

## Wider Curriculum Accreditation

Careers and Progression	Hospitality & Tourism (ODL)	Public Services (ODL)	Land Based Studies (British Racing School)	Engineering (Gauntlet)
Developing a personal progression plan	Exploring local visitor attractions	Finding out about Public Services	Caring for and feeding animals	Vehicle mechanics
<p>Benefits and purpose of developing a progression plan</p> <p>Finding out about progression opportunities</p> <p>Sources of advice and guidance for progression.</p> <p>Setting a progression goal</p> <p>Using research findings to identify the requirements to meet goals.</p> <p>Setting a progression goal to work towards.</p> <p>Identifying the skills and behaviours needed to meet progression goal</p> <p>Skills needed to meet progression goal</p> <p>Behaviours needed for progression goal</p> <p>Qualifications needed for progression</p> <p>Reviewing own skills and behaviours against progression goal</p> <p>Gathering feedback from others about own strengths and areas for improvement.</p> <p>Attitudes and behaviours needed for progression.</p> <p>Creating a progression plan</p>	<p>Types of local visitor attraction and products and services they offer</p> <p>Products and services, e.g. theme park rides, shops, catering, guided tours, activities, educational talks, car parks, first-aid facilities.</p> <p>Visitor types and their associated needs</p> <p>Visitor needs, e.g. speed of service, cost, location, access, entertainment, safety and security.</p> <p>How local visitor attractions appeal to specific visitor</p> <p>Presenting information about local visitor attractions</p> <p>Presentation methods and styles, such as leaflet, brochure, presentation</p> <p>Organising information, consideration of clarity and accuracy of information, identifying sources of information, spelling, grammar.</p>	<p>Public services in the UK, including: armed services; leisure services; law and order; emergency services; health; social services</p> <p>The functions of public services, including: defence; protection; justice; health and wellbeing; maintaining security.</p> <p>Ways of working in public services</p> <p>Users of public services</p> <p>Expectations of members of the public</p> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Finding out information: from different sources related to public services</li> <li>Managing information: organising information in a clear, logical manner</li> <li>Communication: awareness of audience; producing information</li> </ul>	<p>Working safely around animals</p> <p>Caring for animals</p> <p>The five animal needs that must be met for each animal according to their species, life stage, temperament and health status</p> <p>Simple visual health checks: Indicators of ill-health</p> <p>Preparing and following basic feeding plans to meet the needs of individual animals.</p> <p>Feed types, timing and frequency as appropriate for the species – mixes, concentrates, grass-based feeds, dry, wet and live feeds.</p> <p>Using appropriate equipment to measure, transfer and present feed.</p> <p>Making sure animals have access to feed and clean, fresh drinking water.</p> <p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>Planning: care and feeding plans specific to the animal</li> <li>Self-management: meeting the demands of</li> </ul>	<p>Preparation for carrying out tasks</p> <p>Servicing guidance</p> <p>Servicing schedules.</p> <p>Technical data</p> <p>Safe working practices</p> <p>Important general safety</p> <p>Awareness of moving vehicles,</p> <p>Use of appropriate personal protective equipment (PPE)</p> <p>Maintaining a tidy work area.</p> <p>Safe working practices</p> <p>Routine service tasks</p> <p>Safe removal, disposal and replacement of service consumable items</p> <p>Condition assessment</p> <p>Fluid level checks</p> <p>Tools and equipment checks</p> <p>Completing servicing records</p>

<p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Written communication: filling out application forms, progression plan.</li> <li>• Managing information: from the sources used to find out about possible progression routes.</li> </ul>	<p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Research: using techniques to gather information about local visitor attractions</li> <li>• Managing information: collecting and using information from different sources about local visitor attractions, determining relevance and accuracy of information, organising information, representing information in different ways, using numbers</li> </ul>	<p>in an appropriate way; deciding on type of communication to best convey a message; presenting information that is legible, relevant and accurate.</p>	<p>caring for and feeding animals, dealing with barriers that may affect routine</p>	<p><b>Transferable skills</b></p> <ul style="list-style-type: none"> <li>• Communication when carrying out a shared activity</li> <li>• Maintaining clear written records</li> </ul>
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