

KS 5 Careers – ASDAN Workright – Long-term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	Unit 1: Health and Safety Section 1- 'Health and Safety Rules' and 2- 'Emergencies'	Health and Safety Section 3- Keeping your workspace clean and tidy Unit 2: Responsibilities in the workplace Section 1: Attendance	Unit 2: Section 2- Timekeeping Unit 2: Section 3- Appearance	Unit 3: Section 1- Respecting Others Unit 3: Section 2: Getting on with people at work	Unit 3: Section 3- Working in a team Unit 4: Section 1- Doing jobs at work	Unit 4: Section 2- The things you use at work Unit 4: Section 3- Getting help with problems at work Page 32-33- Review and next steps
Suggested activities	Unit 1: Section 1 • Learners to devise an interview questioning their mentor about health and safety in their workplace. • Learners to take pictures of health and safety signs about their workplace and label why they are important • Learners to create a Health and Safety poster concerning their workplace. • Learners to write a diary about a typical day, highlighting where they have followed the Health and Safety Rules Unit: Section 2	Unit 1: Section 3 • Collect pictures/photos of untidy workspaces and annotate what needs doing to them. • Make a list of the routine Learners follow to keep workspace tidy and when Learners do this • Create a short 'How to' manual/set of instructions about keeping the workspace tidy • Take pictures of student clearing away any equipment used student to annotate them what are they doing? Unit 2: Section 1 • Student to write a log of their work experience so far- make sure they	Unit 2: Section 2 • Learners can record what time they arrive for work, have breaks and what time they finish • Learners can interview their mentor about what happens if you are late • Learners can make a storyboard about when work should start and what happens if they are late • Learners can create a poster showing what time work starts, breaks, and finishes and Learners must show what happens if they are	Unit 3: Section 1 • Student can use the laptop to look up discrimination at work and what people can do about being bullied • Learners can create a leaflet about bullying in the workplace, what it means and what can be done about it • Learners can use the laptop to research any examples of bullying/prejudice at work • Learners can write what they would do if they were being bullied at work Unit 3: Section 2	Unit 3: Section 3 • Learners to use the camera to take pictures of everyone within their team and annotate with their role/job • Learners to create a 'job board' showing what job everyone in the team is doing on a specific day and how they fit into that • Learners to have pictures taken of themselves completing jobs or with jobs they have completed • Learners to interview mentor about what their job expectations are Unit 4: Section 1 • Learners to create an evaluation form about themselves rating how	Unit 4: Section 2 • Learners to take pictures of all the equipment they use at work and annotate what they are used for • Learners can use the laptop to create a PPT about equipment they use at work • Learners to take a photo of where equipment is stored and why • Learners to create a poster showing what equipment is used at work, where they are stored and the importance of storing them correctly Unit 4: Section 3

	<ul style="list-style-type: none"> • Learners can create a storyboard- what happens when you find a fire/hear the alarm/if there is an accident • Learners can create a poster showing what protocol they must follow if they find a fire/hear the fire alarm/discover an accident • Learners can list the protocol in bullet points about what they would do if they find a fire/hear the fire alarm/discover an accident NB- All 3 situations must be shown they must complete an activity on each to pass 	<p>record dates, times, and a brief summary of what they did. • Learners to create a storyboard about the importance of going to work every day and what someone does if they are ill/unable to attend</p> <ul style="list-style-type: none"> • Learners can create a poster about protocol and what employees do if you are sick • Learners to interview their mentor (can be recorded or written up) about what protocol to follow if an employee is ill and cannot go to work. 	<p>late on the poster</p> <p>Unit 2: Section 3</p> <ul style="list-style-type: none"> • Learners to take pictures of themselves in various poses/outfit and annotate which is appropriate for their work and why • Learners to show a plan of what they wear for work and why (either drawn or written) • Learners to use the laptop to research appropriate clothing for different jobs explaining why • Learners to create a poster showing what should be worn for their specific job 	<ul style="list-style-type: none"> • Learners can draw a flow chart including the names of the people in their organisation, putting them in order of importance • Learners can interview their mentor (either written or recorded) about everyone's role within their business • Learners to write a short passage about who they should report to for different things at work. • Learners can use a camera to take pictures of the people they work with and annotate 	<p>they have completed a job, did they do it on time etc. and give to their mentor to fill out</p> <ul style="list-style-type: none"> • Learners can have pictures taken of themselves doing jobs and annotate- did they do a satisfactory job, was it on time etc. • Learners can write up or record an interview with their mentor asking to evaluate their performance • Learners can self-evaluate a job they have completed- was it done to a high standard? On time? 	<ul style="list-style-type: none"> • Learners to create a poster showing who at their organisation they would go to ask for help • Learners to write a report showing where they have followed advice • Learners to give example of different problems that could be encountered at their place of work
Skills Used	<p>Identifying Health and Safety Rules in the workplace</p> <ul style="list-style-type: none"> • Explaining why these rules are important • Identifying where they have followed 	<p>Identifying and explaining the importance of a tidy workspace</p> <ul style="list-style-type: none"> • Selecting information from protocol • Demonstrating an understanding of protocol 	<ul style="list-style-type: none"> • Identifying the importance of arriving on time • Identifying the importance of looking presentable • Explaining why people should arrive on time 	<ul style="list-style-type: none"> • Identifying what workplace bullying is • Explaining how they would manage workplace bullying • Identifying and explaining the role of people at your organisation 	<ul style="list-style-type: none"> • Identifying and explaining the role of everyone within your team • Demonstrating that Learners understand what role they play within a team 	<ul style="list-style-type: none"> • Identifying and explain what equipment is used within their work • Demonstrating they understand how equipment should be stored

	<p>Health and Safety Rules</p> <ul style="list-style-type: none"> • Analysing important rules • Identifying what they must do in a health and safety situation 		<ul style="list-style-type: none"> • Explaining why it is important to be presentable • Demonstrating the student can comply with these rules. 	<ul style="list-style-type: none"> • Demonstrating they understand who to go to with different problems at work 	<ul style="list-style-type: none"> • Identifying that a job is done correctly and on time • Demonstrating that a student can consistently complete jobs to a high standard in the time scale 	<ul style="list-style-type: none"> • Identifying they understand who to go to with a work-related problem • Demonstrating where they have followed advice
Assessment	<p>Page 9 and 11 of booklet. Learners to fill in which activities they completed under Activities. Comments to be made by supervisor- indicate level of support required</p>	<p>Page 13 and 15 of booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support</p>	<p>Page 17 and 19 of the booklets. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 21-23 of the booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 25-27 of the booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 29-31 of the booklet Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support. Learners must fill in the review section (Page 32) and next steps section (page 33) of the booklet within this term</p>

Mentor/supervisor must complete Page 4 and 5 of the booklet for Learners to complete the award- use code to show what support has been used throughout the course. The ASDAN book and completed folder of evidence should be submitted to pass.