



Guidance on the use of  
**Widening Horizons**  
*for Occupational Training*



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# Guidance Notes

## Introduction to Progress File

Organised and funded by the Department for Employment and Learning (DEL), Training for Success is a programme developed for all young people in training (both in training organisations and in further education colleges). It aims to ensure that all trainees receive practical work-based training, encouraging personal and skills development, and that they are 'job ready' and able to enter the labour market successfully.

An integral part of the Training for Success programme is the Progress File. Progress File is a requirement for DEL-contracted training suppliers. It is part of the key infrastructure around learners' work-based experience and personal development. It details learners' achievements and experiences and is both a record of learning and a basis for reflection and personal growth.

## Structure

Progress File has two parts:

- The first is the working file of materials that each individual learner uses to record and reflect on their learning and experiences. In a training environment, the learning will be supported through the **Widening Horizons for Occupational Training** materials. Aimed at 16–18 year old trainees, these help to consolidate existing learning, ensure formative development and enhance opportunities for progression. They can:
  - fit with existing reviewing, assessment, planning and recording practices; and
  - help learners make the most of the key elements of their training programmes, including Personal Development and Employability qualifications.
- The second aspect of Progress File is the **Presenter**. This includes the learner's curriculum vitae, their personal statement, work experience and skills records, and a record of all their achievements and qualifications.

In 2014 we updated the Widening Horizons materials to ensure the content and layout would remain relevant to learners' training and be appealing to them. The materials are now streamlined into three units – Induction, Personal Development and Employability – which provide opportunities to produce evidence for Employability and Personal Development qualifications. This also means it is possible to blend **Widening Horizons for Occupational Training** effectively into broader training programmes.

## Delivery

How you deliver Progress File to your learners is up to you. You may find it useful to read the case studies in this booklet from Wade Training and South West College, which include details of how they have successfully blended Widening Horizons into their training programmes and any challenges they faced.

This booklet also includes a draft scheme of work. This shows one example of how Progress File *could be* delivered (although it will not suit every organisation). The scheme covers 40 weeks and suggests how the three units in **Widening Horizons for Occupational Training** could be covered during this time. The content is general, as the best approach for each organisation will depend on its specific training programmes.

More details about Progress File are available in the CCEA Accreditation area of the CCEA website at [www.ccea.org.uk/accreditation](http://www.ccea.org.uk/accreditation)

For more information or guidance, please email [infoaccreditation@ccea.org.uk](mailto:infoaccreditation@ccea.org.uk)

## Sample Scheme of Work

Week	Widening Horizons Content	Responsibility for Delivery
<b>Unit 1: Induction</b>		
1	<b>Getting the best out of induction</b> • Important contacts	<i>Support Officer Vocational Tutor</i>
2	<b>Rules and regulations</b> <b>Why you're here</b> • Am I on the right training programme?	
3	<b>More about you</b> • What sort of person am I?	
<b>Unit 3: Employability</b>		
4	<b>Your CV</b>	<i>Vocational Tutor Literacy Tutor</i>
5	<b>Personal Statements</b>	
<b>Unit 2: Personal Development</b>		
6	<b>Setting goals and targets</b>	<i>Skills Tutor</i>
7	<b>Reviewing your progress</b> • How am I getting on?  <i>What happens during a review meeting</i>	
8	<i>Action planning: goals and targets</i>	
9	<b>Review Meeting 1</b>	
10	<b>Learning from your review</b> • Action planning	<i>Employability Tutor</i>
11	• Work-based progress review summary	
12	<i>Updating Personal Training Plan</i>	

Week	Widening Horizons Content	Responsibility for Delivery
<b>Unit 1: Induction</b>		
13	<b>More about you</b> <ul style="list-style-type: none"> <li>How do I learn best?</li> </ul>	<i>Skills Tutor</i>
14	<b>Now you know...</b> <ul style="list-style-type: none"> <li>Induction checklist</li> </ul>	<i>Skills Tutor</i>
<b>Unit 2: Personal Development</b>		
<b>Review Meeting 2</b>		
15		
16	<i>Learning from your review: updating Personal Training Plan</i>	<i>Employability Tutor Skills Tutor</i>
17	<b>Developing your skills</b>	
18	<ul style="list-style-type: none"> <li>Skills I need...</li> <li>How confident am I?</li> </ul>	
19	<ul style="list-style-type: none"> <li>Other skills</li> </ul>	
<b>Review Meeting 3</b>		
20		
21	<i>Learning from your review: updating Personal Training Plan</i>	<i>Skills Tutor Employability Tutor Literacy Tutor ICT Tutor</i>
22	<b>Learning skills from life</b> Developing a Skills Chart	
<b>Unit 3: Employability</b>		
23	<i>In light of learning:</i> <ul style="list-style-type: none"> <li><i>Redraft Personal Statement</i></li> <li><i>Redraft CV</i></li> </ul>	<i>Employability Tutor</i>
24	<b>Choosing a career pathway</b>	
25	<ul style="list-style-type: none"> <li><i>What matters to me?</i></li> <li><i>Careers advice and guidance</i></li> </ul>	

Week	Widening Horizons Content	Responsibility for Delivery
	<b>Unit 2: Personal Development</b>	
26	<b>Review Meeting 4</b>	
	<b>Unit 3: Employability</b>	
27	<i>Learning from your review: updating Personal Training Plan</i>	<i>Employability Tutor</i>
28	<b>Choosing a career pathway</b>	
29	<ul style="list-style-type: none"> <li>• Careers research</li> <li>• Career planning</li> <li>• How can I find out about job vacancies?</li> </ul>	
30	<b>Applying for jobs or courses</b>	<i>Employability Tutor</i>
31	<b>Letters of application</b>	
32	<b>Application forms</b> <ul style="list-style-type: none"> <li>• Application form checklist</li> </ul>	
	<b>Unit 2: Personal Development</b>	
33	<b>Review Meeting 5</b>	
	<b>Unit 3: Employability</b>	
34	<i>Learning from your review - update:</i>	<i>Literacy Tutor ICT Tutor Employability Tutor</i>
35	<ul style="list-style-type: none"> <li>• CV</li> </ul>	
36	<ul style="list-style-type: none"> <li>• Personal Statement</li> <li>• Personal Training Plan</li> </ul>	
37	<b>Interviews</b>	<i>Employability Tutor</i>
38	<b>Presentations</b>	<i>Literacy Tutor Skills Tutor</i>
	<b>Unit 2: Personal Development</b>	
39	<b>Review Meeting 6</b>	
40	<b>Presenter checks</b> <i>Update Personal Training Plan  Prepare neat copies of any documents that need added to the Presenter  Check that all necessary documents are in the Presenter</i>	<i>Employability Tutor Skills Tutor Vocational Tutor</i>



# Case Study 1

## South West College – Enniskillen Campus

South West College operates across four campuses – in Cookstown, Dungannon, Enniskillen and Omagh – covering the counties of Tyrone and Fermanagh. This case study focuses on the training programme delivered at the Enniskillen campus.

The Enniskillen campus provides education and training mainly for people from Fermanagh, but it also caters for students from County Cavan, Leitrim and Tyrone. Trainees in the Enniskillen campus have a wide range of abilities and diverse social backgrounds.

Our vision in South West College is ‘Developing People and Achieving Potential’. The programme we offer to our Training for Success trainees centres around this goal, and this certainly applies to how we use Progress File; first we aim to develop the trainees themselves, and through this to equip them with the skills to reach their full potential and the confidence to find work. Training for Success is a two-year programme (104 weeks).

In using Progress File we aim to blend the Widening Horizons materials with the City & Guilds Employability and Personal Development qualification. This offers a broad range of units across different learning areas and is the main focus of our curriculum for trainees.

The Employability and Personal Development qualification is a one-year programme; we deliver it during the first 52 weeks of the full Training for Success programme.

### Blending Progress File into the Training Programme

The Employability and Personal Development qualification shares content with the Widening Horizons materials in a number of areas. So, to avoid duplication of delivery, Vocational tutors, Essential Skills tutors and Training Support Officers have devised a programme for delivering Progress File; this blends Widening Horizons materials, materials used in Employability and Personal Development, and the administration to monitor trainees’ progress.

To develop our programme we mapped the activities in Widening Horizons to the Employability portfolio, trainees’ six-weekly reviews, and Essential Skills provision. Staff could then identify gaps in our provision of Widening Horizons and make arrangements to deliver the additional material we needed to cover.

### Implementing a Blended Progress File

We introduce all our Training for Success trainees to the Progress File, Presenter and Widening Horizons materials during their induction, which includes a General Induction delivered by Training Support Officers and a Specific Induction by Vocational tutors.

Many of the materials we use to deliver the City & Guilds Employability qualification meet the aims of Progress File but are enhanced by the inclusion of activities from Widening Horizons. Trainees cover the evidence for Employability in Widening Horizons and store it in their Employability File.

The Vocational tutor is responsible for delivering Employability and adapts materials to make them trade specific. The Vocational tutor also carries out the trainees' six-weekly reviews, and the evidence used covers the learning in Widening Horizons. This is stored in the Administration File.

While the Vocational tutor covers some elements of Widening Horizons in trainees' induction and in Employability, others are the responsibility of the Essential Skills tutor. We store the evidence for these in an Essential Skills File.

### Reviewing the Implementation

The main challenge for us is having limited time to deliver the Employability qualification and Progress File programme. We deliver Progress File mainly in the first 52 weeks of Training for Success, while trainees are taking their City & Guilds Employability and Personal Development qualification. In the second 52 weeks, trainees review their CVs, continue their six-weekly reviews and add documents such as certificates to their Presenters.

Nevertheless, including Progress File in the training programme enables the trainees to become engaged in the learning process. They are able to take ownership of the qualifications they are striving to achieve. The trainees also develop wider skills, which enhance their employability and prepare them for work with local and national employers.

In our experience, these have been the main benefits of blending Progress File with the Employability and Personal Development qualification:

- Trainees develop wider skill sets.
- The scheme of work we use to prepare for employment post training is more cohesive.
- We are able to chart trainees' progress more clearly.
- Trainees can see the qualification they are taking in a practical context, including how it can be applied outside the training environment and used for their own benefit.

## Case Study 2

### Wade Training – Lurgan

Wade Training Ltd has offices in Lurgan, Portadown, Armagh and Newry. We provide free transport from the other offices to Lurgan, where the majority of the education and training takes place.

Our aim at Wade Training is to provide high quality training for all our learners, enhancing the occupational skills within the community through the delivery of Training for Success and Apprentice NI, while remaining a caring organisation. We deliver a variety of vocational areas such as Hairdressing, Childcare, Retail and Business/Administration. We also offer Essential Skills and personal and social qualifications to enhance trainees' employment prospects.

Training for Success (TfS) is available to young people aged 16–18 (or up to 24 for those requiring additional support). It provides training to give them the tools and skills they need to enter employment.

#### Blending Progress File into the Training Programme

Wade Training provides young people with the relevant qualifications as well as personal and behavioural skills to progress into work, using Progress File, Employability and Business Enterprise classes for this. We also encourage the development of learners' career management skills, helping them to develop attributes that they will need to progress and succeed in their chosen career.

However, from feedback we knew that trainees were reluctant to engage with the work on their Progress File. They had completed something similar at their previous school, further education college or training organisation, and they looked on it as a chore – not seeing any potential benefits to completing it.

As a result, we developed a scheme of work to integrate the Progress File and Widening Horizons materials into trainees' induction period, Employability and Business Enterprise classes, as well as embedding it into their vocational and Essential Skills lessons. With this programme, completing the Progress File has become more fluid and trainees have been engaged in the learning process.

#### Implementing a Blended Progress File

**Induction period** – TfS trainees complete an intense twelve week induction carried out by Vocational tutors, Essential Skills tutors and Development Officers. During this period the trainees settle in to their new environment and explore how they learn best.

We use Widening Horizons materials during this settling in period, and we find it best to emphasise the importance of skills development. We want to make the trainees feel that they are an integral part of Wade Training, their peer group and society as a whole, by developing their skills as volunteers who contribute to their community.

The trainees keep all work from the induction as extra inserts in their Widening Horizons resource and store these with their Progress File.

**Employability Skills** – TfS trainees are allocated one hour a week to work on their employability skills. The Vocational tutors follow a generic Employability scheme of work for this, making vocational links during the lesson. Evidence is stored at the back of trainees' vocational folders.

Trainees also follow Widening Horizons materials during these Employability lessons. We have found that certain sections are best delivered by Vocational tutors: learning about the importance of action planning, CV writing and making career plans is essential in guiding trainees in their chosen career path.

We also tie Widening Horizons in closely with our delivery of Literacy and ICT skills, embedding it into Essential Skills teaching. For example, trainees complete a first draft CV in an Employability lesson, proofread it in Literacy and word process it in ICT. They keep a final copy in the folders for all of these, as well as in their Progress File.

**Business Enterprise** – One key skill in Widening Horizons is the ability to make context-appropriate presentations. We embedded this skill into Business Enterprise lessons in a 'Dragons' Den' style. Trainees create a PowerPoint detailing a business plan to start their own business, for example a hairdresser would present a business plan about opening a new salon. This ties in well with ICT skills and allows trainees to learn, in a fun and constructive way, the importance of making presentations.

### Reviewing the Implementation

On reflection, our integrated scheme of work – embedding Progress File and Widening Horizons materials into Employability, Business Enterprise and Essential Skills – has been a huge success. By examining our existing delivery and identifying where we could build on Progress File, we have strengthened our practices. This has allowed trainees to take ownership of their qualifications and encouraged self-assessment, making them more self-aware and building confidence to achieve and gain employment.



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