make proper use of the social media platforms chosen to feature their professional profiles.

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will have acquired the responsibility and autonomy to:
	Analyze the social media in a professional way (LO 1).
	Identify the most commonly used social media platforms by recruiters/companies. (LO 1)
	Identify the most used social media platforms in a specific professional sector. (LO 2)
	Tips and tricks to use correctly the different social media platforms. (LO 3)
Skills	At the end of the unit, the learner will have mastered the following skills:
	Realise how talent recruiters use the social media (LO 1)
	Identify the correct social media platforms I would use in a specific professional sector (LO 2)
	Technical knowledge about the different social media platforms. (LO 3)
Knowledge	At the end of the unit, the learner will:
	Know the different platforms are used by the recruiter talents (LO 1)
	Know how talent recruiters/companies use social media (LO1)
	Know which social media platforms are the best to feature my professional profile. (LO 2)
	Know how to use the different social media platforms for a correct use (LO 3)

Assessment Criteria

LO s'	Application & Skills
LO 1	Identify and reason which are the most important used social media platforms
LO 2	Identify and reason the different social media platforms would use for a specific professional sector and why.
LO 3	Use correctly the social media platform chosen

Unit 5: Presentation tools

Unit Descriptors	Content
Unit Title	Presentation tools
Learning Hours	7 – 8
Unit Description	The aim of this unit is to give a practical overview into the field of presentation tools used within online professional profiles (e.g. LinkedIn, XING). After finishing this unit, the learners know the presentation tools and their advantages. They are able to choose the adequate presentation tools for the presentation of own products or skills.
	The presentation tools unit will enable the learners to prepare elements for unit No. 6. Each learner will be able to document his/her products or skills through video or photos. Each learn will prepare a profile photo and a background picture for LinkedIn profile. In addition, the learners will find and choose infographic elements suitable for their online professional profiles.

Learning Outcomes

Upon completing the unit, students should be able to:

LO 1

are able to identify and describe the target audience for their online professional profile (digital CV).

LO 2

know the main presentation tools that can be used within the online professional profile.

LO 3

are able to document their products or skills through video or photos.

LO 4

have their own profile photo and background picture for LinkedIn profile.

LO 5

have the infographic elements that will use in their online professional profile.

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will have acquired the responsibility and autonomy to:
	Identify the target audience for his/her online professional profile. (LO 1)
	Recognize and use the various presentation tools used within online professional profiles. (LO 2)
	Start to document his/her products and skills through video or photo. (LO 3)
	Prepare own profile photo or profile photo for other people. (LO 4)
	Recognize and use infographics. (LO 5)
Skills	At the end of the unit, the learner will have mastered the following skills:
	Briefly describe expectations and needs of the target audience of their online profile. (LO 1)
	Recognize and briefly describe the main presentation tools used within the online profiles. (LO 2)
	Choose the adequate presentation tools for presentation of own products or skills. (LO 2)
	Prepare video or photos that document his/her products and skills. (LO 3)
	Prepare the profile photo. (LO 4)
	Find and choose suitable infographic elements. (LO 5)
Knowledge	At the end of the unit, the learner will:
	Know how it is important to identify the target audience for success of their professional profile. (LO 1)
	Know the main presentation tools and know their advantages. (LO 2)
	Know the importance of documentation and visual presentation of their products and skills. (LO 3)
	Know the importance of the profile photo and the background picture for LinkedIn profile. (LO 4)
	Know why it is better to use infographics for communication with the target audience. (LO 5)

Assessment Criteria

LO s'	Application & Skills
LO 1	Describe the target audience for your online professional profile.
LO 2	Name at least 4 different presentation tools that can be used within online professional profile.
LO3	Show us that you are able to document some products or skills through video or photos.
LO 4	Present your profile photo and background picture for LinkedIn profile.
LO 5	Present infographic elements that you have chosen for your online professional profile.

Unit 6: Digital online CV

Unit Descriptors	Content
Unit Title	**Digital Online CV** Creating a digital, online CV for self-branding
Learning Hours	8
Unit Description	The aim of The Online CV unit is to give learners an understanding of the tools available for creating an online CV to assist in job searching, tips for assembling an online CV and the time and support to develop an actual online CV. At the completion of this unit the learners will have started to develop an actual online CV that follows recognised guidelines and that has the potential to assist them in taking steps to achieving success in seeking employment.

Learning Outcomes

On completion of this unit, students will:

LO 1

recognize the most effective online tools and social media products that can be used for presenting their own strengths to potential employers through development of an online CV, appropriate to the profession of choice

LO 2

know how to
- develop a professional CV using an online CV tool
- use appropriate social media tools to create an effective presence that focusses on gaining a job, in particular in using a professional networking tool such as LinkedIn or similar tool

LO 3

know the details that are necessary to include in their professional profiles and the appropriate language to use.

LO 4

have developed an online resource that can be use in seeking a job

Competences, Knowledge and Skills

Competences	At the end of the unit, the learner will be able to:
	Decide what tools to use to develop an appropriate online CV for a specific professional area (LO 1).
	Identify appropriate content to be included in a professional networking tool, such as LinkedIn or other similar tool commonly used in their country (LO 2)
	Identify use of language for an online CV, appropriate to the profession of their choice (LO 3)
Skills	At the end of the unit, the learner will have mastered the following skills:
	Assemble and update professional and personal details to an online tool that will form an online resource to assist in obtaining a job
	Use of language appropriate to present oneself to prospective employers
Knowledge	At the end of the unit, the learner will:
	Be able to identify useful online tools, including social media products, for seeking a job (LO 1)
	Know how to develop a professional online presence that focusses on getting a job (LO 2)
	Know the need for regular updating of the professional profile to ensure it reflects all matters of interest to potential employers (LO 2)
	Know what language is appropriate for effective online professional profiles (LO 3)

Assessment Criteria

LO s'	Application & Skills
LO 1	Identify the most appropriate online tools for gaining employment
LO 2	How to effectively present oneself to prospective employers, online CVs and professional networking tools, as an ongoing process
LO 3	How to use appropriate language when creating an online professional profile

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