EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

ENTRY LEVEL 3

UNIT 1 – ASSESS MYSELF FOR WORK

DELIVERY GUIDE

June 2015

OCR
Oxford Cambridge and RSA

INTRODUCTION

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression Entry Level 3 unit(s)
1 Know skills or personal attributes needed for work	1 - What are people are good at?	1.1	English - 5440 - Plan and sequence texts LO1 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5723 - Listen and respond to specific information LO1
	2 - Skills or personal attributes needed for a job	1.1	English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5448 - Contribute to discussions LO2
	3 - Passing on the right details	1.1	English - 5723 - Listen and respond to specific information LO2 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5437 - Construct compound sentences LO2
2 Know own level of skills or personal attributes	1 - Know yourself	2.1	English - 5445 - Speak to communicate information, ideas and opinions LO3 English - 5448 - Contribute to discussions LO2 English - 5723 - Listen and respond to specific information LO1, LO4
	2 - Know yourself in more detail	2.2	English - 5723 - Listen and respond to specific information LO3 English - 5448 - Contribute to discussions LO2 Maths - 5751 - Extract and interpret data LO4
	3 - Skills or personal attributes analysis	2.2	English - 5723 - Listen and respond to specific information LO2, LO3 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5437 - Construct compound sentences LO2

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression Entry Level 3 unit(s)
3 Know skills or personal attributes that need to be developed for a specific job of personal interest	1 - Group job search	3.1	English - 5448 - Contribute to discussions LO1, LO2, LO3 English - 5427 - Read for purpose and meaning in straightforward continuous texts English - 5437 - Construct compound sentences English - 5440 - Plan and sequence texts LO1
	2 - Personal job search	3.1	English - 5723 - Listen and respond to specific information LO2 English - 5448 - Contribute to discussions LO2 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2
	3 - Developing myself for the job	3.2	English - 5723 - Listen and respond to specific information LO2, LO3, LO4 English - 5448 - Contribute to discussions LO1, LO2, LO3 English - 5440 - Plan and sequence texts LO1
4 Be able to plan to develop own skills or personal attributes	1 - Ways of developing skills or personal attributes	4.1	English - 5723 - Listen and respond to specific information LO2 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5448 - Contribute to discussions LO2
	2 - Writing an action plan	4.1	English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2
	3 - Writing my own action plan	4.1	English - 5440 - Plan and sequence texts LO1 English - 5448 - Contribute to discussions LO2

UNIT 1 – ASSESS MYSELF FOR WORK

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

This unit will provide learners with knowledge of the skills or personal attributes required for work. Learners will be able to identify the level of own skills or personal attributes. Learners will know how to identify skills or personal attributes required for a job and will be able to produce a simple action plan to develop own skills or personal attributes.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Know skills or personal attributes needed for work	1.1 State skills or personal attributes needed for work	i.e. Skills or personal attributes, e.g. • communication skills • multi-tasking skills • honesty • positivity.
2 Know own level of skills or personal attributes	2.1 Identify own skills or personal attributes	i.e. Own skills or personal attributes, e.g. • using ICT • managing money • hard-working • energetic.
	2.2 Identify current level of own skills or personal attributes	i.e. Identifying current level of own skills or attributes, e.g. • discussion with others • questionnaire with pre-set grading chart • on-line test.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Know skills or personal attributes that need to be developed for a specific job of personal interest	3.1 Identify a specific job of personal interest	Jobs, e.g. • receptionist • hairdresser.
	3.2 Identify skills or personal attributes to be developed for the job	i.e. Skills or personal attributes that are relevant to the specific job, e.g. • a receptionist needs communication skills • a hairdresser needs to be punctual.
4 Be able to plan to develop own skills or personal attributes	4.1 Produce an action plan to develop own skills or personal attributes	i.e. Ways of developing skills or personal attributes, e.g. • school/college courses • work experience. i.e. What is required in an action plan, must include: • what learner will do (to develop skills or personal attributes) • target date(s). A simple action plan can be used, e.g. • a template provided for the learner • a schedule.

LEARNING OUTCOME 1 – KNOW SKILLS OR PERSONAL ATTRIBUTES NEEDED FOR WORK

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know skills or personal attributes needed for work	1.1 State skills or personal attributes needed for work

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 What are people good at?	Teachers could write on the whiteboard the following words and definitions: 'skill = an ability to do an activity or job well because you have practised it' and 'attribute = a quality or characteristic that someone has'. Teachers could then give an example of each of these eg. 'I can write' and 'I am caring'. Learners could then work in small groups to create a spider gram about skills or personal attributes that people may have and feedback to the group to create a bullet list on the whiteboard that comprises each of the groups' work. NB there is no need to separate skills or personal attributes in the assessment, we are not testing knowledge of the definitions.	30 minutes	1.1	English - 5440 - Plan and sequence texts LO1 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5723 - Listen and respond to specific information LO1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
2 Skills or personal attributes needed for a job	Teachers could explain different types of work that are available, e.g. practical, creative, indoor, outdoor. In small groups, learners could be given a set of job cards and be encouraged to discuss what type of work each job involves, e.g. a painter's job involves indoor, outdoor, creative and practical work. They could then select one of the jobs and be provided with the (simple) relevant job role to read. Using this information each group of learners could develop a poster that identifies the job, the type of work involved and the skills or personal attributes that may be needed to do the job well. This could include cut out images from magazines.	1 hour	1.1	English - 5427 - Read for purpose and meaning in straightforward continuous tests LO2 English - 5448 - Contribute to discussions LO2
3 Passing on the right details	Teachers could play a short video about a job role in the NHS. Then they could ask the learners to identify other jobs in a hospital, e.g. nurse, cleaner, receptionist. Then, as a class, discuss some of the skills or personal attributes needed for the jobs. In pairs, the learners could (using the internet, or pre-prepared resources) find out information about two different hospital jobs, including skills or personal attributes needed and then create two characters for a TV programme about a hospital. Using sentences, each learner could produce a character description of a worker. e.g. Fred is 35 years old. Fred works in the ambulance service team. He is a really calm person and he has excellent driving skills.	50 minutes	1.1	English - 5723 - Listen and respond to specific information LO2 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5437 - Construct compound sentences LO2

LEARNING OUTCOME 2 – KNOW OWN LEVEL OF SKILLS OR PERSONAL ATTRIBUTES

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know own level of skills or personal attributes	2.1 Identify own skills or personal attributes
	2.2 Identify current level of own skills or personal attributes

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Know yourself	Teachers could write examples of skills and personal attributes on the whiteboard and ask the learners how each of these could be demonstrated. Learners could then write a list of skills or personal attributes that they believe they possess. Then, in pairs they could discuss these, giving justification, and comment on whether they agree, disagree or could suggest additional skills or personal attributes that their partner may possess. Using a face template outline, each learner writes the skills or personal attributes that their partner possesses and makes a brief presentation to the rest of the group. See Lesson Element - Know own level of skills or personal attributes	45 minutes	2.1	English - 5445 - Speak to communicate information, ideas and opinions LO3 English - 5448 - Contribute to discussions LO2 English - 5723 - Listen and respond to specific information LO1, LO4
2 Know yourself in more detail	Teachers could show a short interview with a successful famous person, e.g. David Beckham, and ask the learners to identify the person's skills or personal attributes. As a class, they could discuss the level of the person's skills or personal attributes. Each learner could then write a list of their own skills or personal attributes and grade them, e.g. 5 ticks = excellent, 3 ticks = OK, 1 tick = needs improvement. The learner could record this information in a bar chart using either paperbased or ICT format. See Lesson Element - Know own level of skills or personal attributes	50 minutes	2.2	English - 5723 - Listen and respond to specific information LO3 English - 5448 - Contribute to discussions LO2 Maths - 5751 - Extract and interpret data LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 Skills or personal attributes analysis	Using the interactive whiteboard teachers could access an online skills test (e.g. Skills Health Check - National Careers Service website) and demonstrate how to complete the test and generate a skills health check report. Individually, learners could access the website and complete the online test for themselves and generate their own personal report. Learners could highlight key information about their own strengths and weaknesses. Using sentences, learners could then write a summary of their key strengths and weaknesses using either paperbased or ICT format. Alternatively they could complete a paper test (that the teacher has pre-printed). See Lesson Element - Know own level of skills or personal attributes	1 hour	2.2	English - 5723 - Listen and respond to specific information LO2, LO3 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5437 - Construct compound sentences LO2

LEARNING OUTCOME 3 – KNOW SKILLS OR PERSONAL ATTRIBUTES THAT NEED TO BE DEVELOPED FOR A SPECIFIC JOB OF PERSONAL INTEREST

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Know skills or personal attributes that need to be developed for a specific job of personal interest	3.1 Identify a specific job of personal interest
	3.2 Identify skills or personal attributes to be developed for the job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Group job search	Teachers could write a short list of jobs on the whiteboard and then encourage the learners to work in small groups to discuss other job ideas. Each group of learners could then create a list of 'top five jobs' and feedback to the class. Teachers could put each group in charge of finding out information about a job using the internet (or pre-prepared information). The learners could plan and then create a short presentation about the job, using ICT software, and print out the slides as a handout to share with the class. See Lesson Element - Know skills or personal attributes that need to be developed for a specific job of personal interest	1 hour	3.1	English - 5448 - Contribute to discussions LO1, LO2, LO3 English - 5427 - Read for purpose and meaning in straightforward continuous texts English - 5437 - Construct compound sentences English - 5440 - Plan and sequence texts LO1
2 Personal job search	Teachers could play a short video about job searching, e.g. 'Job Searching' - National Careers Service. They could then ask the learners how they could search for the right job and list these on the board. In pairs, learners could discuss jobs that they might be interested in and use a chosen method to find a job that they are personally interested in, e.g. online job websites, newspapers etc. Learners could print or cut out information about the job that they feel they would like to do and highlight key information, such as, skills needed, rates of pay etc. See Lesson Element - Know skills or personal attributes that need to be developed for a specific job of personal interest	40 minutes	3.1	English - 5723 - Listen and respond to specific information LO2 English - 5448 - Contribute to discussions LO2 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 Developing myself for the job	Teachers could talk about skills or personal attributes that are relevant to specific jobs, e.g. hairdressers need to have good time keeping skills. They could ask another centre staff member to talk to the class about skills or personal attributes that they had to develop for the job that they do, e.g. receptionist - developed ICT skills or communication skills. In small groups, learners could discuss the job they are interested in and the skills or personal attributes that are required for the job. Teachers should stress the need to pay attention to discussion turn-taking conventions. Learners could make a list of the skills or personal attributes that are needed for the job that they are interested in. See Lesson Element - Know skills or personal attributes that need to be developed for a specific job of personal interest	1 hour	3.2	English - 5723 - Listen and respond to specific information LO2, LO3, LO4 English - 5448 - Contribute to discussions LO1, LO2, LO3 English - 5440 - Plan and sequence texts LO1

LEARNING OUTCOME 4 – BE ABLE TO PLAN TO DEVELOP OWN SKILLS OR PERSONAL ATTRIBUTES

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to plan to develop own skills or personal attributes	4.1 Produce an action plan to develop own skills or personal attributes

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Ways of developing skills or personal attributes	Teachers could write a set of skills or personal attributes on the whiteboard, e.g. communication skills, writing skills, being a team player. They could then ask the class to identify how these skills could be developed, e.g. English course, getting involved in team sports, etc. In small groups, learners could discuss/mind map skills or personal attributes and ways of developing these. Learners could feed this information back to the class. See lesson element - Be able to plan to develop own skills or personal attributes	30 minutes	4.1	English - 5723 - Listen and respond to specific information LO2 English - 5445 - Speak to communicate information, ideas and opinions LO1 English - 5448 - Contribute to discussions LO2
2 Writing an action plan	Teachers could put an action plan template on the whiteboard and discuss the different headings. e.g. target date. They could ask the learners to suggest what might be written in the relevant boxes. They could also talk to the learners about the reasons why action plans are useful. Teachers could provide learners with a scenario about a person who needs to develop their skills for a job (with deliberate spelling errors) and the learners, in small groups, could complete a simple plan to help the person develop the skills or personal attributes for the job. The learners could also identify the spelling errors in the scenario provided for them. See lesson element - Be able to plan to develop own skills or personal attributes	50 minutes	4.1	English - 5427 - Read for purpose and meaning in straightforward continuous texts LO2 English - 5437 - Construct compound sentences LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 Writing my own action plan	Teachers could demonstrate how to plan to complete a simple action plan on the whiteboard using simple bulleted lists. Learners could then write down the skills or personal attributes that they need to develop and plan ways of developing these, using bulleted lists. Teachers could then give the learners their own action plan templates to complete. Teachers could go around the class offering ideas and support to individuals. Teachers could then discuss a selection of action plans with the whole class. See lesson element - Be able to plan to develop own skills or personal attributes	50 minutes	4.1	English - 5440 - Plan and sequence texts LO1 English - 5448 - Contribute to discussions LO2

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