



Student Handbook

PiXL Student Handbook

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PiXL Student Handbook

NAME:

USERNAME:

PASSWORD:

APPRENTICE LEVEL - TICK HERE
APPRENTICE LEVEL - TEN ACTIVITIES

GRADUATE LEVEL - TICK HERE
GRADUATE LEVEL - EIGHT ACTIVITIES

APPRENTICE LEVEL :
Mark your progress on the bars below!



Welcome to PiXL Edge:

INTRODUCING LORIC:

The PiXL Edge focuses on completing a set number of activities in 5 key attributes, these are:



At **APPRENTICE** level you will need to complete **10** activities and an evaluation in each of the five attributes.

What is PiXL Edge?

Welcome to the Edge

The PiXL Edge is a framework for schools to develop and accredit in students those personal attributes essential for employability and life.

The scheme will focus on five key attributes:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Students will qualify at three levels:

- Level 1: PiXL Apprentice
- Level 2: PiXL Graduate
- Level 3: PiXL Master

At each level there are a variety of approved activities that students can undertake for each of the key attributes, the number of activities that need to be completed varies depending on the level **(1)**.

The activities are rated as level Apprentice, Graduate or Masters according to their duration, the size of the team involved and the number of people exposed to the activity **(2)**.

Number of Activities required per level			
The table below shows the number of activities that need completing at each level.			
Key attribute	Apprentice	Graduate	Masters
Leadership	2	1	1
Organisation	2	1	1
Initiative	2	1	1
Resilience	2	1	1
Communication	2	1	1
Any of the above	0	3	0

(1).

	Apprentice	Graduate	Masters
Duration	One-off to less than one term (approximately < 15 hours equivalent)	At least one term but less than 1 academic year (approximately 15 – 50 hours equivalent)	At least one academic year (approximately > 50 hours equivalent)
Team	Between 1 and a classform at school, in school hours	At least 1 class/form and up to a year group at school OR - Individual/small team out of school hours	Over 1 year group and up to the whole school OR - A small team external to the school
Exposure	Between 1 and 50 people	Between 50 and 250 people	Over 250 people, some of whom are external to the school

(2).

BENEFITS of PiXL Edge

Have you thought about what you would like to do once you have completed your studies?

Answer is possibly not.....

What you do today will impact on tomorrow! PiXL Edge is about trying to give you the skills so that your education doesn't limit what you can do when you're older, but actually opens up doors and gets you thinking about all sorts of different jobs and careers that you might not have considered before.

More specifically, the PiXL Edge will enable you to create a portfolio of experiences that will help support your applications when applying for:

- **Sixth form**
- **Apprenticeships schemes**
- **University applications**
- **Full time employment**



Mock Interview: Have a GO!

Attempt to answer the following interview questions that you are likely to encounter when at an interview.....

- Can you give an example of when you have taken on a whole school leadership role/acted as a role model for younger students?
- Can you give an example of a situation where your influence has had a decisive effect?
- Have you brought about a significant change within your school?
- How do your teachers describe you?
- What techniques do you use to get things done?
- Can you tell me about a time you have failed to achieve a goal?

Most importantly the toughest question of them all, and often the first stumbling block, is...

Can you tell me about yourself?

GIVE IT A GO: Describe yourself in ten words.....

.....

.....

.....

.....

.....

Revisit mock interview once you have completed the Apprentice/Graduate Level – refer to Appendix 1 and 2.

Starting PiXL Edge

Things to think about ...



*Which skills do
I need to develop?*

Do I understand what LORIC represents?
Why not create a LORIC poster?

What skills are associated with each of the
attributes? Why not create a Wordle?

What kinds of jobs do you think really need you to
have a strong command of each attribute?

Select an activity from the PiXL Edge database that
will help **develop** your skill set – not just something
you already do!

Think about **how** you will complete the activity.

Evaluating your experience

So WHY is your activity evaluation so important?

Skills are important no matter which route you plan to take after school – whether that be university, an apprenticeship or full-time employment.

When you have an interview for any of these things, the interviewer will not have seen you captain a team or deliver a speech. You have to prove to them in an interview that:

- o You are a confident **leader**
- o You are a brilliant **organiser**
- o You showcase exceptional **resilience**
- o You demonstrate clear **initiative**
- o You are an excellent **communicator**

Everyone has different strengths

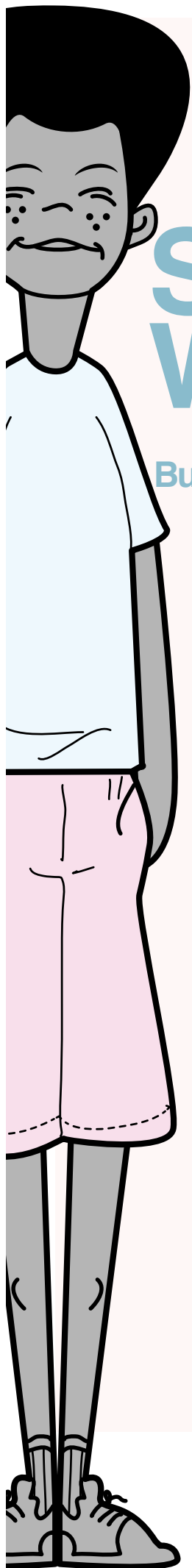
Everyone will have a key attribute that they naturally gravitate towards.

The important thing to remember is that absolutely everyone can be brilliant at each of the five key attributes.

There may be some that do not feel quite so natural, or ones that you have to work at a little bit harder than others – but each one is completely achievable for everyone. You just have to keep trying!

It's all about establishing good habits

The more comfortable you get with thinking analytically about your relationship with each of the key attributes, the easier it will become talk about them.



So that's the WHY...

But **WHAT** is a good evaluation?

It's really important that the activities you undertake genuinely develop one of the five key attributes, and your evaluation needs to reflect this.

It's about quality not quantity – the key is using specific language that clearly references the key attribute.

As you progress through each level of the PiXL Edge, your evaluations should clearly represent your personal growth and your growing command of each of the key attributes.

Criteria Checklist

Below is a checklist for your evaluation to help you stay on track.

Done?

I have a clear understanding of how completing this activity has developed my skills in relation to the key attribute

I have isolated some key aspects of the activity that have particular relevance to the key attribute

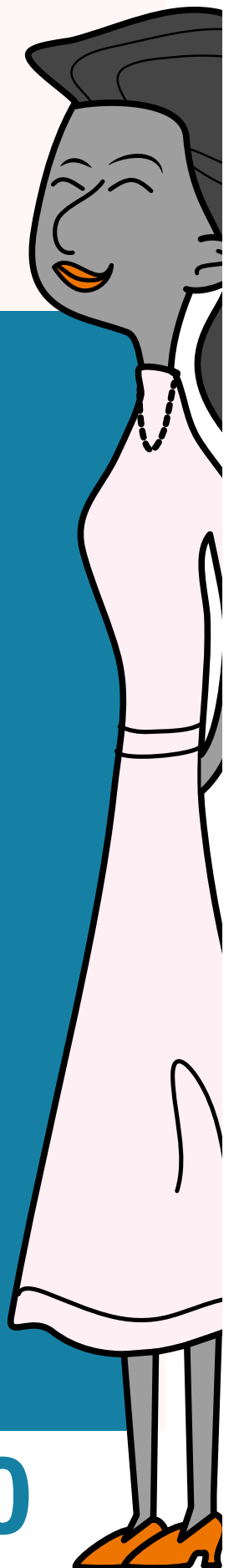
I have written clearly and concisely about how I utilised the key attribute in the completion of the activity

I have made sure that I have used some of the buzz words

I have checked through my evaluation for any spelling or grammar mistakes

I feel proud of what I have achieved

Criteria



Evaluating ... Evaluations...?!

Read through these two evaluations and write some comments in the spaces provided. Bear in mind that both evaluations are for the same activity.

Apprentice Level activity for **Initiative**:

‘Create a high quality wall display independently for a subject department’

“I did a wall display about animals in the war because I thought it was interesting. I used pictures and quotations, and I did it in nice bright colours so that it stood out. It took me ages to get the pictures level on the board – which was really annoying!”

It was nice to be able to use my initiative to make the school look better.

You can ask Ms Gomez about it – it’s in the history corridor”

What Worked Well (WWW)

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Even Better If (EBI)

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Evaluating ... Evaluations...?!

Apprentice Level activity for **Initiative**:

‘Create a high quality wall display independently for a subject department’

“I saw a BBC documentary about how animals were used in World War I, and I found it really interesting. I asked Ms Gomez if I could do a wall display about it in the History corridor so that other people could learn about it.

I couldn’t find much information in the library, so I decided to use my initiative and look on the internet. I found images on Google and some case studies and examples to add to the quotations I already had from the documentary.

I think this shows my resourcefulness and that I am an imaginative person. Ms Gomez has also asked if I can do a talk in next week’s assembly.”

What Worked Well (WWW)

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Even Better If (EBI)

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SKILLS CHECKLIST

What CAN I do? Where can I IMPROVE?

Look through the following statements and tick the ones you think you have already achieved..... Answer honestly! We are not expecting you to be an expert in each area. You will find that you are stronger in some areas and need to develop in others.



Leadership

I have a clear goal and can plan how to reach it

I can show a good example to others

I understand my strengths and weaknesses

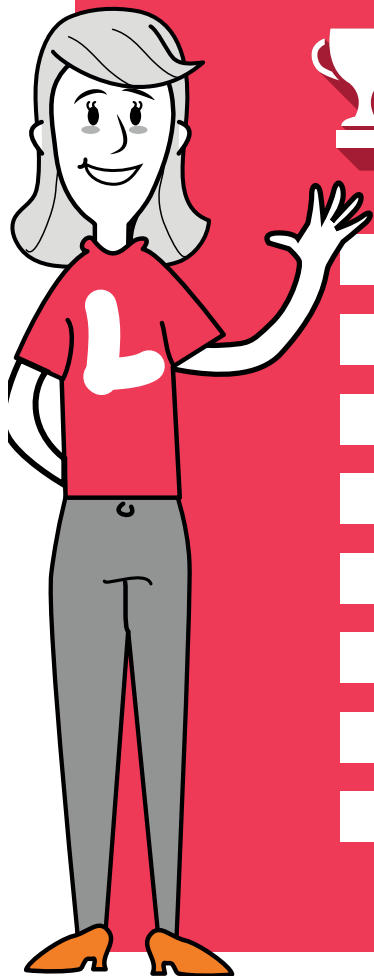
I can monitor and regulate my emotions

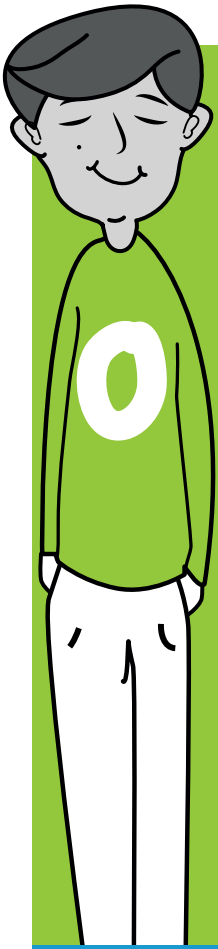
I can demonstrate the ability to collaborate and work together

I encourage others to do their best

I can lead a known team in familiar situations

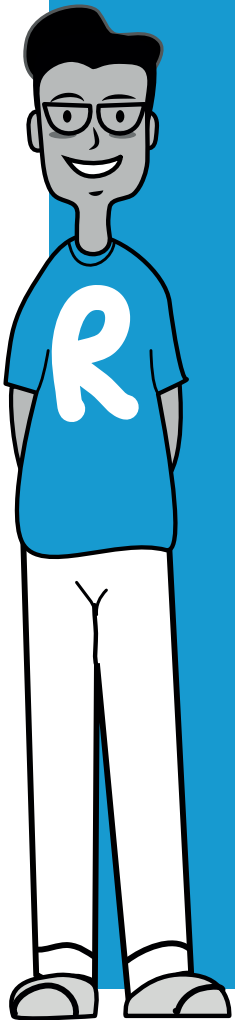
I am able to take risks and step up





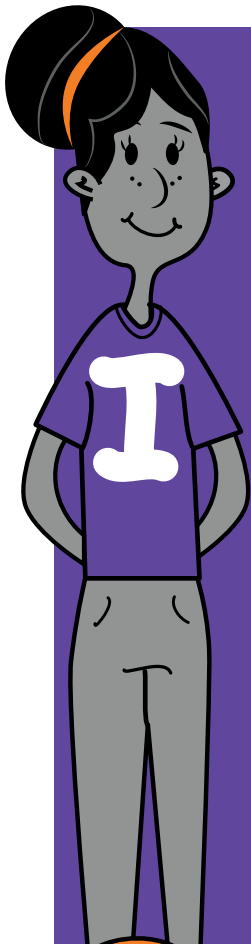
Organisation

- I understand the impact of personal organisation*
- I can break down an activity into achievable steps within a given time-frame*
- I can develop and implement a planned event*
- I promote solutions not problems*
- I can undertake specific actions to achieve a successful conclusion*
- I accept and enjoy my role within a team and understand how my work contributes to something bigger*



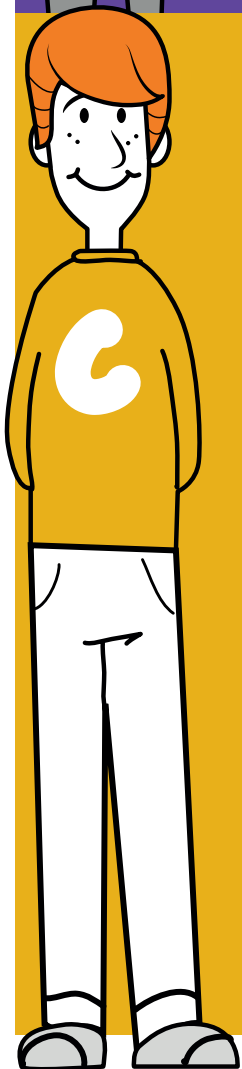
Resilience

- I understand the need for perseverance to complete an event*
- I can identify the challenges that need to be overcome*
- I regularly demonstrate self-discipline*
- I can work independently*
- I can see the value of trying hard*
- I understand my personal limitations*
- I use previous experience to help with new experiences*



Initiative

- I take an interest in experience*
- I take responsibility for my own learning within personal context*
- I pursue the things I find interesting*
- I see the value in being proactive*
- I recognise the value of service to others*
- I share ideas with others and make suggestions to make those ideas a reality*
- I volunteer to support and participate in a planned activity*
- I am willing to put myself outside my comfort zone*



Communication

- I can communicate to engage with the audience*
- I understand that different approaches need to be used with different audiences*
- I can work with groups of differing size, sharing ideas and listening to the suggestions and opinions of others*
- I use body language to communicate positively*
- I choose the appropriate form and content for my audience*
- I am becoming a more fluent communicator*



GUIDE TO USING THE EDGE ONLINE

User Guide Student

Logins will be provided by your teacher – this login is unique to you and can be linked to your Google account. If you would like to change your password, you can do so in the Account Settings section – you will need to provide an email address.

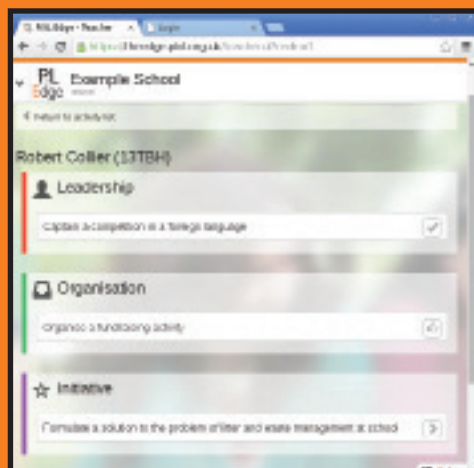
Once logged in you will see the five key attributes along the left hand side:

Leadership
Organisation
Resilience
Initiative
Communication

In the top right hand corner is a bar, which shows you how far you have progressed towards the finishing line. This is your progress bar.

When you complete activities, and they have been checked by your teacher, a coloured block will appear in your progress bar. The colour will correspond to the key attribute eg a red block for Leadership, a blue block for Resilience **(10)**. Faded colour = activity selected, bold colour = activity completed.

For Apprentice level, you will need to complete two activities for each key attribute. A completed progress bar for Apprentice Level will look something like this **(11)**.



(10) Colour block showing Resilience.



(11) Completed progress bar for Apprentice level.

Finding your activities

There are three ways of searching for an activity:

- 1 Search for a key word or phrase that you are interested in eg football, chess, Spanish.
- 2 By Command Word: All the activities begin with an action called a Command Word. You can search by these eg 'WRITE', 'LEAD', 'VOLUNTEER'
- 3 Any Command Word: This will bring up the full range of activities available for the key attribute at your level eg All Apprentice level Leadership activities.

- Click on your chosen activity and select the plus sign, this will add it onto your profile. Click on the activity in your profile and complete a short form which asks you to:
- Describe your activity, mention what you are going to do and how you are planning to achieve it?
- Suggest a target completion date (12).
- Click Save.



The screenshot shows a web form for adding an activity. The form has the following fields:

- Title:** Monitor a group of younger students by reflecting on my own journey and offering advice and support with a small group in school. You should do this activity Over at least a half term with 5 to 20 students
- Description:** Describe your activity, mention what you are going to do and how you are planning to achieve it.
- Target completion date:** A date field with a calendar icon and a 'Save' button.
- Comments:** How are you getting on?
- Submit:** A green button at the bottom right.

(12) Target completion date.

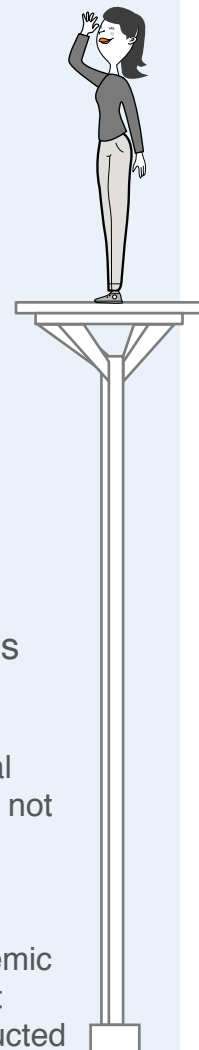
Please note that your ten activities must all be individual. You cannot use one activity for more than one key attribute. For example, if you are leading a group in organising a fundraising event, you can do this for leadership **or** organisation but **not for both**.

The **PiX** PLEDGE





So... what is the PLAN?



Use the back pages to jot down your edgy thoughts ...

Think about your key strengths and areas for improvement. What sorts of activities are you going to pursue over the next academic year?

- o If you know that you are a strong leader but that personal organisation is something that you need to develop, why not choose a leadership activity that also has elements of organisation in it?
- o You could use the PiXL Edge to help support your academic progress as well. If you struggle with languages, why not organise an MFL event – such as a sporting event conducted only in your taught language - as part of the Edge?
- o Think about your academic calendar. When are the key times of year when you need to be focussing more on your studies? When are large pieces of coursework due? When do you have mock exams? Try and slot your PiXL Edge activities around these so that you're not stretching yourself too thin!

September

Academic calendar

October

March

November

April

December

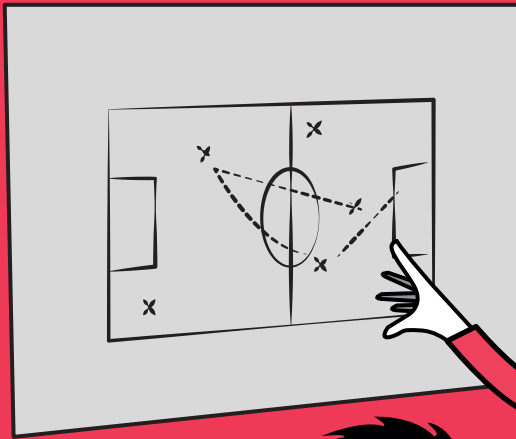
May

January

June

February

July



Leadership

Define *leadership*

What type of job roles require good *leadership* skills?

What skills do you need to be a good *leader*?

Leadership buzz words

What is Resilience?

Command, Direction, Authority, Control, Influence, Decisive, Accountability, Responsibility

Key verbs: *Manage, head up, Command, Govern, Preside over, Motivate, Direct, Assert, Strategise, Negotiate, Delegate*

Can you give an example of a good **leader**

Why do you think they are a good **leader**?

What activities can you do to improve your own **leadership** skills?

Search the database for a **leadership** activity that you would like to complete:

ACTIVITY 1 : LEADERSHIP
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **LEADERSHIP** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

How are you getting on?
Write down your thoughts

Remember to add your description and evaluation on your Edge online profile

Below is a checklist for your evaluation to help you stay on track.

- I have a clear understanding of how completing this activity has developed my skills in relation to the key attribute
- I have isolated some key aspects of the activity that have particular relevance to the key attribute
- I have written clearly and concisely about how I utilised the key attribute in the completion of the activity
- I have made sure that I have used some of the buzz words
- I have checked through my evaluation for any spelling or grammar mistakes
- I feel proud of what I have achieved



Evaluation

How did completing this activity improve your *leadership*?

Some sentence starters to help you:

- I showed that I am an *assertive leader* when ...
- During this task, I had to motivate my team to ...
- I *managed* _____ to achieve ...
- I *negotiated* _____ with my team to ensure ...
- During this task, I was *accountable* for ...

The skill(s) I need to improve:

Suggest a *leadership* activity that you would like to do that is not on the database



Leadership Activity 2

Now that you have completed Activity 1, attempt your second activity. Challenge yourself.... Select an activity out of your comfort zone!

Search the database for a **leadership** activity that you would like to complete:

ACTIVITY 2: LEADERSHIP
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **LEADERSHIP** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

Evaluation

How did completing this activity improve your **leadership**?

Some sentence starters to help you:

- I showed that I am an **assertive leader** when ...
- During this task, I had to motivate my team to ...
- I **managed** _____ to achieve ...
- I **negotiated** _____ with my team to ensure ...
- During this task, I was **accountable** for ...

The skill(s) I need to improve:

Now that you have completed the Leadership activities, please try answering the statements below:



- I have a clear goal and can plan how to reach it
- I can show a good example to others
- I understand my strengths and weaknesses
- I can monitor and regulate my emotions
- I can demonstrate the ability to collaborate and work together
- I encourage others to do their best
- I can lead a known team in familiar situations
- I am able to take risks and step up



Organisation

Define **organisation**

What type of job roles require good **organisation** skills?

What skills do you need to be good at **organising**?

Organisation buzz words

What is Organisation?
Management, Assembling, Coordination, Composition, Regulation, Ability to multi-task

Key verbs: Coordinate, Formulate, Run, Compose, Catalogue, Classify, Put together. Put in order, **Correlate, Regulate, Construct, Arrange, Categorise, Separate, Design.** Plan, Strategies, **Prioritise, Schedule, Compile**

Can you give an example of a good **organiser**

Why do you think they are a good **organiser**?

What activities can you do to improve your own **organisation** skills?

Search the database for an **organisation** activity that you would like to complete:

ACTIVITY 1 : ORGANISATION
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is an **ORGANISATION** activity, so you should be planning to show and improve your leadership skills.

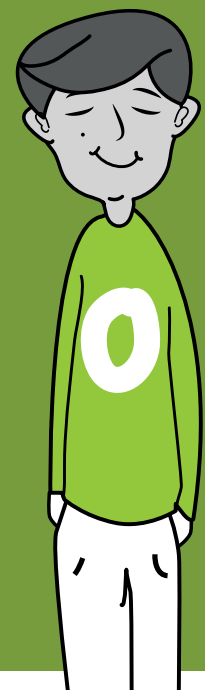
Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

How are you getting on?
Write down your thoughts

Remember to add your description and evaluation on your Edge online profile

Below is a checklist for your evaluation to help you stay on track.

- I have a clear understanding of how completing this activity has developed my skills in organisation to the key attribute
- I have isolated some key aspects of the activity that have particular relevance to the key attribute
- I have written clearly and concisely about how I utilised the key attribute in the completion of the activity
- I have made sure that I have used some of the buzz words
- I have checked through my evaluation for any spelling or grammar mistakes
- I feel proud of what I have achieved



Evaluation

How did completing this activity improve your **organisation**?

Some sentence starters to help you:

- I was in charge of **coordinating** _____ during this activity ...
- I **scheduled** ...
- During this task, it was really important for me to **arrange** ...
- My **plan** for this task was to ...

The skill(s) I need to improve:

Suggest an **organisation** activity that you would like to do that is not on the database



Organisation Activity 2

Now that you have completed Activity 1, attempt your second activity. Challenge yourself.... Select an activity out of your comfort zone!

Search the database for a **organisation** activity that you would like to complete:

ACTIVITY 2 : ORGANISATION
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is an **ORGANISATION** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

Evaluation

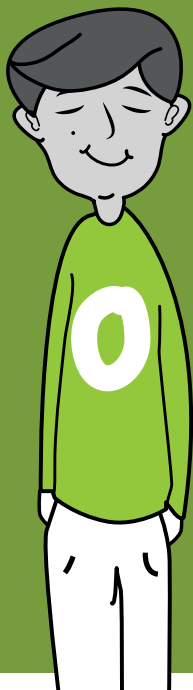
How did completing this activity improve your **organisation**?

Some sentence starters to help you:

- I was in charge of **coordinating** _____ during this activity ...
- I **scheduled** ...
- During this task, it was really important for me to **arrange** ...
- My **plan** for this task was to ...

The skill(s) I need to improve:

Now that you have completed the organisation activities, please try answering the statements below:



- I understand the impact of personal organisation
- I can break down an activity into achievable steps within a given time-frame
- I can develop and implement a planned event
- I promote solutions not problems
- I can undertake specific actions to achieve a successful conclusion
- I accept and enjoy my role within a team and understand how my work contributes to something bigger



Resilience

Define <i>resilience</i>	
What type of job roles require good <i>resilience</i> skills?	
What skills do you need to succeed in <i>resilience</i> ?	

Resilience buzz words

What is Resilience?

Endurance, Fortitude, Grit, Irrepressible, Flexibility, Adjustability, Problem-solving

Key verbs: Courage, Firmness, Intention, Steadfast.

Conclude, Resolve,

Resolute, Decide, Overcome.

Persevere, Adapt, Cope, Undertake

Can you give an example of someone that excels in **resilience**?

Why do you think they are **resilient**?

What activities can you do to improve your own **resilience** skills?

Search the database for a **resilience** activity that you would like to complete:

ACTIVITY 1 : RESILIENCE

(write down the activity you have selected)



Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **RESILIENCE** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

How are you getting on? Write down your thoughts

Below is a checklist for your evaluation to help you stay on track.

- I have a clear understanding of how completing this activity has developed my skills in relation to the key attribute
- I have isolated some key aspects of the activity that have particular relevance to the key attribute
- I have written clearly and concisely about how I utilised the key attribute in the completion of the activity
- I have made sure that I have used some of the buzz words
- I have checked through my evaluation for any spelling or grammar mistakes
- I feel proud of what I have achieved



Evaluation

How did completing this activity improve your **RESILIENCE**?

Some sentence starters to help you:

- During this activity, I had to **overcome** ...
- I had to **adapt the way I** ...
- I showed that I am **resilient** by ...
- This activity developed my **problem-solving skills** because ...

The skill(s) I need to improve:

Suggest a **resilience** activity that you would like to do that is not on the database



Resilience Activity 2

Now that you have completed Activity 1, attempt your second activity. Challenge yourself... Select an activity out of your comfort zone!

Search the database for a **resilience** activity that you would like to complete:

ACTIVITY 2 : RESILIENCE
(write down the activity have you selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **RESILIENCE** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

Evaluation

How did completing this activity improve your **RESILIENCE**?

Some sentence starters to help you:

- During this activity, I had to **overcome** ...
- I had to **adapt the way I** ...
- I showed that I am **resilient** by ...
- This activity developed my **problem-solving skills** because ...

The skill(s) I need to improve:

Now that you have completed the resilience activities, please try answering the statements below:



- I understand the need for perseverance to complete an event
- I can identify the challenges that need to be overcome
- I regularly demonstrate self-discipline
- I can work independently
- I can see the value of trying hard
- I understand my personal limitations
- I use previous experience to help with new experiences



Initiative

Define *initiative*?

What type of job roles require good *initiative* skills?

What skills do you need to succeed in *initiative*?

Initiative buzz words

What is Initiative?

Inventiveness,
Enterprise, *Resourcefulness,*
Creative, Innovative,
Imaginative, Ambitious,
Proactivity

Key verbs: *Begin,* **Open,**
Take up, Instate, Launch,
Set up, Pioneer, Set in Motion.
Implement, Volunteer

Can you give an example of someone that has strong **initiative** skills?

How they show **initiative**?

What activities can you do to improve your own **initiative** skills?

Search the database for a **initiative** activity that you would like to complete:

ACTIVITY 1 : INITIATIVE
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is an **INITIATIVE** activity, so you should be planning to show and improve your leadership skills.

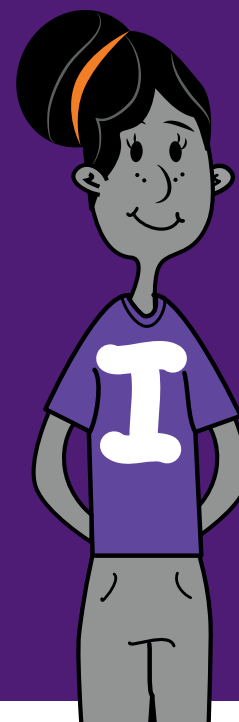
Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

How are you getting on?
Write down your thoughts

Remember to add your description and evaluation on your Edge online profile

Below is a checklist for your evaluation to help you stay on track.

- I have a clear understanding of how completing this activity has developed my skills in relation to the key attribute
- I have isolated some key aspects of the activity that have particular relevance to the key attribute
- I have written clearly and concisely about how I utilised the key attribute in the completion of the activity
- I have made sure that I have used some of the buzz words
- I have checked through my evaluation for any spelling or grammar mistakes
- I feel proud of what I have achieved



Evaluation

How did completing this activity improve your **INITIATIVE**?

Some sentence starters to help you:

- I **launched** ...
- I had to **think creatively** because ...
- I **decided to open** ...
- In this task, I had to be proactive because ...

The skill(s) I need to improve:

Suggest an **INITIATIVE** activity that you would like to do that is not on the database



Initiative Activity 2

Now that you have completed Activity 1, attempt your second activity. Challenge yourself... Select an activity out of your comfort zone!

Search the database for a **initiative** activity that you would like to complete:

ACTIVITY 2 : INITIATIVE
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is an **INITIATIVE** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

Evaluation

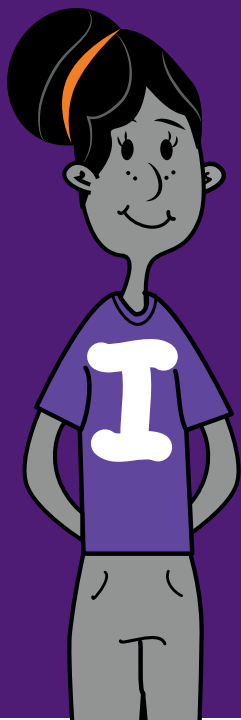
How did completing this activity improve your **INITIATIVE**?

Some sentence starters to help you:

- I **launched ...**
- I had to **think creatively** because ...
- I **decided to open ...**
- In this task, I had to be proactive because ...

The skill(s) I need to improve:

Now that you have completed the initiative activities, please try answering the statements below:



- I take an interest in experience*
- I take responsibility for my own learning within personal context*
- I pursue the things I find interesting*
- I see the value in being proactive*
- I recognise the value of service to others*
- I share ideas with others and make suggestions to make those a reality*
- I volunteer to support and participate in a planned activity*
- I am willing to put myself outside my comfort zone*



Communication

Define **communication**

What type of job roles require good **communication** skills?

What skills do you need be good at **communicating**?

Communication buzz words

What is Communication?
Correspondence, Dialogue,
Assertion, Expression, Interaction,
Interpersonal skills, Empathy

Key verbs:

Advertise, Broadcast, Connect,
Correspond, Impart, Get
across, Interact,
Publicise. Suggest, Write,
Orate. Speak, Advise. Teach,
Advocate. Counsel, Persuade,
Tutor, Debate, Explain, Interpret.
Perform, Present, Negotiate,
Influence, Instruct,
Clarify, Summarise. Resolve.

Can you give an example of
someone that has strong
communication skills?

Why do you think they are
good at **communicating**?

What activities can you do to
improve your own
communication skills?

Search the database for a
communication activity that you
would like to complete:

ACTIVITY 1 : COMMUNICATION

(write down the activity you have
selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **COMMUNICATION** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

How are you getting on?
Write down your thoughts

Remember to add your description and evaluation on your Edge online profile

Below is a checklist for your evaluation to help you stay on track.

- I have a clear understanding of how completing this activity has developed my skills in relation to the key attribute
- I have isolated some key aspects of the activity that have particular relevance to the key attribute
- I have written clearly and concisely about how I utilised the key attribute in the completion of the activity
- I have made sure that I have used some of the buzz words
- I have checked through my evaluation for any spelling or grammar mistakes
- I feel proud of what I have achieved



Evaluation

How did completing this activity improve your **COMMUNICATION**?

Some sentence starters to help you:

- During this activity, I had to **instruct** ...
- I took responsibility for **teaching** ...
- I **advertised** this activity by ...
- I showed my **empathy skills** during this activity when ...
- I had to **negotiate** with _____ to achieve ...

The skill(s) I need to improve:

Suggest a **COMMUNICATION** activity that you would like to do that is not on the database



Communication Activity 2

Now that you have completed Activity 1, attempt your second activity. Challenge yourself.... Select an activity out of your comfort zone!y!

Search the database for a **communication** activity that you would like to complete:

ACTIVITY 2 : COMMUNICATION
(write down the activity you have selected)

Describe your activity, mention what you are going to do and how you are planning to achieve it.

Remember this is a **COMMUNICATION** activity, so you should be planning to show and improve your leadership skills.

Please consider what you are planning on doing, when and where it will take place, with whom and how you are going to go about the activity.

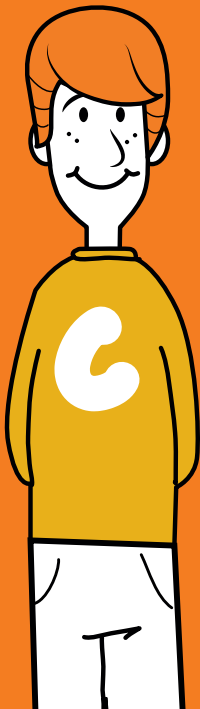
Evaluation

How did completing this activity improve your **COMMUNICATION**?

Some sentence starters to help you:

- During this activity, I had to **instruct** ...
- I took responsibility for **teaching** ...
- I **advertised** this activity by ...
- I showed my **empathy skills** during this activity when ...
- I had to **negotiate** with _____ to achieve ...

The skill(s) I need to improve:



Now that you have completed the initiative activities, please try answering the statements below:

- I can communicate to engage with the audience
- I understand that different approaches need to be used with different audiences
- I can work with groups of differing size, sharing ideas and listening to the suggestions and opinions of others
- I use body language to communicate positively
- I choose the appropriate form and content for my audience
- I am becoming a more fluent communicator



My Edgy Thoughts.....



As you progress through the scheme, use these pages to jot down some of your Edgy thoughts



A series of horizontal dashed lines for writing, spanning the width of the page.

...keep going!



How's it all going?



.....

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SO... What have been your highlights of the PiXL Edge?

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.....

Personal Statement



I've got the Edge because...

A large writing area consisting of five horizontal bands of different colors: red, green, blue, purple, and orange.

Appendix 1 : Mock Interview Questions

Sixth Form/ College Interview Questions:

- Tell me about yourself
- Why do you want to come to this sixth form/ college?
- Why have you applied for this course?
- What is your biggest achievement to date? What are you most proud of?
- How would teachers describe you?
- What can you bring to the sixth form/ college?
- What do you enjoy doing outside of school?
- What are your long term goals? Where do you see yourself in 5 years?
- What are your favourite and least favourite subjects?

Apprenticeship Questions:

- Tell us why you have applied for this apprenticeship
- What do you think we are looking for in an apprentice?
- The training for the apprenticeship includes undertaking qualifications while working fulltime, and may at times be demanding. How would you organise yourself to balance your study and job, and ensure you complete your work on time?
- How would you rate your organisational skills on a level of 1-5 (1 being the low est)? Can you give an example to illustrate this?
- Can you give an example of when you have had to work independently and use your initiative either through study or work?
- Can you tell us how you cope under pressure and in stressful situations?
- Can you give an example of when you have had to deal with a difficult situation either in work, life or school, and how you managed it?
- Can you tell us about something new that you have learned in the last 6 months and what you have gained from it?
- What do you understand by a customer-focussed service, and how do you think it will apply to this job?
- What do you understand by working in a team, and what are 3 important attributes of a good team player?
- Where do you see yourself in 3/5 years time?
- Is there anything we haven't asked you that you would like to tell us about your self to support your application?



Appendix 2 – Prep for Interview

Preparation:

- Read your interview letter carefully and make sure you have everything they ask you to bring e.g. recent school report, portfolio of art work etc..
- Research general information about the: sixth form/ college/ employer – Look on the company website/ news articles/ industry news that will help with the interview
- Plan how you will get there and make sure you arrive on time. Aim to arrive 10 minutes earlier and practice the journey beforehand
- Make sure you have the interviewer contact details including name, email, telephone number incase your unexpectedly late
- Practice speaking in group situations – for group interviews which are common when applying for an apprenticeship
- Practice a mock interview – with a friend/ family member or at school, making sure that you give concise answers which include relevant examples
- Plan your interview attire – make sure what you wear is suitable i.e. no trainers
- Prepare questions that you might want to ask at the end of the interview

The Interview

- Positive body language (sit up straight, no slouching, no fidgeting)
- Make eye contact and look as if you are interested. Be engaging and polite
- Firm hand shake
- Remember to smile
- Always look like you are listening with a slight nod of the head
- Speak slowly and clearly
- If you are unsure of a question ask for it to be repeated
- Thank the interview panel at the end of the interview

Group Interview/ Assessment – What are they looking for?

- **Communication**
 - **Negotiation skills**
 - **Assertiveness and confidence**
 - **Ability to take and give criticism**
 - **Leadership skills**
 - Don't be too shy or domineering
 - Be careful to not blend in the background – make the interviewer remember you
 - Do not talk over others. Listen
 - Its about the quality of what you say not the quantity
 - Always try and keep the discussion on track
 - Invite others who haven't said much to the conversation. This will show that you are engaging and able to manage others
 - It's about advancing your own ideas and recognizing others
- * TOP TIP - Get involved in classroom debates and discussions**

COMPTECY BASED INTERVIEW QUESTIONS:

What are they?

Competency based interviews are used by employers to identify whether you have the required skills to do the job. You are expected to give real life examples.

The questions are often centred around the skills required to do the job i.e.

Leadership

Organisation

Resilience

Initiative

Communication

They will usually start with the “can you give me an example” or “describe a time when...”

ALWAYS use the STAR technique to help answer questions:

S – (Situation) Describe the situation

T – (Task) What was required of you

A – (Action) What you actually did

R – (Result) Outcome – end result

You may also be asked a question of a time that you did not succeed – again use the STAR technique.

It is not always about being successful but about recognising skills that you can develop.

GOOD LUCK!





What's next?

Congratulations on completing the APPRENTICE level.

We hope that after completing the Apprentice Level, you now have the confidence and ability to recognise these essential skills for both employability and life. Continue developing your knowledge and experience to support future endeavours - be that Higher or Further Education, Apprenticeships or first-time employment.

Next Steps:

- Challenge yourself – revisit the activities you have completed and select an activity which is outside of your comfort zone
- Are there any activities that you would like to do that were not on the database? Suggest these to PiXL and if approved have another go at completing the activity
- Progress to GRADUATE level – taking it one step further
- Think about an activity you have really enjoyed, can you continue this outside of school?
- Be proud of what you have achieved. You will now have the vocabulary that is required for employment and further education. Practice articulating your experiences in real life scenarios:
Interviews/ Reviews
- Practice a mock interview (Appendix 1) and read through the Careers Advice (Appendix 2)
- Continue updating your personal statement with new skills and experiences

**Well done – YOU have
the #EDGE**



The **PiX**PLEDGE

Helping you secure a brighter future!!

#BetterFutureBrighterHope

follow us: @pixledge