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Employability  
Level 2

Contents

[Employability Teaching Resources 3](#_Toc71627381)

[Assessment methods 4](#_Toc71627382)

[Digital Skills for Work (K/617/4156) 5](#_Toc71627383)

[Working in a Team (J/617/4150) 6](#_Toc71627384)

[Using the learning pack 7](#_Toc71627385)

[Appendix 1 – Index of Assessment Activities 8](#_Toc71627386)

[Digital Skills for Work (K/617/4156) 8](#_Toc71627387)

[Working in a Team (J/617/4150) 8](#_Toc71627388)

[Appendix 2 – Units 9](#_Toc71627389)

# Employability Skills Teaching Resources

These optional teaching resources aim to support the delivery of units from the Gateway Qualifications Level 2 Award in Employability Skills (603/4233/X). They can be used alongside any other published or self-created resources.

They provide a structured, blended approach to the delivery of the units for face-to-face, remote delivery, or a mixture of both. The teaching and learning activities can be adapted to meet the diverse needs and profile of learners. Where applicable we have suggested alternative approaches to the delivery of knowledge and skills.

The teaching resources are divided into two units to create a package which will allow a learner to achieve the 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).

This guide summarises the delivery of the units. A separate learning work pack for the learners includes guidance for and records of independent learning activities along with assessment tasks.

The variety of teaching and learning activities and signposting to online content covers the underpinning skills, knowledge, and behaviours to meet the units’ assessment criteria and to help prepare them for the summative assignments.

The Digital Skills for Work (K/617/4156) unit aims to equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners 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 focuses on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners’ understanding of

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

**Tutor guidance on delivering the units**

A PowerPoint presentation has been created for all the units. These presentations contain a range of underpinning knowledge slides, discussion activities, tasks and guidance on assessment activities. There are notes on most of the slides to provide the teacher with guidance as to how to present the information or guide the learners.

Where possible, alternative assessment methods have been suggested – these may vary due to the mode of delivery e.g. face-to-face or online.

The presentations have been designed to cover the underpinning knowledge for the units and they are not split into individual sessions, although it is expected that there will be a number of sessions to cover each presentation.

These units include both practical and knowledge criteria.

# Assessment methods

A suggested range of assessment methods has been identified, which may be used for the units in these qualifications. This allows for the different learning styles and individual needs of learners to be taken into account. You must ensure that there is clear evidence to identify that the learner has achieved the criteria.

The table below indicates suggested assessment methods that could be used for the specific assessment tasks for the units. Teachers are allowed to amend the assessment method/scenarios based on their learners’ needs and learning styles.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Skills** | **Knowledge** | **Assessment**  **Tasks** |
| **Direct observation of the learner** |  |  |  |
| **Email** |  |  |  |
| **Role Play** | X |  | Assessment task 4 |
| **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 |
| **Scenario** |  |  |  |
| **Oral questioning and answers** |  |  |  |
| **Booklets** |  |  |  |
| **PowerPoint** | X  X |  | Assessment task 1  Assessment task 3 |
| **Reports** |  | X | Assessment task 5 |
| **Posters** |  |  |  |
| **Mind map** |  |  |  |

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

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

# Using the learning pack

The learning pack has been designed to support the learners to complete the tasks that have been set. These include both formative learning activities and summative assessment tasks. To help the learners 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 support the learners to consider the concepts that they have been discussing. These do not form part of the assessment for the unit, but they do support the assessment tasks. |

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

Upon successful completion of the assessment tasks, the learners will achieve the units for the qualification.

# Appendix 1 – Index of Assessment Activities

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

|  |  |  |  |
| --- | --- | --- | --- |
| Activity Number | Title | Related Learning Outcome/Assessment Criteria | Page |
| 1 | Finding work-related information | 1.1 | 10 |
| 2 | Folders | 1.2 | 12 |
| 3 | Company presentation | 1.1, 1.2, 2.1, 2.2, 2.3, 2.4 | 14 |
| 4 | Role play project | 3.1, 3.2 | 15 |
| 5 | Report | 4.1, 4.2, 5.1, 5.2 | 19 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Activity Number | Title | Related Learning Outcome/Assessment Criteria | Page |
| 1 | Reflective activity | 1.1, 2.1, 2.2 | 22 |
| 2 | Code of conduct | 4.6 | 23 |
| 3 | Team activity | 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 | 23 |

# Appendix 2 – Units

## **Digital Skills for Work**

|  |  |
| --- | --- |
| **Unit Number:** | K/617/4156 |
| **Level:** | Level 2 |
| **Credit Value:** | 3 |
| **GLH:** | 24 |
| **Unit Aim:** | To equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners will also learn how to operate safely and responsibly online or when using digital devices, and how to be proactive in solving technical problems. |
| **Assessment Guidance:** | Portfolio of Evidence |

This unit has 5 learning outcomes.

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** |
| **The learner will:** | **The learner can:** |
| |  |  | | --- | --- | | 1 | Be able to use digital skills to handle work-related information. | | |  |  | | --- | --- | | 1.1 | Find and select current, relevant and reliable information from different sources to complete complex work-related tasks. | | 1.2 | Develop and use efficiently appropriate information storage systems. | |
| |  |  | | --- | --- | | 2 | Be able to create and edit digital content for work-related purposes. | | |  |  | | --- | --- | | 2.1 | Create and save text-based, sound, image or video files, as appropriate to different complex work-related tasks, taking into account audience and purpose. | | 2.2 | Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to different complex work-related tasks. | | 2.3 | Bring together information from different sources to create digital content for work-related purposes. | | 2.4 | Improve draft digital content in light of feedback from others in the work setting. | |
| |  |  | | --- | --- | | 3 | Be able to use digital skills to communicate in a work context. | | |  |  | | --- | --- | | 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. | |
| |  |  | | --- | --- | | 4 | Be able to work online and use digital devices safely and responsibly in a work context. | | |  |  | | --- | --- | | 4.1 | Explain the online risks and threats to a particular workplace or sector, the steps taken to mitigate these, and how these protect the organisation, employees and/or customers, as appropriate to the workplace/sector. | | 4.2 | Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and well-being. | |
| |  |  | | --- | --- | | 5 | Be able to solve technical problems. | | |  |  | | --- | --- | | 5.1 | Apply appropriate solutions to technical problems. | | 5.2 | Demonstrate initiative in solving technical problems, e.g. by referring to online sources of help before drawing on support from others. | |

## **Working in a Team**

|  |  |
| --- | --- |
| **Unit Number:** | J/617/4150 |
| **Level:** | Level 2 |
| **Credit Value:** | 3 |
| **GLH:** | 24 |
| **Unit Aim:** | To develop learners’ team-working skills. |
| **Assessment Guidance:** | The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners’ understanding of • different types of team • the benefits of team-working • the characteristics of effective team-working. |

This unit has 5 learning outcomes.

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** |
| **The learner will:** | **The learner can:** |
| |  |  | | --- | --- | | 1 | Be able to identify when it would be beneficial to approach a task or problem as a team. | | |  |  | | --- | --- | | 1.1 | Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem. | |
| |  |  | | --- | --- | | 2 | Be able to recognise the different strengths, skills and experiences different people bring to a team. | | |  |  | | --- | --- | | 2.1 | Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. | | 2.2 | Assess relevant strengths, skills and experiences that other members bring to a particular team. | |
| |  |  | | --- | --- | | 3 | Be able to allocate roles and responsibilities within the team in relation to a given task. | | |  |  | | --- | --- | | 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 | Be able to work positively as a member of a team. | | |  |  | | --- | --- | | 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. | | 4.6 | Devise and follow an agreed code of conduct for effective team-working. | |
| |  |  | | --- | --- | | 5 | Be able to reflect on the performance of a team. | | |  |  | | --- | --- | | 5.1 | Assess how own performance contributed to the overall performance of the team. | | 5.2 | Describe ways in which the team as a whole performed effectively. | | 5.3 | Explain areas in which the team could have worked together more effectively and how they could improve their team-working skills. | |

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