

Conducting Your Research

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.3

WHAT THIS LESSON DOES

You will read three sources about your chosen job role, take notes on the source, key facts, surprises and follow-ups, and produce a one-page research note for your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.3	identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Read at least three substantial sources on your chosen job role
- Take research notes covering source, key facts, surprises and follow-ups
- Produce a one-page research note for your Digital Portfolio

KEY TERMS

Term	What it means here	For example
Research notes	A short written record of what you found while investigating a job role, organised so you can use it later without reopening every source.	A one-page note with three sources, key facts under each, and the questions you still need answered
Source	The place a piece of information came from: a careers site, a course page, a person you spoke to, a report, or a job advert.	A Careers Portal role profile, a QQI course outline, or a conversation with someone who does the job
Follow-up question	A question your research raised that the source did not fully answer, and that you still need to chase.	Does this role need a full driving licence in rural hospitals, or only in city posts?

BEFORE THE BELL

- Confirm students know their chosen job role from their Career Fields Shortlist and can open a Job Role Research Plan or use the in-lesson fallback.
- Confirm device or printed access to Careers Portal, Qualifax or prospectus packs before the writing block.
- Have the worked example ready on the IWB.
- Have the IWB ready on this step. Students should have their Job Role Research Plan open beside the lesson (or the fallback role and three places from Getting Started).
- On screen this lesson: worked example.

Conducting Your Research

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
15 min	activity	How Research Notes Stay Useful
25 min	content	Write Your Job Role Research Notes
5 min	content	Think About It
2 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already has their **Job Role Research Plan** open. Anyone without it should name the job role from their Career Fields Shortlist and three places they can look today (guidance materials, Careers Portal, Qualifax, a printed prospectus, a person they can message).

Confirm school access to careers resources before the main writing block. Printed packs work if devices or sites are limited.

5 min Key Terms

Keep this tight. Stress that a note without a named source is almost useless for an application or interview later.

15 min How Research Notes Stay Useful On screen: worked example

RUNNING THE WORKED EXAMPLE

Walk beats 1-6 in order. Pause before each explanation and ask the class what the line is doing. Watch for students who treat research as copying paragraphs; beat 2 and beat 5 are the antidote.

LOOK-FORS

- Students can name the four-part shape without looking
- Someone spots that a surprise is not the same as a key fact
- Someone notices the follow-ups are specific enough to answer

25 min Write Your Job Role Research Notes

SUGGESTED TIMING

2 minutes open the Job Role Research Plan (or the fallback role and three places) and name the sources for today. **20 minutes** reading and note-taking. **3 minutes** skim for missing surprises or vague follow-ups.

EXIT TICKET AND HOMEWORK

A complete one-page **Job Role Research Notes** is the exit ticket. If sources run long, collect two full four-part blocks in class and require the named third source finished for homework the same week. Keep printed careers packs as the device/site fallback.

TEACHING TIPS

- Block pure copy-paste: if a key fact is longer than two lines, make them cut it
- A surprise must change something they believed; 'interesting' is not enough
- Follow-ups must be answerable by a person, a page, or a visit

DIFFERENTIATION

Students stuck on sources: start with one role profile, one training route, and one human source (message, call, or written Q&A). Students racing ahead: add a fourth source that disagrees with the first three and say what they trust.

5 min Think About It

Two minutes pair talk, then take two voices on the first prompt. Push for a changed question, not a vague 'I learned a lot'. Optional: students add a final line to their notes titled 'What I will chase next'.

2 min Take It Further

Useful for students who finished early or already had strong desk sources. Remind them not to cold-call workplaces without the contact approach covered later in the strand; family, neighbours, past TY hosts, and guidance links are enough for now.

3 min What you covered

Quick show of hands: who has three full four-part blocks saved, who has two plus a named third for homework. Spot-check two folders for a named source and one answerable follow-up before dismissal.

ANSWERS AND LOOK-FORS

- "Careers Portal role profile: Pharmacy technician" - Name the source - The source is written first, specifically. Six months from now Conor can reopen this page and know exactly where the claim came from.
- "works under a pharmacist; dispenses and prepares medicines" - Facts, not fluff - Short, checkable facts. He is not rewriting the whole profile. He is keeping what he would need in an interview or a fit assessment.
- "accuracy and double-checking more than chemistry knowledge" - Log the surprise - A surprise is something that shifted his picture of the job. That is often the line that later changes a personal statement or a goal.
- "do hospital posts need different training from community pharmacy..." - Follow-up you can chase - The question is narrow enough to answer. Vague follow-ups like 'learn more about hospitals' die in the notebook.
- "work placement is assessed, not optional observation" - What changes the plan - This fact affects whether the course fits him. Research notes should surface decision-changing detail, not decoration.
- "calm communication with frustrated customers, not the technical labels" - People beat brochures - A real practitioner named a skill the glossy sources underplayed. Mixing media (profile, course page, person) is why three sources beat one long article.

DIFFERENTIATION

- Support: four-part template per source; pair on source choice.
- Extension: optional person source in Take It Further, or a fourth source that disagrees with the first three.

WHAT STUDENTS ARE LEFT WITH

- Job Role Research Notes: one-page findings from at least three sources