

Intent:

To provide an opportunity to explore, experience, discuss careers and work towards aspirations

		Year 1 Programme of Study	Year 2 Programme of Study	Year 3 Programme of Study
Autumn	1	<ul style="list-style-type: none"> Follow a stable career programme. <i>To discuss aspiration.. To ensure learners and advocates are familiar with the embedded programme of careers advice and guidance.</i> 	<ul style="list-style-type: none"> Follow a stable career programme. <i>To review progress towards aspirations. To ensure learners and advocates are communicated with regularly in relation to careers advice and guidance.</i> 	<ul style="list-style-type: none"> Follow a stable career programme. <i>To review progress towards aspirations and discuss transition plan to final destination. To ensure learners and advocates are communicated with regularly both formally and informally in support of transition and sustainability of destination.</i>
	2	<ul style="list-style-type: none"> Learn from career and labour market information. <i>To have access to good quality information about, future study options, and labour market opportunities.</i> 	<ul style="list-style-type: none"> Learn from career and labour market information. <i>To have access to good quality information about, future study options, and labour market opportunities. To gain an understanding of next steps and goals within college to achieve aspirations.</i> 	<ul style="list-style-type: none"> Learn from career and labour market information. <i>To have access to good quality information about, future study options, and labour market opportunities. To gain an understanding of next steps and transition and plans.</i>
Spring	1	<ul style="list-style-type: none"> Focussing on Individual Needs <i>To ensure opportunities for advice and support to be tailored to the needs of individual learners, which embeds equality and diversity considerations throughout.</i> 	<ul style="list-style-type: none"> Focussing on Individual Needs <i>To ensure opportunities for advice and support to be tailored to the needs of individual learners, which embeds equality and diversity considerations throughout.</i> 	<ul style="list-style-type: none"> Focussing on Individual Needs <i>To ensure opportunities for advice and support to be tailored to the needs of individual learners, which embeds equality and diversity considerations throughout.</i>
	2	<ul style="list-style-type: none"> Linking Curriculum Learning to Careers <i>To ensure opportunities for careers across the curriculum.</i> 	<ul style="list-style-type: none"> Linking Curriculum Learning to Careers <i>To further explore opportunities for careers across the curriculum.</i> 	<ul style="list-style-type: none"> Linking Curriculum Learning to Careers <i>To ensure all opportunities for careers across the curriculum in relation to aspiration and final destination.</i>
Summer	1	<ul style="list-style-type: none"> Encounters with Employees and Employers <i>To ensure learners have multiple opportunities to learn from employers about work, employment, understanding health & safety and the skills that are valued in the workplace. To include a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i> 	<ul style="list-style-type: none"> Encounters with Employees and Employers <i>To ensure learners have multiple opportunities to learn from employers about work, employment, understanding health & safety and the skills that are valued in the workplace of chosen aspirations. To include a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i> 	<ul style="list-style-type: none"> Encounters with Employees and Employers <i>To ensure learners have multiple opportunities to learn from employers about work, employment, understanding health & safety and the skills that are valued in the workplace of chosen aspiration and final destination. To include a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i>

	2	<ul style="list-style-type: none"> Experiences of Workplaces and Encounters with Further Higher Education <i>To ensure first-hand experience of the workplace, through work visits, work shadowing and or work placements to help exploration of careers opportunities and expand networks. To ensure the full range of further opportunities available both vocational routes and learning.</i> 	<ul style="list-style-type: none"> Experiences of Workplaces and Encounters with Further Higher Education <i>To ensure first-hand experience of the workplace, through work visits, work shadowing and or work placements to help exploration of careers opportunities and expand networks. During Year 2 this may be more bespoke to individual learners. To ensure the full range of further opportunities available both vocational routes and learning. To ensure internal accreditation supports learners' aspirations.</i> 	<ul style="list-style-type: none"> Experiences of Workplaces and Encounters with Further Higher Education <i>To ensure first-hand experience of the workplace, through work visits, work shadowing and or work placements to help exploration of careers opportunities and expand networks. During Year 3 this may be more bespoke to individual learners destination through carefully planned transition and support. To ensure the full range of further opportunities available both vocational routes and learning. To ensure internal accreditation support aspiration.</i>
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Running throughout each cycle	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> Understanding rules and why they are important.
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	<p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 	
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