

# **Work Related Learning**

Outline 2020-2021

HoF 'Lina Alfieri

## **Faculty Intent**

To be economically able to live independently and  
to benefit from the opportunities available  
in the wider community to support  
emotional wellbeing

## The curriculum :

Will support learners to develop their character including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

The courses have breadth, balance, are **practical and personalised**.

Aim is to:

- engage and motivate learners;
- build belief, confidence and self-esteem;
- realise potential.

**Coverage**: is over 2 year

**Community Independence (Tuesdays)**

Each student will cover x3 hours per week for 1 Term

**Pathways (Thursdays)**

Each student will cover x3 hours per week for 1 Term

**Enrichment (Wednesdays)**

Each student will cover x2 hours per week for 1 Term

## Community Independence

Healthy Living	Community Action	Using Technology in the Home and Community	Personal Safety in the Home and Community	Parenting awareness	Residential Experience
PSD E1,2,3	PSD E1,2,3	PSD E1,2,3	PSD E1,2,3	PSD E1,2,3	TI
Health and Fitness Including diet and personal care – dentist etc.	Local community and who to get support from if required. Follow a local group activity e.g. fundraising	Exploring tech use in home and community e.g. washing machines, cookers, heating, chip and PIN, level crossing etc Include: e-safety	Focus on safe and 'independent' travel. Preparation for travel As well as dangers or accident areas in the home.	Awareness of emotional and physical demands (link to RSE)	Planning and preparation
RSE		RSE	RSE & PSHCE	RSE & PSHCE	

## Pathways

First Aid	D.I.Y.	Managing Own Money	Preparation for Work	Animal Care	Sport and Leisure
PWSC	PWSC	PSD E1,2,3	PSD E1,2,3	TI	WJEC + PWSC
Practical – for self and others	Painting and Decorating	Budgeting, income/expenditure including for the in-school tuck shop	Different types of work and writing a C.V., job interview, skills required, job preference and contributing factors	Weekly visits to the farm, rural care	Next year phase in 'Making the most of Leisure Time' PSD E1,2,3
RSE & PSHCE		PSHCE	RSE & PSHCE		RSE

## Enrichment

Current Affairs	Art – Making Pictures	Pinewood Outdoors	Religious Education	Environmental Awareness	History
TI	TI	PWSC	PWSC	PSD E1,2,3	PWSC
The news TV/radio/newspapers Making own news	Make something to sell	caring for our school grounds	Explore beliefs – influences and affects	Awareness of own actions upon the environment	Changes over time- explore music, fashion, film industry
		PSHCE	RSE		

## **RSE and PSHCE**

There are links to some WRL units.

Some statements will be met in the relevant WRL course,  
A grid of the assessment criteria will be supplied for the relevant Units.

A copy is to be stored in each student's folder.

The information is to be updated at least half termly and it will be monitored.



## Qualification Route:

1. ASDAN **P**ersonal, **S**ocial, **D**evelopment
2. ASDAN **T**owards **I**ndependence
3. PWSC Pinewood School Certificate
4. WJEC

ASDAN      Personal and Social Development  
- a number of Units towards a higher qualification

ASDAN      Towards Independence  
-each Unit stands alone

PWSC      Pinewood School Certificate, internally awarded

WJEC      To be replaced with ASDAN PSD,  
Making the Most of Leisure Time, in 2021-2022

## ASDAN - Towards Independence Programme

### An Example of the Criteria

There is selection of modules and a minimum are to be executed.

The modules vary and choice can lend itself to differentiating amongst each Group

The last module is usually a project that can be developed by the more able

T/L will be required prior to completion of the booklet

Each student will have an ASDAN booklet to work through – this is to be stored as Assessment evidence and must not leave school

TISM76  
My Future Choices

To complete this module you must complete a minimum of four sections.

<b>Section A: Where I could live</b> <ol style="list-style-type: none"><li>Find out about different types of accommodation and provide information on at least two of these. For example:<ul style="list-style-type: none"><li>Supported living</li><li>Independent flat</li><li>Housing Association property</li><li>Shared house with friends</li><li>Living at home with family and becoming more independent</li><li>Living at home with respite care</li><li>Other</li></ul></li><li>Show who could help you decide where to live and how they can support you. For example:<ul style="list-style-type: none"><li>Parents or guardians</li><li>Social worker</li><li>Key worker</li><li>Personal adviser</li><li>Friends</li><li>Other</li></ul></li><li>Discuss the things that you would be responsible for in the different types of accommodation you have described above. For example:<ul style="list-style-type: none"><li>Household tasks</li><li>Managing your own budget</li><li>Doing your own shopping</li><li>Providing your own furniture and equipment</li><li>Other</li></ul></li><li>Show which of these things you</li></ol>	<b>Section B: Supported living</b> <ol style="list-style-type: none"><li>Show you know what is meant by supported living.</li><li>Show the choices that you could make within supported living. For example:<ul style="list-style-type: none"><li>Where to live</li><li>Who to live with</li><li>Whether to have your own furniture and decoration</li><li>How you are supported</li><li>Friends and relationships</li><li>How to take part in your community</li></ul></li><li>Show what kind of help would be available to someone in supported living. For example:<ul style="list-style-type: none"><li>Household tasks</li><li>Personal care</li><li>Taking medication</li><li>Money management</li><li>Building links with friends and the community</li><li>Social and leisure activities</li><li>Other</li></ul></li><li>Show you know what is meant by being a tenant.</li><li>Show what regular household tasks you would have to do as a tenant. For example:<ul style="list-style-type: none"><li>Cleaning</li><li>Cooking</li><li>Doing the laundry</li><li>Mowing the lawn</li><li>Other</li></ul></li><li>Show what payments you</li></ol>	<ul style="list-style-type: none"><li>Utility bills</li><li>Other</li></ul> <ol style="list-style-type: none"><li>Show how many hours of support you could receive each week.</li></ol> <b>Section C: Financial support</b> <ol style="list-style-type: none"><li>Show you know about organisations that can provide you with advice or assistance on personal financial support (e.g. personal budgets or direct payments).</li><li>Show the different ways you can apply for personal financial support. For example:<ul style="list-style-type: none"><li>Phone</li><li>Internet</li><li>Post</li><li>Other</li></ul></li><li>Show you know what makes up your personal budget or direct payment. For example:<ul style="list-style-type: none"><li>If you are living at home</li><li>If you are in supported living</li><li>If you are receiving respite care</li><li>If you are living independently in a flat</li></ul></li><li>Show you know how and when your personal budget will be paid.</li><li>Show what you will need to do in order to claim your personal budget or direct payment. For example:<ul style="list-style-type: none"><li>Complete a form</li><li>Make a phone call</li></ul></li></ol>
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**ASDAN**

**Personal, Social, Development (differentiated)**

- Entry 1      Suitable for Groups 5 and 6 (working at an average age of 5 years)
- Entry 2      Suitable for Groups 3 and 4 (working at an average age of 7 years)
- Entry 3      Suitable for Groups 1 and 2 (working at an average age of 11 years)
- (There is a possibility to progress to Level 1 and Level 2 (GCSE))

Each Unit is worth 2 credits, 1 credit equates to approximately 10 hours of learning

6 credits = Award Qualification

13 credits = Certificate Qualification (this is our aim for each student)



# An example of the Unit to be delivered:

## Unit UTE1: Using Technology in the Home and Community

Aim	This unit is about encouraging candidates to use technology safely and correctly in the home and in their centre.		
Level	Entry 1	Credit value	2
Learning outcomes	Assessment criteria		
The learner will:	The learner can:		
E1.1 Recognise how technology is used in the home	E1.1.1 Identify technological equipment in the home	E1.1.2 Demonstrate safe practices when using a piece of technological equipment in the home	
E1.2 Recognise how technology is used in your centre	E1.2.1 Identify technological equipment in their centre	E1.2.2 Demonstrate safe practices when using a piece of technological equipment in their centre	

### At this level...

Candidates should be capable of understanding what is meant by the term 'technology' and of recognising technological equipment at home and in their centre. In a familiar environment, and with appropriate guidance and support, Entry 1 candidates should be capable of demonstrating safe practices when using technology at home and in their centre.

## Guidance for Entry 1: Using Technology in the Home and Community (UTE1)

### Assessment and evidence

**UT E1.1** Tutors should introduce the concept of 'technology' and, through appropriate activities, help candidates to recognise what this means in terms of their experience of using technology in the home (i.e. individuals should be able to recognise that they regularly use technology to do different tasks). The types of technological equipment used could include an iPad/tablet, mobile phone, washing machine, microwave or digital camera. Candidates could be encouraged to think about their use of technology by completing a questionnaire, contributing to a brainstorming discussion or creating individual lists.

Candidates must show they can safely and correctly use **at least one** type of technological equipment found in their home. It is permissible for candidates to demonstrate using 'household' equipment within their centre.

#### Recommended evidence:

- photographs (labelled by the candidate) of different types of technological equipment used in the home

#### plus

- signed witness statement from a parent/carers (with photographic evidence, if possible) validating and describing how the candidate has safely and correctly used technological equipment in the home

**UT E1.2** Candidates must be able to identify the types of technological equipment found in their centre (e.g. photocopier, drinks machine, telephones, computers, sound system). They must show that they can safely and correctly use **at least one** piece of equipment.

#### Recommended evidence:

- annotated photographs or video evidence of the candidate safely and correctly using equipment in their centre
- or
- signed witness statement from a tutor/assessor, describing the candidate's safe/correct use of technological equipment in their centre

## **Assessment Plan –PSD (mandatory)**

Each Unit will have an assessment plan which is similar to a scheme of work.

They are produced in-house for each Unit at each Level

It is a working document

It will be referred to during moderating and must match delivery of the criteria

# Example of an Assessment Plan:

Assessment plan – PSD Entry 3 Healthy Living					
Credits: 2					
Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Evidence
HLE3.1 Understand what is needed to lead a healthy lifestyle	E3.1.1 Describe what they can do to contribute to a healthy lifestyle	Following discussion the candidate individually produces a leaflet or poster that describes activities that can contribute to a healthy lifestyle.	Review of leaflet/poster and other evidence.  Q and A to confirm appropriate activities selected (if required).	By mid Sept.	Notes from group discussion with individual contributions highlighted Ideas chart Leaflet or poster.
	E3.1.2 Choose appropriate activities that can make an improvement to their lifestyle	On the leaflet/poster the candidate highlights at least two new activities that they will carry out to make an improvement to their own lifestyle.			
HLE3.2 Demonstrate how they contribute to their own healthy lifestyle	E3.2.1 Carry out activities to contribute to a healthy lifestyle	Over at least three weeks the candidate takes part in the activities identified above on a regular basis. During this time they maintain an activity log/diary describing what they did, how they felt and improvements to their lifestyle.	Review of Activity log/diary and other evidence.	By mid Oct.	Activity record verified by witness statement Additional supporting evidence e.g. annotated photographs.
	E3.2.2 Describe how the activities have improved their lifestyle				

## **Assessment Check List (mandatory)**

Each student folder must contain an Assessment Check List for each Unit

It must be signed by the:

Student

Assessor – usually the teacher delivering the Unit

Internal Moderator – appointed in house but can not be the Assessor



# Example of Candidate Check List:

Assessment Checklist – PSD Entry 1 Credits: 2				
Learning outcome	You will:		You can:	Evidence (page no.)
E1.1	Recognise what is needed to lead a healthy lifestyle	E1.1.1	Identify at least two different things you can do to contribute to a healthy lifestyle	
E1.2	Demonstrate how you can contribute to a healthy lifestyle	E1.2.1	Participate in an activity to contribute to a healthy lifestyle	
<p>Assessor Declaration: "I confirm that the details above are correct, that the evidence submitted is the candidate's own work and the candidate meets all of the requirements for certification of this unit."</p> <p>Candidate Declaration: "I confirm that the evidence in this portfolio is all my own work."</p>				
Candidate name:		Candidate signature:		Date:
Assessor name:		Assessor signature:		Date:
Internal moderator name:		Internal moderator signature:		Date:

## Delivering the Unit

WRL 2020-2021

The student folder will demonstrate T/L prior to doing the Assessment

Must demonstrate personalised evidence

Consider the Assessment as an 'exam' the students take at the end of a course

Students are to be made aware that is a formal process

Evidence must be specific to each criterion e.g.

if an activity is over a 3 week period, this must be clearly demonstrated.

If a criterion specifies candidate has his own money – demonstrate how

Each page must be numbered and be carefully annotated for ease of moderation

E.g. if a whole class poster has been produced, take a photo for each student to comment his/her specific input)

Name and Date all work

cont.

## Delivering the Unit(cont.)

Worksheets etc. can be downloaded from the ASDAN website for each Unit  
These are to supplement **a variety** of other methods of T/L

Witness statements: Avoid these! They require precise and very detailed information (no copy and paste candidate names!).

Keep all assessment material in a separate envelope to be stored, under lock and key, within a designated area in school.

## **Resources:**

- ❖ can be accessed on the ASDAN Website;
- ❖ from staff who have delivered a similar Unit thus far
- ❖ on the shared area: shared > faculty > groups > Work Related Learning ...

## **Evidence:**

- forms can be accessed on the ASDAN Website
- on the shared area: shared > faculty > groups > Work Related Learning ...
- involve home when gathering evidence;
- use google classroom to set work and for it to be turned in (print and add to student folder)

## **Housekeeping**

A password is being created for staff delivering ASDAN  
(you will receive an email to register)  
( go to Box 5 in the members area for resources specific to your PSD Unit)

I will produce a pack for each staff containing (email to you/give to you next week):

Unit criteria/details;

RSE/PSHCE statements;

WRL course outlines;

List of groups;

Carousel 2020-2021

**Each Unit must be completed within the Term.**

## **Review**

I shall review the Units at the end of Autumn 1

Ongoing – I welcome any feedback to support future planning

Moderation for the course you deliver will be carried out at the end of each Term.

Should you have any queries or questions, please feel free to contact me. I am also available during the summer break.

Have a wonderful time off and look forward to seeing you back in September.