

YEAR 13 CIAG/PSHE Programme

By the end of this course students will be able to discuss the following questions

How do I manage my career?

How are careers changing?

How can I improve my 'career capital'?

What's involved in choosing FE, training or employment?

What's involved in choosing higher education?

How do I make the right choices for my personal safety and Well-being?

Am I prepared for Independent living?

Self-assessment and Peer Assessment

Pupils are given the opportunity to assess their learning and their attitude to learning during the lesson and at the end of the topic. This exercise can also incorporate Peer Assessment.

Evaluation

Pupils are given opportunity to provide an evaluation of their learning during the lesson and at the end of the topic.

Target-setting

Students are encouraged to identify areas for improvement and how they will achieve this, during the lesson and the end of the topic.

Abbreviations

CE – Career Exploration SD – Self Development CM – Career Management SA Self Awareness

<p><u>SEN</u></p> <p>The teacher is responsible for the modifications and differentiation.</p>	<p><u>Literacy</u></p> <p>Vocabulary: Higher Education , Growth Mindsets, Degrees, Masters, doctorates, Personal statements Reading: Worksheets</p> <p>Writing: Worksheets, CV, Personal Statements Online Moocs</p> <p>Speaking: mock interviews, discussion work</p>	<p><u>CEG and WRL</u></p> <p>see matrix</p>	<p><u>Gifted and talented</u></p> <p>The teacher is responsible for differentiation within the lesson.</p>	<p><u>PSHE</u></p> <p><u>1. Developing confidence and responsibility and making the most of their abilities</u></p> <p>d. To recognise influences, pressures and sources of help and respond to them appropriately.</p> <p>f. About the options open to them post-18, including employment and continuing education and training, and about their financial implications.</p>
<p><u>ICT</u></p> <p>Students encouraged to use the Internet to research Higher Education options, work placements, apprenticeships Moocs.</p>	<p><u>SMSC</u></p> <p>see matrix</p>	<p><u>Numeracy</u></p>	<p><u>Citizenship</u></p> <p><u>1. Knowledge and Understanding of being Informed Citizens</u></p> <p>h - The rights and responsibilities of consumers, employers and employees.</p> <p><u>2. Skills of Enquiry and Communication</u></p> <p>c - Contribute to group and exploratory class discussions,</p>	<p>g. To use the Connexions Service and UNIfrog to help them choose their next steps, negotiate and plan their post-18 choices with parents and others, develop career management skills and prepare and put into practice personal action plans. (Connexions Questionnaires)</p> <p><u>3. Develop good relationships and respecting the differences between people</u></p> <p>c. To challenge offending behaviour, prejudice, bullying, racism, and discrimination assertively and take the initiative in giving and receiving support.</p> <p>k. To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.</p>

No	Title	Learning Objectives	Learning Outcomes	Resources	KS5 CDI Framework
1	Review of mocks Target setting	Review Year 12 intended progression routes after summer mocks results Plans might have to change in light of results. Open Days	Students will be able to realistically start planning for their future university course and or apprenticeship/employment. They will have a clearer and realistic aim based on their actual results Need to start applying to the most suitable university or course/ apprenticeship Students are to be encouraged to attend Open Days with Parents and or friends	Students mock results sheets Laptops Unifrog Target setting worksheet	Self-improvement as a learner (3) Self-awareness (1) Identifying choices and opportunities (14) Self-improvement as a learner (3)
2	UCAS- procedures dates/ deadlines	Students begin to complete their personal statement or CV. research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	Students will use the Unifrog programme to build up their first draft of a personal statement tutors may access this throughout the process	Laptop Unifrog All information is now on the Frog Platform	Self-determination (2) Identifying choices and opportunities (14) Making the most of careers information, advice and

					guidance (CEIAG) (10)
3	UCAS or Gov. Uk application online	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution Students will work on completing the forms online with the help of CIAG tutors	Laptops Unifrog	Self-determination (2) Exploring careers and career development (4) Identifying choices and opportunities (14)
4	UCAS / apprenticeship Application	Personal Statement one to one interviews with tutors/ Sixth Form Team all logged and edited via unifrog interventions.	Students personal statement will improve improving their chances to go to the university of their choice	Laptops	Handling applications and interviews (16)

5	Interviews - Advice	Students start to prepare for interviews	<p>The variety of interviews for different courses roles</p> <p>Students share their own experiences of job interviews</p> <p>Create a list of what they feel are dos and don't's</p>	<p>Ppt</p> <p>Interview skills</p> <p>Video clips</p> <p>Lap tops</p>	<p>Managing changes and transitions (17)</p> <p>Handling applications and interviews (16)</p> <p>Preparing for employability (11)</p>
6	Interviews – Possible Questions	<p>Students are provided with examples from previous years on cards which they work on in groups</p> <p>know how to prepare for, perform well and learn from your participation in selection processes</p> <ul style="list-style-type: none"> • Students explore social attitudes to variations in spoken language in interview situations • Students practise filling in and revising online application forms • Students practise how to perform well when completing a group problem-solving exercise as part of a selection process 	<p>Students will choose a card for a specific course/ job and working in groups try to come up with 6 questions that they think they might be asked at an interview the students will then swop the cards and mock interview each other .</p> <p>The students may use laptops to research questions</p>	Worksheets	<p>Handling applications and interviews (16)</p> <p>Preparing for employability (11)</p>

7	Workplace Protocols Health and Safety HR, TU	<p>recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices</p> <p>Including sexual harassment etc</p>	<p>Students will work together to discuss what they have observed on work experience or on their own paid employment.</p> <p>What to do in a series of inappropriate behaviour by a colleague or boss scenarios</p> <p>Students are more confident to deal with such situations and how to report it</p>	<p>Worksheets</p> <p>Barclays Like skills lesson</p> <p>Ppt</p>	<p>Preparing for employability (11)</p> <p>Learning about safe working practices and environments (9)</p>
8	The use of Social Media to improve career progression LinkedIn ect But also the dangers of digital foot print	<p>identified how they use social media and how sharing too much can have a negative effect on employment prospects</p> <ul style="list-style-type: none"> • explored the positive and negative consequences of using social media in different ways <p>Appropriate and inappropriate language in the workplace and online</p>	<p>Students will work together to assess the differences between a positive and negative digital foot print, what makes a good social profile?</p>	<p>Barclays Life Skills lesson resources</p> <p>On Shared drive</p>	<p>Learning about safe working practices and environments (9) Preparing for employability (11)</p> <p>Valuing equality, diversity and inclusion (8)</p> <p>Understanding business and industry (6)</p>

9	Managing Finances	To help students identify their attitude to money and money management.	Students are able to investigate and plan a budget to look into the cost of their university accommodation and how they will pay for it? Cost of living variations across the UK, Hull, London Cambridge Leeds ect?	Worksheets Barclays Life Skills lessons Ppt Video	Developing personal financial capability (13) Identifying choices and opportunities (14)
10	PSHE- Mental Health	Starting University preparation for mental Health issues. To create a more resilient workforce	http://www.studentminds.org.uk/starting-university.html	Worksheets Self-assessment questionnaire	Preparing for employability (11) Self-awareness (1) Self-determination (2) Self-improvement as a learner (3) Investigating work and working life (5)

11	PSHE Sexual Health Talk and resources provided by the LHA sexual health team.	Students need to be reminded of the importance of protecting their sexual health as they start the process of independent living	https://yoursexualhealth.co.uk/sexual-health-guide-starting-university/ Discuss the findings of the report in small groups Discuss their reaction to the talk		Investigating work and working life (5)
12	Life Skills independent living ensuring safety.	Students need to be prepared for independent living getting insurance etc being able to travel safely in the UK and abroad.	https://www.thecompleteuniversityguide.co.uk/preparing-to-go/staying-safe-at-university/top-tips-to-stay-safe/	Worksheet and video discussion	Self-determination (2)
13	Student Finance England Presentation	PPT	Students will gain a full understanding of the Student Finance System plus how to access additional bursaries and financial help from the universities and local authorities.	Martin Lewis Guide to student finance DVD	Developing personal financial capability (13)

15	Bank Accounts and Debt interest rates How to handle money	<p>Exploring bank accounts and credit cards (Discussing current accounts and credit cards. Understanding how to check a statement and credit card terminology.</p> <p>Renting accommodation and choosing insurance policies</p> <p>Understanding the renting process and identifying tips for choosing insurance.</p> <p>Credit scores (30 minutes)</p> <p>Maintaining a healthy credit score, including a 'Blockbusters'-style game</p>	<p>Students will develop an understanding of how to manage their own money and bank accounts including a critical awareness of APR etc</p>	<p>Barclays Life skills lesson</p> <p>Ppt video work sheet</p>	<p>Developing personal financial capability (13)</p> <p>Identifying choices and opportunities (14)</p>
15	Managing Stress	<p>Students will be introduced to a number of techniques for combating stress including mindfulness and breathing exercises.</p> <p>Students will also be introduced to the prospects website which contains a great deal of valuable advice.</p>	<p>https://www.theguardian.com/education/mortarboard/2013/nov/06/student-s-ten-ways-to-beat-stress</p> <p>https://www.prospects.ac.uk/applying-for-university/university-life/5-ways-to-manage-student-stress</p> <p>Students will be encouraged to lie down or sit to focus on their breathing and listen to music.</p>	<p>Self-assessment questionnaire</p> <p>A level Mindset Student Workbook</p>	<p>Self-awareness (1)</p> <p>Self-determination (2)</p> <p>Self-improvement as a learner (3)</p>
16	Obstacles to studying	<p>This is one of a series of lessons provided by a programme called the A level mindset by Steven Oakes and Martin Griffin which we have purchased</p>	<p>https://www.alevelmindset.com/</p> <p>A guided programme lesson and work sheets which tries to focus on what prevents students from studying to reach their full potential.</p>	<p>A level Mindset Student Workbook</p> <p>Self-assessment questionnaire</p>	<p>Identifying choices and opportunities (14)</p> <p>Self-improvement as a learner (3)</p>

17	The Study Schedule/ Organisation	The importance of good study habits as A levels go linear Look at a variety of study plans and ideas including those provided in their own planner	Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available. Students swap their own favoured methods for discussion	A level Mindset Student Workbook	Self-improvement as a learner (3)
18	Back-up plans/ review of offers etc	Students need to be prepared if they don't hold offers if they don't achieve their goals on results day what next? Conditional Firm/ Conditional insurance/ clearing adjustment	Students use Unifrog programme to look at choices around Safe, Secure and Aspirational Tutors are able to see and discuss these with students		Identifying choices and opportunities (14)
19	Focus – Revision Strategies	Lesson resources provided by the Which good university guide including a video . It particularly targets the new linear A levels and how to prepare for them	https://university.which.co.uk/advice/ucas-application/revision-exams-making-the-grade Students will be more prepared for their exams	Self-assessment questionnaire	Self-improvement as a learner (3)

20	Preparation for uni- budget management.	<p>research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you</p> <p>Lessons</p>	<p>Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution</p> <p>All on Unifrog</p> <p>Students prepare a budget sheet of their favourite foods and activities for when they go to university.</p>	Worksheet and a quiz	Developing personal financial capability (13)
21	Preparation for Uni- life skills Entrepreneur ship can I turn a hobby into a career?	<p>develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work</p>	<ul style="list-style-type: none"> • Students investigate the personal financial implications of working for themselves • Students work out the cost of higher education and compare the likely return on investment for different subjects studied 	Ppt Barclays Life skills lesson and resources.	<p>Exploring careers and career development (4)</p> <p>Investigating work and working life (5)</p> <p>Investigating jobs and labour market information (LMI) (7)</p>

22	Life after Results day	know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions	<ul style="list-style-type: none"> • Students make preparations for the post-results period in the event that their exam results are not what they expected • Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions 		Managing changes and transitions (17) Identifying choices and opportunities (14)
23	Exit Surveys/ Review of the Year Exam Tips	Students evaluate their experience of the CIAG programme which is used to coordinate planning for the next year		Worksheet Survey monkey	Making the most of careers information, advice and guidance (CEIAG) (10) Self-improvement as a learner (3)

In addition the Programme also includes

For Medical/Dental/Nursing students

- A period of work experience of between 3-5 days at Sunderland Royal Hospital and James Cook in Middlesbrough.
- Guidance with personal statements provided by past St. Anthony's medical students Sarah Norman, Rachael Boal etc. For nurses, midwives radiographers ect the same provided through our extensive Alumni Network. (Future First)
- Practice interviews and Visits through the science department to Newcastle Centre for Life.
- Newcastle and Leeds universities medical teams both provided a series of workshops and talks in school for us.
- Preparation for skills tests Teeside University workshop

- A wide variety of Virtual work experience placements Brighton and Sussex Medical School

Oxbridge

- Guidance with personal statements provided by past St. Anthony's Oxbridge students provided through our extensive Alumni Network. (Future First)
- Practice interviews with SMT Sacred Heart School Fenham.
- Visits and Workshops from both our Link colleges.
- Oxnet

For all students

Workshops and talks on personal Statements/interviews/University choice/student finance/apprenticeships etc provided by Sunderland University

Northumbria University

Newcastle University

Leeds University

Teeside University

Student Finance England (also a talk in the evening for parents.)

Milltech

National Apprenticeship service they are coming into school in March and we are going to sign up to become an apprenticeship champion.

Accenture

Barclays Life Skills

Citizens Advice Bureau

Nuffield Research

A wide variety of virtual Work Experience placements through UPTREE

By the end of 6th form, students should
– be able to use a range of different ways of learning

- have proficient business & enterprise skills
- team working & skills, leadership, innovation, marketing, finance, etc
- have been encouraged to continue to participate in an extra-curricular activity (in or outside school)
 - have developed good skills required by employers from their employees and be 'work ready' - be aware of the labour market and how it works both locally regionally and internationally
- have created an updated CV or UCAS application form and personal statement and understand the relevance of both to further education, training and employment
- have awareness of and experience in obtaining successful job or Higher Education interviews
- have made use of the careers library and careers web sites - have attended the careers fair university Open days and the UCAS Convention
- have had access to independent advice on post 6th form options such as apprenticeships and careers
- have had the opportunity to discuss their options with an advisor through email, phone and/or face to face meetings
- have an up-to-date Career Action Plan
- have determined and made clear to the Academy their intentions for post-6 th form

Be aware of the risks of different decisions and life choices as adults at post 18