

Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 15 - Delivering Employability Skills

Level 4
QCA Accreditation Number K/500/8984

Unit Description

Unit aims:

- To develop learner's understanding of employability skills and employment skills
- To enable learner's to identify personal skills and competencies needed for the specific learning programme
- To develop learner's skills in creating learning programmes specific to the needs of the target audience
- To enable learner's to analyse their own personal presentation to ensure success of employability skills training

Credit value: 6

Unit synopsis:

This unit is about

- Recognising the difference in employment skills
- Creating learning programmes relevant to the target audience needs
- Understanding how personal presentation impacts on the target audience
- Reflective practice and the links to personal development

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate

Guidance on delivery for centres

This unit is optional and therefore consideration must be given to the delivery of the unit with relation to the number of candidates completing it.

The knowledge criteria give an outline of the areas to be covered within the taught sessions. Consideration must be given to knowledge areas that can be covered using reference material. This unit incorporates creativity and innovative sessions so tutors should consider this in delivery. After a session candidates could be allowed to evaluate the session and then link into their own workplace.

If very few candidates take this optional unit then consideration must be given to the delivery and whether it can be covered by professional discussion and presentation.

Guidance on assessment for centres

It is worthwhile gaining an understanding as to why a candidate has chosen this unit and how it links into their teaching role to help identify assessment opportunities.

There is a selection of evidence requirements listed within this unit and the assessment will very much depend on the delivery.

A candidate should be able to submit a report which demonstrates their knowledge and understanding in respect of this unit. However, evidence can also be incorporated within a reflective journal and session plans.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

- Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell
- Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge
- Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press
- Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer
- Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page
- Curzon, L. (1997) *Teaching in Further education: an outline of principles and practice*. 5th edition. London: Cassell
- DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO
- DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO
- DfES (2001) *Schools – achieving success*. London: HMSO
- Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development
- Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury
- Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,
- Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services
- Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services
- Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer
- Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row
- Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes
- Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton
- Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide* (5th Edition)
Business Education Publishers Ltd
- Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page
- Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites

www.ocr.org.uk

www.qca.org.uk

www.dfes.gov.uk

www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand the difference between employability skills and employment skills

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Discuss the difference between employability skills and employment skills	<ul style="list-style-type: none"> • Employability and employment – the differences 	This learning outcome maybe presented as a report
1.2	Review the advantages and disadvantages of each in the current marketplace/workplace	<ul style="list-style-type: none"> • How employability and employment fit within the marketplace 	

2. Understand the personal qualities, skills and competencies needed for employability skills delivery

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Analyse the skills, qualities and competencies required for delivering employability skills and review own strengths and weaknesses in this context.	<ul style="list-style-type: none"> • Competency framework relevant to own organisation • Skills and qualities required for delivering employability skills • Self evaluation of own skills • How to work within the required structures of communication • A range of creative communication techniques • Feedback techniques • Relevance of feedback 	<ul style="list-style-type: none"> • Report • Self evaluation • Professional discussion • Assessors observation • Witness testimony
2.2	Demonstrate and evaluate interpersonal skills and a range of creative communication techniques appropriate to persuasive employability skills delivery		
2.3	Select, use and justify a range of constructive feedback techniques to underpin employability skills training		

3. Understand how to plan and deliver creative, innovative and inclusive sessions appropriate for employability skills delivery

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Explain and justify how the needs of target audiences should be taken into account when planning and preparing employability skills training sessions and support materials	<ul style="list-style-type: none"> • how to identify specific learners needs • the rights of learners, equality and diversity in the learning • how to motivate learners • creating climates conducive to learning in the context of employability skills • a broad range of training techniques in teaching these skills • what is meant by creativity and innovation in teaching 	<ul style="list-style-type: none"> • Assessors observations • Scheme of work • Session plan • Self evaluation • Report • Reflective journal
3.2	Identify and review the strengths and weaknesses of a range of training techniques and approaches to teaching employability skills to highlight the importance of creativity and innovation		

4. Understand how environment and personal presentation influence the success of employability skills training

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Employ and evaluate a range of strategies used to transform the training area to reflect a realistic working environment	<ul style="list-style-type: none"> • How to reflect realistic working environment • Issues to consider when creating environment • Identifying specific needs and ensuring equality across learning environment • The importance of personal presentation • Creating an environment which is conducive to learning 	<ul style="list-style-type: none"> • Reflective journal • Report • Assessors discussion • Assessors observations • Lesson plan
4.2	Employ and evaluate a range of strategies that challenge pre-conceptions of appropriate dress and behaviour		

5. Understand how to use group contracts, rewards and penalties to reflect the workplace

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Discuss the principles of the design of group contracts, justifying how they reflect the needs of the workplace	<ul style="list-style-type: none"> • Definition of Group contract • Issues to consider when creating a group contract • Differences in group contracts in the workplace and learning environment 	<ul style="list-style-type: none"> • Reflective journal • Report • Assessors discussion
5.2	Analyse ways of negotiating and defining behavioural parameters for employability training in the production of the group contract	<ul style="list-style-type: none"> • Identifying individual needs within a group contract • Behavioural patterns within learning 	

6. Understand the need for continuous personal development to reflect changing sector/marketplace requirements

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Explain, justify and use a proactive approach to personal updating and development which will reflect changing sector/marketplace requirements	<ul style="list-style-type: none"> • Changes taking place in the current sector/marketplace • How to keep abreast of changes • What is meant by a proactive approach to personal updating 	<ul style="list-style-type: none"> • Reflective journal • Report • Assessors discussion • CPD records
6.2	Use reflective practice and feedback from others to evaluate own role in delivering employability skills and identify areas for personal development, suggesting modifications to own practice	<ul style="list-style-type: none"> • Benefits of reflective journal • Reflective practice and how it benefits own role in delivery 	