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Employability  
Level 2

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# Employability Skills Learning Pack

This learning pack aims to support the delivery of units from the Gateway Qualifications Level 2 Award in Employability Skills (603/4233/X). Your tutor may make slight changes to the activities and you can present your answers in a range of different ways.

The learning pack provides a structured approach to the assessment tasks for the units whether you are doing the course through face-to-face, remote delivery, or a mixture of both.

You will complete two units while you are studying for the Gateway Qualifications Level 2 Award in Employability Skills (603/4233/X).

* Unit 1 Digital Skills for Work (K/617/4156).
* Unit 2 Working in a Team (J/617/4150).

The guide includes guidance for learning activities which will help you to think about what you have been discussing with the teacher and the rest of the group. There are also assessment tasks which are used as evidence for the qualification. Finally, there are checklists where you can assess your own skills development and progress and your teacher will also observe you completing some activities.

The Digital Skills for Work (K/617/4156) unit aims to equip you with the digital skills that will be useful to you in a work context, including handling information, creating and editing digital content, and communicating using digital skills. You will also learn how to operate safely and responsibly online or when using digital devices, and how to be proactive in solving technical problems.

The Working in a Team (J/617/4150) unit focusses on team-working skills. However, it is expected that the underpinning teaching and learning will help develop your understanding of

* different types of team.
* the benefits of team-working.
* the characteristics of effective team-working.

# Assessment methods

We have used a range of assessment methods to provide evidence for the units in the qualification. The table below indicates suggested assessment methods that could be used for the specific assessment tasks for the units. Your teacher is allowed to amend the assessment method/scenarios and they will discuss this with you.

## Digital Skills for Work (K/617/4156)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Skills** | **Knowledge** | **Assessment**  **Tasks** |
| **Direct observation of the learner** |  |  |  |
| **Email** |  |  |  |
| **Role Play** | X |  | [Assessment task 4](#_Assessment_Task_4_2) |
| **Learner’s work products** |  |  |  |
| **Case study** |  |  |  |
| **Learner log or reflective diary** |  |  |  |
| **Filling in forms** |  |  |  |
| **Portfolio of evidence** |  |  |  |
| **Leaflet** |  |  |  |
| **Table** |  |  |  |
| **Written and pictorial information** |  | X | [Assessment task 2](#_Assessment_Task_3) |
| **Scenario** |  |  |  |
| **Oral questioning and answers** |  |  |  |
| **Booklets** |  |  |  |
| **PowerPoint** | X  X |  | [Assessment task 1](#_Assessment_task_1_2)  [Assessment task 3](#_Assessment_Task_3_1) |
| **Reports** |  | X | [Assessment task 5](#_Assessment_Task_5) |

## Working in a Team (J/617/4150)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Skills** | **Knowledge** | **Assessment**  **Tasks** |
| **Direct observation of the learner** | X |  | [Assessment task 3](#_Assessment_task_3_2) |
| **Email** |  |  |  |
| **Role Play** | X |  | [Assessment task 3](#_Assessment_task_3_2) |
| **Learner’s work products** |  |  |  |
| **Case study** |  |  |  |
| **Learner log or reflective activity** | X | X | [Assessment task 1](#_Assessment_task_1_3) |
| **Filling in forms** |  |  |  |
| **Portfolio of evidence** |  |  |  |
| **Leaflet** |  |  |  |
| **Table** |  |  |  |
| **Written and pictorial information** |  | X | [Assessment task 2](#_Assessment_task_2_1) |
| **Scenario** |  |  |  |
| **Oral questioning and answers** |  |  |  |
| **Booklets** |  |  |  |
| **PowerPoint** |  |  |  |
| **Reports** |  |  |  |
| **Posters** |  |  |  |
| **Mind map** |  |  |  |

# Using the learning pack

The learning pack has been designed to support you to complete the tasks that have been set. These include both formative (underpinning) learning activities and summative assessment tasks (these provide the evidence for the qualification). To help you to identify the difference between the two, the following symbols are used in the learning pack.

|  |  |
| --- | --- |
|  | **Learning Activities -** these are formative (underpinning) learning activities to help you think about the concepts you have been discussing. These do not form part of the assessment for the unit, but they do support the assessment tasks. |

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|  | **Assessment Tasks -** these are the summative (final) assessment tasks for the unit. They form the evidence for the qualification and will be assessed against the assessment criteria for the units. |

If you complete the assessment tasks meeting the criteria, you will achieve the units for the qualification.

## Discussion activities

During the sessions your teacher will ask you to watch some videos. Please make notes as these will help you with the learning activities and assessment tasks.

You will also take part in a number of discussions either as a whole group or in smaller groups. Again, it will be useful if you make notes as these discussions are tied into the other activities that you will be doing.

# 

## Glossary

As you work through the units, you may come across words or phrases that are new to you. It may be useful to record some of these to refer back to.

|  |  |
| --- | --- |
| Word or Phrase | Meaning |
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# Digital Skills for Work (K/617/4156)

The Digital Skills for Work unit aims to equip you with the digital skills that will be useful to you in a work context, including handling information, creating and editing digital content, and communicating using digital skills. You will also learn how to operate safely and responsibly online or when using digital devices, and how to be proactive in solving technical problems.

|  |  |
| --- | --- |
| Icon  Description automatically generated | Learner activity 1 – Using key words to search |

You are going to do some searching for information. You will have some questions that you need to find the answers to.

You will work with a partner.

You will have 30 minutes to complete the task. You must produce a presentation to show the information found and what search words you used.

Present the information to the group at the end of the activity.

Here are the questions:

* What retail jobs are there in the town where you live?
* What is the average wage for a care assistant in your area?
* What is the phone number for the training centre where you are studying?
* What information and evidence is required to open a business account at a specific bank?
* What is the maximum time I should work before I am legally entitled to a break and how long should it be as a minimum?

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|  | Assessment task 1 – Finding work-related information (AC 1.1) |

You must find the answers to the questions below and share the information in a presentation, showing the search words used and the website address you used to find the information. For each question, state why the website used is current, reliable and relevant.

Questions:

* How much would a 100 square metre workshop cost to rent per month in your area?
* Locate a card payment machine that would suit a small business and the related costs.
* What are the costs associated with a business bank account from any major bank or building society?
* You have to deliver an order to a customer in the centre of Cardiff, find out how much it would cost to use a delivery company to do this.
* What is the legal minimum holiday entitlement for most workers in the UK?

Allow 60 minutes for the activity.  
Learners to email the work to the teacher when complete.

|  |  |
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| Icon  Description automatically generated | Learner activity 2 – Types of storage |

Work with a partner to create a presentation to show the following storage methods. You should describe each of them. You could also include advantages and disadvantages of each.

* Internal Hard Drives.
* USB Flash Drives.
* Solid state and conventional portable hard drives.
* Network-Attached Storage systems.
* Cloud storage solutions.

You will have 45 minutes for the activity then present back to the group.

Alternatively, your teacher may ask you just to research one or two of the methods.

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|  | Learner activity 3 – Setting up folders |

Work with a partner to create a resource to instruct another person how to create a folder and subfolders. You could do a video, a handout or a presentation. Your instructions must be clear and detailed so that someone who doesn’t know how to do this can follow them.

You will have 45 minutes for the activity.

You will present the information back to the group and the rest of the group follows your instructions to check that they work.

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|  | Assessment task 2 – Folders (1.2) |

You must create folders on your desktop or other suitable place.

You should create folder structures which include:

1. A main folder with 12 subfolders within it. Subfolders to be labelled with the months of the year and the year e.g. January 2022.
2. A main folder with 3 subfolders: Maths, English and ICT. Within each of the subfolders, create further subfolders with 5 learners’ names: Jim, Carol, Susan, Freda, Karl.

Take screenshots to show the folder structures.

Email the work to the teacher.

|  |  |
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| Icon  Description automatically generated | Learner activity 4 – Using software applications to create digital content in the workplace |

You will work with a partner or in a small group. You can look at Word, Excel, Access and PowerPoint as well as specialist software. The teacher will either give each group the whole list or you will be asked to focus on one piece of software each. How can you use the software applications to create digital content in the workplace?

You can present the information as a table, poster or presentation.

You will have 15 minutes.

Share your ideas with the rest of the group.

|  |  |
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| Icon  Description automatically generated | Learner activity 5 – Creating and editing digital content for work purposes |

You must create a document in each of the listed applications that can be used to support complex work-related tasks. This can be operating machinery or office equipment, tracking holidays taken or showing annual leave left for a number of staff members, tracking orders, how to book onto a course, a staff training matrix etc. This can be agreed with the teacher.

You must create at least one document in each of the following software applications:

* Word.
* PowerPoint.
* Excel.

Across the documents, there must be evidence of the use of text, sound, number calculations, images and videos.

You must explain why you chose the approach you did and who your audience would be.

Allow 90 minutes for this activity.

You will then present the information back to the group.

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| --- | --- |
|  | Assessment task 3 – Company presentation (1.1, 1.2, 2.1, 2.2, 2.3, 2.4) |

Create a PowerPoint presentation that provides an overview of all the documents you created in the last task.

You should follow a theme rather than just having unlinked information in the presentation.

It should include the following:

* Text explaining the presentation and bringing together the documents.
* The company logo.
* A video of a process, procedure or sales outcome, sounds or audio files, images and numerical data.

You should name the presentation appropriately and submit a screenshot of the folder and file name where you have stored your completed work.

You must email the work to the teacher for feedback.

The teacher will give you feedback on the presentation and ask you to make amendments to improve it.

Make sure that you save the original and changed files with the teacher’s feedback.

You will have 90 minutes in total for this task.

Emailall the work to the teacher when complete.

|  |  |
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|  | Assessment task 4 – Role play project (AC 3.1, 3.2) |

Work with a partner to role play one of the situations below:

* Talking to a colleague to plan the work schedule for the next day.
* Presenting a business case to the Directors for an item of your choice.
* Giving a presentation to a customer to try to sell them a product or service.

You must both take the role of the person presenting the information.

You must choose one verbal method of online communication and one written form of online communication for the activity e.g. a Zoom/Teams call and a PowerPoint presentation.

You must choose a scenario and then create a document which is appropriate to that task.

You will have 45 minutes for this part of the activity. The written document must be emailed to the teacher when complete.

When the written document is complete, this must be presented to the other person online. The verbal method of communication online will be observed by the teacher. You will also complete the self-assessment task on the next page. You should role-play the scenario with your partner and show them the document while the teacher observes. It is expected that each role play will take around 5 minutes maximum.

## Assessment Activity: Self-Assessment Role Play

**Digital Skills for Work K/617/4156 (AC 3.1, 3.2)**

**Student Name:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can… | Yes | No | Date |
| 3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes. |  |  |  |
| 3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes. |  |  |  |

Student Comment:

|  |
| --- |
|  |

Student Signature:

Date:

## Assessment Activity: Teacher Observation and Feedback Sheet

**Digital Skills for Work K/617/4156 (AC 3.1, 3.2)**

**Student Name:**

**Teacher Name:**

|  |  |  |
| --- | --- | --- |
| Assessment Criteria | How did the learner meet the criteria? | Achieved? |
| 3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes. |  |  |
| 3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes. |  |  |

Overall comment:

|  |
| --- |
|  |



Teacher signature:

Date:

Student signature:

|  |  |
| --- | --- |
| Icon  Description automatically generated | Learner activity 6 – Overcoming risks and threats to computers |

You will work in a small group to create a poster that details precautions that can be taken in the workplace to reduce risks and threats to computers.

You will have 15 minutes to produce the poster and then you will feed back to the group.

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| Icon  Description automatically generated | Learner activity 7 – Organisational policy |

You will work with a partner work to find an organisation’s policy for the use of digital devices, digital storage and the internet for work or personal reasons whilst in the workplace.

Review the policy and summarise the impacts the rules would have on the employees.

* Would you be able to use a USB drive in the workplace?
* Can you use the internet at any time for personal reasons?
* What is the policies allowance for social media usage?
* Does it discuss data protection?
* Does it include correct use of display screen equipment?

Create a document to record key information. This could be a PowerPoint, leaflet, poster or table.

You will have 45 minutes for the activity. If you cannot find another organisation’s policy, the teacher will share that of the training organisation where you are studying this course.

Present the information to the group.

|  |  |
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| Icon  Description automatically generated | Learner activity 8 – Common technical problems |

Choose three of the technical issues below and use the internet to find a cure. Make sure you can justify your choice of solution.

* Unable to locate a saved document.
* Unable to log in.
* Computer is running slow.
* Unable to print.
* Internet is really slow.
* System outage.
* Deleted some important files.
* Computer not recognising USB.

You will have 30 minutes for the task. Be prepared to share your findings. These can be presented in a Word document, as a poster or a presentation.

|  |  |
| --- | --- |
|  | Assessment task 5 – Report (AC 4.1, 4.2, 5.1, 5.2) |

Create a short report(s) that covers the following:

* List 3 risks / threats of working digitally and identify how they could be overcome.
* Explain the policies and procedures that you should follow at work when working digitally, including handling / storing sensitive data, use of social media, protecting own health and well-being. (Refer back to Activity 6 if you are not working currently).
* Describe a common technical problem you have faced and how you overcame it.
* Describe an occasion when you had to seek help to solve a technical problem.

You will have 60 minutes for this task. Email the work to the teacher when complete.

# Working in a Team (J/617/4150)

The Working in a Team unit focuses on team-working skills. However, it is expected that the underpinning teaching and learning will help develop your understanding of:

* different types of team.
* the benefits of team-working.
* the characteristics of effective team-working.

|  |  |
| --- | --- |
| Icon  Description automatically generated | Learner activity 1 – Advantages and disadvantages of teamwork |

Work with a partner.

Create a mind map or table to consider the advantages and disadvantages of working as part of a team.

You will have 20 minutes to complete the task and then you will feed back to the main group.

|  |  |
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| Icon  Description automatically generated | Learner activity 2 - Are you terrific at teamwork? |

Take [this quiz](https://brilliantstarmagazine.org/articles/quiz-are-you-terrific-at-teamwork) to determine how effective your team-working skills are:

<https://brilliantstarmagazine.org/articles/quiz-are-you-terrific-at-teamwork>

Review your results and identify areas for development that could be added to a development plan.

You will have 5 minutes to complete the activity.

|  |
| --- |
| My areas to develop are: |

|  |  |
| --- | --- |
| Icon  Description automatically generated | Learner activity 3 - Teamwork skills |

You will work in a small group.

Create a list of skills required to complete this task:

As a group, you are going to plan a team-building activity, which must be outdoors. It must be fun; it must be suitable for 100 people (some of whom have different physical needs and abilities) and there is a maximum budget of £50 per head.

**You are not planning the event, just compiling a list of skills that you would need to have to work effectively as a team to be able to complete this activity successfully.**

You will have 10 minutes to complete the task and then you will feed back to the main group.

|  |  |
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| Icon  Description automatically generated | Learner activity 4 – Arranging a team-building activity |

You will work as part of a group.

You should create a skills audit to analyse the skills they have between them based on the list that was produced in the previous learning activity.

You should decide who is going to collate the results and how.

You should determine whether you have any gaps in skills and discuss what you could do about this.

You should then create a plan that would allow each person to make use of their strengths and be able to meet the brief.

You can present the information in whatever format you like to meet the requirements of the task.

You should present your skills audit and plan to the group after 30 mins.

|  |  |
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|  | Assessment task 1 – Reflective task (AC 1.1, 2.1, 2.2) |

You must produce a statement / reflective account of a team activity that you have taken part in which covers these assessment criteria:

* Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem.
* Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team.
* Assess relevant strengths, skills and experiences that other members bring to a particular team.

You should explain what the task was and describe the team and the skills used by yourself and your team members.

You will have 45 minutes for the activity.

Email the task to the teacher when complete.

|  |  |
| --- | --- |
| Icon  Description automatically generated | Learner activity 5 – Code of conduct |

You will work with a partner.

Research what a code of conduct is and consider why this might be useful when working as part of a team.

Create a mind map of what could be included in a team code of conduct.

You will have 15 minutes to complete the task.

Present back to the main group.

|  |  |
| --- | --- |
|  | Assessment task 2 – Code of conduct (AC 4.6) |

Create a code of conduct for effective team working.

This could be on Word or PowerPoint.

Allow 15 minutes.

Learners to send the work to the teacher when complete.

|  |  |
| --- | --- |
|  | Assessment task 3 – Team activity (AC 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3) |

You will take part in a team activity. For example, this could be to plan an event, take part in a charity event, plan an outing or plan an activity.

You must hold a meeting which will be recorded and the teacher will observe this and complete an observation record.

You must:

* Agree the roles and responsibilities of each member of the team as a team, so that collectively they can complete the team task effectively.
* Identify relevant ideas and suggestions from others that will enable the team to complete the task.
* Devise and follow a team plan to complete a task or solve a problem.
* Contribute to a team by sharing skills and knowledge and fulfilling own agreed role.
* Offer help, support or advice to team members when appropriate.
* Respond positively to advice and constructive criticism.

You must write a report to say how you met all these criteria.

You must then reflect on your own performance.

You must:

* Assess how your own performance contributed to the overall performance of the team.
* Describe ways in which the team as a whole performed effectively.
* Explain areas in which the team could have worked together more effectively and how you could improve your team-working skills.

You will have 60 minutes to write up the report.

## Assessment Activity: Teacher Observation and Feedback Sheet

**Working in a team J/617/4150 (AC 3.1, 4.1, 4.2, 4.3, 4.4, 4.5)**

**Student Name:**

**Teacher Name:**

|  |  |  |
| --- | --- | --- |
| Assessment Criteria | How did the learner meet the criteria? | Achieved? |
| 3.1 Agree with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively. |  |  |
| 4.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task. |  |  |
| 4.2 Devise and follow a team plan to complete a task or solve a problem. |  |  |
| 4.3 Contribute to a team by sharing skills and knowledge and fulfilling own agreed role. |  |  |
| 4.4 Offer help, support or advice to team members when appropriate. |  |  |
| 4.5 Respond positively to advice and constructive criticism. |  |  |

Overall comment:

|  |
| --- |
|  |



Teacher signature:

Date:

Student signature:

**End of Assessment Tasks**

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