

# Unit A2

## Developing a Personal Progression Plan



## Unit in Brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a 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 studying at the moment? Or 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 get 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 and plan 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 in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit, you will:

- A.** Explore the skills and behaviours needed to meet personal progression goal
- B.** Produce a progression plan to meet intended progression goal.

## Unit Summary

Learning Aim	Key Teaching Areas	Summary of Evidence
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A. Explore the skills and behaviours needed to meet personal progression goal	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> </ul>	
B. Produce a progression plan to meet intended progression goal	<ul style="list-style-type: none"> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal.</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>

Key teaching areas include:

Sector Skills	Knowledge	Transferable Skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Managing information</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional Skills	
English	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

## Unit Content

### Knowledge and sector skills

#### Benefits and purpose of developing a progression plan

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

#### Finding out about progression opportunities

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

#### Setting a progression goal

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

#### Identifying the skills and behaviours needed to meet progression goal

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

#### Reviewing own skills and behaviours against progression goal

- 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.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

#### Transferable skills

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

## Assessment Criteria

Learning Aim	Pass	Merit	Distinction
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<b>A. Explore the skills and behaviours needed to meet personal progression goal</b>	<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
	<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>B. Produce a progression plan to meet intended progression goal</b>	<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential Information for Learners

Essential information for assessment decisions

For **distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For **merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For **pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Key Words

It can be helpful to compile a list of key words that you will use across this unit. This will help you with key concepts and how to spell key words.

Key Word	Meaning


## Benefits of developing a progression plan

What is a progression plan?

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What do you think are the benefits of a progression plan?

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Where will you be able to find out about progression opportunities?

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## Focusing on Goals

What is a goal?

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Explain two different types of goals

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Complete the table below, to identify your short and long-term goals

Short-term Goals	Long-term Goals

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### Short-term goal

Choose one of your short-term goals and clearly state what it is below?

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What are you doing in order to achieve this goal?

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What will prevent you from achieving this goal?

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### Long-term goal

Choose one of your long-term goals and clearly state what it is below?

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What are you doing in order to achieve this goal?

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What will prevent you from achieving this goal?

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### Setting Goals

The SMART formula for setting goals can be helpful but you will need to practice using this method.

S M A R		

T		

Alternatively, you might find it helpful to complete the following statement:

I want to \_\_\_\_\_ by \_\_\_\_\_ so I will \_\_\_\_\_

\_\_\_\_\_

to meet my goal.

### Discussing Progression Plans with Others

Identify whom you can talk to for advice about your progression plans. In small groups or as a whole class, discuss your ideas and create a mind map below to collate your answers.

### Time for Reflection: Who can I talk to about my progression plans?

The core units in this qualification are designed to help you develop skills that they become a matter of course to you. To help you, we have included a number of questions.

**Who can I talk to about my progression plans?**

### Realistic

helping you reinforce skills so that they become second nature to you. To help you, we have included a number of questions.

Questions about goals being achievable and realistic may include:

#### Question 1:

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#### Question 2:

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#### Question 3:

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Question 4:

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Question 5:

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## Finding out about progression opportunities

### Progression Opportunities for Further Learning

You should identify different sources of information to complete the table below. You should print a copy of the source of information and include it in the appendix. Information could include a printout of an internet site, copy of a newspaper article or a college prospectus.

Further Learning	Source of Information	Qualifications, Skills or Experience Needed	Website, name of publication, address of place visited	Contact Details
e.g. BTEC First Level 2 Certificate in Children's Care, Learning and Development	Internet	None but it would be good to have a Level 1 qualification first	pearson.com	College


## Progression Opportunities for Apprenticeships

Carry out some research to find out what an apprenticeship program is and what it involves.

What is an apprenticeship?

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How old must you be to train as an apprentice?

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How long does an apprenticeship last?

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What types of apprenticeships can you do?

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What are the different levels of apprenticeship in Wales?

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What qualifications or experience do you need before starting an apprenticeship?

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What will you learn on an apprenticeship?

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Will you get paid for doing an apprenticeship?

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What are the advantages and disadvantages of getting a job or an apprenticeship?

	Advantages	Disadvantages
Getting a Job		
Getting an Apprenticeship		

Where can you find out more about becoming an apprentice?

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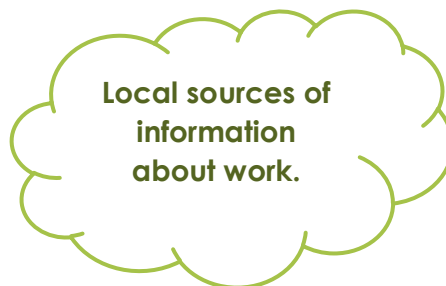
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### Local sources of information about work

This is a good opportunity for you to carry out research in your local area. It is also an ideal way on enhancing your organisational skills.

In the space below, identify local sources of information about work opportunities.



## Entry requirements for progression

It is essential that you understand the importance of knowing what skills, experience and learning you need to have before applying for a course or job. You may not know it, but you may already have the skills and experience that is relevant.

Before considering your own skills and experiences, you need to know what entry requirements employers are expecting you to have. You can find this out by looking at a range of appropriate job descriptions or job profiles.

Before you start, you should first understand the terminology that employers use.

This includes:

Terminology	Meaning
Essential Requirements	
Desirable Requirements	
Person Specification	

## Entry requirements for work

Read through each job advertisement and answer the following questions.

### Community Bakery

We are looking for a PART-TIME FRONT-OF-HOUSE ASSISTANT to start as soon as possible. You must be outgoing, responsible and able to learn quickly. We would be looking for someone who has worked in the sort of environment before and has a customer service role previously.

You will be required to work Mondays, 7:30am-4.45pm, and occasional Saturdays, 7.30am-4.45pm. Holidays and other cover will be expected.

If interested, please send a CV or drop one into the shop.

a. What kind of person are they looking for?

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b. What skills does the person need?

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c. Do you need to have any experience? If yes, what experience is needed?

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d. If you do not have the experience, how could you gain it for a similar type of job?

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e. What job information does the advert not tell you?

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f. What are the disadvantages of this work?

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# Job Search

Sunday, August 30,

## Hotel Housekeeping Assistant

We are recruiting a Housekeeping Assistant to join the team at a local hotel and other nearby property.

The Housekeeping Assistant's prime function will be to deliver the highest standards of housekeeping across all sites. The Housekeeping Assistant will need to have excellent communication skills and the ability to remain calm under pressure. Previous experience within a hospitality housekeeping environment is essential.

This role is multi-site and provides a unique opportunity within a successful and expanding organisation, which encourages professional development and offers excellent long-term career prospects.

Please note that due to the high volume of applications, only successful candidates will be contacted. If you have not heard from us within 14 working days, please consider that your application has not been successful.

a. What skills do you need for this job?

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b. Do you need to have any experience? If yes, what experience is needed?

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c. If you do not have the experience, how could you gain it for a similar type of job?

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d. What job information does the advert not give you?

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e. What are the disadvantages of this work?

## Identifying the skills and behaviours needed to meet progression goals

You will have skills and qualities that employers want and need. This section will help you understand what you are good at and what you need to develop. There are many ways to record what you feel you are good at, what you enjoy doing and what you feel you are not so good at.

A business is only as good as the people involved. Having the right skills and qualities are vital.

Skills	Qualities
<i>are the things you can do</i>	<i>are what you are like as a person</i>
I can...	I am...

### Carrying out your own personal skills audit

The following questions can form the basis of a skills check:

What activities are you best at?

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What are you interested in? Do you have and hobbies?

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What is really important to you?

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Are you good at working with numbers?

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Do you enjoy the challenge of solving problems?

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Do you enjoy being creative?

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Complete a personal skills and qualities audit using the template below.

1. In the left column score yourself on each skill and quality.
2. Then ask someone else to score you in the second column
3. Add the 2 numbers together to find your strengths and areas for development.

Scoring				
<b>Excellent</b> = 5	<b>Good</b> = 4	<b>OK</b> = 3	<b>Slight Weakness</b> = 2	<b>A Weakness</b> = 1

Personal Skills/Qualities	I think I am/can:	My friend thinks I am/can:	Total Score:
Solve problems			
Think creatively			
Good at speaking			
Good at listening			
Flexible			
Good at handling money			
Willing to help others			
Good at time keeping			
Staying calm under pressure			
Organised			
Stay focussed			
Juggling multiple things at a time			
Motivate others			
Good at planning			
Patient			
Lead others			
Inclusive			
Resourceful			

### Skills to meet progression goals

Complete the table below to illustrate your understanding of transferable skills. You will need to consider these skills later in your personal progression plan.

Transferable Skills	What do they mean to you?
Planning	
Being organised	
Setting targets	
Taking advice	
Time management	
Time keeping	
Working with others	
Completing task	

### Behaviours needed to meet progression goals

In the space below, make a note of the behaviours employers would expect their employees to have.

## Motivation

Being motivated is an essential part of moving forward and achieving your goals. Motivation can be described as "*the urge/drive to do something*". When you're motivated you can get the best out of yourself and others. Different things motivate different people.

Who and/or what motivates you? Complete a mind map below.



## Assessment

### Creating a progression plan

You have been asked to attend a progression interview with your careers advisor to discuss the next step in your learning. 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 progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with advisor.

### Setting a progression goal

Setting goals is the first step towards moving forward and being successful. Think about what you need to work on – what improvement will help you in your development?

Discuss ideas with your friends and set yourself an achievable and realistic goal for when you leave school. Your goal doesn't have to be huge, it can be simple but still very worthwhile. Small improvements, over time, are the secret to success.

Goal:

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Explain why achieving this goal is important to you.

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## Qualifications and skills needed to meet my progression goal

You should have a basic understanding of the different types of qualifications that you can consider.

Using a suitable information source, e.g. [www.careerswales.com](http://www.careerswales.com), identify the sector you would like to progress to and find out what qualifications and skills are required to achieve this goal and any other relevant information.

Sector:

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Work activities:

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Personal qualities and skills:

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Pay and Opportunities:

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Entry routes and training:

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Qualifications needed:

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Progression plan

**Name:**

**What would I like to do when I finish school? What are my plans for the future?**

<b>My progression goal (remember it needs to be SMART):</b>		
<b>What information do I need to help achieve my goal?</b>	<b>Where will I find the information?</b>	<b>Where have I filed the information?</b>
<b>What skills do I need to achieve my progression goal?</b>	<b>What behaviours do I already have to help achieve my progression goal?</b>	
<b>What qualifications do I need to achieve my progression goal?</b>		
<b>What skills do I already have to help achieve my progression goal?</b>	<b>What behaviours do I already have to help achieve my progression goal?</b>	
<b>My progression plan to help achieve my progression goal</b>		
<b>Next Steps</b>	<b>When do I plan to complete this step?</b>	<b>What do I need to help complete the next step/who do I need to ask for help?</b>