OCR
Oxford Cambridge and RSA

Cambridge Progression English and Life and Living Skills

Cambridge **PROGRESSION**

Life **SKILLS**

A Project Approach to Delivery –

EFFECTIVE COMMUNICATION FOR WORK (PRE-EMPLOYMENT SKILLS)

Version 1

CONTENTS

INTRODUCTION

The purpose of this guide is to give you an overview of how you could holistically deliver a range of units from the following OCR qualifications.

- **Cambridge Progression English Entry Level 3**

- **Life and Living Skills Entry Level 3**

When delivering any qualification it is always useful to be able to look at the full range of units selected and consider how they are or could be linked together – a holistic approach.

A holistic approach will provide you with a structured plan to teach the learners how a range of topics work together across a number of units, providing them with some understanding of how skills and knowledge link together in a working environment.

This project enables the delivery and facilitation of learning of the following units by setting a range of activities (see table below). The English underpinning skills have been contextualised within the activities.
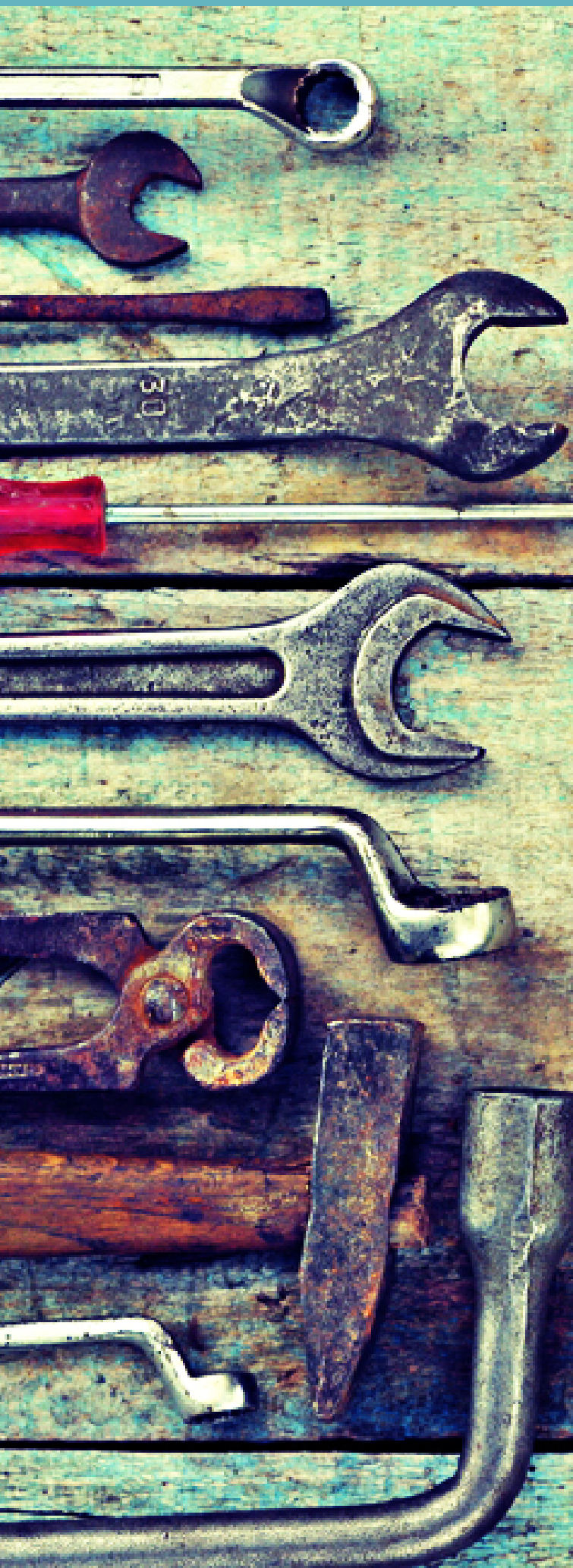
Cambridge Progression English Entry Level 3

Unit		In activity
Entry Code 5723	Listen and respond to specific information	1, 2, 5, 6, 7, 8, 9, 10, 12

Life and Living Skills Entry Level 3

Unit		In activity
Unit N15 (World of Work)	Effective communication for work	1, 2, 3, 4, 5, 6
Unit N16 (World of Work)	Preparation for work	7, 8, 9, 10, 11, 12

Tutors will need to explicitly deliver the new skills and knowledge that the learners will need for each activity either before or during the activity.

Learners may need extra learning practice of the new skills and knowledge before, during or after each activity to ensure each learner is secure in that skill.

This project can be delivered collaboratively between a number of different specialist tutors.

By the end of this project, and if the learner has successfully worked through all the activities, they should have generated sufficient evidence to be able to achieve the units on previous page.

Opportunities for English and Maths Skills Development

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have sign-posted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

English

Maths

METHODS OF ASSESSMENT

The units in this Project Approach have different methods of assessments.

- The Life and Living Skills units (N15 Effective communication for work and N16 Preparation for work) are internally assessed through a centre-set assignment and then externally moderated by OCR by post. At the rear of this Project Approach there is a Learner Criteria Achievement Document which can help you track the criteria achieved by your learners. Your learners need to provide evidence to prove that they have achieved the criteria. Evidence can be in the form of learners' written work, witness statements, photographs of the learners' work, or other types of documents. The Learner Criteria Achievement Document replaces the Record of Assessment and Evidence (RAE). The completed Learner Criteria Achievement Document and the learners' evidence will make up the portfolio that is posted to the OCR moderator. Further information can be found in the Life and Living Centre Handbook. http://www.ocr.org.uk/Images/76954-centre-handbook.pdf

- The Cambridge Progression English units (Entry Code 5723 Listen and respond to specific information) is internally assessed using the OCR-set Assessment Tasks and then externally moderated by OCR by post. You will assess your learners using an Observation Record found in Forms on the Cambridge Progression English web page. Please see the Cambridge Progression Admin Guide for further information. http://www.ocr.org.uk/Images/151588-admin-guide-cambridge-awards-certificates-in-english-and-mathematics-cambridge-progression-2014-15.pdf

ACTIVITIES GUIDANCE

You will first need to read the Mapping Cambridge Progression to Life and Living Skills section for each activity to ensure that all skills and knowledge are delivered before or during the activity.

- For portfolio building, evidence will be needed to show that the learners have demonstrated that they are secure in the knowledge or skill.

- Use the Learner Criteria Achievement Document (Appendix 1) to ensure that you record the criteria achieved.

- For the internally assessed units, Cambridge Progression English units (Entry Code 5723 Listen and respond to specific information) which is internally assessed using the OCR-set Assessment Tasks and then externally moderated by OCR by post, ensure that you observe and document that the assessment criteria has been met on the relevant Observation Record.

You should plan specific activities that follow the Activity Guidance, but also are appropriate for your learners' needs. An activity can be delivered over one or several sessions – there is no time limit. Supporting activities may be needed to support further understanding or reinforce learning.

It is hoped that specialist English tutors will work collaboratively with vocational staff to deliver the activities together.
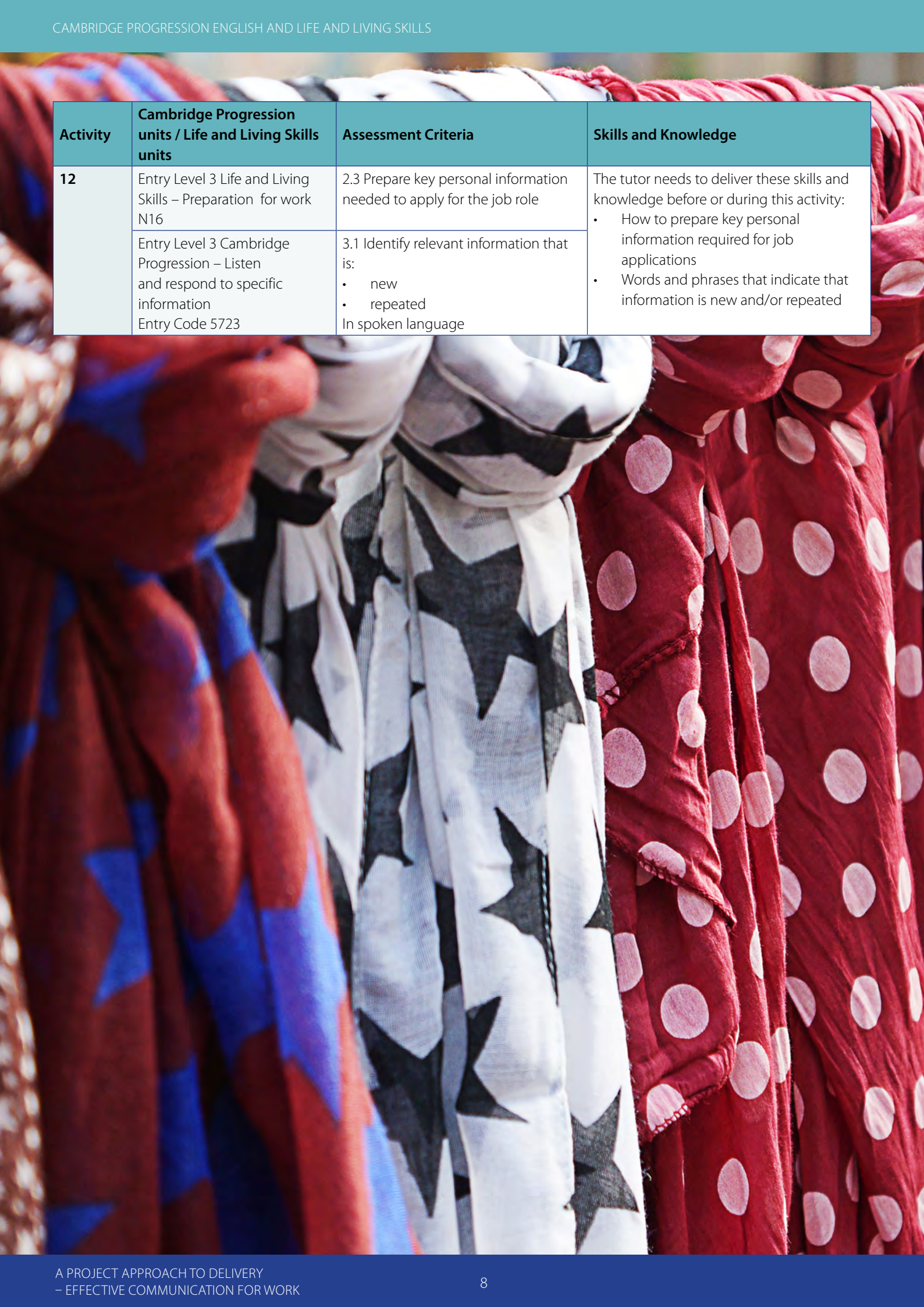
MAPPING CAMBRIDGE PROGRESSION TO LIFE AND LIVING SKILLS

In the table below, the Assessment Criteria of the Cambridge Progression English and Maths units and the Assessment Criteria of the Living and Living Skills units have been mapped to each of the activities. The Skills and Knowledge that you need to deliver to your learners is explained below.

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
1	Entry Level 3 Life and Living Skills – Effective communication for work N15	1.1 Communicate information appropriately for the workplace	The tutor needs to deliver these skills and knowledge before or during this activity: • The ways of communicating information appropriately in the workplace • Strategies for paying attention
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	5.1 Identify non-verbal signals that indicate lack of attention in others	
2	Entry Level 3 Life and Living Skills – Effective communication for work N15	1.1 Communicate information appropriately for the workplace	The tutor needs to deliver these skills and knowledge before or during this activity: • The ways of communicating information appropriately in the workplace • Strategies for paying attention • Strategies for responding to views that differ from their own
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	5.1 Identify non-verbal signals that indicate lack of attention in others	
		5.2 Identify appropriate verbal and non-verbal responses to views different from their own	
3	Entry Level 3 Life and Living Skills – Effective communication for work N15	2.1 Choose an appropriate communication method for a given purpose	The tutor needs to deliver these skills and knowledge before or during this activity: • Choosing appropriate communication methods for given purposes in the workplace • How to adapt responses to suit different contexts
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	6.2 Identify how to adapt own response to suit different contexts	
4	Entry Level 3 Life and Living Skills – Effective communication for work N15	3.1 Share information with others using an appropriate method of communication	The tutor needs to deliver these skills and knowledge before or during this activity: • Ways of sharing information using appropriate methods of communication to support others at work
5	Entry Level 3 Life and Living Skills – Effective communication for work N15	4.1 Follow a given set of instructions accurately	The tutor needs to deliver these skills and knowledge before or during this activity: • Understand the different purposes of instructions • How to follow instructions accurately • How to identify detail in explanations, instructions and narrative that is relevant to contexts and purposes
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	2.1 Identify spoken detail in: • explanations • instructions • narratives that is relevant to context and purpose	

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
6	Entry Level 3 Life and Living Skills – Effective communication for work N15	4.1 Follow a given set of instructions accurately	The tutor needs to deliver these skills and knowledge before or during this activity: • Understand the different purposes of instructions • How to follow instructions accurately • How to identify detail in explanations, instructions and narrative that is relevant to contexts and purposes
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	2.1 Identify spoken detail in: • explanations • instructions • narratives that is relevant to context and purpose	
7	Entry Level 3 Life and Living Skills – Preparation for work N16	1.1 Describe some personal skills and qualities which employees need	The tutor needs to deliver these skills and knowledge before or during this activity: • Personal skills and qualities required in work • How to identify detail in explanations, instructions and narrative that is relevant to contexts and purposes
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	2.1 Identify spoken detail in: • explanations • instructions • narratives that is relevant to context and purpose	
8	Entry Level 3 Life and Living Skills – Preparation for work N16	1.2 Identify how their own skills and qualities compare with the skills and qualities employees need	The tutor needs to deliver these skills and knowledge before or during this activity: • Making comparisons between own skills and qualities and those that employees need • Non-verbal and verbal signals to indicate understanding
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	4.1 Use: • verbal • non-verbal signals to indicate level of understanding	
9	Entry Level 3 Life and Living Skills – Preparation for work N16	1.3 Identify areas for development	The tutor needs to deliver these skills and knowledge before or during this activity: • Personal skills or qualities that need to be developed • Open and closed questions
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	6.1 Identify the different forms of questions	
10	Entry Level 3 Life and Living Skills – Preparation for work N16	2.1 Find out about potential job roles which interest them	The tutor needs to deliver these skills and knowledge before or during this activity: • Different job roles available • Verbal clues to identify the gist of spoken language in different contexts
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	1.1 Use verbal clues such as linking words and sequence markers to identify the gist of spoken language in different contexts	
11	Entry Level 3 Life and Living Skills – Preparation for work N16	2.2 Identify a suitable potential job role	The tutor needs to deliver these skills and knowledge before or during this activity: • Choosing suitable job roles that match personal skills or qualities

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
12	Entry Level 3 Life and Living Skills – Preparation for work N16	2.3 Prepare key personal information needed to apply for the job role	The tutor needs to deliver these skills and knowledge before or during this activity: • How to prepare key personal information required for job applications • Words and phrases that indicate that information is new and/or repeated
	Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723	3.1 Identify relevant information that is: • new • repeated In spoken language	

The Project, The Activities

For this project, we have provided two Lesson Elements which contain a number of activities.

Lesson Element – Communication skills in the workplace (N15)

Activity 1 – Communicating in the workplace		ABC
Activity 2 – Responding to other people		ABC
Activity 3 – Different ways of communicating in the workplace		ABC
Activity 4 – Sharing information in the workplace	ABC	123
Activity 5 – Following instructions in the workplace		ABC
Activity 6 – Following instructions in different types of workplaces		ABC
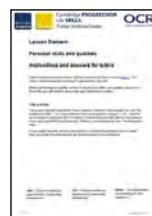
Lesson Element – Personal skills and qualities (N16)

Activity 7 – What are personal skills and qualities?		ABC
Activity 8 – Are you listening?		ABC
Activity 9 – Improving personal skills and qualities	ABC	123
Activity 10 – Personal skills and qualities and different jobs	ABC	123
Activity 11 – Matching personal skills and qualities		ABC
Activity 12 – Your CV		ABC

Give the learners the Lesson Element provided.

Say to your learners:

We are going to start a project called Effective communication for work: Pre-employment Skills. You're going to be working in group and will complete a number of activities.

DELIVERING THE PROJECT HOLISTICALLY

This project should be delivered in conjunction with other resources available on the OCR website. http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/ and

http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/

APPENDIX 1

LEARNER CRITERIA ACHIEVEMENT DOCUMENT

Name of learner:				
Name of centre		Centre No:		

Links to Activity	Criteria	Type of Documentation showing that criteria is met (ie, witness statement, photo of project, document etc)	Date learner passed Assessment Criteria	Code for document in portfolio
Entry Level 3 Life and Living Skills – Effective communication for work Unit N15 (World of work) (assessed by centre using centre-set assignment, moderated by OCR)				
1	1.1 Communicate information appropriately for the workplace			
2	1.1 Communicate information appropriately for the workplace			
3	2.1 Choose an appropriate communication method for a given purpose			
4	3.1 Share information with others using an appropriate method of communication			
5	4.1 Follow a given set of instructions accurately			
6	4.1 Follow a given set of instructions accurately			
Entry Level 3 Life and Living Skills – Preparation for work Unit N16 (World of work) (assessed by centre using centre-set assignment, moderated by OCR)				
7	1.1 Describe some personal skills and qualities which employees need			
8	1.2 Identify how their own skills and qualities compare with the skills and qualities employees need			
9	1.3 Identify areas for development			
10	2.1 Find out about potential job roles which interest them			
11	2.2 Identify a suitable potential job role			
12	2.3 Prepare key personal information needed to apply for the job role			

Entry Level 3 Cambridge Progression – Listen and respond to specific information Entry Code 5723 (assessed by centre using OCR set-set Assessment Tasks and Observation Record forms*, moderated by OCR)		Needs more practice	Ready to be assessed
2	5.1 Identify non-verbal signals that indicate lack of attention in others		
	5.2 Identify appropriate • verbal • non verbal responses to view different from their own		
3	6.2 Identify how to adapt own response to suit different contexts		
5, 6, 7	2.1 Identify spoken detail in: • explanations • instructions • narratives that is relevant to context and purpose		
8	4.1 Use: • verbal • non-verbal signals to indicate level of understanding		
9	6.1 Identify the different forms of questions		
10	1.1 Use verbal cues: • linking word • sequence markers to identify the gist of spoken language in different contexts		
12	3.1 Identify relevant information that is: • new • repeated In spoken language		

*Observation Record forms are available from
http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/

** Centres will need to make entries with OCR for learners to take the external assessment which will be under examination conditions.

To make entries for Cambridge Progression English, go to:
http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (**www.ocr.org.uk**) and this may differ from printed versions.

ocr.org.uk
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