

YEAR 12/13 CIAG/PSHE Programme Year 12

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?

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 Students are given the 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

| | | | | |
|---|---|--|---|---|
| <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>Gifted and talented</p> <p>The teacher is responsible for differentiation within the lesson.</p> <p>Raising aspiration is a key target on the Sixth Form Development plan</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 | Gatesby Benchmark |
|----|-------------------------|---|--|--|---|----------------------------------|
| 1 | Transition/Expectations | Preparation for independent study at A level and higher-level study. Lesson on study skills and the gap between A level and GCSE. | <p>Students identify the qualities they feel that most lecturers want- they can start by 'thought-showering' and then be given the worksheet with the list to rank order</p> <p>Group discussion</p> <p>Students will start to think about the different approach needed for A Level – the importance of being 'curious</p> <p>Students reflect upon being a Sixth Former- and identify what they need to work on.'</p> <p>Tips on preparation for study and Note taking</p> | <p>Lesson booklet</p> <p>Ppt and reflection sheet Quiz</p> <p>Video discussion</p> | <p>Self-awareness (1)</p> <p>Self-determination (2)</p> <p>Exploring careers and career development(4)</p> <p>Identifying choices and opportunities(14)</p> <p>Managing changes and transitions(17)</p> | <p>GB1</p> <p>GB2</p> <p>GB7</p> |

| | | | | | | |
|---|------------------------------------|---|---|--|--|---|
| | | | | | | |
| 2 | Evaluation and Aspirations | <p>Career matching personal qualities and future aspirations</p> | <p>Students become familiar with their own qualities and their skills in relation to their future career choice National Careers Service course choice Students think carefully about their future and identify areas to research.</p> <p>Students are aware of the research they need to carry out for their future.</p> | <p>Student work booklet 1.</p> <p>National Careers Service website</p> | <p>Self-awareness (1)</p> <p>Exploring careers and career development(4)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p> | <p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p> |
| 3 | Learning Styles and Growth Mindset | <p>Understand the 7 principles of learning</p> <p>Understand the concept of 'Growth mind-set' and identify their own mind-set.</p> <p>https://www.alevelmindset.com/</p> | <p>. The qualities and skills needed to be an advanced learner. To reflect upon the skills of advanced learners.</p> <p>Students reflect upon things which stop them learning and look for solutions</p> | <p>Student work booklet and staff work booklet.</p> | <p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Self-improvement as a learner(3)</p> | <p>GB1</p> <p>GB3</p> <p>GB8</p> <p>GB7</p> |

| | | | | | | |
|---|--|---|--|---|--|------------------------|
| 4 | Organisation and reading advice | <p>1. Know how to organise their work</p> <p>2. Learning how to tackle the reading of challenging texts</p> | <p>Questionnaire – the pupils complete the questionnaire – then go over the scores so that pupils can identify what type of mindset they have.</p> <p>Advice on reading</p> <p>Students will learn what speed they read at</p> <p>Students will identify what they need to do to help them to read challenging materials.</p> | <p>Student work booklet and staff work booklet.</p> <p>Video clip</p> | <p>Self-determination(2)</p> <p>Self-improvement as a learner(3)</p> | |
| 5 | Study skills and time management | <p>1. To identify your usual study pattern.</p> <p>2. To effectively plan your study time.</p> | <p>1. Reading advice – students to read over the advice. Teacher to lead a discussion on this.</p> <p>2. Speed reading challenge – students to work in pairs and time each other doing the challenge.</p> <p>3. Class discussion on speed reading, advantages and disadvantages.</p> <p>4. Essential strategies for reading challenging materials – pupils to complete questionnaire. Class discussion on this</p> | <p>Work sheets</p> <p>Pupil planners</p> | <p>Self-awareness (1)</p> <p>Self-improvement as a learner(3)</p> <p>Planning and deciding(15)</p> | <p>GB 3</p> <p>GB1</p> |
| 6 | What is a degree? University Subject Choices | Unifrog Personality quiz to determine interests and strengths | Unifrog | | <p>Self-awareness (1)</p> <p>Making the most of careers information,</p> | <p>GB1</p> <p>GB 2</p> |

| | | | | | | |
|---|---|---|---|--|---|--------------------------------------|
| | | | | | advice and guidance (CEIAG)(10) | GB 3 GB 4 GB 7 |
| 6 | Unifrog Introduction, browse universities | <p>This is a series of lessons based on Unifrog Resources</p> <p>Including ppt please see attached file</p> <p>We have invested in a new online programme called Unifrog to help you to prepare for the important choices you will have to make in the future.</p> <p>It is an online facility where you can find a complete set of every university course and apprenticeship available in the UK. It allows you to look at different options depending upon how well you do (so if you end up doing better or worse there are still options for you).</p> <p>As you use it you will be building up a record of your searches and your tutor/ Careers teacher can look at these so that they can give you extra help and advice.</p> | Students will complete short lists of university or apprenticeships to be viewed and discussed with their CIAG teacher and Sixth Form tutor | | <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p> | GB 1 GB 3 GB 5 GB 7 GB 8 |

| | | | | | | |
|---|--|--|--|---------------------------------|---|-----------------------------|
| 7 | Working through creating their Unifrog profile | assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work | <ul style="list-style-type: none"> • Students complete a personal skills audit and review • Students write a statement of their career values for the personal portfolio they are keeping on Unifrog | Unifrog Programme Worksheets | Self-determination(2) Making the most of careers information, advice and guidance (CEIAG)(10) Exploring careers and career development(4) | GB 2 GB 3 GB7 |
| 8 | Developing my career profile | create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing | <ul style="list-style-type: none"> • Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story' • Students co-construct a personal statement for an application they are making (e.g. through UCAS or unifrog) with the aid of their CIAG teacher. | Worksheets | Self-determination(2) Investigating work and working life(5) Exploring careers and career development(4) | GB 2 GB 7 |

| | | | | | | |
|----|-----------------------------|--|--|--|---|-------------------------|
| 9 | Work experience development | <ul style="list-style-type: none"> • Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications • Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work related activities • Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle | <p>Students are encouraged to be proactive in taking part in career and work-related learning activities and assessing the benefits to them as a learner. Students will outline and keep records of their various work experience placements/ employment opportunities</p> <p>CIAG tutors are able to record all interactions on the Unifrog platform</p> | <p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p> | <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Preparing for employability(11)</p> <p>Showing initiative and enterprise(12)</p> | <p>GB 7</p> <p>GB 6</p> |
| 10 | Competencies | <p>explain the impact of changing career processes and structures on people's experience and management of their own career development</p> | <ul style="list-style-type: none"> • Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sportspeople and instantfame TV talent competitions <p>All Unifrog lessons/sessions</p> <ul style="list-style-type: none"> • Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development | <p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p> | <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Understanding business and industry(6)</p> | <p>GB 2</p> |

| | | | | | | |
|----|---|---|---|------------------|--|---|
| 11 | <p>Mooc Completion</p> <p>Massive Open Online Courses</p> | <p>All student will select and complete a Mooc using the Unifrog platform</p> <p>They will be able to continue this work in their own time and the number of courses are enormous</p> <p>There are also Moocs which explore the world of work</p> | <p>Students are able to experience university style courses.</p> <p>They improve their study skills and provide super curricular opportunities for personal statement preparation.</p> <p>This is particularly important as work experience and face to face opportunities will be so difficult to acquire in 2020-21</p> | Unifrog Platform | <p>Managing changes and transitions(17)</p> <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> | GB 7 |
| 11 | <p>Guest Speakers from the Alumni network</p> <p>Future First from a variety of careers</p> | <p>recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work</p> | <p>• Guest speakers are invited in from a wide variety of career paths</p> <p>A series of assemblies and talks throughout the year paused for Covid but online sessions have been organised for May</p> | | <p>Exploring careers and career development(4)</p> <p>Investigating work and working life(5)</p> <p>Understanding business and industry(6)</p> | <p>GB 1</p> <p>GB 2</p> <p>GB 5</p> <p>GB 7</p> |

| | | | | | | |
|----|---|---|--|--|--|-------------------------|
| 12 | Introduction to the EPQ | <p>Students will undertake a range of personally directed independent research projects.</p> <p>Those students interested in Business careers will be encouraged into that area of research</p> | <ul style="list-style-type: none"> • Students undertake investigations for the Extended Project Qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation • Students complete a work experience assignment into changing organisational structures and share this information with their own class/group | <p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p> | <p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Self-improvement as a learner(3)</p> | |
| 13 | Careers and the Labour Market -using Unifrog to assess starting salaries and course employability | draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans | <ul style="list-style-type: none"> • Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job • Students investigate trends in HE admissions and consider possible implications for their own plans <p>Lessons and sessions on Unifrog</p> | <p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p> | <p>Self-determination(2)</p> <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> <p>Valuing equality, diversity and inclusion(8)</p> | <p>GB 2</p> <p>GB 5</p> |

| | | | | | | |
|----|-------------------------------------|---|--|---|---|------------------------------|
| | | | | | | |
| 14 | Enhancing your life skills (and CV) | Use the unifrog programme to complete a relevant and up to date CV which is shared and improved by both CIAG teacher and Form Tutor | Students and tutors are all able to access the unfrog programme so that tutors are able to offer advice and guidance for students by reading over CV's, personal statements etc. | Worksheets Pupil planners Unifrog | Self-determination(2) Making the most of careers information, advice and guidance (CEIAG)(10) Preparing for employability(11) Handling applications and interviews(16) | GB 3 GB 2 GB 8 |

| | | | | | | |
|----|---|---|--|--|---|------|
| | Creating my own brand | <p>To develop students understanding of their image and career success.</p> <p>Use of Linkdin and other Social Media platforms</p> <p>Professional standards of behaviour</p> | <p>Barclays Life skills lesson</p> <p>Covid has curtailed visits but lesson is still delivered by CIAG teachers</p> | Ppt | <p>Self-determination(2)</p> <p>Preparing for employability(11)</p> <p>Handling applications and interviews(16)</p> | GB 2 |
| 15 | <p>PSHE Well Being and Health</p> <p>These are a series of lessons all with ppt to address the issues of forming relationships.</p> <p>Relationships and the internet</p> <p>Relationships and Consent</p> <p>Relationships how to end a relationship</p> | <p>To develop student awareness of the risks associated with social media and the internet based around the Leicester Police project Kayleigh's Story</p> | <p>https://www.youtube.com/watch?v=WsbYHI-rZOE&v=en-GB</p> <p>https://leics.police.uk/categories/kayleighs-love-story-film</p> <p>Watch the film in the group and then in small groups discuss the implications of the film</p> <p>How could Kayleigh have kept herself safe?</p> <p>Can Social Media damage relationships and friendships</p> <p>Split the class into two groups for and against and have a 15 minute debate</p> | <p>Worksheets</p> <p>Projector to see the film</p> | <p>Self-awareness (1)</p> <p>Valuing equality, diversity and inclusion(8)</p> <p>Preparing for employability(11)</p> <p>Learning about safe working practices and environments(9)</p> | |

| | | | | | | |
|----|----------------------------|---|---|----------------------------------|--|--|
| | | | | | | |
| 16 | Smoking and alcohol | <p>The danger of binge drinking focused on the dangers for young girls and their personal safety.</p> | <p>https://www.youtube.com/watch?v=HAmI1MJECZ4</p> <p>http://news.bbc.co.uk/1/hi/uk/7801640.stm</p> <p>Look through all the articles and sheets then try to decide why do so many young people ignore the Governments' advice on alcohol.</p> | <p>Laptops</p> <p>Worksheets</p> | <p>Self-awareness (1)</p> <p>Self-determination(2)</p> | |

| | | | | | | |
|----|--------------------|---|---|-----------------------|---|--|
| 17 | PSHE Drugs | Students will be given information about the most up to date drugs information. | All lessons are fully prepared and on the N drive | Laptops Worksheets | Self-awareness (1) Self-determination(2) Preparing for employability(11) | |
| | PSHE Mental Health | A very important issue for all Sixth Form students and after our end of year survey last year a priority. | All lessons are fully prepared and on the N drive MIND Assembly and Resources CAHMS | Laptops Worksheets | Self-awareness (1) Self-determination(2) Managing changes and transitions(17) | |

| | | | | | | |
|----|--|---|---|---|--|------|
| | Core British Values | <p>Series of 4 lessons on extremism hate crime and the importance of tolerance and the rule of Law in Britain.</p> <p>All the lessons are based on resources provided on the government website.</p> | Students will develop an understanding of the importance to British society of democracy, the rule of Law and religious tolerance. | <p>Laptops</p> <p>Worksheets</p> <p>ppt</p> <p>All the lessons are on the N drive</p> | <p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Valuing equality, diversity and inclusion (8)</p> <p>Managing changes and transitions(17)</p> <p>Identifying choices and opportunities(14)</p> | |
| 15 | Enterprise Activity organising a charity event | <p>A three week enterprise programme to develop students understanding of the world of employment via organising a major charity fundraising event for a charity of their choice</p> <p>Includes marketing</p> <p>Advertising</p> <p>Ticket sales etc</p> | <p>Students will work in groups within their CIAG classes to come up with ideas and design fundraising activities.</p> <p>Collect Items and design fundraising activities for younger students.</p> <p>Work out profit and loss from a variety of fundraising ideas including raffles tombola's etc</p> <p>Examples include</p> <p>Vintage Fairs</p> <p>Lypsync battles</p> | <p>Worksheets</p> <p>Recording devices for the videos.</p> | <p>Understanding business and industry(6)</p> <p>Preparing for employability(11)</p> <p>Learning about safe working practices and environments(9)</p> <p>Showing initiative and enterprise(12)</p> | GB 5 |

| | | | | | | |
|----|-------------------|--|--|------------------------|--|------|
| | | | | | <p>Developing personal financial capability(13)</p> <p>Planning and deciding(15)</p> | |
| 18 | UCAS Registration | All students will be registered on UCAS and will be guided through the process before the end of the summer term in case they decide at a later date to apply. | Students will have their own personal log in | Laptops for each group | <p>Self-determination(2)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p> <p>Handling applications and interviews(16)</p> | GB 7 |

| | | | | | | |
|----|--|--|---|--|---|---|
| 19 | Personal Statement preparation workshop | <p>Northumbria/Durham Newcastle Universities one hour session for each group</p> <p>All the universities offer this service and we book one a year for each CIAG group</p> | See bottom of the page | First draft of personal statement or at least a mind map? | <p>Handling applications and interviews(16)</p> <p>Identifying choices and opportunities(14)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Self-determination(2)</p> | GB 7 |
| 20 | Apprenticeship Providers and Guidance Careers Fair | A very Wide range of links are explored and developed through a wide range of local providers. Including local and National Universities and apprenticeship providers. Please see the list below | <p>Milltech (hairdressing apprenticeship partner school)</p> <p>Springboard</p> <p>Northern Skills</p> <p>Eversheds</p> <p>TTR Barnes</p> <p>Hays Travel</p> <p>Seta</p> <p>Rolls Royce</p> <p>Large number of local and national universities including Hull, Leeds Bristol Ulster etc</p> <p>Over 30 attending organisations in</p> | All students get the time to chat with all the varied delegates and ask questions about their individual career plans. | <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Investigating jobs and labour market information (LMI)(7)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> | <p>GB 1</p> <p>GB 2</p> <p>GB 3</p> <p>GB 5</p> <p>GB 7</p> <p>GB 8</p> |

| | | | | | | |
|----|----------------|--|---|---------------|---|--|
| | | | <p>March 2020 just before lockdown</p> <p>HAS, SR, and EB also have a stall to provide one to one advice to all students</p> | | <p>Preparing for employability(11)</p> <p>Identifying choices and opportunities(14)</p> | |
| 21 | Student Review | Students are given the opportunity to review all the above programme, outside speakers etc and this is used to inform planning | <p>To what extent do they feel that they have been guided to answer these key questions.</p> <p>How do I manage my career?</p> <p>How are careers changing?</p> <p>How can I improve my 'career capital'?</p> <p>What's involved in choosing FE, training or employment?</p> <p>What's involved in choosing higher education?</p> | Survey monkey | <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p> | |

| | | | | | | |
|--|--|---|--|--|--|------|
| | Week of Work Experience for all in year 12 | <p>This was scheduled to take place in the last week of term in 2020 but Covid made this impossible we hope that this will be possible in 2022</p> <p>We have sent out weekly opportunities for online work experience with Speakers for schools and Uptree</p> | | | | GB 6 |
|--|--|---|--|--|--|------|

The following events are all part of the full programme of study and ensure that all the Gatsby Benchmarks are met

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Year 12 Induction Day at The Briery

- 3 sessions study skills sessions are delivered by Sunderland and Newcastle Universities
- There is motivational speaker
- chaplaincy team talk mental health
- Sunderland university Mindfulness and coping with stress
- All sessions are on a carousel throughout the day for all form groups

Assemblies throughout the year include

Employability Skills

Barclays Life skills Workshops

Northumbria, Durham, Sunderland and Leeds University Workshops

Why go to University?

Alumni Network employability sessions

Newcastle University Partners Programme

EY Bright sparks

Social Mobility Foundation

A wide range of meet the Alumni careers assemblies including women in Stem careers

The school nursing service provide a Health talk for both male and female students separately offering advice and guidance on the importance of regular checking for testicular and breast cancer.

Careers Fair annual Event in March Regular attendees include

Leeds University

Northumbria University

Newcastle University

Sunderland University

Teeside University

Cumbria University

Liverpool Hope University

Leeds Beckett University

Bristol University

Durham University

Hull University

Northern School of Art

Hays Travel

Seta

Accenture

Rolls Royce

Cummins Engines

Springboard

Milltech

Northern Skills Group

Connexions

RAF

Army

Navy

Events and Programmes which the students attend or are able to use

Future First Alumni led mock interviews
Newcastle University Workshops
Personal Statement writing
A Level Mindset Programme <https://www.alevelmindset.com/>
Barclays Life skills Lessons
Meet the Alumni Assemblies and workshops
UCAS Fair Metro Radio Arena/Teeside University (online event 2021 6th May all year 12 students are off timetable and are attending)
Oxbridge Event St. James's Park
Cambridge Residential
St. Anne's College Oxford and Jesus College Cambridge workshops for 10/11/12/13 students every year
Kooth
Mock interview for Oxbridge students with partner school
Mock interview and Personal Statement help from Alumni who are now in the medical professions
EY Events at their Newcastle Offices including Women into Business, EY apprenticeships and work experiences talks, a business scenarios team game
City of Sunderland Council at every Election for the last 10 year students work for the Council carrying ballot boxes
University open days curtailed by Covid but hopefully we will be able to take all students to Newcastle open days which they are hoping to hold in October

Work Experience Placements are offered throughout the year including but not exclusively Covid has meant that this has gone online

Sunderland Royal
James Cook Hospital
QE Gateshead
Local Dentists
Eversheds
Ernst and Young (EY) including a wide variety of Workshops at their offices
KPMG
Local Pharmacies
Local Primary Schools
Accenture

Covid Work Experience Arrangements

- Uptree- we are a partner school for Virtual Work Experience, which has been great during Covid
- Dan Miller at Young Professionals Uk.- This has given Virtual Work Experience placements at Grant Thornton, PWC and EY
- Brighton and Sussex Medical School Virtual Work Experience
- Speakers for schools virtual work experience placements including P and G meet the NHS etc

All students will have a university/apprenticeship advice and guidance interview with either HAS/ SR or EB as well as their CIAG tutor when preparing their application and personal statement.

