Unit title:	Employability and professional development
Unit number:	5
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	M/601/1251

UNIT AIM AND PURPOSE

This unit provides the opportunity for learners to develop employability skills which will benefit them in the workplace and help them to manage their own personal and professional development.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Be able to take responsibility for own personal and professional development	1.1 reflect on own current skills and competencies against professional standards and organisational objectives 1.2 evaluate own development needs and the activities required to meet them 1.3 devise a personal and professional development plan based on identified needs 1.4 reflect on own development against original aims and objectives set in the personal and professional development plan
LO2 Be able to demonstrate acquired interpersonal and transferable skills	2.1 communicate in a variety of styles and appropriate manner at various levels 2.2 demonstrate effective time management strategies
LO3 Understand the dynamics of working with others	3.1 analyse team dynamics, discussing the roles people play in a team and how they can work together to achieve shared goals 3.2 discuss alternative ways to complete tasks and achieve team goals

LO4 Be able to develop strategies for problem solving	4.1 review tools and methods for developing solutions to problems
	4.2 develop an appropriate strategy for resolving a particular problem
	4.3 evaluate the potential impact on the business of implementing the strategy

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3)	Distinction Criteria (D1, D2, D3)
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to cover **all** Learning Outcomes.

Learners must be able to apply relevant examples to their work although these do not have to be the same as the examples specified.

LO1 Be able to take responsibility for own personal and professional development	
Current skills	e.g. own skills, personal effectiveness, strengths and weaknesses, learning styles, curriculum vitae
Professional standards	e.g. skills required for employment in job roles, qualifications such as Skills Framework (SFIA)
Organisational objectives	e.g. legal requirements, functional areas
Development activities	e.g. SWOT analysis, training required and skills which need to be developed (training needs analysis), Kolb's learning cycle and reflective practice (such as Donald Schön's *Reflection 'on action' and 'in action'*)
Development plan	Skills to be developed, training to be undertaken, timescales, reviews to be carried out, mentors.
LO2 Be able to demonstrate acquired interpersonal and transferable skills	
Audience	e.g. colleagues, peers, managers
Communication skills and methods	Verbal and non-verbal, formal and informal, communication methods, protocols, social skills, media for communication
Time management strategies	e.g. task lists, prioritising work tasks, record keeping, diaries, reading strategies, critical path analysis, brainstorming.
LO3 Understand the dynamics of working with others	
Team dynamics	Effective teams, nature of team, Belbin's team roles, Benne and Sheats' Group Roles, formality of setting (i.e. formal or informal), purpose of project, duration of project (i.e. short or long term), specialist roles
Team goals	e.g. type of worker, Theory X and Theory Y, motivation techniques, Herzberg's motivators and hygiene factors, Maslow's hierarchy of needs, stages in project development and requirements at each stage.

LO4 Be able to develop strategies for problem solving	
Problem	e.g. definition of problem, analysis of problem, PEST analysis
Solutions	e.g. resources required, methods, timescales, sources of support, work safely
Evaluation	e.g. review problem, evaluate if problem has been solved, degree of success of solutions, resources used, impact on organisation and personnel.

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of taking responsibility for their own professional development and enhancing their employability skills. Typical delivery contexts could be linked to other units.

Learners will benefit from being encouraged to exercise autonomy and judgement in taking responsibility for their own personal and professional development, adapting their thinking and reaching considered conclusions when working with others.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using a variety of approaches and schools of thought. For example, developing strategies for professional development.

Assessment evidence guidance

Evidence must be produced to show how a learner has met each of the Learning Outcomes. This evidence could be assignments, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Drew, S and Bingham R. *The Student Skills Guide*. 2nd ed. Hampshire: Gower Publishing Ltd. 2001.

Cottrell, S. *Skills for Success: Personal Development and Employability - Palgrave Study Skills* Palgrave Macmillan, 2010.

Journals

None applicable

Websites

Management training and leadership training
www.mindtools.com/index.html

Learning styles
www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained
www.infed.org/thinkers/gardner.htm

David Kolb's Learning Cycle
www.infed.org/biblio/b-explrn.htm

British Computer Society
www.bcs.org

Skills framework information
www.sfia-online.org