

The English Programme of the Tertiary and Vocational Education Sector

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.

The first stages of this curriculum therefore 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 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.

Curriculum for Building Career Skills

NVQ level 1 – 3 months

This course is intended to give students basic knowledge, along with abilities, skills and attitudes that will enable them to enjoy productive employment. While specialization in their career of choice will come later, students need a foundation that will allow them easy upward mobility in that career.

At the end of the course, students should be able to

- Understand and use simple expressions to communication, so as to
 - Introduce themselves
 - Pronounce words and letters clearly
 - Interact with others politely and appropriately
 - Frame and respond to simple questions

Ask for and offer help

Make suggestions

Give dates

Follow simple instructions

Describe people and places and tools

Describe daily routines

Give directions

Participate in conversations

Express likes and dislikes with reasons

- Read with understanding and write effectively at appropriate levels by
 - Forming capital and simple letters correctly and using basic punctuation correctly
 - Paying due attention to spelling
 - Finding specific information from a text
 - Understanding the main points of a text
 - Understanding simple notes and notices, instructions and information
 - Following a simple story and answering questions about it
 - Taking down a short message
 - Writing personal letters
- Understand the structure of English so as to use it effectively, with regard to
 - The simple present and past tenses of the verb to be and other verbs
 - Common nouns in singular and plural (regular and irregular)
 - Simple adjectives and adverbs and their opposites
 - Determiners - a, the, all, some, none
 - Pronouns, subject and object forms and possessive adjective
 - Basic prepositions
- Be introduced to the following cognitive skills with regard to effective work
 - Identifying patterns and systems
 - Thinking clearly and in sequence
 - Assessing quality
 - Developing visual thinking capacity

Noting differences and similarities and recognizing what is relevant
Understanding the concept of variables, what changes occur in a pattern
Reading and interpreting maps
Classification and categorization
Calculating systematically
Checking a hypothesis or opinion
Comparing visual data
Giving and collating information systematically
Presenting information in reports and charts

- Students should develop the capacity to work effectively on their own and in harmony with others, with particular attention to
 - Developing confidence to speak about themselves
 - Engaging in planning, prioritization and time management
 - Understanding accountability and displaying positive attitudes
 - Planning a group activity, allocating responsibilities and reporting results
 - Understanding routine and identifying their own routine
 - Understanding different points of view
 - Grooming and self presentation
 - Social norms
 - Learning to concentrate and react swiftly
 - Ability to identify themselves and express their skills and abilities
 - Trying to learn about the world and practices elsewhere
 - Developing social commitment
 - Engaging in reference work for specific tasks

Students will also be introduced to the tools of Information Technology

Textbook – Building Career Skills

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

15% for a group project

10% for the report on the group project

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

Curriculum for Developing Career Skills

NVQ level 2 – 3 months

This course builds on NVQ Level 1 to develop career skills further in students. 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.

At the end of the course students should be able to

- 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

- 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.

Curriculum for Advancing Career Skills

NVQ Level 4 - 3 months

This course is designed to facilitate students entering the world of work with the basic competencies necessary to enable them to move swiftly to positions of responsibility requiring initiative and good presentation skills. It is targeted at those waiting for results that will enable them to make informed decisions about their preferred careers. In what is now often time wasted they will be able to acquire competencies that will allow them flexibility with regard to a career, while obtaining soft skills that will ensure productivity in any occupation they enter.

Students will require a Credit in English at the Ordinary Level or a pass in General English at the Advanced Level or the Level Two Developing Career Skills Certificate to enrol in this course. Students who are not performing well in this course may be permitted to revert to the Level 2 course.

At the end of the course students should be able to

- Communicate effectively through understanding and practice of the most effective way of
 - Expressing opinions, agreeing and disagreeing
 - Listening productively
 - Focusing attention
 - Using the telephone
 - Making effective presentations, including through Power Point, and interactive means and software
 - Conducting and participating in discussions and debates
 - Conducting and responding to interviews
 - Consulting so as to prepare programmes and itineraries
 - Conducting meetings and taking on necessary roles and responsibilities
 - Reaching decisions through discussion and consensus building

- Read with understanding and write effectively at appropriate levels and in particular effectively

Write CVs

Reply to advertisements and inquiries

Read newspapers and present news bulletins and describe interesting articles

Read and summarize texts and reports

Prepare an itinerary

Take notes and keep minutes/ records

Understand and use conditional sentences

Consult reference material for specific tasks

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

Passive voice

Reported Speech

Noun Clauses

Use of Participles

Less common tenses – Past Continuous, Past Perfect

Phrasal verbs

Prepositional Phrases, Adjectival and Adverbial

Participial Phrases

Infinitives

Gerunds

Conditional Sentences

- Students should further develop cognitive abilities and skills with regard to effective work, with strengthening of the capabilities developed at previous levels. They should also

Identify appropriate skills for particular tasks

Collect and collate information

Prepare Action Plans

Seek information from reference sources to facilitate particular tasks

Work with maps and graphic information, in particular information streamed via the Internet and in digital fashion

Understand and be able to practise categorization with appreciation of differences

- Students should develop the capacity to work effectively on their own and in harmony with others, with strengthening of the capabilities developed at previous levels. They should develop heightened awareness of the need to
Coordinate with others, while understanding different priorities
Understand the need for conflict resolution and develop appropriate negotiating skills
Fulfil responsibilities
Practise Presentation Skills, alone and in teams
Have goals in mind and evaluate degree of success
Understand the difference between needs and desires
Understand and appreciate different cultures
Do reference work

Textbook – Advancing Career Skills

Assessment

The course will be assessed through formative assessments for 50% of the total mark.

This will include

10% for classroom participation

10% for oral responses to questions

10% 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

10% for a group project with a report

10% for an individual project with a report

A summative test for 50% inclusive of an oral component for 20% will be conducted at the end of the course.