

Wider Curriculum Accreditation

Careers and Progression	Hospitality & Tourism (ODL)	Public Services (ODL)	Land Based Studies (Academy activities)	Engineering (Gauntlet)
Developing a personal progression plan	Exploring local visitor attractions	Taking part in sport and adventurous activities	Growing Plants	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>Importance of sport and recreation to the public services</p> <p>Team cohesion.</p> <p>Types of sport and adventurous activity</p> <p>Personal conduct required when participating in sport and adventurous activities, e.g. positive attitude, team player in team sports, safe behaviour.</p> <p>Factors to consider when planning activities</p> <p>Skills needed to participate in sport and adventurous activities.</p> <p>Transferable skills</p> <ul style="list-style-type: none"> Communication: specific to sport and recreation activity, e.g. non-verbal communication, speaking clearly, providing instruction to team mates, listening, discussing plans. Teamwork: working together to participate 	<p>Factors to consider when carrying out the propagation and establishment of young plants</p> <p>Plant needs, how plants grow and what they need to grow successfully, e.g. growth media.</p> <p>Risks and hazards of practical tasks</p> <p>Where seeds come from, how to collect them, different sizes of seed, where to buy them from, preparing seeds before sowing.</p> <p>Environmental requirements of seeds, seedlings, cuttings and rooted cuttings.</p> <p>Practical skills in the propagation and establishment of young plants</p> <p>Safe and hygienic working practices throughout practical tasks</p> <p>Transferable skills</p> <ul style="list-style-type: none"> Finding information: finding out the requirements for propagating and establishing young plants Planning: 	<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>Transferable skills</p> <ul style="list-style-type: none"> • Written communication: filling out application forms, progression plan. • Managing information: from the sources used to find out about possible progression routes. 	<p>Transferable skills</p> <ul style="list-style-type: none"> • Research: using techniques to gather information about local visitor attractions • 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 	<p>in sport and adventurous activities, working individually to contribute to the team activity, respecting others' roles when working in the team.</p>	<p>ensuring areas are ready and appropriate for sown seeds, choosing suitable propagation methods and times, providing suitable growing environments to support growth and taking safety considerations into account.</p>	<p>Transferable skills</p> <ul style="list-style-type: none"> • Communication when carrying out a shared activity • Maintaining clear written records
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