

## Contracts of employment

### Level 2 BTEC WorkSkills Unit 20, learning outcomes 1 and 2

**Overview:** Learners are introduced to the concept of the classroom being their place of work and to contracts of employment. They negotiate and agree acceptable classroom standards of behaviour, dress, etc. and consequent rewards and penalties for the duration of their course. They are introduced to equal opportunities and health and safety regulations in the workplace and conduct research using the internet to enhance their understanding of what employer rights and responsibilities are in the workplace and why they are important.

#### **Disclaimer:**

Before using these materials please ensure you have read, understood and accepted the current User Terms. These are available to download on [www.delivering-employability.co.uk](http://www.delivering-employability.co.uk) using your unique username and password provided to you by Deloitte & Touche LLP ("Deloitte"). In particular please ensure you understand and comply with section 4 of the User Terms in relation to these materials.

Please note that this learning material has been developed to facilitate basic learning and use of the materials does not guarantee that users will obtain a complete knowledge of the subject area. Deloitte does not hold the content to be complete and will not be held liable for any inaccuracies in these learning materials.

Materials are solely for illustrative and guidance purposes. It is the user's responsibility to ensure that they use these materials appropriately and in line with current, recognised education practice.

For further information regarding the Deloitte Employability Skills Initiative please visit [www.deloitte.co.uk/employability](http://www.deloitte.co.uk/employability)

#### **Acknowledgements:**

1. City College Norwich
2. Training with Purpose, Training and Development Consultants [www.trainingwithpurpose.org](http://www.trainingwithpurpose.org)
3. Wendy Forrest, Education Consultant
4. Deni Lavender, Education Consultant (May 2011)

# Session 1 – Chat show

<p><b>General objectives</b> To allow learners the opportunity to discuss and understand dress codes in the workplace.</p> <p><b>Specific Learning Outcomes</b> At the end of the session the learners will be able to:</p> <ul style="list-style-type: none"> <li>• identify acceptable and non-acceptable dress code in the workplace</li> <li>• state why a dress code is important</li> <li>• recognise the relevant dress code for their vocational sector.</li> </ul> <p><b>Links to Level 2 BTEC Workskills</b> This activity provides learning and practise for Unit 20 Learning Outcomes 1 and 2:</p> <ul style="list-style-type: none"> <li>• Understand why rights and responsibilities are important in a workplace</li> <li>• Understand rights and responsibilities of employees and employers</li> </ul> <p>(refer to assessment brief)</p>	<p><b>Notional duration</b> 60 minutes</p>
<p><b>Learner preparation:</b> roles to be given to learners in advance of the session for prior preparation. Please ensure that the host, guests and stage manager in particular understand their roles.</p>	<p><b>Resources:</b> flip chart, pens, Blu-Tack™, whiteboard</p>
<p><b>Room set-up:</b> discussed and negotiated with the group.</p>	<p><b>Handouts available:</b> The chat show handout, Character briefs.</p> <p><b>Handouts to be sourced:</b> none</p>

### Contextualisation

These materials are designed to be generic and applicable to the delivery of employability skills to learners preparing for work in any sector. We expect trainers to adapt each activity in context with the learners' main area of vocational study. This is to ensure that the learners make the appropriate connections between the classroom activities and the real world of work.

It is the responsibility of Centres to undertake internal verification of the assessment materials in line with Edexcel quality assurance procedures.

Contextualise this activity by modifying chat show profiles where appropriate so that they are relevant to the vocational sector.

### Equality of opportunity and diversity

Differentiation and inclusive practice of equality of opportunity and diversity will be ensured by inclusion, or use of:

- |                             |                          |                                   |                          |                  |                          |
|-----------------------------|--------------------------|-----------------------------------|--------------------------|------------------|--------------------------|
| student support workers     | <input type="checkbox"/> | differentiated learning materials | <input type="checkbox"/> | dyslexia support | <input type="checkbox"/> |
| culturally diverse material | <input type="checkbox"/> | extension exercises               | <input type="checkbox"/> | other            | <input type="checkbox"/> |

Where appropriate please provide specific details relevant to this group here:

The range of learning styles addressed is indicated within the learning plan, using the following abbreviations: V is visual, A is aural, K is kinaesthetic.

Time	Content	Trainer Activity	Trainer Notes	Student Activity	VAK	Resources & Handouts	Assessment
0-5	Discuss learning outcomes for this session	Refer to pre-prepared list of learning outcomes for the session on flipchart and discuss with the group.		Listen and participate in discussion.	VA	Flipchart paper listing learning outcomes for session.	Observation of discussion.
5-10	What do we wear to work?	Prompt a discussion with learners about clothing, what they wear, what fashions they like, is it appropriate for the workplace? If not, what is appropriate?		Participate in discussion.	VA	Flipchart and pens.	Observation of participation in discussion.
10-20	Chat Show	<p>Introduce the chat show activity.</p> <p>Explain that the group will become cast and audience for a TV chat show, along the lines of Jeremy Kyle/Oprah. Refer learners to the brief.</p> <p>Remind the group that members were given characters to play for this activity and they should stay in character throughout. Also that all views and comments they express will be those of their character, not their own.</p> <p>Briefly explain the topic to be discussed but don't give too much away.</p> <p>Negotiate with the group how they would like the</p>		<p>Listen to instruction and question as necessary.</p> <p>Participate in discussion.</p> <p>Help arrange the room and get into character.</p>	VA/ VAK	<p>Flipchart and pens.</p> <p>The chat show handout.</p> <p>Character briefs.</p>	Observation of participation in discussions.

Time	Content	Trainer Activity	Trainer Notes	Student Activity	VAK	Resources & Handouts	Assessment
		<p>room to be arranged and any ground rules they would like to be included. Relate these to the group contract the group have previously negotiated.</p> <p>Hand over to the stage manager and host to organise and run the show.</p>					
20-25	Preparing for chat show	Facilitate organisation of room and preparation for show.		Host and stage manager to have a brief meeting and organise the rest of the group to prepare for the show.	VAK		Observation of team working in preparation for the show.
25-45	Chat show	Observe the chat show, make notes for feedback.		<p>Stage manager and host to lead the show.</p> <p>All learners to participate in the discussion in role.</p>	VAK		Observation of participation in the chat show.

Time	Content	Trainer Activity	Trainer Notes	Student Activity	VAK	Resources & Handouts	Assessment
45-55	Summary of chat show	<p>Conduct a brief discussion with the whole group on performance. Ask the stage manager to feedback, summarising the main points emerging from the activity.</p> <p>Write these on flipchart /whiteboard, adding your own observations.</p> <p>Ask learners to note down stage manager's points and add their own.</p> <p>Whatever learners' personal views, stress that the employer establishes the dress code and employees are required to follow.</p> <p>Link to contract of employment and ensure learners are aware of what is appropriate for their own vocational area and during employability skills sessions.</p>		<p>Stage manager to feedback main points.</p> <p>Other learners contribute their own comments and questions.</p> <p>Write notes.</p>	VAK	Flipchart paper and pens	Observation of participation in the summary and discussion.
55-60	Review the session	<p>What has been learnt?</p> <p>How will we use this?</p> <p>Ensure links to the workplace standards and actual contracts of employment are made.</p>		Participate in whole group discussion.	VA	Whiteboard or flipchart and pens.	Observation of participation in discussion.

Time	Content	Trainer Activity	Trainer Notes	Student Activity	VAK	Resources & Handouts	Assessment
Trainer evaluation							