

Examiner's Report

Unit Title Employability and Self Development

Unit Code 4UESD

RQF Level Level 4

Session June 2022

Comments on Global Cohort Performance

1. Comments on learners' performance

There were some good answers indicating the learner understood what was required by the task. However, many learners did not answer as well as they could or should have due to failing to explain their skills and qualifications, believing incorrectly that providing such content in list format or bullet points under the background information on the chosen organisation was suffice but then omitting to provide relevant or sufficient detailed content to answer a 15-mark task.

Other reasons include:

- failing to include a job advertisement at the start or anywhere in their assignment so could not relate skills and qualifications to the chosen role
- providing skills and qualifications but not linking it to their chosen role
- providing lengthy introduction paragraphs which merely repeated the task wording
- writing in the 3rd person or in general rather than using 1st person and how their own skills and qualifications are suitable for the role and the company – for example, repeating the skills and qualifications detailed in the job advertisement
- using future tense verbs, such as, stating they will have skills instead of how their skills are suited to the chosen role

2. Recommendations

Take note of the reasons above, In addition, as learners, you can help yourself when studying by making succinct notes on the task before writing your answer. You should understand the difference between writing in the 3rd person and 1st person. Remember that your assignment is about you.

Before starting your assignment, you should identify the relevant chapter of the study guide and read the whole chapter. Thereafter, ensure you have identified and understood which area of the chapter relates to the task, and what is required of the whole task. Make your own notes. Ensure you write in the 1st person – remember this task is about your OWN skills and attitudes. Remember to link your answer to your chosen role. Draft your answer, read it over and proof read before submitting your final work.

3. Quick Tips

Take time to read the syllabus and the outcome that relates to the particular task, e.g. for this task it is learning outcome 1. Don't immediately start writing the assignment. Make notes. Ensure full understanding of what is required of the task. Read the whole task wording. Remember this task is all about YOU, the learner/candidate and how your skills and qualifications are sited to the chosen role and organisation.

Have a clear layout. Separate points by paragraphs – this makes for ease of reading and also avoids relevant content being missed by the marker (and you the learner). It also shows the marker that you have taken time and pride in your work.

Although no marks are taken off for spelling errors, proof reading can highlight errors and omissions and when work is submitted without errors it shows that the learner has taken a professional approach to the assignment.

Task 2

1. Comments on learners' performance in tasks 2a, 2b and 2c

There were some good answers to task 2, particularly task 2b where some learners achieved full marks. However, answers were not as good as they could have been for the following reasons:

Re Task 2a) reasons:

- learners still only provided a url to LinkedIn which does not comply with what is required and NO marks can be awarded
- learners copied their LinkedIn profile with no further explanation and the copy is often unreadable and no marks can be awarded. Where the content was legible marks were awarded in spirit of positive marking
- learners provided no short personal statement of 2 to 4 sentences with no brief history of experiences and behaviours relevant to the chosen role and no achievements
- the content was not business focused
- no reference to the chosen role
- some provided an unnecessary paragraph explaining what a profile is
- some provided content that was more like a cv

Task 2b) – marks are not as good as they could be for the following reasons:

- some learners provided an unnecessary paragraph explain what a CV is
- learners failed to provide a professional layout and clear format
- learners failed to link or refer to their chosen role within their CV
- learners failed to provide clear evidence for their achievements and applicability to the chosen role
- learners repeated the short statement provided in task 2a)

Task 2c) – marks were still not as high as they could be albeit a few learners achieved full marks. Learners who failed to achieve good marks was for the following reasons:

- letter did not include correct addresses both from the learner and to the organisation relating to the chosen role
- failure to include a job title (for the chosen role) or included a url for the role
- providing too long a letter with much information that would be better suited to be in the CV
- some learners provided unnecessary content explaining what a CV is

2. Recommendations

Learners should take on board the issues raised above. Treat task 2a, b and c as if they are actually applying for that post in their chosen organisation. Layout must be clear. It also shows a professional attitude to the task. The answer must be able to be read by the marker and it is not sufficient to type a url or insert a copy of a profile that is unreadable. Please note that markers are NOT able to click on url links or access any information via a url.

3. Quick Tips

Before starting the assignment learners should choose an organisation that they see themselves working in. Just because you decided to apply for a CEO post does not automatically achieve more marks. It is better to be realistic. When the learner is realistic they are able to match their current skills, education, achievements to the role.

Task 3

1. Comments on learners' performance

Task 3a) – this was not answered well by many learners achieving minor credit for one or two minor points. Some failed to interpret the task by focusing on the last part of the question, therefore incorrectly providing content that was not relevant or as relevant as it could be, such as, lengthy explanation on the recruitment and selection process. There were some learners who provided very lengthy, too lengthy for a 5-mark question.

Task 3b) – this was answer quite well by some learners who provided content on the steps for preparing for an interview and in a logical way. However, other learners did not do as well as they could have due to failing to include relevant content on how to prepare for an interview.

Task 3a) - those who failed to achieve good marks were for the following reasons:

- content did not answer the question, focusing only on the recruitment and selection process
- content was too lengthy for a 5-mark question but despite such length failed to answer how the CV would be used by the chosen organisation

Task 3b) – reasons for failing to achieve good marks include:

- content failed to cover all the preparation steps, in a logical way
- content was focused on one particular step, such as, dress, or documents but not all the steps
- content was repetitive on one aspect such as managing appearance omitting other preparation steps
- including content on during and after interview while omitting preparation before interview

2. Recommendations

Learners should take on board the issues raised in the comments above. It is important to take time to draft an answer. Make notes on what preparations are required to do a presentation. Remember to write in the first person as the answer is about the learner's own preparations.

3. Quick Tips

Make notes on what preparations need to be made if asked to attend an interview. Having a clear well designed layout shows the marker that the learner is taking a professional approach to their answer.

Task 4

1. Comments on learners' performance

Task 4a) – some learners managed to achieve fairly good marks indicating that they understood what was required by the task providing a clear, professional layout and covering the whole task which related to establishing themselves in a new role AND including how to become an effective member of staff.

However, there are still too many learners failing to achieve good marks. Some reasons for failing to achieve marks include:

- Failure to link to the chosen role
- Confusing, poor layout leading to omission of relevant content
- Answering only part of the task
- Answers too brief to reflect a 20-mark task
- Failing to refer to the importance of appreciating skillsets of others
- Some provided lengthy content on Belbin's team roles but omitted other relevant content

Task 4b) – there were a few fairly good answers with learners providing relevant content on how feedback is used, types of feedback, requesting and discussing feedback and the need to produce a plan and that it must be a SMART plan. However, there were still learners who did not answer as well as they could by not answering the question on how feedback is used to improve performance in the workplace. Some learners provided content about how performance could be improved but failed to refer to feedback. Failure to link to the chosen role or organisation.

2. Recommendations

Learners should take on board the reasons stated in the comments above. Learners should identify and read the appropriate chapter of the study guide until they understand what is required by the task. Before writing their assignment the learner should make notes. Carefully think about layout. When the layout is clear it shows a professional attitude towards answering the task. It also avoids omissions and errors.

3. Quick Tips

Preparation is vital when writing the assignment and answering each task. Read the whole task carefully to avoid mis-interpretation. After making notes, draft the assignment, the learner might have to have a few drafts. Proof read before final submission.