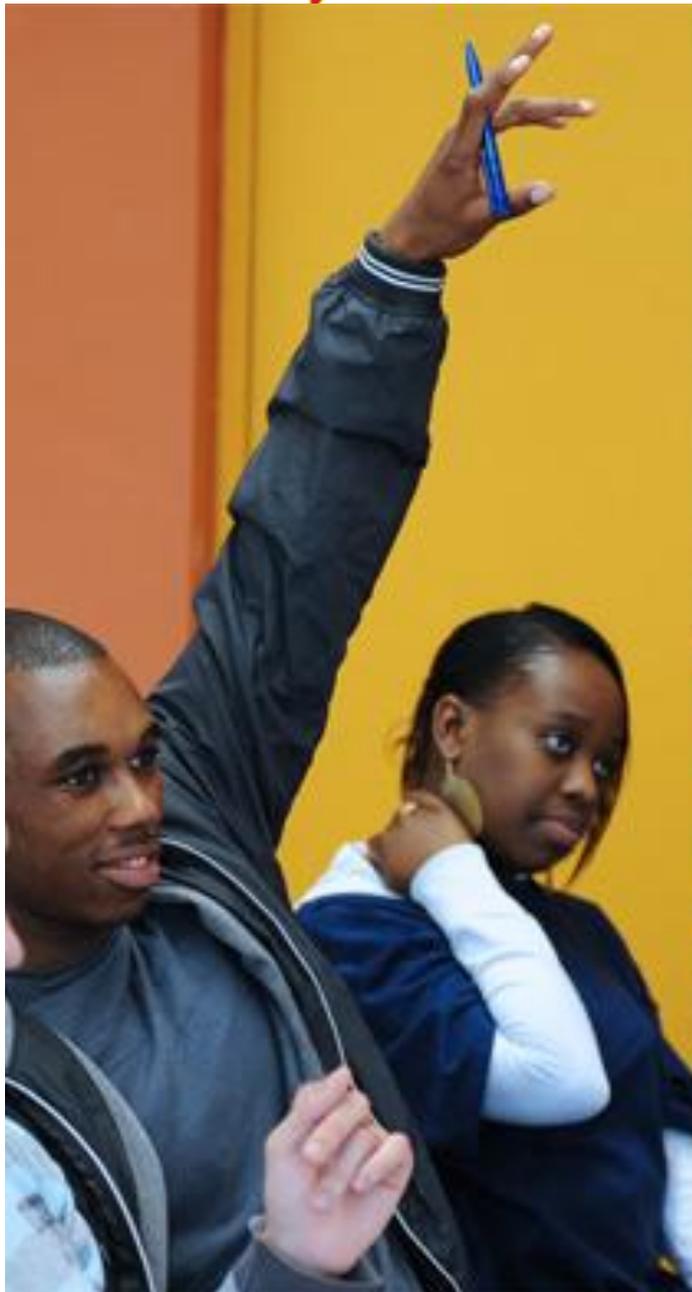




**PHOENIX**  
social enterprise

LOCALLY GLOBAL



**ESOL with Employability & IT Skills  
Engagement and Progression Pathways**

## INTRODUCTION

The goal of the ESOL with Employability and IT program is to assist participants to become "work-ready" by achieving essential English Communication skills. This includes reading and writing, as well as employability skills that will support their ability to fully utilize vocational/ occupational training to achieve social and economic self-sufficiency. Participants on this program will be able to gain and retain skills leading to employment, further education or into higher levels of training.

## AIM

Work with a minimum of 300 learners whose first language is not English to increase linguistic and employability skills.

## ENTRY LEVEL

Participants are able to enter the most appropriate level of ESOL instruction - Beginner, Intermediate or Advance. They will spend classroom and orientation time developing and using their communicative language skills whilst actively participation in the learning process to rapidly develop language awareness and facility of expression both oral and written.

## INTEGRATED LEARNING

ESOL learning is integrated with employability techniques that learners need to acquire to access employment, further education or more advanced training. These include:

- Learning how to search for jobs;
- Understanding the job search process;
- Understanding job applications;
- Learning the language needed to read and complete applications.

All classroom and orientation instructions are "contextualized". Occupational and Employability skills are integrated from the beginning of the course. From the earliest levels of instruction, participants will develop their educational skills within job-related and life-skill related contexts that incorporates personal aptitudes, value systems, career exploration; employability skills, such as, job search strategies, resume writing, job interviewing techniques and job maintenance skills, such as, cultural diversity, conflict resolution, corporate cultures, Team building, time management, dealing with authority.

## OUTCOMES

By the end of the course participants will have Individual Learning Plan (ILP) and ELP (Educational Learning Plan) and a "Memap" that will allow participants to visualise an education/career map.

IT skills are also imperative to the course. Participants will be able to access search engines to research companies and perform job search activities. They will also have an email address and a Universal Jobmatch ID. Further skills include the ability to:

- Understand interview questions and responding as appropriate;
- Utilise the employability skills gained to overcome barriers, focus on skills and experience, produce CVs and personal statements, perform job search and interview techniques;

- Use IT skills gained to access search engines to research companies and perform job search activities;

All clients are expected to complete a course review as well as completing job search forms.

## METHOD OF TEACHING

Sessions will include:

- Q and A, Group discussions
- Visual presentations through the use of PowerPoint presentations
- Practical work through the use of physical drama looking at actual situations
- Project and assignments
- Problem solving exercises
- End of course assessment

## WEEK 1 SUMMARY

1. Induction day -
2. Be able to recognise the facilities and the support available to each individual client.
3. Plan and create an education and career action plan through “Mind Mapping” and ILP/ELP paperwork.
4. Develop EAL language skills that will enable clients to understand and respond to set questions.
5. Interacting and communicating within a group.
6. Understanding employability skills in the view of sustainable employment

## WEEK 2 SUMMARY

1. Explain objectives of the week and tasks to be completed.
2. Identify the importance of IT in the process of job searching.
3. Enable learners to have the opportunity to apply for an active job vacancy.
4. Word processing skills, Email and Universal Jobmatch ID
5. Re-cap of course.

The following table is an example of interpretation of the above eligibility criteria.

X Level	X Equivalency to xxx Competencies				ESL Policy Requirements in xxx Competencies			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
4	5	5	4	4	4	4	4	4
5	6	6	5	5	5	5	5	5

**NOTE:** If possible it would be good to use a scoring framework to assess levels of proficiency. The European Commission use a similar framework .....

## **COURSE TITLE: ESOL With Employability & IT**

The programme uses specially trained ESOL teachers to quickly develop English speaking, listening, reading and writing ability with Employability/IT proficiency to enable participants to access their social, personal and vocational skills

<b>Group Size</b>	<b>Duration</b>	<b>Level</b>	<b>Performance Points</b>	<b>Outline</b>
12-15 Individual	Two Weeks	Beginner, Intermediate or Advance	Based on Individual Learning Plan	<p>The course will take into account EAL language skills enabling clients to understand interview questions and responding as appropriate.</p> <p>Further employability skills such as overcoming barriers, skills and experience focus, CV and personal statements, job searching and interview techniques.</p> <p>IT skills are also imperative to the course. Clients will be able to access search engines to research companies and perform job search activities by the end of the course. They will also have an email address and a Universal Jobmatch ID.</p> <p>An ILP (Individual Learning Plan) and ELP (Educational Learning Plan) is completed on induction period. This enables us to create a learning map which will allow the individual client to visualise an education/career map. All clients are expected to complete a course review as well as completing job search forms</p>

Day	WEEK 1: Activities		Outcomes	Assessment	
<b>Pathways Programme: ESOL with Employability/IT</b>					
<b>Monday</b>	Clients to be given a tour of centre and health and safety regulations, centre policies including grievance procedures explained.	Introduction of centre staff and clients.  Course synopsis breakdown.	“Me Mapping” DVD. 1-1 paperwork session ascertaining client skills, personal goals and chosen career path.	Learners can will be: familiar with program and staff delivering the sessions; given a tour of the facilities; rules, break and lunchtime procedures; have a brief introduction to the centre, its mission and values; made of what is expect of them and course toutor/s. The learners will be able to identify what facilities are available and the support is offered both internally and through external sources.	<b>Assessment:</b> Clients able to identify support that is available and also course content. Implement employment aspirations through developing an ILP and ELP action plans.
<b>Tuesday</b>	Looking at personal skills and experiences and setting aims and objectives.	Barriers to work-overcoming them turning negative aspects in to positive solutions.	Diagnosing the job market and ascertaining what skills can be implemented. What is our ideal job?	Learners to understand their individual skills and abilities to assess goals and objectives in the process of seeking sustainable employment. Often learners tend to focus on the negative when looking at the skills they possess and this can be a barrier to learning and become a self-fulfilling prophecy for the learners. It is imperative that we encourage the learners to focus on their positive qualities; things they enjoy doing and do well, and things that they are proud of.	<b>Assessment:</b> Clients create their own “Me Map” to enable tutor to provide the individual advice and guidance. Learners to complete individual presentation about self in class.

DAY	WEEK 1 Activities		Outcomes	Assessment	
<b>Wednesday</b>	Job search skills. Looking at various sources of job searching and initiating the skills to perform them.	Importance of a CV. Focussing on various aspects of a CV and beginning to develop them.	Completing a hypothetical job application form (paper based). Rough draft of individual cover letters.	To produce a job search and become familiar with the use of the computers, as well as newspapers in order to create an effective search for jobs. Looking over ILP and thinking about the career path they would like to choose. Produce rough draft of "Personal profile" and "Key Skills" for CV and cover letter.	<b>Assessment:</b> Group discussion (Tutor and client led). Q and A session. 1 to 1 recommendations for CV and cover letters.
<b>Thursday</b>	Job search skills. Looking at various sources of job searching and initiating the skills to perform them.	Importance of a CV. Focussing on various aspects of a CV and beginning to develop them.	Completing a hypothetical job application form (paper based). Rough draft of individual cover letters.	Learners to show planning of project using a "mind mapping" worksheet. Learners to produce presentation and confidently discuss this with class and tutor.	<b>Assessment:</b> Mind mapping worksheet and 1-1 discussion with learner. Ascertain learner problem solving skills and how they react within a team environment.
<b>Friday</b>	Interview techniques. Looking at the interview process and standard questions that are asked and there appropriate responses.	What makes a good/bad interview?	Hypothetical interviews. Clients to be interviewed. Process to be judged by clients and tutor. Clients to be interviewed by select members of the group. 1-1 Reviews of first week reflecting on client ILP and ELP	Ascertaining how learners react in interview situations. Focus on common questions such as "what are your strengths / what are you good at?" Today's session will focus on answering and understanding those questions.	<b>Assessment:</b> Interviews and 1-1 end of week review

Day	WEEK 2: Activities			Outcomes	Assessment
<b>Pathways Programme: ESOL with Employability/IT</b>					
<b>Monday</b>	Discuss with learners as a whole group what potentials arise from the use of IT in the working environment and in seeking employment.	Introduction to basic Word processing skills.	Introduction to email.	Learners understand the growth of job vacancies online. They are able to grasp the concepts of word processing ie: using the key board, changing font and text, cutting and pasting etc. Make sure they have a reliable email address.	Internet quiz and Ceder Cottage word processing exercise. All clients to show evidence of a reliable email address.
<b>Tuesday</b>	Learners to begin main draft of CV and cover letter on Word processor.	Applying for jobs online and attaching CV's.		Utilise the word processing package to complete final copy of CV and cover letter. Learners to also complete an online application form.	Learners to copy and save CV and cover letter and also to complete an online application form.
<b>Wednesday</b>	The importance of assertive job searching.	Create Universal jobmatch ID for learners.	Learners to apply for active job vacancy including sending CV with cover letter and producing an action plan of their job search process.	Learners to understand the positive and proactive view of assertive job searching and its benefits.	Completion of job searching quiz and procurement of Universal job match ID
<b>Thursday</b>	Employability and IT assessment day.	Main interview assessment.		Ascertain what the learners have understood by the concepts of employability skills and importance of IT.	Through paper based activity
<b>Friday</b>	End of course paperwork including course evaluation.	One to one final reviews of ILP and ELP.	Learners to form a sustainable action plan that will enable them to focus on their potential job search. Certificate ceremony.	All learner paper work to be completed and collated with end of course reviews signed by client and tutor. Certificate ceremony based on the positive aspects of learners education journey.	Learners to produce a follow on action plan that is effective and sustainable with SMART targets.

Record of trainee progress

<b>Trainee name:</b>	<b>Trainee ID:</b>
<b>Course:</b>	<b>Group code:</b>

<b>Employability Skill</b>	<b>Relevant Activity</b>	<b>Date</b>
<b>Communication</b>		
<b>Teamwork</b>		
<b>Problem solving</b>		
<b>Initiative and enterprise</b>		
<b>Planning and organising</b>		
<b>Self-management</b>		
<b>Learning</b>		
<b>Technology</b>		
<b>Environmental, social &amp; cultural responsibility</b>		
<b>Manage learning and career development</b>		

<b>Teacher's Name:</b>	<b>Teacher's Signature:</b>	<b>Date:</b>
<b>Student Name:</b>	<b>Student's Signature:</b>	<b>Date:</b>

Employability Skill	Facets from the curriculum
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Participate in and initiate simple conversations about familiar personal, community, social and topical issues with others.</li> <li>• Make simple requests of others.</li> <li>• Use questioning to clarify information / ideas / opinions.</li> <li>• Follow / give verbal instructions of limited complexity.</li> <li>• Locate relevant information in familiar, electronic, printed, handwritten and visual texts.</li> <li>• Read and interpret routine documents, complete routine forms.</li> <li>• Write a series of simple sentences and short paragraphs of limited complexity relevant to own purposes.</li> <li>• Recognise and interpret non-verbal signs, signals and behaviour.</li> <li>• Select mathematical information embedded in a task.</li> <li>• Use formal and informal mathematical language and representation.</li> <li>• Interpret data presented in simple visual form (including graphs, diagrams and charts).</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Work with the guidance of a support persons to identify language learning needs and goals, monitor progress towards these and adapt.</li> <li>• Work collaboratively with other class / group members.</li> <li>• Listen to and act on suggestions from others.</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Identify potential problems that may affect language learning and strategies to solve these with the guidance of a support person.</li> <li>• Match current skills and knowledge to language learning goals with the guidance of a support person.</li> <li>• Identify and select types of evidence for portfolio and successful strategies to achieve learning goals with support person/s.</li> <li>• Use simple strategies to seek clarification of oral and written information and select appropriate communication strategies to initiate and participate in simple conversations and transactions and complete simple formatted texts.</li> </ul>
<b>Initiative and enterprise</b>	<ul style="list-style-type: none"> <li>• Initiate simple transactions and requests in response to own needs.</li> <li>• Proofread and correct own writing and respond to feedback.</li> <li>• Adapt to changes, including working with a supervisor / mentor.</li> <li>• Suggest changes to familiar routines to improve outcomes.</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>• Follow processes to develop and document a learning plan with guidance from a support person, monitor and adapt the learning plan, collect and organise evidence for a portfolio and maintain the portfolio with guidance from the teacher / supervisor, or other support person.</li> <li>• Plan and organise a short, simple talk and plan, draft and proofread simple texts.</li> <li>• Organise required learning materials and resources.</li> </ul>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>• Review effectiveness of language learning plan in achieving goals.</li> <li>• Reflect on own language learning and identify ways to improve with guidance from a support person.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Clarify learning goals, for example, short term and long term learning goals and indicators of success.</li> <li>• Accept opportunities to learn new ways of doing things and implement changes with support.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Use a range of learning / communication technology to communicate in English.</li> </ul>
<b>Environmental, social &amp; cultural responsibility</b>	<ul style="list-style-type: none"> <li>• Demonstrate some understanding of environmental issues and respect for the environment</li> <li>• Work flexibly with others in a range of different contexts</li> <li>• Communicate with others in a culturally sensitive and appropriate manner</li> </ul>
<b>Manage learning and career development</b>	<ul style="list-style-type: none"> <li>• Identify own learning goals with teacher support</li> <li>• Identify requirements to achieve these goals</li> <li>• Reflect on your progress towards your learning and career goals</li> </ul>

