

## **Unit 7: Working Towards Goals**

**Unit reference number: J/502/0463**

**QCF level: 1**

**Credit value: 2**

**Guided learning hours: 20**

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### **Unit aim**

To help the learner understand how to identify and work towards goals appropriately.

### **Unit introduction**

This unit aims to help learners examine their strengths and weaknesses in relation to personal and social skills development. This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners' current areas of weakness will be self-evaluated, and assessed by both peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and engage in structured activities which will lead to the success of a short-term goal, within a specific timescale. This will promote their independence in personal and working life. In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners will be encouraged to prepare an action plan, regularly review their activity progress and amend it where necessary.

Completing this unit will contribute to learners' overall personal and social development and develop Personal, Learning and Thinking skills in the areas of Independent Enquirers and Self Managers. It will foster skills necessary to become independent in decision making and encourage taking responsibility for planning, reviewing and achievement of short-term goals.

### **Essential resources**

Learners will need access to professionals who can support them in achieving specific goals (for example careers adviser, literacy or numeracy tutor).

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve	<ul style="list-style-type: none"> <li>Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences, e.g. computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, time management, organisation skills</li> </ul>
		1.2 Identify at least one goal which is important for their development	<ul style="list-style-type: none"> <li>Goals: improving numeracy, literacy, IT skills, improving punctuality at school, college, work, grades, changing negative behaviour, developing specific communication skills and social skills, following a healthier lifestyle, creating a CV, preparing for work placement, preparing for paid or volunteer work, identifying if goals are achievable and measurable</li> </ul>
		1.3 Explain why achieving the goal is important	<ul style="list-style-type: none"> <li>Importance of achieving goal: different ways achieving a goal can be important, e.g. improved life chances and opportunities, self-esteem, confidence, wider range of options in work, education and social life, improved health and wellbeing, improved earnings, build relationships, join new social groups</li> </ul>
		1.4 Agree the goal with an appropriate person	<ul style="list-style-type: none"> <li>Appropriate person to agree goal with: appropriate person, e.g. careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
2 Prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal	<ul style="list-style-type: none"> <li>□ <i>Activities:</i> types of activity eg attending training on offer by, e.g. employer, job centre, college, school; joining healthy eating or lifestyle clubs, e.g. diet group, self-help group, sports club or projects, attend study support; independent research, e.g. building a CV applying for paid or voluntary work; recording activities, e.g. create an action plan with staff, keep a diary of events, peer and self-assessment; create a code of conduct and agree rights and responsibilities</li> </ul>
	2.2	Identify timescales and deadlines for the achievement of the goal	<ul style="list-style-type: none"> <li>□ <i>Timescales and deadlines:</i> realistic and measurable goal; specific timescale for short-term goal; duration of activities</li> </ul>
	2.3	Identify the resources needed to support them in achieving the goal	<ul style="list-style-type: none"> <li>□ <i>Resources:</i> people, e.g. careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multi-media, e.g. internet, library books, leaflets from health centres, local newspapers</li> </ul>
3 Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan	<ul style="list-style-type: none"> <li>□ <i>Regularly review activities and outcomes:</i> reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork</li> </ul>
3.2	Regularly review the activities and outcomes with an appropriate person		
3.3	Identify what has been achieved and what still needs to be done		
3.4	Amend the action plan to reflect their progress		

## Information for tutors

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### Delivery

For learning outcome 1, learners could be encouraged to examine their own strengths and weaknesses in personal and social skills. Tutors could provide a SWOT analysis form and devise a checklist of skills and qualities which learners will complete in order to identify their own strengths and weaknesses.

Learners could reflect on their skills gaps and describe one area they believe would benefit their development. This could relate to college, work or personal life.

Learners could use self, peer and tutor feedback, review paperwork, appraisal or supervision paperwork from workplace, if applicable, to support their description of areas which need development.

Once learners have identified areas for improvement they could be encouraged to set one realistic short-term goal and agree, with an appropriate person, a plan of working towards the achievement of the goal. Learners should be supported to identify the difference between long-term and short-term goals; this can be achieved by examining a range of case studies (real-life stories of achievement in the media, for example the magazine *Take a Break*). The tutor could give specific goals and ask the learners to produce a chart which outlines activities that are required in order to achieve the goal (hand out cards with a range of goals – for example losing 3lb in six weeks, creating a CV, planning a party).

Learners could be encouraged, after this, to compare peers' goals and identify activities that will be required in order to achieve their own goal. Learners could also be encouraged, through group discussion, to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The implied agreement must be defined by the tutor and learners should sign documentation to reflect agreement of their chosen short-term goal, with an appropriate person.

For learning outcome 2, learners could begin to create an action plan which outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify what steps are required to achieve their specific goal, the use of case studies and recall of personal experiences can be used as a prompt for learners to consider typical stages of goal development.

Learners must be guided in selecting appropriate individuals and or specific resources that could support them to achieve their goal, for example a Connexions adviser, dietician, sports coach, relevant textbooks, leaflets and websites. A list of resources should be created by the tutor and given to the learner so they can identify relevant sources of information to use independently.

Learners should be made aware of the importance in allocating deadlines and working within specific timescales. They could be encouraged to consider the consequences of failing to meet deadlines through the use of case studies. Learners must estimate timescales for the achievement of their chosen goal and their action plan should reflect this. At this stage learners should be encouraged to start recording diary entries in order to view progress which links with learning outcome 3.

For learning outcome 3, learners could follow the activities outlined in their action plan and amend the plan appropriately wherever necessary. Monitoring of the learners' progress will be necessary (tutors should identify at least three review dates with the learner in order to assess progress). Tutors should encourage

learners to reflect on their action plan, diary entries, checklist results and discussion with peers, tutors and other support, in order to identify what has been achieved.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – to clarify range of skills, qualities.</p> <p>Activity – design checklist to use when assessing personal skills and qualities.</p> <p>Practical – use checklist to record own skills and qualities.</p> <p>Assessment – learners identify strengths and what needs to be improved on checklist.</p> <p>Group discussion:</p> <ul style="list-style-type: none"> <li>• what are goals? why are goals important?</li> <li>• difference between short and long-term goals</li> <li>• need for to goals to be realistic.</li> </ul> <p>Guest speakers – to speak about personal goals set and achieved.</p> <p>Tutor demonstration – using SWOT (strengths, weaknesses, opportunities, threats) analysis to identify goals using a case study.</p> <p>Practical – using SWOT analysis to identify personal goals.</p> <p>Assessment – learners record one goal for own development and reasons why achievement of goal is important. One-to-one tutorial to agree goal (learning outcome 1). [Functional Skills Level 1 writing].</p>
<p>Tutor-led discussion – ‘What is action planning?’ ‘How to use action planning to help achieve goals?’ ‘Why do plans need to be reviewed and amended?’</p> <p>Group discussion – what should be included in an action plan? Agree an action plan template.</p> <p>Activity – use action plan template to record activities needed to work towards agreed goal, timescales and deadlines for achievement.</p> <p>Activity – present plans to group for peer assessment of feasibility.</p> <p>Research – resources needed to support achievement of goal.</p> <p>Assessment – record activities, time scales, deadlines and resources needed (learning outcome 2).</p>
<p>Practical – carry out planned activities.</p> <p>One-to-one tutorial to review activities and outcomes.</p> <p>Assessment – record achievements and what activities still need to be done and make amendments to action plan (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

### Assessment

To meet the requirements of assessment criteria 1.1 and 1.4, learners could complete a checklist showing ranges 1–5 (1 being weak, 5 being strong) of their own personal and social skills, alongside a statement of their opinion on what areas need improvement, outlining the benefits of developing specific weaknesses. Learners could use tutor review paperwork, appraisal/supervision paperwork from workplace, if applicable, as supporting evidence. To meet 1.2, evidence of a

discussion with the tutor outlining the learners chosen short-term goal could be produced. To achieve 1.4, documentation which reflects an implied agreement of short-term goal between the learner and tutor will be sufficient (documented evidence could include an informal contract or witness statement).

To meet the requirements of assessment criteria 2.1, 2.2 and 2.3, learners could complete an action plan which lists activities they will undertake in order to achieve their goal, identifies sources of support they will be using and outlines proposed completion dates for each activity.

In order to meet 3.1, learners could produce appropriate evidence which supports their action plan, so as to ascertain the activities that have been undertaken. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork. To achieve criteria 3.2 and 3.3, documented evidence of learners taking part in regular reviews with their tutor will be sufficient. To achieve criterion 3.4, an action plan, showing amendments made by the learner or appropriate others, should be produced.

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/youngpeople](http://www.direct.gov.uk/en/youngpeople)

[www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/index.htm](http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/index.htm)

[www.fasttomato.com](http://www.fasttomato.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)