

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, 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

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 Assessment Plan

BTEC Workskills – 2 Year Programme – Extended Award 105GLR

| | <u>Sep 2021 – Easter 2022</u> | <u>Easter 2022 – December 2022</u> | <u>December 2022 – Easter 2023</u> |
|---|---|--|---|
| <u>Entry 3</u> Subsidiary Award – 35GLR Award – 70GLR Extended Award – 105GLR | Unit 1 Exploring Work Related Skills and Behaviours - 35GLR | Unit 4 Taking Part in an Interview – 35GLR | Unit 16 Participate in Work Related Experiences – 35GLR |



BTEC Assessment Plan

BTEC Workskills – 2 Year Programme – Extended Award 105GLR

| <u>Level 1</u> | <u>Sep 2021 – Easter 2022</u> | <u>Easter 2022 – December 2022</u> | <u>December 2022 – Easter 2023</u> |
|--|--|--|---|
| Subsidiary Award – 35GLR Award – 70GLR Extended Award – 105GLR | Unit 1 Considering Own Work Related Skills and Behaviours - 35GLR | Unit 4 Prepare and Participate in an Interview – 35GLR | Unit 16 Participate in a Work Experience Placement – 35GLR |

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://barclayslifefskills.com/>