



Oxford Cambridge and RSA

Unit title:	Employability skills
Unit number:	27
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	A/601/0992

UNIT AIM AND PURPOSE

This unit will enable learners to assess their own skills and abilities in relation to the requirements of the work environment, and understand how these might be utilised to improve their employability. While demonstrating their interpersonal skills, learners will have the opportunity to explore the dynamics involved when working with others. Learners will evaluate tools and methods for developing solutions to problems and reflect on how their implementation might impact on a business.

This unit will provide a core understanding and knowledge of how the learner can be proactive in assessing their performance against defined objectives through review and evaluation. It will enable the learner to develop their interpersonal skills and use them to work effectively in teams. Through team working, they will develop strategies for problem solving that will be transferable to other areas of employment. They will also be able to evaluate the potential impact on the business of implementing strategy, thereby increasing their ability to value-rate how actions impact on outcomes.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting all the requirements in the assessment criteria.

Learning Outcome (LO)	Pass
The Learner will:	The Learner can:
LO1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
LO2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work-based problems 2.2 communicate in a variety of styles and appropriate manner at levels 2.3 identify effective time-management strategies
LO3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals

<p>LO4 Be able to develop strategies for problem solving</p>	<p>4.1 evaluate tools and methods for developing solutions to problems</p> <p>4.2 develop an appropriate strategy for resolving a particular problem</p> <p>4.3 evaluate the potential impact on the business of implementing the strategy</p>
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GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p>Merit Criteria (M1, M2, M3)</p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p>Distinction Criteria (D1, D2, D3)</p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p>MANDATORY TO ACHIEVE A MERIT GRADE</p>	<p>MANDATORY TO ACHIEVE A DISTINCTION GRADE</p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

LO1 Be able to determine own responsibilities and performance	
Own responsibilities	Determined from a range of sources (e.g. job description, legal duties, mission statement)
Own performance objectives	Determined from a range of sources (e.g. professional standards, appraisal, organisational aims and objectives)
Effectiveness	(e.g. using formal review systems (such as appraisal, supervision, peer review), personal review of strengths and weaknesses)
Recommendations for improvement	Internal (e.g. mentoring, coaching, changing working style) External (e.g. training needs, change of setting/ environment)
Motivational techniques	(e.g. appraisal/praise, pay/benefits, training, 'away-days', managerial involvement, commendation, progression)
Quality of performance	Measured against pre-set criteria (e.g. targets, aims and objectives).
LO2 Be able to develop interpersonal and transferable skills	
Develop solutions	(e.g. problem identification, impact of the problem (such as micro and macro impact), solutions (such as financially and organisationally practical))
Communication styles and manner	Relevant and appropriate to purpose and content (e.g. formal, informal, written, oral, visual presentation)
Various levels	(e.g. managerial, colleagues, service users, relatives)
Effective time management strategies	(e.g. 'to-do' lists, daily/weekly planner, urgent/ important matrix).

LO3 Understand the dynamics of working with others	
Roles	(e.g. leader, follower, facilitator, problem-solver, clarifier)
Team building theory and practice	(e.g. McClelland's Human Motivation Theory)
Theories of team dynamics	(e.g. Belbin, Tuckman, Bales)
Alternative ways of working together to achieve goals	Leadership styles (e.g. autocratic, paternalistic, participative, laissez-faire), terms of reference).
LO4 Be able to develop strategies for problem solving	
Tools and methods	(e.g. use of theories (e.g. GROW model, SWOT analysis), brainstorming, mind mapping, flow charts)
Appropriate strategy	(e.g. relevance, impact on problem (such as permanent), wider impact (such as financial resourcing))
Potential impact	(e.g. effect of change on day to day activities, financial implications, media perception, improved service).

GUIDANCE

Delivery guidance
<p>It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include analysis and evaluation of previous projects, identifying strengths and weaknesses, the use and effect of motivational techniques, outcomes, successes and failures.</p> <p>Learners will benefit from being encouraged to exercise autonomy and judgement to devise a project in which they will adapt their thinking, and reach considered conclusions when determining courses of action based on a foundation of theoretical knowledge related to team working, interpersonal and transferrable skills.</p> <p>Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using diverse approaches and schools of thought.</p>

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in the form of assignments, essays, project portfolios, presentations, witness testimony, annotated meeting minutes, schedules, plans, annotated 'to do lists', evaluated collated data or service user satisfaction surveys and feedback or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Kippenberger, Tony. *Leadership Styles - Leading 08.04* (Express Exec), Capstone (26 Feb 2002). ISBN-10: 1841123579, ISBN-13: 978-1841123578

Adair, John. *Effective Leadership): How to be a successful leader, (NEW REVISED EDITION* [Unabridged]; Pan; 1 edition, (15 May 2009). ISBN-10: 0330504193, ISBN-13: 978-0330504195

Adair, John. *Effective Teambuilding: How to make a winning team, REVISED ED* [Unabridged]; Pan; 1 edition, (4 Sep 2009); ISBN-10: 0330504231, ISBN-13: 978-0330504232

Scannell, Edward. Scannell, Mary. *The Big Book of Team-Motivating Games: Spirit-Building, Problem-Solving and Communication Games for Every Group* (Big Book Series); McGraw-Hill Professional; 1 edition, (1 Oct 2009); ISBN-10: 0071629629, ISBN-13: 978-0071629621

Evans, Clare. *Time Management for Dummies* (UK Edition); John Wiley & Sons; New edition (5 Sep 2008). ISBN-10: 0470777656, ISBN-13: 978-0470777657

Adair, John. *Decision Making and Problem Solving (Creating Success)*; Kogan Page; 2 edition, (3 Mar 2013), ISBN-10: 0749466960, ISBN-13: 978-0749466961

Jones, Pam. *The Performance Management Pocketbook (The manager series)*; Management Pocketbooks (Mar 1999). ISBN-10: 1870471652. ISBN-13: 978-1870471657

Journals

Leadership, Editors: David Collinson, University of Lancaster, Keith Grint, University of Warwick, UK;

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201698#tabview=title>

Websites

www.teamtechnology.co.uk/tt/h-articl/tb-basic.htm – Team building - A complete guide

www.acas.org.uk/media/pdf/o/q/B07_1.pdf – ACAS Employee Appraisal

www.nhsemployers.org/PayAndContracts/AgendaForChange/KSF/Pages/Appraisal-and-simplified-KSF.aspx – NHS Employers Appraisal and simplified KSF (Knowledge and Skills Framework),

www.performanceobjectivesnow.com/blog/what-are-performance-objectives/ – Performance Objectives Now

[//ulife.gmu.edu/documents/Writing-Performance-Objectives.pdf](http://ulife.gmu.edu/documents/Writing-Performance-Objectives.pdf)

www.mindtools.com/pages/article/newLDR_84.htm – Leadership styles,

Signposting to other units within the qualification

Unit 2: Personal and professional development in health and social care

Unit 30: Work-based experience