

Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning: **30 hours**

Unit in brief

Learners will identify the skills and behaviours necessary to progress onto their next stage, identifying the progression opportunities and creating plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are currently studying?. You may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to progress to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals for the future and plan out ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop from this unit will be a good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

A: Identify the skills and behaviours needed to meet progression goals

B: Produce a progression plan to meet intended progression goals

Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
<p>A Identify the skills and behaviours needed to meet progression goals</p>	<ul style="list-style-type: none"> Finding out about progression opportunities What are the skills and behaviours needed for progression goal Identifying own strengths and areas for improvement Setting progression goals 	<ul style="list-style-type: none"> Audit of skills and behaviours Personal Progression Plan
<p>B Produce a progression plan to meet intended progression goals</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
N/A	<ul style="list-style-type: none"> Sources of information about progression opportunities and requirements Producing a progression plan 	<ul style="list-style-type: none"> Written communication Managing Information Self-management and development

There are opportunities to develop functional skills in this unit

Functional skills	
<p>English</p>	<p>Make relevant and extended contributions to discussions, allowing for and responding to others' input</p> <p>Prepare for and contribute to the formal discussion of ideas and opinions</p> <p>Make different kinds of contributions to discussions</p>

Unit content

Knowledge and sector skills

Progression opportunities such as onto further learning, into work or apprenticeships

Finding out about progression opportunities through:

- local sources of information about potential progression routes such as colleges,
- sources of advice and guidance for progression
- tutor advice
- careers advice
- Matching own skills and behaviours with progression goals

The skills and behaviours needed for progression goal

- Behaviours needed for progression goal e.g. reliability, efficiency, being trustworthy,
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio

Identifying own strengths and areas for improvement

- carrying out a self-audit of skills and behaviours using past experience of education and learning
- gathering feedback from others about own strengths and areas for improvement
- attitudes and behaviours needed for progression
- skills and qualifications needed for different progression routes

Setting Progression Goals

- Deciding on the next step
- Setting achievable short term and longer term goals
- Using research findings to identify the requirements to meet goals
- Creating a progression plan and actions to achieve it
- Presenting a progression plan

Transferable skills

- Written communication
- Managing Information
- Self-management and development

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Identify the skills and behaviours needed to meet progression goals		
A.P1 Identify personal progression goals outlining the skills and behaviours needed to meet them	A.M1 Outline realistic personal progression goals describing the skills and behaviours needed to meet them	A.D1 Outline realistic and achievable progression goals explaining the skills and behaviours needed to meet them.
A.P2 Identify how own skills and behaviours meet personal progression goals	A.M2 Describe how own skills and behaviours meet personal progression goals	A.D2 Explain how own skills and behaviours meet personal progression goals
Learning aim B: Present a progression plan to meet intended progression goals		
B.P3 Produce an outline progression plan, identifying the key actions needed to meet progression goals	B.M3 Present a detailed progression plan, describing relevant actions needed to meet progression goals	B.D2 Present a detailed progression plan, explaining how the actions will meet progression goals

Essential information for teachers

Essential information for assessment decisions

For Distinction Standard, learners:

- Carry out an insightful self-assessment of their own skills and behaviours using feedback from others and evidence of self-reflection
- Set realistic and relevant goals for progression showing evidence of focused research
- Give detailed reasons for how their own skills and behaviours match their progression goals
- Produce a progression plan which sets and prioritises short term goals with achievable timelines to improve own skills and behaviours to meet progression goals

For Merit standard, learners:

- Carry out a detailed self-assessment of their own skills and behaviours, using some feedback from others
- Set progression goals which are credible and show evidence of finding out information from different sources
- Describe how own skills and behaviours match those needed for progression goals with some explanation of how to improve on them
- Produce a progression plan with own short term goals with achievable timelines to improve own skills and behaviours for progression goals

For Pass standard, learners:

- Carry out a basic self-assessment of own skills and behaviors with assistance from the tutor
- Set outline progression goals which show limited evidence of finding out information from sources.
- Outline some of the skills and behaviours against those needed for progression goals
- Produce an outline progression plan identifying some broad timelines to improve own skills and behaviours to meet progression goals

Delivery guidance

The following are examples of practical activities and workshops that teachers could use when developing skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment.

1	<p>What are my progression opportunities?</p> <p>In groups, learners can discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local job sites.</p> <p>As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.</p>	1
1	<p>Skills audit</p> <p>Learners will have the opportunity to identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or on-line questionnaires. Ideally, learners should have the chance to do both. They can then compare results.</p> <p>Learners can then list their skills in order of confidence. If the group know each other well they could share their list with others to find out their opinion.</p>	3
2	<p>Appropriate behaviours for progression</p> <p>Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can identify different attitudes and behaviours. They can then talk about how attitudes and behaviours can affect other people's attitudes towards them.</p> <p>Learners could role play different scenarios highlighting the influence attitudes and behaviours can have on others e.g. employers.</p>	3
3	<p>Local sources of information to identify progression opportunities</p> <p>Learners could work in small groups to carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, web sites, advice and guidance etc. Learners can collate their information to share with others in the class.</p>	3
4	<p>Opportunities to develop the skills and behaviours needed to progress</p> <p>The class could invite speakers to talk about the value of volunteering and the skills that learners can develop e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh Award scheme, sport's coach</p>	3
6	<p>Setting goals</p> <p>Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals e.g., what they are planning to do that evening. Initially learners only need to set clear, achievable goals however, it will be valuable to consider measures and timescales.</p> <p>The tutor can provide a list of goals that the learner can decide if it is clear and achievable.</p>	3

7	Matching skills and behaviours to progression opportunities Tutors can provide a range of course details, job advertisements and job descriptions for learners to review. They can then match their skills to the job. Learners could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop skills before they could apply, if the course or job is not appropriate.	3
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Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario:

You have been asked to attend a progression interview with your tutor to discuss your next step. In preparation for this you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours against them. From this you should produce a detailed progression plan identifying the key areas you need to develop in order to meet your progression goal. Both these documents will form a basis for the discussion with your tutor.

If a resit assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity:

You will need to produce a new audit and progression plan for a different progression opportunity.