

Term	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Where to run this session	Assembly	Lesson	Lesson	Cancelled Sept '21	Lesson	Lesson	
Link to distance session					Distance learning - Goal setting	Distance learning - Post 18 planning	
Link to classroom session		Post 18 - Choices, choices			Student year plan: Goal setting and peeking out	Post 18 planning	
Name	Managing Transition	Post 18 choices & Unifrog launch	Linking A level Choices to Careers	HE Fair (external)	Careers Exploration and Goal setting	Post 18 planning	Apprenticeship Fair
Description	<p>Examine the Personal Transition Curve model and see if its stages correspond to student's own experiences and feelings.</p> <p>Learning from setbacks and building resilience.</p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>LO: being proactive about being resilient and learning from setbacks</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: taking action to improve their physical and mental wellbeing</p>	<p>Students learn about the opportunities available to them post-18 and consider the risks and rewards of each and deciding between them.</p> <p>Students at BC prior to Year 12 re-fresh their knowledge of Unifrog/</p> <p>New students to the school have an introduction to the Unifrog Platform.</p> <p>All student consider what "Career" means to them. Being positive rather than cautious about what their future could hold and the importance of being pro-active in seeking opportunities.</p> <p>The session promotes and encourages the help available to students (inc. IAG meetings) and how to best prepare for a careers meeting and follow up afterwards.</p> <p>Promote and encourage Super curricular activities as well as enterprise and employability skills</p> <p>LO: being able to describe the concept of career and say what it means to them</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: planning for the kind of balance of work and life that they want</p> <p>LO: actively shaping their involvement in their family and community as part of their career planning</p> <p>LO: planning for different life stages and considering the different life roles that they want to play</p>	<p>Students use Unifrog and other sources to identify potential pathways associated with their A level/BTEC subject choices.</p> <p>Link to work experience placements - include details of work experience, virtual work experience and masterclasses, webinars etc.</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and Employability skills</i></p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: active planning, prioritising and setting</p> <p>LO: being proactive about their life, learning and career targets for their future</p>	<p>Students have the opportunity to meet with and ask H/EI representatives about courses etc. at a wide range of institutions.</p> <p>Students have a preparatory form time session ahead of the HE Fair visit to identify how to best prepare for it and how to get the most out of it on the day.</p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: representing themselves and others</p>	<p>Students complete the Personality Test and use the results to explore the Careers library. They highlight five potential careers, research what those careers involve on a day to day basis, and the skills, qualifications, working hours and salary.</p> <p>Students discuss the efficacy of the test they completed in relation to their Personality.</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and employability skills</i></p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: being proactive about their life, learning and career</p>	<p>Students review the pros and cons of a range of pathways, then put together a Progression map to plan what their next steps are to reach those pathways, including career planning, wider reading, CV creation, etc.</p> <p>How did students come to that conclusion that that is the right route for them? (Past experiences, interests, family etc.)</p> <p>Students should include a statement about their career values (gained from looking at Personality Test results) what the important elements of a career are for them and what makes that meaningful)</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and employability skills</i></p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: active planning, prioritising and setting targets for their future</p> <p>LO: considering the risks and rewards of different pathways and career and deciding between them</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: planning for the kind of balance of work and</p>	<p>Students can talk to local employers who will be recruiting apprentices to discuss what they are looking for. Students can ask employers questions directly and get up-to-date information and advice.</p> <p>Students have a preparatory form time session prior to the Fair to identify the best way of approaching it and how to get the most out of the opportunity. This also covers the importance of Networking.</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: representing themselves and others</p>
Teachers, ahead of the session		<p>Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>	<p>Careers Aspirations</p>		<p>Set this as a task on Unifrog (attaching the 'Goal setting' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Post 18 planning' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p> <p>LO: planning their next steps in learning and work</p> <p>LO: developing a clear direction of travel in their career and actively pursuing this</p>	
Tasks for students		<ul style="list-style-type: none"> - Students read Know-how library guides that are relevant to their preferred next steps - Weigh up the pros and cons of each pathway available to them - Log their intentions on Unifrog 			<ul style="list-style-type: none"> - Get logged into Unifrog - If using the remote lesson, download the 'Goal setting' distance learning lesson - Students complete three tasks: <ol style="list-style-type: none"> 1) Use the Careers library to research and favourite five careers. 2) Complete a table designed to highlight the key elements of those five careers. 3) Write an analysis of why they've chosen those careers and identify short and long term goals needed to get there. 	<ul style="list-style-type: none"> - Get logged into Unifrog - If using the remote lesson, download the 'Post 18 planning' distance learning lesson - Students list the pros and cons of pathways, choosing two pathways to focus on - Students complete three tasks: <ol style="list-style-type: none"> 1) Complete the pathways pros and cons table. 2) Complete the Post 18 planning worksheet, identifying two pathways, careers they could lead to, and what they need to do now to support their applications. 3) Students create shortlists using the search tools and update their Post 18 Intentions. 	
Tracking progress on Unifrog		Advanced view > Sort by > Post 18 Intentions			Advanced view > Sort by > Last login Advance view > Sort by > Locker	Advanced view > Sort by > Post 18 Intentions	
Gatsby Benchmarks		1,3,7			1,3,7	1,3,7	
CDI Framework	MC, GTL, CO, BL&W	1, 3, 4, 5, 7, 10, 11, 14, 15, 16, 17 GTL, MC, CO, EP, BL&W	CO, EP, MC	CO, EP, MC	1, 3, 4, 5, 7, 10, 11, 12, 14, 15, 16 MC, GTL, CO, STBP, EP	1, 3, 4, 5, 7, 10, 11, 14, 15, 16, 17 GTL, MC, CO, STBP, EP, BL&W	EP, CO, MC

Term	Autumn	Autumn	Spring	Spring	Spring	Spring	Spring	Spring	Spring	Summer	Summer
Where to run this session	Lesson		Lesson	Lesson	Form time /assembly / online	Form time /assembly / lessons/ online		Lesson		Lesson	Lesson
Link to distance session			Distance learning - Geeking out					Distance learning - Finding the right apprenticeship			Distance learning - Acing your Personal Statement
Link to classroom session			Student year plan: Goal setting and geeking out					Apprenticeships - finding the best fit			Acing your Personal Statement
Name	Apprenticeship Workshop	One to one Tutor meetings	Geeking out & Introduction to MOOCs	UCAS Process, Choosing Unis and courses.	National Apprenticeship week	Careers Week activities		Finding the right Apprenticeship & Degree apprenticeships	One to one Tutor meetings	Post 18 Options review	Personal Statements
Description	<p>Students considering an apprenticeship have the opportunity to have a workshop which concentrates on timescales and strategies of how to make a tailor made application for an apprenticeship that they are interested in. This also covers the importance of Networking.</p> <p>LO: planning their next steps in learning and work LO: actively researching and reflecting on workplaces, workplace culture and expectations</p>	<p>Students firstly review their Progression map. Are they on track? Have they changed course?</p> <p>Students then use the Subjects library to identify wider and deeper reading to undertake in preparation for future applications.</p> <p>Students learn about MOOCs, what they can study, and why it's beneficial to do so.</p> <p>LO: seeking out challenges and opportunities for development LO: developing a clear direction of travel in their career and actively pursuing this LO: building their confidence and optimism about their future and acting on it</p>	<p>Students will have an introduction to the UCAS process and gain an understanding of the factors that should be considered when making decisions about HE.</p> <p>This session includes trends in the HE admissions, Labour Market Information and graduate employment so that students can consider possible implications for their plans.</p> <p>Students will also learn about entry requirements and the UCAS tariff, spreading the risk and how Unifrog can help.</p> <p>Basics of Student Finance also covered (myth busting).</p> <p>LO: planning their next steps in learning and work LO: actively seeking out information on the labour market and education system to support their career LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: actively planning, prioritising and setting targets for their future LO: beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p>	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies.</p> <p>Inclusion of LMI and Networking</p> <p>Sample selection tests</p> <p>LO: actively seeking out information on the labour market and education system to support their career LO: analysing and preparing for recruitment and selection processes</p>	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Form time preparator session to ensure students are well prepared for the Careers Fair and know how to get the most out of it.</p> <p>(Virtual) Careers Fair</p> <p>Year 12 Other form time sessions including input about self employment (how they market themselves safely online using LinkedIn, Twitter and FB - what works and why)</p> <p>Inclusion of LMI and Networking.</p> <p>LO: actively seeking out information on the labour market and education system to support their career LO: being aware of their role in ensuring rights and responsibilities in the workplace and in society LO: taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p>	<p>Students learn about different apprenticeship levels, research apprenticeship opportunities, and start looking at the types of assessments that may be required by employers.</p> <p>Use "career dilemma" scenarios to consider and discuss the impact of each dilemma on their futures.</p> <p>Logging key competencies required by employers.</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: actively researching and reflecting on workplaces, workplace culture and expectations LO: analysing and preparing for recruitment and selection processes LO: planning for the kind of balance of work and</p>	<p>Students review their Post 18 Options and their Progression map.</p> <p>Are they still on track? Have they changed course? What do they need to do next? How can they learn from the outcomes?</p> <p>Develop a new progression map if required and assess what they need to do to strengthen their position. (include 3 weeks, 3 months and 3 years in plan)</p> <p>Students resume their HE / Apprenticeship research; using the Unifrog Subjects library, identifying wider reading and skills required for their courses of interest. Students applying for Apprenticeships to use the Apprenticeships search facility to do the same.</p> <p>Students will then use the Activities and Competencies tools to evidence these.</p> <p>LO: planning their next steps in learning and work LO: reflecting on and recording achievements, experiences and learning and communicating them to others LO: developing a clear direction of travel in their career and actively pursuing this LO: actively planning, prioritising and setting targets for their future LO: being proactive about being resilient and learning from setbacks</p>	<p>Students are introduced to what a Personal Statement is and is not. Then will use the BC booklet to work through each section to begin a first draft of their statement.</p>			
Teachers, ahead of the session			Set this as a task on Unifrog (attaching the 'Geeking out' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.					Set this as a task on Unifrog (attaching the 'Finding the right apprenticeship' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.		Spot check students' progress from the previous sessions	Deliver the session in the cell below. After this session, add it as an Interaction for all students.
Tasks for students			<ul style="list-style-type: none"> - Get logged into Unifrog - If using the remote lesson, download the 'Geeking out' distance learning lesson - Students complete two tasks: <ol style="list-style-type: none"> 1) Using the Geek out section, complete a wider reading table of influential academics, videos and podcasts related to those subjects. 2) Write a paragraph on what they have found interesting from their wider reading and what they would like to learn more about. - Students read a Know-how library article on MOOCs and answer questions about them - Research and create two MOOC shortlists - Complete at least one MOOC over the summer and log it in their Activities tool 					<ul style="list-style-type: none"> - Get logged into Unifrog - If using the remote lesson, download the 'Finding the right apprenticeship' distance learning lesson - Students complete three tasks: <ol style="list-style-type: none"> 1) Use the Apprenticeships tool on Unifrog to learn about the different levels of apprenticeships and complete the table. 2) Research five apprenticeships on Unifrog, favouriting them and completing the table highlighting Labour Market Information. 3) Start recording the skills required for those opportunities using the Competencies tool on Unifrog. 		<ul style="list-style-type: none"> - Get logged into Unifrog - If using the remote lesson, download the 'Acing your Personal Statement' distance learning lesson - Students complete three tasks: <ol style="list-style-type: none"> 1) Research University courses in the Subjects library. 2) Start logging activities and competencies required for their applications. 3) Read the Know-how library guide on Personal Statement writing. 4) Start the first draft of their Personal Statement. 	
Tracking progress on Unifrog			Advanced view > Sort by > last login Advanced view > Sort by > Locker					Advanced view > Sort by > Apprenticeships Advanced view > Sort by > Competencies		Spot check students' progress from the previous sessions	Advanced view > Sort by > Personal Statements
Gatsby Benchmarks			1,3,4,7		1, 2, 4	1,2,4	1,2,3				1, 7
CDI Framework	EP		1, 2, 3, 4, 7, 10, 12, 14, 15, 16, 17 GTL, MC, EP, CO	EP, MC, BL&W	EP, CO	GTL, EP, MC, CO	1, 4, 5, 7, 10, 11, 14, 15, 16, GTL, CO, MC, STBP, EP	EP		GTL, MC, CO	1, 2, 3, 14, 15, 16 GTL, EP, CO, MC

Year 12/S5				
Term	Summer	Summer	Summer	Summer
Where to run this session	Lesson	Lesson	Off site / virtual	Lesson
Link to distance session				
Link to classroom session				
Name	Student Finance	Registering for UCAS / Apprenticeship service	Work Experience	Work Experience review
Description	<p>Students find out more about how the Student Finance application process works and the timescales involved.</p> <p>LO: beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p>	<p>Students are encouraged to complete the basic details sections of their UCAS application (minus Personal Statement and Choices sections).</p> <p>OR register for the Apprenticeship service and set appropriate alerts and complete the standard application form with basic details (minus additional information).</p> <p>LO: building their confidence and optimism about their future and acting on it</p>	<p>Blended programme. F2F placement encouraged, though some better quality placements could be secured virtually and for students with any barriers to a F2F placement.</p> <p>Preparation session and Recording session also run.</p> <p>Includes some work experience dilemma scenarios and consider the impact of each on the placement.</p> <p>LO: seeking out challenges and opportunities for development</p> <p>LO: developing a clear direction of travel in their career and actively pursuing this</p>	<p>Students record, review and reflect on what they have learnt about responsibility of work and the skills gained from their particular work experience placement.</p> <p>Evaluate their own contribution to the team they were a part of.</p> <p>Record any enterprising or employability skills on Competencies on Unifrog.</p> <p>LO: reflecting on and recording achievements, experiences and learning and communicating them to others</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p>
Teachers, ahead of the session				
Tasks for students				
Tracking progress on Unifrog				
Gatsby Benchmarks			5, 6	
CDI Framework	BL&W	EP	GTL	MC, CO, EP