

Employability Skills

Teachers: Vicki Harker

Employability Skills is an accredited course for students in years 10 and 11. Over the 2-year course, pupils will learn how to search for relevant Post 16 opportunities, which will include, colleges, apprenticeships and jobs. At the end of the course, students will have a portfolio of work which will be assessed to gain an NCFE Level 1 qualification in Employability Skills, or an NCFE award in Employability Skills.

NCFE Level 1 Certificate in Employability Skills QN: 601/4681/3

NCFE Award in Employability Skills 601/4680/1

Students need to gain 6 credits for the Award and 15 credits for the Certificate

Schemes of work:

Year 10

Autumn Term	Spring Term	Summer Term
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<u>Unit 01 Understanding mindset (mandatory)</u> • Define the following terms: honesty, commitment, flexibility, accountability. • State why the following mindset qualities are attractive to employers: honesty, commitment, flexibility, accountability. • Give examples of when they have displayed these mindset qualities • Identify a mindset quality they can improve. • State how they will improve this quality • Understand how mindset can improve employability	<u>Unit 06 Setting yourself targets</u> • Describe how targets are used by people who manage them • Give an example of the use of target setting as part of an informal process (professional chat) • Give an example of the use of target setting as part of a formal process like a personal review • Understand why target setting is important in a place of work • Set personal targets with support from an appropriate person which are, challenging, realistic and achievable • Work towards and review personal targets with support from an appropriate person • Know how to set and review realistic targets <u>Unit 07 managing your time</u> • Give 2 examples of how time can be managed in a place of work • Review own time management and identify areas where they could improve • Plan own work activity, with appropriate support from others • Carry out a work activity within a planned timescale • Understand and demonstrate how time can be managed and plan own work activity • Describe 2 different time-related problems that can lead to disruption in a place of work • Identify where they can access support when they run into difficulties with time management • <u>Know how to access support when experiencing time management problems</u> • Give 2 examples of when punctuality is important in the place of work, identifying the consequences of not being punctual • Identify what is meant by reliability in each of the following work-related contexts: production and customer service • Understand why punctuality and reliability are important in the place of work	<u>Unit 08 Handling information at work</u> • Provide a basic description of 2 of the following in relation to data handling: Data Protection, Confidentiality, Security • Give an example of why failing to consider one of these can cause a problem • Know the key issues when handling data in the place of work • Identify the information handling procedures for a particular work role • Carry out at least 2 work related activities demonstrating they can adhere to information handling procedures that relate to the activities including Verbal, Written, ICT based information • Know how to adhere to work based information handling procedures <u>Unit 20 Understanding personal finance</u> • Add, subtract, multiply and divide work-based sums of money and record the answers appropriately • Identify the total gross amount to be paid to them • Identify the deductions from a payslip • Say what these deductions are for and what represents the biggest deduction • Identify the net amount of pay • Round numbers to the nearest pound and compare the deductions and net pay using an appropriate graphical method • Check their calculation for accuracy • Understand the difference between gross and net pay and the deductions made on a payslip • Draw up a budget plan to manage work related expenses over a 5-day period • Represent their total expenditure as a percentage of their income, rounding numbers to the nearest pound • Check their calculations for accuracy • Know how to create a budget to cover work related expenses
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Year 11

Autumn Term	Spring Term	Summer Term
<u>Unit 30 Job and training search skills</u> - Identify 2 possible sources of job vacancies and provide an example of a job opportunity that might suit them from one of the sources. - Identify who is able to help them find work or training in their area. - Provide an example of a job vacancy or training opportunity that interests them that has been found by using one of the support networks and acting on the advice and guidance given. - Recognise how ready they are to apply for this type of opportunity. - Identify how they can improve their chances of being successful if they apply for this type of opportunity - Understand where and how to search for jobs <u>Unit 31 Job application skills</u> - Identify the type of information usually requested in a straightforward job application - Create a folder of information they will need for a job application ensuring that it is accurate and up to date, (i.e. CV, NI number, contact information, work experience) - Know the type of information usually asked for in job applications - Complete a straightforward job application form accurately - Write an accompanying letter to send to an appropriate person, showing they can: select an appropriate format, address and date it appropriately, use an appropriate style of language, check the letter for mistakes and accuracy - Understand how a straightforward job application should be completed and an accompanying letter written	<u>Unit 38 ICT for employment</u> - Describe how technology skills requirements can vary from job role to job role giving 3 examples of different jobs they could apply for and showing what technology skill each requires - Describe the range of technology likely to be used in an employment sector they would like to work in - Carry out a self-audit of own ICT skills and familiarity with different technology used in the sector chosen - Be able to appraise their own technology skills in relation to the different skills needed in different job roles - Demonstrate safe and appropriate use of photocopier, computer and printer - Demonstrate the ability to use word processing software effectively to produce a 3-page report that is appropriately titled, saved and printed out. The report must include use of spell-checking tool, a table, use of titling, appropriate use of header and footer - Demonstrate the ability to use email effectively, including being able to: send an email with an attachment, receive and respond to an email appropriately - Know how to use a range of ICT equipment safely and how to use the software commonly found in a work situation <u>Unit 43 Working in the community as a volunteer</u> - Describe the voluntary sector - List voluntary organisations - Identify the aims or purpose, funding, staffing of voluntary organisations - Know the voluntary sector - Identify a voluntary organisation operating in own area - Identify the role of a volunteer in a specific organisation - Identify ways of finding out about volunteering opportunities in the specific organisation - Apply for a volunteering role within an organisation - Know voluntary organisations in own area	Before the year 11 leavers date, time will be given in the summer term to put together portfolios of evidence to submit to the external moderator. This will be evidence compiled throughout the two-year course.

Unit 32 Interview skills

- Recognise what type of information would be useful to have before the interview, including how they will arrive at a suitable time
- Describe what the interviewers will be expecting with regard to: punctuality, dress sense, behaviour, language use
- Produce a pack of useful and relevant information that will help them prepare, (maybe skills passport?)
- Know how to prepare for an interview
- Demonstrate appropriate dress sense and punctuality to help make the right first impression
- Perform in an effective manner showing they can: demonstrate speaking and listening skills by answering questions appropriately, be respectful and polite
- Know how to conduct themselves in an appropriate manner in a job-related interview
- Identify own strengths from feedback
- Identify areas for improvement and give an example of how they will develop these skills
- Know how to review their interview performance

- Identify the skills the volunteer may develop when volunteering
- Understand the benefits of volunteering
- Identify the rights and responsibilities volunteers have when volunteering
- Know the rights and responsibilities of volunteers
- Describe own role as a volunteer within the organisation
- Identify key person to report to within the organisation
- Identify the policies, procedures and code of practice that apply to own volunteering role
- Demonstrate how policies, procedures and codes of practice are followed
- Demonstrate own job role as a volunteer to include, dress code, behaviour/professional conduct, attendance/punctuality, completing required tasks
- Identify knowledge and experience gained by working as a volunteer
- Be able to work as a volunteer