

Getting on at Work

Mandatory Unit



Unit title: Managing study

Getting on at Work

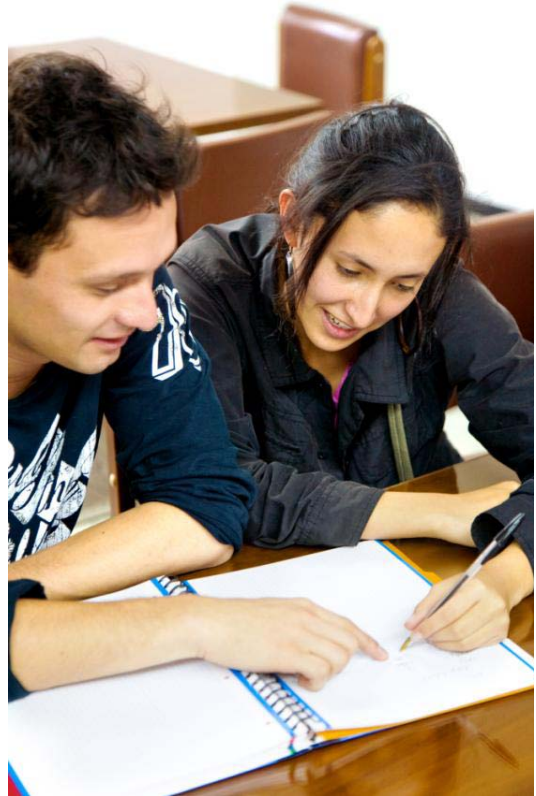
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Unit summary

Learning outcomes

By the end of this unit learners will be able to:

- Understand the demands of a course of study
- Understand how to organise time effectively
- Understand how to prioritise and set realistic targets for study
- Reflect on own learning and study skills



Workplace context

By organising study learners will save both time and effort, making their studying time more effective and a positive experience.

Underpinning skills and knowledge

Activities in this unit will contribute to the development of the following skills:

- Extracting information from text
- Using 24-hour time
- Writing lists
- Writing notes
- Filling information into tables

Learners will also be asked to draw upon their own experiences in the workplace.

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Unit summary

Learning activities

1. What does the course involve?
2. A place to study
3. A time to study
4. SMART targets
5. Reflect on own learning
6. Level 2 Assignment



Resources

- MS1 Manual Handling course
- MS2 A place to study
- MS3 A time to study
- MS4 SMART targets
- MS Level 2 Assignment
- Learning Log

College prospectus or access to
<http://www.unionlearn.org.uk/advice/learn-1531-f0.cfm>

Accreditation

Course activities in this unit can provide Level 1 learners with evidence for the Getting on at Work Mandatory Unit: Managing study. The skills will also support learners with all other areas of study. Entry Level learners will require support to achieve the unit and there are suggestions for support included in the teacher notes. A Level 2 assignment is included for more confident learners.

Encourage all learners to use the Learning Log to reflect on and record their learning.

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ACTIVITY 1: What does the course involve?

Aims:

- To consider the demands of a course of study.

Activity:

- Ensure all learners have access to a relevant course description from a local source, e.g. college prospectus/provider handbook/the internet/unionlearn.
- Briefly discuss any courses learners may have done in the past – induction, manual handling, first aid, food hygiene, driving.
 - *Did the course live up to expectations?*
 - *Did you have enough time to do everything that the course demanded?*
 - *Did you know what to expect before you started the course?*
 - *How can knowing what the demands of the course are before you start help you complete the course successfully?*
- Use an example of a local course description. Use Q&A and discussion to unpick the information provided by the description.
 - *Would you have enough time to do this course?*
 - *What qualifications would you get at the end?*
 - *How would you be assessed?*
- Use **Resource MS1 Manual Handling course** for learners to practise reading and extracting information from a piece of text.

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ACTIVITY 1: What does the course involve?

Teacher notes

Ensure that the following points are covered during the activity:

- Understanding what a course of study entails before embarking on it means that adequate preparation can be made in advance, thus ensuring a successful completion of the course.

SfL/Entry Level support

- Support learners to read the text. Introduce the words used to describe reading strategies and also text features such as headings, titles, bullet points, etc.
- Discuss vocabulary that may be unfamiliar to learners, such as 'inanimate', 'duration', 'minimise'. Use the opportunity to demonstrate how to find out the meaning of vocabulary by using a dictionary or the internet.
- Encourage learners to use the vocabulary in conversation or discussion.

Suggestions for extension activities

- Ask learners to select a course from a local prospectus that would be suitable for their needs.

Notes

Substitute the resource page for a more relevant or appropriate course description if necessary.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 1:

Core Curriculum Ref	Descriptor	Functional Skills
Rw/E3.1	Recognise and understand relevant specialist key words	Entry Level Reading
Rw/E3.3	Use a dictionary to find the meaning of unfamiliar words	Entry Level Reading
Rw/L1.2	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Level 1 Reading
Rt/E3.8	Obtain specific information through detailed reading	Entry Level Reading
Rt/L1.5	Use different reading strategies to find and obtain information	Level 1 Reading

Notes

Many of the activities require learners to listen, discuss and feedback information. These activities provide opportunities to develop speaking and listening skills.

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ACTIVITY 2: A place to study

Aims:

- To investigate the qualities of a suitable place to study.

Activity:

- Use **Resource MS2 A place to study** as a prompt whilst discussing a suitable place to study.
 - *Do you have a quiet place at home that you can use to study?*
 - *Is it a warm, comfortable, pleasant place to be?*
 - *Do you prefer to have music on in the background? Do you have a way of playing it?*
 - *What furniture do you need/already have?*
 - *What stationery do you need/already have?*
 - *Where else could you study?*
 - *Do you need a computer for your studies?*
- Ask learners to make a list of their own needs for a suitable place for study under the headings suggested in **Resource MS2 A place to study**.

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ACTIVITY 2: A place to study

Teacher notes

Ensure that the following points are covered during the activity:

- Setting aside a particular place to study at home provides a suitable environment for learning.
- Where you study can make a huge difference to success.
- Making a study area a pleasant place to be will make it more appealing to return to time and again.
- If home is not a suitable place to study, then investigate other spaces such as a library.

SfL/Entry Level support

- When making personal notes, reassure learners that spelling, grammar and punctuation are of less importance than recording the important details.
- Encourage learners to discuss issues and ideas with other learners in order to stimulate ideas and also to reassure them that issues around study skills are shared.

Suggestions for extension activities

- Ask learners to investigate the facilities available and opening times of local libraries and other places available for study to share with the rest of the group.

Notes

Be sensitive to the home/financial circumstances of learners.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 2:

Core Curriculum Ref	Descriptor	Functional Skills
SLd/E3.1	Follow and understand the main points of discussions on different topics	Entry Level Speaking and Listening
SLd/E3.2	Make contributions to discussions that are relevant to the subject	Entry Level Speaking and Listening
Wt/E3.1	Plan and draft writing	Entry Level Writing
Ww/E3.3	Produce legible text	Entry Level Writing
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing

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ACTIVITY 3: A time to study

Aims:

- To investigate time-management.

Activity:

- Ask learners to think about their day and jot down their own commitments.
- Ask learners to put commitments in order of priority and to add an approximate length of time needed for each activity. Use headings from Table 1 of **Resource MS3 A time to study** and discuss what might be included under each heading.
- Transfer this information onto the appropriate day on Table 1 of **Resource MS3 A time to study**. Repeat for other days of the week.
- Talk about time to study.
 - *How much time is needed?*
 - *When do you learn best? Morning, afternoon or evening?*
 - *When do your other commitments allow you to make time to study?*
 - *What obstacles might you encounter?*
- In the light of the discussion, ask learners to complete either Table 2 or Table 3 of **Resource MS3 A time to study** or, if appropriate, both.

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ACTIVITY 3: A time to study

Teacher notes

Ensure that the following points are covered during the activity:

- Organising your time makes sure you can get everything done.
- Making time to study is key to successful learning.
- Everybody has different calls on their time and must organise their lives accordingly.
- It is important to be realistic about time-management.
- Stick to your plan as far as is sensible.
- Allow time for unplanned things that could crop up.
- Be flexible. When emergencies crop up, be prepared to revise your plan.
- Make sure friends and family know when you have set aside time to study and encourage them to leave you in peace during this time.

SfL/Entry Level support

- Ask learners to keep a record of what they do during a week before completing the tables at the following session.
- Assist learners with 24-hour clock times and also with calculating time.
- Support learners to use a key to a table.

Suggestions for extension activities

- Learners can extend time-planning to monthly/termly/yearly, as appropriate.

Notes

Be aware of any issues such as child-care that might prove to be barriers to study for individual learners. Consider possible solutions.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 3:

Core Curriculum Ref	Descriptor	Functional Skills
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing
MSS1/E3.3	Read, measure and record time in common date formats and 12 and 24 hour clock	Entry Level Mathematics
MSS1/L1.2	Read and measure time accurately and use timetables effectively	Level 1 Mathematics
HD1/E3.4	Organise and represent data in a way that makes sense to others	Entry Level Mathematics

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ACTIVITY 4: SMART targets

Aims:

- To introduce the concept of setting targets for study.
- To introduce the concept of SMART targets.

Activity:

- Talk about ambitions of learners.
 - *Have you ever considered how you can achieve these ambitions?*
 - *What steps do you need to take to get where you want to be?*
- Introduce idea of setting targets towards achieving a goal. Talk about long-term goals, and medium-term and short-term targets. Give examples that learners can relate to, e.g.
 - *How will you know you have achieved your target?*
 - *Are your targets within your reach?*
 - *What is the effect of unrealistic targets?*

'In the long term my goal is...'; 'To do this in the medium term, I will need to...'; 'In the short term, I will...' Distinguish between the terms 'goal' and 'target'.
- Revise points made earlier using **Resource MS4 SMART targets**.
- Ask each learner to set a short-term target towards a long-term goal. Use **Resource MS4 SMART targets**.
- At a future session, ask for learner feedback on progress of achieving the target set.

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ACTIVITY 4: SMART targets

Teacher notes

Ensure that the following points are covered during the activity:

- Target setting is also an important way of deciding what is important for learners to achieve in their lives. It helps learners to focus on what they want to do and how to get there.
- Set a precise target, putting in dates, times and amounts so that achievement can be measured. If this is done, learners will know exactly when they have achieved the target. Learners can measure their progress. Learners should keep targets small and achievable. If a step is too far, then it can seem that learners are not making progress towards it. Small steps are what is needed.
- Set realistic targets. It is important to set targets that learners can achieve. Setting targets too high can lead to failure and a loss of confidence.
- Do not set targets too low. Learners should set targets so that they are slightly beyond easy reach, but not so far that there is no hope of achieving them.
- Set priorities. When learners have several targets, rank them in terms of importance. This will help them to avoid feeling overwhelmed by too many targets and will help them to focus on the most important ones.
- Review targets regularly. If learners achieved a target too easily, make the next one harder. If the target took too long to achieve, make the next target a little easier.

SfL/Entry Level support

- Ask learners to verbalise their goals and targets before writing them down.
- Some learners may benefit from writing thoughts on sticky notes that they can move around before deciding on a final version.

Suggestions for extension activities

- Ask learners to complete some SMART targets for managing their study for this course.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 4:

Core Curriculum Ref	Descriptor	Functional Skills
Wt/E3.1	Plan and draft writing	Entry Level Writing
Ww/E3.3	Produce legible text	Entry Level Writing
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing

Notes

Many of the activities require learners to listen, discuss and feedback information. These activities provide opportunities to develop speaking and listening skills.

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ACTIVITY 5: Reflect on own learning

Aims:

- To recap on aspects of managing study worked on in this unit.
- To confirm understanding of concepts discussed in the unit.

Activity:

- Ask learners to look back at the information recorded in the Resources completed for this unit and identify both the positive outcomes and areas that require more work.
- Use the **Learning Log** for learners to record their thoughts.
- Check with learners that any areas identified for further work have SMART targets.

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ACTIVITY 5: Reflect on own learning

Teacher notes

Ensure that the following points are covered during the activity:

- A **Learning Log** can identify areas of weakness as well as areas of achievement.
- Areas of achievement can be used in a positive manner in the future.
- Areas of weakness can be used to decide on targets for improvement.

SfL/Entry Level support

- Learners at this level are only required to identify one main learning outcome. Some learners may need support to complete the **Learning Log**.

Suggestions for extension activities

- Ask learners to create a document that will record all their personal achievements and future targets using the SMART format.

Notes

Learners are asked to complete a **Learning Log** at the end of each unit. If learners create a personal record, they should use this to record their thoughts.

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Resource MS1 Manual Handling course

MANUAL HANDLING COURSES

Inanimate Object Handling

Suitable for staff working in lower risk environments such as retailing, administration and catering.

Duration: 6 hours

(3 weeks x 2 hours)

Attendance at all sessions is compulsory.

This course will introduce candidates to correct lifting and handling procedures in order to minimise or eliminate the risk of injury to themselves and others.

Course will include:

- legislation
- risk assessment
- principles of safe moving and handling
- moving inanimate objects
- spinal awareness
- common causes of back pain

Successful completion of the course will prepare candidates to look carefully at their own work activities and contribute to the development of safer methods and tasks in co-operation with their managers and supervisors with the aim of reducing injuries related to manual handling.

Assessment: Continual assessment.

Upon satisfactory attendance and completion of the course, candidates will be issued with a certificate of course completion.

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Resource MS1 Manual Handling course (continued)

Part 1

Use the description of the Inanimate Object Handling course to answer the questions.

1. How long does the complete course last?
 - a. A day
 - b. 6 hours
 - c. 2 hours

2. How many weeks does it take to complete the course?
 - a. 6
 - b. 3
 - c. 1

3. How many sessions do candidates **have** to attend?
 - a. 6
 - b. 3
 - c. 1

4. What is the **main aim** of the course?
 - a. To introduce candidates to correct lifting and handling procedures.
 - b. To include information about legislation.
 - c. To reduce back pain.

5. How will the candidates be assessed?
 - a. By satisfactory attendance and completion of the course.
 - b. By continual assessment.
 - c. By satisfactory attendance and completion of the course and continual assessment.

Part 2

Work in pairs

- Find a description of a course from a college prospectus.
- Read it carefully.
- Invent some questions about it. Use the questions above to get some ideas.
- Swap questions with another pair.
- Make sure you can remember the answers to the questions that were made up!

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Resource MS1 Manual Handling course

Answers

Part 1

Use the description of the Inanimate Object Handling course to answer the questions.

1. How long does the complete course last?
 - a. A day
 - b. 6 hours
 - c. 2 hours

2. How many weeks does it take to complete the course?
 - a. 6
 - b. 3
 - c. 1

3. How many sessions do candidates **have** to attend?
 - a. 6
 - b. 3
 - c. 1

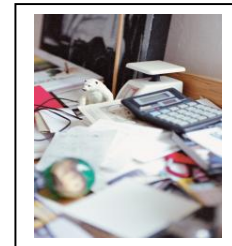
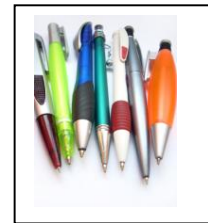
4. What is the **main aim** of the course?
 - a. To introduce candidates to correct lifting and handling procedures.
 - b. To include information about legislation.
 - c. To reduce back pain.

5. How will the candidates be assessed?
 - a. By satisfactory attendance and completion of the course.
 - b. By continual assessment.
 - c. By satisfactory attendance and completion of the course and continual assessment.

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Resource MS2 A place to study



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Resource MS3 A time to study - Table 2

We all lead busy lives. There are only 24 hours in a day! Fitting everything in can be difficult. If you don't set aside time for study, you can soon get behind with what you have to do for the course.

Fill in this chart to work out how much time you spend on different activities every day. Be honest!

- What do you spend most of your time on?
- Where could the time you need for study come from?

Day	Paid work	Travel	Eating	Leisure	Household chores	Family commitments	Sleeping	Study	Total (hours)
Mon									24
Tues									24
Wed									24
Thurs									24
Fri									24
Sat									24
Sun									24
Total									168

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Resource MS3 A time to study - Table 3

Fill out a timetable for next week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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Key	
Activity	Colour
Paid work	
Travel	
Eating	
Leisure	
Household chores	
Family commitments	
Sleeping	
Study	

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Resource MS4 SMART targets

SMART targets	
You know that your targets are Specific	when they say exactly what you mean.
You know that your targets are Measurable	when you will know when you've reached them.
You know that your targets are Achievable	when they are within your reach...just!
You know that your targets are Realistic	when they take everything into account. Can you really do this?
You know that your targets are Timed	when there is a deadline you can stick to.

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Resource MS4 SMART targets

S	What exactly do I want to achieve?	
M	How will I know when I have achieved it?	
A	Can I do it?	
R	Am I being realistic?	
T	When shall I do it by?	

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MS Level 2 Assignment

In this task you are going to create a useful resource for fellow workers about managing their own learning. At the same time you are going to extend your own knowledge about different study methods.

'Managing your own study' learning resource

Part 1 - Preparing information for the resource

The first thing to do is to collect and prepare the information. Here are some suggestions to get you started about the sort of information you might include, how to find it and how you might use it.

Examples of different ways of studying

Useful because it gives ideas that can be used or adapted by the reader.

Get information from interviews with others about where and how they study or give out questionnaires.

In the resource you could give the readers questions to consider about where, how and when they like to study.

Things that can hinder study

Useful because it is important to recognise distractions, interruptions or blocks to study because then there is a better chance of doing something about them.

Get information from interviews or internet research.

In the resource you could group the ideas under subheadings such as 'physical problems', 'distractions', 'attitude', etc.

Tips for managing study

Useful because this gives people information about how they might improve the management of their own study time to make studying more effective.

Get information from training, interviews or internet research.

In the resource you could put the tips in separate boxes all the same size so that people can cut them out and keep as a reminder.

Can you think of any more?

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MS Level 2 Assignment

Part 2 - Designing and making the resource

Once you have gathered all your information, you can design and write your resource.

Here are some key points to consider:

Type of resource:

- A5 leaflet
- A4 handout
- Double-sided handout
- Gate-folded leaflet

Setting out:

Decide what information to put where before you start. What would be the most interesting and effective way to set it out?

Legibility:

Take care with spelling and punctuation. Make sure it makes sense to the reader.

Use a dictionary to check your work carefully or ask another person to proofread it.



General style:

- Handwritten or word-processed
- Font sizes and effects
- Headings and sub-headings
- Use of any bulleted or numbered lists
- Use of boxes

Presentation:

How can you make it eye-catching and interesting to the reader?
Can you include pictures, drawings, colours or other visual effects?

Tip

Look at other resources for more ideas.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during the Level 2 Assignment:

Core Curriculum Ref	Descriptor	Functional Skills
Wt/L2.1	Plan and draft writing	Level 2 Writing
Wt/L2.2	Judge how much to write and the level of detail to include	Level 2 Writing
Wt/L2.3	Use different styles of writing appropriate to purpose and audience	Level 2 Writing
Wt/L2.4	Use format and structure to organise writing for different purposes	Level 2 Writing Level 2 ICT: Develop, present and communicate information

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Learning Log

- ▶ Think about what you have done today.
- ▶ What are the most important things you have found out – the positive outcomes?
- ▶ What difference can these positive outcomes make to you?
- ▶ What would you like to find out more about?
- ▶ Use the answers to these questions to complete the Learning Log below.

Name:	
Date:	
Unit title:	
Positive outcomes from the training:	Applying these positive outcomes in the future:
In the future I would like to find out more about:	
Notes	

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Links to other resources

Embedded Learning Portal E2E	http://rwp.qia.oxi.net/learning_material/portal/Ee_module1.pdf
Skilled for Health: Giving up smoking:	http://rwp.qia.oxi.net/learning_material/portal/sfh1_t3_t1.pdf