

## Scheme of Work

<b>Course title: Universal Learning Skills</b> <b>Course code:</b>	<b>Accreditation opportunities (Including Functional Skills)</b>
<b>Tutor: Jonothan Hope</b>	<b>Length, start and end date: 10 weeks</b>
<b>Course aim(s):</b> <ul style="list-style-type: none"> <li>• Improve learning methods and increase learning enjoyment</li> <li>• Provide the skills needed to get the best from learning</li> <li>• Equip children and young people with future work skills</li> <li>• Increase achievement for adults attending community learning</li> </ul>	
<b>Progression opportunities:</b>	

No	Differentiated learning outcomes							What have you planned for Initial Assessment ?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B			Outcome C		
1	Better understand our own learning preferences.		Evaluate our skills in relation to the workplace of the future. Discover how to learn in the most effective way.			Plan how to put this self-knowledge into practice.		Skills self-assessment Awareness self-assessment
2	Understand how to use a series of learning tools.		Understand the theme of resilience.			Think about how I could use the tools in my own work or life.		
3	Gain a solid understanding of what resilience is and how it can be developed.		Reflect on personal experience and level of resilience			Put resilience skills into practise.		
4	Set realistic, achievable goals.		Find and utilise personal motivation.			Plan to make sure it happens		

<b>5</b>	Consider and deal with barriers to success.	Understand our triggers for failure and plan to overcome them.	Implement strategies for increasing the chances of successful reaching goals.	
<b>6</b>	Understand, define and reframe the concept of 'problem'.	Apply simple problem-solving techniques.	Plan when and how to use these techniques.	
<b>7</b>	Explore team roles and personal preferences.	Understand and develop teamwork skills.	Put teamwork skills into practise.	
<b>8</b>	Understand what creative thinking is.	Explore and use a subset of skills associated with creative thinking.	Practise using creative thinking in a team .	
<b>9</b>	Recognise the building blocks of emotional intelligence.	Practise and build effective emotional intelligence skills.	Take away practical, usable strategies that make positive changes straight away.	
<b>10</b>	Understand the nature and causes of conflict.	Learn about creative conflict resolution.	Learn about coaching and how to use it in conflict resolution.	

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills/employability skills development; digital inclusion; use of LSA if available.
1	1	Tutor observation Discussion Active task with feedback Written work – worksheet Written work – group task Self assessment, online.	<b>Know Yourself</b> Course background Course overview Session purpose Group agreement Prisoner, vacationer, shopper or consumer (why are you here?) Introductions and reasons for attending Course paperwork The changing face of the workplace World Economic Forum: jobs skills of the future Skills audit What makes an effective learner? Learning styles and preferences Gap task
2	2	Tutor observation Discussion Active task with feedback Written work – personal worksheet Written work – group task .	<b>Tools for Learning (Resilience)</b> Welcome and introductions Session purpose Multiple intelligences Group forming: resilience Resilience Jigsaw Personal experiences of resilience How much resilience Your gift to the group Quality criteria Preparing for active lecture Active lecture: resilience Resilience group task Task feedback Gap task

3	3	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Resilience</b>  Session purpose  Resilience and confidence  Resilience practical  Fragile vs. robust  Gritster of the week  Resilience doughnut  Resilience self-assessment  Review and reflection  Further reading</p>
4	4	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Goal Setting</b>  Setting and sticking at goals  Learning from previous goals  Why are goals useful?  Goals, direction and aspirations  Goals vs. aspirations  Motivation  Make it smart  Ingredients for goal setting  Choose a goal: make a plan  Pros and cons  Little steps  Review and reflection  Gap task</p>
5	5	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Overcoming Barriers</b>  Session overview  Triggers  Nudges  Make it public  Habit forming  Positive reinforcement  Triggers and distractions  Physical readiness: sleep  Time to think  Review and reflection  Home tasks</p>

6	6	<p>. Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Problem Solving</b>  Session overview  Defining problems  Visual thinking – defining problems  Official definition of a problem  Pick a problem  Wicked problems  Preparing for PSTB (Active lecture)  Problem solving – team building  Expert thinking  Block problem solving  Review and reflection  Home task</p>
7	7	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Collaboration</b>  Session overview  Why work as a team  Teamwork ingredients  Speedball  Preparing for presentation  Team roles  Forming teams  Teak task: deadly spores  Assertive communication: definition  Assertive communication: your need, my need, solution  Active listening: ingredients  Active listening: Lego challenge  Leadership and decision making  Team challenge: bank or bust  Reflection  Gap task</p>
8	8	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Creative Thinking</b>  Session overview  What is creative thinking?  Creative thinking skills  Paperclip challenge  Survival challenge  Creative storytelling  Reflection  Gap task</p>

9	9	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Emotional Intelligence</b>  Session overview  What is emotional intelligence?  What we like to see and hear  How to win friends quiz  How to win friends ranking  Reflective listening  Body language  Context and situation  Free will: inputs and outputs  Managing emotions  Reflection  Gap task</p>
10	10	<p>Tutor observation  Discussion  Active task with feedback  Written work – worksheet  Written work – group task</p>	<p><b>Coaching and Conflict Resolution</b>  Session purpose  Thinking about conflict  Exploring conflict  Kinds of conflict  Orange thinking  Coaching vs. mentoring  Coaching process  Questioning  Evaluation and next steps  Reflection  Course recap  Summative Assessment and ILPs</p>

**How will you know the course aims and LOs have been achieved?**

- Learners will give examples of improve learning methods and increase learning enjoyment
- Learners will demonstrate the skills needed to get the best from learning
- Adults and children will seek out new opportunities for further learning

**Tutor reflection / Notes for future delivery**

**Good practice checklist: Does your planning include:**

Adequate differentiation  Digital inclusion  Embedded equality and diversity/FBV/PREVENT  Attention to health and safety

Embedded employability and financial competence

Timely reviews and recording of learning and progress (on ILPs or other method)  Opportunities to ensure learners feel safe and able to raise issues and concerns?  Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?