

Trip Project Employability Scheme of Work

Week	Topic	Implementation	Assessment
1	Teamwork	Teamwork and team-building exercises based around real-world interview techniques used in industry. Using the Moon Landing exercise to develop critical thinking strategies and encourage teamwork. The learners are read the initial brief and instructed to rank the available resources in order of importance for individual survival. Once they have recorded their answers the students run through the scenario again as a group or groups depending on the size of the class. Once they have discussed and agreed the order of their group answers they are compared to the official order and scored in accordance with the marking criteria laid out in the delivery resource.	Moon landing exercise is designed to be run through twice, first as an individual and then again in a group. This will demonstrate the effectiveness of working in a group as the groups will (should) score higher than the individual (against the answer sheet). The marking and grading criteria are included in the delivery notes.
2	Communication	Verbal communications task. The class is split into three teams and each team is given a set of instructions to follow. The instructions describe an object they must build from the resources made available to them. Each team cannot communicate with another team unless they are in the "communications zone" and this is monitored and facilitated by the tutor. Full instructions for set up and delivery are included in the delivery resource sheet.	Learner groups assemble their individual parts which must link together in order to transport a ping-pong ball from the start point and deposit it in a cup. The individual builds and the final assembly must be completed in the given time limit and the ball must pass freely from start to finish. Three final runs are allowed to complete the task, with a 1 minute adjustment time between each run. The debrief should include an opportunity for the learners to suggest improvements to the overall process to streamline the task along with exemplar solutions given by the tutor.
3	Problem Solving	Hand skills task following a SOP to construct a metal block with set screws, torque settings, etc. Learners will follow a basic SOP for the task which is deliberately vague to develop their problem-solving skills.	Pass/refer skill test on the activity in the correct order and in the allocated time for the tasks.
4	Numeracy, Literacy and Digital Skills	Introduction to VLE. Basic ICT, literacy and numeracy assessment based around real-world engineering scenario. Following on from the assembly task in week three, the learners produce a digital SOP for the assembly of the metal block. The completed SOP must be handed in through the VLE. The lesson starts with an explanation of what an SOP is, with a worked example being set and completed before moving onto the main task.	Successful production of an accurate and easy to follow SOP complete with dimensions and assembly drawings/photographs. The SOP will be submitted through the VLE by the set deadline and can be graded against a tutor produced exemplar.
5	Leadership Skills	Command task to build moving car within a allocated time which must be able to navigate a set course as quickly as possible. There must be evidence of planning, allocation of jobs to team members and testing records. Learners will work in groups of 4 to 5 and the task finished with timed runs of the course so the teams can be ranked.	If the team correctly build the car in the allocated time or if the car can be raced against another team and it moves in the correct way then all the team members will have passed and the overall leader of the task will deliver the feedback. The leader will be assessed on overall performance. This task can be run several times with different learners taking the leadership role.
6	Planning and Management	Planning, organisation and project management will be assessed on problem-solving, leadership tasks. All team members will have the opportunity to perform a leadership role and help solve the problems to complete tasks. The practical task for this week consists of manufacturing an object with sticklebricks. The construction of the object is set out in the style of a production line with the students assuming various stores, production, quality and supervision roles.	Visual evidence of planning on paper and tasks with names to tasks show organisation on the tasks. If the learners/groups complete the tasks and throughout the tasks observations show the teams keep adjusting to problems and reallocate jobs and solutions then management of the projects have taken place.