

**Getting on at Work**

## **Mandatory Unit**



**Unit title: Planning for  
progression**

## Getting on at Work

### Unit title: Planning for progression

#### Unit summary

##### Learning outcomes

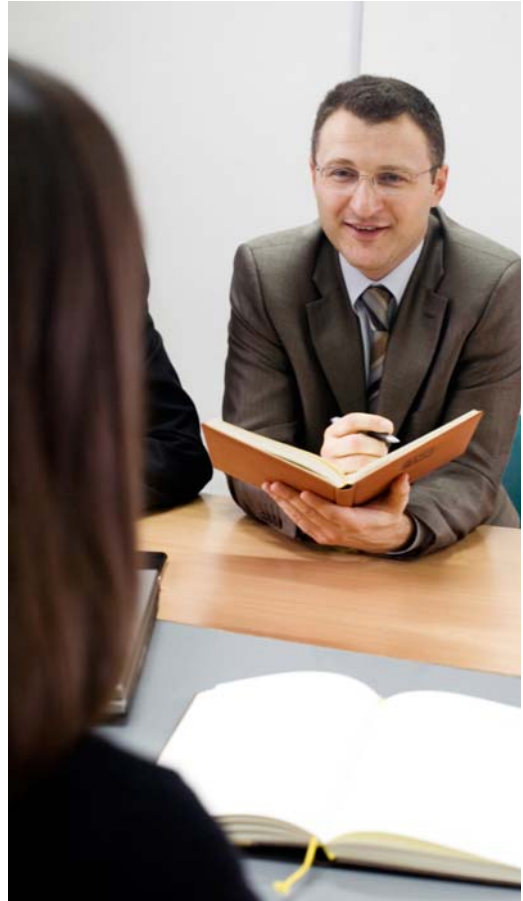
By the end of this unit learners will be able to:

- Identify career and training needs
- Understand the value of target setting to achieve goals
- Develop an action plan

##### Workplace context

Workers who are planning for progression need to reflect on their goals and aspirations and consider the way forward.

Workers who take part in appraisal meetings at work need to develop targets based on the discussion that takes place during the appraisal.



##### Underpinning skills and knowledge

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

- Taking an active part in a discussion
- Completing tables
- Setting goals and targets

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

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#### Unit summary

##### Learning activities

1. Career opportunities and training needs
2. Goals and targets
3. SMART targets
4. Reflect on own learning
5. Level 2 Assignment



##### Resources

- **PFP1.1, 1.2, 1.3 and 1.4** Goals and targets
- **PFP2** What are SMART targets?
- **PFP3** Setting SMART targets
- **PFP4** Action plan
- **PFP** Level 2 Assignment
- Learning Log

##### Accreditation

Course activities in this unit can provide Level 1 learners with evidence for the Getting on at Work Mandatory Unit: Planning for progression. 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: Career opportunities and training needs

##### Aims:

- To take part in a 1:1 discussion about appropriate career opportunities and training needs.
- Identify ideas for career and training needs.
- Select one key idea about career and training needs.

##### Activity:

- Arrange 1:1 discussions with learners based on the particular circumstances of each learner. Discuss with each learner:
  - The current situation with regards to work.
  - Opportunities for progression or concerns about future employment.
  - Goals and aspirations for the future.
  - Perceived training and development needs.
- Summarise with each learner the key points of the discussion including areas where more information is required to inform decision making.
- Assist each learner to identify one main point that can be used to demonstrate action planning with reasons why this idea has been chosen.

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#### ACTIVITY 1: Career opportunities and training needs

Teacher notes

##### Ensure that the following points are covered during the activity:

- An honest appraisal of current position and thoughts for the future are essential to future planning.
- Career opportunities open to the learner need to be explored and explained.
- Consideration of training needs necessary to take advantage of career developments.
- Identification of main points to come out of the discussion.
- Decision on one main goal to pursue.

##### SfL/Entry Level support

- Support learners to take an active part in the discussion by:
  - Demonstrating active listening techniques
  - Summarising main points as the discussion goes along and checking for understanding
  - Acknowledging the relevant points made by the learner
  - Signposting learners to other sources of information

##### Suggestions for extension activities

- Encourage learners to support their opinions with evidence.
- Encourage learners to investigate career/progression opportunities with colleagues and also via local or internet information services.

##### Notes

It may be appropriate for some learners to speak to an independent careers advisor such as those listed on the 'Links to other resources' page.

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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
SLd/E3.1	Follow and understand the main points of discussions on different topics	Entry Level Speaking and Listening
SLd/E3.2	Make contributions that are relevant to the subject	Entry Level Speaking and Listening
SLc/E3.4	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	Entry Level Speaking and Listening
SLlr/E3.4	Use strategies to clarify and confirm understanding	Entry Level Speaking and Listening
SLlr/E3.5	Listen to and respond to other points of view appropriately	Entry Level Speaking and Listening

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#### ACTIVITY 2: Goals and targets

##### Aims:

- To identify what target setting is.
- To describe a goal.
- To describe long-, medium- and short-term targets.

##### Activity:

- For the purpose of this activity, the word 'goal' is taken to mean a long-term aim. The word 'targets' is taken to mean the steps that must be taken to reach a 'goal'.
- Have several fantasy jobs in a hat. Each pair of learners can pull one job out and decide on the skills and qualities required for the job and identify three things that would need to be done to get that job. Discuss findings as a whole group.
- Talk about the goals of learners. Ensure learners are familiar with the meaning of the words 'goal' and 'target' and can clearly distinguish between the two.
  - *Have you ever considered how you can achieve your goal?*
  - *What steps do you need to take to get where you want to be?*
- Remind learners of the goal they decided on during the 1:1 interview in Activity 1. Use **Resource PFP1.1 Goals and targets** for learners to note down their goal.
- Introduce the idea of setting targets towards achieving a goal. These can be described as steps or rungs of a ladder. Talk about long-term, medium-term and short-term targets. Give examples that learners can relate to. For example: 'My goal is to...'; 'To reach this goal, my long-term targets are...'; 'To do this in the medium term, I will need to...'; 'In the short term, I will...'. Discuss appropriate lengths of time for long, medium and short terms.
- Take learners through **Resources PFP1.2, 1.3 and 1.4 Goals and targets**, assisting them to identify what they must do in the long, medium and short term to reach their goal. Not all the 'legs' of the spider need to be used and/or extra ones can be added.
- Use **Resource PFP1.4 Goals and targets** to summarise the activity.

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#### ACTIVITY 2: Goals and targets

Teacher notes

##### Ensure that the following points are covered during the activity:

- Setting targets is helpful in planning what to do and the order in which to do it so that a goal can be reached. It also sets out a route to be followed.
- Target setting is also an important way of deciding what is important to achieve in life. It helps people to focus on what they want to do and how to get there.
- Deciding what can be done in the long, medium and short term breaks the task into more manageable chunks.
- When targets have been achieved, new ones must be set, so this is an on-going process.

##### SfL/Entry Level support

- Encourage learners to talk through their targets.
- Some learners may prefer to record their targets in other ways, e.g. as a list, recorded on tape.
- Some learners may like to write their targets on sticky notes before arranging them into short-, medium- and long-term targets. Warn learners of the danger of having too many targets.
- Some learners may prefer to work in pairs or small groups to help each other with ideas.
- Learners may need to extend the time they spend preparing their targets.

##### Suggestions for extension activities

Encourage learners to arrange their sets of targets in order of priority. They can number the 'legs' of the spidergrams.

##### Notes

Be aware that some learners with low self-esteem or a poor self-image may need extra support and encouragement to begin to form a plan of action.

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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 that are relevant to the subject	Entry Level Speaking and Listening
SLlr/E3.4	Use strategies to clarify and confirm understanding	Entry Level Speaking and Listening
Rw/E3.1	Recognise and understand relevant specialist key words	Entry Level Reading
Wt/E3.1	Plan and draft writing	Entry Level Writing
Ww/E3.1	Spell correctly common words and relevant key words	Entry Level Writing
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing

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#### ACTIVITY 3: SMART targets

##### Aims:

- To define a SMART target.
- To use SMART targets as a method of achieving a goal.

##### Activity:

- Ask learners to consider their short-term targets.
  - *How will you know you have achieved your target?*
  - *Are your targets within your reach?*
  - *What is the effect of unrealistic targets?*
- Go through **Resource PFP2 What are SMART targets?** illustrating each point. Ensure learners are clear as to what constitutes a SMART target. Give examples of targets and ask learners to discuss and judge the 'SMARTness' of each one.
- Ask each learner to set a short-term target towards a long-term goal. Use **Resource PFP3 Setting SMART targets**. Repeat as appropriate.
- Use **Resource PFP4 Action plan** for learners to record their short-term SMART targets.
- At a future session, ask for learner feedback on progress of achieving the targets set.

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#### ACTIVITY 3: SMART targets

Teacher notes

##### Ensure that the following points are covered during the activity:

- Setting targets can help in the planning and achievement of goals. The SMART approach to target setting is often talked about but is often not followed through.
- SMART targets are a way of ensuring that targets are fit for purpose. They must satisfy all the SMART criteria.
- Setting unrealistic targets is likely to lead to failure and disappointment.

##### SfL/Entry Level support

- Learners may initially need support to set really precise targets. Working in pairs as 'critical friends' will help learners to achieve truly SMART targets.
- Use sticky notes for learners to prioritise their short-term SMART targets.
- Ensure learners know how to enter information into the table.
- Make sure learners understand the vocabulary associated with SMART targets. Support them to select other words that could be used, e.g. specific, exact, precise.

##### Suggestions for extension activities

- Some learners may require additional information or advice in order to set targets, e.g. course information, qualifications, etc. Provide internet access or signposting to information sources.
- Ask learners to create a document that will record all their personal achievements and future targets using the SMART format.

##### Notes

Decide on the most appropriate action-planning technique for this session.

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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
Rw/E3.1	Recognise and understand relevant specialist key words	Entry Level Reading
Wt/E3.1	Plan and draft writing	Entry Level Writing
Ww/E3.1	Spell correctly common words and relevant key words	Entry Level Writing
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing
Wt/L1.2	Judge how much to write and the level of detail to include	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 4: Reflect on own learning

##### Aims:

- To recap on aspects of target setting worked on in this unit.
- To confirm understanding of concepts discussed in the unit.
- To identify some short-term SMART targets.

##### 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 for improvement.
- Ask learners to also think about other applications of SMART target setting in their work environment and daily life.
- Check that learners feel clear about their goals and targets and can express these to other people. Give learners the opportunity to share their ideas with the group or to have a 1:1 meeting to finalise action plans.
- Use the **Learning Log** for learners to record their thoughts.

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#### ACTIVITY 4: Reflect on own learning

Teacher notes

##### Ensure that the following points are covered during the activity:

- Setting targets can help in the planning and achievement of goals.
- SMART targets are a way of ensuring that targets are fit for purpose.
- Target setting needs to be completed from an informed position. Make sure that learners who need more information are clearly signposted to people or organisations that can help them.

##### 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**.
- Action planning and target setting require practice. Many learners will need help to establish clear goals and targets and to differentiate between them.
- Set some SMART targets for the group as an example but make sure they are followed up and reviewed.

##### Suggestions for extension activities

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

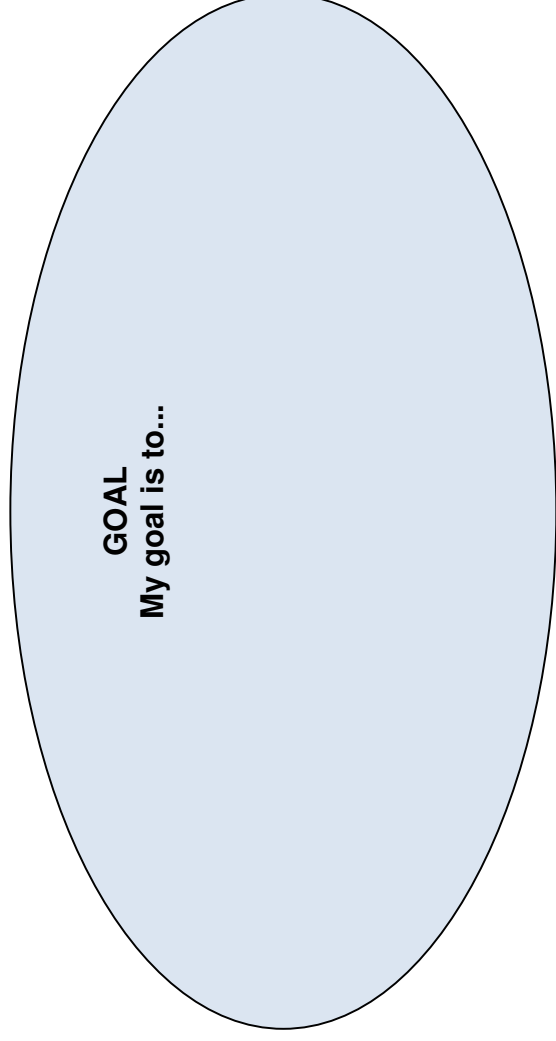
##### Notes

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 PFP1.1 Goals and targets**

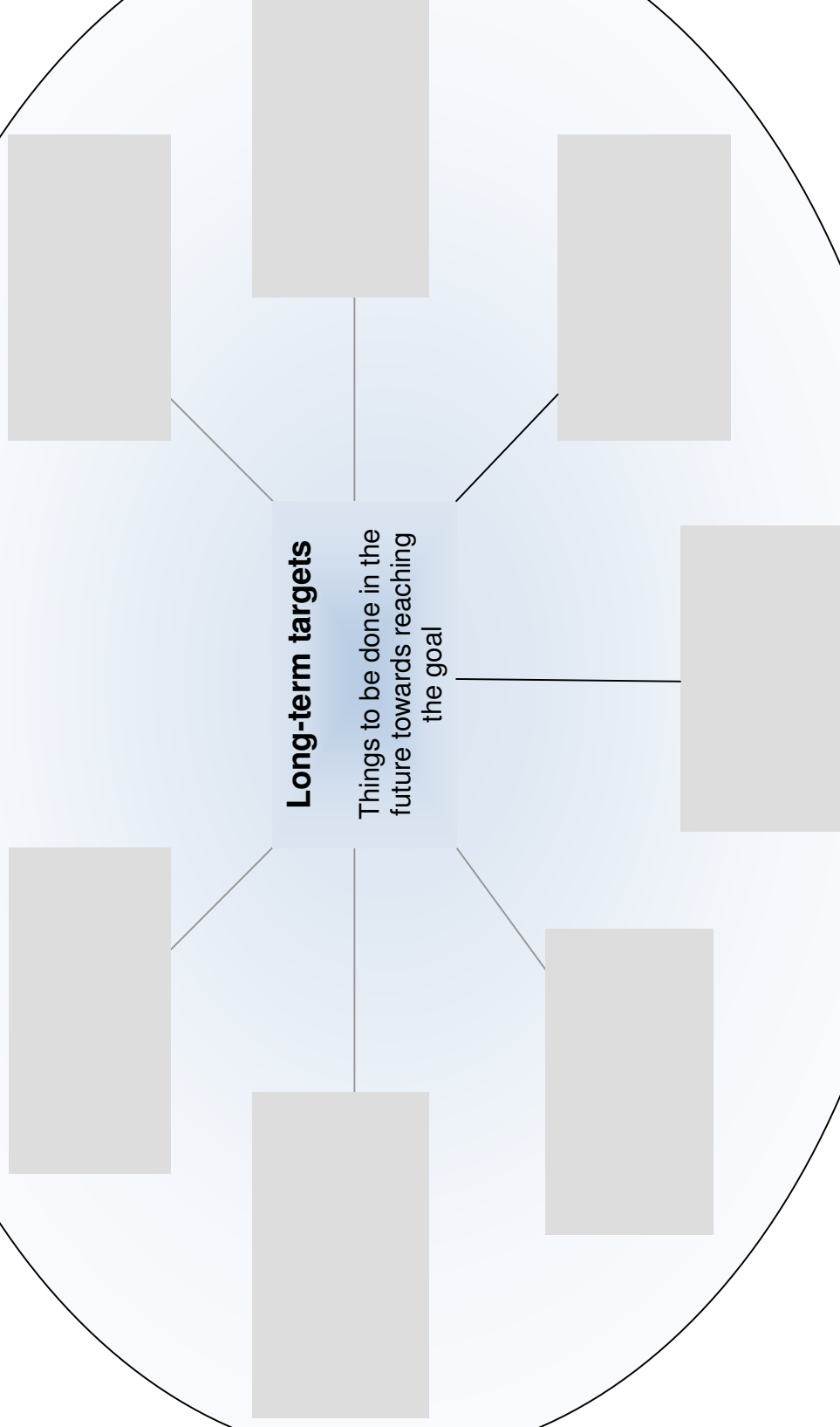


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Resource PFP1.2 Goals and targets

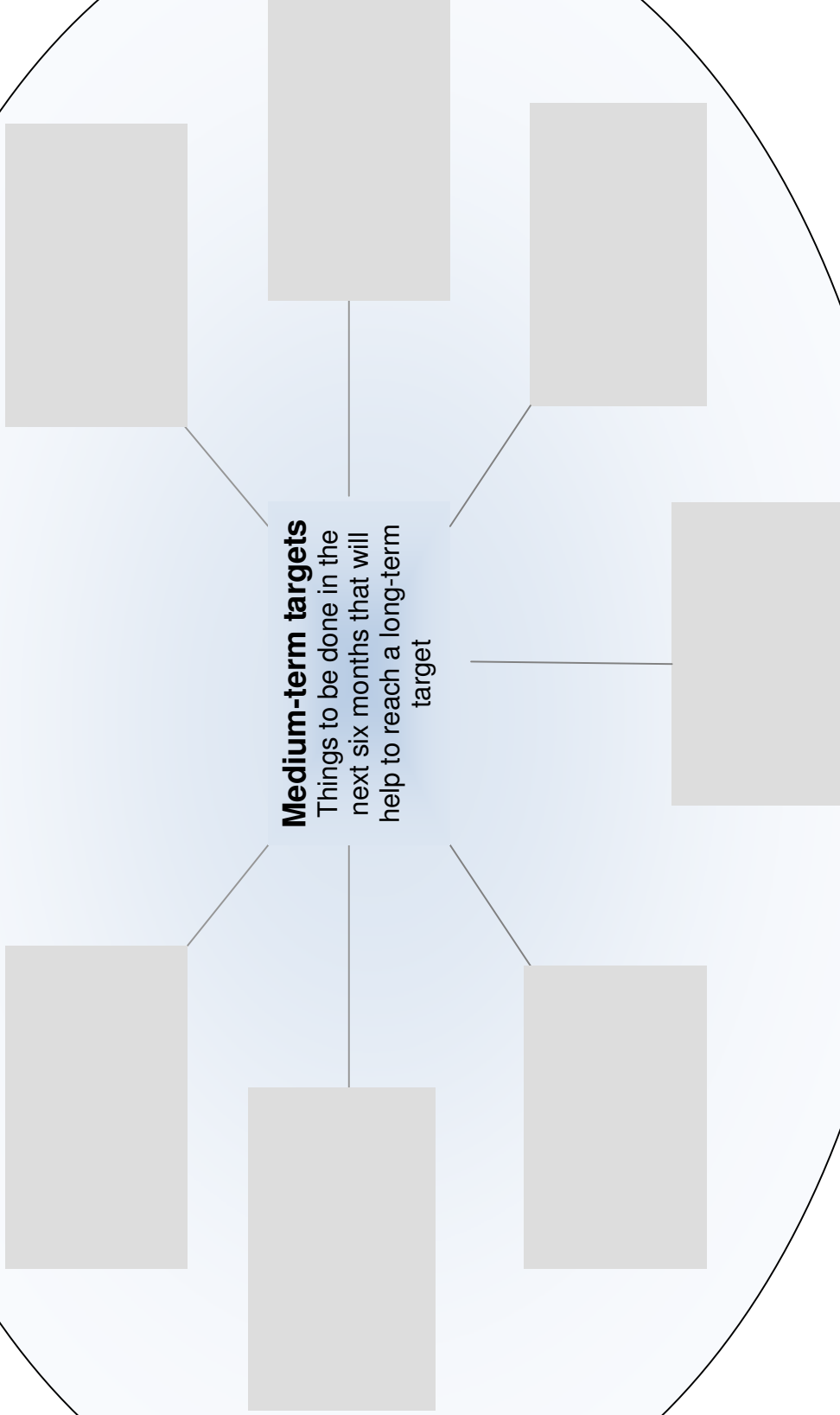
My goal is to...



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### Resource PFP1.3 Goals and targets

My goal is to...



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#### Resource PFP1.4 Goals and targets

Word	Meaning
action plan	a plan of the things that must be done to get something that you want
goal	the thing you want to get in the end
target	something you are aiming for
long-term target	something that will be achieved in the future
medium-term target	not a quick-fix or a continuing target, but something in between
short-term target	something that can be achieved quickly

Action plan	
Goal	
Long-term targets	
Medium-term targets	
Short-term targets	

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#### Resource PFP2 What are SMART targets?

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

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#### Resource PFP3 Setting SMART targets

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

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

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

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#### Resource PFP4 Action plan

<b>Action plan</b>			
Goal:			
Long-term target:			
Medium-term target:			
Short-term targets:			
Target	Action	Date for completion	Date achieved
1.			
2.			
3.			

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#### PFP Level 2 Assignment

In this task you are going to research your dream job in order to practise setting short-, medium- and long-term targets to reach your goal.

#### *Dream Job*

What would you do if you had a choice of any job?

Research your dream job, using the questions or areas shown below as a guide. You can use the blank version on the next page, or you may prefer to create your own plan.

### Skills

What skills are required in this job?

### Personal qualities

What personal qualities are required in this job?

### Barriers

What stops you doing this job at the moment?



Your dream job

Me

### Training

What type of training is required?

### Earning potential

What is the salary range for this job?

### Prospects

What higher-level jobs could you progress to?

### Targets

Short-, medium- and long-term targets for your dream job.

Actions to overcome barriers might be a good starting point for short-term targets!

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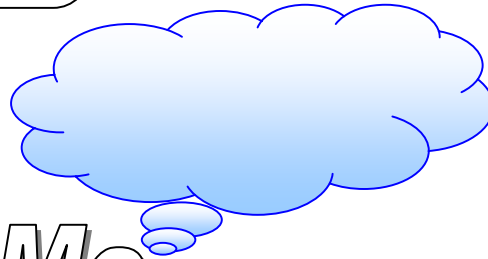
### PFP Level 2 Assignment

# Dream Job

Skills

Personal qualities

Barriers



Me

Training



Prospects

Earning potential

Targets

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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
Rt/L2.7	Use different reading strategies to find and obtain information	Level 2 Reading
Rt/L2.6	Use organisational features and systems to locate texts and information	Level 2 Reading
Rt/L2.8	Summarise information from longer documents	Level 2 Reading
Wt/L2.2	Judge how much to write and the level of detail to include	Level 2 Writing

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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.

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

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#### Links to other resources

Video to encourage calling a careers advisor	<a href="http://www.directgov.coionline.tv/index.php?vid=jobsadvicefilm&amp;extra=jobcentreplus2">http://www.directgov.coionline.tv/index.php?vid=jobsadvicefilm&amp;extra=jobcentreplus2</a>
Careers advice	<a href="http://careersadvice.direct.gov.uk/">http://careersadvice.direct.gov.uk/</a>
Job Centre Plus	<a href="http://www.jobcentreplus.gov.uk/JCP/Customers/index.html">http://www.jobcentreplus.gov.uk/JCP/Customers/index.html</a>
Connexions	<a href="https://www.connexions-direct.com/index.cfm?pid=16">https://www.connexions-direct.com/index.cfm?pid=16</a>