



SKILLS-TU EMPLOYMENT®
Making opportunities count

Helping people with the biggest challenges get back to work

Employment for the hardest to help



“The specialists in attitude change”



Skills-Tu Employment™

Our accredited delivery as a specialist starts right from our own recruitment and selection. We recruit from our own client base meaning our Coordinators have the added credibility of peers. Each tutor has a wealth of personal lived experience including past drugs/alcohol problems, homelessness, health, offending history and long term unemployment.

Having staff who have “**been there and done that**” demonstrates that our simple and passionate approach to problem solving works. The importance of employing credible and passionate Tutors in our sector makes success much more tangible and this simple message is essential to our success as a specialist in attitude change.

The Skills-Tu Employment programme provides **KNOWLEDGE, EXPERIENCE** and **PRACTICAL SOLUTIONS** that **CHANGE MIND-SETS**. Change is achieved through education, **CHANGING LANGUAGE, THINKING** and **BELIEFS** that reinforce and justify helplessness and asking bold questions.

ISN'T IT TIME YOU TOOK BACK CONTROL?

WOULD YOU LIKE TO UNLOCK YOUR ABILITIES?

Challenges

Part of working with individuals with higher challenges is recognising they often come with years of unemployment, institutional dependence, involvement with mental health services, criminal records, long standing substance misuse problems, health inequalities and/or lack of academic qualifications. The people we meet are often a mixture of disaffected, apathetic, skeptical or resistant. This is why well **SKILLED, PEER LED DELIVERY** optimises our outcomes.

Delivery

Delivery is based in a classroom setting, with learning outcomes including NOCN Level 1 Award in Preparing for Learning, Employment and Career Progression, over a short yet intensive period.

Further follow up sessions ensure each learner is adequately performance managed via sensible and challenging targets set during classroom time.



Sessions include:

- Attitude behaviour change tools
- Overcoming procrastination
- Critical thinking skills
- Communication skills
- Shifting the locus of control
- Passive voice recognition
- STAR technique
- SWOT analysis
- My personal marketing
- Action planning
- Follow up tasks



Referrals are taken from the local partnership and prospective learners, they are assessed and selected for motivation to change. Our busy Head Office handles thousands of referrals every year with the minimum of fuss ensuring students, tutors, management and partners receive the relevant information throughout the customers' experience.

We aim to have referrals processed with confirmation produced and sent to both referring agent and customer within 24 hours of contact.

Working with customers with the biggest challenges

Our approach is to give people knowledge and tools to improve their prospects using the skills and experience they already possess whilst also changing mind-sets.

Often the objections that people find difficult to overcome are:

- Previous convictions.
- Lack of experience/skills.
- Perceived disabilities
- Mental health
- Fear of being worse off.
- I want to change my career.
- Substance misuse problem.
- A long time out of work.



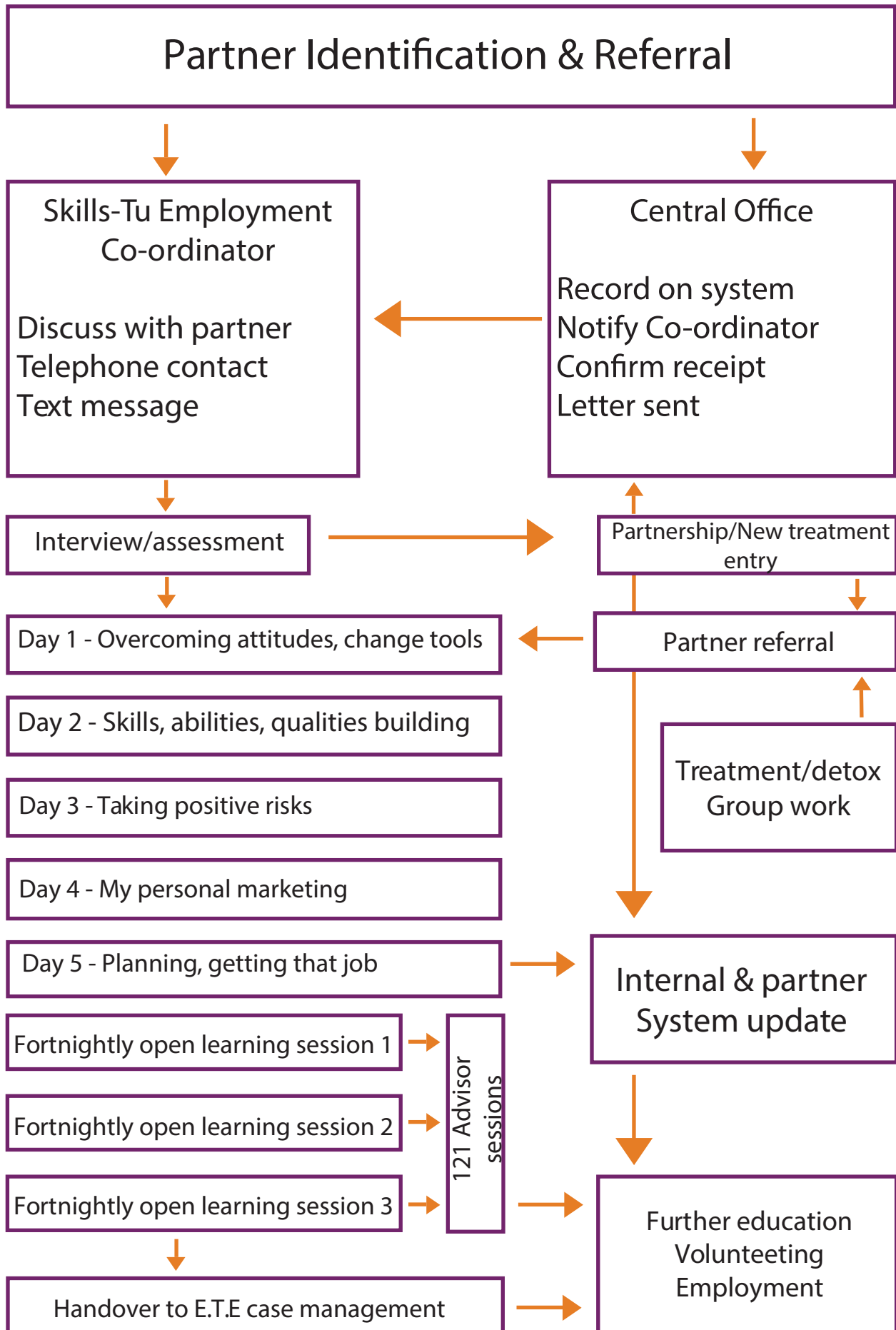
Our approach is simple: If we can so can you!

Skills-Tu Employment™ is a unique insight into achieving a happy and successful career that you can be proud of. We teach skills and knowledge to:

- Job getting – Why job seek, when a confident outlook will mean you stop seeking and use a proactive approach and start getting.
- Being successful at interviews – Getting across a good attitude to work and demonstrating you are worth the investment.
- Making your experience count - Even negative past experiences are valuable for employers since they demonstrate an attitude for change.
- Your first job – Knowing how to impress in your first month at work. How to manage feeling awkward and fit in?
- Learning on the job – Teaching people how to think critically and keep themselves open to change.
- Transfer past experiences and reapply learned skills.
- Upward mobility – It's not just about keeping a job it's about learning new skills, experience and progressing further.



Skills-Tu Employment Model



Unit Title	Preparing for Learning, Employment and Career Progression
Ofqual unit reference number (code)	
Unit Level	Level 1
Unit Sub Level	None
GLH	16
Unit Credit Value	2
Unit Grading Structure	Pass
Assessment Guidance	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand personal challenges encountered when looking for progression opportunities and the attitudes, beliefs and skills that enable these challenges to be addressed	1.1. List negative or passive attitudes and beliefs held about learning progression, job or career opportunities 1.2. List personal challenges faced when looking for learning progression, job or career opportunities 1.3. Give examples of the advantages that could be achieved from addressing these challenges 1.4. State how identification of personal ambivalence can be used to plan for future progression opportunities 1.5. Identify why addressing procrastination is an important skill when seeking jobs and career planning 1.6. Outline how critical thinking skills can be used as a source of help in career planning and as a skill for seeking jobs 1.7. Identify other skills necessary for seeking jobs and why these skills are needed for selected career opportunities
2. Understand how own abilities relate to a potential learning progression and career opportunity.	2.1. Outline how own: a) Skills b) Strengths c) Abilities d) Qualities relate to an identified learning or job opportunity
3. Know about applying for employment	3.1. Outline the advantages and disadvantages of applying for a job by: a) Application form b) Curriculum Vitae (CV) c) Covering Letter and CV d) Online e) By telephone 3.2. Outline how organisations use CVs and application forms to select applicants to shortlist for a job interview 3.3. Identify essential details that should be included when applying for a job 3.4. Identify relevant personal details necessary for completion of applications
4. Know about interview skills and procedures	4.1. Identify key elements to consider when: a) preparing for an interview b) being interviewed. 4.2. Outline what to expect at an interview.
5. Know how to plan for transition to the next stage of learning or work	5.1. List ideal educational courses or jobs along with the places where they are advertised 5.2. Produce a simple career action plan identifying next steps to achieve identified learning or career goal.

Equivalences	N/A
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