

Curriculum Plan

Part 1: INTENT

Course Title	CV Building					Course Code			
Tutor				Provider			Venue		
Start Date		End Date		Total Weeks	4	Start time	10.00	End time	11.30
Intent	To support individuals to develop a tailored CV and personal statement.								
Smart Learning objectives	By the end of the course learners will be able to: LO1- Complete a draft CV using a template format LO2- List at least 4 personal transferable skills that relate to the workplace LO3- Write a tailored personal statement using “ghosted” language from a chosen job description			Personalisation		<ul style="list-style-type: none"> • “My goal is to make an eye catching CV”- Give 1-1 support where required, ensure reassurance and scaffolding is provided. • “My goal is to write a great CV for relevant jobs”- ESOL Learner, unable to write in English, offer 1-1 support and signpost to an ESOL course. Speak slowly and clearly as able to understand. Encourage learner to translate written work in self-directed learning time into English. • “My goal is to complete and have a good standard CV”. Offer 1-1 support and ensure information is given clearly. 			
Personal development	<ul style="list-style-type: none"> • Increasing confidence to support individuals in creating a CV and applying, for new jobs. • Increasing self-confidence in promoting oneself to employers to enhance self-awareness • Increasing confidence in CV writing to create a greater sense of well-being • Increasing ability in applying for jobs, to ensure a positive contribution to society, 			Safeguarding & Prevent		<ul style="list-style-type: none"> • Ensuring learners are made aware of the meaning of safeguarding and prevent and they have a clear understanding of who to contact if they have any worries or concerns. Advising learners about confidentiality and sharing personal information. • Rule of Law- promoting safeguarding, and risk assessment, learners right to help and support from external services, group agreement. 			

	<p>building on increasing positive mental health and a feeling of achievement in day to day lives.</p> <ul style="list-style-type: none"> • Being inclusive of the fact that people have different reasons for not having CV's or struggling to write them (age, disability, background, personal experiences, trauma) and ensuring that learning is suited to all needs and any additional support is provided for learners with LD and ESOL. • Embedding math with scaling exercises, 1-5 and discussing reverse chronological order 		<p>Democracy- Allowing everyone to have a voice, agreeing together a classroom “contract” of learning, creating a safe space to share.</p> <p>Respect and Tolerance, celebrating and welcoming all learners. Individual Liberty, ensuring learners are aware they have a choice and are at liberty to speak freely and make decisions that best suit their learning needs and personal well-being.</p> <ul style="list-style-type: none"> • Celebrating diversity, culturally and socially, realise the value in learning from others with differing life experiences and perspectives. • Risk assessments, sharing safeguarding and safety information.
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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	LO1- Complete a draft CV using a template format	<p>Starter:</p> <p>Introductions- Personal Tutor and learners</p> <p>British Values/Prevent</p> <p>Safeguarding</p>		Ensure not to retraumatize learners by focusing too heavily on safeguarding, ensure they are aware they have a right to feel safe and if they don't they know DSL contacts.	

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		<p>LOs for the course Reiterate course is to support learners in starting to look for apply to work.</p> <p>Ice breaker- Why have you joined this course? What do you hope to gain?</p> <p>Main content: What kind of job/ sector are you hoping to work in? What jobs have you done previously- list 3 skills that you needed in your previous role.</p> <p>Look at the format of a CV, using template example provided.</p> <p>Discuss what's included in a CV and what's not included- Protected Characteristics.</p>	<p>What do you hope to gain? What is Individual learning goal? Complete HL16C together with learners.</p> <p>List 3 skills that you needed in your previous role- we will come back to this later in the course.</p> <p>What is the correct format/ order of a CV? Has anyone laid out their CV differently or disagree with the format? Open discussion.</p> <p>Has anyone heard of PC? Why do we not include some PC's?</p>	<p>ESCL, ER</p> <p>ESCL, ER</p>	

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		<p>Update/ correct existing CV or complete template in draft format</p> <p>Plenary: Recap learning Lightbulb moment!</p> <p>Hand out HL16c again and ask for comments on progress for LO1</p>	<p>Discuss bias/discrimination.</p> <p>LO1- Hand out Templates and students fill in work history and contact details. We will come onto key skills and personal statement later on in the course.</p>	<p>EW, EDI, 1-1 support offered, template offered</p>	<p>Continue to work on completing work history section at home.</p>
<p>Post session thoughts</p> <p>Both learners engaged well and achieved LO's. Learners developed knowledge in protected characteristics and were able to recall the most relevant that applied to creating a CV</p>					

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2	LO2- List at least 4 personal transferable skills that relate to the workplace	<p>Starter: Learning review- BV, safeguarding and protected characteristics, format of CV</p> <p>Introduce LO2</p> <p>What would your friends/family/children/support worker say is your best skill? OR what is the worst/best job you have ever had?</p> <p>Main content: Transferable skills video and discussion, offer examples.</p> <p>Do skills quiz – NCS website 15-20 min</p> <p>Exercise: Write down all your transferable skills, based on your skills health check and your own ideas. Pick 5 of your best skills that would apply to the position that you want to apply for. Under the heading Key Skills on CV list these as bullet points For each key skill write evidence of how you have used this skill in the past show example.</p>	<p>Learners repeat what we covered last time regarding BV and Safeguarding and protected characteristics to embed learning</p> <p>Watch the video and discuss some of your ideas about your own transferable skills</p> <p>What were your results? Do you agree or disagree?</p> <p>LO2- write on your CV at least 4 transferable skills. If they have a specific job they are applying for look at essential skills section of application and pick out the skills you have that meet the job spec.</p>	<p>ESCL</p> <p>ESCL</p> <p>EDI, ESCL</p> <p>DI</p> <p>EW</p>	<p>Skills video- Transferable Skills - YouTube</p> <p>Skill assessment quiz- Learn about your skills Skills Health Check National Careers Service</p>

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		<p>Look at the skills section of your CV and write or update/edit your key skills</p> <p>(Optional extra activity)- Ikigai- Watch video</p> <p>Learners complete Ikigai task- 4 boxes across the page each one labeled-</p> <p>What you are good at What you love What the worlds needs What you can get paid for</p> <p>Relate our Ikigai back to looking for work.- our Ikigai can help us to find out what sort of job we want to do.</p> <p>Plenary: Recap Learning</p> <p>Lightbulb moment!</p> <p>Hand out HL16c and learners comment on progress for today's LO</p>	<p>Learners to fill in each box and find common themes in each. Susie to scan work for evidence for learning.</p> <p>Learners to share their Ikigai or their main interests and passions, there can be more than one!</p>		<p>Ikigai Video- https://youtu.be/PXAk-LaNmW8</p> <p>If not discovered Ikigai yet they can continue to work on this in own time or stay behind after session to discuss 1-1 with tutor.</p> <p>Search for a job you want to apply for and bring to next session. Complete the Key skill section of your CV.</p>
<p>Post session thoughts</p> <p>Learners were engaged and by the end of the session were able to start evidencing their own key skills. Learners sometimes found it difficult to articulate key skills in simple language so used dictionaries and internet searches to explain themselves more clearly.</p> <p>ESOL learners struggled to write in English and I suggested an ESOL course might be more beneficial to attend to support CV writing skills.</p>					

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3	LO3- Write a tailored personal statement using "ghosted"	<p>Starter: Review of learning</p> <p>What we will cover today- LO3</p> <p>Main content: What is a personal statement. Discussion.</p> <p>Search for a job you are interested in applying for or one that is in the sector you are interested in, pull up job description and pick out key words/skills.</p> <p>Power words and Ghosting language</p> <p>How to tailor a personal statement: 'Ghosting' job description language into a CV and cover letter. Reminder that CVs should be tailored and changed to meet the job description and person specification Embedded English skills.</p> <p>Practice writing a personal statement, using the Ghosting technique- thinking about skills identified last session.</p> <p>Plenary: Recap learning Lightbulb moment Revisit HL16c</p>	<p>What is a personal statement?</p> <p>Why is ghosting language helpful for employers reading your application?</p> <p>LO3- Write a tailored personal statement using "ghosted" language from a chosen job description</p>	<p>ESCL</p> <p>DI, ER, ESCL</p> <p>ER</p> <p>ER: Recognise different purposes of texts and other textual features</p> <p>EW, EDI, offer 1-1 support in classroom with spelling, vocab etc</p>	<p>Dictionary: Oxford English Dictionary (oed.com)</p> <p>Continue with writing personal statements and send to tutor for feedback.</p> <p>Extension activity: How to Write the Perfect Cover Letter - Glassdoor UK</p>

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Post session thoughts Really successful session, both learners were able with some gentle probing to explain their key strengths and skills relating to the job sector of their choice. After reading job descriptions they were able to pick out key areas or power words that they need to use in their own personal statement.					
4	LO3- Write a tailored personal statement using "ghosted"	Starter: Recap last session. Main content: Revisit job description and Personal statement. Complete personal statement. Tutor to read through and spell check. Complete any unfinished areas of your CV and SAVE. Plenary: Discuss next steps. Tutor to contact in 6-8 weeks to see how things are going. Revisit HL16c Complete HL19- end of course evaluation	Assessment by reading finished CV.	ER, EW	
Post session thoughts Both learners had a good quality CV and they were proud of the worked they had achieved.					

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	Curriculum was well sequenced building on each section of the CV week on week, beginning with the basic information first and then writing a tailored personal statement at the end. Having an extra session this time worked well to provide sufficient time for learners to practice their CV writing skills, and ensure the finished document was formatted correctly in Word and spell checked.	Personalisation	It was a small group so I was able to offer learners 1-1 support throughout. I ensure the formal learning and was offered using a verbal explanation, slides and a video to summarise key content.
Personal development	Learners were both encouraged to think of their next steps and we focused on taking steps towards these goals in the last session. SR is aiming to complete a UEFA Coaching qualification and was required to do a UEFA first aid and safeguarding course prior to application, She has now booked and paid for the first aid course. S is suffering with MH issues and has been signed off work, she is now focusing on herself and finding a new home and is now happy to take some time to ensure she is well, she is pleased we have a completed CV in her chosen area of hospitality that she can use when she is well enough to start working again. S also requested further information and support from the outreach centre.	Safeguarding & Prevent	Learners safeguarding was managed well and additional support form the centre staff who are trained in DV support were on hand. Learners were well aware this was a safe learning space and were aware of the DSL details if they needed to contact them at HCC ACL. No issues were reported. One learner has withdrawn from the course and is under the care of the DV refuge. I also signposted her to an ESOL course to help improve her English writing skills.

Learning outcomes	<p>Learners now have a detailed understanding of what to include in a CV, how to format a CV and how to tailor a CV. All learners achieved the LO's well.</p> <p>Learners were not aware of BV and found them useful when thinking about their learning, especially individual liberty where you have the right to chose you input into learning, as they have been DV victims this is important to them.</p> <p>Learners were also able to improve English language skills and IT skills. They also learnt about dating information in reverse chronological order.</p> <p>The learners formed a bond and a friendship and supported each other well. Other WOW moments included them feeling an improved sense of self esteem after writing a personal statement as they were able to see and read their own valuable skills. Learners really understood the concept of tailoring a CV and using a job description to help them write a personal statement.</p> <p>One learner realized you can include out of date first aid certificates etc.</p> <p>One learner didn't realise you need to tailor you CV for different jobs.</p>	Overall reflections	<p>What worked well...Even better if...</p> <p>Overall the course worked well, with a small group. Using the CV templates and building on knowledge in small stages worked well with this group.</p> <p>It would be better if access to a bigger screen was available to deliver the content.</p> <p>I will remove the video regarding transferable skills and find an alternative because this was too basic and repetitive. We will also factor in more time to complete and online skills assessment during the session to support with writing the key skills section of the CV.</p>
Notes for next course	none	Notes for Centre Manager	none