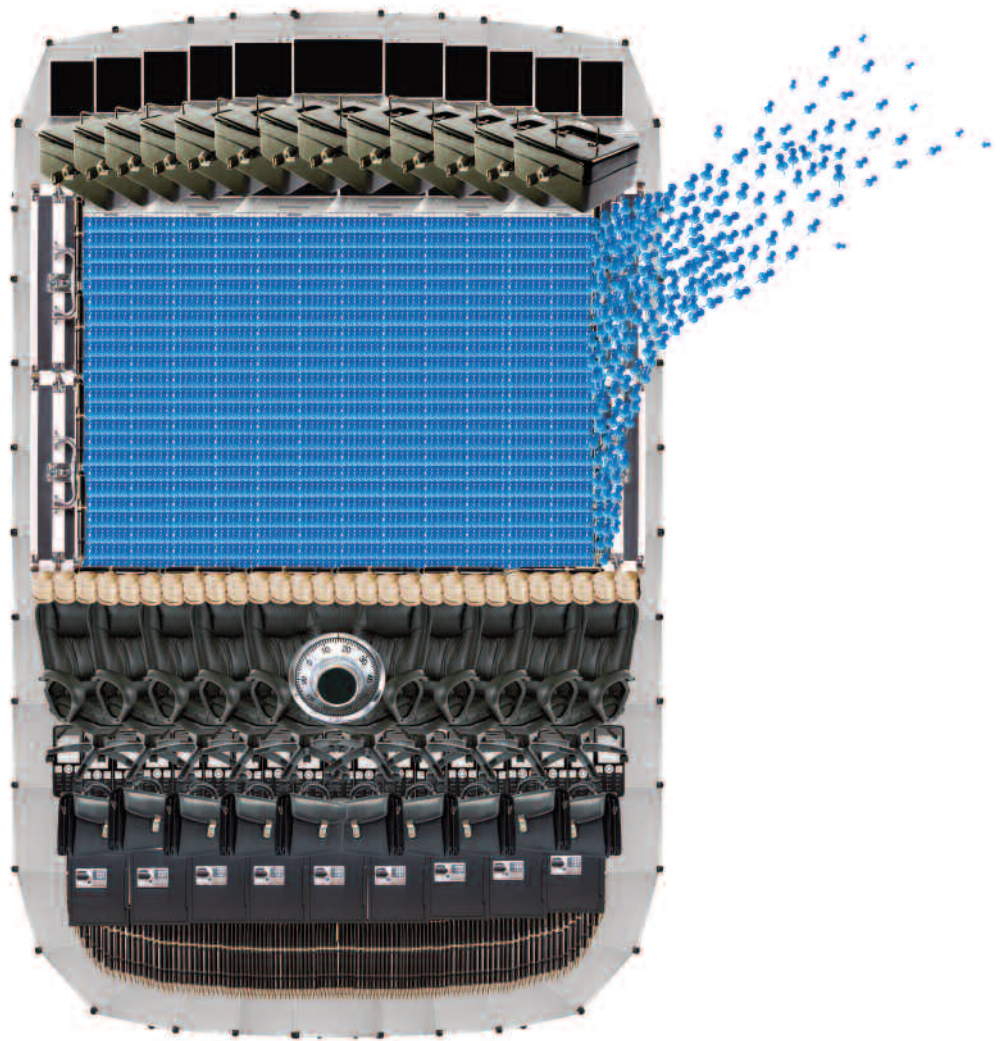


BUSINESS, ADMINISTRATION AND FINANCE

Unit 7: Success at work



Business, Administration and Finance

Level 2 Unit 7: Success at work

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated.

Total GLH	60
Delivery model	This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery. A list of resources is provided at the end of this document.
Aim	To help learners achieve their personal financial and career goals. Learners will: <ul style="list-style-type: none"> • understand the financial benefits of employment and the requirements to secure and retain employment • be able to research information on personal financial requirements • be able to prepare for and take part in an interview for a job • be able to plan to achieve own career goals.
Notes	The assessment for this unit can be included as part of another unit assessment. This unit could be co-taught with Unit 1: Business enterprise. Under FS (functional skills): * indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information ⌘ indicates opportunities for assessment in ICT.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Understanding the financial benefits of employment and the requirements to secure and retain employment</p>	<p>Provide an overview of the learning objectives and the tasks to be carried out for this unit.</p> <p>Introduce the topic ‘Me and my future’. Ask learners to think about their personality and the types of job to which they may be suited. Ask them to undertake a personal SWOT analysis.</p> <p>Working individually, but with some interaction with peers, ask learners to participate in personality tests on the internet (eg see www.cooltests.com) to discover their personality traits and possible careers. They can do 360-degree self-appraisals and skills audits.</p> <p>All learners should then make a short PowerPoint presentation about themselves.</p> <p>Follow with a class discussion to identify the personal attributes (eg patience, being outgoing, being a team member), attitudes (eg punctuality, attendance, ability to follow instructions) and knowledge (eg qualifications, experience) required to secure and retain employment (AC1a).</p> <p>Introduce the concept, purpose and sources of money</p> <p>The meaning and features of money, the common components of remuneration packages and taxation (AC1a). See the Principal Learning specification for further details.</p> <p>Discuss cultural attitudes to money.</p> <p>For assessment, ask learners to produce:</p> <ul style="list-style-type: none"> • a guidance booklet explaining the features of income and taxation on a chosen area of employment • a short briefing document explaining the skills, personal attributes and knowledge required to secure and retain employment. <p>Allow learners one hour of controlled assessment time to write up the task for LO1.</p>	LO1a, b		<p>*</p> <p>+</p> <p>☞</p>	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
2 Researching information on personal financial requirements	<p>Introduce learners to the key aspects of personal financial planning, such as sources of financial advice, the costs, benefits and risks associated with financial services, the main types of financial services and exchange rates for overseas travel. See page 100 of the Principal Learning specification for more details.</p> <p>Arrange guest speakers to talk to the class about different personal finance options.</p> <p>Working in groups, ask learners to compare different products and services. Show learners how to use a magazine-style 'best buy' approach to compare products.</p> <p>For assessment, ask learners to research the main types of financial services required for their future careers (AC2a). They must produce an appropriate mix of financial services (AC2b).</p> <p>Allow learners one hour of controlled assessment time to write up the task for LO2.</p>	LO2a, b	IE2	* + ☞	15
3 Preparing for and taking part in an interview for a job	<p>Introduce learners to sources of information and advice about occupations.</p> <p>Working in groups, ask learners to compare three different sources of information in relation to their own chosen occupations.</p> <p>Introduce the purpose and content of a CV. Working individually, learners perform a personal skills audit and produce a CV.</p> <p>Outline the important aspects of preparing for and taking part in an interview.</p> <p>Working in groups, ask learners to research a job vacancy and provide an interview checklist. Learners will then role play interview scenarios.</p> <p>For assessment, learners will need to apply for a job. They must complete a job application form, prepare for and take part in an interview and analyse their own performance (AC3a–c).</p> <p>Allow learners 1.5 hours of controlled assessment time to write up the task for LO3.</p>	LO3a–c	EP4	* ☞	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
4 Planning to achieve own career goals	<p>Explain to learners how they can develop their skills, attitudes and behaviours.</p> <p>Ask learners to carry out a personal risk and reward assessment, to draw up a plan of their progression to further study/career, to draw up a career development plan and to write up a personal budget (LO4a, b).</p> <p>Provide learners with a personal career development plan template and a budget template. For each learner, arrange an interview with a Connexions adviser and one-to-one discussions of personal goals and career options.</p> <p>For assessment, ask learners to create a career development plan and a personal financial plan.</p> <p>Allow 1.5 hours of controlled assessment time to write up the task for LO4.</p>	LO4a, b		* + ✎	15

RESOURCES

Websites

Careers A–Z: www.careersa-z.co.uk (general careers resource that includes information on writing CVs)

Careers Advice: www.careersadvice.direct.gov.uk (general careers advice but includes sections on finding the right job)

Connexions Direct: www.connexions-direct.com (includes sections on careers, money, work and further study)

Cooltests: www.cooltests.com (includes personality tests)

Directgov: www.direct.gov.uk/en/MoneyTaxAndBenefits/ManagingDebt/PlanYourWayOutOfDebt/DG_10023176 (includes tips on personal budgeting and provides templates)

*doughuk: www.doughuk.com (a personal finance website aimed at young people aged 14–24, it includes case studies, information and checklists)

Inside Careers: www.insidecareers.co.uk (specifically for information on graduate careers)

Jobcentre Plus: www.jobcentreplus.gov.uk (includes advice on searching for jobs)

Monster: <http://career-advice.monster.co.uk/Career-Development/careers.aspx> (career development and job search website that includes articles and resources)

Personal Finance Education Group: www.pfeg.org (includes resources for schools)