Open Awards Qualification Unit

This unit forms part of a regulated qualification.

1 Unit Details

Unit Title:	Digital Career Development
Unit Reference Number:	D/618/2495
Level:	3
Credit Value:	3
Minimum GLH:	22

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Demonstrate how to manage and promote a digital reputation and online identity	1.1 Differentiate between real and online identities
	1.2 Explain key characteristics that make up online identity
	1.3 Identify the impact social media can have on future employment prospects of self and others
	1.4 Identify how to promote trust with online identities
	1.5 Create an appropriate professional social media profile at least one social media tools
2. Use social media and the internet to search, prepare and apply for voluntary and paid employment	2.1 Identify professional placements, voluntary and paid vacancies using a range of social media and the internet
	2.2 Complete applications for professional placements and employment using a variety of media
	2.3 Research and plan for an interview using appropriate social media and the internet
	2.4 Compare the differences between a traditional Curriculum Vitae (CV) and an online CV/profile
3. Understand how to take part in online/phone interviews	3.1 Explain the different types of online/phone interview
	3.2 Describe the preparation required before an online/phone interview

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		3.3	Identify the different communications software commonly used by the logistics sector for online interviews
		3.4	Prepare and take part in two online/phone interviews
		3.5	Reflect on and gather feedback on interview performance, producing an action plan to improve performance
		3.6	Identify the advantages and disadvantages of the online recruitment processes and how to adapt own behaviour to address this
		3.7	Discuss the shortlisting process, its impact on selection for interview and how to adapt own application to address this
4.	Know how to use social media to build own professional networks	4.1	Identify the benefits of using online professional networks
		4.2	Create a network development plan
		4.3	Compare own social network against own network development plan
		4.4	Create two other professional profiles using different social networking sites
5.	Know how to use technology to facilitate personal and professional learning and career progression	5.1	Identify own digital skills gaps
		5.2	Research the vocational skills to progress to the next level of job or study
		5.3	Produce an action plan to fill gaps in own digital skills
		5.4	Identify appropriate social media sites and digital tools that can be used to develop skills and knowledge in order to remain up-to-date in own subject area
		5.5	identify appropriate social media sites and digital tools to solve problems
		5.6	Demonstrate use of a range of digital media to develop new knowledge, skills and/or to keep up-to-date in chosen subject/career
		5.7	Produce and post a blog and share with professional networks

Learning Outcome 1 - Indicative Content

This unit is about understanding that putting something online gives “permission” for it to be in the public domain and therefore it should cover include: understanding the digital footprint, types of digital footprint, how digital footprints are created actively and passively, managing identify on multiple platforms, devices and apps.

It should also cover managing an online reputation and understanding the impact of this on their employment and career prospects. Learners should cover: online security including managing security settings and using effective and safe user names and passwords, grooming, trolling and cyber bullying.

Learners creating an appropriate personal identity as well as a professional identity. Respect for others persona should be considered in this unit. It should include online identity on a range of platforms and Apps including: Facebook, twitter, Instagram, LinkedIn, Snapchat and similar. When v/blogging and using the internet, online communication and gaming. It should also cover posting/reposting messages and

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images.

Learners must be able to clearly differentiate between a real and an online identity and how what they do online impacts on their reputation and future employment prospects. They must be able to demonstrate they understand the impact of inappropriate use of social media on others and the ethical and moral issues of using social media. They must also be able to demonstrate that they can establish a professional profile using at least one social media tool. The profile must reflect that the understand and have applied the content of this unit

Learning Outcome 2 - Indicative Content

The Learner should know where and how to search for job vacancies, including how to use LinkedIn, Facebook/Facebook Jobs, and other social media, online career boards, (at school or college) and successfully search the internet to find appropriate vacancies relevant to their aspirations and capabilities. The Learners need to use a range of methods to applying for professional placement/work experience, voluntary or paid employment which are relevant to the aspirations, studies and capabilities and these should include as a minimum - applying using an online application form/portal, applying via email and where relevant using video-clips, images and online portfolios to sell promote themselves to a defined target audience. Where online portals are used for applications, learners should understand the implications of completing online forms, including the need to collate and prepare information in advance and the need to store completed forms for future use.

Learners should understand the importance of preparing for an interview and therefore should use social media and the internet to prepare for at least two interviews including for professional placement (work experience) and paid or voluntary employment (real or simulated). The Learners' research skills and preparation are key here and there is no need to evidence them being interviewed.

The style, tone and language used in this unit is important and should reflect a professional persona.

Learning Outcome 3 - Indicative Content

Learners should understand the different types of interview and how, who the interview is with will affect their interview preparation and should include screening interviews, stage interviews, interviews with HR, interviews with specialists.

Interview preparation should also include researching the company, their values, the job role, the interviewer and researching information from a variety of reliable sources.

Learners should be aware of how to present them selves professionally in an online interview, dressing professionally, downloading and testing web conference software in advance, using a professional username, checking the environment for the webinar – clearing a space, choosing an appropriate background, reducing the opportunity for interruption, having notes, resume and pen & paper to hand to avoid typing in the interview. Learners should demonstrate good etiquette, looking directly into the camera, remaining attentive, smiling and engaged.

When assessing AC 3.1 learners should also consider the possible online first round candidate exercises used for reducing the field of applicants, prepare and practice for a range of exercises used in the logistics industry.

Learning Outcome 4 - Indicative Content

The learner should understand the purpose of social networking as a tool to present their skills, knowledge and experience online. They should understand the benefits of social networking in the context of employability and the business environment and the difference between social networking and business networking. Learners should be able to use LinkedIn or another professional social network tool to present their skills, knowledge and attributes online with purpose of developing, maintaining and expanding their professional network. They should be aware of the most appropriate tools for social/professional networking and face-to-face opportunities to network. Learners should be able to describe how they would use social media networks in their chosen career and benefits of the networks.

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Learners should be able to reflect on their strengths and weaknesses in their knowledge and skills and produce a plan to show how they will use social media networks to hi-light their strengths and develop their weaknesses/gaps.

Learning Outcome 5 - Indicative Content

Keeping up-to-date and Continuous Professional Development (CPD) is key to career progression. In this unit students should be able to demonstrate that they have identified their own development needs that will be encountered in their professional and personal lives, and therefore they should be aware of the benefit of CPD and identify potential uses in their subject area. including;

1. their own digital literacy skills development
2. understanding that digital tools can be used to develop their own knowledge and skills and to solve problems
3. identify how technology and social media (including Twitter, Online Learning, Webinars, You Tube and other content curation sites can be used as a vehicle for learning and development.
4. use of online learning and web technology to make learning more accessible

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