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**COURSE BROCHURE 2017/18**

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# 'Can You Tell Me Please Which Way I Ought To Go From Here?'

Course  (and related programmes)	Core Outcome	Specific Outcomes (will include)
1  So You'd Like to Be More Confident?  <b>2,3,4,6,8,</b>	<b>Defining Confidence</b>  Learners will have a working definition of confidence.  <b>D,O</b>	<ul style="list-style-type: none"> <li>• Will understand core components of building confidence such as self-esteem, motivation and empowerment.</li> <li>• Will understand the links between confidence and self-esteem</li> <li>• Be able to identify their strengths and areas for development and have a plan to work on these throughout the programme and beyond.</li> </ul>
2  Understanding the Learning Response  <b>5,6,8,14,15, 18,19</b>	<b>(a) Barriers to Learning and Employment</b>  <b>(b) Personal Development Plans and tackling Barriers</b>  Learners will have a plan of action to work with the barriers they Identify.  <b>D,O,W</b>	<ul style="list-style-type: none"> <li>• Understand what barriers might be affecting them using their past experiences.</li> <li>• Understand their own learning styles</li> <li>• Understand ways of overcoming barriers to learning</li> <li>• Understand how to minimise risks and create or seek out positive learning environments.</li> </ul>
3  Relaxation and Stress Opposite Sides of the Same Coin  <b>6,7</b>	<b>(a) Understanding The Importance of Relaxation &amp; Breathing in developing overall Confidence.</b>  <b>(b) Looking at Techniques to Control Shyness, anxiety and Fear</b>  Learners will recognise more readily how to optimise their opportunities.  <b>D,O,P</b>	<ul style="list-style-type: none"> <li>• Understand Stress and the part it plays in our lives</li> <li>• Be introduced to relaxation techniques</li> <li>• Plan how to add relaxation into their everyday/weekly routines</li> <li>• Learn how to recognise when they are becoming anxious and put Initiatives in place to combat anxiety</li> </ul>

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<p>1</p> <p>So You'd Like to Be More Confident?</p> <p>2,3,4,6,8,</p>	<p><b>Defining Confidence</b></p> <p>Learners will have a working definition of confidence.</p> <p>D,O</p>	<ul style="list-style-type: none"> <li>• Will understand core components of building confidence such as self-esteem, motivation and empowerment.</li> <li>• Will understand the links between confidence and self-esteem</li> <li>• Be able to identify their strengths and areas for development and have a plan to work on these throughout the programme and beyond.</li> </ul>
<p>2</p> <p>Understanding the Learning Response</p> <p>5,6,8,14,15,18,19</p>	<p><b>(a) Barriers to Learning and Employment</b></p> <p><b>(b) Personal Development Plans and tackling Barriers</b></p> <p>Learners will have a plan of action to work with the barriers they Identify.</p> <p>D,O,W</p>	<ul style="list-style-type: none"> <li>• Understand what barriers might be affecting them using their past experiences.</li> <li>• Understand their own learning styles</li> <li>• Understand ways of overcoming barriers to learning</li> <li>• Understand how to minimise risks and create or seek out positive learning environments.</li> </ul>
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4 Investing In You Inc  <b>1,5,6</b>	<b>Projecting a Positive and Confident Image Developing Body Language and Non-Verbal Communication to Gain Control</b>  Will know the importance of a positive image in helping their opportunities.  <b>D,P,O</b>	<ul style="list-style-type: none"> <li>• To recognise a positive and confident image</li> <li>• Understand the importance of congruence between the spoken and unspoken</li> <li>• Will understand the importance of how they look in portraying a confident image.</li> </ul>
5  <b>1,2,4,8</b>	<b>Improving Communication and Listening Style</b>  <b>D,O,P,C</b>	<ul style="list-style-type: none"> <li>• Understand the importance of our personality traits and learning styles in communicating.</li> <li>• Understand the difference between hearing and listening.</li> <li>• Understand questioning and context.</li> <li>• Understand richness of communication</li> <li>• Understand what employers are looking for when interviewing.</li> </ul>
6 If I knew then what I know Now  <b>2,5,8</b>	<b>How to View Past Experiences That Have Helped or Hindered Your Confidence</b>  <b>Evaluation</b>  <b>D,O,P</b>	<ul style="list-style-type: none"> <li>• Understand the term reflective practice</li> <li>• Be able to use one model of practice to help them in day-to-day situations.</li> <li>• Understand the importance of it in learning and growth</li> <li>• Be able to demonstrate practically how they have learnt from their experiences</li> <li>• Be able to demonstrate how they might be able to learn from the future experiences both positive and negative.</li> </ul>
7  <b>3,6,8,</b>	<b>Resilience: The Four Dimension of Personal Triumph</b>  <b>D,O,P,C,W</b>	<ul style="list-style-type: none"> <li>• Define resilience</li> <li>• Describe the four dimensions of resilience and evaluate how these dimensions presently relate to your life.</li> <li>• Understand and acknowledge the difference between '<b>process</b>' and '<b>outcome</b>' resilience.</li> <li>• Identify and review the areas that have worked well and understand the reasons for <b>replication</b>.</li> <li>• Understand and identify with the process of <b>letting go</b> in order to move forward.</li> </ul>

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8  Personal Empowerment  <b>1,4</b>	<b>"Understanding the significance of what is actually significant."</b>  <b>D,O,P,C,W</b>	<ul style="list-style-type: none"> <li>• Being assertive and understanding your needs and wants appropriately.</li> <li>• Being self assured and confident</li> <li>• Understanding the difference between confidence and assertiveness.</li> <li>• Finding the right direction in life and identifying your next steps.</li> <li>• Identifying your strengths, abilities, attitudes and motivations to help you to move forward.</li> </ul>
9 Leadership and Management; One and The Same?  <b>8,14,16,17,22,25 26</b>	<b>Recognising Differences and Similarities Between the Two Interventions in Theory and in Practice</b>  <b>D,O</b>	<ul style="list-style-type: none"> <li>• Understand how the terms relate to human and general resources.</li> <li>• Understand leadership styles and recognise their own style</li> <li>• Will be able to recognise the qualities and characteristics associated with good, bad and toxic models.</li> </ul>
10  Dealing with Difficult Situations and Challenging People  <b>5,6,8,13,16</b>	<b>The Development of a Tool Box of Strategies for use in Future Situations</b>  <b>D,P,R,O,C</b>	<ul style="list-style-type: none"> <li>• Be able to breakdown and therefore recognise what it is about the situation or person that causing difficulty.</li> <li>• Will be required to take responsibility and there accountability for dealing with the person or situation.</li> <li>• Will be required to take responsibility and therefore accountability for their role in the situation being difficult.</li> <li>• Will be able to understand what gives them clarity in their decision-making.</li> </ul>
11 Coaching and Mentoring: the Nature Nurture Debate  <b>7,8,10,123,15,22</b>	<b>Having Working Definitions of Both Interventions</b>  <b>Understanding How They Differ from Each Other and Some of the Other Helping Therapies</b>  <b>D,O,P,C</b>	<ul style="list-style-type: none"> <li>• Understanding what makes a skilled mentor and coach</li> <li>• Understanding what makes a skilled coachee or mentee</li> <li>• Understand the importance or rapport building in the relationship from both sides.</li> <li>• Understand the importance of supervision</li> <li>• Will understand the barriers to learning and learning environments</li> <li>• Will understand how to minimise risk in the learning relationship</li> </ul>

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Course (and related programmes)	Core Outcome	Specific Outcomes (will include)
12 Mentoring For Diversity and Coaching for Cultural Change  7,11, 13,15,22	<b>To Understand the Application of This as a Leadership Tool.</b>  D,O,P,C	<ul style="list-style-type: none"> <li>• Have working definitions of both diversity and mentoring</li> <li>• Challenge their thinking around diversity and mentoring as an intervention</li> <li>• Will understand barriers to change and the role of motivation and empowerment in moving from A-B</li> <li>• Will understand some of the practical considerations in addressing issues around diversity development personally and within an organisation.</li> <li>• Will understand how to assess the impact of cultural change and diversity mentoring personally and organisationally.</li> <li>• Will understand some of the issues and concerns around employment today.</li> </ul>
13 Giving Feedback  5,10, 14,16,22,23,24	<b>Understanding the Relationship Between Feedback and The Learning Cycle.</b>  R,D,O,P	<ul style="list-style-type: none"> <li>• Understand when feedback can go wrong</li> <li>• Understand what makes good feedback</li> <li>• Understanding the different ways of feeding back and choosing the right method for the right situation.</li> </ul>
14 Honing Your Presentation Skills  4,5,8	<b>Understanding What to Communicate and When to Communicate It.</b>  P,Pn,D,O	<ul style="list-style-type: none"> <li>• Know how to put together a simple PowerPoint presentation.</li> <li>• Understand timings and delivery notes and session planning.</li> <li>• Be able to develop further information for the receivers of your presentation e.g. handout, edited reports</li> </ul>
15 Understanding Goal Setting and its Practical Applications.  1,2,4	<b>Understand How to Set Personal and Organisational Goals</b>  D,O,W	<ul style="list-style-type: none"> <li>• Understand what realistic goals are</li> <li>• Understand insightful questioning</li> <li>• Understand how to measure commitment</li> <li>• Understand how to review and evaluation goals</li> <li>• Be able to identify areas that hold you back and how to counteract those things</li> <li>• Understand how to stay motivated</li> <li>• Understand the importance of recognising values and beliefs.</li> </ul>

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Course (and related programmes)	Core Outcome	Specific Outcomes (will include)
16 Individual Performance Review: The carrot and the Stick.  <b>5,8,9,11,13,15</b>	<b>Understanding How the Appraisal Process can be an Asset to Personal and Organisational Development.</b>  <b>D,O,P,Pn,R</b>	<ul style="list-style-type: none"> <li>• Setting the baseline; what is a performance review or appraisal</li> <li>• What can make the process go wrong and well</li> <li>• Identify areas around team and organisational benefit</li> <li>• Understand the components of the process and how to use a coaching or mentoring style for best results.</li> </ul>
17 Effectively Managing Your Time?  <b>3,13</b>	<b>Understanding What it is About Managing Your Time Effectively That Creates the Issue and Employing Strategies to Help.</b>  <b>P,O,D</b>	<ul style="list-style-type: none"> <li>• Looking influence and control and the role these two elements can play in successfully managing your time</li> <li>• To look at the issues around awareness, responsibility and Accountability</li> <li>• Learn techniques to stretch time</li> <li>• To look at effective time management and goal setting strategies.</li> <li>• To look at review and evaluation in time management.</li> </ul>
18 CV Writing  <b>1,4,5,6</b>	<b>To Understand the Different Types of CV's and be able to Format Templates to Use</b>  <b>D,O,W</b>	<ul style="list-style-type: none"> <li>• To be able to prepare from scratch a CV that reflects accurately your employment history, gives reasoning for employment gaps and shows your ability to move and progress.</li> <li>• To show how to adapt your CV so that it matches your skills, qualifications etc and the skills need of the prospective employer in an honest and realistic way.</li> </ul>
19 Interview Skills  <b>1,3,4,5,13,14,15</b>	<b>Understanding What Interviewers are Looking For</b>  <b>R,D,O,Pn,P</b>	<ul style="list-style-type: none"> <li>• Understand how to prepare for an interview</li> <li>• Have the opportunity to go through mock interview and gain feedback on their performance</li> <li>• Be able to identify and address interview body language</li> <li>• Understand how to make a good first impression.</li> </ul>

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20 Computer Skills (Introductory Level)  <b>18</b>	<b>Understanding the basics of setting up and using a computer or laptop.</b>  <b>P,O,W,E</b>	<ul style="list-style-type: none"> <li>• Understand the importance of computer safety</li> <li>• Know how to get online</li> <li>• Understand how to search for information online and the pro and cons</li> <li>• Set up an email address</li> </ul>
21 Computer Skills (Intermediate Level)  <b>18,20</b>	<b>Understanding basic applications and how they can support learning and development.</b>  <b>P,O,W,E</b>	<ul style="list-style-type: none"> <li>• Understanding the applications Word, Excel and PowerPoint.</li> <li>• Be able to put together a simple word document and excel spreadsheet.</li> <li>• How to use graphs, tables and charts in your work.</li> </ul>
22  Level 2 Award in Peer Mentoring  24 GLH  <b>1,5,9,10,11,12,13,14,15</b>	<b>Understanding what mentoring is and how it supports individual growth and development.</b>  <b>W,D,O,Po,C</b>	Outcomes include <ul style="list-style-type: none"> <li>• Understanding the mentoring relationship, process and procedures</li> <li>• Understand the range of techniques to make mentees feel more comfortable</li> <li>• Understand the boundaries of a mentoring relationship</li> <li>• Understanding when mentoring goes wrong.</li> <li>• Understanding referral systems.</li> </ul>
23  Level 3 Award in Education and Training  48 GLH  <b>2,5,8,10,11,12,13,14,15,17,22,24</b>	<b>An introduction to teaching and Training.</b>  <b>W,D,O,Po,C,Pn</b>	Outcomes include <ul style="list-style-type: none"> <li>• Understanding the roles, responsibilities and relationships in education and training.</li> <li>• Understanding and using inclusive teaching and learning approaches in education and training.</li> <li>• Understanding the principles and practices of assessment.</li> </ul>



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<p>24</p> <p>Level 4 Certificate in Education and Training</p> <p>GLH 120</p> <p><b>2,5,8,10,11,12,13,14,15,17,22,23</b></p>	<p><b>A detailed exploration of what it means to deliver teaching/training today, the constraints and resources required as well as an detailed understanding of the differences between teaching styles, learning styles and approaches. This course builds on the work carried out at level 3.</b></p>	<p>Please contact the centre for a detailed list.</p>
<p>25</p> <p>Level 2 Certificate in Principles of Team Leading</p> <p><b>4,5,6,7,8,10,11,12,13,14,15,16,17</b></p> <p>GLH 55</p>	<p><b>Understanding what it means to be part of and lead your team. This programme has a number of mandatory units for successful completion.</b></p>	<p>Units include;</p> <ul style="list-style-type: none"> <li>• Team leading responsibilities</li> <li>• Managing yourself and providing direction to your team</li> <li>• Communicating information effectively and knowledge in the workplace</li> </ul>
<p>26</p> <p>Level 3 Certificate in the Principles of Management</p> <p>GLH 130</p> <p><b>4,5,6,7,8,9,11,12,13,14,15,16,19,23,25</b></p>	<p><b>The NOCN Level 3 Certificate in Principles of Management (QCF) is a 13 credit qualification Learners must achieve all 7 credits from the 2 mandatory units and a minimum of 6 credits must be achieved from the Optional group to be successful with their studies in this field.</b></p>	<p>Please contact the centre for a detailed list.</p>

\* List of Programmes Not Exhaustive.

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## \*New Programmes

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<p style="text-align: center;"><b>27</b></p> <p>*Makeup Application</p> <p style="text-align: center;"><b>P, Pn, PO, E</b></p>		<p style="text-align: center;">Some equipment provided for this course (additional costs may apply) Please Contact Centre for more details and an information pack</p>
<p style="text-align: center;"><b>28</b></p> <p>*Introduction to personal &amp; Professional Styling</p> <p style="text-align: center;"><b>P, Pn, PO, E</b></p>		<p style="text-align: center;">Some equipment provided for this course (additional costs may apply) Please Contact Centre for more details and an information pack.</p>

# ***'Can You Tell Me Please Which Way I Ought To Go From Here?'***

## **Key**

<b>D</b>	<b>= Discussion/Debate</b>
<b>O</b>	<b>= Trainer Observation</b>
<b>P</b>	<b>= Practical</b>
<b>Po</b>	<b>= Portfolio Development</b>
<b>Pn</b>	<b>= Presentation</b>
<b>W</b>	<b>= Written</b>
<b>R</b>	<b>= Role Play</b>
<b>C</b>	<b>= Case Study Exploration</b>
<b>E</b>	<b>= Examination</b>

Accreditation of achievement will be given to those learners

- That actively participates in set activities AND genuinely show that they want to improve in line with their own needs and wants.
- Who join in appropriately in group and pair discussion.
- Who demonstrate the ability to challenge and debate information that is given to them in a way that interrogates their own thinking and that of others in the group.
- That can demonstrate what their learning journey through constructive and reflective feedback both written and verbal.
- That can show how they might use the information and new thinking in their future practices.
- That successfully complete the written elements of the programme (where applicable).
- Who engage respectfully with members of the group and tutor(s).
- That adhere to boundaries set by the group.
- That complete their Personal Development Plan/Journal before by the end of their sessions with information signed off (where applicable).

**NB** GLH = Guided Learning Hours. All approximate figures.