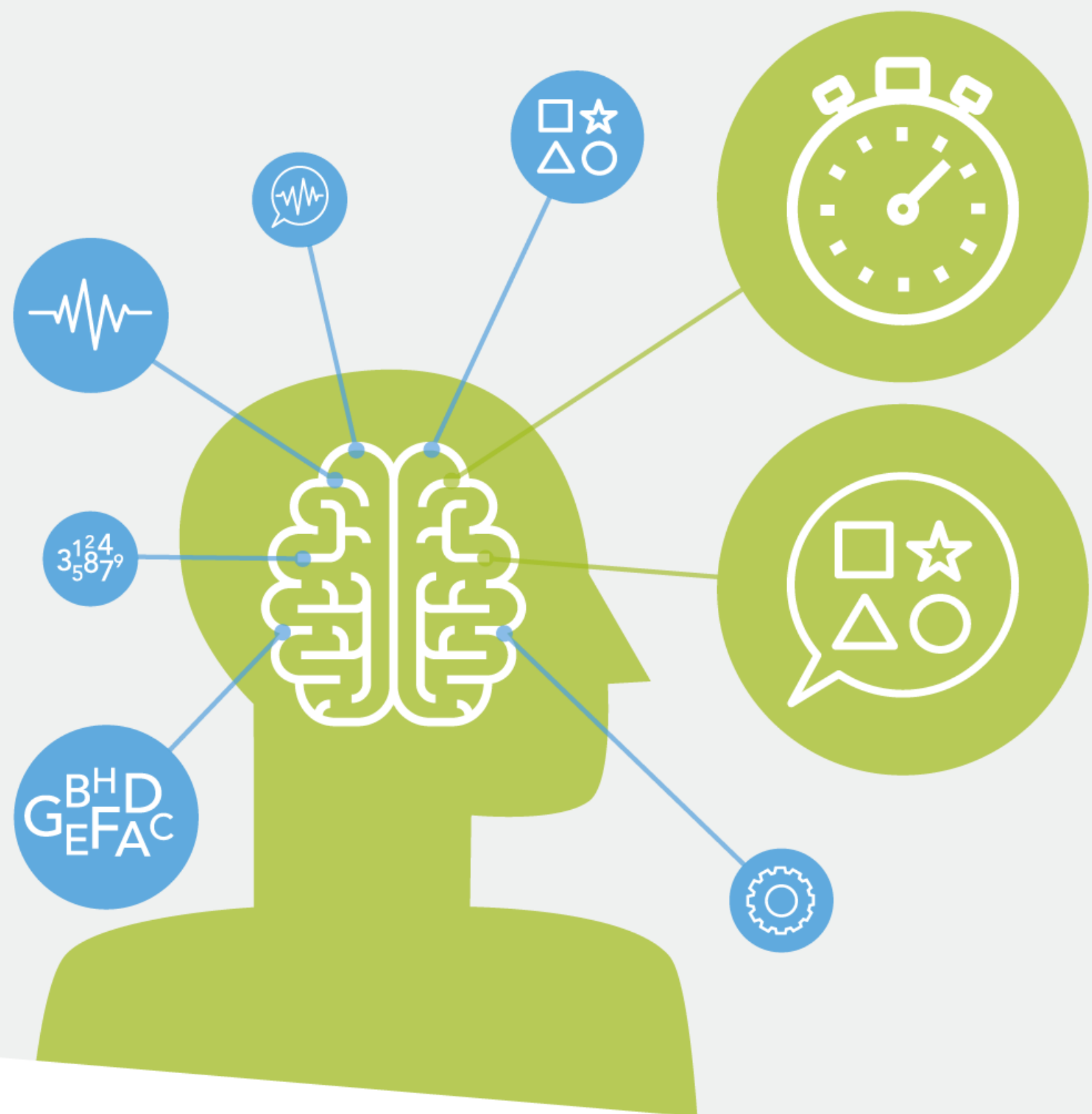




"Your personalised learning journey"



Learner monthly

Intervention report

Learner details

| | |
|-------------------|-------------------------------------|
| Learner name | James Learner |
| Client reference | JLCA1 |
| Learning provider | Seetec |
| Period of report | Sat, 1 Jan 2022 to Thu, 13 Jan 2022 |
| Date printed | Thu, 13 Jan 2022 at 12:43 |
| Programme Level | Level 3 |

What does literacy mean for me?

Date and time

Relevancy to domain

Learners who present a difficulty in literacy may struggle with their vocabulary, working memory, and processing speed, and as a result, their ability to 1. Learn new vocabulary, 2. Read fluently, and 3. Express ideas. This module supports learners with this by introducing the literacy domain and providing learners with tips to help improve their reading skills.

Description

Literacy is the key to effectively communicating with the world around through reading, writing and speaking. Here's how...

Learning outcomes

1) Define literacy as it relates to the learner's identified additional learning need. 2) Identify and understand how to implement one strategy that addresses the literacy domain.

Learner's tasks

In this video, the learner was introduced to the literacy domain. Based on their understanding, the learner will be able to identify areas in which they can improve their learning and ways to effectively manage literacy. The learner was given a quick tip to practice reading out loud, especially when given any written instructions for work. The learner understands that reading out loud will greatly improve their ability to carry out these tasks. During the week, the learner was instructed to read aloud any instructions for work and studies, making notes of how this affected the completion of the work or study assignment.

Tutor guidance during session

Review the learner's understanding of their literacy. Review and discuss the learner's experiences of reading materials aloud before completing an assignment. How effectively did the learner find this strategy?

Has the learner viewed the content

No

Tutor notes

What does executive function mean for me?

Date and time

Relevancy to domain

Learners who present a difficulty in executive function may struggle with their working memory, concentration and attentional control. As a result, this affects their ability to 1. Arrive at appointments and meetings on time, 2. Carry out routine daily tasks, 3. Plan activities. This module supports learners with this by providing strategies to better their weaknesses in activities such as planning, time management and general organisation.

Description

Your executive function is in control of what gets done, how it gets done, and when it gets done. Here's how...

Learning outcomes

1) Define the executive function as it relates to the learner's identified additional learning need. 2) Identify and understand how to implement one strategy that addresses the executive function domain.

Learner's tasks

In this video, the learner was introduced to the executive function domain. Based on their understanding, the learner will be able to identify areas in which to improve learning and ways to effectively manage their executive function. The learner was given a quick tip to start assigning specific times during the day to complete specific tasks. Over time, these routines should become habitual, which will help the learner manage their time more efficiently. During the week, the learner was instructed to assign specific times for revising coursework and to revise during the times scheduled.

Tutor guidance during session

Review the learner's understanding of their executive function. Discuss the learner's experience of assigning specific times and scheduling coursework. How effective did the learner find this strategy?

Has the learner viewed the content

No

Tutor notes

What does verbal reasoning mean for me?

Date and time

Description

Verbal reasoning is the foundation for good reading, listening, writing and speaking skills. Here's how...

Learning outcomes

- 1) Define verbal reasoning as it relates to the learner's identified additional learning need.
- 2) Identify and understand how to implement one strategy that addresses the verbal reasoning domain.

Learner's tasks

In this video, the learner was introduced to the verbal reasoning domain. Based on their understanding, the learner will be able to identify areas in which they can improve learning and understand ways to effectively manage their verbal reasoning.

The learner was given a quick tip to ask their manager or instructor for a glossary of terms that are commonly used in their area of work.

During the week, the learner was instructed to obtain a glossary of useful industry terms and make notes of how the glossary improved their general knowledge and business understanding.

Tutor guidance during session

Review the learner's understanding of their verbal reasoning. Discuss the learner's experiences of using glossary terms to improve their general knowledge and improve reading, writing speaking skills. Did the learner find this strategy helpful?

Has the learner viewed the content

No

Tutor notes

Why is group work necessary?

Date and time

Wed, 12 Jan 2022 at 14:23

Relevancy to domain

Learners who present a difficulty in executive function may struggle with their cognitive flexibility and regulation and as a result, their ability to 1. Interact with others in a social environment, 2. Be aware of their own difficulties. This module supports learners with this by providing strategies for doing group work and how interact with others in that environment (e.g. welcoming new ideas).

Description

Do you like working with other people? Or maybe still feel apprehensive about it? In this module you'll discover how working with other people can benefit the speed and quality of your work, and how to get the most out of any group project you're part of.

Learning outcomes

Explain the need for group working

Learner's tasks

In this module the learner learned about the situations where group working is most valuable, about the ways it can benefit them in the workplace, and about certain practices that can help to get the most out of any group project they're part of. Specifically, they learned that working in a group can increase one's productivity and performance, diversity of ideas and skills available, as well as develop own skills and teach more about oneself. Working in a group is most beneficial when writing a report, designing a new product offering or delivering a project. To make group working most productive, the learner has to outline how everyone's contribution influences the overall project objective; have short and frequent update sessions rather than rare and long team meetings; and welcome ideas from all team members. The learner was asked to compare their most recent group work experience with the Dos and Don'ts presented in the module. They also need to reflect and share what they like and dislike about working in groups.

Tutor guidance during session

Discuss learner's experience of working in groups so far and their comparison of their experience with the Dos and Don'ts presented in the module. In the section with learner's likes and dislikes, see where the dislikes stem from. Can any of the tips from this module help? How can the learner turn the dislikes into likes? For example, if they find the politics of group work frustrating or dislike the work dragging on, help them see how they can use such unfortunate experiences as mental notes of what not to do when they're the ones in charge of a team. Looking at the Dos and Don'ts list, ask the learner about the consequences these actions have had in their teams. Also, if the learner has had more than one group work experience, you can ask to compare them in terms of the list. For example, if in one team the tasks were clear and the goals were aligned, and in another team that wasn't the case, has the learner noticed any difference in productivity, team morale, and such? The learner should have also noted at least one thing they could have improved on the last time they worked in a group. Please ask them why they selected that one (or few) things specifically. How are they going to make sure it's in place next time, even if they're not in charge of the team?

Has the learner viewed the content

Yes

Tutor notes

