BTEC LEVEL 2

Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 3

Version 3.1

Pearson BTEC
Approved Centre

Unit 3: Preparing for Employment

On successful completion of this unit you will:

1. Understand the skills and qualities needed for employment
2. Be able to review own skills, qualities and interests for career planning
3. Be able to showcase own employability skills through a CV
4. Be able to showcase own employability skills in preparation for an interview

Unit 3

Preparing for Employment

This unit will give you the opportunity to prepare effectively for employment whilst recognising the importance of planning for a career.

You will explore the skills and qualities required for employment and review and develop your own. You will also learn how to showcase your employability skills in a CV and whilst at an interview.

Unit 3:

- Six tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering all the questions.
- Additionally, you should read any additional materials provided as they will help you to complete each task.

- There are no practical activities in Unit 3.

Employability Skills Workshop

You can cover the unit content by engaging with one of our Employability Skills Workshop sessions. During the session you will look at:

1. The most common skills that employers are looking for and ***how*** you evidence them
2. Identifying ***your own*** skillset and conducting a skills analysis (SWOT)
3. Developing and drafting ***your*** CV
4. Preparing for interview
5. Developing ***your*** interview skills

If you haven't attended a workshop and wish to do so, scan here.

Scan me!

Attending one of the workshops will give you the knowledge to complete the assessed tasks. There are some support notes over the following pages that will help to refresh your learning.

LO

Learning Outcome 1

Understand the skills and qualities needed for employment

This learning outcome will help you to prepare for employment. It will introduce you to the importance of developing the personal skills and qualities required.

Skills

During a recruitment process, employers are looking for a number of **skills**, in addition to academic qualifications and experience. The employability workshop will help you identify **your** current '**soft skillset**'.

Q: What does the word skillset mean?



A:
Those skills '*over and above*' your academic qualifications and achievements. Having *certain* skills will help you when looking for employment. They will also help employers understand more about you.

Testimonial | Learner perspective

"Thank you for the workshop - it was amazing. It was interesting and I learnt a lot from the session. I would definitely recommend this to everyone. Thank you again!" – **Kaynaat Begum**

Testimonial | Employer perspective

"I'm convinced that what young people learn as part of their youth organisation activities gives them a very good grounding for when they start to think about the workplace and their own personal progression. The BTEC Level 2 qualification validates this and makes it easier for me to identify the best candidates with the most potential when I'm recruiting." – **Manufacturing sector employer**

Employability specific skills

An advertised job vacancy will have a **job description** and a **person specification**. These documents will give you key information to find out what the job will entail and the skills that you will need to do the job.

Technical skill — Do you have the technical **ability and knowledge** to perform a task that is needed?

Practical skill — Do you have the **physical ability** to do something that the job entails?

Transferable skill — Do you have the soft skills or common skills required?



Job description - Police Officer

Police officers protect the public from crime, as well as supporting victims and witnesses of crime, and providing reassurance to local people in the community.

As a police officer, you'll work in partnership with the communities you serve to maintain law and order, protect members of the public and their property, prevent crime, reduce the fear of crime and improve the quality of life for all citizens.

Having read the job description and role specification of a Police Officer, what technical, practical and transferable skills would they need?

Source: The Association of Graduate Careers Advisory Services (AGCAS) and Jisc
https://www.prospects.ac.uk/job-profiles/police-officer



Job description - Paramedic

Paramedics provide an immediate response to emergency calls that can be both traumatic and medical in origin, and respond to GP referrals and 111 calls.

As a paramedic, you'll usually be the first senior autonomous independent healthcare professional on the scene, and the level of care you provide can range from dealing with life-threatening conditions to minor illnesses and injuries.

You'll need to undertake a full medical and health assessment to determine a patient's condition, provide essential treatment and transportation to a designated hospital or care facility.

You'll typically work in a two-person ambulance crew alongside an ambulance technician or emergency care assistant. It's also possible to work alone, using an emergency response car, motorbike or bicycle to get to a patient.

Having read the job description and role specification of a Paramedic, what technical, practical and transferable skills would they need?

Source: The Association of Graduate Careers Advisory Service (AGCAS) and Jisc
https://www.prospects.ac.uk/job-profiles/paramedic

Task 1: Describe different skills required for employment (AC 1.1)

IDENTIFY and then **DESCRIBE one** technical skill, **one** practical skill and **one** transferable skill that relate to a job role of **either** a Police officer **or** a Paramedic.

You **MUST** use the job description and person specification provided for one of the roles to answer this question in full. They can be found on pages 18-21 in your workbook or hyperlinked within your Moodle assessment questions.

Example

if you selected *technical skills* for a teacher, an acceptable answer would be:
"As a teacher you would need a teaching qualification to understand how to teach. You would then be able to support your students to enjoy lessons, learn effectively and complete."

An answer that would not be accepted:
"You would need a teaching qualification."

Top Tip

The **technical**, **practical** and **transferable** skills required for every job will be different. Taking your time to read the job description and person specification will help you to realise the skills required.

Qualities employers look for when recruiting

As well as the academic qualifications, skills and experiences employers are looking for when recruiting, there are also a number of **personal qualities** that can prove useful in helping you stand out as a strong candidate.

The following list contains *some* of the personal qualities that employers commonly look for. This is not a comprehensive list, but some that many employers indicated would be useful:

Problem solving abilities



Individuals may have to use their initiative to solve problems quickly in the workplace. With good problem solving skills, individuals will stay in control, progress and stay safe.

Interpersonal communication



The ability to communicate with work colleagues is important and can be carried out in a number of ways; verbally, non-verbally, written or by listening.

Good time management



This means being able to organise your time well. If an individual is late for work or misses a task or deadline, this could impact on the others that you work with. Staff members need to work efficiently to complete allocated tasks.

A willingness to learn



Situations in the workplace may change quickly so individuals need to be flexible in order to cope with changing factors. Guidelines that you follow and policies may also change, so having the willingness to learn and adapt is crucial.

Self-motivation



Employers will want employees who can work independently and get along without having to ask for regular help or support. Individuals will need to be self-motivated and have the personal drive to work well, complete tasks and achieve.

Computer/ IT literacy



Being able to use IT confidently will be a good starting point for employment in the digital world we now live in. Organisations may use bespoke programmes that you will be offered training in.

Being a team player



Individuals need to trust and communicate with one another in the workplace in order to succeed. You may spend a lot of time with colleagues; working together to meet deadlines and to achieve bigger tasks. This will help individuals to bond as colleagues and potentially make friends.

Planning skills



You will need to plan effectively so that allocated tasks are completed within your working hours. You may also be set tasks over a longer period of time, or given tasks to complete at short notice. You will need to plan (where possible), be flexible and adapt your plan to complete tasks required.

Other **personal qualities** might include:

- positivity
- creativity
- persistence
- resilience
- determination
- honesty
- supporting others
- reliability

Do you have any of these personal qualities?

You may have developed or demonstrated them in a variety of ways:

- Taking part in an event
- Completing work-experience
- Training experiences within your own youth organisation
- Volunteering
- Social-action
- Taking part in sports

Task 2: Explain personal qualities required for employment and their importance (AC 1.2)

During the workshop, you spent time looking at the important personal qualities that employers look for in potential employees. These are 'over and above' any academic or technical skills.

IDENTIFY three personal qualities and **EXPLAIN why** each one is important for employment. You *can* choose to include an example in each answer to help you give the level of detail required.

? Example

An acceptable answer would be:
"Problem solving is important for any job. You will encounter problems (big or small) in every job and having the skills to work through a problem and make effective decisions, will be valued by a manager."

An answer that would not be accepted:
"Problem solving will help you to work efficiently."

Top Tip

Have you had a job before? What qualities have you demonstrated and **why** have they been important?

Developing your employability skills

>> SCHOOL/COLLEGE
>> FAMILY LIFE AND DAILY ROUTINE
>> DUKE OF EDINBURGH AWARD
>> VOLUNTEERING
>> INTERESTS AND HOBBIES
>> PART TIME WORK
>> SPORTS COACHING

Take a moment to reflect:

*What have **you** done to develop your own employability skills? Think about the skills you have developed and how that will help you with employment.*



Connor

I have been a sports coach now for two years. This experience has helped me to work with others younger and older than myself. I can now give clear instructions and motivate others to achieve. I have also improved my patience.

Task 3: Explain ways employability skills can be developed (AC 1.3)

IDENTIFY two different ways you have developed your own employability skills.

For each, outline the skill it has helped you to develop. You must then support your answers with an explanation of **how** it has helped **you**.

? Example

An acceptable answer would be:
"I have been a football sports coach now for two years working with an under 9s football team. This has helped me to improve my communication skills. I can now give clear instructions and guidance to the players so they can play well and improve over time."

An answer that would not be accepted:
"Coaching has helped me to improve my communication."

Top Tip

Your everyday activities will help you to develop different employability skills!

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Be able to review own skills, qualities and interests for career planning

This learning outcome will look at your own skills, qualities and interests in relation to your career plans. You will have the opportunity to look for any gaps that exist and make plans to address them. This will help you to prepare for any job applications.

Skills analysis

It is important to take the time to honestly examine your own skills, qualities and interests in preparation for employment.

>> HARD SKILLS >> ABILITIES >> INTERESTS

>> ASPIRATIONS (SHORT TERM/LONG TERM)

>> PERSONAL CONSIDERATION >> SOFT SKILLS

What are your employment ambitions? Do you have a specific role in mind? Do you have the necessary skills that are required? If not, what can you do **now** to prepare for that role?



SWOT analysis

The SWOT analysis is a way of identifying your strengths and weaknesses, opportunities and threats.

Strengths and **weaknesses** are often viewed as **internal factors**. These are factors that **you can control**.

Opportunities and **threats** are seen as **external factors**. These are factors that **you have less direct control of**.

Strengths	Weaknesses
What are the **positive elements** of your personality and character? What are you good at?	Consider what you need to **improve**. What skills, knowledge or experience could you take steps to improve?
Opportunities	**Threats**
Consider what might help you pursue your chosen career. What could be **beneficial** to you (e.g. contacts, skills, experiences, etc.)	What may present a **challenge** or **prevent** you from achieving what you are hoping for on your career pathway?

In many cases, once **threats** have been identified, they can often be resolved by sharing the problem with family and friends to find a way round the issue.

Write two short sentences or bullet points in each box above. You can expand on these points later.

Task 4: Review own skills, qualities and interests for career planning (AC 2.1, 2.2, 2.3 & 2.4)

This task is in four parts.

During the Employability Workshop session you attended, you will have had the opportunity to examine your personal skills and qualities and complete a SWOT analysis.

Completing them both will help you to answer the questions below and **IDENTIFY** your own *skills, qualities and interests* to choose a suitable career path.

Part a. You should now **IDENTIFY three** skills or personal qualities and provide evidence of **how** you have demonstrated this. The evidence can be from activities you have completed within your own organisation or elsewhere.

Part b. You should **IDENTIFY** at least **two** points in *each* element of the SWOT analysis.

Part c. Following on from your skills analysis and SWOT analysis, you should now **IDENTIFY two** suitable career paths. You must **JUSTIFY** *why* they are suitable choices by giving **two** detailed reasons for each.

Part d. You should now focus on **one** career pathway (from those you listed in Part c.) and **IDENTIFY two** gaps that exist in your current skills and experiences. You should then **EXPLAIN** *how* you will develop your skills and experiences to address the gaps.

Remember, a skills and SWOT analysis is very personal and unique to you!



LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Be able to showcase own employability skills through a CV

This learning outcome will help you to prepare for making a job application through a CV.

A CV needs to be written appropriately, attract the attention of the employer and deliver the important information correctly.

Job adverts, role specification and person specification

The job advert, whether in print or online, is the first chance you have to see if you have the skills required for that role.

- Match your skillset to each point mentioned in the **job advert**.
- Do the same with the **person specification**. This is normally available as part of the application process and will give you the chance to match your skills with the ones the employer says they are looking for.
- Finally, use the **role specification** to make sure you have an understanding of what the job is likely to entail. Does this match what you think you wish to do for work? Many employers expect you to have at least some knowledge and understanding of what the job entails, so this document is important as part of your interview preparation.

Curriculum Vitae

A CV is a useful document that is usually asked for by an employer when they are looking to recruit. This is your first opportunity to document personal information that will help you to be chosen for an interview.

A CV **will include**:

- your experiences
- your qualifications and skills
- a personal statement that is linked specifically to the job for which you are applying

A CV **must**:

- be clear and communicate the key information quickly to the reader
- be relevant to the job you are applying for

Task 5: Producing a CV (AC 3.1, 3.2, 3.3 & 3.4)

The following tasks must be answered in relation to a **specific** job of your choice, and the job description and person specification that would accompany that role. This requires personal research and must relate to a specific job you are interested in.

This task is in three parts.

Part a. You must produce a basic CV that includes a personal statement. This **must** showcase your employability skills in relation to the specified job role.

Part b. DESCRIBE the purpose of a CV when applying for a *specified* job.

Part c. IDENTIFY three pieces of information that you have included in your CV and show how each showcases your employability skills for the job role you have specified.

A personal profile is often known as a personal statement. It is a concise paragraph that highlights your key skills. The details link to what the employer is looking for (as mentioned in the job advert and person specification for the role).

Top Tip

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO

Learning Outcome 4

Be able to showcase own employability skills in preparation for an interview

This learning outcome will help you to prepare for an interview.

It will introduce you to questions that you may be asked and, importantly, how you can answer them effectively.

Preparing for an interview

Preparing for an interview is an important part of the job application process.

- Take the time to consider what does the job offer you? How does it fit your long term plan?
- Consider the SWOT exercise you completed. What are you going to do to about the points you have raised?
- Use the job description and person specification to prepare effectively for your interview.
- Consider the format of the interview so you can showcase your skills at the interview. Map the person specification to your own skillset so that you are ready to answer the interview questions.

Making a good first impression

It is important to make a good first impression when attending an interview. You should consider the following:



The interview

Many people think an interview can be a bit like an interrogation – it's not!

An interview is an ideal opportunity for the interviewer to get to know you and then, of course, consider you as the best candidate for the job.

? Example



Police officer

Police recruitment procedures may differ between areas. To find out more look at your local Police force website for detail on the recruitment and interview process.
For example **https://www.merseyside.police.uk/police-forces/merseyside-police/areas/careers/join-us/recruitment-faqs**

Top Tip

Remember, it is natural for you to be a little nervous, this means you will stay focused.

Preparing effectively and considering the recruitment process and the type of interview you will have will help you to control your nerves.



There are different types of interviews and they include:

- Telephone
- Video
- Face-to-face
- Panel
- Group
- Assessment centres

Structuring an answer in an interview

A good way to help you structure an answer to almost any question is by using the STAR technique. You will be able to provide a longer and much more in-depth answer. It works like this:

S **Situation** – provide context, set the scene
For example: 'When I was working at …', 'My task was….' or 'I was trying to achieve ….'

T **Task** – Your role and objective
For example: 'My role in this situation…' or 'I was responsible for….'

A **Action** – Your actions
For example: 'I took this action…' or 'I did this because…'

R **Result** – So what. What happened next?
Explain what happened and provide evidence for the effectiveness of your actions.

You can use this method to structure an answer about many different topics. Ultimately, recount a story to evidence certain skills of yours.

What would you say if you were asked 'Can you provide evidence of your problem solving skills?'

Below is a brief example for another common interview question:
Tell me about a time when you have demonstrated good planning skills.

? Example

Police Officer

S At the local town carnival I was given the job of over-seeing three other Officers to ensure the safety of the parade and the public as it made its way through the town. The streets are quite narrow and we needed a plan to ensure people kept well back from the parade and also make sure the floats took the right route and did so safely.

T My key responsibility was the safety of everyone taking part, ensuring the Police service maintained a good community relationship. I liaised with the Planning Committee, the highways department, local emergency services and the carnival participants. It was essential that we had a clear plan, which could be easily understood and actioned by everyone taking part.

A In the run up to the event I identified problem areas on the route, completed a detailed risk assessment, produced a safety advice plan and briefed colleagues.

R The carnival was a great success and there were no incidents reported on the route. I hosted a debrief session with my colleagues and also with the carnival planning committee. It was agreed that only a few minor changes might be needed for next year. The Police Service were thanked for their involvement in the successful event.

Asking questions

Finally, always prepare a couple of well thought out questions in advance that you can ask your interviewer. They should be **linked** to the job that you have applied for.

Task 6: Preparing for an interview

(AC 4.1, 4.2, 4.3 & 4.4)



During the workshop you attended, you considered what interview preparations would be useful. You must now produce some notes that could feature in a factsheet, aide memoire or preparation pack. They must relate to the one job role that you identified in Task 5.

This task is in three parts.

Part a. OUTLINE three ways an individual could prepare for an interview.

The research that you have undertaken for a specific job role will help you to answer this question appropriately.

Part b. IDENTIFY two potential interview questions that you may be asked, based on the job specification, along with a response that you may give to showcase your employability skills. You can use the STAR method (Situation, Task, Action and Result) to give your answer a suitable structure. You must then detail *why* your response would be suitable.

When answering a question, tell your story and give plenty of detail in your answer as you will then incorporate ***other*** skill areas into your answer. The example above demonstrated planning skills, but also communication skills, problem solving and leadership. Preparation is really important!



Part c. IDENTIFY two questions you could ask the interviewer during an interview. These must be based on the job description and person specification you researched in Task 5.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.barclayslifeskills.com/
www.studentjob.co.uk/application-tips/cv/free-cv-maker
https://nationalcareers.service.gov.uk
www.cvcollege.org/careers-opportunities-and-advice/

Additional units of interest

As part of this qualification there are other units of study. A number of them have clear links with preparing for employment:

- **Unit 1:** Developing Effective Teamwork Skills
- **Unit 2:** Developing Effective Communication Skills
- **Unit 11:** Developing Leadership Skills

Contact

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LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand the skills and qualities needed for employment			
1.1	Describe different skills required for employment	Task 1	WB Pages 4-5
1.2	Explain personal qualities required for employment and their importance	Task 2	WB Page 6
1.3	Explain ways employability skills can be developed	Task 3	WB Page 7

Learning Outcome 2: Be able to review own skills, qualities and interests for career planning			
2.1	Identify own skills, qualities and interests for employment	Task 4 Part A	WB Page 8
2.2	Justify suitable career pathways to match employability skills, and interests	Task 4 Part B	WB Page 9
2.3	Identify gaps in own skills and experience against those required for the chosen pathway	Task 4 Part C	WB Page 10
2.4	Explain how to develop own skills and experience to match chosen pathway	Task 4 Part D	WB Page 11

Learning Outcome 3: Be able to showcase own employability skills through a CV			
3.1	Describe the purpose of a CV when applying for a job	Task 5 Part B	WB Page 12
3.2	Identify core information needed to complete a CV and how it can be used to showcase employability skills	Task 5 Part C	WB Page 13
3.3	Present employability skills within the CV for a specified job role	Task 5 Part A	WB Page 12
3.4	Describe own personal motivations in a personal statement	Task 5 Part A	WB Page 12

Learning Outcome 4: Be able to showcase own employability skills in preparation for an interview			
4.1	Outline interview preparation considerations	Task 6 Part A	WB Page 14
4.2	Identify potential question themes that could be asked during the interview	Task 6 Part B	WB Pages 15-16
4.3	Plan responses that showcase employability skills	Task 6 Part B	WB Pages 15-16
4.4	Identify suitable questions to ask the interviewer during an interview	Task 6 Part C	WB Page 16



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