

Employability Skills Development

Tutor Guidance



Introduction

The Employability Skills Development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. Developed in response to an increasing national focus on employability skills, it will meet the needs of providers looking for a programme of activities to support learners in preparation for vocational training, achieving an employability qualification or getting a job.

Implicit throughout the resource is the message that employers place a high value on reliability and on positive attitudes to learning and responsibility. This message should be reinforced by tutors as learners work through the book. All of the tasks help learners to recognise the skills and qualities that are valued by employers, and to identify both their own strengths and the areas they need to know more about or practise.

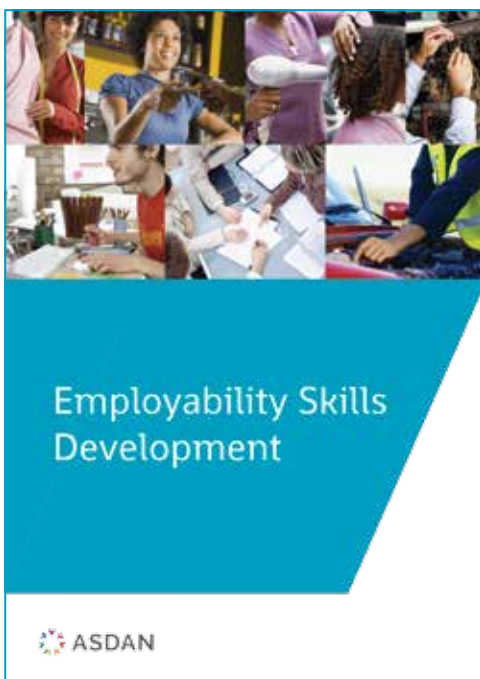
The resource is about supporting teaching and learning; it is about improving learners' knowledge and understanding of the workplace. It is not about gathering evidence for a qualification, although some evidence might be relevant (see the back page of this guidance).

User profile

The Employability Skills Development course may be used by learners in:

- schools – specific work-related/vocational pathways, post-16 PSHE, tutorials
- colleges and training providers – non-qualification activity (as planned Employability, Enrichment and Pastoral hours)
- traineeships
- community and youth services – pre-employment training, unpaid work, attendance centre (YOT) provision

The activities are generic and can therefore be adapted to reflect the vocational interests of a range of users.



The Employability Skills Development book:

- Is a flexible resource that can meet the needs of different learners and supports personalised learning
- Provides activities that can be used in a range of contexts and for different programmes of learning
- Facilitates a 'pick and mix' framework allowing learning opportunities to be chosen for varying time frames
- Uses generic activities appropriate and adaptable to any vocational interest

Planning a learning programme



This resource can be used flexibly within different curriculum models and over different time frames. There is no set number of activities to complete from each section, so tutors can guide learners to different numbers of activities to meet individual needs or to accommodate external constraints.

Tutors should be familiar with the range of activities in the book before guiding learners in their choice of activities, tailored to the time and resources available. Although there is no automatic expectation that work experience will be undertaken as part of the course, there is sufficient choice of tasks to take account of programmes based outside the classroom, as well as those that are classroom-based. There is also the option of writing additional or alternative activities in each section.

Some of the tasks will need to be carried out as part of a group; the obvious example being those in Section 2. However, most of the activities elsewhere in the book can be adapted for individual, pair or group work.

Some of the activities in the book lead naturally to the production of evidence showing what the learners have done, e.g. research notes, a learning log, an action plan, but there is not always an obvious outcome. It is up to the tutor, therefore, to decide whether to expand the activity and instruct learners to produce evidence to show they have completed a particular task.

There are a number of generic skills that underpin many aspects of employability, e.g. planning skills, time management and assertiveness. Tutors may wish to work with learners on these types of skills before or alongside the activities from the book.

When planning the course, tutors should:

- Become familiar with the content of the book and how it can be used for different purposes
- Consider the time and resources needed for different activities
- Consider how they will introduce the book to their learners
- Plan the scheme of work
- Guide learners in choosing activities and producing evidence as necessary

Supporting Ofsted requirements

A new common inspection framework for education and skills was introduced in September 2015 and the following inspection criteria could be supported by ASDAN programmes and qualifications:

Inspectors will make a judgement on **personal development, behaviour and welfare** by considering, where relevant and appropriate:

- the proportion of learners who benefit from purposeful work-related learning...
- how well learners develop the personal, social and employability skills... and appreciate the importance of these skills in the context of their progression and career aims

Inspectors will make a judgement on the **quality of teaching, learning and assessment** by considering the extent to which:

- teaching, learning and assessment support learners to develop their skills... including appropriate attitudes and behaviour to work, in order to achieve their learning goals and aims

Inspectors will make a judgement on the **outcome for learners** by considering the extent to which:

- learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training...



Introducing the book

Finding out about employability

Any group of learners will have varying levels of knowledge of the workplace; some may have none but others will have part-time jobs or have been on work experience. This should be the starting point for exploring the idea of employability as part of an introduction to the book. It is important that learners understand that employability is not just about getting a job but also about meeting workplace standards continuously and over time, thereby maintaining a job and taking opportunities to progress within employment.

When introducing learners to the book, tutors should:

- Use learners' experiences to share ideas about the workplace and about employers' expectations
- Refer to employer surveys to reinforce an understanding of what they value and to make links with the sections of the book
- Give learners an overview of the book and its function in preparing them for their next steps towards employment
- Gather appropriate resources to introduce and support the activities; visit www.theorb.org.uk for some examples

Using the self-assessment checklist

The checklist on pages 4 and 5 of the book can be completed purely as an individual activity. However, there would be more benefit from getting pairs to work together to first score each other, then to score themselves, and then to give each other feedback and agree on the most accurate assessment. Whatever the approach, it is important that learners' views of themselves are 'reality-checked', ideally with tutor input to the discussion. The aim is to ensure that all learners are making as precise a judgement as possible of their current level of knowledge, and also to check that less confident learners do not undersell themselves.

The self-assessment exercise can be revisited at the end of the learning programme to help the learner identify progress and consider their next steps.

Self-assessment checklist

Think about the knowledge and skills described below. Try to be as honest as possible and tick the boxes to show what you are good at, and what you are less good at. You may find it helpful to get other people's views on your particular strengths and weaknesses before completing the checklist.

How good are you at the following?	Very good	Good	OK	Poor	Links to section
• Being clear about which skills you, personally, need to develop and improve					1
• Meeting timekeeping and attendance requirements					1
• Working successfully with others					2
• Making use of help and support when working with others					2
• Understanding what makes a business or enterprise successful					3
• Understanding the term 'entrepreneur'					3

Self-assessment checklist

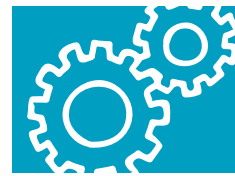
How good are you at the following?

How good are you at the following?	Very good	Good	OK	Poor	Links to section
• Working out the travel costs for different modes of transport					7
• Using a range of IT programs/software					8
• Using appropriate methods to search for information on the internet					8
• Writing CVs, letters and job applications					9
• Presenting yourself effectively at an interview					9
• Getting information about job options					10
• Identifying suitable job opportunities for yourself					10
• Knowing your rights and responsibilities as an employee					11
• Knowing what to do if you have a grievance at work					11
• Understanding the importance of health and safety in the workplace					12
• Knowing the meaning of safety signs in the workplace					12

Review your answers with your tutor and identify the areas you need to work on - this will help you to decide which sections will develop and improve your employability skills. You may choose to focus on one or two sections, or complete a range of activities from all sections. Whatever your results, you should keep them in mind when discussing and agreeing which activities from the following pages will best help you to progress.

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Guidance for activities



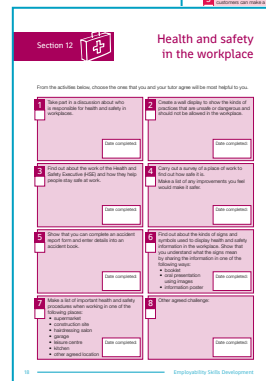
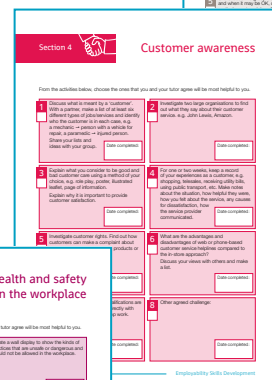
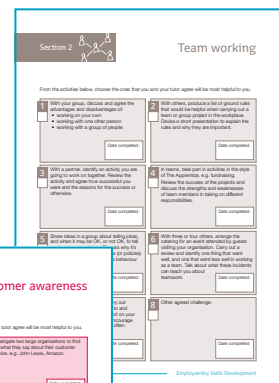
When preparing to support learners in working through their chosen activities, tutors should:

- Carry out risk assessments if appropriate
- Identify and make available any resources needed
- Arrange for support staff or employer involvement as necessary
- Agree timescales and deadlines with learners and confirm any written work required

It is recommended that learners do at least one activity from each section of the book. This will mean that they cover the broad range of knowledge, understanding and skills expected in the workplace. Thereafter, the focus could be on key areas in which learners are inexperienced or lacking confidence. These will have been identified when discussing the self-assessment checklist, and could also take account of any other initial assessment or induction exercises.

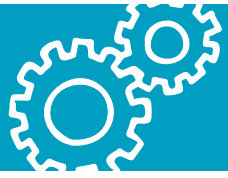
For example, a learner who is not confident about communicating with people they don't know well would benefit from doing a number of activities in Section 3. They could also be encouraged to improve their communication skills further by engaging in specific activities from other sections, e.g. contacting an outside speaker to arrange a talk on rights and responsibilities in the workplace (see Section 11).

If tutors are aware of potential links and crossover between activities in different sections, they will be best placed to ensure learners get the maximum benefit from this course.



When guiding learners in selecting activities, tutors should consider:

- How best to meet individual needs
- How to ensure variety in the types of activity undertaken
- How to ensure variety in the mode of working, i.e. individual, pairs, groups
- How activities from one section can complement or reinforce learning acquired through tasks in other sections
- The value of learners having opportunities to engage with real work, e.g. through visits or work tasters, by bringing employers into a school or college setting, and by getting employees' views on work issues



Guidance for activities

Extending the activities and other subject areas

Tutors may wish to consider adapting or extending activities from the book to maximise particular learning opportunities, or to integrate employability with other parts of the learning programme, e.g. English, mathematics, ICT, careers education, PSHE, etc.

Example of extension

This activity could be extended by the learner taking part in a mock interview and receiving feedback from the interviewer.

4

Prepare a list of questions you are likely to be asked at an interview.

Date completed:

Example of extension

This activity could be extended by inviting someone who is self-employed into your centre to discuss their experiences of work.

7

Find out the key differences between being an employee and being self-employed. Make a list of the advantages and disadvantages of working for someone else or working for yourself.

Date completed:

Example of integration with other learning

To practise number skills, learners could identify items of expenditure associated with being an employee, e.g. travel, clothing, etc.

They could produce an estimate of their own monthly expenditure.

5

Talk to different people and find out what they spend on breakfast, lunches, drinks and snacks during their working day. Calculate what people spend over a working week.

Date completed:

Reviewing progress and next steps



Learners are instructed to check with their tutor as they complete each activity, and then to record the date that they have finished it. This provides a mechanism for tutors to monitor progress and confirm that all necessary work for a particular activity has been addressed. The flexibility of the course can accommodate learners working at different speeds, as those who complete their work quickly should have plenty of choice for picking up additional activities.

At the end of the learning programme, learners can review their progress by completing the self-assessment review on page 19 and signing off the summary record on page 20.

Self-assessment review

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The activities in this book will have helped you to develop, practise and improve your skills and knowledge. Now have another go at the self-assessment checklist. Compare your results with when you first started this book. Hopefully you will see the progress you have made.

How good are you at the following?	Very good	Good	OK	Poor	Comments
Being clear about which skills you, personally, need to develop and improve					
Meeting timekeeping and attendance requirements					
Working successfully with others					
Making use of help and support when working with others					
Understanding what makes a business or enterprise successful					
Understanding the term 'entrepreneur'					
Knowing different methods of customer service that can be provided					
Knowing what is good customer care and what is poor customer care					
Taking appropriate and prompt action when faced with a problem					
Prioritising everyday problems you are faced with					
Communicating clearly with other people in ways that suit the situation					
Knowing the different methods of communication that are used in the workplace					
Using simple calculations to tackle practical number problems					
Working out the travel costs for different modes of transport					
Using a range of IT programs/software					
Using appropriate methods to search for information on the internet					
Writing CVs, letters and job applications					
Presenting yourself effectively at an interview					
Getting information about job options					
Identifying suitable job opportunities for yourself					
Knowing your rights and responsibilities as an employee					
Knowing what to do if you have a grievance at work					
Understanding the importance of health and safety in the workplace					
Knowing the meaning of safety signs in the workplace					

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Summary record

Tick the activities completed and fill in the totals.

Section	Activities completed								Total
1 Self-management	1	2	3	4	5	6	7	8	
2 Team working	1	2	3	4	5	6	7	8	
3 Business and enterprise	1	2	3	4	5	6	7	8	
4 Customer awareness	1	2	3	4	5	6	7	8	
5 Problem solving	1	2	3	4	5	6	7	8	
6 Communication	1	2	3	4	5	6	7	8	
7 Working with numbers	1	2	3	4	5	6	7	8	
8 IT in the workplace	1	2	3	4	5	6	7	8	
9 Applying for a job	1	2	3	4	5	6	7	8	
10 Exploring job opportunities	1	2	3	4	5	6	7	8	
11 Rights and responsibilities at work	1	2	3	4	5	6	7	8	
12 Health and safety in the workplace	1	2	3	4	5	6	7	8	

Total number of activities:

Self-assessment checklist completed Before (pages 4-5) After (page 19)

I confirm that this is an accurate record of the activities undertaken.

Candidate signature:	Date:
Tutor/assessor signature:	Date:

Learners should then discuss their next steps with their tutor.

Options might include:

- Applying for a college course
- Applying for a traineeship or apprenticeship
- Applying for a job
- Working towards an employability qualification (for example the ASDAN Certificate in Employability) see: www.asdan.org.uk/employability



Certification and progression

Certification

A certificate of achievement is available for learners who have completed the Employability Skills Development course.

It is recommended that 20 hours of learning, or at least one challenge from each section, is completed before certificates are awarded by the tutor.

These certificates can be purchased from ASDAN in packs of 20:
www.asdan.org.uk/resources



Progression to the ASDAN Employability qualifications

The main function of the book is to support teaching and learning. Consequently the activities are not specifically designed to generate evidence for ASDAN's Employability qualifications. However, in some cases, an activity may provide some supporting evidence for learners who move on to a qualification. Examples might be information gathered about rights and responsibilities at work, or about health and safety in the workplace.

Additionally, in each section there is an opportunity to design your own activity. If desired, this could be used as a chance for the tutor to devise an activity that could contribute evidence directly to a qualification, especially if it is undertaken within a workplace setting.

Familiarity with the Employability qualification specifications and evidence requirements is essential for tutors to give appropriate guidance to learners with regard to either of the above options.

For more information, visit:
www.asdan.org.uk/employability

