

unionlearn
with the TUC

Getting on at Work

Introduction to the GoaW materials



Getting on at Work (GoaW) Framework

Background to the GoaW framework

The union learning movement has become increasingly aware of the need for many individuals to develop a range of transferable skills and knowledge which will enable them to be flexible and adapt to new situations both at work and in their everyday lives.

Generic employability skills comprise a suite of 'transferable' skills independent of the occupational sectors and organisations in which individuals work, and which contribute to an individual's overall employability by enhancing their capacity to adapt, learn and work independently. Put simply, generic employability skills are those that apply across a variety of jobs, organisations and sectors. They are also known by several other names, including key skills, core skills, essential skills, key competencies, transferable skills and employability skills. These skills are required not only to gain employment but also to progress within an organisation.¹

In a changing economic landscape, technical and sector specific skills will always be required, but the need for skills which enable people to adapt to new situations and respond flexibly has been recognised as fundamental to progressing in the workplace. These skills also contribute to the overall well being and effectiveness of individuals within society.

Getting on at Work (GoaW) provides a framework for learning and accreditation in a workplace context.

The framework recognises that for many learners, particularly those considering work-based learning, a flexible approach that enables them to undertake meaningful, smaller 'chunks' of learning is often the most appropriate.

The framework therefore provides units of learning from Entry 3 to Level 2 (currently Entry 3 and Level 1 with Level 2 to follow) which enable learners to build up credits at their own pace and level.

¹ Generic employability Skills 2 Professor David Greatbatch & Peter Lewis South West Observatory 2007 University of Nottingham

Who is the framework for?

- Workers accessing union learning
- Existing Union Learners who have completed Skills for Life qualifications and are looking for further accreditation opportunities
- Workers who wish to develop skills for progressing at work
- Workers facing change at work such as redundancy, changing working practices, working or promotion.
- Workers wanting to improve employability skills in order to sustain existing employment
- Workers and those seeking employment who may want to 'try out' learning after long periods out of education or with negative past experiences



What's in the Framework?

The framework currently consists of:

- Mandatory Units – 6 credits PLUS Rules of Combination (ROC) for seven or more credits from any one of the following pathways:
 - Adapting to change
 - Equality and Diversity at Work
 - Financial Capability at Work
 - Progressing at Work
 - Working with Others
 - Writing at Work
 - *ICT in the workplace (to follow)*

GoaW Framework					
Mandatory units:					
Approaches to Learning (1cr)					
Managing study (3cr)					
Getting the most out of training (1cr)					
Planning for progression (1cr)					
Adapting to Change	Equality & Diversity	Financial Capability	Working with Others	Writing at Work	Progressing at Work
Transferable skills & training needs (3cr)	Understanding Cultural Differences (3cr)	Understanding your pay (3cr)		Writing for different Purposes (3cr)	Appraisals and development (3cr)
Dealing with change (3cr)	Recognising & supporting equality and diversity at work (3cr)	Managing your money (3cr)	Working with others (1cr)	Form filling and other pre-set formats (3cr)	Contributing to and making use of IAG (3cr)
Reviewing your situation (1cr)	Discrimination at work (3cr)	Dealing with debt (3cr)	Working as a team (1cr)	Writing needs at work (1cr)	Transferable skills and training needs (3cr)
Job Search (1cr)	Bullying and Harassment (1cr)	Pensions (1cr)	Dealing with difficult situations (1cr)	Writing notes and memos (1cr)	Understanding progression opportunities (1cr)
CV Writing (1cr)	Supporting workers whose first language is not English (1cr)	Accessing financial services (1cr)	Oral Presentation skills (3cr)	Using ICT to support writing (1cr)	
Job applications (1cr)		Getting the best from banks and credit cards (1cr)			
Preparing for interviews (1cr)					

Each pathway contains a number of units.

Each unit has a credit value which is approved by the QCF and can be achieved as a stand alone award.

Learners can accumulate credits in order to achieve a certificate according to their area of interest and skill levels. However, the mandatory units can comprise an award as a starter qualification.

Units are designed to:

- develop skills for both personal effectiveness and progression at work
- reflect current workplace issues and skill demands
- develop transferable skills such as working with others
- embed underpinning Functional Skills and Skills for Life
- support other areas of learning such as NVQs, apprenticeships and Functional Skills/Skills for Life
- allow for lateral and vertical progression

Delivering the framework

It is anticipated that the Getting on at Work framework will be offered by providers working in partnership with Unionlearn. Learners can be offered either an award or certificate at Entry Level, Level 1 (or Level 2 to be added later) following any chosen pathway as a pick and mix from the units, depending on their needs. This model allows for flexibility for both providers and learners. A 'toe in the water' approach may suit learners who have been out of education for some time by providing achievable targets in bite-sized chunks within a short time frame.



Freely available materials to support the Goaw framework

Teaching and learning materials have been developed by TUC unionlearn to support teachers who are delivering the framework. These are aimed at tutors/teachers who will be mediating the learning, either in groups or with individuals. The content is contextualised to the workplace making use of generic workplace scenarios and everyday settings.

FREE MATERIALS: TUC unionlearn has made the decision to provide these materials FREE of charge, online at their website www.unionlearn.org.uk/goaw and any providers or employers will be able to access and use them as pdfs to support teaching and learning either in the workplace or in a learning centre.

Structure of the materials

Materials have been written to support every unit within each pathway. Each unit has:

- a **summary of the unit** to set the context and identify the learning outcomes, underpinning skills and knowledge, resources and activities
- **guidance notes** for teachers
- suggested **activities**
- **resources and activity sheets** that can be used flexibly in a range of settings
- opportunities to build on existing learner experience and skills
- **differentiation** opportunities through support notes for Entry Level learners and Skills for Life and **extension activities** and self study
- **mapping** to Skills for Life(Revised Adult Core Curricula) and Functional Skills
- **signposting** to other appropriate materials
- opportunities for learners to gather evidence for accreditation/assessment and portfolio building
- a **learning log** to enable learners to reflect on own learning

More about the materials ...

Summary of unit

The summary at the front of every unit provides the teacher/trainer with the essential overview of the whole unit. The *why do it?* (Context), *what are we going to learn?* (Learning objectives and underpinning skills and knowledge) and *how am I going to be supported?* (Activities and resources) questions are swiftly answered at a glance.

Teacher guidance

These written materials are designed to be mediated by a teacher/trainer. The guidance notes are suggestions only but do provide ideas about structuring the sessions, teaching methodologies to use, activities to engage learners, key messages to get over and questions to ask.

Activities

Suggested activities vary but good use is made of group and paired work which models and promotes a fundamental aspect of life at work and in the wider community – the ability to work cooperatively. The use of buddies/peer support promotes differentiation.

Multi-sensory approaches (visual, auditory and practical/hands-on) are suggested throughout each unit. These are effective in promoting and reinforcing learning and provide the variety needed to engage and sustain learners.

Activities ask learners to draw upon experiences from the context of the workplace or their life in general and to apply what they have learned back into the same contexts.

Resources

At the end of each unit there are resources to support the suggested activities; many of which can be used to provide assessment evidence for the learner's portfolio.

Authentic work-based materials are strongly advocated wherever possible to enable learning to be as meaningful as possible. Computers are used or suggested to enable learners to individually research and present work, although some portfolio evidence will result from completing handwritten tasks on the spot.

Some resources will require preparation in advance, e.g. gathering examples of workplace documents, cutting up sort cards. These are described in the summary of the unit and at the beginning of each activity allowing the teacher/trainer some advance warning.

Differentiation

The materials are generally aimed at Level 1 learners but give ideas for differentiation to support Entry Level learners as well as extension ideas and assignments for Level 2 learners. It is anticipated that Entry level learners will require support to achieve the units. However the ultimate aim is to encourage independent thinking and production of evidence.

Teachers/trainers need to bear in mind that many individual learners will have a 'spiky' profile i.e. they have a range of skill levels, strengths and needs. Open-ended activities such as group investigation will accommodate different individuals within the group. However teachers/trainers will need to incorporate support for learners with spiky profiles including those learners who:

- have more or less prior experience of work
- have wide ranging experience and backgrounds
- may be dyslexic or have other learning needs
- may lack confidence with reading and writing skills
- may lack expertise in speaking and listening
- may lack confidence with maths in general or have specific strengths/weaknesses
- have ESOL (English for Speakers of Other Languages) needs
- may benefit from activities which extend their skills

Extension activities should not be 'more of the same' but stretch capable learners towards a higher level of attainment and consolidate skills for progression.

Specific learner needs

Learners whose needs cannot be reasonably accommodated should be referred for diagnostic assessment and support from staff with appropriate expertise.

ESOL

ESOL learners vary greatly in terms of country of origin, languages spoken, length of time in the UK, educational background and employment experience. ESOL learners will also display 'spiky' profiles in terms of skill levels, culture and background.

Barriers may include:

- Confidence with everyday speaking and listening but difficulty with reading and writing
- Confidence with reading and writing but a lack of conversational English skills
- Confidence with formal language but unfamiliarity with the colloquial or technical language used in the workplace

- Understanding the conventions of communication e.g. greetings, body language, manners

Teachers/trainers need to be aware of the range of difficulties that may be experienced by ESOL learners and make appropriate adjustments to the activities such as:

- Checking that key language is understood
- Supporting role play and group work
- Using learner experience as a starting point
- Modelling good communication strategies such as body language, clear use of language, questioning and reinforcing learning

Guided self study is suggested throughout and it is important to encourage all learners to apply learning to their own workplace setting and circumstances.

Extension activities

In order to ensure that Level 2 learners are stretched to achieve criteria required at the level, a **Level 2 assignment** is available within every unit. This usually demands some elements of research, evaluation and self-study.

Get on at Work

Unit title: Approaches to learning

ATL Level 2 Assignment – Part 1

In this task you are going to prepare for your next appraisal meeting. At the same time you are going to try out some new learning tactics to see what suits your learning style.


Preparing for an appraisal meeting

Prepare for your next appraisal covering the following main areas:

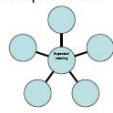
- What the main responsibilities of your job are.
- Areas of your work you think you do particularly well.
- Areas that you feel you could improve on.
- Any areas of further training you would be interested in.

Choose **two** of the following methods to help you.


Use sticky labels to write down each point you want to make. Move them around in a logical order.




Make a spider diagram of your points, using the bullets above as your main topic areas.




Role-play a mini-appraisal with another person acting as your line manager. Ask the other person to give you feedback on your performance.



Tape your ideas first and then write them down in a logical order.



Talk through the points for appraisal with a 'study buddy'.



Tip

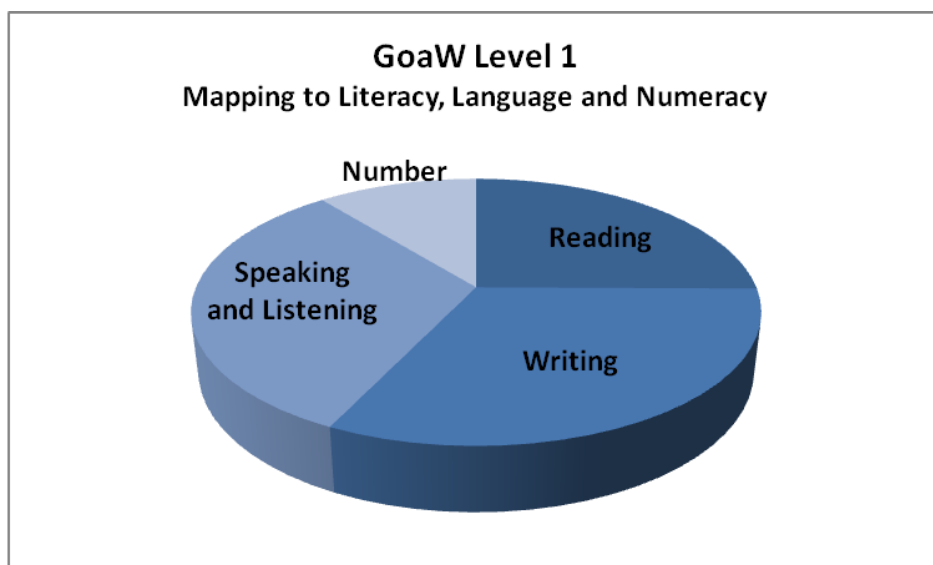
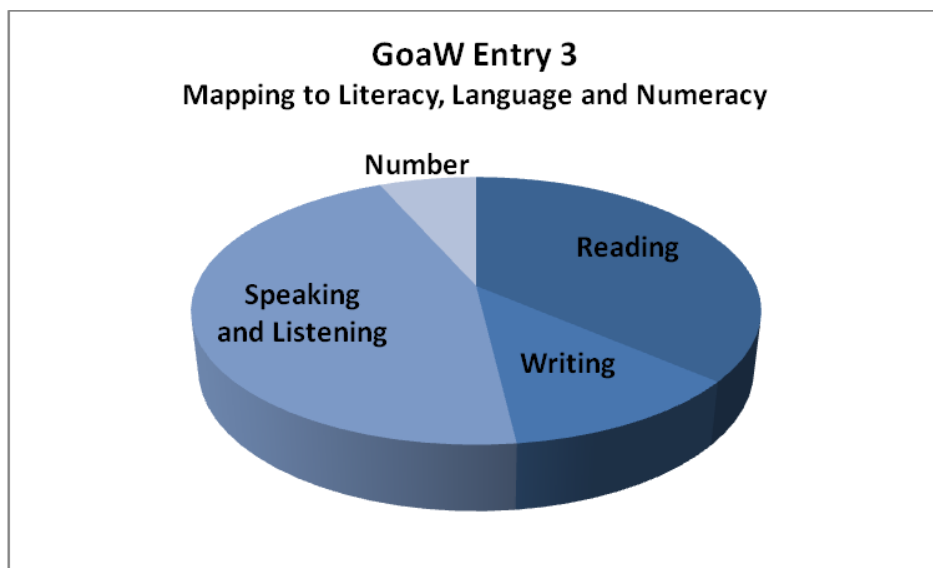
Keep a record of your points so that you can use them in the real appraisal.

Which method did you find most helpful?

Mapping

The materials are designed to support the development of Skills for Life and Functional skills and in the Unit Summary the underpinning Literacy, Language and Numeracy skills are broadly identified. There are opportunities within the activities to develop these underpinning skills. All the embedded skills are clearly mapped to the Adult Core Curricula and to Functional Skills at the levels: Entry 3, Level 1 and Level 2

The following pie charts show the overall mapping for the units at Entry 3 and Level 1:



Signposting

Links are given to a range of other appropriate resources, e.g. websites, TUC materials, BBC Skills Wise, learndirect etc.

Every effort has been made to ensure that these are up to date at the time of publishing the materials. Links may alter over time but the sources of free materials should be relatively stable.

Learning log

The structured learning log is testament to the value placed on learners' reflecting and evaluating their learning in order to learn from any mistakes, make changes and eventually transfer their learning to other situations. The learning log could also be used in some instances as part of their record of achievement.

