

Key Stage 4 Engagement Programme

Ways to Accredit Generic Learning

Personal, Learning and Thinking Skills (PLTS) Wider Key Skills from within the programme

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14-16 Engagement Programme Pilot Projects

Bristol

Essex

Leeds

Leicester

Manchester

Newham

Norfolk

Wirral

Wolverhampton

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SYMBOLS



Cross reference for functional skills

Case study
example in box

INTRODUCTION

The booklet is for centre staff working with students participating in the Key Stage 4 Engagement Programme. Its purpose is to illustrate how the main elements of the 14-16 Engagement Programme can offer opportunities for students, within a work focused learning environment, to develop personal, social and functional skills in an integrated and systematic manner which can lead to accreditation.

It will also support staff in facilitating students' progression towards accreditation of many aspects of Personal, Learning and Thinking Skills (see page 5) through, for example, the achievement of the Wider Key Skills (WKS) Qualifications.

Examples of practice within the booklet are drawn from the experience of practitioners in nine of the partnerships which piloted the 14-16 National Engagement Programme in 2006/7.

ASDAN has been represented on the Expert Reference Advisory Group for the 14-16 National Engagement Programme, and has worked with DFES and QCA to identify examples of effective practice within the pilot. These examples inform this guidance and support document.

THE KEY STAGE 4 ENGAGEMENT PROGRAMME

BACKGROUND

The 14-16 Engagement Programme is a personalised programme for those Key Stage 4 learners most at risk of disengagement. It has been developed in response to recommendations in the 14 – 19 Education and Skills White Paper (February 2005) that there should be a motivating and engaging alternative route for 14 to 16 year olds which would be comparable to the Entry to Employment (E2E) route for 16 to 19 year olds.

The White Paper stated that a strongly work-focused programme would be developed with an underlying commitment 'to ensure that young people will be supported in developing the general skills, attitudes and behaviours so important to employment, progression and learning.'

QCA, DfES and the Learning and Skills Council have subsequently worked together to develop a programme which aims to:

- motivate students who are likely to be stimulated by a more work-related learning environment
- encourage students to complete Key Stage 4 and progress to further learning, training or employment

The programme has been piloted by 21 partnerships across the country in Phase One 2006 – 07.

THE KEY STAGE 4 ENGAGEMENT PROGRAMME TEMPLATE

The QCA-devised template provides a framework outlining the key elements of the programme. The QCA has published guidance entitled: Key Stage 4 Engagement Programme: Making the programme work for your students.

To meet the needs of learners and to help them acquire 'the general skills, attitudes and behaviours... important to employment, progression and learning' the programme is required to include:

- an increased concentration on personal and social development
- a strong work-focused element
- enterprise education
- the statutory curriculum (with an emphasis on functional English, Mathematics and ICT)

Acknowledging that the balance and delivery of these will be different for different students at

different times it is also stated that there are other elements essential to a successful programme including how the learning may be best delivered to stimulate and maintain the students' engagement. Integration of the elements of the programme is one of the key factors, and access to qualifications is encouraged.

'Personal and social development and the development of functional skills should be integrated within vocational learning, making the most of the intrinsic motivational aspects of the context.....qualifications are essential for progression and those on the programme must be given proper access to qualifications and supported in taking them wherever appropriate'.
(www.qca.org.uk/14-19)

This booklet is designed to show how these features, including 'small steps of achievement' formal accreditation, can be applied in practice.

PERSONAL, LEARNING AND THINKING SKILLS (PLTS)

Preparing for the Future, a supplement produced by SecEd in association with the QCA, explains various aspects of the 14 to 19 reforms including Diplomas and Functional Skills. In this supplement there is reference to a new focus on Personal, Learning and Thinking Skills (PLTS) which are aimed at giving learners the wider “employability” skills demanded by industry.

“We need every young person to be effective in a team or working independently. We need every young person to be creative, reflective and flexible”

Schools Minister Jim Knight

Six groups of skills have been identified as relevant across the entire learning experience offered to students, outside of and including the new Diplomas. The groups are team workers, self-managers, independent enquirers, reflective learners, effective participators, and creative thinkers. Further details of this PLTS framework, devised by QCA can be found at www.qca.org.uk/qca_10327.aspx

PLTS, WKS, AND THE RELATIONSHIP OF ONE TO THE OTHER WITHIN THE KEY STAGE 4 ENGAGEMENT PROGRAMME

The national template states that the personal and social skills being developed within the Engagement Programme will be those of the PLTS framework. PLTS have been integrated within Principal Learning in the new Diploma. Outside the structure of the Diploma the PLTS have their closest qualification outcomes represented in the Wider Key Skills and these provide an obvious route for recording

learners’ achievement in these generic, transferable skills. PLTS/WKS are the skills that are consistently described by employers as those which best equip young people to take an active and effective role when entering the workplace, and are skills which are no less important for learners moving on to Further or Higher Education.

Personal, Learning and Thinking Skills	Wider Key Skills links (strongest links in bold)
Independent Enquirers	Problem Solving , Improving own Learning and Performance, Working with Others
Creative Thinkers	Problem Solving
Reflective Learners	Improving own Learning and Performance
Team Workers	Working with Others
Self Managers	Improving own Learning and Performance, Working with Others, Problem Solving
Effective Participators	Problem Solving, Working with Others (depending on context)

The development and accreditation of the WKS is appropriate across all the key areas of the Engagement Programme template, whether it be the work focus/vocational element, Enterprise education, or the Functional Skills.

Norfolk KS4 Engagement Programme: Norfolk Training Services (NTS)

..... these skills are developed in the programme of learning. For example:

- Learners work in teams (when undertaking car maintenance)
- They plan their learning with assessors and work towards targets
- They develop communication skills during discussions, when they read health and safety documents and when they complete job cards
- Vehicle maintenance introduces learners to the problem solving process

PLTS THROUGH WIDER KEY SKILL ACCREDITATION

Staff need to be familiar with the Wider Key Skills standards and the evidence requirements for the units which are: Improving own Learning and Performance (IOLP), Working with Others (WWO), and Problem Solving (PS). When supporting learners towards WKS accreditation staff will need to refer to the QCA Key Skills standards and guidance document. Centres will also need to familiarise themselves with any resources provided by their Key Skills Awarding Body (see Appendix 1 for contact details).

The principal focus of this booklet is on providing guidance for the effective implementation of the following processes:

- matching key aspects of the Engagement Programme template with activities that provide opportunities to develop and evidence WKS units and other generic learning accreditation including Functional Skills
- planning and organising specific activities that students undertake on the programme to take account of the standards and evidence requirements
- assessing and recording evidence of WKS activities and achievement.

INTRODUCTION TO THE WIDER KEY SKILLS QUALIFICATIONS*

IMPROVING OWN LEARNING AND PERFORMANCE

This qualification unit is about developing skills as an independent learner. The learner agrees and works towards targets that will help them to achieve their personal, learning or career goals. Planning learning, trying different ways of learning, and reviewing learning are all important parts of the subsequent process.

KEY POINTS

When identifying opportunities for evidencing the Improving own Learning and Performance Wider Key Skill the following should be kept in mind:

- The activity needs to be able to be presented in terms of an overall goal, and of targets for working towards that goal
- Targets are given to the learner (at Level 1), and need to be SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- When targets are SMART the learner knows exactly what he/she is aiming for; can plan to work towards that specific end, has a reasonable chance of getting there, and can measure the extent to which he/she has been successful
- At Level 1, suggestions can be made to the learner about different ways of learning, and how they can improve their quality of work and/or methods of working.

*Wider Key Skills Qualifications appear in the Schools and Colleges Achievement and Attainment Performance Tables. Qualification points allocation can be found on www.openquals.org.uk

PROBLEM SOLVING

This qualification unit involves the learner in thinking about a problem and different ways to tackle it. The learner then plans how to sort out the problem, carries the plan through and looks back to decide how well he/she went about the problem solving process

KEY POINTS

When identifying opportunities for evidencing the Problem Solving Wider Key Skill, the following should be kept in mind:

- At Level 1 the problem is given to the learner by the tutor or supervisor; the main features should be able to be clearly identified, and there should be only a small number of ways of solving it
- Simulated problems should be avoided as assessment opportunities although they may be useful to develop and practise problem solving skills
- The problem needs to offer the scope for evidencing the full range of problem solving skills i.e. thinking about the problem and deciding on options, planning and implementing one of the options, reviewing the approach to tackling the problem
- It is helpful to think through the problem to check its suitability i.e. *What would be evidence of the problem being solved? What is the potential for different ways of tackling the problem (are there genuine decisions to be made in choosing options)? What action steps might be taken towards solving the problem?*
- The PS activity should enable production of evidence of individual performance. Some of the examples on page 10 suggest ways of identifying individual problems within a group activity.

WORKING WITH OTHERS

This qualification unit is about the individual developing and demonstrating skills in working co-operatively with others. The learner does this by being clear about the objectives the pair, or team/group, is working towards, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.

KEY POINTS

When identifying opportunities for evidencing the Working with Others Wider Key Skill the following should be kept in mind:

- At Level 1 the objectives for working together are given by the tutor
- The individuals should have equal and shared responsibility for a successful outcome
- Being a member of a sports team does not, as such, lend itself to evidencing this unit. However, working with other team members to organise, for example, a five-a-side football competition, a half-time raffle, or a sponsored swim would be highly appropriate
- The activity should enable the production of evidence of individual performance.

See Appendix 2 for guidance on the assessment of Wider Key Skills.

WORK-RELATED ACTIVITIES AND GENERIC LEARNING

Matching the Wider Key Skills Qualification Improving own Learning and Performance (Level 1) to work-related activities from the 14-16 Engagement Programme...

Below is a sample of work-related activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the IOLP Wider Key Skill qualification.

PREPARING TO GO ON A WORK PLACEMENT

Ben has been attending college one day a week and has been building up his skills and knowledge of construction. He is keen to go on a work placement and to make a success of the experience. His targets are to:

- ⚙ Use at least one website to find information about two different jobs in construction
- ⚙ Make notes about what each job involves and what sort of person would be good at the job
- ⚙ Complete pages 1 to 10 of his work placement logbook

WORKING TOWARDS A NATIONAL VOCATIONAL QUALIFICATION

Mark's goal is to achieve two units of a level 1 NVQ. Whilst working towards the first unit he will also be focusing on improving his writing and ICT skills. His targets are to:

- ⚙ Complete the Health and Safety unit of the NVQ
- ⚙ Devise an A5 size booklet on Health and Safety at Work for learners starting on the Engagement Programme **FS**

PARTICIPATING IN COLLEGE TASTER COURSES

Louise has to decide what she is going to do when she leaves school. At the moment her goal is to get a job working with children but she is unsure what would be the best route for her to get training and experience. She needs to find out more before talking with her Connexions Advisor and making a decision about possible ways forward. Her targets might be to:

- ⚙ Attend a college taster course (and be on time every day)
- ⚙ Complete all tasks on the course to the required standard
- ⚙ Find out if there are Apprenticeship opportunities locally

Leicester KS4 Engagement Programme: Babington Community Technology College

Students improve their own learning and performance by taking part in a range of college taster courses of their choice. For the first time many of the students have the opportunity to take ownership of their own learning experience by selecting courses that are of interest to them. This gives them a chance to 'try' new learning experiences that they may never encounter in the usual school curriculum. Within the courses they are set tasks and are given points on a general progress chart for their performance on the course and their attendance.

Greater Manchester KS4 Engagement Programme: St John Vianney School

"...going to college is really good. I like being out of school and learning about childcare. I want to keep going to college after I finish school then work in a nursery."

TIME KEEPING AND ATTENDANCE

Scott has acknowledged that in the past he has had difficulties being on time, or he has not turned up at all. His goal is to improve his time keeping and attendance over the next few weeks to show his mentor that he is ready to go on a work placement. His mentor has given him the following targets:

- ⚙ Talk to three people in different sorts of jobs, and ask them about rules for timekeeping and attendance at their workplace, and what happens if they are late
- ⚙ Use this information to prepare for, and take part in a discussion, about why good timekeeping matters in work, and other situations **FS**
- ⚙ Ask the group for ideas to get out of his bad habits of getting up late and not being on time. Use these ideas to get to school and lessons on time, continuously, for one week

Norfolk KS4 Engagement Programme: Broadland Council Training Services

The tutor feels that "most of the young people are not work ready". In particular they need to develop social skills and the skills of working effectively with others; these are transferable skills which will help learners access further learning or employment. She commented that it is relatively straightforward to assess and address basic skills needs, but much more challenging when it comes to social skills. For many it may take a long time to develop qualities such as:

- Making eye contact when talking to people
- Turning up on time
- Taking pride in appearance

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Matching the Wider Key Skills Qualification Problem Solving (Level 1) to work-related activities from the 14-16 Engagement Programme...

Below is a sample of work-related activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the PS Wider Key Skill qualification.

TRAVEL TO PLACEMENT

Matthew is going to undertake a work placement for two days a week at a company on the other side of town from where he lives. He needs to decide how to travel to and from the workplace, making sure that he arrives on time each day and without spending more money than is necessary. His options are:

- ⚙ To persuade his sister for a lift part of the way, although she starts work 30 minutes before him
- ⚙ To catch two buses each way
- ⚙ To walk all or part of the way in the morning and/or in the evening

Wolverhampton KS4 Engagement Programme: Deansfield High School

As part of the preparation.....all students have had mock interviews and practised writing letters of application. Planned activities include looking at appropriate clothing for different work situations, developing social skills (e.g. *responding to customers and clients*), and developing independent travel skills.

ENTERPRISE ACTIVITY

A group of learners are participating in a Team Enterprise Project. Together they will discuss and agree on the product they plan to sell. Their tutor will give three of them a different problem to tackle as part of their wider role within the team.

For example:

- ⚙ How can the product be made as cheaply as possible?
- ⚙ How should the product be packaged?
- ⚙ What is the best way to promote the product?

PRACTICAL PROJECT

Tim is making a CD rack in the carpentry workshop. He has been given the problem of deciding the best way to fix the CD rack together.

His options are:

- ⚙ To use dowels or simple joints
- ⚙ To use tacks or screws
- ⚙ To glue the pieces together

PLANNING A VISIT

A group of learners are planning a fact-finding visit to a college/a local company. Their tutor will give them each a different problem to tackle.

For example:

- ⚙ When is the best time for the visit to take place (to maximise the value of the opportunity, and to benefit the maximum number of students)?
- ⚙ How is the group going to travel?
- ⚙ Which departments are they going to visit (taking account of interests and time constraints)?
- ⚙ How is the group going to report back on their findings?

Matching the Wider Key Skills Qualification Working with Others (Level 1) to work-related activities from the 14-16 Engagement Programme...


Below is a sample of work-related activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the VWO Wider Key Skill qualification.

CARRYING OUT A HEALTH AND SAFETY SURVEY

Simon is working with two other learners to carry out a Health and Safety survey, and to report on procedures regarding fire risk, accident reporting and First Aid. They will share out responsibilities for:

- ⚙ Identifying and mapping safety signs, fire fighting equipment, and fire exits
- ⚙ Planning and carrying out interviews with staff about accident procedures
- ⚙ Listing potential hazards
- ⚙ Clarifying the responsibilities that individuals have for their own, and others' Health and Safety

WORKING TOGETHER ON A PRESENTATION

A group of learners have agreed to work together on organising and delivering a presentation. The overall brief is to put on an entertaining presentation which explains to the audience the importance of good customer service. The learners are interested in working in different vocational areas so each will research how customer service applies in that context. 

- ⚙ Explaining the broad concept of customer service
- ⚙ Gathering examples of good and bad customer service
- ⚙ Taking photos that could be used to illustrate the presentation
- ⚙ Planning the presentation and producing slideshow (or other resources)
- ⚙ Organising/arranging equipment and venue

They will also share out responsibilities for:

BUSINESS ENTERPRISE

A team of students are planning to run a school 'garden centre' as a Business Enterprise project in the spring and summer terms. Sets of two or three students will be given responsibility, by their tutor, for different areas of the enterprise, such as promoting the venture, growing and maintaining plants, stock control, and sales and finance. Within each area there will be opportunities to share out tasks between the team members.

For example, the sales and finance team will need to identify who will take on the following:

- ⚙ Selling items
- ⚙ Maintaining a 'float' and banking takings
- ⚙ Monitoring and recording cash flow
- ⚙ Reporting to the rest of the group

PROJECT EXAMPLE

Liam and his group are going to be working together on a project to clear and renovate a neglected garden area. They will share out responsibilities for:

- ⚙ Liaising with the caretaker and other relevant staff
- ⚙ Writing to companies for donations
- ⚙ Finding out about Health and Safety rules and organising protective gear, e.g. gloves and boots
- ⚙ Planning in detail what is to be done and in what sequence
- ⚙ Checking the equipment
- ⚙ Preparing the ground
- ⚙ Purchasing any plants, etc
- ⚙ Planting
- ⚙ Planning aftercare

Leicester KS4 Engagement Programme: Riverside Business and Enterprise College

Students work on improving school allotments and wildlife areas. Schemes of work are initiated and progressed as projects – each project requires group and individual planning, co-operation in its completion, and learning new skills. Project work also introduces them to vocational skills including safe use of tools, planning, construction and horticultural processes...students are learning interactive and personal skills in the wider community, which they have been identified as lacking.

EVIDENCE EXAMPLE IOLP LEVEL 1 (IN WORK RELATED CONTEXT)

PREPARING FOR A WORK PLACEMENT

This evidence for the Improving Own Learning and Performance (IOLP) qualification at Level 1 derives from a situation where the learner, Ben, was carrying out various activities in preparation for going on a work placement.

The overall goal was to help Ben make a success of the work placement and, to this end, he was encouraged to undertake a number of individual and group tasks. These were intended to help develop his understanding of what would be involved in a placement and of what would be expected of him. The work placement logbook provided a structured approach to recording this period of preparation, and the completion of the first section supported the range of activities in which Ben was engaged.

Taking the opportunity to select targets useful to this particular learner the tutor decided that it would be valuable to develop Ben's research skills by encouraging him to take a more focused approach to accessing information from the internet.

Therefore the tutor set the following targets:

- ⚙ Use at least one website to find information about two different jobs in construction, and make notes about what each job involves and what sort of person would be good at the job
- ⚙ Complete pages 1 to 10 of the work placement logbook

In working towards these targets Ben attended workshop sessions on a range of topics. These included what skills and qualities employers look for in their workers, and presenting oneself in an interview situation. When preparing for a discussion on the skills and qualities needed for different sorts of jobs Ben was advised on where to look for information about his chosen vocational area, and on how to pick out the relevant detail. This was appropriate because at this level the person setting the targets is able to suggest different ways of learning which will help the student improve their performance.

In this instance the discussion was also used as an opportunity for Ben to demonstrate and evidence Speaking and Listening skills (one part of the English Functional skill). See pages 18 and 19.

STEPPING UP A LEVEL

If this qualification was being undertaken at Level 2 there would be an expectation that the candidate would be more active in helping to set targets; for example by providing information about what they want to achieve and what might affect their chances of success. Another difference is that candidates would make their own choices about different ways of learning that best suit them, and the learning activities with which they engage. They should work for short periods of time without close supervision and would need to show that they have used learning from one task in tackling another task.

LEVEL 1 IMPROVING OWN LEARNING AND PERFORMANCE

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PLAN > Do > Review

What is it that you want to do? What is your goal?
(e.g. to improve my IT skills)

I want to go on a work placement and for it to be a good experience

What are your two SMART targets? (e.g. Target 1: to set up a database of customers; Target 2: to use mail merge to send out information to customers)

Target 1: *Use at least one website to find information about two different jobs in construction, and make notes*

Target 2: *Complete the first 10 pages of my work placement logbook*

When will you finish?

How will you know if you have done what you wanted to? (i.e. what evidence will there be to show what I can do?)

Target 1: *8. 6. 07*

*If I do good preparation to go on placement.
Know more about construction jobs.*

Target 2: *15. 6. 07*

Make a list of what you need to do. (e.g. got to IT workshops, ask my teacher for help, practise word processing)

Action points:

- 1 *Use the internet to find out about jobs and who would be good at it*
- 2 *Make notes*
- 3 *Use notes in group discussion*
- 4 *Complete pages 1 to 4 of logbook and practise for placement interviews*
- 5 *Complete pages 5 to 10 of logbook*

Must be done by:

*7th June
7th June
8th June
13th June
15th June*

What help will you need? (e.g. help from your tutor, trainer, materials, text books)

Maybe help from my tutor. The rest of the group to practise interviews

Who will check your progress?

Tutor Trainer Supervisor Assessor Other

Name: *TT*

When and where will the check take place?

When: *8. 7. 07*

Where: *Room 4B*

"The candidate has worked with me to confirm their targets and to plan how to meet them."

Witness/assessor (signature):
(e.g. tutor, supervisor, course leader)

Terri Tivoli

Date: *4. 6. 07*

Candidate Name:

Ben B.

14 LEVEL 1 IMPROVING OWN LEARNING AND PERFORMANCE

PLAN > DO > REVIEW

Think about how you learnt as you followed through your action plan. I learnt by using: (tick boxes)

Pictures/diagrams reading/talking/writing listening watching doing

Describe what things you learnt and explain how you learnt them

I found out about jobs in construction using the Connexions website. To avoid wasting time I found it is useful to get some ideas from other people about possible sites to look at. Doing the logbook helped me to think about why I want to do a placement, and what I could learn there so I feel more ready to do it.

What changes did you make to help yourself learn better?

(e.g. I asked if I could go to extra lessons on databases, as I found it harder than I thought)

My tutor said I should use a highlighter to show the key bits on the printouts. This made it easier to do my notes.

What support did you get, and how did you use it to help you to meet your targets?

I got good feedback from others in the group about my skills and qualities. This helped me do some of the bits in the logbook and also with the practice interviews.

"I confirm that the candidate has:

- completed action points on time and made any changes needed
- used support given by others to help meet targets"

Witness/assessor (signature):
(e.g. tutor, supervisor, course leader)

Terri Tivoli

Date: *15. 6. 07*

Candidate Name:

Ben B.

LEVEL 1 IMPROVING OWN LEARNING AND PERFORMANCE

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Plan > Do > REVIEW

Talk to your tutor/supervisor/Award leader and write down here:

i) what you think you have learned

(e.g. more about subjects, new skills, more about yourself)

I can use the internet better to find particular information I want. I have learned that being able to work well with other people is very important in construction, and in lots of other jobs

ii) how you think you learned best

(e.g. watching a demonstration, then having a go; trying things to see if they work)

Talking to people and then doing things. It was good to talk about interview questions and then practice being interviewed the same day

What do you think went well? Give an example:

Doing everything on my plan. It was good to put my action points in order because it helped organise my time better

What do you think did not go so well? Give an example:

Nothing, although I could have asked my tutor for help with finding a good website sooner

What have you achieved (including targets you have met)?

I completed my targets and my tutor says I am ready to go on placement now

What does your tutor/supervisor say you need to do to make your performance better?

(e.g. use your plan to keep you on time, ask more people for help)

My tutor was pleased with my work but said I should ask for help when I need it and that it is a good thing to do that.

"I confirm that the candidate has:

- identified what and how they have learned, the targets they have met and their achievements
- checked what they need to do to improve their performance."

Witness/assessor (signature):

(e.g. tutor, supervisor, course leader)

Terri Tivoli

Date: *15. 6. 07*

Candidate Name:

Ben B.

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ACTIVITY LOG

This sheet may be used to keep a log/record of any activities at Levels 1-3

Target/objectives/outcomes identified in Action Plan

To find out information to get ready for a work placement

Description of Activities (including details of support and advice, and any revisions to the original plans)

Date

Talked to my tutor about targets and did my plan.

4.6.07

I tried to get stuff about construction jobs from the internet but it was too much. My tutor said to try the Connexions website.

7.6.07

Got information and highlighted main bits. Made notes ready for tomorrow.

7.6.07

Discussion with the rest of my group about different skills needed in different jobs.

8.6.07

In the afternoon we did a feedback exercise and talked about the interview questions and we tried interviewing each other.

8.6.07

Did the first part of the logbook and did more practice interviews (with tutor as well).

12.6.07

Talked with the others about what would be good and what would be tricky about going on placement. Did up to page 10 of the logbook.

14.6.07

Did review about what I have learned through getting ready for placement. I have a proper interview next Monday.

15.6.07

ADDITIONAL EVIDENCE FOR IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

As well as the records on the previous pages additional evidence in the learner's portfolio would include:

- Printouts from website (key points highlighted)
- Notes for discussion
- Extracts from work placement logbook

Interviews

Once your Placement has been set up, your placement mentor will take you for an interview with the employer. Remember – first impressions are important.

Find out the date and time of the interview. Write this down here

Make sure this does not clash with anything important in school. Talk to your placement mentor about the interview arrangements.

HINTS AND TIPS:

- Report to reception area if there is one, ask for contact person, giving your name and school.
- Smile, shake hands and say 'good morning' or 'good afternoon'.
- Don't sit down until you are asked to do so.
- Sit up straight - don't slouch.
- Speak clearly.
- Show interest and be enthusiastic.
- Wait to be asked a question.
- Try not to fidget.
- Be honest when you answer a question and if you are not sure, say so.
- Show the person respect - remember you are representing your school.
- Try to avoid yes/no answers.
- At the end of the interview, thank the employer for seeing you.

You may be nervous, but remember that the employer is there to help you and he / she may also be nervous. If you have any question, talk to your teacher. Remember! We want you to enjoy your work experience.

Interview Questions

Listed below are some of the questions that may be asked at an interview. Practise these with your placement mentor. You should also practise them with another student if possible.

Take it in turns to be the interviewer and interviewee! Then write your own answers in the spaces below.

- Why are you interested in taking part in the extended work experience scheme?
- What do you see as your best qualities?
- What do you see as your weaker qualities?
- Give an example of a time you were a part of a team.
- Why do you think team work is important?
- Do you think you could work well with adults? Explain why.
- Tell me about your greatest achievement so far.

What do you want from your placement?

Decide what **you** want to get out of work experience by giving each box a score from 0 to 5 (0 = not important to me, 5 = very important to me).

Choose which are the most important things for you. Give a score from 0 to 5	Before work experience	After work experience
To find out what's involved in a particular job	5	
To find out what working life is really like	3	
To practise using a range of skills	3	
To help me complete some school/college work e.g. units in GCSE courses, and Diplomas	0	
To find out the difference between school/college and work	3	
To try out a job I am thinking of doing in the future	5	

What else would you like to get from your work experience placement?
Advice from people who are doing the job

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EVIDENCE EXAMPLE FOR FUNCTIONAL SKILLS: ENGLISH SPEAKING AND LISTENING

PARTICIPATING IN A DISCUSSION ABOUT THE DIFFERENT SKILLS AND QUALITIES NEEDED IN DIFFERENT SORTS OF JOBS

To achieve the Speaking and Listening component of English Functional Skills at Level 1 a candidate is required to show that they can meet the specified standards when taking part in 'formal and informal discussions and exchanges with others who are familiar'. The skills involved when communicating in informal exchanges and discussions can usually be assumed if competence is demonstrated during a formal discussion i.e. one that is pre-planned.

In order to provide a valid opportunity for assessment the topic and purpose of the discussion should:

- ⚙ be clearly defined by the candidate's tutor/supervisor
- ⚙ be relevant to the learners and their study/work
- ⚙ require the participants to exchange opinions and ideas as well as factual information
- ⚙ be presented to the learners in advance so that some preparation can be undertaken

Keeping these objectives in mind it should not be difficult to identify numerous and diverse opportunities for learners on the Engagement Programme to develop, practise, and evidence their Speaking and Listening Skills at the same time as improving their understanding of a range of work related issues.

For an example see the targets relating to timekeeping and attendance on page 9.

The evidence shown here is from the same learner, Ben, whose evidence for the IOLP unit appears on pages 13 to 17. It derives from one of the activities undertaken in preparation for going on a work placement. A competent performance recorded on an observation checklist, like the one opposite, along with notes made by the learner in preparation for the discussion (also used as supplementary evidence for the IOLP qualification), is likely to be sufficient to show that the required standards for the Speaking and Listening component have been met.

** New functional qualifications in English, Mathematics and ICT for young people and adults are currently being developed. Functional skills will be embedded in the new Diplomas and integrated with GCSEs and apprenticeships. Educators and employers have identified functional skills as vital for enabling young people and adults to have the practical skills they need to succeed in further learning, employment and the wider society. A two-year pilot of functional skills is taking place from September 2007. The final qualifications in English and ICT will be introduced for first teaching in 2009, with Mathematics following in 2010. For more information visit www.qca.org.uk*

FUNCTIONAL SKILLS ENGLISH

SPEAKING AND LISTENING OBSERVATION CHECKLIST LEVEL 1

SL I Take full part in formal discussions with others who are familiar

What was the purpose of the discussion (e.g. to plan an event/s, have ideas about a project, review a workplace activity)

To share ideas about skills and qualities needed in different jobs.

What had the candidate done to find out about the topic and to prepare for the discussion? (e.g. research, question prep)

Found out about plumbing and brickwork. Made brief notes.

Who else was involved in the discussion? (e.g. peers, colleagues)

Other learners on placements, or getting ready to go on placement.

Did the candidate.....

(tick)

Comments/examples.....

Make relevant contributions? Yes No

Ben's contributions focused on the topic throughout the discussion

Respond appropriately to others? Yes No

He listened to other people. He asked Pete why he thought being a hard worker was more important than having the skills to do a particular job

Contribute ideas and opinions? Yes No

Ben said that he personally would not like to do a job where you 'have to talk to the public all day'

Make different kinds of contributions (eg. provide information, ask questions, respond to questions) Yes No

As well as explaining his findings, Ben responded to questions about other jobs in construction

Present information and points of view clearly? Yes No

Information and views presented in a direct and straightforward manner 'To do X you need to be good at Y'

Use appropriate language? Yes No

Language appropriate to discussion with peers

Candidate Name: *Ben B.*

Date: *8.6.07*

Observed by: *John P.*

Role of observer: *Tutor*
(e.g. tutor, supervisor, course leader)

Assessor name: *T. TIVOLI*

Assessor signature: *Terri Tivoli*

EMPLOYABILITY AWARDS AND THE ENGAGEMENT PROGRAMME...

There are a number of qualifications which provide a framework for developing and recognising employability skills, and which are available to learners on the Engagement Programme.

These are:

- ASDAN Entry level and Level 1 Qualification in Employability
- Edexcel Level 2 BTEC Certificate in Employability Skills
- GOAL Level 1 Award in Personal Employability, Achievement and Reflection for Learning

EVIDENCE EXAMPLE MAINTAINING WORK STANDARDS UNIT LEVEL 1

The example of evidence that follows is taken from one unit of the Employability Award; a new qualification which is being piloted as part of the Qualifications and Credit Framework (QCF) 2007 – 2008.

This new qualification will yield a number of generic national standard units of qualification to populate the QCF.

The Maintaining Work Standards Unit from the Employability Award comprises two parts: 'Meet *Timekeeping and Attendance Requirements*', and 'Plan and Complete Activities to Specified Work Standards'. Although the evidence here is that of a learner, Jo, undertaking a work placement in a hairdressing salon, the generic nature of the unit ensures equivalent opportunities are accessible in any vocational context.

DEVELOPMENT AND PROGRESSION OPPORTUNITIES

Although many learners will not be 'work ready' at the outset of their programme one or more of the generic learning units may be used to help develop this work readiness. One such example is described on page 9 where the learner is working towards achieving the IOLP unit with the overall goal of improving timekeeping and attendance, in this case within the school setting. When a student is deemed capable of sustaining a work placement then a unit from an Employability qualification, such as the one illustrated here, provides a natural progression route and shows the learner's ability to apply their skills, knowledge and understanding in real workplace situations.

UNIT 2: MAINTAINING WORK STANDARDS LEVEL 1

2.1 MEET TIMEKEEPING AND ATTENDANCE REQUIREMENTS

Candidate Name:

Jo

Workplace/Centre:

City Training

What time do you have to be at your workplace? 9 am

What time are your breaks? 10.45, 12.30, 2.45

When should you return from your breaks? 11am, 1pm, 3pm

What are three different things you have to think about when planning your journey to work to make sure you get there on time?

- 1 To organise myself to leave the house by 8.15 latest
- 2 set my phone to alarm the night before
- 3 Leave enough time for the bus to be late

Give two acceptable reasons for being late or absent?

The bus didn't turn up
Hospital appointment

Give two unacceptable reasons for being late or absent?

Overslept
Take a day off because you are tired after a night out

What should you do if you are going to be late for work?

Phone in and let someone know you are going to be late

What should you do if you are going to be absent?

Tell your supervisor if you want to have a holiday or have a doctor's appointment

Assessor declaration: 'I confirm that the above information is correct and the candidate returned on time following breaks. If the candidate was late or absent there was a valid reason and the correct procedures were followed.'

Assessor signature: **Viji Kumar**

Date: **9th July 2007**

UNIT 2: MAINTAINING WORK STANDARDS LEVEL 1

2.2 PLAN AND COMPLETE ACTIVITIES TO SPECIFIED WORK STANDARDS IN FAMILIAR CONTEXTS

Candidate Name:

Jo

Workplace/Centre:

City Training

When carrying out tasks and activities what does the organisation expect in terms of:

the quality of the work you do? *To do the job like I've been shown and check that I've done it right*

deadlines for completing tasks? *I'm told what to do and when I should finish things*

Health and Safety? *To work safely myself and think about other people's safety*

Why is Health and Safety important?

*Because there could be an accident, people could get hurt.
You need to know what to do if there's a fire*

How are you expected to dress in your workplace/centre?

Smart and presentable

How are you expected to behave in your workplace/centre?

Be polite and not to swear. Expected to get on with your work without disrupting others

Why is it important to present a good image at work?

*It gives a good impression to clients.
It helps you get on in your job*

Assessor signature: **Viji Kumar**

Date: **9th July 2007**

UNIT 2: MAINTAINING WORK STANDARDS LEVEL 1

2.2 (CONTINUED)

Candidate Name:

Jo

Workplace/Centre:

City Training

What are your tasks, and what do you have to do to complete the tasks (action steps)?

Task 1 *Clean and tidy shelves in salon and fill up with stock*

Action steps

- *Get cleaning stuff*
- *Take stuff off shelves*
- *Dust*
- *Replace everything*
- *Get missing items from cupboard and put on shelves*

Task to be completed by: *11am*

Task 2 *Get gowns and towels ready for next day*

Action steps

- *Take clean towels out of drier and fold*
- *stack clean towels in cabinet by basins*
- *Check gowns OK and hang up*
- *Any dirty gowns into washer*

Task to be completed by: *5pm*

Candidate Review of above tasks
(record examples below)

Did you meet your deadlines? YES NO

If not, why?

Customers kept phoning so it took me until lunchtime to finish all the shelves

What standard of work did you have to meet?

e.g. correct lay out and spelling in a word processed letter

Everything neat and tidy and clean, and full shelves

What Health and Safety issues did you have to think about? *e.g. chair in right position for working at computer*

Not to put boxes of products in the way of customers or staff

How did you present a good image of the organisation when doing the tasks? *e.g. used suitable language in the letter, and paper with company heading*

My clothes were clean and smart

Did you ask for any help? YES NO

If yes, what was it?

Where to find a particular shampoo in the stock cupboard

Assessor comments on candidate performance
(on these and other tasks)

Meeting deadlines

Jo understands the importance of working steadily and has met deadlines except when outside factors have intervened

Standard of work

Salon owner confirms appropriate standard achieved

Health and Safety

Good awareness of Health and Safety

Image

Jo observed interrupting the stylist (who was talking to a client) to ask a question.

Did so politely. Appropriate dress.

Asking for help or guidance when needed

See comment above.

Jo asks for help if she is unsure about how to do a task

Assessor declaration: 'I confirm that the above information is correct and the candidate returned on time following breaks. If the candidate was late or absent there was a valid reason and the correct procedures were followed.'

Assessor signature: **Viji Kumar**Date: **13th July 2007**

ADDITIONAL EVIDENCE FOR MAINTAINING WORK STANDARDS LEVEL 1

As well as the records on the previous pages additional evidence in the learner's portfolio would include:

- Completed timesheets
- Bus timetable
- Witness testimony from salon owner
- Extracts from induction information pack

Attendance Record of Learner with Off-Site Learning For or Employer

Off-Site Learning Provider _____

Address _____

Postcode _____ Telephone No. _____

Learner's Name _____

School _____

Training Location (if different from above) _____

Please enter actual hours of attendance (excluding meal breaks) and absences on the chart below:
 H = holidays S = Sick UA = Unauthorised absence AA = Authorised

	Mon		Tues		Weds		Thurs		Fri	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Week beg										
Week beg										
Week beg										
Week beg										
Week beg										

The following should be completed by the Off-Site Learning Provider.
 I certify that the above information is a true record of the learner's attendance and absence in the period covered.

Signature _____ Position in Company _____
 Name _____ Date _____

This page to be forwarded to _____ at _____

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Numbers employed locally

Region	Number of Salons
South North East	400
West	700
North West	800
South West	400

Who does what?

Receptionists/Administrators 12%
 Other 11%
 Managers and Proprietors 11%
 Hairdressers/Barbers 66%

PERSONAL AND SOCIAL DEVELOPMENT (PSD) ACTIVITIES AND GENERIC LEARNING 27

Matching the Wider Key Skills Qualification Improving own Learning and Performance (IOLP Level 1) to PSD activities from the 14-16 Engagement Programme...

Below is a sample of PSD activities, derived from experiences undertaken by learners on the Engagement Programme that lend themselves to the evidencing of the IOLP Wider Key Skill qualification.


COMMUNICATION SKILLS

Steve's lack of confidence means that he is feeling uncomfortable at the idea of doing a work placement and having to communicate with strangers. To achieve the goal of improving his confidence he has agreed to undertake a series of communication activities in preparation for starting on placement. His targets are to:

- ☀ Telephone his supervisor at the placement to confirm start times and dress code
- ☀ Do some research on the company he is going to join and record at least six pieces of information about what it does
- ☀ Give a five-minute talk to other learners about the different types of job done by workers at the company

MENTORING CERTIFICATE

When she was bullied in the past **Jas** got support from the school Peer Mentoring Scheme. She has discussed with her tutor the possibility of becoming a peer mentor herself. With an overall goal of completing a Peer Mentoring Award she has agreed to the following targets:

- ☀ Undertake five challenges to complete Module 1 of the Peer Mentoring training programme
- ☀ Produce an information leaflet, for younger students, explaining Peer Mentoring 


Essex KS4 Engagement Programme: Passmores School

The vocational learning programme is delivered during two days per week and includes Maths, English, Citizenship and PE. There are also two days a week work experience provision. The PSD aspects of the programme are delivered through the Certificate of Personal Effectiveness.

Learners work towards GCSEs in maths and English; towards a Citizenship qualification (OCR); and Key Skills in Communication and Application of Number. The common goal of the programme is re-engagement. The intention is to achieve a set of qualifications at the end of year one of the programme which is at least equivalent to 4 entry-level qualifications so that the students can progress further, possibly in College.

In addition to the qualifications mentioned above, there are in-house certificates for mentoring, employability skills and community projects. There are also internally issued team building certificates for outdoor pursuit activities, and certificates for Essex alcohol and drug courses.


BINGE DRINKING

Kirsty wants to improve her knowledge of the harmful effects of alcohol. She plans to develop her research skills alongside finding out more about alcohol issues. She will plan to find out information using a variety of sources e.g. books, internet, videos.  She will also join in a visit to the local Alcohol Advisory Centre. Her targets are to:

- ☀ Give a five minute talk about the dangers of abusing alcohol
- ☀ Identify two websites that give accessible information, for other learners, about problem drinking
- ☀ Identify at least one local source of support and advice available to young people concerned about drinking

MANAGING FINANCES

As part of her CoPE course **Emma** is working on an Independent Living challenge. The challenge requires her to use newspapers and other sources of information to find out how much it would cost to rent, or buy, a flat and to consider the issues raised by her findings. While completing the challenge Emma's tutor has given her the following targets. She has to:

- ☀ Identify three advantages and three disadvantages of renting a flat
- ☀ Identify three advantages and three disadvantages of buying a flat
- ☀ Produce a one-page report on the minimum costs of buying and renting in her home town 

Wolverhampton KS4 Engagement Programme: Deansfield High School

Those involved in the Engagement Project also spend a complete day a week working on a range of activities based upon the challenges set out within the ASDAN CoPE qualification. Students have undertaken challenges from the modules on communication, sports and leisure, independent living, the environment, work-related learning and enterprise, science and technology, and international links. There has been a particular focus on the financial awareness aspects of independent living, with students responding extremely positively to these themes. When dealing with the issue of renting and buying property, student comments included "Aren't we doing a lot of Maths? I don't like Maths in Maths lessons, but I like it when we do it like this".

Matching the Wider Key Skills Qualification Problem Solving (PS Level 1) to PSD activities from the 14-16 Engagement Programme...

Below is a sample of PSD activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the PS Wider Key Skill.

EXPRESSIVE ARTS CHALLENGE

Leroy and others in his group are working on developing their communication and presentation skills. They are each researching the life and work of an artist, musician or performer and have been given the problem of how to make their individual presentation memorable, as well as informative, with only a limited timescale for preparation. There will be a number of opportunities for discussing creative ideas but, initially Leroy considers he has three options:

- ⚙ Using PowerPoint with text and images
- ⚙ Using PowerPoint and music
- ⚙ An alternative, more innovative approach (to be decided)

Leicester KS4 Engagement Programme: Beaumont Leys School

The students worked with an external provider on a number of Expressive Arts challenges. For one of the challenges each student chooses a musician, and creates and presents a PPT slide show about his/her life and music using De Bono's six hats to organise their thinking and their slides. Their research and planning showed a real application of problem solving skills.

PERSONAL JOURNEY

Rosa and her group are participating in a series of activities designed to encourage them to reflect on themselves and their motivation in different circumstances. One of the activities is to create a 'personal journey' piece of work that looks back over their own school experience and illustrates what influences have affected their attitude and feelings about learning. Each student has the problem of deciding what form their work will take (keeping in mind resource and time constraints, and skills available).

Rosa's options are to present the work as:

- ⚙ A strip cartoon
- ⚙ A photomontage
- ⚙ A storyboard

Matching the Wider Key Skills Qualification Working with Others (WWO Level 1) to PSD activities from the 14-16 Engagement Programme...

Below is a sample of PSD activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the WWO Wider Key Skill.

OUTDOOR ACTIVITIES

Jake and his group are working together to plan a weekend hike. With the help of their tutor they will share out responsibilities for:

- ⚙ Planning the route
- ⚙ Carrying out a risk assessment of the route and making any necessary changes
- ⚙ Writing to parents and any others who need to give permission or be informed
- ⚙ Booking transport
- ⚙ Making a list of instructions and equipment for the group
- ⚙ Checking availability of kit and organising loan if necessary

HEALTHY LIFESTYLES

A group of learners is undertaking a series of activities around the theme 'Making healthy choices to be fit for study and work'. Tony and two of the others have agreed to put together a presentation aimed at their peers, and intended to promote a healthy lifestyle. In discussion with their tutor they decide to carry out a survey to establish smoking and drinking habits of the group, and to use the results of this as a starting point for their talk. They will share out responsibilities for:

- ⚙ Planning a questionnaire
- ⚙ Conducting the survey and collating the information
- ⚙ Presenting the outcomes of the survey
- ⚙ Researching other information for the talk
- ⚙ Organising meetings
- ⚙ Planning the talk
- ⚙ Producing a PowerPoint presentation
- ⚙ Delivering different aspects of the presentation

COMMUNITY PROJECT

Mohammed's group is going to set up, and run, a five-a-side football tournament for 11 and 12 year olds at the local youth centre. Their tutor will help them plan the dates and decide what needs to be done. Individuals will then take on responsibility for tasks such as:

- ⚙ Booking the sports hall for the relevant dates
- ⚙ Liaising with sports and primary school staff
- ⚙ Promoting the tournament
- ⚙ Getting and setting up equipment
- ⚙ Organising results sheets, and scorekeeping
- ⚙ Getting a stopwatch and whistle, and refereeing
- ⚙ Clearing up following matches

EVIDENCE EXAMPLE WWO LEVEL 1 (IN PSD CONTEXT)

WORKING IN A GROUP TO PLAN A PRESENTATION ON 'MAKING HEALTHY LIFESTYLE CHOICES'

This evidence for the Working with Others qualification at Level 1 derives from activities supporting the learners' Personal and Social Development.

In this case the group of students was working on the theme 'Making healthy choices to be fit for study and work'. They discussed a series of mini projects to be undertaken by sub groups. Tony and two of the others agreed to put together a presentation about how to lead a healthy lifestyle, using a survey of smoking and drinking habits as the starting point for their talk. With their tutor they worked out all the different jobs that needed doing. Each individual was then allocated particular tasks, the completion of which would contribute to the group objective (i.e. an effective presentation). Tony was expected to contribute to giving the talk but he was also given separate responsibility for word processing the survey questionnaire and the results, and for collecting some information from the advice centre.

STEPPING UP A LEVEL

A Level 2 candidate might derive evidence from a similar context, but would be expected to more active than at Level 1 in helping to decide what needs to be done and who will do what. They would have more responsibility for organising their own tasks and should be pro-active in supporting co-operative working, e.g. anticipate the needs of others for information and support, help sort out disagreements. When reviewing work, they should be able to identify their specific contributions in helping to achieve things together and in doing so to focus on interpersonal aspects, as well as task aspects, of the work.

LEVEL 1 WORKING WITH OTHERS (IN A GROUP/TEAM)

PLAN > Do > Review

What is your group/team task? (e.g. what has the group/team been asked to do)

To give a talk to persuade people to live a more healthy lifestyle

Who will you be working with?

Jo and Jude

What needs to be done?

- 1) Write a questionnaire to find out smoking and drinking habits
- 2) Get questionnaires filled in
- 3) Work out results of survey
- 4) Find out information about dangers of smoking and drinking
- 5) Plan talk
- 6) Do a powerpoint slideshow
- 7) Give talk

Must be done by:

Today
22.5.07
24.5.07
24.5.07
24.5.07
25.5.07
25.5.07

What things or help from others will be needed?

Computer room.
Tutor to look at questions
Computer/printer
Internet, advice centre
IT room projector

What will you do? (e.g. what are your responsibilities)

Word process questionnaire and results. Collect information from advice centre.
Help give talk

Working Arrangements

Start Time / Date: 11am 21.5.07

Finish Time / Date: 2pm 25.5.07

How long will the task take? A week

Where will you be working?

At school

Who will you ask for help if things go wrong?

Tutor

"I confirm that the candidate has been observed carrying out discussions on the above and has:

- checked they understood the objectives
- identified what needed to be done
- made sure they were clear about their own responsibilities and working arrangements."

Witness/assessor (signature):
(e.g. tutor, supervisor, course leader)

S. Hassan-Gifford

Date: *May 21st 07*

Candidate Name: *Tony*

LEVEL 1 WORKING WITH OTHERS (IN A GROUP/TEAM)

Plan > DO > Review

What jobs did you do? (e.g. to meet your responsibilities)

I word processed the questionnaire after we had all decided what to put on it.
 Put the answers from the questionnaires into pie charts.
 I collected leaflets from the advice centre.
 We all gave the talk together.

Who were you working with?

J and J
 On my own
 On my own
 J and J

How did you make sure you worked safely? (e.g. followed safety rules, used equipment safely)

I followed H and S rules in the computer room

What methods did you use to make sure you were working to the right standard?

(e.g. followed instructions for using equipment correctly)

I followed guidelines about the best layout for the questionnaire to make it easy to complete

When and how did you check progress?

We met up every day to see how things were going

Who did you ask for help and what was it for?

Our tutor to help decide how many questionnaires we should get done

What help did you offer others?

I helped Jude insert the piecharts, and some photos into the PowerPoint presentation

"I confirm that the candidate has carried out the tasks to meet their responsibilities and has:

- worked safely and followed the working methods given
- identified what needed to be done
- asked for help and offered support, when appropriate."

Witness/assessor (signature):
 (e.g. tutor, supervisor, course leader)

S. Hassan-Gifford

Date: *May 25th 07*

Candidate Name: *Tony*

LEVEL 1 WORKING WITH OTHERS (IN A GROUP/TEAM)

Plan > Do > REVIEW

What do you think went well in working with others in a group?

(e.g. ways you have carried out tasks successfully, ways you helped each other, ways you communicated with each other)

It was good that we decided at the beginning to meet every couple of days so we all knew what was going on

What went less well, in working with others in a group?

(e.g. arguments, problems with communication, how much each of you did)

Jude said at the beginning that we would need a lot of time to plan the talk and the PowerPoint but Jo and I thought the deadlines were OK.

How did you help to achieve the group tasks? (e.g. encouraged others, made sure everyone kept to time)

*Added in my ideas for the questionnaire.
Helped do the PowerPoint because Jude wasn't sure about how to do it.
I introduced the talk.*

How could you improve your work with others for next time? (e.g. listen to others, plan your time better)

Listen to other peoples ideas about timing. Leave a bit of time spare in case things take longer than planned.

"I confirm that the candidate has been observed carrying out discussions on the above and has:

- identified how they helped achieve things together
- identified what went well and less well, and suggested improvements for working with others next time."

Witness/assessor (signature):
(e.g. tutor, supervisor, course leader)

S. Hassan-Gifford

Date: *May 25th 07*

Candidate Name: *Tony*

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LEVEL 1 WORKING WITH OTHERS (IN A GROUP/TEAM)

WITNESS TESTIMONY W01.1 Confirm what needs to be done

What was the group/team task?

Give a presentation promoting a healthy lifestyle

<p>Has the candidate: Checked that they understood the objectives? (tick) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>Tony was clear that the talk should be about persuading the audience to make healthy choices</i></p>
<p>Identified tasks, resources and deadlines to achieve these objectives? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>Yes, see plan. Tony contributed to the discussion about what was needed and reminded everybody about booking computer time.</i></p>
<p>Identified their own responsibilities for tasks to be done, and for Health and Safety? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>Tony was clear about his own tasks and knew what were joint responsibilities eg. planning and giving the talk</i></p>
<p>Shown their understanding of the ground rules for working together and shown respect for others? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>Tony is very good at ICT but encouraged Jude to do the PowerPoint although Jude was not so experienced or confident.</i></p>
<p>Candidate Name: <i>Tony</i> Date: <i>May 21st 07</i></p>	
<p>Witnessed by: <i>S. Hassan-Gifford</i> Job/Role of Witness: (e.g. <u>tutor</u>, employer, supervisor, course leader)</p>	

LEVEL 1 WORKING WITH OTHERS (IN A GROUP/TEAM)

PEER (witness) STATEMENT W01.2 Work with others towards achieving the given objectives

Candidate name: **Tony**

What was the group/team task?

To do a talk about being healthy

Did the candidate:	(tick)	Comments/examples:
work safely?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Being sensible in the computer room
check progress with you or others?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	He came to all the meetings and told us what he was doing
ask for help when they needed it?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	He asked Mr T if it would be OK to do only 20 questionnaires
offer support to you or others? (e.g. information, help with a task or problem)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	He gave Jude lots of help with doing the PowerPoint slides

What did the candidate do which helped to achieve the task?

He had some good ideas and he used his ICT skills to help us do a good job.

Statement by: **JJ**
(signature)

Role of witness in group task:
Team member

Date: **25.5.07**

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ACTIVITY LOG

This sheet may be used to keep a log/record of any activities at Levels 1-3

Target/objectives/outcomes identified in Action Plan

To give a talk on how to have a more healthy lifestyle

Description of Activities (including details of support and advice, and any revisions to the original plans)

Date

We all talked to Ms H-G about what we are going to do. Wrote action plan.

21.5.07

*We wrote questions to ask the others about smoking and drinking.
I did the questionnaire on the computer*

21.5.07

*Ms H-G suggested some changes so all the questions were on 1 side of paper.
She said we only needed to print enough for our group (20 including us 3)*

22.5.07

*At lunchtime I called in on the advice centre and got some leaflets about
sensible drinking and gave them to J and J . We all did the
questionnaires in the afternoon session*

23.5.07

*J and J started to plan the talk.
I put together the survey results in a pie chart*

24.5.07

*J and J asked me if I would do the first bit of the talk.
I helped Jude with the PowerPoint*

24.5.07

*Ms H-G helped us do a run through.
We did the talk. Everybody thought it was good.*

25.5.07

Did review of working together

25.5.07

ADDITIONAL EVIDENCE FOR WORKING WITH OTHERS LEVEL 1

As well as the records on the previous pages additional evidence in the learner's portfolio would include:

- First draft of questionnaire
- Word processed version of questionnaire
- Survey results
- Leaflets on safe drinking
- PowerPoint slides

e.g.

- Do you drink? Yes
- How much do you drink? Often
- What do you drink most? B
- Do you smoke? Yes
- Do you smoke cigarettes or C
- Do you think it's unhealthy
- Do you think it's unhealthy to
- Do your parents know you
- Do you drink to get drunk?
- How many cigarettes do you
1 pack 2 pack
- What is your opinion of al

How often	Once or twice a month	Once or twice a week	Every day			
What do you drink most	Wine	Beer and cider	Spirits			
If you go drinking how much do you drink	1 - 2 glasses	3-6 glasses	More			
Do you smoke	Yes	No				
If yes are you a	Social Smoker	Regular Smoker				
How many cigarettes a week	10	20	30	40	50	More

12 What is your opinion of cigarettes?

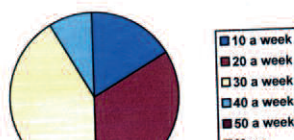
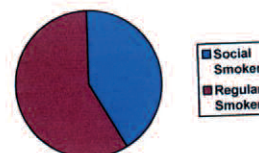
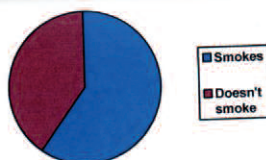
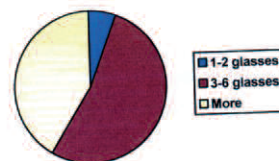


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FUNCTIONAL SKILLS (FS) ACTIVITIES AND GENERIC LEARNING

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Matching the Wider Key Skills Qualifications (Level 1) to FS activities from the Engagement Programme...

Below is a sample of FS activities, derived from experiences undertaken by learners on the Engagement Programme, that lend themselves to the evidencing of the Wider Key Skills qualifications.

IMPROVING OWN LEARNING AND PERFORMANCE USING FUNCTIONAL SKILLS: ENGLISH SPORT AND LEISURE EXAMPLE

Hannah's goal is to complete an assignment about 'The Healthy Body' which is based on Unit 3 of the BTEC Introductory Certificate in Sport and Leisure. Whilst working towards the assignment she will also be focusing on improving her reading and writing skills. Her tutor has set her targets to:

- ⚙️ Keep a food and drink diary for one week
- ⚙️ In writing describe how sport activities could be influenced by alcohol, smoking, and drugs (write at least three sentences about each).
- ⚙️ In writing describe how sleep, body fat, and age could influence leisure activities (write at least three sentences about each).

Wolverhampton KS4 Engagement Programme: Deansfield High School

Vocational learning is covered through the project's Explorer program. Through this students are working towards three EdExcel BTEC Level 1 Introductory Certificates in 'Sport and Leisure', 'Marketing and Customer Services', and 'Engineering'. Each of the three schools in the consortium delivers one of the courses (taking up the full timetable for one day a week). The team at Deansfield were responsible for delivering the first unit of Sport and Leisure to their own Year 10 students during the autumn term, and then to each of the partner schools during the spring and summer terms.

"Hannah is a hearing impaired student who does have a signer who accompanies her to the sessions. She is a hardworking student. Her spelling has improved greatly during the past four months, as she can now spell some difficult technical words relating to the BTEC module. There has also been a huge improvement in Hannah's general writing skills, especially sentence structure. Hannah's social skills have also improved, as she now understands the importance of turn-taking during activities."

PROBLEM SOLVING USING FUNCTIONAL SKILLS: ICT

FUNDRAISING EXAMPLE

To raise money for a local charity, Sian has agreed to help organise the refreshments stall at the School Open Evening. She has been given the problem of deciding what to sell to make as much money as possible (aiming to raise at least £30). Options might include:

- ⚙️ Canned drinks and crisps
- ⚙️ Tea, coffee and home made cakes
- ⚙️ Some combination of the above

Sian will be applying her ICT skills both when considering options (e.g. projected costs and profit) and when following through with whichever option is chosen (i.e. calculating and recording income, expenses and actual profit).

WORKING WITH OTHERS USING FUNCTIONAL SKILLS: MATHEMATICS

SCHOOL-BASED CONSTRUCTION PROJECT

Working together on a 'garden centre' project has facilitated numerous opportunities for a group of learners to practise and demonstrate effective team working. Now at the planning stage of constructing a concrete base for a greenhouse the following tasks are to be shared out within the team:

- ⚙️ Measuring the site
- ⚙️ Researching quantities, and ratios, of aggregate, cement and hardcore
- ⚙️ Identifying suppliers and costing materials
- ⚙️ Undertaking a risk assessment
- ⚙️ Preparing the site
- ⚙️ Mixing and laying the concrete

Using Maths skills will occur naturally when undertaking many of the above tasks. It will be the tutor's role to ensure that the students who will benefit most from working on their Functional Maths

in this context are allocated roles that encourage them to develop and practise the relevant processes and techniques.

Leeds KS 4 Engagement Programme: Bruntcliffe High School

The extent of pupils' engagement is nothing short of astounding given the pupils' past history in school and their sense of achievement so far is huge. Pupils on the course have managed to construct the school's own 'garden centre' which they will run as a business enterprise project in the spring and summer term. They have laid a concrete base and built a 20' x 8' greenhouse on it. They have cleared land, erected a 10' by 30' polytunnel, developed an area for growing vegetables, and have manufactured raised beds, laid paving paths and organised the area for the first growing season.

EVIDENCE EXAMPLE PS LEVEL 1 (IN FUNCTIONAL SKILLS CONTEXT)

RAISING MONEY FOR CHARITY

The evidence for the Problem Solving qualification at Level 1 derives from a fundraising activity undertaken at the School Open Evening; a context which has also been used for this particular learner, Sian, to practise and apply her ICT skills. With other students Sian has agreed to help out on the refreshments stall at the event.

The group's tutor has used this opportunity to identify problems for individual students to tackle. For example: *What is the best way to direct parents around the school to minimise traffic jams?*

He has given Sian the problem of deciding what would be best to sell on the refreshments stall to make the most money.

STEPPING UP A LEVEL

A level 2 candidate might derive evidence from a similar context, but when tackling problems at this level the candidate would be expected to be more active in helping to identify the problem and in considering how to get round possible difficulties when doing their planning. They may also use unfamiliar resources.

LEVEL 1 PROBLEM SOLVING

PLAN > DO > REVIEW

What is the problem you have been given?

What to sell on the refreshments stall at the Open Evening to make most money

Why do you need to try to solve the problem?

Because we want to raise money for the Honeyside Kids Club and some things may make more cash than others

How will you know that you have solved it? (e.g. what results are expected)

Other people agree that the idea I choose is most likely to raise money and we get close to raising £25 (which is our target)

Who have you talked to about the problem? (e.g. to make sure that you are clear about it)

Name: *Mrs C*

Role/Job: *Tutor*

Give at least two different ways of tackling the problem:

- 1 *sell cans and crisps*
- 2 *sell hot drinks and homemade cakes or biscuits*
- 3 *A mix of 1 and 2*

How did you come up with the different ways of tackling the problem? (e.g. learnt about different ways of solving the problem, looked at similar problems)

Talked to Mrs C about other Open Evenings and what has been done before. Did some work on the computer to see what things likely to make most profit

"I confirm that the candidate has

- checked they are clear about the problem and how to show success in solving it
- identified different ways of tackling the problem."

Witness/assessor (signature):

(e.g. tutor, supervisor, course leader)

CC

Date: *18.9.07*

Candidate Name:

Sian

LEVEL 1 PROBLEM SOLVING

PLAN > DO > REVIEW

Which way have you chosen to try and solve the problem?

To sell tea and coffee and homemade stuff but also some cans

Why do you think this is the best way?

Because parents will probably want hot drinks but most students will prefer coke. If we can get people to give cakes and biscuits we can make more profit.

Who has said that this is OK?

Name: Mrs C

Role/Job: Tutor

Plan of what you need to do: (outline materials, tools, equipment and support you may need)

Tasks: Talk to the rest of the group about what we need to do.

Make a list of who we can ask to make cakes.

Find out about making stuff ourselves

Decide what we need from Cash and Carry

Sort out equipment

Decide who is doing what

Resources/Help:

Mrs C

Staff, Mums and Dads

Food Tech Tutor

Mrs. C

Urns, tables, cups

Group

How long do you think it should take to solve the problem?

Until the end of the Open Evening

What are the health and safety rules you have to follow?

Safe place and use of urn so no danger from electric wires or scalds;

H and S rules in the kitchen if we are doing baking

What will you do if things go wrong?

Get help from Mrs C

"I confirm that the candidate agreed what they would do, and carried out their plan making use of advice and support"

Witness/assessor (signature):

(e.g. tutor, supervisor, course leader)

CC

Date: 18.9.07

Candidate Name: Sian

LEVEL 1 PROBLEM SOLVING

Plan > Do > REVIEW

Did you solve the problem?

- Yes
 Partly
 No

What advice and support did you use when following your plan?

The Food Tech tutor helped us make flapjacks and buns. Mrs C helped. The caretaker sorted us out with tables and the urn.

How did you check the problem had been solved? (e.g. the methods that were given?)

Checked the list of what we paid out against the cash we took to see what we raised.

We made £31.06.

Compared our takings with the refreshments stall at the parents evening last term. They sold hot drinks and biscuits and only made £20.50

What do you think went well in tackling the problem? (e.g. what happened, time spent thinking about different ways)

It was good to share ideas with the group because Pete suggested posters on the stall to say we were raising money for charity.

What do you think went less well in tackling the problem? (e.g. difficulties you didn't expect)

One of the helpers didn't turn up on the night so 3 of us had to stay on the stall without a break.

What does your tutor/supervisor say you need to do to make your problem solving skills better?

(e.g. when finding out about a problem, planning, following the plan, checking the problem has been solved)

At the beginning think ahead about things that might go wrong and plan to have extra people if possible

"I confirm that the candidate checked that the problem had been solved, and has appropriately reviewed their approach"

Witness/assessor (signature):

(e.g. tutor, supervisor, course leader)

CC

Date: 28.9.07

Candidate Name: Sian

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ACTIVITY LOG

This sheet may be used to keep a log/record of any activities at Levels 1-3

Target/objectives/outcomes identified in Action Plan

I have to solve the problem of what refreshments to sell to make as much money as possible for charity

Description of Activities (including details of support and advice, and any revisions to the original plans) Date

Mrs C gave me the problem and we talked about what would be a good result. She said to talk to some of the others about ideas. Also she said to work out some costs

17.9.07

I checked with Mrs C about the last parents evening and what would sell OK. I told her about my options. I think option 3 is best and she agreed.

18.9.07

I filled in the first and second PS sheets

18.9.07

5 of us had the planning meeting and added some tasks like make or get posters to show we are raising money for the Kids Club

19.9.07

Between us we did all the things on my plan and Mrs C went to cash and carry and sorted out the urn and things with the caretaker

21.9.07

Louise did the posters

24.9.07

Open Evening. sold lots of drinks and lots of flapjacks/cakes. Maya didn't turn up

26.9.07

I did a spreadsheet to show how much money we raised

27.9.07

*We talked about what we had done
I did the review sheet for PS*

28.9.07

APPENDIX 1

AWARDING BODIES OFFERING ACCREDITATION OF WIDER KEY SKILLS

AQA

Assessment and Qualifications Alliance
www.aqa.org.uk

ASDAN

ASDAN
www.asdan.org.uk

BHEST

British Horseracing Education and Standards Trust
www.bhest.co.uk

CACHE

Council for Awards in Children's Care and Education
www.cache.org.uk

CCEA

Council for the Curriculum, Examinations and Assessment
www.ccea.org.uk

C & G

City & Guilds
www.cityandguilds.com

EAL

EMTA Awards Limited
www.eal.org.uk

EDEXCEL

Edexcel Limited
www.edexcel.org.uk

ETCAL

Engineering Training Council Awards Limited
www.etcni.org.uk

EDI

Education Development International plc
www.ediplc.com

HAB

Hospitality Awarding Body
www.hab.org.uk

IMI

Institute of the Motor Industry
www.motor.org.uk

NCFE

www.ncfe.org.uk

OCR

Oxford, Cambridge and RSA Exams
www.ocr.org.uk

VTCT

Vocational Training Charitable Trust
www.vtct.org.uk

WJEC

Welsh Joint Education Committee
www.wjec.co.uk

APPENDIX 2

GUIDANCE ON THE ASSESSMENT OF WIDER KEY SKILLS

EVIDENCE REQUIREMENTS

Improving Own Learning and Performance at level 1

- Evidence of two different learning activities
- At least two targets for each learning activity (i.e. four altogether)
- Overall, two different ways of learning
- A record of Part A questioning

Problem Solving at level 1

- Evidence of tackling two separate problems
- At least two different ways of tackling each problem
- A record of Part A questioning

Working with Others at level 1

- Two examples of working with others
- A one-to-one, and a group/team activity
- A record of Part A questioning

ASSESSMENT

- Part B of the standards 'What you must do' is assessed by portfolio
- It is not necessary to have lots of evidence in the portfolio. However it is important to have good quality evidence that shows how the individual learner has met all the criteria in Part B
- Part A of the standards 'What you need to know' is assessed by questioning
- A requirement of qualification status for the wider key skills is that a questioning approach is used by assessors to ensure coverage of Part A of the standards
- Awarding bodies provide centres with questions designed to ensure the candidate knows how to use the knowledge and understanding listed in Part A

PLANNING ENGAGEMENT PROGRAMME ACTIVITIES TO PRODUCE WIDER KEY SKILLS EVIDENCE

- The Wider Key Skills standards and evidence requirements should be taken in to consideration at the earliest stages of planning the programme
- Having an overview of potential evidence opportunities, and of the nature of the assessment criteria, will help tutors to provide effective guidance to learners when negotiating which activities they will use as opportunities for achieving Wider Key Skills qualifications
- Sometimes activities may need to be adapted so that the learner is helped to go about the activity in a way which will generate evidence against the specified criteria as naturally as possible
- Using appropriate opportunities will facilitate the production of valid evidence, but will not guarantee achievement of the specified unit; successful achievement will be dependent on the nature and quality of the evidence presented

NOTES

About this publication

Who's it for?

Managers, teachers, work-based learning providers and employers involved in developing, managing and delivering aspects of their local Key Stage 4 Engagement Programmes.

What's it about?

Support material based on case studies for developing small steps of achievement accreditation in Personal Learning and Thinking Skills (PLTS) / Wider Key Skills from the Key Stage 4 Engagement Programme.

What's it for?

It supports the Key Stage 4 Engagement Programme, helping to motivate young people to achieve their goals and set themselves new, challenging goals in the future.

Related materials

QCA Key Stage 4 Engagement Programme template
Key Stage 4 Engagement Programme factsheet
(QCA/07/3091)

Key Stage 4 Engagement Programme: Making the programme work for your students (QCA).

