

## Curriculum Overview for Employability BTEC Workskills Post 19

### Why is BTEC Workskills important?

The BTEC Entry 3 and Level 1 qualifications in WorkSkills help learners to improve their understanding and application of work-based skills. This flexible, vocational course teaches the knowledge, skills and understanding that are relevant, current and useful for both learners and potential employers.

### How does BTEC Workskills fit into LifeBridge Curriculum

Functional Maths - learners will practice transferable Functional Maths skills throughout the course for example time keeping and money management.

Functional English - learners will practice transferable Functional English skills throughout the course for example using communication to develop essential 'Customer Service' skills.

### Qualifications

At Lifebridge learners will work on a 2 year programme to gain an Award in BTEC Workskills.

This qualification is widely recognised by employers.

Learners will develop skills personalised to help them on their individual 'Employment' journey.

### How is the course delivered?

A dedicated employment team helps to develop a clear career purpose and vision that focuses on the individual.

We will develop an 'Employment Plan' to understand the unique personality, talents, strengths, skills and experience, goals and aspirations of the individual learner.

Individual goals and targets will be set and reviewed regularly and linking to personal EHCP and Employment targets.

Learners will have a 1-1 tutorial session weekly

Gatsby Benchmarks

Independent Advice and Guidance (IAG) from a dedicated careers advisor

Develop links with employers and local businesses

	Visits from or to external employers and local businesses to give an insight into different careers and specific job roles
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**Skills to develop**

- Customer service skills
- Transferable Functional Maths and English skills
- Knowledge of the different 'Vocational' areas
- Identify and recognise personal targets linking to EHCP and set short, medium and long term goals
- Learners will take part in 'Vocational' tasters to gain understanding of future opportunities
- Learners will undertake Work Placements in their chosen vocational area to develop work related transferable skills

**Core Values of Employability**

- Self-awareness of goals and aspirations
- Self determination
- Self-improvement showing initiative
- Identifying choices and opportunities
- Explore careers
- Understanding business and industry
- Investigating local jobs and labour market information
- Valuing equality, diversity and inclusion
- Learning about safe working practices and environments
- Health and safety and Risk Assessments

BTEC Workskills			
	Rotation A (2019/20)	Rotation B (2020-2021)	Rotation C (2021-2022)
<b>Entry 3</b> (30GLH Award) (70GLH Award) (95GLH Award)	<p><b><u>Easter Deadline</u></b>            Unit 21: Solving work related problems (20GLH)</p> <p>Unit 23: Self Management for work (12GLH)</p> <p><b><u>Easter-Summer</u></b>            Unit 36: Investigating rights and responsibilities at work (10GLH)</p>	<p><b><u>Easter Deadline</u></b>            Unit 8: Introduction to Health and Safety at work (20GLH)</p> <p>Unit 5: Preparing for work placement (10GLH)</p> <p><b><u>Easter-Summer</u></b>            Unit 37: Building working relationships with colleagues (10GLH)</p>	<p><b><u>Easter Deadline</u></b>            Unit 3: Achieving success at interview (15GLH)</p> <p>Unit 2: Applying for Jobs (15GLH)</p> <p><b><u>Easter-Summer</u></b>            Unit 33: Managing transitions into work (10GLH)</p>

<p><b>Level 1</b> (30GLH Award) (70GLH Award) (95GLH Award)</p>	<p><b><u>Easter Deadline</u></b> Unit 41: Solving work related problems (15GLH)</p> <p>Unit 53: Self Management Skills (20GLH)</p> <p><b><u>Easter-Summer</u></b> Unit 36: Investigating rights and responsibilities at work (10GLH)</p>	<p><b><u>Easter Deadline</u></b> Unit 35: Health and Safety at work (20GLH)</p> <p>Unit 28: Preparing for work placement (10GLH)</p> <p><b><u>Easter-Summer</u></b> Unit 37: Building working relationships with colleagues (10GLH)</p>	<p><b><u>Easter Deadline</u></b> Unit 25: Achieving success at an interview (15GLH)</p> <p>Unit 27: Applying for Jobs (15GLH)</p> <p><b><u>Easter-Summer</u></b> Unit 33: Managing transitions into work (10GLH)</p>
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### Feedback and assessment within Employability

- Initial assessment at the start of the course
- Sharing learning objectives with learners
- Involving learners in peer and self-assessment.
- Providing feedback which leads to learners recognising their next steps and how to take them. Feedback to learners will be both oral and verbal. Feedback should focus on the learners' achievements as well as guidance on how to improve.
- Ipsative assessment/feedback will be used alongside standards and criteria referenced assessment to encourage learners to work towards a personal best.
- SPaG should be marked according to their target level. *See document 'Marking of Spelling, Punctuation and Grammar Policy Document'*
- Promoting confidence that every learner can improve.
- Learners will complete a portfolio of evidence which is internally assessed and then externally moderated

## Resources and Websites

A range of resources will be used throughout the programme including current leaflets, prospectus and websites

<https://qualifications.pearson.com/en/qualifications/btec-workskills/level-1.html>

<https://qualifications.pearson.com/en/qualifications/btec-workskills/entry-level-3.html>

<https://www.gov.uk/topic/schools-colleges-childrens-services/special>

<https://www.preparingforadulthood.org.uk>

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<https://www.youthemployment.org.uk/>

<https://barclayslifskills.com/>

