YOU NIQUE 4 EU

#younique4eu

Training curriculum for teachers/trainers
"Your YOUnique application"

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Soft skills, namely social and personal competences, are what sustainably distinguish us from machines and artificial intelligence and make us unique as human beings. Employees will have to have the right combination of soft and technical skills to succeed.

This project wants to teach VET learners on how to map their social and personal capacities and illustrate those in the application process.

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Mission

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The curriculum was developed as part of the project YOUnique4EU (younique4.eu) and as part of a process that guides learners with ambitions to apply for a job, internship or mobility to firstly map and then present their unique set of skills with a focus on soft skills. It addresses learners in transition between education and work – for example between a completed vocational training course and a new job or a mobility experience. It becomes relevant at that point, where this target group is aware about their own profile and prepared for transferring this knowledge into concrete products. To carry out this first step of mapping own (soft) skills, we can recommend to check the following online offer: https://www.younique4.eu/younique-mapping/. Generally speaking the curriculum aims to endow learners with the necessary competences to demonstrate their individual set of soft and technical skills with the help of digital applications and platforms (ePortfolio, social media, etc.) and know how to approach companies and apply for an European internship or job position (online). The curriculum also pursues the goal of introducing modern ways for e-recruiting/e-application to learners in vocational education and training (VET).

The curriculum has two functions linked to two different perspectives: it can be imparted online and offline. The first online mode can be more relevant for learners who wish to self-study the content. For that reason, the project consortium established an online platform that facilitates self- and blended learning whereby the curriculum will lay down the platform structure. The second offline mode could be interesting for educators:

  1) Educators: The curriculum lays the basis for a training course offered by educators. By providing information on duration, learning outcomes, methodological aspects etc., it guides trainers who wish to implement their own training course on soft skills mapping and presenting. Saying this, the educator can apply the structure flexibly and creates his/her individual training with own training methods and materials. However, the curriculum will suggest some methods. With the curriculum the following learning outcomes are covered:

a. being able to design an ePortfolio for a labour market in a digital world, that compiles instruments such as Europass CV, motivations letters, videos or other formats for self-presentation

b. being familiar with the use of social media in a meaningful way with the help of predefined transversal competences as individually analysed with the help of the YOUNique mapping tools: https://www.younique4.eu/younique-mapping/

c. being able to apply an ePortfolio or parts of it appropriately depending on the context in terms of sector, destination country (intercultural) and application mode (forms of e-recruiting)

d. knowing the differences of traditional versus online job applications together with specifications for onboarding (ie. know how to read placement/job announcements and being able to choose the right application mode)

e. knowing about e-recruiting trends (career-chat-bots, job recommender, e-recruitment systems).

2) Learners/students: The curriculum can be used by individual VET learners to gain information on which steps to take in the process of presenting their own skills in the application process. Reading through the learning outcomes also helps to self-check whether they are on the right track and have all relevant information. Moreover, the curriculum will be transferred to the training platfo

Concepts behind: postmodern learning model and learning outcome orientation

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Postmodern learning model

Talking about future soft skills also requires a new view on learning itself. Hence the present curriculum should have recourse to an up-to-date learning model. Ulf Ehlers (2017) proposes a postmodern learning model[1] that describes learning as modularized, learner-oriented (individualized), de-institutionalised and collaborative:

Moving Ahead to Future Learning	
Modern (Massification) Education Model	Postmodern Learning Model
Defined degrees	Short and **patchwork** study cycles
Study in a degree framework	Study according with **needs and interest**
Curriculum is oriented to professions	No clear curriculum, but certification needs
Expert led/Prof. led knowledge transfer	Students are **peers**
Exam driven/ certification bound	Learning **experience** in the foreground
Certification of knowledge/achievements	Assessment of **competences**
Institution bound	De-institutionalized
Institution's reputation determines value	Experience + practice value gain importance
Clear time-bound structure giving	**Flexibilisation**
Disciplines are structure giving	Interdisciplinary/ trans-disciplinary
Discipline oriented: canon of methods and knowledge	Problem oriented
Academic status, traditions, clothing	**Individualised**
Differentiation against "non-higher education"	Continuum through educational sectors and levels

1 See also: https://www.slideshare.net/uehlers/curriculum-40-77000980, 2017, retrieved 10/06/2020
https://psychology.edu/about/four-models-of-adult-education/postmodernism-and-the-challenges-facing-21st-century-educators/ , retrieved 09/11/2020

Main points to consider from this model for the YOUnique training curriculum are:
- Flexible curriculum: students can pick out what they need, resp. what they are interested in.
- Facilitating peer learning: students exchange and compare themselves with other learners.
- Strong link to real world of students: learning outcomes put experience and practice value gain in the foreground. This aspect has been taken up in the previous work package "YOUnique mapping" by focusing on different life areas of individuals for the process of soft skills mapping.
- Assessment of competences, which emphasises the focus on (practical) learning outcomes.

Learning outcome orientation

In the European context the learning-outcome approach has become widely accepted. As per CEDEFOP (2017)[2].

learning outcomes [are] statements of what a learner is expected to know, be able to do and understand at the end of a learning sequence, [and] play an increasingly important role in efforts to improve the quality and relevance of education and training in Europe. Learning outcomes statements help to clarify programme and qualifications intentions and make it easier for those involved – learners, parents, teachers or assessors – to work towards these expectations.

Learning outcomes serve different purposes depending on the level of qualification order. Qualifications are structured and described for example with qualification frameworks, qualification profiles, occupational standards etc. For the present curriculum learning outcomes statements form an important part of it. As explained in chapter one they guide educators in the training process, "for example supporting the choice of methods, and they inform learners about what they are expected to know/do and understand after a given learning activity" (CEDEFOP, 2017).
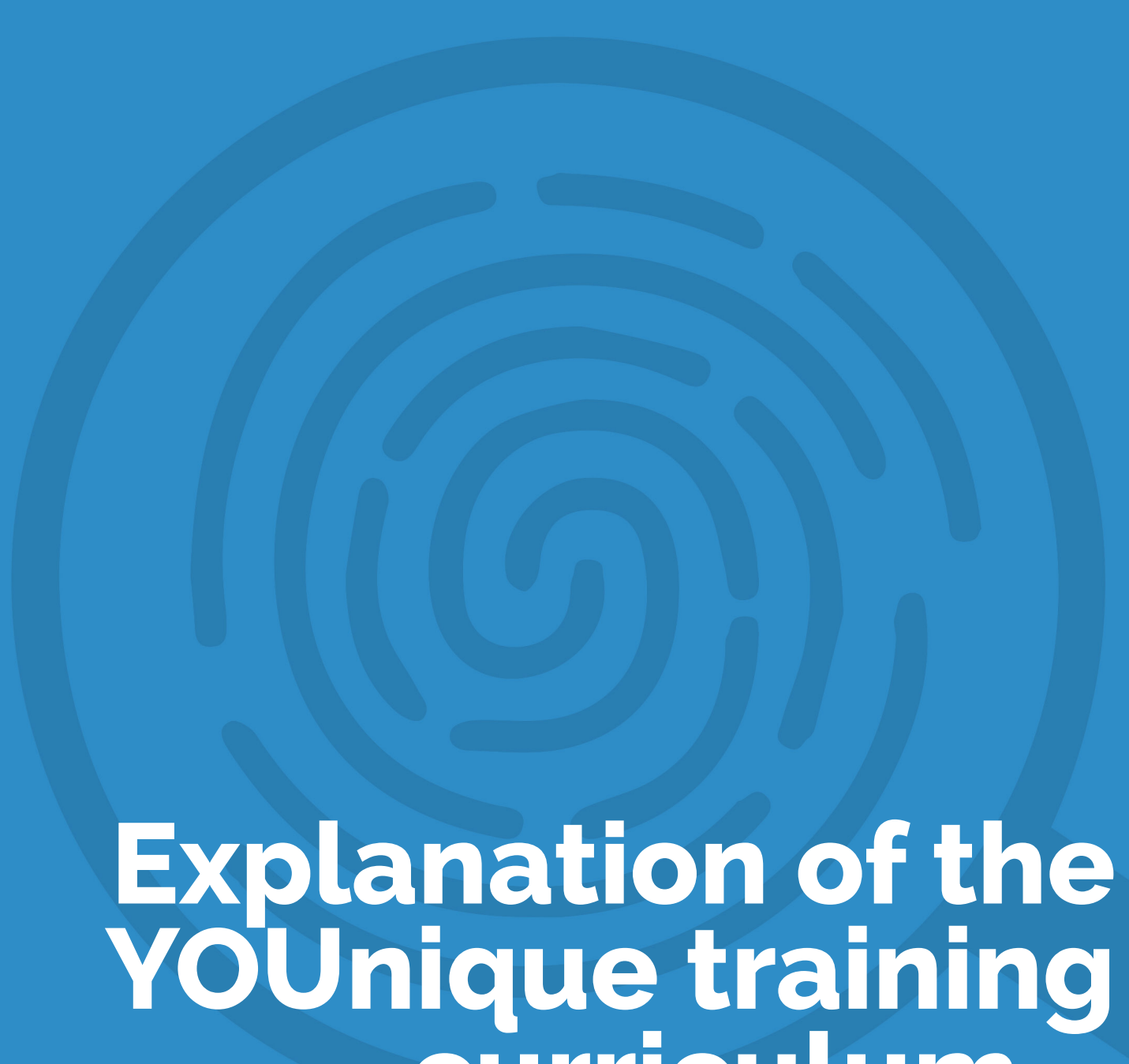
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2 See also: Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. http://dx.doi.org/10.2801/566770, retrieved 02/07/2020

Explanation of the YOUnique training curriculum – own talent and application management

Explanation of the YOUnique training curriculum - own talent and application management

Aims and Objectives of the Training Curriculum

With the curriculum VET educators at VET schools, providers and training companies, get access to a training structure they can use to guide students through a process of competence improvement in terms of

a) gaining the necessary knowledge and competences to apply appropriately for a transnational mobility or job online while highlighting and incorporating soft skills into the entire

individual set of competences and

b) introducing modern ways for e-recruiting/e-application to VET students, which are not only relevant for transnational job mobility but in times of technological progress also for a national and international matching of the right jobs with the right candidates.

Hence, the main learning outcomes are:

- Being able to consider the employers' perspective on future soft skills and modern recruitment when applying for a job, internship or apprenticeship position
- Being able use digital resources for a smooth job search process
- Being able to create parts of a professional portfolio for application purposes and compiling those together attractively in an ePortfolio
- Understand and use (basic features) of Social Media for applications and for presenting oneself in a good way

Structure of the Curriculum

To achieve these objectives, the curriculum has been designed through four Modules, each of them covering a series of three to four training units. Each unit is presented in the following format:

a. Objectives
b. Content
c. Duration
d. Resources required
e. Training methodology

f. Learning outcomes

g. Training material

h. Additional resources of information

g. Assessment procedure

Methodology

The training units are designed to provide flexibility in planning, conducting and evaluating the YOUnique training curriculum. As such, it has been designed to be modular in nature so that all units can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the students undertaking the training. The VET educator is expected to know and apply his own catalogue of training methodologies. Hence, the following methodological overview provides suggestions on possible training formats and can be adapted accordingly. Throughout the unit descriptions there will be a reference to different possible training formats advisable specifically for the learning unit at hand.

☐ **Presentation by trainer**

☐ **Group exercise Discussion / Debate**

☐ **Working in pairs / Small groups**

☐ **Presentation by participants**

☐ **Simulation / Role plays**

☐ **Media selection**

☐ **Project based Learning (PBL).**

PBL is a teaching based on projects or integrated tasks. Starting from a concrete problem, instead of the traditional theoretical and abstract model, teachers ask students to develop projects that respond to real-life problems allowing them to effectively cultivate key skills and acquire the curriculum's content. With PBL VET learners will strengthen and reinforce their skills and competences by actively exploring and responding to different challenges and will be able to learn by doing, assuming a central role in the learning process.

☐ **Cooperative Learning.**

It is a discussion-based methodology. A small group of students sit in a circle and discuss the topic introduced by the teacher. Three students fill the following roles: 1) the scribe takes notes on the debate so that all the other students can be fully engaged in the conversation; 2) the little map drawer monitors who is speaking and when and draws the conversation's evolution; 3) the moderator makes sure that the conversation does not stay on one topic for too long or move too quickly, and that everybody talks. The teacher intervenes only when needed. Through deep conversation and understanding the students learn

from each other and become "stronger together". This methodology transmits community values as the final goal is common and will be achieved if each of the members successfully performs its tasks.

☐**Flipped Classroom.**

It is a pedagogical approach in which the traditional elements of the lesson taught by the teacher are reversed: the primary educational materials are studied by the students at home and, then, worked on in the classroom. Class time then can be used to apply knowledge in a more practical way. The main objective of this methodology is to optimize time in class by dedicating it, for example, to meet the special needs of each individual student, develop cooperative projects or work on specific tasks.

☐**Station learning.**

With help of the station learning method content is processed individually and needs-oriented. The teacher prepares a learning station for each application component, at which work assignments and working materials are available (either physical tables in the classroom or online, e.g. via a learning platform, learning management system etc.). The learners can choose the stations that interest them in terms of content and that they rate as important for their individual application. The teacher is always available for questions. The learners take notes and later will also have access to the materials / samples etc. of all stations. They can choose their own learning path from station to station.

Modules and units overview

Modules and units	Title	Suggested Duration
Module 1	**The employers' perspective on soft skills**	11-12 hrs classroom training + self-study
Unit 1.1	**Recruitment process in a digital world of work**	
Unit 1.2	**The way employers define a role, soft skills at hand**	
Unit 1.3	**Employers' (soft) skills assessment techniques**	
Unit 1.4	**Adapting to the 21st century trends, needs and challenges**	
Module 2	**Applying in a digital world of work**	7-21 hrs classroom training + self-study
Unit 2.1	**Digital resources for a smooth job search process**	
Unit 2.2	**Components and structure of a modern application**	
Unit 2.3	**The steps to prepare a Video CV for job applications**	
Unit 2.4	**Tips to take a good photo CV**	
Module 3	**Your professional ePortfolio**	16 hrs classroom training + self-study
Unit 3.1	**ABC to create a professional ePortfolio for job applications**	
Unit 3.2	**The Europass ePortfolio - A trusted European tool to manage learning and the career**	
Unit 3.3	**Online platforms to create an ePortfolio**	
Module 4	**Your professional Social Media presence**	9 hrs classroom training + self-study
Unit 4.1	**Suitable social media channels for self-presenting**	
Unit 4.2	**Presenting soft skills with social media**	
Unit 4.3	**Does and Don'ts when using social media for applications/ self-presentation**	

YOUnique4EU - Curriculum

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Module 1:
The employers' perspective on Soft Skills - Understanding the employers' perspective on future soft skills and modern recruitment

Global trends and the coronavirus pandemic impacted recruitment processes and efforts of both employers and candidates. With another shift towards digitalization and more job seekers looking for career or industry changes, students should empathize with employers. To match the employer's expectations and needs, it is important for students to know particularly what employers expect of applicants, how they recruit staff (digitally) and why soft skills are highly appreciated. As an example a large job search platform (Monster Future of Work: 2021 Outlook survey) revealed different perceptions of what employers and workers expect from a resumé: *"While those in the position to hire wish candidates could show how their skills best match the position they are looking to fill, 37% of candidates want resumes to better show their values."*

MODULE 1 Overview — The employers' perspective on Soft Skills

Objectives	The objective of this module is to help students understand how employers normally recruit staff in a modern labour market, specifically how they set up requirements and form profiles of the roles they have defined for a certain job and how they evaluate applications. Moreover, the module seeks to make students aware about how employers might prioritize soft skills and how recruitment processes change due to digitalization and a transformation towards more remote work and distributed organizations.
Content	• The recruiting process in a digital world of work (resources used at different stages, tools and channels employers are using to find and attract new staff). • Soft skills employers are looking for and the importance of them (balance between knowledge, competence and skills in order to fit for not only the job but for the workplace and the team, identification which soft skills are looked for in a candidate for a specific position). • Demonstration of (soft skills) (proofs employers are looking for, testing, attractive and complete applications). • Changes in the labour market and the recruiting processes based on a society with a pandemic effect on short and long term basis.

Units	UNIT 1.1 **RECRUITMENT PROCESS IN A DIGITAL WORLD OF WORK**	UNIT 1.2 **THE WAY EMPLOYERS DEFINE A ROLE, SOFT SKILLS AT HAND**	UNIT 1.3 **EMPLOYERS' (SOFT) SKILLS ASSESSMENT TECHNIQUES**	UNIT 1.4 **ADAPTING TO THE 21ST CEN-TURY TRENDS, NEEDS AND CHALLENGES**
Duration	2 hrs classroom training + self-study	2-3 hrs classro-om training + self-study	2 hrs classroom training + self-study	3 hrs classroom training + self-study
Resources required	Off-line: Whiteboard, coloured markers, paper and pens; Online: Computer, Internet access, LCD projector			
Learning outcomes	KNOWLEDGE - He/she …			

KNOWLEDGE - He/she …
• knows how past, present and future modern recruitment processes are designed and executed by employers.
• understands how employers determine job requirements, write job posting descriptions, evaluate applications and soft skills.
• knows some of the techniques employers use to assess soft skills (and hard skills).
• understands what are the main challenges, trends and needs of the 21st century and how they affect the world of work.

SKILLS - He/she …
• is able to use the online tools and channels used by employers in a recruitment process.
• can explain why having certain soft skills can be crucial to obtain a job and even more so in a digital world of work.
• is able to rank the demanded knowledge, skills and competence in the profile to meet the employers requirements and preferences.
• is able to gauge whether possesses the job requirements or not ho-nestly and to prepare for an interview to be able to convincingly de-monostrate why he/she has a certain skill.
• is able to use valid resources for monitoring the changes in the la-bour market and the recruitment process in a transforming world.

COMPETENCES - He/she …
• is aware of employers' point of view in a recruitment process in a digital world of work and how this differs to other ages.
• distinguishes between knowledge, skills and competences and how relevant they are for a specific job.
• prepares an application and an interview to present himself/herself at best and consistently with the employer's requirements.
• considers the changes in the 21st century's labour market when lo-oking and applying for jobs and is aware of the channels to use to find relevant information to be hired.

UNIT 1.1 Recruitment process in a digital world of work

Objectives The objective of this unit is to know and understand how employers work with recruitment in a modern labour market. To understand the recruiting-process it is necessary for students to know how employers identify and describe job profiles including the different responsibilities and tasks they include, as well as to know how employers normally recruit staff also in the light of the pandemic.

Content • Introduction to how employers define a role/job profile based on their needs and carry out different kinds of recruiting processes.
• Recruitment resources employers use at different stages of the recruiting process; e.g. Human Resources (HR), HR/Talent Managers, professional recruiters, managers and business owners.
• Tools and channels employers use to find and attract new staff.

Duration Class Time_ approximately 2 hours + self-study

Resources required Off-line: Whiteboard, coloured markers, paper and pens;
Online: Computer, Internet access, LCD projector

Training methodology ☐ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☒ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☒ Cooperative Learning
☒ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes KNOWLEDGE – He/she …
• knows what recruiting is as well as its basic stages.
• understands recruiting from the point of view of recruiters/employers, including how they define a role/job and evaluate candidates.
• recognizes that recruiting can be carried out in different ways depending on the age, place, industry, size and kind of employing body and explains its main differences and commonalities.
• defines the main aspects of a digitally based recruiting process and identifies how the pandemic is affecting recruiters' procedures and strategies.

SKILLS – He/she …
• is able to use the online tools and channels used by employers in a recruitment process.

COMPETENCES – He/she …
• is aware of employers' point of view in a recruitment process in a digital world of work and how this differs to other ages.

Training material	To know the basic steps of recruiting is helpful to understand its digitalization. The industry, place, size, etc. of a company determines its digitalization.
	
	Online:
	   - Consult Exercise "Comparing recruiting processes"
	
	   - Consult "Info sheet on recruiting processes"

Additional resources of information	On different kind of recruiting process consult section *'Content that the teacher/trainer needs as background knowledge'* and section *'Additional information to deepen the knowledge on the exercise topic'* of "Comparing recruiting processes".
Assessment procedure	Test the understanding of recruiting processes by asking students to design an infographic representing past, present and future recruiting processes (and skills requirements) based on their interest and the interviews they conduct. They have to use keywords. Finally they have to present it in front of the class.

UNIT 1.2 The way employers define a role, soft skills at hand

Objectives
The objective of this unit is to make the learner understand employers' perspectives on how they determine the requirements for a certain role/job, write the job description and evaluate applications and candidates with a specific focus on soft skills.

Content
• Balance between knowledge, competence and (soft) skills in order to fit for not only the job but also for the workplace and team.
• Soft skills employers look for and why they make the difference.

Duration
Class Time_ approximately 2 hours and 30 minutes (+ self-study):
• Job posting description analysis (Exercise 1.2.1)_ 60 minutes (1 hr)
• Job posting description writing (Exercise 1.2.1)_ 90 minutes (1,5 hr)

Resources required
Off-line: Whiteboard, coloured markers, paper and pens;
Online: Computer, Internet access, LCD projector

Training methodology
☒ Presentation by trainer
☒ Group exercise Discussion / Debate
☒ Working in pairs / Small groups
☒ Presentation by participants
☒ Simulation / Role plays
☐ Media selection
☒ Project based Learning (PBL)
☐ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes
KNOWLEDGE – He/she …
• understands how employers determine job requirements and write job posting descriptions.
• knows how employers evaluate applications and candidates.
• knows what soft skills are and why they are important.

SKILLS – He/she …
• is able to distinguish between soft skills and hard skills.
• demonstrates to be able to identify implicit and explcit soft skills given a certain company and job posting description.
• can explain why having certain soft skills can be crucial to obtain a job and even more so in a digital world of work.
• is able to rank the demanded knowledge, skills and competence in the profile to meet the employers requirements and preferences.

COMPETENCES – He/she …
• is aware of his/her hard and soft skills.
• is ready to plan how to improve his/her lacking skills and enhance his/her strengths.
• distinguishes between knowledge, skills and competences and how relevant they are for a specific job.

Training material	A brief reflection on how employers define a role in a job posting in terms of requirements, responsibilities and tasks with a special eye for the growing request of soft skills in the digital world of work. Online: - Consult Exercise "Breaking down a job posting" incl. hints for educators - Consult "Infosheet on recruiting processes" - Consult also: • Toolkit: Youth work for employability: Non formal education activities for enhancing soft skills in youth projects (2018) • Exercise: the 7 survival skills for Careers, College, & Citizenship in the 21st Century (2011) • Instructor guide: From backpack to briefcase. Helping students transition to and thrive in today's workplace. (2012)
Additional resources of information	On the way employers define a role, soft skills at hand consult section *'Content that the teacher/trainer needs as background knowledge'* and section *'Additional information to deepen the knowledge on the exercise topic'* of Exercise "Breaking down a job posting incl. hints for educators"
Assessment procedure	A questionnaire with short job ads - there the task for the student is to identify the knowledge, skill and competence the employer is looking for and giving a multiple choice table to respond.

UNIT 1.3   Employers' (soft) skills assessment techniques

Objectives
In this unit students learn more about the skills assessment techniques that employers use throughout the different phases of the hiring process, and especially during interviews. That is students learn how employers test and verify what candidates state in their application to get an authentic picture about them and make the best choice to fill a vacancy. This is useful for them to get ready to apply for jobs.

Content
• Hard and soft skills assessment techniques to measure whether a candidate has the attributes to perform the job successfully
• Proofs and techniques employers use to test candidates to secure that the hard and soft skills they are looking for exist in reality.
• What employers want to see and hear in an application and in an interview.
• Differences in skills assessment by sector, industry, size and place of a company.

Duration
Class Time_ approximately 2 hours (+ self-study):
• Would you hire you? Focusing on soft skills (Annex 1.3.1)_ 60 minutes
• Employers soft skills assessment techniques (Annex 1.3.2)_ 60 minutes

Resources required
Off-line: Whiteboard, coloured markers, paper and pens;
Online: Computer, Internet access, LCD projector

Training methodology
☒ Presentation by trainer
☒ Group exercise Discussion / Debate
☒ Working in pairs / Small groups
☒ Presentation by participants
☒ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☒ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes
KNOWLEDGE – He/she …
• knows some of the techniques employers use to assess soft skills (and hard skills).
• knows how employers test skills in the sector where he/she wants to work.
• knows how to select the optimal way of matching the own profile with the job/role profile described by the employer.

SKILLS – He/she …
• is able to gauge whether possesses the job requirements or not honestly.
• is able to prepare for an interview to be able to convincingly demonstrate why he/she has a certain skill.
• is able to valorize his/her own strengths.

COMPETENCES – He/she …
• follows the applications procedures and steps precisely.
• prepares an application and an interview to present himself/herself at best and consistently with the employer's requirements.

Training material	Consult Exercise "Would you hire you?": The student focus on what soft skills are in practice, how they manifest in a workplace and self-assess his/her level for several kinds of soft skills. – Worksheet - Would you hire you? (online) Then the student avereguates how employers test candidates' soft skills in a job interview and train his/her ability to prove them. - Infosheet - Employers soft skills assessment techniques (online)
Additional resources of information	On soft skills assessment techniques consult section *'Content that the teacher/trainer needs as background knowledge'* and section '*Additional information to deepen the knowledge on the exercise topic'* of Exercise "Would you hire you?"
Assessment procedure	The assessment procedure is a contest game. The educator conducts the game and embodies the role of the employer asking questions to assess soft skills during an interview. The class is divided in competing teams. The team marking the highest score at the end of the game wins the contest (and gets the job 😊). Every time that the educator names a soft skill each team has few minutes to decide how its candidate will prove it in front of the class and the "employer" scores the best "candidate" (team). The contest ends when every soft skill proposed by the educator has been "presented". At the end of the game a reflection time is taken to describe what happened during the contest, be critical about it and become aware of the learning experience.

UNIT 1.4   Adapting to the 21st century trends, needs and challenges

Objectives

The objective of this unit is for students to further understand the on-going transformations affecting the world of work due to the impact of the 21st century trends and challenges, especially concerning recruiting processes and knowledge, skills and competences requirements.

Content

· The main 21st century trends and challenges that affect the world of work (e.g. digitalization, AI, climate change, pandemic, etc.)
· The major changes in the labour market (e.g. more remote work and distributed organizations)
· Changes in recruiting processes and knowledge, skills and competences requirements that have taken and will take place

Duration

Class Time_ approximately 3 hours (+ self-study):
· 21st century skills (Exercise 1.4.1 A)_ 45 minutes
· Reflecting on the 4Cs of the 21st century (Exercise 1.4.1 B)_ 45 minutes
· Presenting the 21st century changes in the world of work (Exercise 1.4.1 C)_ 90 minutes

Resources required

Off-line: Whiteboard, coloured markers, paper and pens;
Online: Computer, Internet access, LCD projector

Training methodology

☒ Presentation by trainer
☒ Group exercise Discussion / Debate
☒ Working in pairs / Small groups
☒ Presentation by participants
☐ Simulation / Role plays
☒ Media selection
☐ Project based Learning (PBL)
☐ Cooperative Learning
☒ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes

KNOWLEDGE – He/she …
· understands what are the main challenges, trends and needs of the 21st century and how they affect the world of work.
· knows the major transformations concerning the world of work, especially recruiting processes and knowledge, skills and competences requirements.

SKILLS – He/she …
· is able to explain to another person the major impacts of digitalizaiton, AI, climate change, pandemic, etc. on the world of work and recruiting processes
· can illustrate the 4 Cs of the 21st century skills to another person and explain why they are critical to succeed in today's complex, competitive, knowledge-based, information-age, technology-driven economy and society.

• is able to use valid resources for monitoring the changes in the labour market and the recruitment process in a transforming world.

COMPETENCES – He/she …
• considers the changes in the 21st century's labour market when looking and applying for jobs.

Training material	The student investigates the major trends affecting the labour market and their effects, and reflects about the 21st century skills. - Consult Exercise "21st CENTURY SKILLS"
Additional resources of information	On 21st century trends, needs and challenges consult section *'Content that the teacher/trainer needs as background knowledge'* and section *'Additional information to deepen the knowledge on the exercise topic'* of Exercise "21st CENTURY SKILLS"
Assessment procedure	Quiz about the unit key concepts and / or presentation in class of Exercise on presenting the 21st century changes in the world of work.

Module 2:
Applying in a digital world of work - Tips and tools for a modern application in a digital world of work

Searching and applying for jobs have changed fundamentally in recent years. Digitization has opened up numerous new digital paths and opportunities for job searches in the World Wide Web. Digital tools and features enable a new wide-ranging set of possibilities for self-presentation, from online CV, cover letters and internet-based recruiting platforms to video CVs. On the other side, they also help employers find you/your digital application profile.

MODULE 2 Overview

Applying in a digital world of work

Objectives	Module 2 aims at raising awareness among youngsters about the structure and the components of a modern application and the most common digital tools for self-presentation to successfully master the search and job application process in a digital world of work.
Content	• Digital channels and tools for job search (General Recruiting: Online job portals; Company websites); (Social Recruiting: Social networks; Social messaging services); (Mobile Recruiting: Apps); • Helpful digital features for the job search (Profile creation; One-click-application; Automatic email-notifications; Job recommender system; Career-chatbots); • Types of application (Classic, analogue application; Application by email; Application by online application form; Application by online-profile; Creative application); • (Mandatory and optional) components of an application (Cover letter; Cover sheet; CV; Certificates; Motivation letter; Reference letter; Work samples; Videos); • Develop self-awareness and self-presenting skills to make a Video CV to search for a job (SWOT Analysis; Elevator Pitch; Steps to make a Video CV); • Guidelines and tips to take a good photo CV

Units	UNIT 2.1 **DIGITAL RESOURCES FOR A SMOOTH JOB SEARCH PROCESS**	UNIT 2.2 **COMPONENTS AND STRUCTURE OF A MODERN APPLICATION**	UNIT 2.3 **THE STEPS TO PREPARE A VIDEO CV FOR JOB APPLICATIONS**	UNIT 2.4 **TIPS TO TAKE A GOOD PHOTO CV**
Duration	2-3 hrs classroom training + self-study	2-3 hrs classroom training + self-study	2 hrs classroom 2-10 hrs classroom training + self-study	1-5 hrs classroom training + self-study

Resources required	Off-line: Flip-chart, whiteboard, coloured markers, paper and pens, LCD projector; Online: Computer, Internet access, a smartphone with a good camera and/or a camera, video-editing software/app, etc.
Learning outcomes	KNOWLEDGE - He/she … • names different digital channels, tools and features for the job search as well as examples. • lists different types of application and their benefits and disadvantages. • names mandatory and optional components and the structure of the application documents. • knows and understands the most recent trends and standards concerning video CV and photo CV for job applications. • knows new software, devices and apps to edit videos, photos and images. SKILLS - He/she … • uses different digital channels, tools and their features for job search to revise and optimize his/her own application process. • creates different types of application with the individual content that is needed. • explains and uses suitable ways of presenting soft skills within the application documents. • demonstrates to know her/himself better and adopt a holistic way of thinking to make sense of her/his strengths and be able to communicate them creatively to arouse the curiosity of recruiters • can take the initiative to design and make a video CV and a photo CV using several digital devices and software programs. • can adapt to the requirements of both the country and the professional sector (s)he wants to work in to plan and create the most suitable video CV and photo CV. COMPETENCES - He/she … • is aware of the benefits and specifications of the different digital features. • is aware of the aim and relevance of the careful and precise design of application documents. • is aware of her/his own strengths and can make sense of them to be able to present her/himself in the best way in a video CV and in a photo CV. • is aware of the steps necessary to create a video CV and a photo CV.

UNIT 2.1 Digital resources for a smooth job search process

Objectives
In Unit 2.1 the students acquire overview knowledge of digital channels and tools in order to get to know and apply helpful digital features for job search that are offered within these digital channels and tools.

Content
· Digital channels and tools for the job search (General Recruiting: Online job portals; Company websites); (Social Recruiting: Social networks; Social messaging services); (Mobile Recruiting: Apps);
· Helpful digital features for the job search (Profile creation; One-click-application; Automatic email-notifications; Job recommender system; Career-chatbots)

Duration
Class Time_ approximately 2-3 hours + self-study

Resources required
Off-line: Projector, computer/laptop, internet access, smartphones, poster, pens, whiteboard
Online: computer/laptop, internet access, smartphones, digital whiteboard

Training methodology
☐ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☒ Media selection
☐ Project based Learning (PBL)
☐ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes
KNOWLEDGE – He/she …
· knows the difference between general, social and mobile recruiting.
· names different digital channels and tools for the job search as well as examples.
· names different digital features for job search as well as examples.

SKILLS – He/she …
· uses different digital channels, tools and their features for job search.
· is able to revise and optimize his/her own application process.
· prepares the individual content that is needed.

COMPETENCES - He/she…
· is aware of the benefits and specifications of the different digital features.

Training material
See Exercise "Create your online job profile":
- Consult Info sheet "Benefits and tips – online job portals"
- Consult Info sheet "Digital channels and tools for the job search"

Additional resources of information	The link presents 6 common job search mistakes and how they can be avoided. The teacher can incorporate the information in the lecture and can show how the mistakes can be avoided with the help of the tools and features presented. URL: https://www.finddreamjobs.com/employment-guides/6-common-job-search-mistakes-and-how-to-avoid-them/ • Video „Allie, the career chatbot", URL: https://www.youtube.com/watch?v=FbVc5p-xZ_s • Article "How to create a successful profile on any job portal? (6 tips with examples)", URL: https://medium.com/growthbond/how-to-create-a-successful-profile-on-any-job-portal-6-tips-with-examples-84ca975bea4f • Article "5 best job sites to have a profile on", URL: https://www.lifehack.org/355334/5-best-job-sites-have-profile
Assessment procedure	Task: try to find vacancies for a job of your choice using all the various digital channels and tools. Online questionnaire about benefits and examples of helpful digital features for the job search.

UNIT 2.2   Components and structure of a modern application

Objectives

Unit 2.2 aims to provide students with knowledge about the five most popular application forms and their differences and benefits. Besides that, learners acquire knowledge about the most important (mandatory and optional) components of an application and the necessary aspects of the individual components with a special focus on soft skills presentation.

Content

• Types of application (Classic, analogue application; Application by email; Application by online application form; Application by online-profile; Creative application);
• (Mandatory and optional) components of an application (Cover letter; Cover sheet; CV; Certificates; Motivation letter; Reference letter; Work samples; Videos)

Duration

Class Time_ approximately 2-3 hours + self-study

Resources required

Off-line: Projector, computer/laptop, internet access, smartphones, poster, pens, whiteboard, worksheets
Online: computer/laptop, internet access, smartphones, digital whiteboard, worksheets

Training methodology

☐ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☒ Media selection
☒ Project based Learning (PBL)
☐ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☒ Other:

Learning outcomes

KNOWLEDGE - He/she …
• lists different types of application and their benefits and disadvantages.
• names mandatory and optional components and the structure of the application documents.

SKILLS - He/she …
• creates different types of application.
• explains which type of application is suitable for which application/ job position.
• is able to use job advertisements to analyze which soft skills are required for a specific job position.
• explains and uses suitable ways of presenting soft skills within the application documents.

COMPETENCES - He/she…
• is aware of the aim and relevance of the careful and precise design of application documents.

Training material	See Exercise "Create your Cover Letter" :
	- Consult Info sheet "CV and cover letter"
	- Consult Info sheet "Types of application"
	- Consult Info sheet "Mandatory and optional components of an application"
Additional resources of information	Cover letter examples: • https://zety.com/cover-letter-examples • https://www.indeed.com/career-advice/cover-letter-samples • Short text with examples and tips on CV format types and how to write a CV, URL: https://www.indeed.com/career-advice/resumes-cover-letters/cv-format-guide • Video with hints how to write a perfect CV in English, URL: https://www.youtube.com/watch?v=PX8PfCBXeII
Assessment procedure	Online questionnaire about the different types of application. Create your own application (application type of your choice) taking into account the checklists and mark where you made your soft skills visible.

UNIT 2.3 The steps to prepare a video CV for job applications

Objectives

This Unit 2.3 aims to provide teachers/trainers with guidelines, exercises and suggestions to deliver workshops on how to prepare a video CV for a job application while triggering the development of their students' soft skills, especially self-awareness.

Content

• Tips and hints on how to film and edit a good video CV
• Plans and preparation for creating a good video CV

Duration

Class Time_ approximately 10 hrs and 30 minutes (+ self-study):
• Personal SWOT analysis_ 60 minutes (1hr)
• Elevator Pitch_ 90 minutes (1,4 hr)
• Video CV_ 270 minutes (4,5 hr)

Resources required

Off-line: Flipchart, whiteboard, coloured markers, paper and pens, LCD projector;
Online: Computer, Internet access, a smartphone with a good video camera ed/or a video camera, video-editing software/app, etc.

Training methodology

☐ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☐ Media selection
☒ Project based Learning (PBL)
☒ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

These methodologies, ie. Project Based Learning and Cooperative learning support the development of crucial soft skills like communication, curiosity, initiative, among others. This unit, being on convincingly present oneself in a video CV, especially focuses on the development of self-awareness. Hence, it provides tools (e.g. Personal SWOT analysis) to deepen this soft skill and to get ready for making a video CV (toolkit: holding an Elevator Pitch) and prepare a video job application.

Learning outcomes

KNOWLEDGE - He/she …
• knows and understands the most recent trends concerning video CV for job applications.
• knows him/herself better (weaknesses, strengths, other personal and professional characteristics) and other soft skills.
• knows new programs to edit a video.

SKILLS - He/she …
• demonstrates to know her/himself better and adopts a holistic way

of thinking to make sense of her/his strengths and be able to communicate them creatively to arouse the curiosity of the video CV's viewer.
• can take the initiative to prepare and create a video CV using several digital devices and software programs.
• can adapt to the requirements of both the country and the professional sector (s)he wants to work in to plan and create the most suitable video CV.

COMPETENCES - He/she…
• is aware of her/his own strengths and can make sense of them to be able to present her/himself in the best way in a video CV.
• plan all the necessary steps and follow them to eventually create a video CV

Training material	The PERSONAL SWOT ANALYSIS helps focussing on yourself and your goals and develop self-awareness. In this way you can identify personal strengths and areas for development as parts of your career discussions and produce a better video CV for a job application or portfolio. - Consult Exercise "Your Personal SWOT Analysis"
	An ELEVATOR PITCH helps develop the ability to present oneself professionally to a recruiter in a succinct way. - Consult Exercise "Prepare your Elevator Pitch
	A video CV is a short video you make to introduce yourself to the hiring manager or recruiter. It is often submitted in addition to a CV/resume and cover letter but it can also be published on a social media account of yours. You can use the video CV to show how your creativity and personality are a match for the job you want. - Consult Exercise "Create your Video - CV"
Additional resources of information	Go to Exercise "Your Personal SWOT Analysis" and consult the section 'Before you start this exercise' and the educators' area. Go to Exercise "PREPARE YOUR 'ELEVATOR PITCH'" and consult the section 'Before you start this exercise' and the educators' area. Go to Exercise "Create your Video - CV" and consult the section 'Before you start this exercise' and the educators' area.
Assessment procedure	Online: <<Self-assessment checklist: How did I carry out my video CV?>> Reflect upon your strengths, weaknesses and ideas to get ready for your next steps.

UNIT 2.4   Tips to take a good photo CV

Objectives   This Unit 2.4 aims to provide teachers/trainers with guidelines, exercises and suggestions supporting their ability to deliver workshops on how to take and/or select the right photo CV for a professional profile or to apply for a job.

Content   • Hints on how to take and/or select the most suitable photo for a CV or a job application
• The Unit gives guidelines to …:
   - decide whether and when to insert a photo into a CV
   - prepare to take or select a suitable and quality photo
   - determine the size, format, and lighting of a CV photo
   - appropriately place the CV photo in the job application

Duration   Class Time_ approximately 3 hours + self-study

Resources required   Off-line: Flipchart, whiteboard, coloured markers, paper and pens, LCD projector;
Online: Computer, Internet access, a smartphone with a good video camera ed/or a video camera, video-editing software/app, etc.

Training methodology
☐ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☐ Cooperative Learning
☒ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes   KNOWLEDGE - He/she …
• knows and understands the most recent trends concerning CV photos for job applications.
• knows and understands new learning techniques to arouse self-awareness (weaknesses, strengths, other personal and professional characteristics) and other soft skills.
• knows new software, devices and apps to edit photos and images.

SKILLS - He/she …
• demonstrates to know her/himself better and adopts a holistic way of thinking to make sense of her/his strengths and be able to communicate them creatively to arouse the curiosity in the viewer of the photo CV.
• can take the initiative to prepare for and take a photo CV using several digital devices and software programs.
• can adapt to the requirements of both the country and the professional sector (s)he wants to work in to take and select the most suitable photo CV.

COMPETENCES - He/she…
• is aware of her/his own strengths and can make sense of them to be able to present her/himself in the best way in a photo CV.
• plan all the necessary steps to take and prepare the right photo CV.

Training material

Complementing the text on a CV/professional profile by adding a photograph (CV photo) can be a great idea to personalize it. It depends whether it is customary in the country and sector of the vacancy. Moreover, it is useful to know how a standard professional photo CV should look like to raise the chance to land the job.
Online:
- Consult Exercise "Take and select the right CV - Photo"

- Consult "14 items checklist to take a high-quality CV photo"
- Consult "Photo CV workshop outline"

Additional resources of information

Go to **Exercise "Take and select the right CV** - Photo" and consult the educators' area

Assessment procedure

To take the CV photo, did I…
(Culture) …check whether in the country I am applying for it is normal/convenient to send a CV with photos?
Observations: …

(Photographer) …take a selfie or did I ask a photographer/friend to take it?
Observations: …

(Consistency) …thoroughly planned and thought of how best to present me to suit the job profile beforehand?
Observations: …

(Style) … wear clothes and accessories, style my hair and put make up on appropriately?
Observations…

(Aesthetics) …choose a suitable background, lighting and angle?
Observations…

(Impression) …do I smile and look in the eyes of the viewer convincingly?
Observations…

Module 3:
Your professional ePortfolio - The value of an ePortfolio for job applications

Employers want to know as much as possible about future employees, and more and more favour digital job applications, like ePortfolios as a way to access valuable information. Individuals on the job market should discover what skills employers desire. One value of the ePortfolio is the opportunity to provide evidence of proficiency in a variety of areas. For example, if an employer is searching for someone with strong skills in creative thinking, then a clever applicant will submit an ePortfolio that contains examples that demonstrate excellence practice in creativity.

MODULE 3 Overview — Your professional ePortfolio

Objectives	By introducing ePortfolios to students, this module seeks to make them familiar with the added value of an ePortfolio for a successful job application in a digital world of work. EPortfolios have two decisive advantages: they allow students to demonstrate their soft skills creativity and initiative additional to their digital competences, simply by the way they created their ePortfolio. And they can be tailored to the job ad of the enterprise the student wants to be hired by.
Content	• Characteristics of an ePortfolio • Possible functions and advantages of an ePortfolio • Different platforms to create and publish an ePortfolio
Units	UNIT 3.1 **HOW TO CREATE A PROFESSIONAL EPORTFOLIO FOR JOB APPLICATIONS?** / UNIT 3.2 **THE EUROPASS EPORTFOLIO - A TRUSTED EUROPEAN TOOL TO MANAGE LEARNING AND THE CAREER** / UNIT 3.3 **ONLINE PLATFORMS TO CREATE AN EPORTFOLIO**
Duration	4 hrs classroom training + self-study / 4 hrs classroom training + self-study / 4 hrs classroom training + self-study
Resources required	Off-line: Flipchart, whiteboard, coloured markers, paper and pens Online: LCD projector, computer/laptop, tablet or smartphone, internet access Others: existing application documents such as certificates, testimonials & application photos, mapping results of YOUnique mapping phase.
Learning outcomes	KNOWLEDGE - He/she … • understands the ePortfolio as an innovative tool to demonstrate individual skills and abilities. • knows the employers' perceptions on ePortfolios.

• knows different open platforms to create/design a professional ePortfolio, among those also the Europass 2.0 platform.

SKILLS - He/she …
• is able to identify, select and prepare "younique" personal data.
• prepares innovative content for a professional ePortfolio.
• uses at least one platform to create an ePortfolio.
• adapts the ePortfolio to different offers for jobs, apprenticeships or internships.

COMPETENCES - He/she …
• is able to create an attractive ePortfolio, considering the visual appearance.
• is able to choose and point out the right soft skills/competences for specific offers, be it for jobs, apprenticeships or internships.
• uses the Europass 2.0 ePortfolio or other platforms in a professional way.

UNIT 3.1   Digital resources for a smooth job search process

Objectives
In this unit students will learn what an ePortfolio is and the basics to make/prepare one.

Content
• Traditional application folders compared to a digital ePortfolio (to understand the benefits of an eportfolio in the modern world).
• Employers' perceptions of ePortfolios.
• Possible content for an ePortfolio (use for applications, how to emphasize soft skills in it).

Duration
Class Time_ approximately 2-3 hours + self-study

Resources required
Off-line: Flipchart, whiteboard, coloured markers, paper and pens.
Online: LCD projector, computer/laptop, tablet or smartphone, internet access.
Others: existing application documents such as certificates, testimonials & application photos, mapping results of YOUnique mapping phase.

Training methodology
☒ Presentation by trainer
☒ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☒ Presentation by participants
☐ Simulation / Role plays
☒ Media selection
☒ Project based Learning (PBL)
☐ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other: Using online learning resources such as self-learning material, instructions and easy guide from www.younique4.eu

Learning outcomes
KNOWLEDGE – He/she …
• knows the purpose of an (e)Portfolio.
• knows the benefits of an eportfolio for applications.
• knows employers' perceptions of an ePortfolio.
• is aware of the relevance of content ('about me' portfolios).

SKILLS – He/she …
• is able to explain the difference between traditional portfolio and ePortfolio.

COMPETENCES - He/she…
• is able to choose relevant content for his/her "about me" portfolio.
• is able to adapt the eportfolio considering relevant soft skills for a certain job, internship or apprenticeship position.

Training material
- Consult Collection of information on the topic ePortfolio with Padlet: What is it? For which different purposes is it used? What should it contain to be used for applications? How can it be deigned well? What is a modern standard for ePortfolios? Maybe also bad examples: how it should not look like?
- EASY guide for the online toolbox www.younique4.eu.

Additional resources of information	1. The value of ePortfolios in recruitment and human capital management processes (HAMK University of applied science)
	2. Create a professional portfolio for when you're applying for jobs
	3. Balancing the Two Faces of ePortfolios
	4. EPORTFOLIO THE EVOLUTION OF & PEBBLEPAD
	5. JISC (2009). EPortfolios: An overview. Retrieved 2 November 2018 from http://www.jisc.ac.uk/whatwedo/themes/elearning/ePortfolios.aspx
	6. Laurikainen, M. & Kunnari, I. (Eds.) (2018). Employers' perspectives on ePortfolios. HAMK Unlimited Journal 21.9.2018. Retrieved 2 November 2018 from https://unlimited.hamk.fi/employers-perspectives-on-ePortfolios
	7. EPortfolio (DE) eTeaching.org
	8. Difference between Portfolio and CV
	9. https://hiring.monster.com/employer-resources/recruiting-strategies/talent-acquisition/how-to-write-a-job-description/
	10. https://www.indeed.com/career-advice/resumes-cover-letters/build-your-work-portfolio
Assessment procedure	The students created a Padlet on the topic ePortfolio. Afterwards they are asked to show their Padlet to the classmates by presenting it in a 5-minute oral or virtual presentation. This way classmates can participate from their findings and the educator gets an overview in their acquired knowledge.

UNIT 3.2   The Europass ePortfolio - A trusted European tool to manage learning and the career

Objectives
The objective of this unit is to understand the Europass ePortfolio as a tool that enables students to display, document and share their skills, qualifications and experience gathered in the course of every stage of their life as the most trusted European tool. To get familiar with the Europass ePortfolio it is necessary to get familiar with its functions, such as managing personal information, summarizing those in a CV, compiling and storing any relevant documentation, discovering learning and job opportunities.

Content
The students will receive a general overview about the Europass ePortfolio and the Europass ePortfolio web-based tools:
It will be a hub that offers the following web-based tools:
• Tool 1: Profile: Users will be able to create a personal profile to describe their skills, qualifications, learning and work experiences;
• Tool 2: Online Editor: Users will be able to prepare applications and create CVs and cover letters based on information inputted in their personal profile;
• Tool 3: Skills Match: The Skills Match tool will allow users to search or receive suggestions of learning and career opportunities from Union services (e.g. EURES) and third parties (e.g. online platforms that have interoperability agreements with Europass).
• Tool 4: Applications tracker: Users will be able to keep track of their learning and job applications.

Duration
Class Time_ approximately 4 hours + self-study

Resources required
Off-line: Flipchart, whiteboard, coloured markers, paper and pens.
Online: LCD projector, computer/laptop, tablet or smartphone, internet access.
Others: existing application documents such as certificates, testimonials & application photos, mapping results of YOUnique mapping phase.

Training methodology
☒ Presentation by trainer
☐ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☒ Presentation by participants
☐ Simulation / Role plays
☒ Media selection
☒ Project based Learning (PBL)
☐ Cooperative Learning
☒ Flipped Classroom
☐ Station Learning
☐ Other:
• Using online learning resources such as self-learning material, instructions and easy guide from www.younique4.eu
• The teacher presents the topic and interacts with the learners by conducting a dialog according to the "to-and-from" principle. This work method makes it possible to communicate with all of the students at the same time and follow the general rules while relaying knowledge to everyone present.

Learning outcomes	KNOWLEDGE - He/she … • knows the concept and benefits of the Europass ePortfolio. • knows different Europass tools and user scenarios. SKILLS - He/she … • is able to create an attractive personal job profile on Europass platform. • is able to customise the look and feel of their CV. • is able to store CVs and cover letters in their profile library. COMPETENCES - He/she… • is able to edit/update, store, download and share their personal profile in line with their needs.
Training material	See Exercise "Your professional ePortfolio with Europass": - Video "Quick Europass tutorial: create your CVs" (07/2020): https://audiovisual.ec.europa.eu/en/video/I-193054 - Europass Web-Site: https://europa.eu/europass/en - Europass user guide: https://europa.eu/europass/en/faq
Additional resources of information	1. europass ePortfolio (EU Background information) 2. https://ec.europa.eu/futurium/en/europass/ePortfolio-and-web-based-tools 3. https://ec.europa.eu/futurium/en/system/files/ged/epass_2-3_europass_e_portfolio.pdf
Assessment procedure	As an assignment students are asked to create their own Europass Profile (Tool 1) and Europass Cover letter plus CV (Tool 2) on the basis of what they self-studied before on the topic Europass ePortfolio and/or which information the trainer introduced to them. For that task the trainer can use a recent job or apprenticeship to create an application scenario. The trainer can create an assessment matrix to evaluate the different Europass profiles and CVs/cover letters.

UNIT 3.3   Further platforms to create an ePortfolio

Objectives	An ePortfolio for application purposes is a representation of information and documentation of achievement in an attractive format, designed to make the content easily understandable at a glance. Apart from the Europass ePortfolio is a Europe-wide standardised tool, there are other platforms that can be used to create digital portfolios completely individually in a "freestyle". The objective of this unit is to get to know 3 of these platforms.
Content	Introduction to "open education resources" online platforms for ePortfolio development, such as: • Google Sites • Mahara Open Source • WordPress
Duration	Class Time approximately_ 3-4 hours + self-study
Resources required	Off-line: Flipchart, whiteboard, coloured markers, paper and pens. Online: LCD projector, computer/laptop, tablet or smartphone, internet access. Others: existing application documents such as certificates, testimonials & application photos, mapping results of YOUnique mapping phase.
Training methodology	☐ Presentation by trainer ☐ Group exercise Discussion / Debate ☐ Working in pairs / Small groups ☒ Presentation by participants ☐ Simulation / Role plays ☒ Media selection ☒ Project based Learning (PBL) ☐ Cooperative Learning ☐ Flipped Classroom ☐ Station Learning ☐ Other:
Learning outcomes	KNOWLEDGE - He/she … • knows different open platforms for digital portfolios and their format. • knows the differences between Google Sites, Mahara and WordPress. • knows advantages and disadvantages of different platform solutions. SKILLS - He/she … • is able to choose the best platform for their individual job application. • is able to complete a profile on one of the platforms. COMPETENCES - He/she… • is able to apply for a job with a digital portfolio platform. • reflects upon his/her own action. • evaluates different eportfolio platforms and check the execute tasks by using checklists.

Training material	See Exercises "Your professional ePortfolio with Google Sites" and "Your professional ePortfolio with Mahara"
- Training Videos about GoogleSites, WordPress, Mahara: For example Video guides on how to create an ePortfolio with Google Sites as ePortfolio: No. 1: https://www.youtube.com/watch?v=9axgV_cPtlU (EN) No. 2: https://youtu.be/Cn0PvhubHjg (EN) No. 3: http://deltaportfolio.eu/
- What is a Mahara ePortfolio?: https://mahara.org/view/view.php?id=3
- Examples of Mahara portfolios: No. 1: Promotion Application Portfolio No. 2: Jacqueline Saviano – BA graduation portfolio
- GoogleSites ePortfolio examples: Wendy Hall: https://sites.google.com/view/deltaio1uk Lena Möckel: https://sites.google.com/view/lenamoeckelazubimobil/startseite
Additional resources of information	1. https://wordpress.org/
2. https://mahara.org/
3. https://sites.google.com/new
Assessment procedure	By creating their own ePortfolio on one of the platforms mentioned (Mahara, Google Sites, Word Press) students demonstrate different competences. Hence, for an assessment the following criteria are conceivable (as an example):

1) Intensity - Authenticity – Reflexivity For this area, students should demonstrate that they have understood the links between the individual parts of their ePortfolio, the importance of the products and their relevance to the employer. The focus in this area is on the learning process.

2) Documentation of evidence of competence In this area the completeness of the products that students have created is assessed. Did they integrate everything that is expected of an employer and additional material that underlines their soft skills and competences?

3) Aesthetics - Multimedia - Creativity Since an ePortfolio is like a website that differs fundamentally from a paper portfolio through the diverse multimedia possibilities, this area should also be included in the assessment. |

Module 4:
Your professional Social Media presence - How to use social media for applications and for presenting yourself in the best way?

More than a decade ago, if you had the right "hard" skills (i.e., C++ programming), you were almost guaranteed a job. You could almost trade your college diploma for a job upon graduation. Then, as the economy changed and became more competitive, companies started to pay attention to a new set of skills. Soft skills (i.e., communication, organisation, leadership, etc.) became increasingly important as a way to choose one candidate over another. Companies were interested - and still are - in passion, teamwork and cultural fit. In today's world, not only do you need strong hard and soft skills, but you need to develop online influence. When two candidates look the same on paper and are both good communicators, the differentiator will be their online influence.

MODULE 4 Overview — Your professional Social Media presence

Objectives	The objective of this module is to know how to make the best use of social media platforms to expand a person's online influence. For that is important to be aware of the social media platform to present themselves when looking for a new job. It is important to understand how to use social media accounts properly for presenting themselves in the best way.
Content	• Social media channels that are appropriate for self-presenting • Use of social media channels and best tips to highlight learners' soft skills • Creatively presenting soft skills in social media • Presenting oneself in social media when looking for a new job • Jobs search on social media platforms • A short overview of what to do and not to do: practical examples.

Units	UNIT 4.1 **SUITABLE SOCIAL MEDIA CHANNELS FOR SELF-PRESENTING**	UNIT 4.2 **PRESENTING SOFT SKILLS WITH SOCIAL MEDIA**	UNIT 4.3 **DOES AND DON'TS WHEN USING SOCIAL MEDIA FOR APPLICATIONS/ SELF-PRESENTATION**
Duration	3 hrs classroom training + self-study	3 hrs classroom training + self-study	3 hrs classroom training + self-study
Resources required	A computer for each learner and trainer, internet access, projector, Flipchart and coloured markers		
Learning outcomes	KNOWLEDGE - He/she … • identifies the importance of online presence in the job market.		

• knows how to use LinkedIn to increase their chances to catch potential recruiters' attention.
• knows how to use Twitter to be up to date about the industries latest trends.
• knows how to use Instagram in the right direction to capture the attention of preferred companies.
• lists several things to avoid doing on social media for applications or self/regulation.

SKILLS - He/she …
• is able to select their soft skills to be presented in social media.
• shows creativity in presenting soft skills in social media.
• presents him/herself as a qualified young professional.

COMPETENCES - He/she …
• is able to choose and prepare carefully the wording of their social media profile.
• takes the responsibility for the establishment of their social media profile.
• is able to be present in a consistent way in social networks.

UNIT 4.1   Suitable social media channels for self-presenting

Objectives   The main objective of this unit is to train students so that they become aware of the social media platforms to present themselves and to make the best use of social media platforms to expand their online influence.

Content   Unit providing guidelines, information and resources on techniques and tips on how to present soft skills in social media to find a job offer that fits their expectations.

Topics to be addressed:
• The most common social media platforms used nowadays for present themselves
• LinkedIn best practices to find opportunities in the job market
• Twitter best practices to connect with employees
• Instagram best practices on how to brand themselves.

LinkedIn is the number one social media networking platform for job seekers.

Duration   Class Time_ approximately 3 hours + self-study

Resources required   For the development of this unit, it will be necessary internet access, a computer for each learner and the trainer, a flipchart or whiteboard and coloured markers.

Training methodology   ☒ Presentation by trainer
☒ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☐ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

Learning outcomes   KNOWLEDGE - He/she …
• knows the importance of online presence in the job market.

SKILLS - He/she …
• is able to present him/herself in social media as a qualified young person.
• is able to use LinkedIn to increase the chances to catch potential recruiters' attention.
• uses Twitter to be up to date about the industries latest trends.
• uses Instagram in the right direction to capture the attention of preferred companies.

COMPETENCES - He/she…
• is able to choose and prepare carefully the wording of their social media profile.

Training material	- Consult Exercise "Your Online Influence Booster" This exercise increases the awareness and knowledge on how a person should present herself in different social media accounts having in mind tips to improve the profile according to the expected goal.
	- Consult "Trainers' information on Instagram as 'personal branding machine'"
Additional resources of information	LinkedIn Content LinkedIn 101	From Beginner to All-Star: https://www.linkedin.com/pulse/linkedin-beginner-all-star-8-easy-steps-clifford-wessel (updated November 2020)
	Creating a LinkedIn Account: https://www.wikihow.com/Create-a-LinkedIn-Account
	Twitter Content Create a profile to share who you are: https://help.twitter.com/en/twitter-guide/topics/how-to-get-started-with-twitter/how-to-create-your-twitter-profile-twitter-help
	Steps to get started on Twitter: https://help.twitter.com/en/twitter-guide/topics/how-to-get-started-with-twitter/7-steps-to-get-started-on-twitter-twitter-help
	Talk the Twitter Talk: https://help.twitter.com/en/twitter-guide/twitter-101/speak-the-language-of-twitter-twitter-help
	Instagram Content How to Use Instagram: A Beginner's Guide: https://blog.hubspot.com/marketing/how-to-use-instagram
	Getting Started on Instagram: https://blogs.constantcontact.com/getting-started-instagram/
Assessment procedure	Students were asked to create social media accounts in different platforms according to their aim. The trainer can assess the accounts through an online questionnaire about the different types of application.

UNIT 4.2   Presenting soft skills with social media

Objectives   The objective of this unit is to make students understand the role of social media as a relevant resource to approach soft skills in daily life and use it as a platform to meet employers. This Unit 4.2 aims to equip learners with the necessary knowledge to demonstrate their existing soft skills such as creativity, curiosity, adaptability or holistic thinking because those are crucial, quite relevant and visible when using social media.

Content   • Guidelines, information and resources on techniques and tips on how to present soft skills in social media to search for a job offer that fits their expectations.
• The relevance of soft skills
• Identification and selection of soft skills that are recognized to be the success factor enabling individuals to fulfil their professional life, career development and higher income.

There are several ways to present soft skills in social media. The most important soft skill learners need is creativity.

Duration   Class Time_ approximately 3 hours + self-study

Resources required   For the development of this unit, it will be necessary internet access, a computer for each learner and the trainer, a flipchart or whiteboard and coloured markets and a Smartphone.

Training methodology   ☐ Presentation by trainer
☒ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☒ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

For the implementation of this methodology, learners will work in groups of two and will learn by doing, think critically, interact with each other and act responsibly and ethically.

Learning outcomes   KNOWLEDGE - He/she …
• knows how to present themselves in different social media platforms.

SKILLS - He/she …
• is able to select their soft skills to be presented in social media.
• is able to present soft skills on social media creatively.
• is able to present themselves as qualified young professionals.

	COMPETENCES - He/she... • takes the responsibility for the establishment of their social media profile.
Training material	- Consult Exercise "Create your own stories" This exercise will improve the learner presentation skills and it will help him/her to understand how to engage with professionals and companies.
Additional resources of information	LinkedIn Content Creators of LinkedIn Stories – FAQ: https://www.linkedin.com/help/linkedin/answer/119761 Twitter Content How to create a Moment: https://help.twitter.com/en/using-twitter/how-to-create-a-twitter-moment Instagram Content The Ultimate Guide to Creating Engaging Instagram Stories: https://medium.com/better-marketing/the-ultimate-guide-to-creating-engaging-instagram-stories-c0540e719b7d
Assessment procedure	Self-reflection on the choice of soft skills that each one presented in their soft skills. Try to answer these questions and explain your reasons: • Why did I choose these soft skills? • Why are they important? • Where did I acquire or develop them? Create your own application (application type of your choice) taking into account the checklists and mark where you made your soft skills visible

UNIT 4.3   Dos and Don'ts when using social media for applications/ self-presentation

Objectives   When looking for a new job, apprenticeship or internship, students need a feeling for social media in order to exploit its potential to their advantage. The objective of this unit is to help them develop this feeling by explaining to them what to consider for a good social media self-presentation, ie. to understand who they are, to be consistent and present in social media, to know how to use their accounts properly or to position oneself as someone with a thirst for knowledge is always recommendable, in every industry.

Content   • Proper use of social media accounts
• Dos and Don'ts when using social media for applications/self-presentation.

Duration   Class Time_ approximately 2 hours + self-study

Resources required   For the development of this unit, it will be necessary internet access, a computer for each learner and the trainer, a flipchart or white board and coloured markets.

Training methodology
☐ Presentation by trainer
☒ Group exercise Discussion / Debate
☐ Working in pairs / Small groups
☐ Presentation by participants
☐ Simulation / Role plays
☐ Media selection
☐ Project based Learning (PBL)
☒ Cooperative Learning
☐ Flipped Classroom
☐ Station Learning
☐ Other:

For the implementation of this methodology learners will work in groups of two, and will learn by doing, think critically, interact with each other and act in a responsible and ethical manner.

Learning outcomes   KNOWLEDGE - He/she …
• lists a number of things that should avoid doing on social media for applications or self-regulation.

SKILLS - He/she …
• is able to choose and prepare carefully the wording on their social media profile.

COMPETENCES - He/she …
• is able to be responsible for the establishment of their social media profile.
• is able to be present and consistent in social networks.

Training material	- Consult Exercise "Do's & Don'ts for social media job-hunting" This exercise will help the learner to understand what to do or not for a successful job hunting using social media profiles.
Additional resources of information	6 Ways To Leverage Your Social Network While Job Hunting: Do's: • Share an online portfolio or CV on social media. • Make creative profiles. • Actively search for jobs on social media platforms. • Edit the privacy settings on your social media. • Engage in social media debates and discussions. • Show your personality online (staying professional). • Keep up with industry news online. • Join groups related to your work and industry. • Keep your social media profiles updated. Don'ts: • Avoid using "clichéd" buzzwords in posts. Always add a little of creativity, originality and flair. • Make sure not to offend anybody when you are presenting to an international audience. Keep in mind the cultural context and choose your wording carefully. • Don't say too much. Oversharing irrelevant information can have a negative impact.
Assessment procedure	Answer an online questionnaire taking into account the checklists of dos and don't's.

Additional Sources

Additional Sources

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