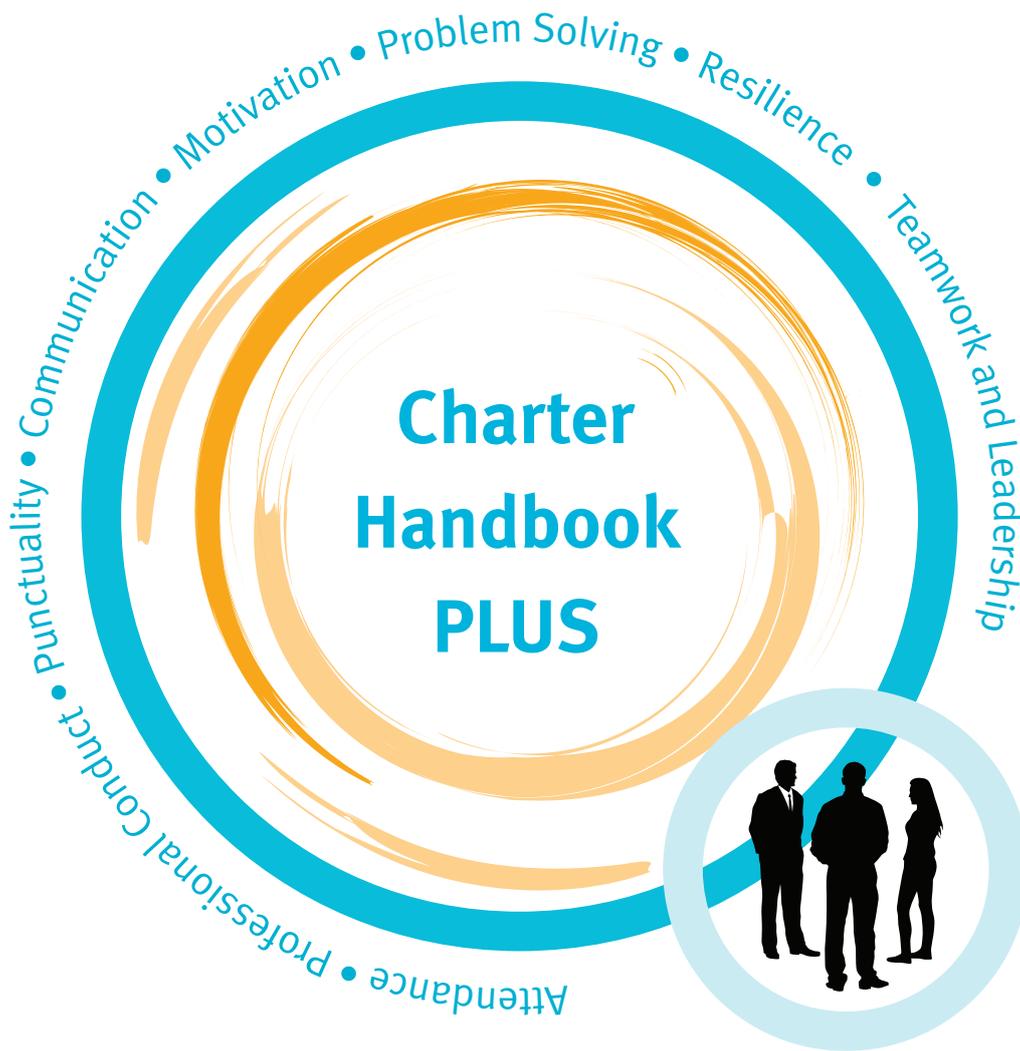


# Employability for Life



Employment  
and Skills  
Board



Essex County Council

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## Introduction

The Employability for Life Charter (EFLC) and/or Charter Plus (EFLCP) are awarded to students Pre or Post 16 respectively for evidencing key 'core skills' that are required by employers in today's competitive labour market.

The award has been developed in partnership with employers and education providers to ensure that young people are enhancing their skills to support their future transition into work. In July 2015 the CBI supported by Pearson published a report titled 'Inspiring Growth' outlining the skills required by employers. This year the EFL has evolved to support the findings within the CBI/Pearson report; the national curriculum developments in promoting British Values and the opportunities that exist to develop young peoples' skills and attributes outside of education.

This year EFLC has been further enhanced with support from the EFL Steering Group that will advise on the development of the award in the context of the education and employers' needs.

There are three levels to each of the awards; Gold; Silver or Bronze level.

### Benefits of undertaking Employability for Life

- The charter plus is a standard that accredits the 'core skills' that are used by the majority of students on a daily basis including: communication, teamwork and leadership, behaviour and attitude towards their studies.
- It will support students in identifying their key 'core skills' as well as their strengths and weaknesses and support their own career ideas and transition choices.
- The award is a motivator for students who work hard every day and deserve a recognisable award that employers understand.
- Partners including employers and learning providers will know that when a young person presents their EFL Charter Plus portfolio at interview, they will have reached the required standard and have the certificate of evidence for their achievements.
- Students taking their EFL portfolio to interviews are being offered both full-time and part-time jobs.
- The award supports OFSTED inspections in providing evidence for young people to talk about the development of their personal and wider employability skills.
- For students not planning to go into work at 16 or 18, the collation of the EFL portfolio will enable them to understand their 'core skills', strengths and weaknesses to support them when they do enter the labour market or further and higher education opportunities.

# Delivering Employability for Life Charter Plus

All portfolios must be produced to a high standard and look professional as they demonstrate to employers the young person's skills and achievements. The portfolio should meet the following standards and supporting evidence:

## Standards and the supporting evidence:

1. Attendance, Punctuality and Appearance
2. Communication
3. Motivation and Commitment
4. Professional Conduct
5. Problem Solving and Resilience
6. Teamwork and Leadership

**Evidence must include a minimum of two quality interactions with employers or volunteering agencies using the Witness Statement Form (EFLCP003-2015)**

The material should be presented in a folder and will include:

- a cover page – containing name, establishment and date of submission
- a table of contents ( EFLCP001) – each piece of evidence should be page numbered and coded against the six criteria
- the moderation grade sheet (EFLCP002-2015)
- a current CV that is relevant and up to date
- a personal statement
- **a Reflective Skills Statement (EFLCP005-2015)**
- evidence to demonstrate the young person's skills

*The purpose of the Reflective Skills Statement is to enable the students to reflect on their experiences and consider how they would use their knowledge or skills in the future.*

*In addition within the appendices there are a number of documents that are tools to support students in providing evidence within their portfolio these include: the Witness Statement, Individual Statement (from the student) or the STAR (Situation, Task, Action, Review) Form, these will validate specific learning experiences.*

*Please note that the STAR Framework will support students in evidencing their problem solving skills. It is also a helpful framework to support students during the interview process for education, employment or training.*

## The portfolio should:

- demonstrate the young person's evidence in working towards and achieving skills that reflect their experiences and confirm they understand their skills set

- provide the employer with an easy to read portfolio that will promote and evidence the young person’s skills.

**Evidence should:**

- demonstrate that each criteria has been met. **To reach a Bronze Award, as a minimum the student must have 3 - 4 pieces of evidence. This can include any of the witness or individual statements or the STAR framework, plus certificates from the education establishment**
- be current and within 2 years of the internal moderation date
- where relevant, signed by a witness and indicate their title and responsibility plus the date for currency
- be page numbered
- be coded to enable the evidence to be cross referenced against other skills
- offer accurate written skills.

**Evidence can:**

- be requested from a range of internal departments or external agencies such as: teachers, employers, clubs, charities and volunteering agencies using the Witness Statement Form (EFLCP 003-2015)
- include print outs of attendance from MIS Databases
- be included by students using the Individual Evidence Form (EFLC P004-2015)

**Standard and Evidence**

There are six key standards with supporting evidence that will enable the development of the portfolio. Evidence listed below is not a definitive list, but examples of evidence that could be included within the portfolio.

<b>Attendance, Punctuality and Appearance</b>	
<b>Standard – Gold</b>	Attendance rate is 100% and there are no instances of lateness. (Excluding evidenced medical issues, transport problems, open day visits and job interviews). The organisation’s dress code is adhered to at all times and appropriate dress is worn for all relevant activities.
<b>Standard – Silver</b>	Attendance rate is 98% and there are 1 – 2 instances of lateness. (Excluding evidenced medical issues, transport problems, open day visits and job interviews). The organisation’s dress code is adhered to at all times and appropriate dress is worn for relevant activities.

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**Standard – Bronze** Attendance rate is 95% and there are no less than 3 instances of lateness (Excluding evidenced medical issues, transport problems, open day visits and job interviews). The organisation’s dress code is adhered most of the time and appropriate dress is worn for most of the activities.

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## Communication

**Standard – Gold** Demonstrates excellent communication skills by the appropriate use of verbal, non-verbal, written and technological methods. Is able to build rapport, empathise, cooperate and collaborate. Can demonstrate skills such as speaking, listening, and interpret information. Can articulate own ideas, concepts or terminology and contribute to discussions. Is always polite and respectful to people and can adapt their conversation to suit the situation. Reports etc. are well written and demonstrate a high standard of English.

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**Evidence – Gold** Competition winner (external); public speaking/debating society; participation in Tall Ships (or equivalent); excellent work placement/employer report; representing organisation at local/regional and national level; excellent presentation and written skills when delivering projects.

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**Standard – Silver** Demonstrates good communication skills by the appropriate use of verbal, non-verbal and written skills. Is able to build rapport, empathise, cooperate and collaborate. Can demonstrate skills such as speaking, listening, and interpret information. Able to follow instructions issued and will ask if unsure. Is polite and respectful to peers/staff and can be actively involved in a conversation. Written work demonstrates a good standard of English.

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**Evidence – Silver** Participating in dance/drama/music event; small public speaking role; competition winner (internal); peer mentoring/paired reading; participation in interview panels for staff; good work placement/employer report; peer mentoring/paired reading for an event; good presentation and written skills when delivering projects.

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**Standard – Bronze** Demonstrates an understanding of reasonable communication skills e.g. verbal, non-verbal and written skills. Listens to and can follow instructions. Becomes involved in a conversation and can offer an appropriate comment/question. In order to complete the task the young person is able to find the relevant information by asking others. Written work offers a reasonable standard of English.

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**Evidence – Bronze** Production of original or creative work; contribution to class work based discussion or presentation; contributes at enterprise event or similar; competition entry; satisfactory work placement/ employer report; job placement; personal statement.

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### Motivation, Commitment and Achievement Standard

**Standard – Gold** Demonstrates persistence and high levels of self-motivation, innovation and commitment. Has demonstrated the ability to work extremely well under pressure and make decisions. Can evidence the ability to think creatively, work flexibly within guidelines and work independently. Personally shown an exceptional level of achievement.

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**Evidence – Gold** Completion of a YAS (Open University Unit); excellent portfolio (e.g. BTEC, NVQ, City & Guilds, Art and Design). Achievement of a Technical Certificate or level 2 in English and Maths (post 16); Jack Petchey Award; Duke of Edinburgh completion; Student of the Year award; Apprentice of the Year; outstanding sports contribution (over time or record break); long term volunteering commitment; exceeded target grades; consistently producing outstanding work.

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**Standard – Silver** Demonstrates consistency and demonstrated high levels of self-motivation and a strong level of commitment in the short term. Has demonstrated the ability to work reasonably well under pressure and can follow instructions that are issued. Able to show some degree of flexible thinking and can make some decisions with guidance. Personally shown a high level of achievement.

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**Evidence – Silver** Student of the month award; Employee/Apprentice of the month; outstanding project or course work; volunteering or community commitment (term) – may involve working with primary schools or senior citizens; taking part in an extra course or summer school; completion of additional training course at school, college or at work e.g. first aid, MAKATON, NVQs.

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**Standard – Bronze** Has shown a degree of self-motivation and a sound level of commitment to a one off event. Has demonstrated the ability to work under pressure in the short term. Sometimes finds it difficult to make decisions in pressured situations. Personally shown a satisfactory level of achievement.

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**Evidence – Bronze** Contribution to a sporting event/team; contribution to a team building event; membership of an extracurricular club (duration/ term); contributing to an assembly; making a positive contribution to a discussion/presentation or work based subject; subject award; attendance on trip or visit with evidence from a witness.

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## Professional Conduct

**Standard – Gold** Demonstrates a positive attitude, is very reliable and professional when representing the organisation. Works well with others including demonstrating fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity and gender. Clearly demonstrates a high level of planning and organisation skills when undertaking projects.

**Evidence – Gold** Has performed to an exceptional standard during the work experience placement; has worked to a high standard as a mentor/ambassador; undertaken meetings and spoken about the school positively; has represented the school at community meetings/events; has applied their skills and abilities to their part-time work and leads by example.

**Standard – Silver** Has a positive attitude and is reliable and professional when representing the organisation. Behaviour is of a good standard including demonstrating fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity and gender. Demonstrates planning and organisational skills.

**Evidence – Silver** Has performed to a good standard during the work experience placement; has worked as a mentor/ambassador; undertaken meetings and spoken about the school positively; has applied their skills and abilities to their part-time work and leads by example.

**Standard – Bronze** On most occasions has a positive attitude and is reliable and professional when representing the organisation. Is able to demonstrate the basic levels of behaviour which includes demonstrating fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity and gender. On most occasions demonstrates planning and organisational skills

**Standard – Bronze** Demonstrated a reasonable standard of behaviour during work experience; is involved in meetings; is mostly positive towards taking forward projects or events.

## Problem Solving and Resilience

**Standard – Gold** Has clearly demonstrated methodical processes for breaking down problems and finding solutions to difficult or complex issues relating to their education, part-time work or personal situations. Despite set backs on projects/activities leads on thinking creatively, maintains an excellent positive attitude and is very able in pushing forward to a positive resolution. The solution makes a positive impact on the original problem.

**Evidence – Gold** Developed solutions to problems during work experience and helped the employer/volunteering agency develop new systems to solve problems; has been involved in meetings where problems have been identified and solutions offered by the individual. Has undertaken an activity in which a problem was identified and worked in a team to develop a solution and in turn this has had a positive impact on the original problem e.g. made savings.

**Standard – Silver** Displays a good level of problem solving skills using methodical processes and has at times displayed an ability to use personal initiative. Has identified a method to resolve the problem creatively, which has made a positive impact. Despite set backs on projects/activities, maintains a positive attitude and is very able in pushing forward to a positive resolution. Does not readily give up when trying to find answers or solutions.

**Evidence – Silver** Involvement in problems within Young Enterprise Activities; has worked in a team to resolve problems within charity activities; has been given a problem in activities and clearly demonstrated an ability to resolve the problem satisfactorily.

**Standard – Bronze** Can solve problems with clear guidance and some prompting. Has on occasions used initiative to support in this process and implemented solutions. Tries to complete tasks when the answers or solutions are not readily available, and may give up when task is too difficult. Can solve problems with clear guidance and some prompting. Is able to set personal goals and work towards these with guidance and support.

**Evidence – Bronze** Has worked in a team event and offered a suitable solution to a problem, offers solutions while working in a part-time job; is able to find solutions to problems given in the classroom.

## Teamwork and Leadership

**Standard – Gold** Demonstrates an enhanced ability to work in a variety of team roles over a sustained period of time. Contributes extremely positively to team situations and understands the needs of the whole team. Has a positive and professional relationship with a wide variety of people including staff, colleagues, peers and external visitors. Shows drive, determination and the ability to motivate others when in leadership situations.

**Evidence – Gold** Demonstrated leadership in at least two different teams/projects/events over the period covered; School/College representative; prefect or ambassador; long term commitment to volunteering or charity event; leads or participates in extracurricular club or hobby outside school e.g. sports team/captaincy; involvement/managing director of a young enterprise club at school.

**Standard – Silver** Demonstrates an ability to work in teams over a sustained period of time. Contributes positively to team situations and understands the needs of the whole team. Has a positive relationship with team members. Will have taken the lead in at least one major team/project/event over the period covered and performed the position with professionalism. Shows drive, determination and regard for others when in leadership situations.

**Evidence – Silver** Demonstrates team work skills through participating in activities e.g. school/college magazine/newspaper; helps out at an event; regular participation in a group fund raising activity; demonstrates leadership skills in running a successful charity campaign or project in school.

**Standard – Bronze** Is a reliable team member and takes responsibility seriously. Has contributed positively to at least one team situation and formed positive and professional relationships with the group. Has shown drive, determination and regard for others in exercising an activity, even though they may prefer others to take a leading role. Leads by example in the context of the organisation, e.g. in terms of preparation/dress/attitude.

**Evidence – Bronze** Demonstrates team work skills through participating in activities e.g. school/college magazine/newspaper; helps out at an event; regular participation in a group fund raising activity; shows willingness to promote a positive attitude in promoting the school's values and ethics.

## Scoring and moderation process

On completion of the student's folder, young people should moderate their own evidence using (EFLC P002-2015); this will also support them in writing their Reflective Statement. The scoring table is as follows:

Points for each standard		Overall Grades - Maximum of 48 points	
Gold	6 – 8	Gold	40 – 48
Silver	4 – 5	Silver	29 – 39
Bronze	1 – 3	Bronze	20 – 28

On completion of the student moderation, the EFL Coordinator or Tutors can moderate the folders, followed by the Senior Leader or EFL Co-ordinator, depending on processes and staff capacity within the school.

### Moderation dates

In schools/colleges where EFL is established, EFL Co-ordinators only need to moderate 20% of the EFL folders. Area group moderation event dates will be planned in advance and sent out to the schools and colleges at the beginning of the Autumn and Spring Terms and 10% of the folders will be sampled randomly by an external local team.

	2016/2017	2017
<b>Students complete and mark their folders</b>	October 2016	End of February 2017
<b>Tutors/Co-ordinator marks student folders</b>	November 2016	March 2017
<b>Senior Co-ordinator marks and verifies the folders</b>	November 2016	March 2017
<b>External Assessor undertakes internal moderation</b>	December 2016	April 2017
<b>Certificates produced</b>	February 2017	May 2017

## Appeals process regarding the Employability for Life Charter Plus

In the event of an appeal, in the first instance, a candidate or parent should look to resolve the issue concerned with their school/college. Although it is unlikely that the issue cannot be resolved, in exceptional circumstances the Employability for Life Steering Group will make the final decision.

### Written appeals procedure

On receipt of the written appeal, the appeals body will conduct an external assessment which will involve a moderation of the candidate's case.

All schools/colleges taking part in the Employability for Life Charter Plus agree to ensure that each individual's submission will be moderated by staff familiar with Charter Plus.

The consistency of the internal assessment is assured through internal standardisation and external moderation.

The appellant will be informed in writing of the outcome of the appeal and of any steps taken to further protect the interests of the candidate.

**Essex County Council would like to thank The Woodlands School, Basildon Council, Essex University for reviewing and contributing to the ongoing developments of the Employability for Life Award.**



# Employability for Life



## Appendices

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## Employability for Life Charter Plus

### Table of contents and cross referencing system

Your portfolio and this contents page must contain evidence of: at least two occasions when you have interacted with an employer or volunteering opportunity (highlighted in red on the contents page), a Moderation Sheet , CV, Personal Statement and Reflective Statement.

#### Key:

**AAP** = Attendance/Appearance and Punctuation, **C** = Communication, **M** = Motivation, **PC** = Prof. Conduct **TL** = Teamwork and Leadership and **PSR** = Problem Solving and Resilience

Page Number	Description of evidence submitted	Code (A, A/P, C, M,PC, TL, PSR)
1	Moderation Grade Sheet	
2	Curriculum Vitae	
3	Personal Statement	
4	Reflective Statement	
5	Attendance Sheet	
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

**Continue on a separate sheet if necessary**

## Employability for Life Charter Plus

### Moderation Sheet

<b>Name:</b>				
	<b>Student Evidence</b>	<b>Student Grade</b>	<b>Tutor Grade</b>	<b>Moderation Grade</b>
Attendance/Appearance and Punctuality				
Communication				
Motivation & Commitment				
Professional Conduct				
Problem Solving & Resilience				
Teamwork and Leadership				
Employer/Volunteering Engagement Evidence	List the Employer/Volunteering Organisations	<b>No point score required</b>		
<b>TOTAL SCORE POINT</b>				

<b>Points for each standard</b>	<b>Overall Grades – Maximum of 48 points</b>		
Gold	6 – 8 points	Gold	40 – 48
Silver	4 – 5 points	Silver	29 – 39
Bronze	1 – 3 points	Bronze	20 – 28

## Witness Evidence Form

<b>Young person's name (in full)</b>
<b>Organisation</b>
<b>Young person's role in organisation/activity</b>
<b>Tick the skills that the young person has demonstrated</b>
Attendance, Appearance and Punctuality <input type="checkbox"/>
Communication <input type="checkbox"/>
Motivation & Commitment <input type="checkbox"/>
Professional Conduct <input type="checkbox"/>
Problem Solving and Resilience <input type="checkbox"/>
Teamwork and Leadership <input type="checkbox"/>
<b>What was/is the young person's role?</b>
<b>What did/has the young person achieved?</b>

<b>Name:</b>	<b>Signature:</b>
<b>Role:</b>	<b>Date:</b>
<b>Organisation:</b>	<b>Address</b>

Employability for Life Charter Plus  
**Individual Statement Form**

<b>Young person's name (in full)</b>	
<b>Responsibility/Activity</b>	
<b>Tick the skills that the young person has demonstrated</b>	
Attendance, Appearance and Punctuality <input type="checkbox"/>	Communication <input type="checkbox"/>
Motivation & Commitment <input type="checkbox"/>	Professional Conduct <input type="checkbox"/>
Problem Solving and Resilience <input type="checkbox"/>	Teamwork and Leadership <input type="checkbox"/>
<b>What was/is your role?</b>	
<b>What did you achieve?</b>	
<b>What has the experience taught you about yourself?</b>	

<b>Signature:</b>	<b>Date:</b>
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Employability for Life Charter Plus  
**Reflective Statement Form**

<b>Young person's name (in full)</b>
<b>What do you understand of the 'core skills' required to support you into employment?</b>
<b>What 'core skills' have you developed during your education and extra-curricular activities?</b>
<b>What have you learnt about yourself during the development of your portfolio?</b>
<b>What 'core skills' will you continue to develop over the next two years?</b>

<b>Name:</b>	<b>Signature:</b>
<b>Date:</b>	

## Situation/Task/Action/Result - STAR Framework

### Evidence for Problem Solving Examples

The STAR framework helps employers and course providers evaluate what skills, qualities and experiences you have that would help you fit with the job, course, company or institution. Use this framework to help describe a problem you have encountered and how you have resolved it.

**Situation** - Provide a short description of the situation that was a problem, it could be: 'during my course' or 'whilst working in a shop'.

**Task** - Briefly explain what it is that you had to do to overcome the problem and what the success criteria was. If you were working as a group explain what the overall task of the group was but be clear about your own role.

**Action** - This is the most important part of any example and you need to include: what, why and how you did it and the skills you used.

## Result

It is important to explain the difference your situation, task and action made; here you can outline what happened as a result of the actions you took; what you would do differently or improve and what impact the actions had on the overall problem.

<b>Student Name</b>	<b>Witness Name</b>
	<b>Address</b>
<b>Date:</b>	<b>Date</b>
<b>Signature:</b>	<b>Signature</b>





**This information is issued by**

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The information contained in this leaflet can be translated,  
and/or made available in alternative formats, on request.

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