

Stage 1: preparing to assess and develop personal and social skills

The sessions and activities you prepare for the initial assessment programme should be designed so that:

- you and your fellow (teachers, tutors and trainers) can use an agreed framework of personal and social skills when carrying out your observation of the learners
- learners are engaged in meaningful and motivating activities that will help them develop personal and social skills
- you choose activities with the potential for the learner to demonstrate the skills you have identified
- you decide which learners you will observe during the session. You should aim to observe a few learners carefully, rather than gain an impression of the whole group.

As a starting point, you and your fellow teachers, tutors and trainers will need to define and use a common framework of personal and social skills. The steps you will need to take are:

- a) identify the skills you want to assess from the framework
- b) identify or develop the activities that will allow you to observe the skills you have identified
- c) prepare observation checklists
- d) identify the learner to observe and decide who will observe them.

a) Identify the skills you want to assess

Working with your fellow teachers, tutors and trainers:

- identify the skill areas most relevant to the individual learner
- break down the skill areas into specific behaviours that you can observe and provide feedback on
- describe the behaviours as precisely as you can, avoiding vague, subjective judgements such as 'poor' or 'good', 'appropriate' or 'inappropriate'.

Below is an example of how three broad skill areas might be broken down.

Communication	Self-awareness	Relationships
Initiating a conversation.	Reflecting on past and current events.	Giving and receiving constructive feedback.
Turn-taking.	Making decisions as a result of reflecting on experience.	Supporting others.
Eye contact.	Setting goals for the future.	Dealing with peer pressure.
Asking questions.	Realistic engagement about strengths and qualities.	Negotiating and compromising.
Responding to questions.		Making changes/modifications in the light of others' views.
Body language and facial Expression.		

Case study 1: Michelle (continued)

On the fourth day, Michelle and her tutor plan out her initial assessment programme.

Bearing in mind her wish to train as a hairdresser, they first identify the personal and social skills that will be most important in working in a salon:

- managing her attendance and timekeeping
- having techniques for starting conversations with staff and customers
- having strategies for avoiding getting into gossip about colleagues
- having strategies for ignoring comments she interprets as unjust
- using both positive and negative feedback as an opportunity for learning.

They then move on to timetabling some activities and placements. They agree that Michelle will undertake her initial assessment programme at the training centre on Mondays and Tuesdays. All being well, she will start the work tasters on Wednesdays and join the literacy and numeracy sessions on Thursdays. Her tutor will also involve the work placement supervisor and the Skills for Life tutor in the assessment of Michelle's personal and social skills. In subsequent weeks, she takes part in a Skills for Life trip to Blackpool Pleasure Beach to look at numeracy in a theme park. They meet the customer service manager and find out how he analyses and deals with complaints from customers. She also works as part of a team to plan the transport for a group trip to a hair and beauty exhibition at Manchester Arena.

b) Identify or develop the activities that will allow you to observe the skills you have identified

The 'observation' approach to initial assessment has dual benefits. It provides:

- an opportunity for you to observe different behaviours
- an opportunity for the learner to participate in a learning activity.

Most vocational, Key Skills activities and health or citizenship topics can be adapted so that learners develop their personal and social skills alongside the specific learning for which the activity was designed. You can construct your whole induction programme with this in mind.

You will be able to see your learners demonstrate their current and potential personal and social skills best when:



- they are engaged in things such as practical tasks, team tasks, discussing ideas and plans with their peers and tutors
- the activity is fun, relevant and interesting to them
- the activity presents a personal challenge appropriate to an individual, which will help you observe potential.

In the Activities Resource available on the excellence gateway, there are 17 examples of activities that providers in the pilot project adapted from six core ideas. The purpose behind the activities is to elicit behaviours that are the outward signs of the current personal and social skills of the learner. At the same time, the activities themselves help develop their skills.

Providers in the pilot found that the activities were most successful when they:

- are used in a planned initial assessment programme
- are adapted to suit their learners
- embrace the whole observation process
- are not used as isolated one-off sessions.

Overview of the activities you can use and adapt with your learners

Core Activities	When and how to use the activities
<p>Ice-breakers</p> <p>Designed to help learners and tutors get to know each other.</p> <p>This activity can be adapted to different learner interests.</p>	<p>Bedford Training Group provides engineering training. It adapted the ice-breaker activity so that on their first day, learners explored tools and visited different engineering workshop areas. The activity helped them talk to each other and to workshop tutors. It helped learners to think about their work faster choices and tutors were able to observe their interaction with each other and with staff.</p>
<p>What are you like? Self-assessment and peer assessment</p> <p>Creates opportunities for learners to become more aware of their strengths and capabilities and to experience the value of having this confirmed by others.</p>  <p>This can be adapted so that learners are provided with a 'safe' challenge through which to explore their potential.</p>	<p>St Helens College used video when it adapted this activity as a team-building exercise at the end of a three-week induction programme. Teams were set the challenge of building a paper tower. Two learners videoed the teams to provide them with evidence of their skills. Learners assessed themselves individually and tutors used the self-assessment together with their observations in the feedback session.</p>
<p>1. The Life Map - a whole person approach</p> <p>Helps young people to think about their goals and objectives for future life and work. Used sensitively, this activity can also be used to explore key events in the past.</p> <p>Can be used during the first week and revisited at any stage during the programme. Useful for formulating key objectives.</p> <p>The Life Map lends itself to creating wall displays using a range of art materials.</p>	<p>Learners at Acorn Initiative, Nottinghamshire, developed their Life Maps exploring key events in their past. They worked with an art therapist to create the maps in clay and other art materials. A few weeks later, when they came to the end of their initial assessment period, they revisited their maps to plan their goals for the future and the key objectives for their programme.</p> <p>Their maps provided a helpful tool for the tutor and learner to review progress and plan key objectives.</p> 
<p>1. Why are you here?</p> <p>Identifies the ambitions and interests of young people by inviting them to explore why and how they joined the programme.</p> <p>Can be used in the first week of the programme or at later stages.</p>	<p>Learners at Springboard, Sunderland adapted this activity. Learners interviewed each other and pooled information about their reasons for joining the programme. One learner collated the information on the white board and small groups created bar charts to illustrate the group profile.</p>

Most effective when there is a group large enough to complete a survey.

Can be used to develop numeracy skills.

At YMCA Doncaster, a tutor used the activity to reinforce numeracy when the learners created individual pie charts based on the collated information about the group.

How did I do? Self-assessment in a simulated vocational context

Allows learners to assess how they have responded to others after an event in which they worked together.

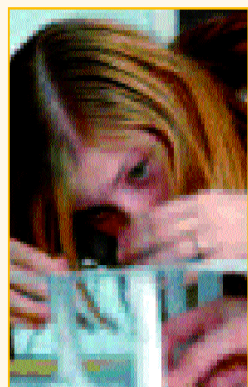
Learners need to know each other and feel fairly confident about giving and receiving feedback from each other.

English for Speakers of Other Languages (ESOL) learners at Haringey ALS are keen to take up work placements. Their tutor adapted this activity so that they could develop language skills in asking and answering questions. He set up a role-play exercise based around a sports shop. Learners practised questions and answers through simulated interviews.

At the end of the session learners gave each other feedback. Their tutor observed their personal and social skills during the role-play and feedback exercise.

At Wakefield College learners took part in residential outdoor activities with a group of students with learning difficulties. Each learner was the 'buddy' of a student with learning difficulties. During the course they made video diaries and kept a log of their reflections. Back in college they looked at the videos and discussed their own personal and social skills in a small group.

Personal and social skills at work



Allows personal and social skills to be assessed in a vocational or simulated vocational context where these skills are determined by the nature of the work. The skills checklists provided for this activity can be adapted for different vocational contexts.

South Nottinghamshire College's programme is based around sports and recreation. It adapted this activity to help learners develop the personal and social skills they need to work in sports and recreation environments.

At Head to Head Training, the induction programme is based around a multimedia project. Teams of learners work together to produce a brief for a client. Learners find the challenge motivating. As they develop and demonstrate their personal and social skills tutors are able to observe and assess them.

c) Prepare observation checklists

It does take time to develop a checklist and involves identifying skill areas, breaking them down into specific behaviours and preparing checklists for all staff to use. However, the benefits are that it will:

- provide your team with an efficient way to plan learning so that you can be confident the initial assessment programme you design will cover all the skill areas you need to assess
- help you get better at defining and explaining the skills by increasing the vocabulary you use to describe personal and social skills
- help you to be able to provide meaningful feedback to the learner
- help you and the learner to create specific targets for further learning.

There are examples of checklists in the Activities Resource that can be adapted for each activity. Once in place, the checklists will serve the whole staff team and be invaluable for training tutors.

d) Identify the learner to observe and decide who will observe them

You will need to observe all your learners during the initial assessment phase of their programme, so you will need to plan how you will do this.

One observer can probably observe up to three or four learners effectively during an average session. You need to plan staff timetables so that one tutor can facilitate the session and another tutor, or tutors, can observe identified learners. This can pose challenges for small-scale providers.

Head to Head Training overcame the shortage of staff available for observation by engaging a freelance tutor just to carry out observations at particular times in the programme. She completes the checklist designed to cover the activity and then discusses her notes with the tutor who will provide feedback to the learner. They communicate by email and telephone if a meeting is not possible.

Some providers arrange for key and support workers to work together at the beginning of the programme.

St Helens College provides intensive staffing for a three-week induction period when three tutors/key workers work together for some induction activities with a group of around 15 learners. One facilitates and the other two take turns at observing. After the activity, they meet to share their observations.

After the first three weeks, learners move on to individual programmes, either work tasters or work experience. Tutors identify the opportunities for observing personal and social skills in these vocational activities. They continue the initial assessment of their learners on a one-to-one basis and also involve work experience supervisors in the process.

Stage 2: using observation to gain evidence about personal and social skills

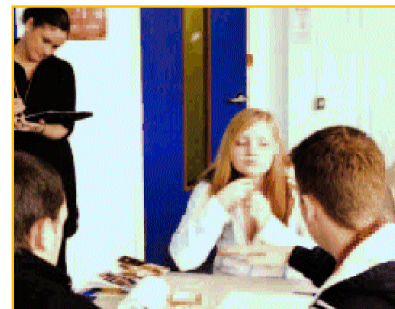
When it comes to doing your observations, the steps are:

- a) agree with the learner what skills you will seek evidence of and give feedback about
- b) observe the learner during the activity with those particular skills in mind
- c) record what you actually see.

a) Agree with the learner what skills you will seek evidence of and give feedback about

The learner should be aware of the skills they are practising and demonstrating. They should also be told you are observing them and that you will give them feedback. Talking to them before the activity will:

- convey the sense of partnership with the learner
- make the learning overt, as the learner is made more aware of the skills they are practising and the opportunities the activity will give them to learn
- set the tone for a positive and constructive feedback session.



b) Observe the learner during the activity

If learners are aware of the purpose of observation, they are likely to react positively to your presence as an observer. You can move around the room and focus on a few learners so that you can see how they develop during the course of the activity and what skills they demonstrate. Many observers also interact with learners during the process, assisting at times - but if you do this, you might miss key evidence.



c) Record what you actually see

This approach to initial assessment is based on recording what you actually see, uncontaminated by your opinions, assessments or judgements. It is an important skill to develop because we can all feel vulnerable when people make judgements about our personal and social behaviour based on opinion rather than evidence.



Here is an example.

Judgement/opinion	Pure observation
"She hasn't got the right attitude for this programme."	"On the last three mornings, she has arrived about 30 minutes later than agreed."
"He doesn't make appropriate eye contact with staff."	"When he is talking to a tutor, he looks down at the floor."
"You'll never get a job if you can't even get to your training course on time."	"In my experience, learners who miss one or more training sessions a week are less likely to complete the course and get a job than those who attend each session."

It is particularly useful to record evidence that demonstrates how the learner developed during the course of an activity. For example, a learner initially reluctant to engage in a group task may become highly motivated or even take a leadership role later on in that same activity. Also be aware that when skills are in their early stages of development, a learner may find it easier to use them in some situations than in others. Look out for this as exploring why this might be so can be a rich learning experience for a learner.

When Kerry, while at St Helens College, was asked to take part in a team-building session that involved being filmed, she was initially reluctant. During the activity, Kerry emerged as the chosen leader for her group. She was able to keep the group together to achieve the challenge they had been set. Later, she reflected on the skills she had demonstrated and realised that they were skills she would use in her work placement.

You can observe Kerry in action on the initial assessment section of the Quality improvement tool CD-Rom.

Check your own prejudices. It is particularly important to be aware of the cultural backgrounds of all your learners. Making pure observations based on what you actually see and hear will give you a basis for discussing how behaviour can be interpreted in different contexts. Young people can then learn to use a range of behavioural codes appropriate to a given context.

Here is an example using Spike's experience. The tutor has chosen an assessment based on observation and other evidence.

Case study 2: Spike (continued)

Skill area observed	Range of assessments	Examples of observation behaviour	Evidence from other tutors and activities
Reflecting on experience	<p>Able to reflect on the past and current situation honestly and accurately and is able to make decisions as a consequence.</p> <p>Makes some accurate observations about past and current events.</p> <p>Unable to relate past and current events to existing situation.</p>	<p>Many reflective statements in the Life Map about wanting to change his lifestyle from what it has been in-between prison sentences.</p> <p>Says he can see how his circle of friends has led him astray in the past. Is looking for support in saying 'no' to old mates wanting him to go joyriding.</p>	<p>Opted to look at budgeting and money management in numeracy skills sessions to support his goal of managing his life in his new flat.</p>
Making decisions as a result of reflecting on experience	<p>Has realistic and tangible ideas based on analysis of past and current situation.</p> <p>Starts to make decisions on the basis of reflective thinking.</p> <p>Has some ideas but needs help to crystallise them into real choices.</p> <p>Unable to make decisions without lots of help and ideas.</p>	<p>Knew he was interested in cars, and in driving a JCB, but when it came to planning which course and qualification to aim for, said he was confused by the choices available.</p>	<p>His supervisor said he seemed a bit unsure about what he wanted to get out of his work placement.</p>
Setting goals for the future	<p>Sets realistic goals within a clear timescale.</p> <p>Some goals forming but of a non-specific nature.</p> <p>Goals are very general with no fixed timescale.</p> <p>Unsure of what to do or how to proceed.</p>	<p>Is clear that he wants to work with vehicles, but not yet sure in what capacity.</p>	<p>Discussed job and training possibilities with staff on his work placements.</p>

Dealing with peer pressure	<p>Shows he can be clear about own needs and reject pressure from others when in conflict with these needs.</p> <p>Swayed by peers in some aspects of planning.</p> <p>Easily swayed by peers.</p> <p>Rarely acts without peer approval.</p>	Reported that when one of his mates challenged the value of E2E, he defended the programme and said he was finding it useful.	<p>Nigel (runs the Cool Off programme)</p> <p>reported Spike's willingness to try all the exercises, despite pressure from other participants not to participate.</p>
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Stage 3: making objective assessments

It is important that the assessments you make are objective and based upon evidence rather than on subjective judgements.

The steps are:

- a) share your observations with appropriate fellow teachers, tutors and trainers and partners
- b) compare evidence you have from other activities where the learner demonstrated the same or similar skills
- c) record your assessments, noting the progress the learner has made
- d) prioritise areas for development that will make a key difference to help positive progression
- e) identify short-term targets for discussion with the learner.

a) Share observations with appropriate fellow teachers, tutors and trainers and partners

As soon as you can after observing an activity, try to make time to share your observations with the tutor who facilitated the session and any other observers present. This process will enable you and your fellow teachers, tutors and trainers to check your perceptions and begin to note the most significant behaviours you have observed.

b) Compare evidence you have from other activities where the learner demonstrated the same or similar skills

You and your fellow teachers, tutors and trainers can arrive at a well-evidenced assessment if you consider other sources of information.

These may be:

- earlier observation records
- informal observations you or other team members may bring to the meeting
- observations contributed by other partners, for example a workplace supervisor or a Connexions Personal Adviser (PA) or Youth Offending Team (YOT) officer.

This process should highlight:

- how the learner has progressed since you last observed and reviewed these personal and social skills areas
- how the learner may behave in different contexts or with different tutors or support
- where the learner needs opportunities to learn and practise a skill.

c) Record your assessments, noting the progress the learner has made

One of your team should note the objective assessments you arrive at. You can refer to these again when you next discuss the learner's progress and use these records as a prompt to give feedback to the learner.

d) Prioritise areas for development that will make a key difference to positive progression

This is an important step. You will have been able to observe many different skills at work in an activity that is motivating and challenging. Some skills you will want to highlight in order to give positive feedback to the learner about what they do well. However, you must also prioritise the key areas for further development.

The big question to ask here is: What is preventing this learner from moving on and achieving their goals tomorrow? Answering this will help you to focus on the barriers that are preventing the learner from progressing. Record these and feed them into the next step.

e) Identify short-term targets for discussion with the learner

In this step, you and your fellow teacher and trainers think through the short-term targets that will support the areas you have prioritised.

You will be able to:

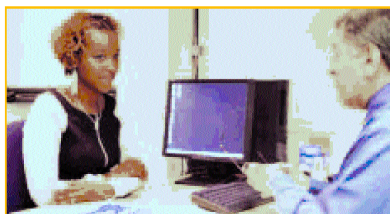
- plan the learning strategies that will help the learner achieve the targets
- consider a variety of different contexts where the learner can practise and demonstrate the priority skill areas identified, for example, in Key Skills vocational, literacy, numeracy or language ESOL sessions as well as through the personal and social curriculum
- draft the targets you want to discuss with the learner. When you agree the targets with the learner you will need to ensure that they are SMART.

SMART targets are:

Specific	They say exactly what you need to do.
Measurable	You can prove that you have reached them.
Achievable	You can reach them in the next few weeks.
Realistic	They are about action you can take.
Time-related	They have deadlines.

Case study 1: Michelle (continued)

Objective assessments	Priority areas for development	Examples of short-term targets to discuss in feedback
<p>Michelle has worked hard on building relationships with staff. She greets us with a smile and 'hello' when she arrives in the morning.</p> <p>So far, she has missed two Thursday morning sessions, which she puts down to going clubbing on Wednesday evenings. She has been on time for her work tasters.</p> <p>She says she's enjoying the programme but is finding some of the others in the group a bit childish.</p> <p>She's getting better at expressing her views but sometimes they can come across as a bit aggressive, as happened when one of her group didn't do what she said she would.</p> <p>Michelle is showing interest in, and enthusiasm for, the experiences she's having. Her response to the group fighting in the corridor showed presence of mind. She still gets worked up when she interprets people's feedback to her as critical, and sometimes takes time to recover her composure. When she's in this state, she is likely to say "That's it. I'm out of here".</p>	<p>Build on her demonstration of presence of mind by gradually increasing her responsibilities.</p> <p>Develop strategies for keeping going even when she is feeling angry or despondent about the way she perceives other people are treating her.</p> <p>Help her keep in mind her long-term aim of an apprenticeship, adopting a lifestyle that supports it rather than gets in the way.</p>	<p>Over the next two weeks:</p> <p>"I will report on situations in which I have felt annoyed without resorting to swearing or accusing people of unjust treatment."</p> <p>"I will take a deep breath and count to 10 before I hear a comment as 'criticism'."</p> <p>"I will investigate the training and qualifications needed to be a permanent employee in a hairdressing salon."</p> <p>"I will act as a 'buddy' for a new entrant who is having difficulty in settling in."</p> <p>"I will find things to do in the evening that mean I don't sit at home getting bored and then going clubbing."</p>



Note that areas for development can build on a positive baseline, as well as areas of deficit. In Michelle's case, her response to the fighting showed a mature side that her key worker wanted to encourage further.

Stage 4: giving feedback and agreeing key objectives

The feedback session is one of the most powerful opportunities you have to motivate and help the learner move forward. A skilled tutor will use the review session to get the learner to talk about their learning and become aware of their personal and social skills. Giving motivating feedback is a highly skilled area. You can develop your skills by referring to the Improving practice in the foundation learning CD-Rom.

The primary purpose of giving feedback is to help learners improve their performance. In the E2E programme, the formal feedback session occurs as part of the session to review a learner's progress and plan activities. However, feedback is a vital part of learning, so it would also be helpful to the learner to give encouraging informal feedback as part of the everyday process of learning and working together. Here we look at the process for carrying out the important one-to-one feedback meeting.

The steps are as follows:

- a) encourage the learner to reflect on their experience
- b) give the learner positive feedback about what they do well and check that they 'hear what you say' and believe in their own abilities
- c) help the learner understand the skill areas they need to develop and agree priorities for action.

Following on from these steps you will:

- set short-term SMART targets and further assessment activities and record them
- agree and record learning objectives for personal and social skills.

a) Encourage the learner to reflect on their experience

It is sometimes difficult to help the learner to talk about their learning experiences or to focus upon what they need to do next. However, if learners can reflect realistically on their learning then they will more readily buy in to the next stage of development.

You should:

- set the scene by booking a private, pleasant space for the feedback
- be open and clear about the purpose of the feedback and review meeting and invite any questions about what will happen
- ask the learner questions that help them explain what they did in the activity you observed. For example:

“I noticed that you gave Marie help with the questionnaire. What led up to that?”

“You seem to prefer working on your own to working with a team. What could you do to make working in a team more enjoyable?”

- help the learner sum up their reflections.

Above all, consider your own listening skills. It can be tempting to give advice and dominate the conversation or to anticipate what the learner is going to say and interrupt them.

b) Give the learner positive feedback about what they do well and check that they 'hear what you say' and believe in their own abilities

By showing that you have high expectations of the learner and by praising their success, you can help build their self-esteem and encourage them to strive for improved performance. It will help you do this if you:

- use your records to give the learner positive feedback and give examples of the evidence you used to come to this assessment
- check that the learner acknowledges the strengths you are identifying
- ask the learner how they think they can build on their success.

c) Help the learner understand the skill areas they need to develop and agree priorities for action

If you have followed the steps above, you and your learner should be able to explore the areas to develop. Again, the most effective technique is the one where the learner identifies their weaknesses and priorities for themselves. During this step, you should:

- encourage the learner to consider their goals or main programme objectives
- elicit from the learner the personal and social skills they will need to reach their goals
- give feedback based on your observations
- sum up with the learner the personal and social skills areas that are most important to tackle next
- convey to the learner your belief in their potential to get to the next stage and beyond.

Set short-term SMART targets and agree key learning objectives

Beginning to think about key objectives for the personalised learning programme

Spike and his key worker began working on his key objectives in the third week of the programme, and estimated how long it was likely to take him to achieve them. The key objectives were to help Spike focus on what he wanted to achieve by the end of his time on the programme. They initially identified two draft key objectives and undertook to revisit them later.

Draft key objectives

- I will demonstrate through my behaviour on placements that I am a co-operative and enthusiastic employee.
- The way I am living in a flat of my own will demonstrate that I am coping with living independently.

The following week, Spike and his key worker decide to incorporate these two draft key objectives into his programme.

Identifying short-term targets

After agreeing the learning programme with his Connexions PA, they begin to work up a review record and draft some target or small steps to help Spike work towards his key objectives over the next three weeks. These include the following:

- I will volunteer to do something, without being asked, in training sessions or on placement, at least three times a week.
- I'll keep a list of all the things I spend cash on for two weeks and I'll draw up a budget for a week as if I was living in a flat.
- I'll have a quick shower after five-a-side football, three out of four weeks minimum.

Case study 2: Spike (continued)

Depending upon the point you have reached in the initial assessment and induction programme, you will either:

- agree short-term targets and activities that the learner will work on during the initial assessment programme. These will enable the learner to try out new things and provide further assessment opportunities for you; or
- agree and record the key objectives for personal and social development that will make up the personalised learning programme.

In Spike's case, he and his key worker believed they had sufficient information by the third week to draft two key objectives. For other learners, the process may take much longer, but key objectives should be agreed by the end of the initial assessment period.

Setting SMART targets and key objectives can be challenging for both learner and tutor. It is crucial that targets are set with learners by agreeing:

- what personal and social skills need to be developed to help them achieve their goals
- how these skills will underpin learning outcomes in other areas of the learning programme
- how they will be developed
- when the opportunities for development will occur
- what support the learner may need to help them develop and practise the skills.

Summary of Spike's initial assessment

At the end of the first and each subsequent week, his key worker, Sarah, has a one-to-one meeting with Spike. The purpose of this meeting is to review and record his progress. She also uses it as an opportunity for him to develop his IT skills by helping him enter his information into a Word document himself. Spike intends to email it each week to Sarah at the youth centre drop-in to show that things are getting better for him.

At the end of week six, one section of the form captures a lot of information about his personal and social skills, although it is only part of the information collected through the initial assessment process. It contains the following information:

Personal and social skills

Spike has been trying really hard to ask questions when he doesn't understand things in sessions and there haven't been any situations in the Centre where he has lost his temper.	Set weekly targets for using techniques learned on the Cool Off course.
Spike admits that he has been aggressive sometimes when he speaks to staff in the Centre and he has had a warning from the Foyer after 'losing it' a little bit with one of the security staff after he'd been drinking. Apart from this one incident, he is settled at the Foyer and has stopped sniffing glue since he moved in there - something that he talked about for the first time last week.	Set little weekly targets for speaking first to staff, simple stuff - saying 'hi', starting small talk to show enthusiasm.
Spike has started the Cool Off course with Nigel from YOT and has tried two of the techniques he has learned. He reported more success with one than the other.	Sign up for the advanced Cool Off course with YOT.
Spike has attended 80 per cent of his planned sessions and rang in on the days he was absent. He has missed 15 late afternoon sessions.	Continue to improve commitment and attendance rate: aim for over 95 per cent attendance by the end of programme.
Spike realises that he sometimes comes into the Centre without checking that he is looking as good as he can. After the five-a-side on Tuesdays, he needs to shower and change before joining the group. He feels he is really getting back into football though.	More help for Spike with personal presentation skills, particularly independent living, washing, ironing, and so on.
Spike's cough is now sorted. He is eating every morning by coming into the Centre early, though he still rarely eats lunch and gets bored and hungry in afternoon sessions. He thinks this is why he sometimes doesn't come back after breaks in the afternoon.	<p>Help Spike get signed up with a Sunday league football team, go with him to show him where they train and to meet the manager.</p> <p>Help Spike make a couple of sandwiches and grab some fruit for his lunch. Do this when he comes in early.</p>
The telephone reports from Spike's work tasters were really positive and both employers said Spike did exactly what he was asked to do in practical situations. One said he came across as a bit quiet and shy though.	Set up a two-day-a-week placement at the valeting centre, and set weekly targets for speaking to people he doesn't know - customers, other staff.

Key points

- Learners should be able to develop and demonstrate personal and social skills through activities that are relevant and interesting to them.
- Tutors should develop and use an agreed framework and checklists for observing personal and social skills.
- Managers and tutors need to plan time to share evidence and arrive at objective assessments.
- Feedback, both formal and informal, provides a powerful opportunity to help the learner move forward.
- Tutors need to develop skills to carry out the process for developing and assessing personal and social skills. The resources that accompany this book support staff development.