

## **Curriculum for English and Soft Skills component for all NVQ courses**

This course is intended to provide students on other courses with basic employment skills. The curriculum ensures development of competencies, in addition to those related to their field of employment, that will enable them to work productively.

All recent studies make it clear that one of the greatest problems noted with regard to the employability of students in this sector is with regard to English. The need of more soft skills has also been accepted. However it should also be noted that the latest ILO study indicates that wider cognitive skills too are lacking, in the sense of conceptualization skills.

This curriculum, which is to be used on all NVQ courses, and is advised for other courses in the sector too, is divided into five sections, which cover English as well as two aspects of soft skills. At least a third of the course should deal with development of soft skills. Teachers are advised to start each lesson in this curriculum with an ice-breaker exercise, for instance to strengthen concentration, ensure responsiveness, encourage speaking and self-confidence.

A textbook has been prepared for the course, and against learning outcomes the page on which exercises to promote these are available is noted. Teachers however are encouraged to develop other exercises to fulfil the purpose, and to adapt these as appropriate. Students should also be requested to maintain individual portfolios in which they record what they have learnt. Teachers should also ensure study and practice outside class hours, and also introduce project work which should be done in groups outside the classroom.

Students should work on as much of the prescribed textbook as is possible, with judicious selection of what can be omitted, and what needs greater time allocation. It should be possible to ensure in the time allotted that the basic competencies given here are acquired, though entrenching them may be more difficult because there will be little time to practice. However, given that many courses are of more than 3 months duration, even at Level 3, it is hoped that students will derive the benefits anticipated.

## **NVQ level 4 courses**

This course builds on NVQ Level 1 to develop career skills further. Their knowledge of English is enhanced while they also learn more about the world at large. More open attitudes are developed along with practical skills, and cognitive abilities and skills that will allow them to make connections and conceptualize more effectively. This course will also act as a precursor to one of the employment oriented Level 3 courses which introduce them to basic knowledge regarding careers in different sectors.

In addition to the five sections covered in the NVQ Level 1 course, this course also includes a module in computing, and will require two group projects that relate to environmental concerns and sustainability as well as to enhancing social sensitivity.

Note that before the course begins revision of the competencies that were prescribed for NVQ Level 3 courses is necessary. At the end of this course students should be able to

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- Understand and use simple expressions of communication, so as to
  - Express individual ideas, emotions, preferences
  - Explain and describe simple processes
  - Frame and answer questions with regard to reasons and methods
  - Understand and respond to complex instructions
  - Make and respond to introductions
  - Recognize the different vowel sounds, and complicated consonant sounds and use them correctively
  - Use phrasing correctly in speaking to maximize effect
  - Use pauses and emphases for effective speaking
  - Describe occupations
  - Describe pictures and images in detail
  - Use linking words correctly and informatively
  - Express ability and inability and regrets with reasons

Identify locations and their features

Describe past situations

Continue a given narrative in logical sequence

- Read with understanding and write effectively at appropriate levels by

Writing short introductions (self, friends, places)

Write about how they feel, and give reasons why, in simple sentences

Write short dialogues such as in speech bubbles, picture stories or comics Describe processes depicted visually

Understand and respond to signs and simple notices

Infer the meaning of words

Read and write simple texts and notes, including information about times, dates and places. E.g. they can:

- a. Write about what they like doing in their free time
- b. Understand texts with the help of pictures

Continue a story or text that has been started or add words that are missing

Connect sentences meaningfully

Read and carry out instructions

Understand/produce arguments

Read/write longer texts

Make up a story in English using ideas, pictures or words the teacher gives them Write reports

Prepare charts

Take notes from a text

Write formal letters

Fill forms Consult dictionaries and prepare a personal dictionary

Use glossaries

Write and respond to emails and

memos Keep a diary

- Students should understand the structure of English so as to use it effectively, with regard to

Question forms

The Past Continuous Tense

Transitive and Intransitive

Verbs Prefixes

Conjunctions expressing time relations and reasons and results, including unexpected ones

The Perfect Tense

The Past Participle

The Future Tense

Demonstrative pronouns / Adjectives

Possessive Pronouns

Conjunctions of time, reasons and results

Modal verbs

Determiners - each, every, several, many, either, neither, both

Linking Verbs

Prepositional Phrases, adjectival and adverbial

Relative Pronouns and Clauses

Reflexive Pronouns and Reflexive Verbs

- Students should be introduced to the following cognitive skills with regard to effective work

Organizing information systematically

Recording and assessing information to solve problems systematically

Understanding chronological order

Developing the concepts of mind and task mapping and applying them  
Classification with different variables

Understanding governmental structures and coordination mechanisms

Collecting information and preparing development plans

Making Chronological Charts

Moving from the known to the unknown

Organising their own time management

Access work related information from the internet and other sources

Being aware of their own strengths and weaknesses

Thinking laterally and outside the box

Checking hypotheses and estimates

Assessing data

- Students should develop the capacity to work effectively on their own and in harmony with others, with particular attention

to Presenting themselves positively

The advantages of working together

Understanding of team process – different responsibilities, consultation, consensus Speaking persuasively

Understanding the characteristics of different people and the impact these have Abide by commitments

Understand the need to apologize, and to explain any failures

Understanding and working with maps

- Work with computers so as to enter information swiftly and store it systematically, retrieve it easily, communicate on email, and use social media and messenger systems with due attention to ethics
- Plan and implement two group projects, one with regard to environmental protection / conservation, the other a social service project in response to identified community needs. Students should plan the project systematically, target specific outcomes, report on progress, present results to an audience and evaluate the project on completion.

Textbook – Developing Career Skills, TVEC

### **Assessment**

The course will be assessed through formative assessments for 75% of the total mark.

This will include

10% for classroom participation

20% for oral responses to questions

20% for short quizzes testing English as well as cognitive skills

There should be several tests during the course and the best three marks should be taken into account

5% for a group project

10% for the report on the group project

10% for a diary and personal dictionary

A summative test for 25% inclusive of an oral component for 10% will be conducted at the end of the course.