



Pearson
BTEC



BTEC
Introductory
Level 1

Delivery Guide

Quick Guidance



BTEC INTRODUCTORY SUITE OF QUALIFICATIONS

DELIVERY GUIDE FOR MANDATORY TRANSFERABLE SKILLS UNITS – GROUP A

Table of Contents

| | |
|---|----|
| Introduction | 3 |
| How to use this guide | 3 |
| Key facts about the BTEC Introductory suite of qualifications | 4 |
| What is the structure of each qualification? | 5 |
| How are the qualifications assessed? | 5 |
| Why has Pearson created four distinct transferable skills units? | 5 |
| What are transferable skills? | 5 |
| Engaging learners in learning | 8 |
| Ideas of how to deliver the transferable skills units to learners | 9 |
| | |
| Unit A1: Being organised | 15 |
| Unit A2: Developing a personal progression plan | 25 |
| Unit A3: working with others | 38 |
| Unit A4: Researching a topic | 46 |
| | |
| Appendix: Related worksheets | 56 |

Introduction

From September 2016, the new Pearson BTEC Level 1 Introductory suite of qualifications are available for centres to deliver to learners working at level 1. All the units are new, and have an emphasis on skills. The units are graded at unclassified, pass, merit and distinction.




This means that if you are delivering these new units, you will need to create new schemes of work, lesson plans, delivery materials and assessments. This guide will give you clear information and ideas to help you plan and deliver the transferable skills units; these are delivery suggestions and you are, of course, free to modify them for your own and your learners' needs.

This guide will be useful if you are delivering one or all of the Group A units to learners. Each unit has a recommendation of 30 hours of guided learning, and all units are at Level 1. The Group A units are as follows:

- Unit A1: Being organised
- Unit A2: Developing a personal progression plan
- Unit A3: Working with others
- Unit A4: Researching a topic.

How to use the guide

This guide has a number of symbols that we hope you will find helpful:

- This activity links to another transferable skills unit. 
- This activity may be adapted for assessment purposes. 
- This activity could be set within a sector context. 

There are a range of worksheets referenced in the unit guidance. These appear at the end of the guide and can be versioned for your own purposes.

Key facts about the Pearson BTEC Level 1 Introductory suite of qualifications



Specifications for each qualification are available on Pearson's website at <https://qualifications.pearson.com/en/qualifications/btec-entry-level-and-level-1.html>.

What is the structure of each qualification?

Pearson has developed the new Pearson BTEC Level 1 Introductory suite of qualifications to give learners the skills they need to progress to level 2. There are two groups of units in the qualifications:

- 1 Group A units are mandatory and will help learners gain transferable skills to use in day-to-day life.
- 2 Group B units will give learners skills for a specific sector.

How are the qualifications assessed?

- The centre sets and assesses the assignments for all units in the qualification.
- All units are graded as either unclassified, pass, merit or distinction.
- There is an overall grade for the qualification.

Why has Pearson created four distinct transferable skills units?

Over the last few years, unemployment among young people has reached record levels. Employers find it hard to recruit young people into jobs as they lack the skills, qualities and experience that employers are looking for. Similarly, when learners move from level 1 to level 2 qualifications, tutors often find that learners are not confident managing their own time, planning effectively for assessments or being able to work on their own to carry out projects.

The Group A units allow learners to gain the transferable skills they will need to continue in education and move into employment.

What are transferable skills?

Transferable skills are general skills you can use in many jobs. You gain skills from previous jobs, projects, voluntary work, sport, your home life, hobbies and interests. These skills enable you to be adaptable and flexible in case you change your job.

As well as skills in IT, numeracy and communication, some common skills that employers would like their staff to have are:

- problem solving
- organising
- working to deadlines
- negotiating
- making decisions
- research.

Source: National Careers Service, 2016

The following table contains a summary of the Pearson BTEC Level 1 Introductory transferable skills units. Refer to the full specification for detailed information on each unit. The information given is current at the time of publication.

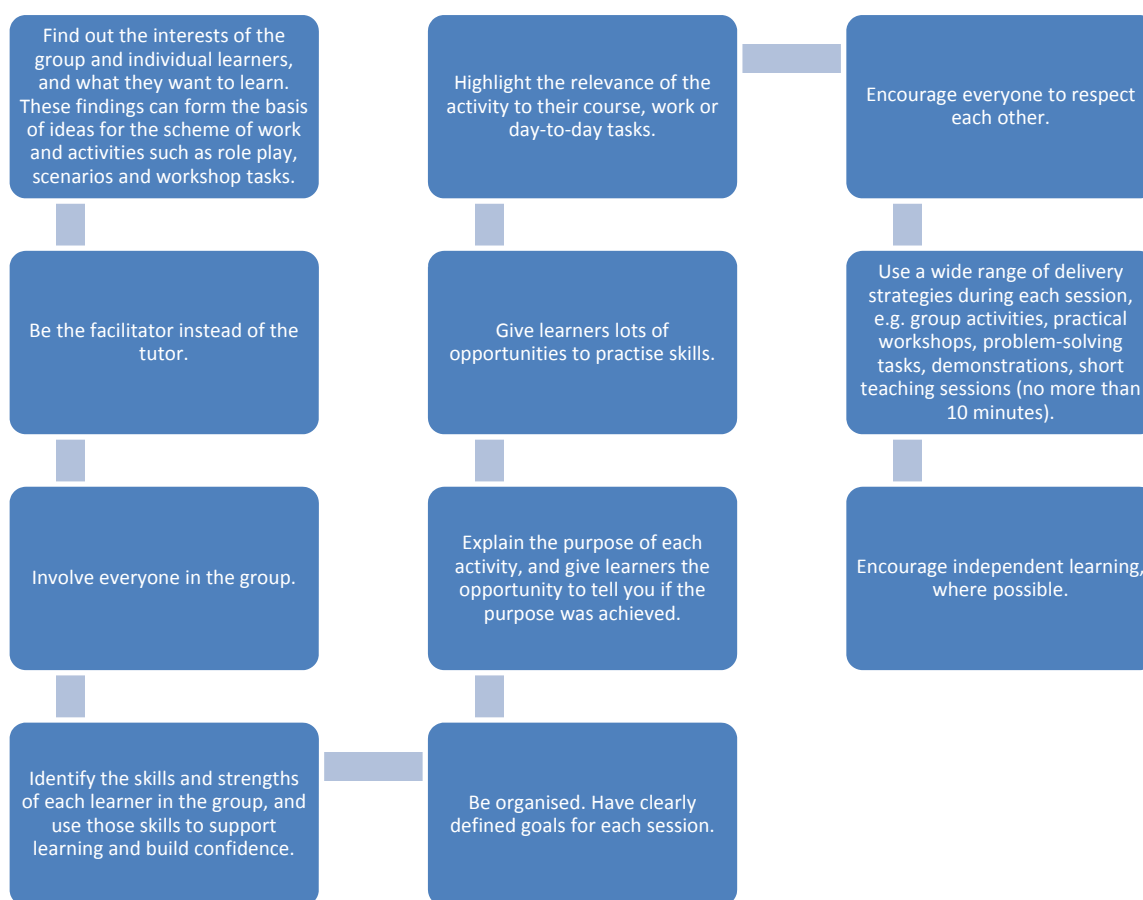
| Unit reference | A1 | A2 | A3 | A4 |
|---|---|--|--|---|
| Unit title | Being organised | Developing a personal progression plan | Working with others | Researching a topic |
| Learning aim | <p>A. Explore techniques to improve own organisational skills</p> <p>B. Review the use of techniques to improve own organisational skills</p> | <p>A. Explore the skills and behaviours needed to meet personal progression goals</p> <p>B. Produce a progression plan to meeting intended progression goals</p> | <p>A. Demonstrate the ability to work with others on a given activity</p> <p>B. Review own and others' performance on a given activity</p> | <p>A. Carry out research into an agreed topic</p> <p>B. Present a summary of research findings into an agreed topic</p> |
| Key teaching areas | Techniques to improve organisation | <p>Finding out about progression opportunities</p> <p>The skills and behaviours needed for progression goals</p> <p>Identify own strengths and areas for improvement</p> <p>Setting a progression goal</p> | <p>Communicating with others</p> <p>Working with others to achieve common goals</p> <p>Carrying out an outline review of own and others' performance</p> | <p>Selecting a suitable topic</p> <p>Collecting information on topic</p> <p>Keeping a research log</p> <p>Presenting findings</p> |
| Summary of suggested assessment evidence | <p>A planner for a two-week period</p> <p>Supporting documentation that demonstrates techniques used</p> | <p>Audit of skills and behaviours</p> <p>Personal progression plan</p> | <p>A log/blog that provides evidence of:</p> <ul style="list-style-type: none"> role in a set activity where they have worked with others | <p>Research log</p> <p>A summary of research findings</p> |

| | | | | |
|----------------------------|--|--|--|---|
| | | | <ul style="list-style-type: none"> • review of the activity <p>Witness statement from tutor</p> | |
| Knowledge | <p>Organisational skills</p> <p>Time management</p> <p>Use of ICT management tools</p> | <p>Sources of information about progression opportunities and requirements</p> <p>Producing a progression plan</p> | <p>Ways to communicate effectively through listening and talking</p> <p>Building effective teams</p> <p>Ways to assess own performance</p> <p>How to plan to improve own performance</p> | <p>Ways to plan successfully</p> <p>Identifying sources of information</p> <p>How to research</p> <p>Presentation methods</p> |
| Transferable skills | <p>Planning</p> <p>Managing information</p> | <p>Written communication</p> <p>Managing information</p> | <p>Verbal communication</p> <p>Teamwork</p> <p>Problem solving</p> | <p>Planning</p> <p>Finding out</p> <p>Management of information</p> <p>Communication</p> |

Engaging learners in learning

It is important that sessions are learner-centred, practical, experiential and informative. The more actively engaged the learner is, the more learning will take place.

How can your activity engage learners in their own learning?



© Engaged learning 2010

Ideas of how to deliver the transferable skills units to learners

Each centre will deliver the units in different ways to meet the needs of their own learners. Some groups will be small while others will be large. Some centres will have a wide choice of materials, equipment and other resources, while others will have very limited resources.

You can choose to teach the transferable skills units separately or holistically. For example, you may feel it is appropriate to deliver *Unit A1: Being organised* and *Unit A3: Working with others* in an integrated way. However, you may feel that *Unit A2: Developing a personal progression plan* is more appropriate as a unit to support your tutorial programme. You may want to deliver *Unit A4: Researching a topic* towards the end of the course, or you could deliver it throughout the course. The choice is yours.

Learners need to understand what is meant by transferable skills and how they can use these skills in many different ways. They also need to be aware that one task can involve skills from more than one unit. For example, they will need to be able to plan effectively in order to be organised when researching a topic.

The table on the following pages shows a wide range of delivery methods that you may want to use to deliver the units. You can choose the methods that suit your situation while meeting your learners' needs. You may also want to add your own ideas to the list.

You can use each method with:

- individual learners
- learners working in pairs
- learners working in groups of three to five
- whole-class activities.

The ideas in the table are grouped to correspond with the transferable skills. However, this is only a guide. You can use several of the ideas for more than one skill.

Offering practical experience for learners

You should aim to include some, if not all, of the following methods of delivery:

- planning and carrying out practical tasks
- learning in a real workplace setting (if possible) or a simulated workplace setting
- use of case studies that reflect the chosen sector
- learning through appropriate role-play activities.

It can be helpful to give learners an initial overview of the whole unit, to help them understand what they are aiming towards. It is also useful to give an overview of what they will learn in each session. You could present this as a concept map or a diagram.

Suggestions for each transferable skill

In addition to the suggestions in each vocational sector qualification specification, this guidance gives suggestions for the knowledge requirements and transferrable skills in each unit. For example, in *Unit A1: Being organised*, there are suggestions for the knowledge and skills requirements for:

- time management
- organisational skills
- use of ICT management tools
- reviewing own performance.

You will then find suggestions for transferable skills. For Unit A1, you will find suggestions for planning and for managing information

| Transferable skills | Key teaching areas | Delivery suggestions | | | |
|--|------------------------------------|--|---|---|--|
| Planning, self-management and development | Setting short-term goals | Tasks for the day – planning sheet, diary, list | Goals for the week – planning sheet | SMART goals | |
| | Setting long-term goals | Goals for a month | Goals for a year, e.g. complete course successfully | Goals for the future, e.g. career aspirations | |
| | Identifying tasks | Use familiar day-to-day activities to identify task list, e.g. planning a meal, shopping | Checklists, e.g. online shopping lists | | |
| | Prioritising tasks | Use stickies to prioritise tasks | Group work and use of flip-chart or interactive board to identify tasks | | |
| | Recording and tracking information | Design and complete timetables | Use digital aids, e.g. mobile phone calendar, diaries, spreadsheets | | |

| | | | | |
|-----------------------------|---------------------------------------|--|---|-------------------------------|
| | Risks | Make list of potential risks and barriers, e.g. lack of time, money, resources | Group work to suggest possible solutions | |
| Managing information | Planning what information is required | Using the planning cycle | Planning worksheets and prompts, e.g. what information do I need, where will I find it, who can help? | |
| | Sources of information | Internet search | Library or learning support centre | External visits |
| | | Interviews, e.g. employers, peer group, sector specialists | Invite external speakers to talk with the group, e.g. local employers, sector specialists | Questionnaires |
| | | Magazines and newspapers | Peer group through small or large group discussions | Tutor-led work |
| | Recording information | Manuals, e.g. instruction booklets | Case studies | Observing others |
| | | Making notes – written or recorded, mind maps, diagrams | Asking questions and recording answers – use of simple questionnaires | Complete or design checklists |
| | | Video or photographs | Blog, recorded diary | Portfolio of evidence |
| | Presenting information | Talk using PowerPoint® presentation or visual aids | Illustrations | Role play or performance |

| | | | | |
|----------------------|-----------------------|--|---|---|
| | | Producing an end product | Diagrams, charts, posters to share information with others | Leaflets or booklets |
| Communication | Written | Reading text and making notes | Electronic, e.g. email, text, blog | Preparing documents, e.g. letters for different purposes, email, lists, notes |
| | | Creative writing, e.g. posters for a specific audience, magazine article, 'wanted' notice | Matching the end of a sentence to the correct beginning, or completing sentences | Worksheets, workbook, study plan |
| | Verbal | Use of digital aids, e.g. telephone, Skype, teleconferencing | Interviewing others | |
| | Reading | Following instructions (may also be written, listening or verbal) | Answering questions from sector-specific information, e.g. health and safety leaflets, dress code, job role | |
| | Listening | Question and answer session (may also be written or verbal) | Recording answers from interviewing others | |
| Teamwork | Effective team member | Small or large group discussion to identify skills and qualities of an effective team member | Participating in practical workshops | Video clips showing effective teams |
| | Leading a team | Helping to organise events and visits | | |

| | | | |
|------------------------|--|---------------------------------|---|
| Problem solving | Matching possible solutions to problems; case studies and scenarios that present a problem | Graphical and mathematical data | Identifying solutions to practical problems, e.g. baking dough is too wet, structure does not stand |
|------------------------|--|---------------------------------|---|

UNIT A1: BEING ORGANISED UNIT A4

'At peak times we are really busy; it's important for staff to be able to decide what to do first. We need to ensure that everything gets done, but, for example, a young person needs to know that they should prioritise serving a customer who is standing at the counter, over sending an e-mail.'

'If a young person arrives a few minutes early and works a few minutes late on occasions, it shows me that they're keen.'

*Source: What employers want – Guide for young people looking for work
NIACE June 2015*

Unit A1 is about helping learners to organise their work and manage their time effectively.

| Learning aim | Key teaching areas | Summary of suggested assessment evidence | Knowledge | Transferable skills |
|---|------------------------------------|--|--|---|
| <p>A. Explore techniques to improve own organisational skills</p> <p>B. Review the use of techniques to improve own organisational skills</p> | Techniques to improve organisation | <p>A planner for a two-week period</p> <p>Supporting documentation that demonstrates techniques used</p> | <p>Organisational skills</p> <p>Time management</p> <p>Use of ICT management tools</p> | <p>Planning</p> <p>Managing information</p> |

Approaching the unit

The key aim of this qualification is to give learners the opportunity to improve their skills through active learning experiences. These experiences must be relevant to individual learners to encourage enthusiasm, willingness to learn and positive attitudes.

In Unit A1, learners need to understand the importance of being organised and how to achieve this.

Delivery of skills and knowledge and activities should relate as much as possible to the learners' own experiences and lives, and the practicalities of the group's make-up, such as where the centre is situated (rural, urban, town or larger centre), so that your learners remain engaged and switched on. Use their experiences to inform the activities you carry out and use the learners' own interests and skills to lead the sessions.

Summary of the knowledge and sector skills for this unit

Key teaching areas

Techniques to improve organisation

Time-management techniques:

- Produce daily or weekly to-do lists or action plans to meet deadlines.
- Prioritise tasks.
- Create a checklist of tasks that needs to be completed, reviewing it regularly.
- Consider how long each task might take.
- Use free calendar software to keep timings of lessons and work.
- Allow a little extra time in case longer is spent on one task than expected.
- Foresee problems and plan ways to overcome them.
- Review priorities.

Organisational techniques:

- Ensure there is access to required resources to complete tasks such as notebooks, pens, laptops and tablets.
- Use organisational stationery such as folders, dividers and highlighters
- Set up and manage a filing system of work and emails to allow for quick and easy access.
- Use alerts on phones and other digital devices.
- Use project plans and spreadsheets for organisation and budgeting.

Planners to organise time:

- Be familiar with types of planner such as wall planners, calendars, electronic and/or online planners.
- Use them daily, weekly or monthly as required.
- Keep them updated and review the priorities.

Review own time management and organisational skills through identifying:

- strengths and weaknesses of techniques used
- why some techniques worked better than others
- ways to improve own time management and organisation in the future.

Transferable skills

- Planning: through use of time management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Activities to help learners achieve the unit aims

If you use these activities, you do not need to use them in the order given here. You can choose what is appropriate for your learners and adapt as necessary.

Key words

It can be helpful if learners compile a list of key words that they will use in each session or across the unit. If possible, put this list on display in the training room. This will help learners with key concepts and how to spell key words.

Key words for this unit may include:

- time management
- organise
- plan
- review
- transferable skills.

You may use a quick quiz at the beginning of each session to test understanding.

The benefits of being organised

Throughout the delivery of the vocational units or the transferable skills units, you will ask learners to participate in a range of practical workshops. When they complete the task, as part of the review process you could ask learners if they were well organised and what they would change to do better next time.

Some sector-specific tasks could include:

- making a snack lunch
- designing a poster (this could be sector-specific)
- creating a three-dimensional model
- carrying out a science experiment.

Alternatively, learners could discuss more general activities.

Consequences of not being organised

You could prepare a range of short scenarios or questions that are relevant to learners' situations. Learners then answer the question: 'What are the consequences?' Examples of possible questions could include:

- 1 I needed to be at work by 9am, but I forgot to set my alarm and slept late. What could the consequences be? What should I do next? Who will be affected by my actions?
- 2 I have too much to do by the end of the day. What could the consequences be? What could I do to make it easier? Who could I ask for help?

Learners could suggest their own scenarios for discussion with the rest of the group.

Time management techniques

Planning your day

Learners could use different templates to plan their day. Templates could include:

- hour by hour
- morning, afternoon and evening
- a blank page.

Learners could use pre-prepared tasks for the day or they could create their own. They would then need to plan their day and explain why they chose the order. Learners could create their own log on their computer.

| Date (or week) beginning: | | | | | |
|---------------------------|------------------------------|--------------------------------------|---|------------------------|-------|
| Task | How long will the task take? | When do you need to have it done by? | 1 = high priority 2 = not urgent but needs to be done soon 3 = important but can wait 4 = not important and may not get done | Did you do it on time? | Notes |
| | | | | | |
| | | | | | |

What is a priority task?

Tasks can be:

- urgent
- not urgent
- important
- not important.

You can use these words to help learners decide the order in which they should do different tasks. Learners could construct a chart similar to the one below.

| Type of priority | Meaning | Examples | Actions |
|------------------|------------------------------|---|---|
| High priority | Urgent and important | <ul style="list-style-type: none"> • Tight deadline • Crisis • Could cause other problems if it is not done urgently | <ul style="list-style-type: none"> • Do this task first • Do the task now • Ask someone you trust if they can do this task for you, if you cannot do it yourself |
| Medium priority | Not urgent but important | <ul style="list-style-type: none"> • Need to do the task but plan for it | <ul style="list-style-type: none"> • Put it into your calendar but make a note of when you need to begin preparing for the task • Block out time in your calendar that gives you time to do the task |
| Low priority | Urgent but not important | <ul style="list-style-type: none"> • May be urgent for someone else but not for you | <ul style="list-style-type: none"> • Ask someone if they can do the task for you • Give yourself a short period of time to do the task. It could become a time waster • Let the person know you cannot do the task |
| No priority | Not urgent and not important | <ul style="list-style-type: none"> • Time waster • Pleasant activity but can wait for a time that you are not so busy | <ul style="list-style-type: none"> • Do not do the task |

Learners could also produce their own templates based on the 'high priority' to 'no priority' scale. They can then use this to prioritise their work.

Creating a checklist of tasks

Learners can use a range of techniques to help them prioritise tasks. You can encourage them to use different ways to help them find the method they like best. Examples can include:

- noting a task on a stickie and then placing the stickies in the order they would like to do them
- using a notice board to log tasks as they think of them; when they feel they have enough tasks, learners can then number them in order of priority

Learners need to know that it is important to be able to anticipate potential problems and to have contingency plans, in case something goes wrong.

Practising prioritising

You could devise a number of scenarios to allow learners to practise prioritising tasks. Some example scenarios are as follows.

- 1 It is your first day at your new job but your child is not well. What type of priority is this (high, low, medium, no priority)? How could you prepare for the situation? What do you need to do? How long do you think each task might take?
- 2 It is the evening before you need to hand in your assignment, and you have not started yet. You are going to your best friend's party. What type of priority is this task? What are you going to do? How could you have prevented this from happening?
- 3 You have two tasks to complete for your supervisor by tomorrow. Another member of staff has asked you to help them complete a job now. What type of priority is this? What will you do?

Factors that prevent us from meeting deadlines

Valuable time may be spent with learners talking about what prevents them from achieving tasks. Learners could work in small groups or as a class to create a list of what stops them achieving deadlines.

Using calendar software to help manage your time

Learners could carry out research into calendar software available on the Internet. They could use this software to log information and find out which tools are most effective and easy to use.

Foreseeing problems and planning ways to overcome them

If you agree to do a task as part of a team activity and you do not do it, how will the other people in your group feel? (This may be adapted for a work scenario.) What else may happen as a result of you not doing what you said you would do?

[See Appendix for Worksheet 1.1: Taking part]

Reviewing priorities

Learners could work as a team to identify priorities for a group task. After completing the task, they could review their original priority list to see if their priorities were in the right order. Learners should also consider whether or not they had to change their list as they went through the task.

Organisational techniques

Resources to complete tasks

It would be helpful to give some examples of resources that learners may use when exploring different organisational techniques. You may use classroom-based resources such as interactive boards; however, learners should have access to resources that they can use in their own time. You may want to add to the following table or ask learners to do so.

| | | | |
|--------------|---|---|--|
| Stickies | Large piece of paper (flip-chart) and pens | Folders and dividers | Notebooks and pens or pencils |
| Highlighters | ICT, e.g. spreadsheets, calendars, project plans, laptop, tablets | Mobile phones and other digital devices | Paper-based and electronic project plans |

Setting up and managing a filing system

You can give learners the opportunity to file information in a variety of ways, including:

- setting up a folder for their course that contains folders for each unit. Learners can then file notes, information and assignments in the relevant file
- using virtual drives to store information such as Google Drive or Cloud
- managing paper-based filing such as using dividers in their folder, coloured tags, etc
- finding ways to manage their emails or text messages
- using spreadsheets for budgeting or planning a project.

At the end of the unit, learners could discuss the advantages and disadvantages of each of the filing systems.

Planners to organise time

Types of planners

Learners can research different types of planners that are available. They should try different types to find out the methods that work best for them.

Using planners to help organise time

Learners could begin their course or new unit by entering relevant data into the calendar section of their mobile phone, iPad, laptop or spreadsheet. Information could include:

- day and time of class
- key dates, e.g. handing in assessment, visits, special events, holidays
- what they need to bring
- any repeated events.

Learners could also find out how to set the notification on the ICT management tool.

Do they prefer using ICT to keep track of dates and events, or do they like a diary? What are the advantages and disadvantages of the different methods?

Using lists to help planning

You could give learners a list of tasks that are familiar to them, e.g. making a hot drink. They could write each item from the list on a separate sticky note. Working on their own or in pairs, they should put the list into an order of priority. When they finish, they can share their answers with the rest of the group. When each group has shared their answers, they can then talk about the advantages and disadvantages of making lists.

You can extend this activity by using the plan in practical workshops. Learners can then review the success of their planning.

Using ICT to set deadlines

Learners may find the following table a useful tool to help them plan.

| Tasks to complete | Date to do the task by | Did you achieve it? |
|-------------------|------------------------|---------------------|
| | | |
| | | |

Once learners have set a date for their tasks, they can then transfer this information into an electronic calendar to see if it is practical and realistic. If not, they will need to go back and change their plans.

Maintaining a log of evidence for the unit

Learners could organise a log of evidence that they could refer to when completing their assessments. The log could be paper-based or electronic, or both. Evidence could include:

- different organisational and time management techniques they have used
- comments on how successful the techniques were in achieving their purpose
- comments on what techniques they would use again.

Reviewing own time management and organisational skills

Ways to review own time management and organisational skills

To help learners understand different ways of reviewing and evaluating their work, you can use different methods in each session, for example:

- **Plan** – What is the plan or approach?
- **Do** – Is the plan deployed? How effectively is the plan deployed?
- **Review** – What are the results and what do they tell us?
- **Improve** – How can you improve?

Learners will spend more time on the planning cycle when they work on *Unit A2: Developing a personal progression plan*.

Verbal feedback to identify strengths and weaknesses

You can ask learners to tell them what they enjoyed, what they did not enjoy, what they learned and what they would change for next time.

Designing an evaluation form or checklist to identify strengths and weaknesses

Learners can complete an evaluation form that asks similar questions to those given for the verbal feedback. Learners can then collate the responses and present them as a chart or give verbal feedback.

Transferable skills: Planning through the use of time management techniques

Planning is a skill that takes time to learn. Learners need to practise this wherever possible. You may find it useful to ask learners to plan before they start a new task. This could be done individually or when working in small groups.

For example, working in a small group, learners could design a poster to give information that is relevant to the vocational sector they are working in. Before they begin the task, they will need to consider the following:

- How long will they give for the planning, implementation and final presentation of the task?
- What will the end product look like?
- What resources will they need to do the task?
- Who will do each task?
- How long do they have to complete the task?
- How long will each task take?

If learners are working on their own, they could answer similar questions:

- What do I need to do?
- How long do I have to plan, carry out and present my task?
- What do I need to be able to do the task?
- What order do I do the tasks in? How long will each task take?

Transferable skills: managing information

You will find that some of the activities already mentioned ask learners to manage information in different ways, including prioritising tasks, using online calendars, filing information, etc. You could offer additional activities that require learners to manage personal data such as budgeting, storing contact details for friends and family, filing emails, etc.

UNIT A2: DEVELOPING A PERSONAL PROGRESSION PLAN

Many people will complete a personal progression plan or individual learning plan, at work or in education, to help prepare for the future. Having transferable skills that allow you to move from one situation to another is critical for enhancing your career. This unit helps learners explore the skills and behaviours they will need to reach their own personal goals and help them plan ways to achieve their goals.

| Learning aims | Key teaching areas | Summary of suggested assessment evidence | Knowledge |
|---|--|---|---|
| <p>A Identify the skills and behaviours needed to meet progression goals</p> <p>B Produce a progression plan to meet intended progression goals</p> | <ul style="list-style-type: none"> • Finding out about progression opportunities • What are the skills and behaviours needed for progression goals • Identifying own strengths and areas for improvement • Setting progression goals | <ul style="list-style-type: none"> • Audit of skills and behaviours • Personal progression plan | <ul style="list-style-type: none"> • Sources of information about progression opportunities and requirements • Producing a progression plan |

Approaching the unit

As with Unit A1: Being organised, the aim of this unit is to provide learners with a range of activities that encourage active learning. This unit focuses on the individual learner, so offers an ideal structure for tutorial sessions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short- and long-term goals
- Sets out the key steps to achieve progression goals
- Allows for discussion with others, e.g. tutors, parents, peers
- Gives time for reflection on what is achievable and realistic

Finding out about progression opportunities

- Progression opportunities such as further learning, work or apprenticeships
- Local sources of information about potential progression routes such as colleges, careers fairs
- Sources of advice and guidance for progression
- Tutor advice
- Careers advice
- Entry requirements, e.g. baseline entry qualifications, interview, portfolio

Setting a progression goal

- Matching own skills and behaviours with progression goals
- Deciding on the next step, e.g. using SMART targets
- Using research findings to identify the requirements to meet goals
- Setting a progression goal to work towards

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
 - transferable skills, e.g. communication, working with others, problem solving
 - employability skills, e.g. IT skills, being able to drive
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy
- Qualifications needed for progression, e.g. level of English and mathematics

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experiences of education and learning
- Gathering feedback from others about own strengths and areas for improvement
- Attitudes and behaviours needed for progression
- Creating a progression plan which includes:
 - short- and long-term progression goals
 - identification of key activities needed to move towards the progression goal
 - key actions to improve skills and behaviours
 - key milestones to achieve goal, e.g. interview dates, application deadlines
 - realistic timelines to meet goal.

Transferable skills

- Written communication through filling out application forms, progression plan
- Managing information from the sources used to find out about possible progression routes

Activities to help learners achieve the unit aims

Key words

It can be helpful if learners compile a list of key words that they will use in each session or across the unit. Where possible, this list should be displayed in the training room. This will help learners with key concepts and how to spell key words. Learners can also create their own definitions as part of their learning.

Key words for this unit may include:

- progression
- goals
- SMART goals
- skills audit
- behaviours.

You may want to use a quick quiz at the beginning of each session to test understanding. It is important that learners understand the use of these words in a work context or linked to the sector they are studying.

Benefits and purpose of developing a progression plan

Focusing on short- and long-term goals

The most obvious type of goal is the one found on a football pitch or perhaps a basketball or netball court. You could use this illustration as a starting point to help learners define what a goal is. In small groups, they could discuss and agree answers to the following:

- What is the purpose of this sort of goal? (It is a target to aim for.)
- What are your short-term goals? (To get as many goals as possible by the end of the game, to win, to achieve.)
- How are you going to get the ball into the goal? (You need to come up with a plan, you need to acquire skills and practice.)
- What will stop you getting the ball into the goal? (The opposition, lack of skills and practice.)

Types of goals

Learners may find it helpful to focus on one or more specific topics. Examples include:

- what they want to learn from the course
- the grades they would like to gain for the qualification
- what qualifications they would like to gain
- future plans or projects
- learning how to save money for a special event
- doing something new or perhaps taking on a personal challenge
- improving personal skills such as reading skills or learning how to manage time more effectively
- finding out how to improve their own health and well-being
- getting involved in community activities
- something they would like to plan with their friends or family.

Learners can then decide if the goal is short term or long term.

Setting goals

The SMART formula for setting goals can be helpful but learners will need to practise using this. They may find it helpful to complete the following statement:

I want to by so I will to meet my goal.

Alternatively, they can use the following questions to help them focus on SMART goals.

- **Specific:** What do you want to do?
- **Measurable:** How will you know if you have achieved it or not?

- **Attainable:** How are you going to reach your goal?
- **Realistic:** Can you achieve it?
- **Time-bound:** When do you want to complete the goal?

Discussing progression plans with others

Learners could share their ideas about whom they can talk to for advice either in a small group or as a class. If they work in small groups, they can then collate their answers onto a large sheet of paper. Ideas could include tutors, family, careers advisors, work experience supervisors, etc.

Time for reflection on what is achievable and realistic

The core units in this qualification are an ideal way of helping to learners reinforce skills so that they become a matter of routine. Reflection is a skill that should become second nature to learners. To help them, it may be useful if you list a number of questions and have them visible in the class or perhaps easily available in their folder or electronic file. Questions about goals being achievable and realistic may include:

- When do you want to complete the goal?
- When do you have to complete the goal?
- What could stop you completing the goal?
- Will you get it done on time?
- Are you keen to get it done on time? (It would be interesting to discuss the challenges of working towards goals that learners are not particularly interested in doing.)

Finding out about progression opportunities

Progression opportunities onto further learning, into work or apprenticeships

You may find it helpful to invite previous learners to talk with your current learners about what they have gone on to do. You could also invite local employers. Learners may have additional ideas about whom they would listen to for information, advice and guidance.

Opportunities for further learning

Learners can access different sources of information to complete the following table. They can add extra rows for additional information. They should keep a copy of the source of information, e.g. a printout of an Internet site, copy of a newspaper article or a college prospectus. The learning should be relevant to individual learners.

[See Appendix for Worksheet 2.1: More learning]

Learners could carry out some research to find out what an apprenticeship programme is and what it involves. Questions for learners to answer could include:

- How old do I need to be to train as an apprentice?
- What type of apprenticeships can I do? How many apprenticeships are there?
- Are there different levels of apprenticeship? If so, what are they?
- Do I need any qualifications or experience before I can start an apprenticeship?
- What will I learn on an apprenticeship?
- How long does it take to complete an apprenticeship?
- Will I get paid? If so, how much?
- What are the advantages and disadvantages of getting a job or an apprenticeship?
- Where can I find out more about becoming an apprentice?

Local sources of information about work

This is an ideal topic for learners carrying out research in their local area. It is also an ideal way of enhancing their organisational skills. This can include:

- making a list of the questions they want to answer, and possible sources of information
- deciding what they are going to do first and, if they are working in groups, who is going to do which task
- working out approximately how long each task will take
- using planning tools to make sure they will complete the tasks within the timeline
- deciding how they are going to record the information.

Local sources of information may include newspapers, magazines, adverts in shop windows, job centres, libraries, etc.

Sources of advice and guidance for progression

Learners can familiarise themselves with the National Careers Service website at <https://nationalcareersservice.direct.gov.uk>.

The site has a range of different activities that may be useful for learners. Services include:

- Action Plan Tool (this takes about 30 minutes for the learner to complete)
- Skills Health Check Tools
- CV Builder
- Plan your career.

You can find these at the bottom of the website. It is important to complete the activities yourself before using them with your learners to make sure they are relevant.

Entry requirements

Learners need to understand the importance of knowing what skills, experience and learning they need to have before applying for a course or job. It is also crucial for them to understand that they may not realise that they have skills and experience that is relevant.

Before considering their own skills and experience, learners need to know what entry requirements employers are expecting them to have. Learners can find this out by looking at a range of appropriate job descriptions or job profiles; you should help them understand the terminology, where necessary, that employers use. This includes:

- essential requirements
- desirable requirements
- person specification.

Entry requirements for work

Learners could use local advertisements to identify the key skills and experience required for positions. Two examples are given below, but learners could find their own job advertisements.

| | |
|---|--|
| <p>Community bakery</p> <p>We are looking for a PART-TIME FRONT-OF-HOUSE ASSISTANT to start as soon as possible. You must be outgoing, responsible and able to learn quickly. We would be looking for someone who has worked in this sort of environment before and has had a customer service role previously.</p> <p>You will be required to work Mondays, 7.30am – 4.45pm, and occasional Saturdays, 7.30am – 4.45pm. Holiday and other cover will also be expected.</p> <p>If interested, please send a CV or drop one into the shop.</p> | <p>Possible questions for learners to answer:</p> <ol style="list-style-type: none"> 1 What kind of person are they looking for? 2 What skills does the person need? 3 Do you need to have any experience? If yes, what experience is needed? 4 If you do not have the experience, how could you gain it for a similar type of job? 5 What job information does the advert not tell you? 6 What are the disadvantages of this work? |
| <p>Housekeeping Assistant for local hotel</p> <p>We are recruiting a Housekeeping Assistant to join the team at a local hotel and other nearby property.</p> <p>The Housekeeping Assistant's prime function will be to deliver the highest standards of housekeeping across all sites. The Housekeeping Assistant will need to have excellent communication skills and the ability to remain calm under pressure. Previous experience within a hospitality housekeeping environment is essential. This role is multi-site and provides a unique opportunity within a successful and expanding organisation, which encourages professional development and offers excellent long-term career prospects.</p> <p>Please note that due to the high volume of applications, only successful candidates will be contacted. If you have not heard from us within the next 14 working days, please consider that your application has not been successful.</p> | <p>Possible questions for learners to answer:</p> <ol style="list-style-type: none"> 1 What skills do you need for this job? 2 Do you need to have any experience? If yes, what experience is needed? 3 If you do not have the experience, how could you gain it for a similar type of job? 4 What job information does the advert not give you? 5 What are the disadvantages of this work? |

Setting a progression goal

Matching own skills and behaviours with progression goals

Young people have skills and qualities that employers want and need. This task will help learners understand what they are good at and what they need to develop. There are many ways to record what we feel we are good at, what we enjoy doing and what we feel we are not so good at. Learners could design their own skills audit using the transferable skills that they will develop as part of their qualification. The following offers one way of helping learners identify the skills they are good at and those that they need to develop.

Using the Internet to help carry out a personal skills audit

Learners can use the Internet to find different websites that help them identify their own personal skills and behaviours. Before they start, it is vital for learners to check the security of the website and what personal information the site is asking for. Once learners are confident with the security of the site, they can record the following information:

- the name of the website and the address, for example:
<http://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck>
- the purpose of the website, e.g. what skills and behaviours are they focusing on
- how easy the site is to use
- the results of their search for their own personal skills and behaviours
- how realistic the results are

Carrying out your own personal skills audit

The following questions can form the basis of a skills check for learners.

- What activities are you best at?
- What are you interested in? Do you have any hobbies?
- What do you like doing?
- What is really important to you?
- Are you good at working with numbers?
- Do you enjoy the challenge of solving problems?
- Do you enjoy being creative?

Learners can use this information to decide if they are suitable for a job, prepare a CV or when they are completing an application form.

Matching personal skills to suitable jobs

Learners could use the information from their personal skills audit to find out if they would be suitable for the job advertisements given previously or for these additional examples.

| | |
|---|---|
| <p>Stock Assistant for large chain supermarket</p> <p>Permanent</p> <p>Salary: £8.40 per hr</p> <p>It feels brilliant to be part of a business that does things its own way and achieves fantastic results while doing so.</p> <p>That's how you'll feel as a Stock Assistant with us.</p> <p>It's a really fast-paced environment, so there's certainly no risk of getting bored. And everyone here understands exactly what needs to happen to make their store a success – and gets on with doing it. But the team is fairly small, so if you're not contributing, it will soon show.</p> <p>Time will fly by as you work hard to keep stock losses to a minimum, help out with inventory counting, check off deliveries and ensure the shelves are fully stocked with attractive, well-presented products. And, of course, you'll provide excellent customer service at all times by attending to customer needs in a prompt and friendly way.</p> | <p>Possible questions for learners to answer:</p> <ol style="list-style-type: none"> 1 What skills do you need for this job? 2 Do you need to have any experience? If yes, what experience is needed? 3 If you do not have the experience, how could you gain it for a similar type of job? 4 What job information does the advert not tell you? 5 What are the disadvantages of this work? <p>Specific skills are not mentioned in this job advertisement, so learners will need to decide what the employer is looking for.</p> |
| <p>Full-time crew member at large fast-food restaurant</p> <p>Permanent</p> <p>Salary: £8.40 per hr</p> <p>Join us and you'll become part of a crew, or a team, that works together to provide the best quick-service family restaurant experience by far. If you've visited one of our restaurants before, you've probably got some idea of what's involved in working here. But you might not realise the variety and scope of the role. Specific responsibilities that involve serving customers include working behind the counter on the till and being out in the dining areas looking after our customers' needs.</p> <p>Requirements</p> <p>Quite simply, you'll be working in our fast-moving, high-energy environment and we're</p> | <p>Possible questions for learners to answer:</p> <ol style="list-style-type: none"> 1 What skills do you need for this job? 2 Do you need to have any experience? If yes, what experience is needed? 3 If you do not have the experience, how could you gain it for a similar type of job? 4 What job information does the advert not tell you? 5 What are the disadvantages of this work? |

| | |
|---|--|
| <p>looking for a genuine smile plus an ability to connect with customers and make them feel valued.</p> <p>Attributes</p> <p>To join us as a crew member, you'll need to be confident in approaching and dealing with diverse groups of people. Friendly, courteous and helpful behaviour will come naturally to you and you'll work well as part of a team. Effective communication skills such as attentive listening, face-to-face verbal communication and eye contact are a must. You'll also need to understand the importance of maintaining high standards of quality and service as well as cleanliness. The ability to maintain high energy levels while working both efficiently and productively is essential. Finally, your appearance should be smart and clean.</p> | |
|---|--|

Identifying the skills and behaviours needed to meet the progression goal

Skills to meet progression goals – transferable skills A1

Learners could fill in this worksheet to share their understanding of transferable skills that they need to consider in their personal progression plan. The text in italics illustrates some of the answers that learners may give, or you could use it as discussion points with them. Learners can then use the same list to show how they can demonstrate and improve these skills.

[See Appendix for Worksheet 2.2: Transferable skills]

It could be very helpful to invite employers to speak with the group and explain the skills that they would like their employees to have. This will give learners an insight into what is really required. They could prepare relevant questions for employers before the session begins.

Alternatively, you could give learners a range of different job roles and ask them to list the skills that a person would need to do the job effectively. The examples could be different to the norm – you could suggest a television news reader, taxi driver, a radio broadcaster, a fashion model, prime minister or other roles that the learners choose. The aim of the activity is to help learners understand different skills such as an ability to work with people, driving skills, fluent reading skills, etc.

Behaviours needed to meet progression goals

Once again, it could be helpful to invite employers to speak with the group and explain the behaviours that they like their employees to have. Alternatively, you can find a

range of video clips (by searching for e.g. 'employee behaviour' videos online) to help demonstrate the positive and negative behaviours that employers observe in their employees.

Qualifications needed to meet progression goals

Learners should have a basic understanding of the different types of qualifications that they can consider. Working on their own or in small groups, learners could choose a sector and find out what qualifications are available to them. For example, if they choose Sport and Active Leisure, they could go onto the Skills Active website (www.skillsactive.com) or access information from specialist training providers such as Future Fit or Premier Training. They could also gather information within the centre from relevant departments and the learning resources centre.

Learners could collate and present their information to the rest of the group either orally or visually. If each group selects a different sector, the end result would offer a wealth of information across different areas. This information can also include the level of English or mathematics that they will need.

Pearson's website offers plenty of information about current qualifications:
www.pearson.co.uk.

Reviewing own skills and behaviours against progression goal

Gathering feedback from others

You can encourage learners to use a range of feedback tools to gather information about their own performance, including:

- one-to-one interviews
- written reports
- checklists
- peer review
- self-reflection.

Realistic timelines

Judging how long an activity is going to take can be difficult, and becomes easier with experience. Even then, different factors can upset the best of plans. One of the most effective ways to help learners gain the skills of judging timelines is to include it in each task they complete in class. This can then become part of the review process at the end of each session.

Alternatively, you could give learners a task to complete, and before they start it, ask them to estimate how long it will take. They can then either time themselves or check the time when they have finished. Fun tasks could include:

- making a paper airplane that will fly from a pre-selected point to another

- blowing up a balloon to a given size
- dressing up another member of the group in wrapping paper.

More serious options could be:

- finding out information about a topic on the Internet
- working in a small group to create a poster on a given topic
- preparing a five-minute talk on a topic of interest.

There will be an ideal chance to discuss the challenges of suggesting realistic timelines at the end of the activity. You could ask learners:

- What did you find difficult during this activity?
- Did you finish the activity more quickly than you expected to?

Creating a progression plan

Learners may find it helpful to use a template when creating a progression plan. You can amend the following example to meet the needs of your own learners. Ideally learners could create their own template or use this first but be encouraged to change it as they put it into practice. Learners will find it helpful to have this template electronically, as they will then not be restricted to the size or number of rows given.

[See Appendix for Worksheet 2.3: Progression plan]

UNIT A3: WORKING WITH OTHERS

Young people need to be good team players. They need to be able to get on with their colleagues, give and accept help.

They need to be able to work within the team. We have a strong culture of working together.

(Source: 'What Employers Want', guide for young people looking for work, NIACE, June 2015)

| Learning aims | Key teaching areas | Summary of suggested assessment evidence |
|--|--|--|
| <p>A Demonstrate the ability to work with others on a given activity</p> <p>B Review own and others' performance on a given activity</p> | <ul style="list-style-type: none"> Communicating with others Working with others to achieve common goals Carrying out an outline review of own and others performance | <p>A log/blog that provides evidence of:</p> <ul style="list-style-type: none"> role in a set activity where they have worked with others review of the activity <p>Witness statement from tutor</p> |

Approaching the unit

This unit focuses on learners' ability to work effectively with others. They will have the opportunity to develop their communication skills and solving problems through team work. You can give learners a range of opportunities to develop these skills through the core units and the sector-specific units.

Unit content

Knowledge and skills

Communicating with others

- Taking part in discussions to decide ways to complete activity
- Consideration of own verbal communication when working with others
- Listening and responding appropriately to others
- Contributing ideas and points of view
- Accepting and giving positive and negative feedback

Working with others to achieve common goals

- Identifying individual roles and responsibilities
- Ensuring clear communication throughout the activity
- Knowing appropriate behaviours for different situations
- Working through problems and agreeing on solutions together
- Understanding the importance of respecting others who are working with you
- Reviewing team and personal performance
- Solving issues in teams

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity
- Receiving feedback about own performance
- Giving feedback to others on their performance
- Outlining ways to improve own performance when working with others

Transferable skills

- Verbal communication: when working with others
- Teamwork: working with others to complete an activity or achieve a goal
- Problem solving: working together to overcome problems

Activities to help learners achieve the unit aims

Key words and phrases

It can be helpful if learners compile a list of key words that they will use in each session or across the unit. Where possible, this list should be displayed in the training room. This will help learners with key concepts and how to spell key words. Learners can also create their own definitions as part of their learning.

Key words for this unit may include:

- team work
- respect for others
- reviewing performance
- problem solving
- behaviours.

You may use a quick quiz at the beginning of each session to test understanding.

Team challenges

Working with others can be beneficial for learners, but also challenging. Working in small groups, learners can discuss the advantages of working with others and the advantages of working individually. They can then consider the disadvantages of both.

Communicating with others

Taking part in discussions

Before learners take part in a discussion, it can be helpful to agree with them a set of rules that everyone needs to adhere to. Learners can share their ideas and then list them on a poster or other suitable visual aid. Ideas may include the following:

- Respect each other's opinions and ideas.
- Do not interrupt when others are talking.
- Let everyone share their views.
- Be patient.
- Do not shout.

Ask learners for other ideas to add to the above, as it is helpful to let them create their own ground rules.

Verbal communication

Video clips of different people working together and reaching a conclusion would be a valuable tool for learners. They can observe the participants and the ways they communicate with each other, such as tone of voice, use of language, explaining ideas clearly. Again, learners could suggest their own sources.

Body language

Using short video clips can be an ideal way of highlighting how we use different forms of body language to share information. You can mute any soundtrack on the clips. The group can discuss how body language can influence a person's mood, attitude, approachability, etc.

What's the question?

Learners need to understand the role of 'open' and 'closed' questions, and the quality of information that these questions allow people to give.

You can give out a number of cards with a different sector-specific word on each card. Working in pairs, one learner should ask 'closed' questions to find out what the word is on the card. The other learner can only answer 'yes' or 'no'. They should then swap roles and ask 'open' questions.

At the end of the activity, you can discuss the difficulties of 'open' and 'closed' questions, and the effect they may have on working in a team.

Listening and responding to others

For this activity, you should ask for two volunteers. The remaining learners must observe, listen and record what is happening during the task.

- 1 The two learners stand a distance apart with their backs to each other. One learner has a piece of paper with a simple drawing on it. This learner must describe the picture to the other learner, who should draw a picture of their own based on the description.
- 2 The learners face each other and complete the same task.
- 3 The learners then carry out the task for a third time. However, they can use questions, visual aids and hand gestures to help.

At the end, learners should discuss how successful the task was, why it was so difficult the first time and what made it much easier in the last task. Learners can then share ideas on how to communicate effectively with each other.

Contributing ideas and points of view

It is very difficult to contribute ideas or share points of view if you are not familiar with the subject. It is therefore crucial to start by giving learners topics that they are happy to discuss. For example, what is the best iPhone currently on the market? Who is going to win the football league? You can encourage learners to give reasons for their point of view.

As they gain confidence, they will then begin to understand that they need to prepare for a topic beforehand if they want to share ideas and give their point of view. You can include a range of topics for learners to discuss either in tutorials or when delivering a session.

Accepting and giving positive and negative feedback

If the group is confident and is happy using role play as a delivery method, this is an ideal topic for giving a scenario to a small group and asking them to use role play. One member of the group can be an observer.

If this is not practical, then video clips are available of people giving and accepting feedback from others. You can use these as a starting point for discussion. (There are plenty on YouTube; many are US-focused, but they may still provide some useful tips.)

Working with others to achieve common goals

Identifying individual roles and responsibilities

Learners may not understand the difference between roles in a team and responsibilities in a team.

| Roles | Responsibilities |
|---|---|
| <p>Everyone on the team is responsible for the success of the team.</p> <p>Each person will have a formal role and an informal role.</p> <p>Formal role: leader, administrator</p> <p>Informal role:</p> <ul style="list-style-type: none"> • Brings new ideas to the task. • Solves problems. • Enjoys finding information. • Focuses on practical solutions. • Challenges decisions. • Puts actions into practice. • Has specialist knowledge. | <p>Tasks or duties that individual members have agreed to do. They are accountable for doing these tasks to the required standard and within the agreed time.</p> <p>Shared responsibilities may include:</p> <ul style="list-style-type: none"> • knowing what the task is • deciding how to achieve the task • agreeing who will do what • agreeing when each task needs to be completed • having contingency plans. |

Learners may find it helpful to record their role and responsibilities. A template similar to the following may be useful.

[See Appendix for Worksheet 3.1: Individual roles and responsibilities]

Clear communication throughout an activity

The activity entitled 'Listening and responding to others' on the previous page can reinforce the lessons learned from using clear communication. You can use similar activities to highlight the importance of giving and following clear instructions. In pairs, learners can prepare a list of instructions for another pair to follow. Ideally these instructions should be for a practical task such as tying laces, drawing a simple picture or perhaps collecting tools for a given task. Learners can write or record their instructions. One pair should then swap instructions with another pair. They should follow the instructions to see if they can complete the task. This is a fun way to illustrate that the instructions we give are not always very clear.

Appropriate behaviours for different situations

Learners can develop their discussion skills by considering a number of different scenarios and the type of behaviour that would be acceptable. Examples could include:

- going with friends to a party
- attending an interview
- going to the cinema with friends
- shopping with friends.

Learners can consider:

- how they should behave
- what is not acceptable
- the type of language used
- dress code.

Respecting others

The following activity will help learners to understand the qualities that people need to work well together. Learners can either choose characters from a television programme or film that they have watched recently, or think of people they know. Learners should start by thinking of a character or person they admire. They should then answer the following question:

- What do you like about the person? What do you find interesting about them? Why do you admire them?

Next, learners should think of a character or person they do not like. Ask them:

- What do you dislike about the person? What could you do to find out more about this person that will make you change your mind?

Finally, learners should think of a character or person they would share secrets with or lend money to. Ask them:

- Why would you share secrets or lend money with your chosen person?

Work successfully with others

Learners can work in small groups to identify different qualities of a successful team member. Qualities and behaviours may include the following.

[See Appendix for Worksheet 3.2: Working with others]

Reviewing team and personal performance

Ask learners to think of a team that they admire. This may be a sports team or perhaps a group of interviewers on television or a music group. For each member of this team, learners should list some of their strengths and weaknesses.

This could be developed further by creating a 'dream team'. Learners could work in small groups to create the best sports team in the world, giving reasons for their choice, or the best music group, using singers and musicians from different bands. Remind learners that for teams to work well, they need people with different strengths and skills. If people's strengths are not used to full advantage, then the team will not be so effective.

Solving issues in teams

Learners need to find out what will make a good team. To do this, they could think about a team that they think are successful, such as a football team, Team GB or the team a learner works with at their part-time job. They can then give ideas on what they feel makes the team a good one.

They could present their ideas to the rest of the group using a chart or diagram as a visual prompt.

Ideas may include:

- working to the same goal
- trusting each other to do their best
- respecting different ideas and opinions
- being able to challenge decisions and negotiate solutions
- co-operating with each other
- knowing their own role within the team and carrying it out
- helping each other when things go wrong or to get the job done in the time given.

Carrying out an outline review of own and others' performance

Identifying your own strengths for an activity

You may use this checklist to help learners focus on what they are good at and what they like to do. Alternatively, you may want to give one or two ideas, and then ask learners to suggest their own ideas on what makes a good team.

[See Appendix for Worksheet 3.3: Your strengths]

Receive feedback about own performance when working with others

Knowing that you have done well always boosts your confidence, but it can be hard to hear when things have not gone so well. To help learners understand the value of receiving feedback about their own performance, it may be useful for them to identify:

- what they felt they did well
- what they would like to have done if they had been more confident

- what they felt could have been better
- what they think they need to try to do or learn to do for the next time.

Ways to improve own performance when working with others

Learners can improve their own performance in a number of different ways, but it is important that they enjoy doing this, otherwise they may never get started. The following chart may be a useful way to help them think about different methods.

[See Appendix for Worksheet 3.4: Improving performance]

Give feedback to others on their performance

Learners can use a SWOT analysis to gather feedback from others. Some examples are included below for possible answers. Learners could use the analysis as a starting point for discussion. For example:

- What could the learner's new goal be?
- What could they do to achieve it?
- How quickly will it happen?

| | |
|--|---|
| <p>Strengths</p> <p>You are good at doing what you are asked to do.</p> | <p>Weaknesses</p> <p>You are very quiet.</p> |
| <p>Opportunities</p> <p>You have good ideas when you are talking with me on your own. You need to share them with the rest of the team.</p> | <p>Threats</p> <p>The other team members might think you are not interested.</p> |

Team activities

To achieve this unit, learners need to take part in a team activity. Ideally learners will suggest activities themselves; however, the following examples may be useful.

[See Appendix for Worksheet 3.5: Team activities]

UNIT A4: RESEARCHING A TOPIC

Researching a topic involves a wide range of skills such as planning, gathering information, recording information and presenting information. We all use these skills in day-to-day life at home and at work. This unit helps learners to choose and research a topic that they are interested in.

| Learning aims | Key teaching areas | Summary of suggested assessment evidence |
|---|--|--|
| <p>A Carry out research into an agreed topic</p> <p>B Present a summary of research findings into an agreed topic</p> | <ul style="list-style-type: none"> • Selecting a suitable topic • Collecting information on a topic • Keeping a research log • Presenting findings | <ul style="list-style-type: none"> • Research log • A summary of research findings |

Approaching the unit

The aim of this unit is to help learners plan and carry out research into a topic that they are interested in. Learners will need to complete a number of tasks. For research units, it can be helpful to work through the process in a logical way. Learners should:

- 1 choose a suitable topic (before the course begins, you could ask learners to think about a topic they may be interested in)
- 2 make a list of the key tasks they need to do and how they are going to do it
- 3 decide how they are going to gather and record the information
- 4 produce a research plan
- 5 decide how they are going to present a summary of the research
- 6 carry out the research and record the findings
- 7 produce a research summary.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity
- Agreeing an investigation title and the scope of the research with tutor
- Agreeing on a deadline
- Ensuring the topic is focused and manageable in the timescales
- Identifying key actions and milestones for the investigation, such as setting up a log, organising visits, deadline for completion

Collecting information on topic

- Using different sources of information:
 - electronic media, e.g. blogs, podcasts, downloads, websites
 - printed media, e.g. newspapers/ magazines/books
 - interviews
 - visits
- Identifying and selecting the key points from research

Keeping a research log

- Keeping an ongoing record of information found out
- Keeping information on research sources, methods and key findings
- Keeping an ongoing record of information found out through a chosen medium such as a folder, blog or vlog (video blog)

Present findings of research through:

- summarising key findings
- choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts or oral questioning
- explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete
- Finding out: information from research sources
- Management of information: selecting the relevant information, choosing appropriate sources of information
- Communication: through presentation of findings

Activities to help learners achieve the unit aims

Key words

It can be helpful if learners compile a list of key words that they will use in each session or across the unit. Where possible, this list should be displayed in the training room. This will help learners with key concepts and how to spell key words. Learners may also create their own definitions as part of their learning.

Key words for this unit may include:

- planning
- topic
- research
- review.

Selecting a suitable topic

Choosing a topic

Perhaps the hardest part of this unit is the selection of the topic. It must be of interest for learners to remain enthusiastic and focused, but it must also be achievable. The examples below are suggestions of ways to support learners choose an appropriate topic. You could ask learners to:

- answer a question, e.g. 'What can a child do after school in the local area?' or 'What sports facilities are available in the local area?'
- find out more about a topic of interest or a hobby
- choose a sector-specific topic.

Developing a good investigative title

A good title is clear and specific, and very often it is not confirmed until the end of the work. However, the topic itself must have a clear purpose. It can also take many forms, including:

- an open question that is broad enough to allow for sufficient in-depth study
- a testable hypothesis
- a commission from a client, either real or imaginary
- an artefact with a design brief to meet the needs of a real or imaginary client.

Ideas for topics

The following chart gives ideas for topics related to specific sectors. You can add more to this list. Learners can select topics that are not related to their specific sector and not on this list of topics.

| | Answering a question about the local community | Possible tasks | Generic topic for all sectors |
|-------------------------|---|--|---|
| Applied Science | How does your local area help to promote sustainability? | Research how we apply science in everyday life. | Find out about possible jobs in your chosen sector. Include information on the skills and qualifications you may need for the jobs. |
| Art and Design | What facilities promote art and design skills in your local area? | Research the work of an artist or designer of particular interest. | |
| Business | What businesses are in your local area and what do they do? | Research different advertisements to find out what makes them popular. | |
| Caring for Children | What facilities are available in your local area for children and their families? | Research voluntary opportunities available to work with children in your local area. | |
| Construction | What different types of construction are used in your local area? | Research different construction trades in your local area. | |
| Creative Media | How is technology used in creative media? | Make a video of a topic of interest. | |
| Engineering | How is technology used in engineering? | Design a product using engineering skills | |
| Health and Social Care | What facilities are available for older adults in your area? | Research how accessible the local area is to wheelchair users. | |
| Hospitality and Tourism | What eating places are available in your local area? | Research activity holidays in the UK for families. | |
| IT | How do older adults use IT? | Create a digital newsletter for your group. | |
| Land-based | How does your local area promote land-based industries? | Research how urban areas promote land-based industries. | |

| | | |
|-----------------|--|---|
| Performing Arts | How popular is performing arts in your local area (or centre)? | Create a short skit for a community audience to promote a healthy lifestyle. |
| Public Services | How does a chosen public service promote its work in? | Research voluntary opportunities available to work with a public service in your area |
| Retail | What is better – shopping on-line or shopping locally? | Research the shops in your area and their purpose. |
| Sport | What sport and leisure facilities are available in your local area for people of different ages? | Research a sport that you are not familiar with. |

Agreeing deadlines

This is a good opportunity to reinforce the use of SMART goals. Deadlines need to be realistic and achievable. They can also help learners to gauge how much work they need to do between each milestone.

Planning key actions

Unit A1: Being organised gives suggestions on how to help learners make and record lists. It would be helpful if learners are familiar with these techniques when they start this unit. Learners also need to know how they are going to achieve the tasks on their list. For example, they may want to find out what job opportunities there are in the local area in the sector they are studying. The table below shows how learners might log their ideas of what they need to know. The headings are similar to a previous activity, but learners can change these to meet their needs. They can then choose the most important ideas or the areas they are most interested in finding information about.

[See Appendix for Worksheet 4.1: What do I need to find out?]

Key actions

Learners will learn different ways to identify key actions in *Unit A1: Being organised*. Key actions may include:

- making a list of actions that they need to do. This could be on sticky notes, to allow them to organise the tasks
- putting the list in order of priority
- estimating how long each task will take and the resources needed
- starting at the date when the work needs to be completed and working backwards. This often highlights the need to shorten tasks or do more than one task at a time.

You can encourage learners to use different planning and recording tools.

Planning for key actions

The following template may help learners plan their key actions. You should encourage learners to change the template to suit their own needs. It could then be broken down into days, if this is helpful. You could also use the plan for discussion purposes. Does there need to be more detail? Are learners giving themselves enough time to prepare the report? Will the school holidays affect the project? Could learners begin planning in week 1? What are the advantages and disadvantages of doing this?

[See Appendix for Worksheet 4.2: Planning my work to meet my deadline]

Collecting information on the topic

Sources of information

Learners may find it helpful to make a list of all possible sources of information. The list may include some of the following:

- Internet and other electronic media
- newspapers, magazines or books
- gathering information from people, e.g. peer group, tutor, sector specialist.

Identifying and selecting key points from research

You could use the table with your learners as a point for discussion or remove the information from the columns and ask learners to fill them in. Learners should be encouraged to use a range of sources of information for their research.

| Information sources | Reference | Evidence | Selecting key points from research |
|---|---|---|--|
| Internet sites and other electronic media | Site address | <ul style="list-style-type: none"> • Printout of web page • Downloaded file • Relevant information copied and saved into an electronic file | <ul style="list-style-type: none"> • Use highlighter to identify key information. • Underline relevant sections. |
| Newspapers and magazines | Name of publication and date (author if appropriate) | <ul style="list-style-type: none"> • Scanned or photocopied article, highlighting relevant information • Actual article if permission given • Leaflets, flyers, booklets | <ul style="list-style-type: none"> • Mark sections that are relevant. • Make notes to explain why the information is included. |
| Books | Title of publication, date, author, page number(s) | <ul style="list-style-type: none"> • Scanned or photocopied article, depending on the size of the article (learners need to be aware of copyright) • Notes from text | <ul style="list-style-type: none"> • Highlight relevant information. |
| Interviewing people | Information about the people where relevant, e.g. age range, gender, area of expertise (learners should be aware of confidentiality of information) | <ul style="list-style-type: none"> • Completed questionnaires • Copy of interview questions and answers, either written or recorded • Checklist | <ul style="list-style-type: none"> • Provide graphs or charts to show results, if relevant. • Summarise findings. |
| Information from local community | Note where and when the information was found | Photograph of information, e.g. shop window, community noticeboard | Photograph, video recording |

Planning a visit

With support from yourself, learners can arrange a visit to help them gather relevant information. They can go back to the 'Planning key actions' activity from page 5 to help them do this, using the 'W' questions as a prompt to make sure they cover the necessary requirements.

Talking with others to gather information

Some learners may have the confidence to talk with others to gather information. Before they do this, it is important for you to discuss with learners how they are going to manage the process. For example, this may include:

- identifying the best person to speak to
- deciding how to contact them to see if they are willing to do it and when it is convenient to do so
- sending an email to confirm the time, date and purpose of the meeting
- preparing the questions they want to ask
- deciding how to record the answers
- deciding how to use the information in their findings.

All of this evidence could be included in learners' research logs.

Keeping a research log

If learners have completed *Unit A1: Being organised*, they will have a good understanding of how to create and manage a file of information. Learners can then apply this to their research log.

Before starting to record information, learners will need to decide if their research log is going to be electronic or paper-based.

They can then decide how to:

- record their list of tasks and action plan in order of priority
- record the range of sources they use
- highlight the relevant information from the range of sources used, and date it
- summarise the information they gather
- file evidence they have collected, e.g. questionnaires, surveys
- record their experiences of gathering the information, e.g. was it easy to find relevant information? Did they have to look at a range of different sources to find what they needed?
- Present findings of research

Learners will need help to decide how best to present their research findings.
They may choose to:

- present their findings orally
- present an end product
- prepare a written handout
- use oral questioning
- use a selection of different approaches.

Appendix - Worksheets

| | |
|---|----|
| Worksheet 1.1: Taking part | 57 |
| Worksheet 2.1: More learning | 58 |
| Worksheet 2.2: Transferable skills | 59 |
| Worksheet 2.3: Progression plan | 60 |
| Worksheet 3.1: Individual roles and responsibilities | 61 |
| Worksheet 3.2: Working with others | 62 |
| Worksheet 3.3: Your strengths | 63 |
| Worksheet 3.4: Improving performance | 64 |
| Worksheet 3.5: Team activities | 65 |
| Worksheet 4.1: What do I need to find out? | 66 |
| Worksheet 4.2: Planning my work to meet my deadline | 67 |

Worksheet 1.1: Taking part

| | What may they think about you? | How will they feel? |
|---|--------------------------------|---------------------|
| Your tutor | | |
| Your classmates | | |
| What are the consequences of not doing the task? | | |
| If you are at work, what could be the consequences of not doing the task? | | |
| What tips can you give to someone to make sure they complete a task by the agreed time? | | |

Worksheet 2.1: More learning

| Further learning | Source of information | Qualifications, skills or experience to gain further learning | Website, name of publication, address of place visited | Contact details |
|---|-----------------------|--|--|-----------------|
| <i>E.g. BTEC First Level 2 Certificate in Children's Care, Learning and Development</i> | <i>Internet</i> | <i>None but it would be good to have a Level 1 qualification</i> | www.pearson.com | <i>College</i> |
| <i>E.g. Short courses such as first aid, food hygiene</i> | | | | |

Worksheet 2.2: Transferable skills

| Transferable skills | What do they mean to you? |
|----------------------------|---|
| Planning | <i>Listing tasks, making a plan, organising equipment, prioritising</i> |
| Being organised | <i>Knowing the task, understanding your role</i> |
| Setting targets | <i>Realistic, achievable, motivated to achieve them</i> |
| Taking advice | <i>Listening and hearing, accepting feedback from others, acting on advice, making changes</i> |
| Time management | <i>Prioritising, meeting deadlines, not putting off tasks, breaking down tasks into manageable chunks</i> |
| Time keeping | <i>Arriving on time ready to begin, break times</i> |
| Working with others | <i>Respecting each other, carrying out agreed tasks, helping and supporting others</i> |
| Completing tasks | <i>Meeting agreed deadlines, asking for help if needed, motivated to complete tasks</i> |

Worksheet 2.3: Progression plan

| | | |
|---|--|--|
| Name: | | |
| What would I like to do when I finish my course? What are my plans for the future? | | |
| | | |
| My progression goal (remember that it needs to be SMART): | | |
| | | |
| What information do I need to help achieve my goal? | Where will I find the information? | Where have I filed the information? |
| | | |
| | | |
| What skills do I need to achieve my long-term goal? | What behaviours do I need to achieve my long-term goal? | |
| | | |
| What qualifications do I need to achieve my progression goal? | | |
| | | |
| What skills do I already have to help achieve my long-term goal? | What behaviours do I already have to help achieve my long-term goal? | |
| | | |
| | | |
| My progression plan to help achieve my progression goal. | | |
| What do I need to do next to achieve my progression goal? | | |
| Next steps | When do I plan to complete this step? | What do I need to help complete the next step/who do I need to ask for help? |
| | | |
| What are the key milestones that I must meet? (You may want to use a calendar to log your key dates.) | | |
| <i>E.g. Date of interview</i> | | |
| <i>E.g. When I need to submit my application</i> | | |
| | | |
| My next steps, in order of priority: | | |
| | | |

Worksheet 3.1: Individual roles and responsibilities

| | |
|----------------------------------|-----------------|
| Name: | |
| What is the task? | |
| What have I agreed to do? | |
| Task | By when? |
| | |

Worksheet 3.2: Working with others

| | |
|--|---|
| Reliable Listens Shares ideas and information Active, not passive | Notices when help is needed, and gives it Flexible Committed Helps to solve problems |
| Respects others On time and reliable Does not gossip Willing to do a bit more than is necessary | Follows instructions carefully Asks for help Cheerful and enthusiastic Acknowledges other people's ideas |

Learners could use these words and phrases to create a team member skills checklist. The responses could be graded from 1-4, for example:

1 = yes

2 = no

3 = sometimes

4 = never.

Examples of questions may include 'I do not gossip' or 'I am always on time'. When the checklist is complete, learners can fill it in with their own responses, and then share their results with others in the group.

Worksheet 3.3: Your strengths

| A good team needs people who: | Do you like doing this? | If you have never done it, would you be willing to try? | Would you like to learn how to do this? |
|--------------------------------------|--------------------------------|--|--|
| can listen to each other | | | |
| like sharing ideas | | | |
| make decisions | | | |
| solve problems | | | |
| work hard | | | |
| can be trusted | | | |
| manage their time well | | | |
| like following instructions | | | |

Worksheet 3.4: Improving performance

| Ways of improving own performance when working with others | Do I enjoy learning this way? | Will this help me achieve my goal? | Advantages of this method | Disadvantages of this method |
|---|--------------------------------------|---|----------------------------------|-------------------------------------|
| Practise on my own | | | | |
| Practise with others | | | | |
| Watch others and then try by myself | | | | |
| Use the Internet for ideas | | | | |
| Ask for help on social media | | | | |
| Talk with my tutor or someone I respect and know is good at working with others | | | | |

Learners can then choose one or more ways to help them improve their own performance when working with others.

Worksheet 3.5: Team activities

| Sector | Activities |
|--------------------------------------|--|
| General social or fun non-work focus | Plan a party or visit to a local attraction |
| Applied Science | Participate in a scientific investigation e.g. make a simple communication system based on a switch, power supply and remote indicator lamp |
| Art and Design | Put on an exhibition of the team's work. |
| Business | Design a dress code for an office environment. |
| Caring for Children | Organise an aspect of a party for a group of children. Bathe a baby (doll). |
| Construction | Build a tower that can stand unsupported for a minute with a marble on top. Learners will need newspaper and sticky tape. They have 15 minutes to complete the task. |
| Creative Media | Create an advert to sell a product. Find out information about different job roles in the creative media industry. |
| Engineering | Find out information about different job roles in the engineering industry. |
| Health and Social Care | Arrange to visit a residential care home for elderly people or vulnerable adults. Participate in a 'shop-mobility' activity in the local shopping centre. |
| Hospitality and Tourism | Prepare a presentation about a popular holiday resort |
| IT | Design a group newsletter or similar product. |
| Land-based | Plan a 'clean-up your local area' event. |
| Performing Arts | Perform to a small group |
| Public Services | Arrange a visit to a local fire station, hospital or police station. |
| Retail | Arrange a visit to a local shop or retail outlet to gather information about the products sold or types of shops. |
| Sport | Arrange a visit to a local leisure centre. Set up equipment for others to use. |

Worksheet 4.1: What do I need to find out?

| | |
|--|---|
| <p>Research topic</p> <p>What do I want to find out?</p> | <p><i>What jobs can I apply for in my local area for the sector I am studying?</i></p> <p><i>Jobs available</i></p> <p><i>Salary</i></p> <p><i>Hours of work</i></p> <p><i>What the job is about</i></p> <p><i>What I need before I can apply</i></p> |
| <p>Where will I find the information?</p> | <p><i>Library</i></p> <p><i>Internet</i></p> <p><i>Job centre</i></p> <p><i>Local newspaper</i></p> <p><i>Social media</i></p> <p><i>Shop noticeboard</i></p> <p><i>Job advertisements</i></p> <p><i>Job descriptions</i></p> |
| <p>Who can help me?</p> | <p><i>Job centre</i></p> <p><i>People working in the sector</i></p> <p><i>Career guidance</i></p> |
| <p>When do I need to do it by?</p> | <p><i>Task 1 – date</i></p> <p><i>Task 2 – date</i></p> |
| <p>How will I record the information?</p> | <p><i>Recording of talk with person working in the job</i></p> <p><i>Poster of different jobs that are possible</i></p> |
| <p>What evidence can I use in my file?</p> | <p><i>Leaflets</i></p> <p><i>Copy of job advertisements</i></p> <p><i>Copy of pages from Internet sites</i></p> |
| <p>How will I show my findings?</p> | <p><i>Poster of different jobs that are possible</i></p> <p><i>A leaflet showing the information I have found</i></p> <p><i>Research log</i></p> |

Worksheet 4.2: Planning my work to meet my deadline

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---------------------------------|--|--------------------------------|--------------------|---|
| Talk to tutor to make sure my research topic is good. | | Schools on holiday | | Hand in assignment for Unit 5. | | |
| Plan what I need to do. Decide how I will get the information I need. | | | | | | |
| | | Collect the information I need. | | | | |
| | | | Start thinking about how I will present my findings. | | | |
| | | | | | Prepare my report. | Finish my report and proofread it. |
| Start my research log. | Keep my research log up-to-date. Gather evidence for my research log. | | | | | Make sure my research log is finished and tidy. |
| Meet with my tutors to make sure I am doing the right thing. | | | | | | |

