

Curriculum Plan

Part 1: INTENT

Course Title	Sector Work Based Employability Programme Working in the Public Sector, Customer Service and Administration					Course Code			
Tutor				Provider			Venue		
Start Date		End Date		Total Weeks	3 (9 sessions)	Start time	09.30	End time	12.30
Intent	To support individuals aged 19+ in receipt of unemployment support benefits to discover a range of opportunities available within the public service sector in administration and customer service roles and prepare them to attend a final job interview as a potential progression route into employment or further training.								
Smart Learning objectives	By the end of the course learners will: <ol style="list-style-type: none"> 1. be confident to target their CV, application form or cover letter to a specific job description 2. be confident to prepare to attend an interview and answer values based interview questions using the STAR method 3. be able to create a Personal Development Plan to identify next steps in achieving employment, further training or volunteering using SMART targets 4. be able to identify the effects of stress and anxiety on the mind and body and explore ways to reduce those effects during interviews or other stressful situations 5. be able to identify at least 2 key differences between the private and public sector and list at least 4 public sector organisations in the UK 			Personalisation	Individual learner focus GT Needs Eng & maths GS L3. Confidence levels for interview low NC Dys but reading good. Spelling and pronunciation poor. Low confidence at interview TS L5. Interview technique AG L6. Ukrainian refugee. V Good English written and spoken OL L1 SED Sole carer for invalid mother wants remote working EV No quals. Wants to understand the workplace better – no experience SS MH, homeless, working as courier at present TE Uni grad, course disrupted by Covid. Wants better understanding of Public Sector MW Nothing declared. Did not engage with precourse calls or questionnaire MT Prior admin experience as temp. Joined course v late. RW ASD. Interview experience low and confidence low. PK Barrister. Wants to step back and work in legal support CA SED interprets everything literally. Phys dis. Wants to work in admin CT L5. Low confidence for interviews.				

			<p>JM Not sure this course is for her. Wants to work in law and go to Uni</p> <p>AO L1. Girlfriend late stages of pregnancy. Will be attending Dr appointments with her.</p> <p>EW L5. Current health issues</p> <p>Adaptions for learners No ESOL issues Additional 1-1 time offered to all learners but especially G, N, A A given leave to attend pre-natal appointments with girlfriend – issues with pregnancy. Catch up sessions offered</p>
Personal development	<ul style="list-style-type: none"> • Additional learning support will be provided as required by request (details noted from the application form) for learners with SpLD and ESOL. • Initial assessment to target specific questions regarding learning needs. Follow up with a call pre-programme. • Online delivery reduces the barriers of geographical or venue accessibility • Awareness of the importance of anti-discriminatory practices and adherence to The Equality Act 2010 • Group contract re: inclusive practice and respect • Encouraging learners to produce a CV that is up to date, reflects transferable skills and is targeted to the public service sector and / or customer service skills, attitudes and values • Developing confidence to speak in front of others and to be able to answer interview questions using a structured approach to highlight their skills relevant to the job • Developing skills in self reflective learning, solution focused approach to solving problems and writing a personal action plan to support their job hunting and personal development • Explore local initiatives to support health and wellbeing and how to access them 	Safeguarding & Prevent	<ul style="list-style-type: none"> • British Values: Employment law, direct and indirect discrimination in CVs, application forms and interviews, Group contract and importance of confidentiality and respect • Frequent breaks to reduce eye strain and muscle stiffness (online delivery method) • On-line safety and working online discussed in session 1 and information shared before the course starts • Group contract with duty to report SG concerns. Reminders re: sharing personal information with others in the group, confidentiality, and mutual respect for others. Awareness of British Values and Prevent included in session 1 and embedded throughout. Unconscious bias included in programme

Part 2: Implementation

Week no. and/or date	Session title & learning objectives	Planned learning activities	Assessment for/of Learning Including questions to ask	Differentiation Stretch, Challenge & support	Pre-session, Post-session work
1 Programme introduction and Communication skills	<p>Course objectives:</p> <p>2.1 Use effective communication skills (verbal, non-verbal and active listening skills) to take part in discussions and answer mock interview questions.</p> <p>4.1 Identify at least 3 physical indicators of the short-term effects of stress</p> <p>4.2 Explore ways to reduce the effects of stress before and during an interview</p> <p>5.1 List at least 2 differences between working in the</p>	<p>Starter: Welcome – how to use the features of MS Teams: hand up, chat, camera on and off, mute and talk. Review how to stay safe online information sent out in joining email.</p> <p>Group Contract. Emphasise the importance of confidentiality and duty to share any concerns with the DSO. Highlight full details in Learner Handbook</p> <p>Activity (Scaffolding LO 1) Learners to write, draw or mind map a little information about themselves that they feel comfortable to share with the group.</p> <p>Overview of the programme in mind map and linear format. Touch on learning styles related to note taking.</p> <p>British Values – link to the programme</p> <p>Main content: Perspective: Activity – Learners say what they see when they look at the image on the slide. Remind learners that we see things from different perspectives and it is based upon our own experiences; a bit like a film maker only seeing things from behind the lens of the camera. But this is what makes working with people so interesting...and sometimes challenging! See slide notes</p>	<p>Any questions about the group contract or staying safe online?</p> <p>Anything the group would like to add to their contract?</p> <p>what's your story?</p> <p>Have they heard of BV before perhaps from their children?</p> <p>How does perspective help us as customer service professionals? How does perspective affect working in the public sector?</p>	<p>ICT awareness</p> <p>Safeguarding, Prevent & BV</p> <p>ESLC</p> <p>EDI: preferred learning styles – visual depiction of course content as well as lists. ER; read text on screen</p> <p>ESLC, EDI; awareness of how people's perception & ideas differ.</p>	<p>Pre-work: Learner Handbook, staying safe online shared prior to course start. Completion of HL16c (initial assessment) completed by learners prior to course start. Speak (on phone) with learners about their learning support needs / concerns etc</p>

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	private and public sectors 5.2 Identify at least 2 ways public sector employers uphold British Values 5.3 Identify at least 2 ways public sector employees uphold British Values 5.4 List at least 4 organisations in the UK that are public sector employers	<p>Private vs Public Sector (LO 5.1, 5.2, 5.3 5.4) Encourage discussion and why they want to work in CS within the public sector – clues on motivation for individuals on the course Review the meaning of each sector, basic objective and how they are funded, benefits of working in public sector compared to private Learners reflect on the questions and then share ideas to be recorded on the jamboard</p> <p>British Values Discuss learners' ideas and link to BV – see slide notes HCC (and all public sectors) supports a multi-cultural population and employees are expected to demonstrate the fundamental BV's at all times.</p> <p>Break time (10 mins) Learners will need a sheet of A4 paper</p> <p>Customer Service Discuss learners' ideas. What are the key skills? Link to communication and problem solving</p> <p>Communication. (LO 2.1) Link to interviews, CV writing and job selection and the importance of communicating well, (verbal and non-verbal) See slide notes for details</p>	<p>5.1 Targeted questioning: What are the differences between the private and public sectors? How do these factors affect you as an employee? What does “being British” mean to you?</p> <p>How do PS employers demonstrate their support of BV?</p> <p>How will BV affect you working in the public sector?</p> <p>What are customer service skills?</p> <p>ESLC; As a group, learners identify what factors they think would affect positive communication with an individual.</p>	<p>Some learners will be able to identify additional information such as contracted out services</p> <p>Ideas shared and discussed on jamboard</p> <p>ESLC, ER ESLC, Awareness that some neuro-diverse learners may struggle with facial expressions and non-verbal cues</p>	<p>5.2, 5.3, 5.4 Jamboard activity “BV and the Public Sector”</p> <p>Learners will need a sheet of A4 paper – suitable to be ripped up!</p>

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		<p>Active Listening Activity 1. (Scaffolding LO 2) Read the instructions in the following paragraph. "This exercise requires listening to and following directions. As you hear the instructions, perform the requested task. (see slide notes for full activity) Using a piece of A4 paper, learners to carry out the folding and tearing task. For learners with cameras, encourage them to share their snowflake patterns.</p> <p>Discuss ideas – link to written skills in CV or spoken skills if ringing for more information prior to interview.</p> <p>Active listening Activity 2 - Read out story– see link opposite (scaffolding LO 2) Learners listen to story then answer the question Remember, when you communicate with others, they may not receive the message you sent in the same way. Active listening is a key skill in your communication toolkit. It will be essential to develop your skills about how to reduce barriers to communication. Encourage further questioning during the debrief</p> <p>5 tips for active listening Slide 25 – Video summary and embedding of learning. EDI – check is anyone needs subtitles</p> <p>Break time (10 mins)</p>	<p>Identify where learners may find communication difficult such as maintaining eye contact</p> <p>Debrief questions: As all of the learners were given exactly the same instructions – why are all of the snowflakes so different? What does this tell learners about communication?</p> <p>How can we demonstrate excellent communication skills to potential employers?</p> <p>Did anyone get it right? Why do you think that you missed the vital information? – what distractions were there?</p> <p>Reflect on where you might be able to improve your listening skills</p>	<p>MSS: 2d shape, lines of symmetry.</p> <p>Listening skills, ESLC, awareness of misinterpretation and/or learners with ESOL</p>	<p>Link to Bus Driver active listening activity</p> <p>Link to video</p> <p>Link to video</p>

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		<p>Stress and panic. (LO 4.1, 4.2) How to recognise it and reduce it. Linked to interview stress and inability to think or answer questions Video – to explain anxiety and effect on brain</p> <p>Red Head and Blue Head – strategies to deal with stress and panic</p> <p>Activity – breathing exercise Learners follow guided breathing exercise – before exercise count their heart rate – beats per minute, and repeat after exercise. (MN)</p> <p>Plenary: Review of learning. Demonstrate how to use 'read aloud' function in pdf – helpful for those with dyslexia/ ESOL learners</p> <p>(Scaffolding LO5)</p> <p>Self-directed learning (homework) Research online: Services supplied by HCC to residents of Hampshire, also NHS. What Customer Service roles might they have in the various departments</p>	<p>Learners encouraged to share stress busting ideas</p> <p>Learners record heart rate before and after exercise and reflect on results. Is this a good exercise to help them when stressed?</p> <p>Recap on learning outcomes to support in formation retention and memory</p> <p>Learners asked to complete self-directed learning</p>	<p>ESLC, reflection, recap and recall</p> <p>ESLC, ER, SG, H&S</p> <p>Suggest apps where learners can practice guided visual meditation</p> <p>Plenary, Q&A</p> <p>Self-directed learning, research, provides stretch and challenge for motivated learners</p> <p>EDI – demonstrate use of 'read aloud' function to read out the group agreement – support for learners with dys/ESOL/hearing loss</p>	<p>Post session- send out slides to learners in pdf format for reference and recap</p>

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Post session thoughts. Large group (18 learners) and some that joined last minute so I had not had the chance to speak with them on the phone prior to the session. The first activity around getting to know each other took a long time but some very relevant information shared so worth while keeping it in.					
2 Key skills, values & attitudes	1.1 Identify the difference between a value, an attitude, and a skill 1.2 List at least six skills and attitudes employers are seeking for staff working in this sector 1.3 List at least six personal transferable skills	Starter: Welcome and housekeeping Ice-breaker: encourage learners to speak on Teams and put their cameras on. Review of session objectives using PP slide Retrieval practice – key topics covered yesterday using visual prompts Who can remember the British Values? Learners consider individually then feedback – put main points onto Jamboard BV and the Public Sector - Google Jamboard Review of home learning task: Learners each provide at least one example – more visual prompts on slide Discuss the types of roles and the other services provided under public funding – see slide notes What is a sub-contracted company? Use housing associations as example.- not for profit Review answers to wordwall quiz – blocks and aids to communication skills (scaffolding LO5) Main content Introduction to the difference between a skill, value, attitude and knowledge.	What have you done today to make you smile? How will BV affect you working in the public sector? (BV, P, S) Why do people who work in the public sector often wear an ID badge? Assessment of LO 5: What type of customer service / administration roles are in the NHS and HCC? – Individual targeted questions. Which other services come under Public Services?	Encourage less confident learners to join in. Stretch: Who might fill the customer service roles in the military e.g. enquiries regarding military housing. Who is the customer? Challenge every learners to share at least one skill, value, attitude or knowledge	Pre-session- email with reminder of link to meeting and agreed starting time AND link to wordwall exercise – blocks and aids to clear communication skills https://wordwall.net/play/34579/052/2455 Link to Explore Careers Govt web site

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	<p>that employers in this sector will be looking for</p> <p>1.4 Identify the 'power' words in an advertisement or job description</p> <p>2.1 Use effective communication skills (verbal, non-verbal and active listening skills) to take part in discussions</p>	<p>Encourage learners to consider their own personal values with examples. BV EDI, Prevent, Activity: Learners encouraged to think of any examples of any skills, attitudes, knowledge, or value that would be valuable to employers in this sector. See how many they can find</p> <p>First Impressions: Learners look at the 2 images of the same person dressed in different ways (Scaffolding LO 6)</p> <p>Common Non-verbal mistakes made during interviews: ESLC, MN; percentages on slide</p> <p>Quick introduction to the difference between values, attitudes and beliefs.</p> <p>Protected characteristics – Equality Act 2010 Check if learners are familiar with protected characteristics? Bias: Introduce the difference between conscious and unconscious bias and how it is relevant to this sector</p> <p>Run through the biases with emphasis upon affinity bias (we will revisit this) and how to challenge our own unconscious bias</p>	<p>(Scaffolding LO 2) Practice active listening skills and opportunity to ask any questions.</p> <p>(Scaffolding LO 1.1) As a group, learners identify what factors that they think would affect their personal values and attitudes. Feedback their thoughts</p> <p>(Scaffolding LO 2.7) What assumptions might we make based on what people look like? On the profession they are in?</p> <p>Does the way we present ourselves reflect our values and attitudes?</p> <p>Invite learners to contribute to discussion re: protected characteristics. Any examples of discrimination. If time allows (smaller group size) ask learners to note down the PCs in the chat box</p>	<p>ER, BV EDI, Prevent, Be aware and sensitive to learners' individual traits and PCs for this section of the session</p> <p>BV EDI, Prevent, Be aware & sensitive to the needs of learners' ethnicity, culture, language and faith for this section of the session</p>	

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	<p>3.1 Identify at least six jobs or roles with a customer focus and/or administrative function within the public sector</p> <p>5.1 List at least 2 differences between working in the private and public sectors</p> <p>5.2 Identify at least 2 ways public sector employers uphold British Values</p> <p>5.3 Identify at least 2 ways public</p>	<p>Include a quick introduction to the Equality Act 2010 (BV) and how this will link to discriminatory practices in recruitment.</p> <p>How does unconscious bias affect us in the work place? play video</p> <p>How to challenge our biases Run through the key steps Review the stats shown on the slide.- discuss why bias still exists.</p> <p>Break time (10 mins)</p> <p>What is your experience of poor customer service? Learners review their own experiences and consider questions listed – discuss</p> <p>Also consider brand reputation – common in private sector but does it apply to public sector?</p> <p>What does excellent customer service look and feel like? Has anyone experienced this?</p> <p>Do public sectors care about customer service? Show video: How a customer service training programme made a difference at Hampshire County Council</p> <p>Break time (10 mins)</p>	<p><i>before displaying this slide</i></p> <p>(Scaffolding LO 2) How might this affect people at interview/ application stage of recruitment?</p> <p>Was it due to:</p> <ul style="list-style-type: none"> • Company policy? • The product? • The person you spoke/ interacted with? • The technology they used? <p>Why were you not happy?</p> <p>What advantages of great customer service and the effects are mentioned in the video?</p>	<p>EWS; encourage learners to form legible handwriting. Point out different learning styles – visual - mind maps</p>	<p>Link to video</p> <p>Link to video</p>

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	sector employees uphold British Values 5.4 List at least 4 organisations in the UK that are public sector employers	<p>What are the top 10 skills for customer service jobs? Review the list and the key skills and attitudes for this sector Power Words – introduce words that commonly come up on ads and job descriptions in this sector Activity: mind-map own skills, values, attitudes, personality, knowledge</p> <p>Identifying key skills in an ad Read out ad for current Customer Demand Assistant – see slide (update as required) Use highlighter to pick out the key skills, values and attitudes listed by the learners and discuss each one.</p> <p>Activity: How to demonstrate your key skills and attitudes Discuss adjectives and describing words to highlight their personal characteristics and values</p>	<p>Learners put ideas into chat Which key skills apply to you? Make a list</p> <p>(Scaffolding LO 1.3, 1.7) Create a mind-map or list of the following: Your experience, Your skills, Your knowledge/education, Your motivation, mindset and personality have you included these in your mind-map? Learners encouraged to ask questions and offer ideas</p> <p>(Scaffolding LO 1.3 1.4) Learners note down the key skills, values and attitudes this role requires.</p> <p>EWCG (Scaffolding LO 1.6, 1.7) Learners write at least one sentence to include in their personal statement that will</p>	<p>May need to send copy to learners for those who find the screen they have too small to read</p> <p>Learners struggling with this activity are invited to stay after the session to receive more support</p>	

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		<p>Invite learners to share their writing and discuss and give feedback on how to improve and what they did well.</p> <p>Plenary: Review of today's learning</p> <p>Self-directed learning: (DP- Use internet to find information) Please take the time to visit the National Careers Service website and find out and click on the 'Explore Careers' tile. Click on Government Services</p> <ol style="list-style-type: none"> 1. Research the essential skills that will be required for the career path you are particularly interested in. Please note down some of these key words * 2. Identify what career progression opportunities are available in this role * 	<p>demonstrate those skills listed in the ad</p> <p>Learners put key idea to take away from today into the chat function.</p> <p>DP (Scaffolding LO 1.2)</p>	<p>Those without chat function can give key point verbally</p>	<p>Send out PP slides by email for review and reference.</p> <p>Send session 3 slides to ESOL learners to translate</p>
<p>Post session thoughts</p> <p>Some slides were not flowing – out of order – now corrected.</p> <p>Did not have time to go through the results of the communication quiz, however most people got all questions correct except Q7 – Forming a response while listening to someone is a BLOCK to communication – cover this tomorrow.</p>					

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3 CV's & transferable skills	1.5 Recognise information that should be included in a CV and information that should be left out of a CV to align with Equality Act 2010 and to safeguard their identity. (Some learners will be able to give reasons for excluding specific pieces of information) 1.6 Give examples of how to target a CV, cover letter or application form to a	<p>Starter While waiting, learners think of 2 truths and a lie about themselves Review and embed; previous session – use visual clues to remember content of session 2 Overview of session 3 – share objectives. Any questions? Ice breaker – two truths and a lie</p> <p>Review of communication quiz completed yesterday. Q7 had most incorrect answers to highlight this point</p> <p>Main content: Review some of the advantages briefly discussed in session 1. Watch video and discuss other points raised: See slide notes Check response to motivators for working in public sector – Which of these motivators do you think the hiring manager will be looking for? Link into PS employers being equal ops employers, disability aware, inclusive, etc and as a group complete last section of BV and the Public Sector - Google Jamboard</p> <p>CV is an important and valuable document It's a sales pitch to a hiring manager and must stand out</p> <p>What should go into your CV and what should not? (Scaffolding LO 1.5) Give learners 3 mins to consider this individually</p>	<p>Targeted Q&A – retrieval practice of information from session 2</p> <p>Targeted questioning. Learners complete the quiz as a group.</p> <p>(Scaffolding 2.1 5.2 and assessment LO 5.2)</p> <ol style="list-style-type: none"> 1. What are the advantages of working in the public sector? 2. Which of these would be your main motivator for working in the public sector? 3. Which of these motivators do you think the hiring manager will be looking for? 4. How do public sector employers uphold BV? <p>Learners make own notes on this and then</p>	<p>Be aware that learners with ASD may not get the point of this ice breaker or may not be able to participate</p> <p>Closed captions on video for ESOL learners</p> <p>Support learners to understand that hiring managers are looking for what you can bring to the service not what you can get out of it.</p>	<p>Pre-session – find relevant current position for 'ghosting' exercise</p> <p>Link to video</p> <p>Link to BV and the public sector Jamboard</p> <p>Link to jamboard</p>

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	specific job description by 'ghosting' the language or power words for this sector 2.1 Write a personal statement and key skills list targeted to their chosen sector. (Some learners will be able to give evidence for each of the skills.) 2.2 Use effective	<p>Go to jamboard and put responses onto the board for all to see</p> <p>Review dos and don'ts of cv writing</p> <p>How to format the information in your CV</p> <p>Review of information – watch video</p> <p>Break time (10 mins)</p> <p>Application forms Learners discuss/ share experiences of this. Walk through how to create an account using HCC site – review key stages on PP slides – see slide notes</p> <p>Speculative CV's – go over main points- very useful for volunteering roles</p> <p>Other methods of finding new employees?</p> <p>Transferrable skills Ask learners to turn off their cameras and spent 10 minutes making a potential list of transferable skills they not have previously considered putting in their CV that demonstrate the sort of skills required in health and social care. On return ask if anyone would be happy to share some of the things on their list</p> <p>Activity – update mind-map started session 2 with transferrable skills (scaffolding LO 1.3)</p> <p>Break time (10 mins)</p>	<p>feedback to the group. Put ideas onto the jamboard</p> <p>Has anyone completed an online application form for the public sector? What was your experience?</p> <p>Where do we get transferable skills from?</p> <p>Targeted questioning – examples of transferrable skills</p>	<p>For those learners not confident to upload CV and covering letter go through steps 1-1 and/or refer to IT learning</p> <p>(ESLC) For those confident to share their transferable skills ask questions to find out how they would evidence this in a CV</p> <p>Can use lists if preferred</p> <p>EDI: assist ESOL learners and those with dyslexia</p>	<p>Share sample CV by email in word doc so it can be used as a template</p> <p>Link to video</p>

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	<p>communication skills (verbal, non-verbal and active listening skills) to take part in discussions</p> <p>5.2 Identify at least 2 ways public sector employers uphold British Values</p>	<p>Review ‘Ghosting’ a job description in your CV Open link on screen and read out job description – highlight key words that indicate what the employer is looking for</p> <p>Key skills list with evidence: Talk through the example on the PP and highlight key words as a joint activity. Highlight in the sample personal statement and the key skills list where the language has been ghosted. (EWCG)</p> <p>Activity: Learners list at least 5 of their transferable skills that relate best to this role and also write a concise sentence for each to evidence these skills – share responses and critique (scaffolding LO 1.3 1.4 1.5 1.6 1.7 2.1)</p> <p>Plenary: Review of learning- learners give one key point to take away from today.</p> <p>Self-directed learning: personal transferable skills assessment on National Careers Service website. Review and update CV and submit via email for feedback</p>	<p>Targeted questions; individual learners call out key words as they are read out- one sentence per learner</p> <p>Ability to identify key words: Which are the power words in the sentences that demonstrate you can do the job?</p> <p>Reflective learning</p> <p>Assessment LO 1 Ability to format, target and submit CV to tutor for feedback.</p>		<p>Library Team Assistant (Overton and Whitchurch) HCC610975 (newjob.org.uk)</p> <p>Share link in email after the session with session notes https://nationalcareers.service.gov.uk/skills-assessment</p>
<p>Post session thoughts Ghosting activity linked well with the one done yesterday on the personal statement. Sharing key skills lists with evidence was well received and 1/3 rd of the group gave examples which we were able to work through and give feedback.</p>					

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4 Interview skills using STAR & covering letters	1.8 Structure a covering email/ letter for their target sector 2.2 Give an example of how to answer a values-based interview question using the STAR method 2.4 Contribute to a discussion on the advantages and disadvantages of online interviews versus face to face interviews 2.6 Contribute to a list of ten	<p>Starter: While waiting learners think about what they did this weekend to help them relax?</p> <p>Review and embed; previous session – use visual clues to remember content of session 2 Overview of session 3 – share objectives. Any questions?</p> <p>Ice breaker – Discuss relaxation and why it is important for mental health – different for everyone – physical activity, escapism e.g. reading watching films, socializing.</p> <p>Skills, Attitudes and Values/ behaviours Emphasise that values influence our behaviours and can reflect our unconscious bias. Review answers and discuss on next slide.</p> <p>Main content: (ESLC) Interview questions – what is the most tricky question you have been asked at interview? Link to chimp paradox – panic at interview when you can't answer a question. Briefly review the fight, flight, freeze response to stress and link to the Chimp Paradox.</p> <p>What is a behavioural-based interview question?</p> <p>What other types of questions might you get at interview or other tasks?</p>	<p>Learners consider their response then share and discuss importance of relaxation – what they do. Targeted Q&A – retrieval practice of information from session 3: Name at least one key objective that we covered in session 3</p> <p>Assessment LO 1.1 : Send out quiz link: https://forms.office.com/e/j9KFLhzM3Z Learners read job requirements and put into 2 groups</p> <p>Retrieval practice: How do you feel when you can't answer a question at interview? What is happening in your body? What is this response called?</p> <p>What do you think a behavioural-based interview looks like?</p>	<p>Who has submitted their CV for feedback? How many still to come? Who still needs some support? – arrange 1-1 sessions are required</p> <p>Extension exercise: listen to: https://www.bbc.co.uk/programmes/articles/1NJby3Lm80zxMpw5k53xJct/how-to-manage-your-inner-chimp</p>	<p>Send out quiz on skills, values/attitudes https://forms.office.com/e/j9KFLhzM3Z</p> <p>Ensure job ad links are still live. Prep email to all learners with jam board activity</p> <p>Skills, attitudes and values quiz</p>

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	generic questions to ask the interviewer	<p>See slide notes</p> <p>STAR method for answering questions starting with “can you tell me about a time that...”</p> <p>Explain and give examples</p> <p>See slide notes</p> <p>Activity: learners use STAR to structure a response to the question and then feedback to the group. (EWCG) (scaffolding LO 9)</p> <p>Give feedback on their answer remembering to give positives and improvement points</p> <p>Watch Video – review and recap main points of using STAR</p> <p>Emphasise that they should use examples from work, home and volunteering to give responses that are most suitable and demonstrate their best qualities.</p> <p>Break time (10 mins)</p> <p>Activity: How to structure a covering letter</p> <p>Learners go to email and re-arrange the information into a structure/ order suitable for a covering letter for a job application</p> <p>Go to page 2 of jamboard and together as a group put the paragraphs into the correct order – read out each section</p> <p>Show on PP completed correct structure and discuss. – send out as a template for learners to use</p>	<p>What do you think the employer is looking for?</p> <p>Learners consider and discuss</p> <p>Can anyone explain what the STAR method is?</p> <p>What do the letters S T A R mean?</p> <p>Why is it useful to have a strategy to respond to interview questions?</p> <p>Review of answers given</p> <p>What value/attitude is this question testing?</p> <p>Can you use non work situations to give a response to a behavioural type question? (Scaffolding LO 8)</p> <p>Targeted questioning: each learner gives the next part of the jigsaw and explains why they put it there</p>	<p>Some learners will be able to suggest competency type questions suitable for their chosen sector</p> <p>Not all learners will feel confident to feedback to the group – can be done 1-1 later</p> <p>EDI; Closed Captions on for ESOL and hearing difficulties</p> <p>EDI: Support ESOL and dyslexic learners with activity</p> <p>Target ESOL and dyslexic learners with short sentences not paragraphs</p>	<p>Link to video</p> <p>Send out email with Jamboard activity</p> <p>Template covering letter - Google Jamboard</p>

Week no. and/or date	Session title & learning objectives	Planned learning activities	Assessment for/of Learning Including questions to ask	Differentiation Stretch, Challenge & support	Pre-session, Post-session work
		<p>Online interviews Ask if any learners have had an online interview – how did they find it? Individual reflection – pro's and con's of online or face to face interviews. Watch video – top tips for online interviews</p> <p>Retrieval practice Remember that sometimes they are looking for a person who will fit the existing team and that specific personal characteristics might affect whether you are successful at interview.</p> <p>Break time (10 mins)</p> <p>Retrieval practice – active listening skills Watch video and learners feedback afterwards on questions listed on PP Review the main points of active listening skills</p>	<p>Targeted questioning: Learners suggest which sentences go next</p> <p>Assessment LO 2.4: Contribute to a discussion on the advantages and disadvantages of online vs face to face interviews. Feedback to the group. Do you agree with all the points made in the video? – discuss</p> <p>Which types of unconscious bias might come into an interview situation? Discuss</p> <p>(Scaffolding LO 2.1) How does Amy demonstrate she is actively listening to Sheldon? What happens to Sheldon's responses and behaviour when he knows that Amy is really listening to him?</p> <p>Assessment LO 2.1: Why do we need to use</p>	<p>Some learners will be able to give ideas on how to prevent each mistake/ problem.</p> <p>EDI: closed captions on for ESOL learners</p>	<p>Link to Jamboard activity F2F vs Remote interviews F2F vs Remote interviews - Google Jamboard</p> <p>Link to video</p> <p>Video link</p> <p>Jamboard link</p>

Week no. and/or date	Session title & learning objectives	Planned learning activities	Assessment for/of Learning Including questions to ask	Differentiation Stretch, Challenge & support	Pre-session, Post-session work
		<p>Activity: Jamboard Individuals consider then give reasons – put on the jamboard to display collective answers Review main points using the PP</p> <p>Questions to ask at the end of an interview Review percentage of the group that does this – (MN) Who can work out the percentage? What is a percentage? X% miss the opportunity to demonstrate a real interest in the job</p> <p>Collate the responses using jamboard and send out after the session Review key points about questions – see slide notes</p> <p>Disclosures at interview Discuss key points listed on the PP slide. Make sure learners understand that the links will give them the full information and that HL are not experts in this.</p> <p>Plenary: Review of learning- learners give one key point to take away from today.</p> <p>Self-directed learning: Task 1 – Create a covering letter using your own transferable skills and target it to a job role you wish to apply for. Task 2 – prepare your set of 10 questions to ask interviewers in this sector</p>	<p>active listening skills during an interview?</p> <p>Do you go to an interview with prepared questions to ask at the end of the interview?</p> <p>Assessment LO 2.6: Targeted questioning: each learner gives at least one example of a question they might ask</p> <p>Assessment LO 1.8 Ability to compose a covering letter suitable for this sector and 10 questions to ask at the end of the interview</p>	<p>Learners submit their covering letter by email for feedback – support ESOL and dyslexic learners or anyone needing more</p>	<p>Why do we need active listening skills at interview?</p> <p>Link to jamboard questions to ask at the end of an interview</p> <p>Send out slide notes for review and reference. Send out pdf of session notes for tomorrow to ESOL</p>

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		Review and update CV and submit via email for feedback if not already done so.		support – offer 1-1 sessions.	learners for translation.
Post session thoughts Large group – ran out of time to reflect on active listening skills and relate to interview technique – move to later session Good discussion on online vs f2f interviews – all contributed – used targeted questions to ensure this happened. 2 good examples given of how to answer interview questions using STAR – G and C T. Feedback from myself and V allow learners to see how their responses could be improved by including more information under R – Reflection as well as Result.					
5 Customer complaints, Reflective learning and Strengths & Weaknesses	By the end of the session learners will be able to: 2.5 Reflect upon own strengths and weaknesses and demonstrate how to turn at least one weakness into a strength 3.4 Identify the meaning of SMART and write a SMART target to	Starter: While waiting learners think about how they would sum up their week so far in just 3 words Review and embed; previous session – use visual clues to remember content of session 4 Overview of session 5 – share objectives. Any questions? Ice breaker – link to self-reflection and tools to help us do this at home and work. Main content: Show video: Explore range of jobs in public service related to customer service – not all are desk based. Dealing with Customer Complaints: Remind learners that the majority of customers will forgive a problem if the customer service is good – part of that is handling complaints.	ESLC: Learners consider how to sum up their week in 3 words and feedback to the group What are the advantages of this position? Does anyone have an example of a complaint	EDI: Check if everyone now has 10 generic questions to ask at the end of an interview? Who has submitted their covering letter for feedback? How many still to come? Who still needs some support? – arrange 1-1 sessions are required https://www.skillsyouneed.com/rhubarb/	Prior to session set up individual emails to learners with their original personal objectives listed. Link to video

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	<p>move one step closer to employment, education or volunteering</p> <p>3.5 Create a personal action plan for job-seeking using a solution-focused approach</p>	<p>Link back to Active Listening Skills – similar steps Talk through points on slide – taking the complaint and finding a solution</p> <p>The learning zone: (ESLC) talk through and link to reflective learning. Sometimes reflection helps us to review what happened when we are in the panic zone so that if the situation occurs again we can manage it better. – see slide notes</p> <p>Gibbs Reflective Cycle - reflective learning See slide notes – talk through main points and give an example of using in work Activity: reflective practice. Encourage learners to take 3 mins to consider the questions and then feedback to the group.</p> <p>Strengths and Weaknesses Activity – List strengths and weaknesses – ensure those listed are suitable to be discussed at interview. See slide notes</p>	<p>that was handled really well? How did it make you feel?</p> <p>Try to think of an occasion when you had to react to a person who challenged you or who had challenging behaviour.</p> <ul style="list-style-type: none"> • What happened? • What were you feeling at the time? • What were the good and bad things about the experience? • What else could you have done? • What would you do differently if it happened again? <p>Assessment LO 2.5: Learners take 3 mins to consider how to turn one of their weaknesses into</p>	<p>dealing-with-complaints.html for further information</p> <p>Support learners to find an appropriate situation to consider – should be something they are able to share with the group (at interview)</p> <p>Some learners may need individual support with this – be aware of those</p>	

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		<p>Watch Video: Review key points and embed learning. Encourage questions and highlight key points</p> <p>Break time (10 mins)</p> <p>Goal planning Why do we need to plan goals?- see slide notes</p> <p>Solution focused approach (ESLC) SMART goal planning Watch video to recap main points Activity: Hit send on emails to learners with their individual goals from their HL16c (scaffolding LO 12)</p> <p>Break time (10 mins)</p> <p>Planning for job hunting – review SMART goal on slide. Discuss some of the key steps to achieving this. Activity: Learners consider the number of steps they can think of and write notes. There is no correct order – it will depend on each learner. ESLC – discuss order/ reasons other points raised</p> <p>Review; other styles of personal development plans – show example on slide and reason for planning</p>	<p>a strength – feedback to group</p> <p>Assessment LO 3.4 Learners re-write/ revise their individual goals for the course to make them SMARTer – send back to tutor for feedback</p> <p>(Scaffolding LO 3.5) Learners complete individual activity then contribute to joint activity on jamboard</p> <p>Did you realise how many steps this goal could be broken down into?</p> <p>Why is it useful to plan?</p>	<p>with low self-esteem and MH problems. Offer 1-1 help where required.</p> <p>Some learners will be able to write a SMART goal for one of their identified weaknesses Feedback to learners individually via email</p> <p>EDI: Support ESOL learners with vocabulary / dyslexic learners with reading as required</p>	<p>Link to video</p> <p>Link to video</p> <p>Steps to finding a new job - Google Jamboard</p> <p>Send out template of personal development plan for learners to use</p>

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		<p>Practice interview preparation Review the 5 questions listed on slide.</p> <p>Plenary: Review the key learning points on the slide – questions? Ask learners to consider their key learning point to take away with them today.</p> <p>Self-directed learning – Create own action plan for job hunting Upload cv to a job site Review response to the questions what is your greatest weakness</p> <p>Final thought for the day... If you are experiencing turbulence and pressure – then you're probably on your way up!</p>	<p>What value, attitude or skill does each question reveal about the person who answers?</p> <p>Reflective learning: Learners share their key learning point and any other comments about the learning today</p> <p>Assessment LO 3.5: Edit group development plan to suit your own needs.</p> <p>Assessment LO 2.5: complete link to MS form – My Strengths and Weaknesses</p> <p>Reflective practice – in three words how are you feeling at the end of the session?</p>	<p>Do you have a weakness that you need to work on e.g. level 2 qual in English or maths? Improve your self confidence? What can you do to work towards correcting this?</p>	<p>Post session Send out notes and template to all learners Send out notes for session 6 to ESOL learners</p>
<p>Post session thoughts Not all learners completed the quiz on strengths and weaknesses. Send out reminder in Session 6. However, the individual activity in the session to reflect on their strengths and weaknesses created a good discussion on how to turn a strength into a weakness with half the group sharing a weakness so that I could help them turn it into a strength. Other learners also gave input into this to support learners struggling with this exercise.</p>					

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6 PASS method, feedback, surviving interview stress	By the end of the session learners will be able to: 2.3 Prepare a response to the question 'tell me something about yourself' which highlights at least 3 of the learner's key skills relevant to their chosen sector 2.8 Give at least 2 factors that help form first impressions at interview. Some learners will be able to	<p>Starter: While waiting learners think about how they are feeling right now.- see slide for scale of rating</p> <p>Review and embed; previous session – use visual clues to remember content of session 5 Overview of session 6 – share objectives. Any questions?</p> <p>Ice breaker – link to self-reflection and tools to help us do this at home.</p> <p>Main content: Public sector ethos (E vocabulary) Learners consider, research and then discuss (noun; the set of moral beliefs, attitudes, habits, etc., that are characteristic of a person or group) Go to link and explore information re careers in public service</p> <p>Feedback Discuss ideas – emphasise it is an opportunity for growth Feedback needs to be precise Feedback following interview – discuss examples if learner's have received feedback.</p> <p>Trust and feedback Talk through the grid and give examples</p> <p>Watch video – embed learning How to receive feedback gratefully Discuss and emphasise that it is important to consider and thank person who gives it.</p> <p>Watch video – embed learning</p> <p>Break time (10 mins)</p>	<p>Learners asked to jot down one small thing YOU can do TODAY that would move you just one place up the scale</p> <p>What does ethos mean? Alternative words for ethos? (learners encouraged to use online dictionary/ thesaurus to find alternatives and share ideas DP)</p> <p>(Scaffolding LO 3.6) What does the word feedback mean to you?</p> <p>What does 'really great' mean? What information would you need to make improvements?</p>	<p>Be aware of learners with MH issues.</p> <p>Stretch: explore this web site for more information on public sector and other careers https://targetcareers.co.uk/career-sectors/public-sector-and-charity</p>	<p>Link to free dictionary on-line ETHOS Synonyms: 17 Synonyms & Antonyms for ETHOS Thesaurus.com</p> <p>Link to video</p> <p>Link to video</p>

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	<p>discuss strategies that employers use try to minimize the effects of unconscious bias during the recruitment process</p> <p>4.2 Explore ways to reduce the effects of stress before and during an interview</p> <p>4.3 Use the spheres of control to identify potential areas of concern regarding interviews</p>	<p>Re-cap stress and communication The effects of chronic stress</p> <p>3 spheres of control – tool for reducing stress and anxiety Talk through each sphere, talk about examples of general things to put in each section Activity – how to reduce interview anxiety</p> <p>Collate responses on Jamboard and discuss</p> <p>Watch video – emotional intelligence Emotions are a valuable source of information. Recognise, process and channel emotions in a way that will benefit you.</p> <p>Break time (10 Mins)</p> <p>Review behavioural based interview questions (Situation, Task, Action, Result)</p> <p>The PASS method – Tell me about yourself Discuss content of slide Activity – 10 mins off screen to compose answer. Volunteers to share their response. Encourage constructive feedback from learners on their response.</p> <p>Watch video – highlight key points and what the hiring manager is looking for</p>	<p>Who remembers what happens in our brain when we get stressed? How can some stress be helpful?</p> <p>Assessment LO 4.2, 4.3, 2.8: Learners complete their own 3 spheres connected to interview anxiety – feedback to the group</p> <p>What steps do we need to take to use our emotions to benefit us?</p> <p>Why is mental well-being important?</p> <p>(Scaffolding LO 2.2, 2.3) Who remembers what STAR stands for?</p> <p>Learners write a short statement for: “Tell me something about yourself” ...using the PASS method</p>	<p>Stretch: more information at https://youtu.be/n9h8fG1DKhA</p> <p>Reminder – 1-1 tutor support available for anyone who is struggling to come up with good examples to answer these questions.</p> <p>Closed captions on for ESOL learners</p>	<p>Untitled Jam - Google Jamboard</p> <p>Link to video</p> <p>Link to video</p>

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		<p>Plenary: Review of content Learners reflect on learning and impact on themselves Self-directed learning – discuss using slide Task 1: Compose answers to the sample questions to be answered at the mock interview next week. Task 2: Contact two recruitment agencies in your area: www.agencycentral.co.uk/agencysearch/search.htm?location=Hampshire Task 3: Go over your response to the question “Tell me something about yourself” and make sure that your response demonstrates your enthusiasm for working in customer service and/or the public sector Speakers for next week are: Alex Hutchinson – IBC manager HCC Shannon Veck – HCC employee and apprenticeship graduate Carol Greeves – Skills and apprenticeship hub Tom Shrimpton – Tutor on HCC CS and Admin apprenticeship delivery team.</p>	What is the key piece of information you will take away from today?	Stretch and challenge: Reflect upon the things you can control when looking for work – consider creating a personal circle of control drawing or add to your personal development plan	
<p>Post session thoughts Today is Ukraine Independence Day. Used this to reflect on BV and on working in PS by using the video posted on HantsHeadlines – Message from a Ukrainian refugee. Asked A (Ukrainian refugee) if she wanted to add anything and she said that the lady in the video spoke for them all. The group responded with emoji’s and messages of support.</p> <p>There was also a discussion around how cultural differences can affect you at interview: [11:38] A (Guest) I would like to add something. I'm not sure any of you had that experience when communication with the interviewer was hard because of the language barrier. And not only because of different language but also because of accents</p>					

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<p>like 1 support 1</p> <p>[11:46] M (Guest) dialects and idioms</p> <p>[11:46] A (Guest) also some gestures that can be ok in one country but in the UK - not really</p> <p>like 1</p> <p>[11:46] M (Guest) the worst is when you hear a word you think you know, but it means something different for them.</p> <p>[11:48] A (Guest) pants, for example</p> <p>[11:54] CA (Guest) Culture shocks can come from anywhere when communicating with people from different backgrounds. It can be the most innocuous thing sometimes, but to the other person it could be very offensive.</p> <p>like 2</p> <p>[11:57] M (Guest) the thing is, you can't know everything about another culture, let alone all of them. AND, bottom line, you're talking to a person, not a culture. So, the best thing to do is start with yourself, tone things down, think about your own phrases you're likely to use and neutralise or prune them if necessary.</p> <p>like 2 heart 1</p> <p>[12:00] A (Guest) exactly, you can't know everything, but it's nice when you realize there might be some differences and don't take it to heart.</p> <p>like 2</p>					
7 How to save a bad interview. Post interview & follow-up Speakers		<p>Starter: While waiting learners think about what else they need to add to their personal action plan – last week of the course. Also complete assessment of LO 5 (List at least six of the protected characteristics of the Equality Act 2010) – learners put responses into the chat function or write them on paper – check responses and record individual scores</p> <p>Check everyone has completed the MS form on Strengths and Weaknesses</p> <p>Review and embed; previous session – use visual clues to remember content of session 6</p> <p>Overview of week 3 – share objectives.</p> <p>Remind them this week will be flexible according to speakers. Any questions?</p> <p>Main content:</p>	<p>Assessment LO 5: While we are waiting, list as many of the protected characteristics of the Equality Act 2010 as you can remember. There are 9 in total</p>	Support learners to choose realistic and relevant paths to develop their next steps after the course	<p>Send out email with link to MS form on Strengths and Weaknesses assessment (LO 11)</p> <p>https://forms.office.com/e/nnx0mh3kBt</p> <p>Give individual feedback via email</p>

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		<p>Review unconscious bias Session 2 we learned that only 7% of hiring managers felt that the words the candidate says influences their first impressions of a person. Learners consider how fair recruitment practice is achieved from the point that the CV or application lands on the recruiting manager's desk to the point at which a new employee is chosen. Feedback to the group and review key points.</p> <p>Speaker: Tom Shrimpton: CS/ Admin tutor for HA apprenticeship team.</p> <p>Review the practice interview questions to be used in the 1-1 mock interviews. Set up interview times</p> <p>If the interview is going well... Discuss and review key points – see slide notes</p> <p>What do you do when you get offered the job? (ESLC) Discuss and highlight key points and dangers – see slide notes</p> <p>How do you know if an interview is not going very well? Link back to stress response Learners consider appropriate responses – share and discuss – how can we make our response positive? Reflect on how we did this with our weaknesses Review – 5 ways to save an interview.</p>	<p>Assessment LO 2, 6: How do employers minimise the effects of unconscious bias during the recruitment process? Discussion and Q&A</p> <p>(Scaffolding LO 9, 15) Learners prepare responses in self-directed learning time</p> <p>How do you feel? How do you act? How do you know it is going well?</p> <p>What do you need to be aware of?</p> <p>How do you feel? How do you act? What would you say if you were asked a question and you were</p>	<p>Use targeting questioning to encourage the less confident learners to contribute.</p> <p>Ask learners to share their experiences and challenge them to think about their emotions at good and not so good interviews</p>	<p>Link to video</p>

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		<p>Break time (10 mins)</p> <p>What can we do after a bad interview? Link back to action plan – what can you do to make next time better?</p> <p>Follow up after an interview: Follow up emails – see slide notes (EWCG) (MR) Review email etiquette and view sample on PP.</p> <p>Plenary: Review content of the session. Questions?</p> <p>Self directed learning – Prepare responses to the behaviour based interview questions. Assessment LO 12 Update their personal development plans, and email in for feedback.</p> <p>Set up 1-1 sessions for each learner for mock interview and individual feedback</p>	<p>not sure of how to answer it/ definitely could not answer it?</p> <p>What questions do you need to ask yourself? What can you do about mistakes?</p> <p>Assessment LO 2, 9, 15, 16: Mock interview – individual feedback on responses given</p>	<p>How do you convert ratio into a percentage? 1:20 write a thank you letter – what percentage is that?</p> <p>(5% - $1 / 20 * 100$)</p> <p>Support learners who struggle with accessing forms/ emails</p> <p>Learners prepare questions re their next steps and routes to achieving them to discuss at 1-1</p>	<p>Review responses to the strengths and weaknesses assessment and feedback to individuals by email</p>
<p>Post session thoughts</p>					

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8 Post interview & follow-up Speakers	<p>By the end of the session learners will;</p> <ol style="list-style-type: none"> 1. Discuss the importance of continuing education to stay in the job market 2. List at least 3 employment areas of the NHS that are not medical 3. Have an up to date overview of the modern apprenticeship scheme <p>Have the opportunity to question a hiring manager within HCC about the skills, attitudes and values they are looking for in new employees</p>	<p>Starter: Re-cap of session 7 – key learning points. Outline of session and the speakers Chase learners who have not yet completed their personal development plan</p> <p>Main content: Reminder of the importance of first impressions. Voice is very important. Watch video on use of voice</p> <p>Watch video- how many different areas can you work in for the NHS? Speaker: Katherine Smythers - HC3S</p> <p>Break time</p> <p>Plenary: Review key points from speakers especially grid scoring system used when recruiting in HCC – minimize unconscious bias, ensure equality, provide evidence for decisions made. Discuss speakers in next session. Encourage learners to think of questions to ask them</p>	<p>Is it possible to change your voice/ accent? How do you change your voice when you want to: Argue a point Talk to an upset child Learners encouraged to ask questions</p> <p>Learners look at individual emails and reflect on own learning and complete form to see how far they have travelled with their learning.</p> <p>Why does HCC use a grid scoring system with the same questions for each candidate?</p>		<p>Set up emails to individuals with a copy of their personal goals for the course</p> <p>Link to video</p> <p>Send out presentation notes from each speaker for reference.</p>

[illegible]

Week no. and/or date	Session title & learning objectives	Planned learning activities	Assessment for/of Learning Including questions to ask	Differentiation Stretch, Challenge & support	Pre-session, Post-session work
		<p>Plenary: Review course and personal goals on screen then send email to individuals for completion. (ER) (DC, DT)</p> <p>Send out course evaluation form for learners to complete – stress importance of feedback to develop our courses (ER) (DC, DT)</p> <p>Final questions</p>	What is one key point that you will take away with you from this course?		course evaluation form – to review course and delivery
Post session thoughts					

Part 3: Impact

Course/unit review:

Examples of learners learning journey are stored: (enter where these can be viewed/accessed)

The blue questions are prompts to help you evaluate, these can be deleted when you have completed your evaluation

Intent	How well did the aim and objectives meet the learners needs?		
Sequencing		Personalisation	
Personal development		Safeguarding & Prevent	
Learning outcomes		Overall reflections	What worked well...Even better if...
Notes for next course		Notes for Centre Manager	