Ashfield Music Festival and Essential Skills Wales and Key Skills

This document explains how the Ashfield Music Festival activity can be used to demonstrate working towards or achieving certain Essential Skills Wales criteria. It also outlines how to produce evidence that can contribute to the pupils Key Skills portfolio, which can then be submitted to your awarding body for accreditation at Entry Level, Level 1, Level 2 or Level 3 Essential Skills Wales.

For exact requirements please refer to the Essential Skills Wales and Key Skills documentation which can be found on the [Welsh Assembly Government website](http://www.gov.wales) and any of the awarding body websites, e.g. AQA, Edexcel, OCR and WJEC.
<table>
<thead>
<tr>
<th>Skill</th>
<th>The skill requires pupils to provide evidence that they can:</th>
<th>How Ashfield Music Festival could be used to demonstrate the skill.</th>
</tr>
</thead>
</table>
| Essential Skills Wales – Communication: Speaking and listening | Take part in a discussion with two or more other people in a familiar situation.  
Speak to communicate: information, feelings, opinions, questions, instructions on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts (contexts must include at least one face-to-face conversation or discussion).  
Take part in formal discussions with two or more other people. | The activity requires pupils to discuss and work with others in their team, and also with an “expert”. Team meetings will be required when allocating roles, deciding on a company name, producing the proposal, creating a poster and putting together a presentation.  
Pupils will also have meetings with the relevant expert in order to gain more information about their role and will have the opportunity to ask questions.  
For team meetings and meetings with the expert, pupils will have to ask questions, give opinions, negotiate and influence decisions being made and convey basic information. |
|                                           | Give a talk/presentation of at least four minutes (Level 2) or eight minutes (Level 3).                                                                                                                       | The activity requires the pupils as a team to produce a three-minute talk to highlight their team’s technical expertise, safety considerations and creative ideas.                                                                                                   |
| Key Skills – Working with Others          | Plan work with others:  
- Agree realistic objectives for working together and what needs to be done to achieve them.  
- Share relevant information to help agree roles and responsibilities.  
- Agree suitable working arrangements with those involved.                                                                                                                                   | The activity requires pupils to:  
- Discuss how to work as a team, by highlighting factors that are important for effective teamwork.  
- Organise their team by choosing roles – e.g. project manager, electrical engineer etc – based on the individual strengths of the team members.  
- Discuss their roles with an expert.                                                                                                                                                    |
| Seek to develop co-operation and check progress towards their agreed objectives:  
  - Organise and carry out tasks efficiently to meet their responsibilities.  
  - Seek effective ways to develop co-operation including ways to resolve any conflict.  
  - Share accurate information on progress, agreeing changes where necessary to achieve objectives. | During the activity the teams have to meet individual and team objectives. In order to achieve these objectives they must share information, and produce a team proposal which they are all agreed on, based on costing (including ticket prices), safety, flexibility and stage design. |
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| Review work with others and agree ways of improving collaborative work in the future:  
  - Agree the extent to which work with others has been successful and the objectives met.  
  - Identify factors (including their role) in influencing the outcome.  
  - Agree ways of improving their work with others in the future, including interpersonal skills. | At the start of the day the students are asked to think about what is important for effective teamwork. At the end of the day they are asked to review how effective they worked as a team and assess themselves against their original teamwork criteria.  
  At the start of the day the activity leader shows a slide that gives the objectives for the day:  
  - To appreciate why knowledge of physics is useful for many situations.  
  - To develop enterprise skills.  
  - To understand the skills that employers are looking for.  
  - To appreciate the possible careers available from physics.  
  At the end of the day the activity leader runs through the same objectives and asks the students if they feel they have achieved them. |
| Key Skills – Improving Own Learning & Performance | Set targets using information from appropriate people and plan how these will be met:  
- Seek information on ways to achieve what they want to do, and identify factors that might affect their plans.  
- Use this information to set realistic targets and identify clear action points.  
- Plan how they will manage their time, use support, review progress and overcome possible difficulties. | During the activity the pupils must work co-operatively as part of a team, organise their work, and manage the work within a timeframe.  
- Take responsibility for their learning, using a plan to help meet targets and improve performance:  
  - Manage their time effectively to meet deadlines, revising their plan as necessary.  
  - Choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands.  
  - Reflect on their progress, seeking feedback and relevant support to help them meet their targets. | The activity requires pupils to carry out the tasks assigned to their role in the Student Briefs and to work to deadlines in order to complete the tasks. During the activity the pupils also have to consult experts for advice and direction.  
- Review progress and establish evidence of achievements:  
  - Provide information on the ways they have used their learning to meet new demands and on factors affecting the quality of their outcome.  
  - Identify targets they have met and gather evidence of their achievements.  
  - Consult appropriate people to agree ways to further improve their performance. | The activity requires pupils to reflect on how well they worked as a team/carried out their role. The experts will give them feedback on how well they carried out the tasks (by marking the completed Student Forms), which will help them to identify strengths and weaknesses. After carrying out their role as part of the team they will be more confident in identifying their own contribution to the team. |
There are opportunities during the activity for pupils to obtain evidence towards the Application of Number and the ICT key skill.

**Essential Skills Wales – Application of Number**

The activity offers opportunities to address this key skill; pupils are required to carry out calculations in most roles and as a team are required to produce budget plans and costings and forecast profit. The budget plan could be expressed in tables, pie charts, bar graphs etc to meet the key skill.

**Essential Skills Wales – ICT**

A PC or laptop can be used to produce planning documents, e.g. minutes of team meetings, spreadsheet of costs, timelines and mind maps, and also the presentation for the end of the day. This could take the form of a poster advertising the event or PowerPoint slides. The correct software would have to be chosen for each task, the documents would require editing, saving in files and folders, some would need images adding, all of which would provide evidence towards the ICT portfolio.