

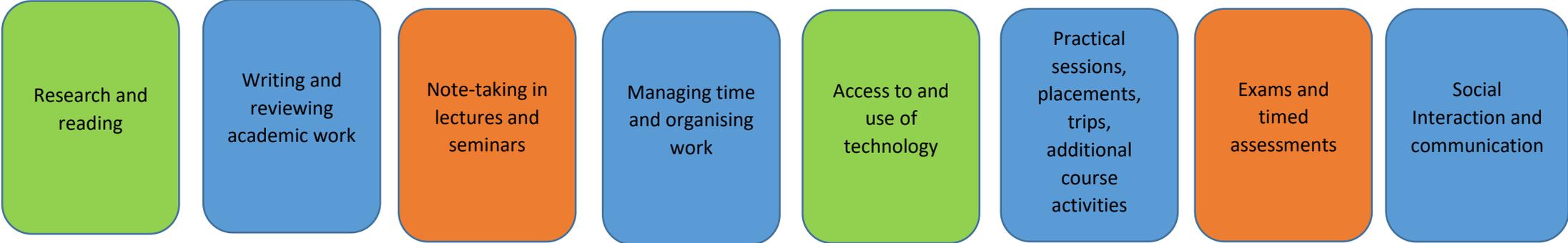
Cobalt Work Plan Checklists

Initial Work Plan – complete on 1st session

Assessors Recommendations:

Pre populated: Needs Assessment Report
Recommended Strategies

Agreed Areas of work for the year:



Expected Outcomes:

select between 2-5 (recommendation)

Work Plan Review – completed every 10-12 weeks to review outcomes

Outcomes Achieved

They do not have to match expected outcomes

Expected Outcomes

select between 2-5 (recommendation)

Cobalt Work Plan Checklists

Agreed Areas of work for the year:

Agreed work to be undertaken for the Academic Year

B-2-1 Research and reading

B-2-2 Writing and reviewing academic work

B-2-3 Note-taking in lectures and seminars

B-2-4 Managing time and organising work

B-2-5 Access to and use of technology

B-2-6 Practical sessions, placements, trips, additional course activities

B-2-7 Exams and timed assessments

B-2-8 Social Interaction and communication

Expected Outcomes for Next Review:

B-2-1 Research and reading:

1. To be confident in the use of highlighting to identify key points
2. To practice skimming and scanning, use contents and Index to develop my reading skills
3. To practice scroll reading: print off e.g. journal paper 1-sided, spread out on table and colour-code / annotate sections to develop my reading skills
4. To be able to summarise my understanding in my own words
5. To explore techniques to further develop reading comprehension
6. To practice the SQ3R technique
7. To practice Ladder reading to develop my reading skills

Cobalt Work Plan Checklists

8. To effectively use databases/search engines using key words, Boolean operators, and filters
9. To narrow down my research to reduce the amount of reading undertaken
10. To identify suitable academic sources – e.g. detecting bias in website domain name
11. To effectively use my search history to produce literature search tables/back chaining
12. To create a plan to visit the library.

B-2-2 Writing and reviewing academic work:

1. To be able to confidently break down question into task/content and limiting words
2. To plan and structure my working using mind maps for my initial ideas
3. To explore possible dissertation topics using a mind map
4. To use Linear planning-using navigation pane subheadings/bullet points/indentation/colour coding
5. To use a table to compare and contrast questions
6. To plan and structure work using MEAL/PEEL
7. To restructure my work as required using print, cut and re-jigsaw
8. To develop my use of academic language to make my assignments flow
9. To use the critical analysis model to generate critical thinking
10. To be able to identify the difference between descriptive and analytical language
11. To critically analysis my spelling
12. To develop creative ways to memorise spellings
13. To write a personalised glossary for each module
14. To be able to use apostrophes in the appropriate places confidently
15. To be able to use colons and semi colons in the appropriate places confidently
16. To develop the use of Fonts to support me to proofread my work
17. To learn the CORPSE method to support me to proofread my work
18. To develop a proofreading pre submission checklist to develop my proofreading skills
19. To be confident in how to write a report
20. To be confident to write an abstract
21. To keep a log of my development from assignments to reflect and support proofreading in the future

Cobalt Work Plan Checklists

22. To analyse tutor feedback and decide what skill to develop
23. To develop my reflection techniques utilising KOLB
24. To develop my reflection techniques utilising the Gibbs cycle
25. To understand what to include in an academic poster
26. To understand and be able to create reference lists and bibliographies
27. To understand Harvard/APA to reference correctly
28. To understand how to cite sources within text
29. To understand how to use citation software and reference correctly.

30. To develop the use of punctuation in my written work
31. To develop strategies to support me to ensure my work makes sense and the meaning is clear
32. To develop strategies to support me with structuring my ideas and applying these whilst in the process of producing my work.

B-2-3 Note-taking in lectures and seminars:

1. To use colour coding, symbols, and other techniques to improve my notes
2. To learn the Cornell system to support me to take notes effectively
3. To review notes confidently with the use of my audio recordings
4. To utilise assistive technology to take notes

B-2-4 Managing time and organising work

1. To maximise use of a Diary-colour coding to ensure I meet deadlines
2. To utilise my phone calendar to manage my time – log assignment deadlines and my timetable
3. To colour code each module on a termly planner with info of deadline/assessment type/word count/weighting to ensure I manage my time.
4. To break down larger tasks into manageable chunks, create a to-do list then schedule into a colour coded scheme
5. To create a weekly planner/assignment (time) planner
6. To develop strategies to increase focus and productivity

Cobalt Work Plan Checklists

7. To develop strategies to further improve focusing skills
8. To develop a system to organise lecture notes or audio recordings
9. To create folders/dividers-print of lecture schedule for the year/learning outcomes/assessment methods to help be have an overview of the year
10. To set standard headers/footers for all lecture notes, date/time/module code/lecture/academic/page no. to support me to organise my notes
11. To create folders by year, module title etc. Giving documents appropriate names, backing up documents, and ensure I know how to use Cloud based storage
12. To set achievable goals each week and review these each week with my mentor to support me to stay motivated.

B-2-5 Access to and use of technology:

1. To integrate the use of technology with my study skills strategies
2. To organise equipment delivery and book assistive technology training.

B-2-6 Practical sessions, placements, trips, additional course activities:

1. To create a checklist to prepare for what is needed for my trip
2. To create a checklist to prepare for practical sessions
3. To find out more information in advance to create a plan to feel confident about what is required of me
4. To contact other relevant services for the support I may require
5. To feel confident to raise any questions or concerns I may have at the time and know who I can talk to
6. To attend regular mentoring sessions to debrief and feel reassured.

B-2-7 Exams and timed assessments:

1. To develop creative memory techniques
2. To understand my learning styles to support my revision
3. To work on visual strategies to support my learning style
4. To work on auditory strategies to support my learning style
5. To work on read and write strategies to support my learning style
6. To work on kinaesthetic strategies to support my learning style.

Cobalt Work Plan Checklists

B-2-8 Social interaction and communication:

1. To be able to prepare a presentation
2. To confidently communicate with academic staff
3. To work on my motivation to achieve my academic goals
4. To work on my confidence with my studies
5. To work on my confidence with my interaction with my peers
6. To work on my presentation skills
7. To learn focus and concentration exercises to support my social interaction
8. To problem solve with my mentor to reduce anxiety of attending taught session
9. To learn relaxation strategies
10. To implement strategies to support my self-care and wellbeing
11. To explore the services available to me on campus to support my studies
12. To explore the social activities, I can be involved in to support my wellbeing.

13. To work on strategies to support me to manage my responses, and feelings when dealing with situations I find difficult
14. To feel more confident in the standard of work I am able to produce
15. To recognise my strengths and achievements

Cobalt Work Plan Checklists

Work Plan Review

Outcomes Achieved Since Last Review:

B-2-1 Research and reading:

1. I am confident in the use of highlighting to identify key points
2. I have practiced skimming and scanning, the use of contents and Index to develop my reading skills
3. I have scroll read my work and will use this technique going forward
4. I have improved how I summarise my understanding in my own words
5. I have explored techniques to further develop reading comprehension
6. I have practiced the SQ3R technique
7. I have practiced Ladder reading to develop my reading skills
8. I have developed my skills in using databases and search engines, using key words, Boolean operators, and filters
9. I have developed my skills in narrowing down my research to reduce the amount of reading undertaken
10. I have developed my skills to identify suitable academic sources
11. I can confidently use my search history to produce literature search tables/back chaining
12. I understand how to use the Dewey decimal system to locate books
13. I created a plan to visit the library and have had a successful visit.

B-2-2 Writing and reviewing academic work:

1. I have developed my skills to break down question into task/content and limiting words
2. I have developed my skills to plan and structure my working using mind maps for my initial ideas
3. I have utilised mind maps to explore possible dissertation topics
4. I have explored the use of Linear planning-using navigation pane subheadings/bullet points/indentation/colour coding
5. I have used a table to compare and contrast questions successfully
6. I have developed my planning and structuring skills using MEAL/PEEL
7. I have developed my skills to restructure my working as required using print, cut and re-jig
8. I have developed my use of academic language to make my assignments flow
9. I have explored the critical analysis model to generate critical thinking
10. I have developed my skills to identify the difference between descriptive and analytical language

Cobalt Work Plan Checklists

11. I now critically analysis my spelling
12. I have developed creative ways to memorise spellings
13. I have written a personalised glossary for each module
14. I can use apostrophes in the appropriate places confidently
15. I can use colons and semi colons in the appropriate places confidently
16. I have developed the use of fonts to support me to proofread my work
17. I have learnt the CORPSE method to support me to proofread my work
18. I have developed a proofreading pre-submission checklist to develop my proofreading skills
19. I feel confident when writing a report
20. I feel confident when writing an abstract
21. I have successfully kept a log of my development from assignments to reflect and support proofreading in the future.
22. I have analysed tutor feedback and decided what skills to develop
23. I understand how to use KOLB to support me with reflection
24. I understand how to use the Gibbs' Reflective Cycle to support me with reflection
25. I am confident that I know what to include in an academic poster
26. I have developed my skills to create reference lists and bibliographies.
27. I have developed my skills to understand Harvard/APA to reference correctly
28. I have developed my skills to understand how to cite sources within text
29. I have developed my skills to understand how to use citation software and reference correctly.

30. I feel more confident in the use of punctuation in my written work
31. I have developed my writing skills to develop my confidence in getting my thoughts to paper.
32. I have developed my writing skills to support me in expressing the meaning of what I want to write so it makes sense to the reader.

B-2-3 Note-taking in lectures and seminars:

1. I have developed my skills to use colour coding, symbols, and other techniques to improve my notes
2. I understand how to use the Cornell system to support me to take notes effectively
3. I have developed my skills to review notes confidently with the use of my audio recordings
4. I have utilised my assistive technology to take notes

Cobalt Work Plan Checklists

B-2-4 Managing time and organising work:

1. I have maximised the use of a Diary-colour coding to ensure I meet deadlines
2. I have utilised my phone calendar to manage my time
3. I have colour coded each module on a termly planner with info of deadline/assessment type/word count/weighting to ensure I manage my time
4. I have broken down larger tasks into manageable chunks, created a to do list then scheduled into a colour coded
5. I have created a weekly planner/assignment (time) planner
6. I have developed strategies to increase focus and productivity
7. I have developed strategies to further improve focusing skills
8. I have developed a system to organise lecture notes or audio recordings
9. I have created folders/dividers, printed off lecture schedule for the year/learning outcomes/assessment methods to help be have an overview of the year
10. I have set standard headers/footers for all lecture notes - date/time/module code/lecture/academic/page no. to support me to organise my notes
11. I have created folders by year, module title etc. Giving documents appropriate names, backing up documents, and ensured I know how to use clouds
12. I have set achievable goals each week and review these each week with my mentor to support me to stay motivated.

B-2-5 Access to and use of technology:

1. I have integrated the use of technology with my study skills strategies
2. I organised my equipment delivery
3. I have attended my assistive technology training.

B-2-6 Practical sessions, placements, trips, additional course activities:

1. I have created and utilised a checklist to prepare for what is needed for my trip
2. I have created and utilised a checklist to prepare for practical sessions
3. I have the information to create a plan to feel confident about what is required of me
4. I am aware of other relevant services for the support I may require
5. I feel confident to raise any questions or concerns I may have at the time and know who I can talk to with support

Cobalt Work Plan Checklists

6. I am attending regular mentoring sessions to debrief and feel reassured

B-2-7 Exams and timed assessments

1. I have developed creative memory techniques
2. I have developed my understanding of learning styles to support my revision
3. I have worked on visual strategies to support my revision techniques
4. I have worked on auditory strategies to support my revision techniques
5. I have worked on read and write strategies to support my revision techniques
6. I have worked on kinaesthetic strategies to support my revision techniques.

B-2-8 Social interaction and communication

1. I feel confident when preparing for a presentation
2. I feel more confident when communicating with academic staff
3. I have developed strategies to support me to stay motivated to achieve my academic goals
4. I have developed strategies to support me to feel confident in relation my studies
5. I have developed strategies to support me to interact with my peers
6. I have developed strategies to support me when presenting
7. I have learnt focus and concentration exercises to support me in social situations
8. I have problem solved with my mentor to reduce anxiety of attending taught sessions
9. I have learnt relaxation strategies
10. I have implemented strategies to support my self-care and wellbeing
11. I have explored the services available to me on campus to support my studies
12. I have explored the social activities I can be involved in to support my wellbeing
13. I have taken part in social activities on campus
14. I have accessed services to support my wellbeing
15. I have been proactive to implement strategies to support my wellbeing.

16. I have worked on strategies to support how I respond to certain situations
17. I have worked on strategies to support me to manage my feelings in certain situations
18. I am becoming more confident with the work that I am producing

Cobalt Work Plan Checklists

19. I am able to acknowledge my strengths and achievements

Expected Outcomes for Next Review:

Consists of the same drop-down options as the Initial Work Plan.

Grades or feedback from Tutors to note:

A notes section to add any grades or tutor feedback to record and recognise the student's success.