



## Careers Session Delivery Timetable

<b>Programme Title</b>	All programmes		
<b>Start Date</b>	September 2021	<b>End Date</b>	July 2022
<b>Location</b>	Doncaster and Birmingham		

NB;

All learners have access to all delivery; full time learners, Level 3 Access learners and apprentice learners.

'Target Group' defines primary group for delivery, all other learners / lecturers can join / request delivery as lecture groups / small groups / 1-1.

COVID Adaptions;

Some delivery may change to remote delivery

Some experiences involving external visitors or visits may be cancelled but virtual events will be accessed where possible.

Work experience and mentoring may be changed due to COVID restrictions

Gatsby Benchmarks;

*1. A stable careers programme*

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

*3. Addressing the needs of each pupil*

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

*6. Experiences of workplaces*

Every pupil should have first-hand experiences\* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

*8. Personal guidance*

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

	Lesson Title/Topic	Target Group	Lesson Objectives At the end of the session the learners will be able to:	Gatsby Benchmark
<b>TERM 1</b>	Mentoring & Work Experience	All learners	<ul style="list-style-type: none"> <li>• Understand the benefits of having a mentor and work experience</li> <li>• Understand your responsibilities as a mentee</li> <li>• Understand the role of the mentor</li> </ul>	<p>6. <i>Experiences of workplaces.</i> Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>
	How to create a CV and cover letter	All learners	<ul style="list-style-type: none"> <li>• Gain awareness of CV and cover letter content</li> <li>• Select content for types of CV and cover letters</li> <li>• Develop a CV and cover letter</li> </ul>	<p>4. <i>Linking curriculum learning to careers</i> All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>
	Why HE?	Access Learners	<ul style="list-style-type: none"> <li>• Define the different types of higher education courses</li> <li>• Consider what to assess when looking at degrees and universities</li> <li>• Know where to find information on different higher education institutions and courses they offer</li> <li>• Know about important deadlines</li> <li>• Know where to gain support and resources</li> </ul>	<p>7. <i>Encounters with further and higher education</i> All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>

<b>TERM 1</b>	How to choose the right Degree?	Access Learners	<ul style="list-style-type: none"> <li>• Identify different types of higher education courses</li> <li>• Consider what to look at for degrees and universities</li> <li>• Know where to find information on different higher education institutions and courses they offer</li> <li>• Understand important deadlines</li> <li>• Gain support and resources</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
	HE Personal Statements	Access Learners	<ul style="list-style-type: none"> <li>• Examine what university admissions look for in personal statements</li> <li>• Complete a personal statement structure</li> <li>• Select appropriate details for inclusion in their personal statement</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
	HE Finance and other funding	Access learners	<ul style="list-style-type: none"> <li>• Understand what is available</li> <li>• How to apply for student finance</li> <li>• How to repay the finance</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
	UCAS Application		<ul style="list-style-type: none"> <li>• Understand how to make a UCAS Application</li> <li>• Have a knowledge of important dates</li> <li>• Begin a UCAS Application</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>

TERM 2	Student Life		<ul style="list-style-type: none"> <li>• Identify key points of student life at university</li> <li>• Examine ways to get the most from your time at university</li> <li>• Combine knowledge to inform degree and university selection</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p><i>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i></p>
	How to be successful in interview	All learners	<ul style="list-style-type: none"> <li>• Describe how to do well in interview</li> <li>• Select appropriate responses for interviews</li> </ul>	<p><i>5. Encounters with employers and employees</i></p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
	Mock interviews	All learners	<ul style="list-style-type: none"> <li>• Practice interview skills, receive feedback and develop and improve existing interview skills with employers and HR team</li> </ul>	<p><i>5. Encounters with employers and employees</i></p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>

TERM 2	Graduate recruitment process Psychometric Tests and Assessment Centres	Full time learners Level 5 & 6 BSc	<ul style="list-style-type: none"> <li>To identify graduate recruitment processes</li> <li>To examine graduate recruitment processes</li> <li>To plan for graduate recruitment processes</li> </ul>	<p><i>7. Encounters with further and higher education</i></p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
	Exploring Careers in Engineering and related areas	All learners	<ul style="list-style-type: none"> <li>Examine the potential careers available in engineering</li> <li>Relate their existing skills to suitable careers</li> <li>Select an area of engineering they may be interested in researching further</li> </ul>	<p><i>2. Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
	What Employers Want	All learners	<ul style="list-style-type: none"> <li>Define the knowledge, skills, behaviours needed for future employment.</li> <li>Be able to apply their current knowledge, skills and behaviours to current employer requirements</li> <li>Be able to evaluate their own knowledge, skills and behaviours that need development for future employers.</li> </ul>	<p><i>2. Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>

TERM 2	How to use the hidden jobs market to find employment	All learners	<ul style="list-style-type: none"> <li>• To define the hidden jobs market</li> <li>• To examine the hidden jobs market</li> <li>• To compare the benefits of the hidden jobs market</li> </ul>	<p><i>2.Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
	Employers Rights and Responsibility	All learners	<ul style="list-style-type: none"> <li>• Examine what employers have responsibility for when employing others</li> <li>• Compare their knowledge to legal requirements</li> <li>• Assess what they can expect from an employer as an employee</li> </ul>	<p><i>3.Addressing the needs of each pupil</i></p> <p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>
	Money Matters 1	All learners	<ul style="list-style-type: none"> <li>• Discuss a range of financial matters</li> <li>• Be able to examine a range of financial management methods</li> <li>• Be able to make informed decisions on future financial management methods</li> </ul>	<p><i>4.Linking curriculum learning to careers</i></p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>

TERM 2	Money Matters 2	All learners	<ul style="list-style-type: none"> <li>• Discuss a range of financial matters</li> <li>• Be able to examine a range of financial management methods</li> <li>• Be able to make informed decisions on future financial management methods</li> </ul>	<p><i>4. Linking curriculum learning to careers</i></p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>
	Linked In	All learners	<ul style="list-style-type: none"> <li>• Understand how LinkedIn can help develop networking skills, contacts and learn more about your chosen industry</li> <li>• Identify what makes a successful profile and how you can develop your own</li> <li>• Explore various tools to help you plan your career and look at how successful people have reached their goals</li> </ul>	<p><i>2. Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
	Personal brand	All learners	<ul style="list-style-type: none"> <li>• Know what a personal brand is</li> <li>• Understand the benefits of a personal brand</li> <li>• Begin to develop our personal brand</li> </ul>	<p><i>2. Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>

<b>VARIABLE</b>	Redundancy and Benefits	All learners	<ul style="list-style-type: none"> <li>• Develop an understanding of redundancy information, 'Furlough' and what benefits may be available to me.</li> <li>• Gain useful links to gain support / information about redundancy, furlough and benefits.</li> </ul>	3. <i>Addressing the needs of each pupil</i> Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
	Drop in sessions – throughout the year	All learners	One to one CEIAG support for students who are at risk of dropping out or need support with going onto HE or any other CEIAG requested by the learner	3. <i>Addressing the needs of each pupil</i> Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
	Visits to universities/UCAS Event	Access learners	Students will have the opportunities to talk to universities about the courses they offer, resources and support available, link to industry work placement, support and funding available	7. <i>Encounters with further and higher education</i> All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

	Occupation Speed dating or Q&A session with professional from Engineering occupations	Full time learners	<ul style="list-style-type: none"> <li>• Learners will be able to gain information on how to get into these occupations, what skills and qualities employers look for and various opportunities available.</li> <li>• Gain a chance to network with employers</li> </ul>	<p><i>2.Learning from career and labour market information</i></p> <p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
	Workshops - themed support throughout the year	All learners	<ul style="list-style-type: none"> <li>• UCAS</li> <li>• CV review</li> <li>• Interview Skills</li> <li>• Job application support</li> </ul>	<p><i>3.Addressing the needs of each pupil</i></p> <p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>
	Industry Events	All learners	Learners will have the opportunity to attend industry events / shows such as Rail Live and RailTex etc to network with employers and recruitment agencies to discuss vacancies including apprenticeship, work experience/voluntary work and part time work.	<p><i>5.Encounters with employers and employees</i></p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>

	Jobs Fair	All learners	Learners will have the opportunity to network with employers and recruitment agencies to discuss vacancies including apprenticeship, work experience/voluntary work and part time work.	<p><i>5.Encounters with employers and employees</i></p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
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