



The Skills Zone

Wider Key Skills at Levels 1, 2 and 3
Problem solving
Working with others
Improving own learning and performance

Tutor Documentation



Produced by:



theWorkshop

For the National Learning Network

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About the developers – background and approach

National Extension College

The National Extension College (NEC) is one of the UK's leading providers of both tutor-supported home study courses and open learning materials for colleges, companies, tutors and trainers. We have over 35 years' experience in designing innovative and effective learning materials, and our mission is to "*widen learning opportunities and choices through innovation in open and distance learning*".

The National Extension College is a non-profit making trust dedicated to widening access to education through distance learning. We are not dependent on any government subsidy and finance ourselves from the services we provide. Our pioneering work in distance learning was the model for the Open University which was set up in 1969.

Today NEC is a fully accredited distance learning college in its own right with around 10,000 new students a year. NEC offers a wide range of subjects and levels – from basic study skills to GCSEs, A levels and degree and professional programmes.

theWorkshop

theWorkshop specialises in the development of creative communications and bespoke learning solutions in all media. Creative applications range from corporate branding and promotional materials to web sites, Intranets, e-commerce solutions and bespoke e-learning products.

theWorkshop has specialised in the provision of digital media solutions in the areas of learning and marketing for over six years. The company has an established reputation for the rigorous application of design and learning principles and technological innovation.

The Skills Zone – aims and objectives

The Skills Zone package is a flexible learning resource that supports 35 hours of online learning. It supports the development at Levels 1, 2 and 3 of the Wider Key Skills:

- Improving own learning and performance
- Problem solving
- Working with others.

The Skills Zone is a tutor mediated resource and learners should always be supported by tutors as they use the materials. The tutor should recommend the level at which the learner should work.

The design of the resource recognises that the nature of Key Skills means that:

- most learners will already be proficient in a proportion of the skills
- learners in a workplace setting may already have at least some evidence suitable for assessment
- skills development will take place almost exclusively within the context of other activities or in the learner's wider life, for example domestic or working.

The complete Skills Zone package provides a powerful combination of topics, interactive context-based scenarios, self-assessment and reviews. Learners are helped to recognise their existing skills and knowledge and then target the areas they need to develop.

The multi-dimensional approach of the design allows learners to work in a variety of ways, either ad-hoc or sequentially.

The topics, knowledge quizzes and skills tests are also supplied as smaller individual learning objects that teachers can easily integrate into their own learning materials.

The Skills Zone contains a non-Flash alternative and this is particularly useful for visually impaired learners.

“But why on earth would you want to teach the Wider Key Skills using a computer?”

Well, the Skills Zone allows learners to follow a self-managed route enabling them to:

- evaluate their current practice and receive immediate feedback on the skills they need to target for further development
- try out different approaches without being judged by their peers
- gain an overview of the whole process of planning, doing and reviewing
- review and plan their evidence
- use as much or as little of the resource as they wish, according to their needs.

Target audience

The Skills Zone is aimed primarily at learners aged 16-25 who are in full or part-time education and/or in a workplace setting. The visual look and the storylines are designed to appeal specifically to this group. The resource should be engaging even for learners who have low motivation towards the Wider Key Skills.

The learners will usually undertake their Key Skills work as an integral part of studying for another qualification such as National Traineeship, Modern Apprenticeship, A-levels, AVCEs and vocational GCSEs.

The learners will range from Level 1 through to Level 3 in their performance.

The learners will have some basic computer skills – the ability to use a keyboard and mouse will be necessary. Experience of the Internet or computer-based learning is valuable but not essential.

Orientation – the Skills Zone package

The main parts of the Skills Zone are shown in the screen shot of the package below.

Progress bar

Unit

Portfolio

Go to:
Restart story
Look at My plan
Exit

Interactive story

Glossary

Notepad

Evidence

PLAY IT ◀■■■■■■■■■■■■■■■■■■■■▶

Welcome to Improving own learning and performance Level 2.

This is Lisa's story.

For first time users of this package click on Help me to find out how to use the Skills zone.

Help me ▶

Help me (Available on the first screen, takes the learner through an introduction to the package)

Profile

Full name - Lisa Bell
Job - Student; works part time in a restaurant
Nickname - Sometimes called Liz
Personality - Fun; enthusiastic; likes a joke
Age - 17
Interests - Sunderland FC; music; dancing
Height - 1.65 metres
Phobias - Bad outfits; Newcastle United
Marital status - Single
Course - Graphic Design NVQ 1
Key Skills - Improving own learning and performance
Bad habits - Talks too much

Start ▶

Start begins the interactive story

Help explains the icons

Quiz me Knowledge quiz

Tell me Supporting knowledge topics

Test me Skills test (self-assessment)

My evidence and **My plan** to help you review and plan your evidence

Plan your learning

Audio control to switch sound on and off in **Play it**

Rewind to the beginning of a scene

Next button moves on to next scene

(Back button) moves back to the beginning of the previous scene

Getting started

When learners use the Skills Zone for the first time they should click on the Help me label, on the first screen of the scenario to find out:

- how to use the Skills Zone package
- what are Key Skills?

The learner can then click on the Start label to begin working through **Play it** – an interactive story. The learner clicks on labels next to the characters to play out a scene. When the scene is finished the learner clicks on the Next button to move on to the next scene. Teachers should check that learners are clicking on all labels before clicking Next as learners can miss parts of the story if they click Next too early.

Learners can click on the icons in the top and bottom tool bars as and when they need support or if they prefer to start in another part of the package.

Learners can switch off sound using the audio icon although audio is integral to the story in **Play it**. There is no audio in other parts of the resource.

It is important that the teacher recommends the level at which the learner should work.

Overview of content

Play It – all levels

Play it provides a scenario based context to support learners understanding of the structure and assessment criteria of a Wider Key Skills project. Learners see the application of the particular skill in context and find out about the nature of evidence.

The learner has the opportunity to take on the role of a character who is involved in a project being used to generate evidence of a Wider Key Skill at a particular level. This scenario prepares the learner for working on their own project. The Skills Zone does not provide evidence generating opportunities as such, although the reviews of knowledge and self-assessment of skills may contribute to a learner evidencing their own learning and performance.

There are nine scenarios, one for each Wider Key Skill at Levels 1, 2 and 3. Each scenario is divided into three parts, and those parts mirror the structure of Part B of the corresponding QCA Key Skills Unit to which the scenario is mapped. At the end of each part of the scenario a guide character reflects on what has happened and the evidencing opportunities.

The scenarios (stories) are based around a group of characters that are common to each of the stories covering the three Wider Key Skills at a particular level. One character is central to each story but will also appear in the other stories. A description of the stories at the three levels is included in Appendix A.

At relevant points in the scenario, a topic icon appears on screen to show there is a supporting knowledge topic/s.

Learners can click on the topic icon to open the knowledge topic.



Learners can click on any of the icons in the top and bottom tool bars as they work through the scenario to access information, take the quiz or test or look at all the supporting knowledge topics, etc.

Play it - Level 1

At Level 1 the learner builds their understanding and confidence to carry out their own project. The guide character highlights where knowledge and skills need to be applied and where there are opportunities to gather evidence. The guide also highlights the links to knowledge topics. Teachers are advised to draw the learners attention to the supporting topics.

Multiple-choice questions in the scenario help the learner to reflect on what has happened so far in the story.

Play it - Levels 2 and 3

The characters in the stories reflect the expected abilities of the target learners so, for example, the characters in the level 3 story are shown as autonomous learners.

At Levels 2 and 3 while the learner is provided with some guidance, they are expected to identify opportunities to collect evidence. Learners are asked to click on the Evidence icon when they spot an opportunity to collect evidence. When a learner clicks on the Evidence icon at the correct stage in the story, they are asked to identify what the evidence shows. An evidence hint icon appears if the learner misses an opportunity to collect evidence.



Evidence hint

The learner should click on Rewind to replay the current scene and spot the evidence opportunity. The learner is allowed to continue through the scenario if they miss the opportunity to collect evidence.

The Skills Zone recognises evidence opportunities where learners would *usually* collect evidence during their project – for this reason some evidence opportunities may not be recognised by the Skills Zone.

The Portfolio icon displays all of the evidence opportunities that have been covered at that stage of the story.

At Levels 2 and 3, learners can determine their route through the package by choices made at decision points within the story. Where the learner has chosen the wrong option the learner continues through the story to see the results of their action. The guide character reflects on the learner's decision, then the learner continues as if they had taken the correct decision. See an example in the section Feedback in the Skills Zone below. A list of decision points is included in Appendix B.

Tell me

Tell me contains the knowledge topics that support the skill being developed. The topics are designed around the guidance to Part A of the relevant QCA Key Skills Unit.

The topics also describes examples of evidence.

Learners can print out a handy A4 version of the topic for their files.

Quiz me

Quiz me is a knowledge quiz where learners answer a number of multiple choice questions to check what they already know about a particular Key Skill. The questions help students assess their knowledge of the skill as described in Part A of the relevant QCA Key Skills Unit.

Learners are given immediate feedback on their answers and their results are temporarily stored in My Plan. (If you are running the package within your own learning environment the learner's latest test results should be stored.)

Learners are told within the package that more than one answer can be correct. We recommend that teachers remind learners of this at Level 1.

Learners can click on My plan to identify the topics that can fill the gaps in their knowledge.

Quiz me is available as an individual learning object. Nine Quiz me learning objects are available (one for each Wider Key Skill at Levels 1, 2 and 3.)

Test me

Test me is a self-assessment of the learners performance and helps them identify if they need to learn more about what they do when they perform the skill in a particular situation – for example Working with others.

Learners are asked a series of multiple choice questions set in the context of the scenario. The questions help students assess what they can do in terms of Part B of the relevant QCA Key Skills Unit.

Learners can click on My plan to identify the parts of the scenario where they find out more about the skills in action.

Test me is available as an individual learning object. Nine Test me learning objects are available (one for each Wider Key Skill at Levels 1, 2 and 3.) Tutors should ensure that learners understand the role of the test, that is, it is not a formal assessment.

My evidence

Evidence of how learners have applied their skills is essential if candidates wish to gain certification of their achievements.

The purpose of My evidence is to help the learner recognise:

- what evidence they already have
- where they have collected evidence
- where there are gaps in their evidence.

It describes what makes evidence valid, authentic and relevant, and gives examples of different types of evidence. Learners are also reminded to have their evidence suitably signed and dated.

Learners are directed to My plan where they can click on the Review button to find printable sheets to help them carry out an evidence review.

My plan

Click on a topic button where you need to know more

Click on a part button to see the skills in action

Learners can tick to show they have reviewed their evidence

| | Quiz me | Test me | My evidence |
|--|--|--|--|
| LP2.1 Help set short-term targets with an appropriate person and plan how these will be met. | Topic 1 <input checked="" type="checkbox"/> | Part 1 <input checked="" type="checkbox"/> | Review <input checked="" type="checkbox"/> |
| | Topic 2 <input checked="" type="checkbox"/> | Part 1 <input checked="" type="checkbox"/> | Review <input checked="" type="checkbox"/> |
| | Topic 3 <input checked="" type="checkbox"/> | Part 1 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: · studying a straightforward subject · learning through a straightforward practical activity. | Topic 4 <input checked="" type="checkbox"/> | Part 2 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| | Topic 5 <input checked="" type="checkbox"/> | Part 2 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| | Topic 6 <input checked="" type="checkbox"/> | Part 2 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| | Topic 7 <input checked="" type="checkbox"/> | Part 2 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task. | Topic 8 <input checked="" type="checkbox"/> | Part 3 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| | Topic 9 <input checked="" type="checkbox"/> | Part 3 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |
| | Topic 10 <input checked="" type="checkbox"/> | Part 3 <input checked="" type="checkbox"/> | Review <input type="checkbox"/> |

Close Print Help

Help on using My Plan

My plan is structured around Part B of the QCA Key Skills Unit.

Click on the review buttons for forms that will help you review your evidence

Learners should be encouraged to print out My plan as a record of their work. The results will be lost if they click back on Quiz me or Test me.

My plan displays the results of Quiz me and Test me. The results are temporarily stored until the learner next clicks on Quiz me or Test me, or leaves the Skills Zone. (If you are running the package within your own

learning environment the learner's latest test results will be stored when they exit the package.)

Learners can use My plan to access:

- knowledge topics where they need to know more
- parts of the story where they need to find out more about the skills in action.

Learners can click on the Review buttons for printable forms that can be used when reviewing the evidence collected against Part B of the QCA Key Skills Unit. (Teachers should make learners aware of any guidance from their own awarding body.)

Glossary

The glossary covers common Key Skills terms.

Unit

Learners can click on the unit icon to find a description of what their evidence should show for the Key Skill they are studying. This maps to Part B of the relevant QCA Key Skills Unit and teachers are advised to make learners aware of any guidance from their own awarding body.

Notepad

Learners can use the notepad in the top toolbar and are sometimes asked to make notes as parts of the activities. Learners should be reminded to print their work before closing the notepad.

Feedback within the Skills Zone

The table below summaries the type of feedback learners receive within the Skills Zone package.

| Area | Description of feedback |
|----------------|---|
| Play it | <p>At all levels the story contains quizzes designed to make learners consider how to work effectively within a Key Skills project. The feedback to learners considers the different options.</p> <p>At Level 2 and 3, learners can determine their route through the package by choices made at decision points within the story. Where the learner has chosen the wrong option the learner continues through the story to see the results of their action. The guide character reflects on the learner's decision, then the learner continues as if they had taken the correct decision. See the example below.</p> <p>At Level 2 and 3, learners are expected to identify evidence opportunities. The package responds to learners by prompting them where an evidence opportunity has been missed. When a learner has correctly identified an opportunity the learner is invited to identify what the evidence shows. The package then displays the correct answer so the learner can compare their own response.</p> |
| Test me | Learners receive feedback on the multiple-choice options that were available to them. |
| Quiz me | Learners receive feedback on the multiple-choice options that were available to them. |


Example of a learner taking the wrong decision at a Skills Zone decision point

In Working with others at Level 2, the learner has taken on the role of Josh who is organising a holiday with a group of friends. When the group find out that Jake has forgotten to renew his passport, the learner is asked to make a decision for the group.

Yes, Josh and Asib are right. There's no need to panic and have a fight. What do you think you should do?

- ▶ Go on holiday without Jake.
- ▶ Ask someone for advice and help.

WHAT NOW?



Using the product

A. Ways of use

Teachers can use the Skills Zone in a variety of ways with their learners. Learners can use the whole package or use the individual stand-alone learning objects selected by their teacher. We recommend teachers work through the introduction and story before using the package with students.

Using the Skills Zone for the first time – Learners should be introduced to the Skills Zone by their teacher. This will help the learner get the most out of the package.

We recommend that teachers demonstrate the package showing all the sections: Play it, Tell me, Test me, My Evidence and My plan. The tutor should demonstrate the links between Play it and the supporting topics, and the links from My plan to Tell me, Play it and My evidence.

As a minimum, learners should be encouraged to work through the introduction to the Skills Zone.

Using the complete Skills Zone package – There is no correct way to work through the Skills Zone package and learners can work through the material in a variety of ways.

For example, learners may:

- begin by working through the story, looking at the underpinning knowledge topics as they go
- start with a review of their knowledge and skills, in Quiz me and Test me, and then move on to My plan to select the topics/part of the story to work through
- work through Tell me to find out about the underpinning knowledge of the Key Skill before moving onto other parts of the Skills Zone.

Teachers should recommend the level that the learner uses. Learners who are new to Key Skills may benefit from working through topics at a lower level, for example, a level 3 learner could benefit from working through Tell me at level 2.

How the learner works through the Skills Zone depends on many factors, such as their preferred method of learning, level of confidence, past experience of Key Skills, etc. A learner who likes to jump in and find out by doing may start working through the story, whereas a more reflective learner may start by working sequentially through the topics. The design of the Skills Zone supports these different approaches to learning.

The advantage to teachers is that they can use a single resource to support different learning styles.

Learners can access the icons on the top and bottom tool bars as they work through the scenario as they require information or help. For example, the learner may click on Unit to find out about what evidence needs to show as they work through the story trying to identify evidence opportunities.

The Skills Zone can be used by learners individually or in small groups.

Teachers can use the decision points in the scenarios to provoke group discussion. At Level 2 and 3 the learner is asked to make a decision for the character in the story – and then shown the consequences if they make the wrong decision. There is generally one decision point in each of the three parts of the story. A list of decision points in each story is included in *Appendix B*. A quick way for learners to access the different parts of a story is through My plan. When learners enter parts 2 or 3 of a story through My plan a catch up screen describes the story so far.

Using individual learning objects – Teachers can use Quiz me, Test me and Topics that are supplied as small learning objects and can be integrated with the teachers own materials.

A list of individual learning objects is supplied in *Appendix C*.

B. Preparations for use

The Skills Zone package and the stand-alone learning objects sit either within a virtual learning environment (VLE) or are accessed using the Content Access Tool (CAT). Technical guidelines are available on the CAT.

Learners need the following software on their machines:

- Browser version 4 or above
- FLASH player 5 or later
- Acrobat reader

The use of headphones by learners is strongly recommended as sound is an integral part of the package. (Tutors should check that sound is operational on the learner's machine.)

C. Use in the curriculum

The Skills Zone is mapped to the QCA Wider Key Skills Units. Play it, Test me, Unit, My evidence and My plan reflect Part B of the relevant QCA Key Skills Unit. Tell me and Quiz me have been developed from Part A of the relevant QCA Wider Key Skills Unit. When learners are working towards certification, teachers should ensure that learners are familiar with requirements of the awarding body.

The Skills Zone is a tutor mediated resource and learners should always be supported by tutors as they use the materials. The tutor should recommend the level at which the learner should work.

The Skills Zone will be particularly suitable to support the following areas:

- business studies
- leisure and tourism
- tutorial programmes
- citizenship
- personal, social and health education.

Accessibility information

The Skills Zone package includes a non-Flash version of the story that is particularly useful for learners with visual impairment. It has been developed following the W3C web accessibility initiative guidelines.

The structure of the non-Flash version mirrors the design of the Flash materials. All images are ALT tagged and keyboard access is built in. As learners work through, a page number indicates how far the learner is through the story. Learners use Back and Next buttons to move between screens. At the bottom of the screen is a tool bar that contains supporting links. The last item on the bottom tool bar is always the Get out option that closes the Skills Zone package.

An introduction on how to use the Skills Zone takes the learner through the screen navigation, as well as describing the whole package and introducing the Wider Key Skills.

Navigation using keyboard commands

Learners can move through the links on a screen using the Tab key or the Shift+Tab combination.

At any point in the Skills Zone package, learners can use the comma key (on the right of M) to go back one screen, and the full stop next to it to go forward one screen.

Learners can leave the Play it section at any time by pressing E.

Learners can obtain printable versions of Unit, My evidence and individual topics by going to that part of the package and then pressing P.

Using Test me and Quiz me

The questions in Quiz me and Test me are multiple-choice. When learners answer them, they must first select the correct answers by moving to their selected answer and then pressing Return. (They can repeat this where more than one answer is considered correct.) When the learner has finished selecting the answers should use the separate Answer button on screen to confirm their selection. Again, they can do this using the Tab key and pressing return.

Using My plan

Learners are recommended to ask for tutor support if they wish to use My plan.

Publication and copyright information

The developers would like to thank the staff and students at the following colleges for their help in creating and trialling this package:

- The Sheffield College, Norton Site
- High Pavement College, Nottingham
- The College of North East London
- Salisbury College.

Appendix A – The stories in Play it

Level 1

The Level 1 stories are centred around a group of friends (students) who are helping some adults organise a community fayre. They are trying to raise money to turn a local wasteland into a community park.

Problem solving – Vanessa has to make voting slips for a drawing competition (at the fayre).

Improving own learning and performance – Kieren has to make flyers for the fayre, so he needs to learn how to use a graphics package in order to make them.

Working with others – Aisha helps Vanessa make a voting box, and helps Vanessa out when they realise no one has made the voting slips, and generally supports other friends.

Level 2

The Level 2 stories involve a group of friends (students) who want to go on a summer holiday together.

Problem solving – Kelly can't join her friends, as she has coursework to finish and a part-time job to hold down. She has to reorganise her hours at work so that she can finish her coursework and go on holiday with her friends.

Improving own learning and performance – Lisa is going on holiday (to France) and wants to brush up on her French. She needs to relearn some vocabulary and organise practice.

Working with others – Josh is organising the holiday with/for his friends. He helps them decide where to go, find travel information and work together when things don't go as planned.

Level 3

The Level 3 stories involve a group of new employees at Wellard Brothers' Department store. The group needs to organise the Christmas entertainment for the staff in the year that Wellard Brothers celebrate 100 years of trading.

Problem solving – Sam is a display technician at Wellard Brothers and has to organise the props with his colleagues, Djamilla and Rachel, to support Sara's presentation. Due to a last minute change of venue Sam

has lots to do – organising the room layout, arranging period costumes, getting pictures and finding a guest speaker.

Improving own learning and performance – Sara needs to arrange a presentation, to celebrate 100 years of Wellard Brothers, as part of the show.

Working with others – Ben is a trainee manager. He is organising the Christmas entertainment with the other staff.

Appendix B – Learner decision points in Play it

Learners are asked to make the decisions described below in the Skills Zone at Levels 2 and 3.

Level 2

| Problem Solving, L2 | Description of decision point |
|--|--|
| Play it – Part 1 | <p>Kelly has coursework to finish and a part-time job to hold down and is too busy to go on holiday.</p> <p>Right choice: Decide to talk to boss at work and sort out her hours</p> <p>Wrong choice: Don't talk to boss</p> <p>Consequence: Kelly's tutor won't give her a coursework extension and she can't go on holiday.</p> |
| Play it – Part 2 | <p>Kelly wants to swap hours with Mark who initially agrees but then remembers he has a football match.</p> <p>Right choice: Keep calm and try to find someone else to swap with</p> <p>Wrong choice: Try to persuade Mark to miss his football match</p> <p>Consequence: Mark stands firm and refuses to swap, the two friends argue and fall out with each other.</p> |
| Play it – Part 3 | No decision point |
| | |
| Improving own learning and performance, L 2 | |
| Play it – Part 1 | No decision point |
| Play it – Part 2 | <p>There are two decision points in Part 2.</p> <p>1. Lisa has arranged to practise her French speaking with her friend Vicky on Saturday. Then she'll meet her tutor Mme Brochier the following Friday for review and more practice. Vicky is ill on Saturday so what should Lisa do?</p> <p>Right choice: Call Mme Brochier and try to arrange an extra session before Friday</p> <p>Wrong choice: Leave things as they are and wait till Friday's session</p> <p>Consequence: Lisa turns up to Friday's session without practising. She has lost nearly a week out of the three</p> |

| | |
|--------------------------------|--|
| | <p>weeks she has available to learn French and will have to work hard to catch up.</p> <p>2. Lisa has a French video that Mme Brochier lent her. Vicky says that Lisa could probably get by with the video and books without practising with Vicky but Lisa isn't sure.</p> <p>Right choice: Call Vicky again and explain that you don't learn well from a video and would prefer personal feedback.</p> <p>Wrong choice: Go ahead and struggle through the video</p> <p>Consequence: Lisa finds she can't learn effectively from the video because it doesn't suit her learning style. Lisa ends up calling Vicky and asking for support anyway.</p> |
| Play it – Part 3 | No decision point |
| | |
| Working with others, L2 | |
| Play it – Part 1 | <p>Josh arranges a meeting to discuss holiday plans with the group but Lisa can't make it.</p> <p>Right choice: Reschedule meeting</p> <p>Wrong choice: Meet without Lisa</p> <p>Consequence: Group reach a decision, Lisa disagrees and they have to meet again anyway to reach a new agreement</p> |
| Play it – Part 2 | <p>Josh and Asib are looking for travel information on the web but Asib's computer crashes/breaks.</p> <p>Right choice: Go to Internet café and look online for information</p> <p>Wrong choice: Only get information from the travel agents</p> <p>Consequence: Travel agent's price is too expensive and they need to look online for a better deal anyway</p> |
| Play it – Part 3 | <p>Jake has forgotten to renew his passport.</p> <p>Right choice: Tell Jake's parents and ask for help</p> <p>Wrong choice: Decide to go on holiday without Jake.</p> <p>Consequence: Jake and Lisa argue.</p> |
| | |

Level 3

| Problem Solving, L3 | Description of decision point |
|---------------------|---|
| Play it – Part 1 | <p>Sam, Djamilla and Rachel need to find somewhere to build props – but where?</p> <p>Right choice: Ask the organisers of last year's show where they built their props</p> <p>Wrong choice: Don't ask them as you don't want to be seen as copying other people's ideas</p> <p>Consequence: Initially they try to use the storeroom, only to find out, at the last minute, that it's locked and the sole key-holder is away for two weeks. They end up asking last year's organisers for advice anyway.</p> |
| Play it – Part 2 | <p>There are three decision points in Part 2.</p> <p>1. Sam, Djamilla and Rachel need to build a lectern but they aren't allowed to work in the display department.</p> <p>Right choice: Ask the display manager if he can suggest anything</p> <p>Wrong choice: They decide to work in the store warehouse as an alternative (without checking first)</p> <p>Consequences: They build the lectern in the warehouse only to find it gone the next day. It turns out that the warehouse staff had a big clear out and thought it was rubbish. They have no lectern for tomorrow's show.</p> <p>2. Sam needs to find a guest speaker for the show. Sam was planning to contact the speaker the following week but Djamilla thinks that might be leaving it too late.</p> <p>Right choice: Sam changes his plan and contacts the speaker this week</p> <p>Wrong choice: Sam sticks to his original plan and contacts him in a week's time</p> <p>Consequence: The planned speaker isn't available for the Christmas show.</p> <p>3. Sam, Djamilla and Rachel realise that there's lots more to organise – laying out chairs, arranging lighting, checking Health and Safety regulations – than they'd originally thought. What should they do?</p> <p>Right choice: Get some extra, specialist help</p> |

| | |
|---|--|
| | <p>Wrong choice: Carry on with their plan with the resources currently available to them</p> <p>Consequence: The layout of the chairs breaks fire regulations and time is lost rearranging the chairs.</p> |
| Play it – Part 3 | <p>Everything is ready for the show and Rachel suggests having a dry run to make sure the lectern doesn't have any faults.</p> <p>Right choice: Test them now</p> <p>Wrong choice: Wait until the official rehearsal with Ali speaking</p> <p>Consequence: The 'This is Your Life' book is damaged when it slides off the lectern during the official rehearsal. (The poor design of the lectern would have been picked up if it had been tested.)</p> |
| | |
| Improving own learning and performance, L3 | |
| Play it – Part 1 | <p>Sara the main character is arranging a presentation with colleagues at work (Tracy and Ali). They decide to use some old photographs from the company boardroom.</p> <p>Right choice: Find alternative sources for the photos in case the ones in the boardroom can't be used.</p> <p>Wrong choice: Just assume the photos in the boardroom can be used without checking.</p> <p>Consequence: The boardroom photos are too faded and grainy to use, so Sara goes to the library but she runs out of time.</p> |
| Play it – Part 2 | <p>Sara has to write a script for the presentation. She goes to ask a friend in PR for some help, but her friend is off sick for a month.</p> <p>Right choice: Ask someone else (Debbie) in PR to help.</p> <p>Wrong choice: Try to manage on your own</p> <p>Consequence: Sara struggles to produce a script. Ali and Tracy point out that it's a bit dull and long. Sara goes back and asks Debbie for help, but by now she and everyone else in PR is too busy to help.</p> |
| Play it – Part 3 | <p>Sara, Ali and Tracy have put together their presentation. Andrew (the Marketing Manager who showed them how to use Powerpoint) makes some polite</p> |

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| | <p>criticisms/suggestions for improvement.</p> <p>Right choice: They go away and consider Andrew's feedback and maybe act on it</p> <p>Wrong choice: They shrug it off and ignore it</p> <p>Consequence: When they run through the presentation in front of other colleagues/trainees the feedback identifies faults Andrew raised. Changes have to be made and the three have lost time.</p> |
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| Working with others, L3 | |
| Play it – Part 1 | <p>There are two decision points in Part 1.</p> <p>1. Ben is keen to start the project but the others don't see the hurry.</p> <p>Right choice: Send everyone a message suggesting a date to meet and start planning</p> <p>Wrong choice: Put together your own ideas and talk to the others separately</p> <p>Consequences: Contacting people separately to discuss your ideas takes too long.</p> <p>2. The show includes a song. Ben suggests Djamilla writes the song but she isn't keen even though she is talented.</p> <p>Right choice: Try to persuade her to do it and reassure her that she'll do fine</p> <p>Wrong choice: Get someone else (Sara) to take on the job</p> <p>Consequences: Ben finds out that Djamilla has written some poetry that would make good song lyrics. Ben has difficulties getting Sara to hand the job back to Djamilla.</p> |
| Play it – Part 2 | <p>There are two decision points in Part 2</p> <p>1. Nita hasn't been able to put together a questionnaire on time and this is going to delay Sara who needs Nita's findings for her presentation.</p> <p>Right choice: Ben works with the others to try and help Nita</p> <p>Wrong choice: Leave it to Nita and Sara to sort it out</p> |

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| | <p>between them</p> <p>Consequence: Sara gets pushy, Nita gets defensive and they have an argument.</p> <p>2. Ben decides with Tracy and Sara that the presentation needs some props. How will they get them?</p> <p>Right choice: Have an extra group meeting to discuss it with everyone</p> <p>Wrong choice: Decide what to do with Tracy and Sara and then tell the other team members at the next planned meeting</p> <p>Consequences: They make do with cheap alternatives: a music stand as a lectern, a ring-binder instead of a book. The rest of the team think the props look awful and Sam could have come up with an alternative if he'd had more time.</p> |
| Play it – Part 3 | <p>There are two decision points in Part 3.</p> <p>1. Nita was meant to sing with Djamilla in the show, but the day before the show she comes down with a cold.</p> <p>Right choice: Ask Djamilla if she's happy sing the song on her own</p> <p>Wrong choice: Ring around to try to find someone to step in for Nita</p> <p>Consequence: Ben spends a lot of time and effort finding someone who could step in for Nita. When Ben finally talks to Djamilla he finds that she's willing to sing on her own and that he's wasted a lot of time.</p> <p>2. After the show Ben wants to pass on what the group has learned to next year's organisers.</p> <p>Right choice: Put together a short simple guide with useful tips</p> <p>Wrong choice: Try to put together a more detailed step-by-step guide after the Christmas break</p> <p>Consequences: The objective is too ambitious when people are too busy. Six months later the guide's not finished and probably won't ever get done.</p> |

Appendix C- Stand-alone learning objects

Suitable for the Wider Key Skills, Levels 1, 2 and 3

The Wider Key Skills – an introduction

Working with others at Level 1

Quiz me

Test me

My evidence

Unit

Topic 1 – Check objectives

Topic 2 – Identify what needs to be done

Topic 3 – Clarify responsibilities

Topic 4 – Check working arrangements

Topic 5 – Work in a way that is safe

Topic 6 – Follow working methods

Topic 7 – Ask for help and offer support to others

Topic 8 – Report any difficulties

Topic 9 – Improve your work with others

Problem solving at Level 1

Quiz me

Test me

My evidence

Unit

Topic 1 – Check the problem you have been given

Topic 2 – Find different ways of tackling the problem

Topic 3 – Use help given by others

Topic 4 – Getting the go-ahead

Topic 5 – Following a plan

Topic 6 – Follow methods to carry out checks

Topic 7 – Describe what happened

Topic 8 – Find ways of doing things better next time

Improving own learning and performance at Level 1

Quiz me

Test me

My evidence

Unit

Topic 1 – Make sure targets are clear

Topic 2 – Identify action points and deadlines

Topic 3 – Identify support and review arrangements

Topic 4 – Work through action points to complete tasks on time

Topic 5 – Use support given by others

Topic 6 – Use different ways of learning

Topic 7 – Use methods that suit different learning styles

Topic 8 – Make changes suggested

Topic 9 – Give opinion on learning and performance

Topic 10 – Identify targets met and achievements

Topic 11 – Check what needs to be done to improve

Working with others at Level 2

Quiz me

Test me

My evidence

Unit

Topic 1 – Plan straightforward work with others

Topic 2 – Clarify responsibilities

Topic 3 – Check working arrangements

Topic 4 – Organise and carry out tasks

Topic 5 – Support cooperative ways of working

Topic 6 – Seek advice

Topic 7 – Provide relevant information

Topic 8 – Agree ways of improving work with others

Problem solving at Level 2

Quiz me

Test me

My evidence

Unit

Topic 1 – Identify the problem and describe its main features

Topic 2 – Come up with different ways of tackling the problem

Topic 3 – Decide which options are best

Topic 4 – Getting the go-ahead

Topic 5 – Using and making changes to your plan

Topic 6 – Organise and carry out tasks

Topic 7 – Getting and using support

Topic 8 – Apply methods to carry out checks

Topic 9 – Describe what happened

Topic 10 – Identify strengths and weaknesses of approach

Improving own learning and performance at Level 2

Quiz me

Test me

My evidence

Unit

Topic 1 – Provide information to help set targets

Topic 2 – Identify action points and plan time

Topic 3 – Identify support and review arrangements

Topic 4 – Use action points to manage time well

Topic 5 – Identify and use support given by others

Topic 6 – Select and use different ways of learning

Topic 7 – Use methods that suit different learning styles

Topic 8 – Identify what and how you learned

Topic 9 – Give opinion on learning and performance

Topic 10 – Identify targets met and evidence of achievement

Topic 11 – Identify what needs to be done to improve

Working with others at Level 3

Quiz me

Test me

My evidence

Unit

Topic 1 – Plan complex work with others

Topic 2 – Agree responsibilities

Topic 3 – Agree working arrangements

Topic 4 – Meet responsibilities

Topic 5 – Seek to establish and maintain cooperative ways of working

Topic 6 – Exchange information on progress and agree changes

Topic 7 – Agree the extent of success

Topic 8 – Identify factors that have influenced the outcome

Topic 9 – Agree ways of improving work with others in future

Problem solving at Level 3

Quiz me

Test me

My evidence

Unit

Topic 1 – Recognise the problem

Topic 2 – Select and use methods to explore the problem and show success

Topic 3 – Select and use different methods

Topic 4 – Compare options and justify your choice

Topic 5 – Plan how to carry out an option

Topic 6 – Implement your plan

Topic 7 – Review your progress

Topic 8 – Identify and agree methods of checking

Topic 9 – Apply methods and describe the results

Topic 10 – Review problem solving and identify alternative methods and options

Improving own learning and performance at Level 3

Quiz me

Test me

My evidence

Unit

Topic 1 – Use various sources of information and identify factors affecting plans

Topic 2 – Agree targets and plan time

Topic 3 – Predict difficulties and identify alternative action

Topic 4 – Prioritise action, deal with difficulties and make revisions

Topic 5 – Seek and use support

Topic 6 – Select and use different ways of learning

Topic 7 – Use methods that suit different learning styles

Topic 8 – Provide information

Topic 9 – Identify targets and evidence of achievements

Topic 10 – Present and listen to views on what needs to be done to improve