



Cambridge
EMPLOYABILITY

ENGLISH

CONTEXTUALISED ENGLISH SKILLS APPROACH TO DELIVERY E3 EMPLOYABILITY

A really useful OCR resource for Traineeships,
pre-Apprenticeships and Foundation
Learning Programmes

OCR
Oxford Cambridge and RSA



WHY A CONTEXTUALISED DELIVERY OF ENGLISH?

Learners progressing into the workplace need good English skills. Research and successful practice in educational centres have shown that delivering contextualised English skills within employability and vocational programmes is an effective strategy. It is motivational because this type of delivery shows learners that English skills are relevant in the workplace. Learners are also prepared and able to use these skills with confidence in the workplace when they start their new job.

WHAT DOES CONTEXTUALISED MEAN?

Contextualised delivery means delivering an English skill within an employability or a vocational task or tasks. It is recommended that English and maths specialists work collaboratively with employability and vocational tutors and if possible local employers to develop a contextualised programme for the learners.

ARE PROBLEM SOLVING TASKS USEFUL IN THIS STRATEGY?

Yes, using contextualised problem solving tasks makes this an even more effective strategy. Tutors can set groups of learners a problem that would occur in a workplace. The learners could unpick the English skills needed within that task. Using an ILP (Individual Learning Plan), the learning aims to achieve the task can be recorded for each learner in the group. The tutor can then support the group in learning the English and work-skills needed to solve the task over several teaching sessions.

WHAT IS THIS RESOURCE DOCUMENT?

OCR has produced this contextualised English resource that can support tutors delivering English within an employability programme. Tutors can use this as one of a variety of models in which English can be contextualised into an employability programme. Tutors can then transfer this model into the development of new programmes for contextualised delivery in their centre.

By using this guidance resource, the unit criteria and the two qualifications' centre handbooks, a tutor should be able to support a learner achieving these two qualifications.





OCR QUALIFICATIONS TO BE ACHIEVED:

OCR EMPLOYABILITY SKILLS – Entry 3 – Preparing for and learning from a job interview – Unit 3 (3 credits)

CAMBRIDGE PROGRESSION – Entry 3 – Listen and respond to specific information (2 credits)

Recommended 30 GLH to achieve the two units in a contextualised approach

Employability – Learning Outcomes

- 1 Know how to make personal arrangements for a specific job interview
- 2 Know facts about a specific job offered for interview
- 3 Be able to prepare questions and answers for an interview for a specific job
- 4 Be able to present self during an interview for a specific job
- 5 Know how to learn from an interview for a specific job

English – Learning Outcomes

- 1 Be able to follow the gist of spoken language in different contexts
- 2 Be able to listen for specific detail in spoken language
- 3 Be able to recognise relevant information in spoken language
- 4 Be able to use non-verbal and verbal signals to respond to spoken language
- 5 Be able to respond appropriately to other points of view in spoken language
- 6 Know that responses to questions will differ, depending on the context

ILP ACTIVITY – To support the learners engaging and understanding the learning programme they are about to do, the tutor could type and cut out the above learning outcomes onto cards with an additional two extra cards, one titled 'I can do this' and the other titled 'I need to learn this'. The required number of sets could be produced for no more than two learners working together on this kinaesthetic activity. They could then record their learning aims onto an ILP and also record when they have achieved the skill.

The full units with criteria, teaching guidance and free support materials can be found on:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-employability-skills-entry-level-3-award-10345-from-2013/>

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

IMPORTANT NOTE

The suggested activities can be adapted to suit the needs of different types of learners. Tutors, remember that it is important the learners are taught the specific skills for the English qualification and the employability qualification. You will need to record the activities on the **Preparing for and learning from a job interview** qualification's paperwork and submit to OCR for moderation, and also record on the observation form for the OCR moderated assessment **Listen and respond to specific information** and submit for OCR moderation. The final column in the chart record the criteria for either E3 **Preparing for and learning from a job interview** i.e. (Emp.1.1) and **Listen and respond to specific information** i.e. (L&R 1.1) which link to the specific activity.

Activity number	Suggested activity title	Suggested activity	Suggested timing	Links to assess. criteria
Problem solving task 1 – I have been asked to go for a job interview. How do I prepare for this interview?				
1	Personal arrangements for a job interview	<p>Skills to be taught: researching travel methods, identifying information, identifying suitable dress codes for interview</p> <p>The tutor could provide a scenario for a simulated interview if a real interview opportunity is not available. A confirmation letter or email could be provided to the learner in order for them to highlight/underline the key information they would need to outline personal arrangements for the interview e.g. name and address of the organisation, date and time, name of interviewer.</p> <p>A discussion could take place between learners (in pairs) to investigate the best travel method to take to interview and how much time would be needed to get there in good time. Bus/train timetables could be made available or links to relevant travel company websites for the learners to plan their journey.</p> <p>For a group activity learners could be tasked with identifying appropriate dress codes for interview. Pictures could be provided of acceptable and non-acceptable personal presentation for interview and the learners categorise the pictures into the relevant column e.g. Acceptable/Suitable and Not Suitable/Acceptable. Discussion for reasons for choice can also take place and be facilitated by the tutor.</p>	<p>15 minutes</p> <p>30 minutes</p> <p>30 minutes</p>	Emp 1.1
2	Identify facts about a specific organisation	<p>Skills to be taught: identifying facts/purpose about an organisation</p> <p>The tutor could work through examples of large organisations that are familiar to learners in order for the group to identify the main purpose of the organisation e.g. product or service offered. Discussion can lead on to the types of different jobs the organisation would offer e.g. a large supermarket chain employs checkout assistants, pharmacists, accountants, etc.</p>	30 minutes	Emp. 2.1

3	Identify facts about a job offered for interview	<p>Skills to be taught: researching and identifying facts about a job</p> <p>The tutor could use the interview scenario given in Activity 1 to identify facts about the job the learner is being interviewed for. Learners can work in pairs to discuss the jobs they have been offered an interview for (real or simulated) – during this discussion learners need to identify and research the main job task, e.g. Supermarket Online Delivery Driver delivers customers' shopping to their doors. Discussion can also include place of work, hours of work and working pattern, rate of pay. The tutor could provide a template (this could also include an area to capture activity 4 below).</p>	30 minutes	Emp. 2.3
4	State the main skills and personal attributes for the job	<p>Skills to be taught: main skills and different attributes needed for jobs</p> <p>The tutor could use a real or fictitious job advert to help learners to identify the necessary skills and personal attributes e.g. Supermarket Online Delivery Driver:</p> <p>Skill Driving Customer service Time management Manual handling</p> <p>Attribute Flexible Attention to detail Reliable Organised</p> <p>To begin, the learners could start by discussing in pairs and highlighting the skills and attributes mentioned within the advert. They can continue the activity by selecting the most appropriate skills and attributes for the job from a given list of cards. If used, the template from Activity 3 could also be populated by the learner.</p>	30 minutes	Emp. 2.3

Activity number	Suggested activity title	Suggested activity	Suggested timing	Links to assess. criteria
Problem solving task 2 – How do I improve my listening and speaking skills for the interview?				
5	Listening skills at the interview	<p>Skills to be taught: linking words, sequence markers to identify the gist of spoken language in different contexts</p> <p>The tutor could role play an explanation or instructions on the phone on how to get to the interview or about something that needs to be brought to the interview using verbal linking words or sequence markers such as first, next, then, to sum up, finally, etc. The learners then explain the gist of the process or main points of the explanation. This could be through a question/answer session led by the tutor.</p>	25 minutes	L&R 1.1
6	Identify spoken detail in explanations, instructions and narratives at the interview	<p>Skills to be taught: how to listen to spoken detail</p> <p>The tutor could deliver a selection of verbal accounts of possible lengthy questions with steps that could occur in an interview. The learners have to identify either by speaking or writing down the main points of the questions.</p>	30 minutes	L&R 2.2
7	Identify relevant information	<p>Skills to be taught: how to identify relevant information in explanations, instructions narratives that is relevant to context and purpose</p> <p>The tutor could give two accounts of an incident, with new and repeated information. One group of learners listen for the repeated information. The other group of learners listen for the new information. Both groups say what is new or repeated.</p>	30 minutes	L&R 2.3
8	Making appropriate responses	<p>Skills to be taught: using appropriate language in different situations</p> <p>Learners discuss situations where two accounts might be different. The tutor could give a verbal account of an incident in which a customer returned a broken item to a shop attendant. Learners work in groups of three. One learner role plays recounting the same incident to the store manager. The second learner role plays recounting the same incident to a friend. The third learner listens to both and notes any differences. All three learners then discuss why the versions are different.</p>	30 minutes	L&R 5.2

9	Using non-verbal and verbal signals in the interview	<p>Skills to be taught: how to identify and use or not use verbal signals such as guttural signals, sighs, repeating key words with inflection of agreement, repeating key words with questions inflection, one-word explanations and non-verbal signals such as facial expressions, shrugging of shoulders, smiling, frowning, hand gestures (thumbs up, OK sign, raising hand to ask a question etc</p> <p>Tutor could give cards out of words with emotions that learners need to convey through non-verbal language or through verbal signals.</p> <p>Tutor could ask groups of learners to work together with flip chart paper and coloured pens to identify non-verbal signals that indicate lack of attention in others</p> <ul style="list-style-type: none"> • identify appropriate verbal and non-verbal responses to views different from their own • identify non-verbal signals that indicate positive and negative body language • What type of non-verbal signals should a person give during an interview. 	<p>30 minutes</p> <p>30 minutes</p>	<p>L&R 2.2</p> <p>L&R 5.1 L&R 5.2</p> <p>Emp 4.2 L&R 5.1 Emp 4.2</p>
10	Types of questions that could occur in the interview	<p>Skills to be taught: open/closed, direct/indirect types of questions, short answers/extended answers</p> <p>The tutor could produce a set of cards which learners can sort into open questions and closed questions that they could be asked during an interview (Open – ‘Tell me why you want this job?’ Closed – ‘Can you start straight away?’) The tutor could also produce a set of cards which learners can sort into direct and indirect questions.</p>	20 minutes	<p>L&R 6.1 Emp 3.1</p>

11	Questions that the interviewee can ask the interviewer	The tutor could ask the learners to put questions that they could ask at an interview onto post-it notes which are put on a piece of flip chart paper. Learners could sort out into categories which questions are the most important to the least important.	20 minutes	Emp 3.3
12	Giving an extended answer	<p>Skills to be taught: short answers/ extended answers</p> <p>The tutor could give a set of cards with open questions that could be asked at an interview. The learners work together in groups of three. One giving the question, the other giving an extended answer and the third providing feedback. All learners need to participate in the different roles. A group discussion could be held at the end to discuss issues or the good answers that they had heard.</p>	20 minutes	Emp 3.2
13	Adapting responses in different contexts	<p>Skills to be taught: how to adjust level of detail, adjust formality of language, adjust non-verbal communication</p> <p>The tutor could compile a series of video clips of examples where people ask questions and respond to questions from others. In groups, learners list on A3 paper, verbal and non-verbal ways of responding to questions. These could then be grouped together: verbal/ non-verbal; acceptable/not acceptable, etc.</p>	30 minutes	L&R 6.2



Activity number	Suggested activity title	Suggested activity	Suggested timing	Links to assess. criteria
Problem solving task 3 – How will I perform in the interview?				
14	Practice interview	<p>Skills that learners need to demonstrate:</p> <p>The tutor needs to observe the learners demonstrating all the below skills. It is recommended that another tutor or teaching assistant take on the role of the interviewer so that the tutor can concentrate on the observation activity.</p> <p>The Cambridge Progression Listen and Respond Entry 3 Observation form needs to be completed documenting that the learners achieved the following criteria. The E3 Employability portfolio also needs to be completed showing that the learner achieved the criteria.</p> <ul style="list-style-type: none"> • Making positive first impression • Introducing self • Interacting with interviewer <ul style="list-style-type: none"> – Use verbal clues – Identify spoken detail – Identify relevant information – Use verbal and non-verbal signals – Identify non-verbal signals that indicate lack of attention in others – Identify appropriate verbal/non-verbal responses to views different from their own – Identify the different forms of questions by: <ul style="list-style-type: none"> – Answering open and closed questions – Asking a relevant question – Identify how to adapt own response to suit different contexts. 	<p>10 – 15 minutes for each learner</p> <p>30 minutes</p>	<p>Emp 4.1 and 4.2</p> <p>L&R 1.1, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2</p>

Activity number	Suggested activity title	Suggested activity	Suggested timing	Links to assess. criteria
Problem solving task 4 – I am applying for another job. How can I improve my skills for future interviews?				
15	Evaluate my interview	<p>Skills to be taught: self-evaluation, understanding of interview skills</p> <p>The tutor could provide a template with key interview points (e.g. arrived on time, able to answer questions, maintained eye contact) for the learner to score themselves against (e.g. out of 5 or weak, good, strong). Learners can use template to identify what went well and areas that may require improvement.</p> <p>An action plan template could be provided for learners to identify future improvements for interview and how they are going to approach improvement for their next interview.</p>	<p>30 minutes</p> <p>30 minutes</p>	Emp 5.1 and 5.2





[@ocr exams](https://twitter.com/ocr exams)



[linkedin.com/
company/ocr](https://www.linkedin.com/company/ocr)

Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

Telephone: 02476 851509

Email: vocational.qualifications@ocr.org.uk

