

Curriculum Plan

Part 1: INTENT

Course Title	Employability & Confidence Boosting Course					Course Code			
Tutor				Provider			Venue		
Start Date		End Date		Total Weeks	4	Start time	9.45am	End time	2.30pm
Intent	<p>What is the aim of the course? For learners to feel confident and able to apply for roles, to understand their skills and how to match those to the needs of Employers.</p> <p>Who are the target learners?</p>								
Smart Learning objectives	<p>By the end of the course learners will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the recruitment process and how employers make a decision on who to hire 2. Identify and list at least 5 personal transferable skills that employers are seeking 3. Develop an accessible and relevant CV to support job applications 4. Prepare answers to job interview questions 5. Be able to find and apply for vacancies advertised online 6. Take part in a practice interviews for at least one of the roles that you are interested in applying for 			Personalisation	<p>Individual learner focus Adaptions for learners</p>				
Personal development	<p>This course will help learners to improve their chances of successfully reaching employment opportunities that matches their skills and abilities through planned activities and the ability to learn about personal, transferable skills. Learners will improve their communication and teamwork, alongside developing their problem solving skills and ability to work on their own initiative. The course will help learners to develop</p>			Safeguarding & Prevent	<p>British Values & Respect, Prevent, H&S, & Safeguarding will be discussed in first session, and reviewed at the start of each session. Group rules will be set in the first session. Learners & Tutors will be responsible for their behaviour while in class. No one will not give out any personal information such as phone number or address or discuss personal information in class. It is</p>				

	<p>their numeracy skills in the context of household budgeting for interview clothing, costs of travel and basic money management. Opportunities will be provided to develop maths in a real-world setting. They will be given opportunities to use mobile devices or laptops to research employers and employment opportunities. They will be able to build on individual strengths and to help overcome personal barriers, so that they can share previous learning, knowledge & experience. There will be opportunities to build on learner's current knowledge of health and how this can affect employment opportunities. Discussion and understanding leads to knowledge and change. We will discuss volunteering opportunities and training ideas that support the community we live in and how this benefits society, improves CV's and can lead to employment opportunities. Equality & Diversity will be discussed in the first session, and reviewed at the start of each session. Group rules will be set in the first session. Learners & Tutors will be responsible for their behaviour while in class.</p>		<p>likely that students will disclose personal information and there needs to be a level of confidentiality, however disclosure of issues relating to safeguarding and prevent must not be kept confidential and tutor should ensure that participants understand this. Any safeguarding/prevent issues reported to DSO. Ensure all Learners feel safe and secure throughout the course</p>
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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
Session 1	<p>Demonstrate an understanding of the recruitment process and how employers make a decision on who to hire</p> <p>Identify and list at least 5 personal transferable skills that employers are seeking.</p>	<p>Starter: Introductions:</p> <ul style="list-style-type: none"> ○ Tutor ○ Learners <p>• Health & Safety:</p> <ul style="list-style-type: none"> ○ Fire precautions / Emergency evacuation / First Aid Box / Covid 19 <p>• Course detail</p> <ul style="list-style-type: none"> ○ Theme ○ Aim / Intent ○ Objectives ○ Format ○ Certificate of Completion <p>• Ice Breaker – split into pairs and use questions on Ice Breaker sheet to get to know one another. Invite learners to introduce partner to group</p> <p>• Supporting RARPA Paperwork:</p> <ul style="list-style-type: none"> ○ Enrolment Form ○ Learner Plan (HL 16c) <p>• Safeguarding and creation of safe learning environment:</p> <ul style="list-style-type: none"> ○ Prevent ○ Show BV Video and follow by Group Discussion and slides ○ https://www.youtube.com/watch?v=gCvMXBB-nrg ○ Equality & Diversity – discussion and slide 	<p>Group and individual discussions and participation</p> <p>Pair & group discussion</p> <p>Discussion to establish knowledge/experience and understanding of the topic Invite Learners to consider ILG when completing HL 16c Stress opportunity to add any additional comment in last box underneath ILG. Individual learning goals- what do learners want to</p>	<p>Supporting learner workbook with key information and to be able to take notes</p> <p>Flipchart annotations for visual learners</p> <p>PowerPoint in dyslexia friendly font/colour</p> <p>Targeted questions for different abilities.</p> <p>Key points read out loud to assist learners with low reading levels.</p> <p>Less confident learners will be encouraged and supported</p> <p>Learners will be</p>	

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		<ul style="list-style-type: none"> ○ Create Group Guidelines and record on Flipchart <p>S, P, BV, H&S, E&D</p> <p>Main content: Demonstrate, describe, list and explore.</p> <ul style="list-style-type: none"> • Discuss how we identify the jobs we are apply for - success rates with applications and unsuccessful targeting • List five different places that you search for employment and two different methods of application • Understand how employers decide which candidates to recruit (job descriptions and personal specifications) • List your own personal transferable skills that employers are seeking – worksheet, develop every week. • List two or three things that you are proud of/ good at (work sheet activity) 	<p>learn? Why are they here? What will be the impact of the course?</p> <p>Group discussion of points raised in the video vs. existing knowledge Tutor to stress “HL is committed to ensuring your wellbeing, security and providing a safe environment”</p> <p>Group & individual dialogues</p> <p>Group and targeted questions & answers (Q&As)</p> <p>Group discussions & observations</p> <p>Verbal feedback from learners</p> <p>Confirmation of actions completed</p>	<p>informed of the Hampshire Learns Learner Entitlement, before, during and after course</p> <p>Video has subtitles.</p> <p>Targeted questioning</p> <p>Group & pair work</p> <p>1:1 support offered.</p> <p>Screen preferences for learning differences</p> <p>Provide 1:1 and group support & guidance</p>	<p>Learners are given a selection of handouts in different formats to suit different learning styles to support the session.</p> <p>Learners are given mental health worksheets to take home and</p>

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		<p>Homework</p> <ul style="list-style-type: none"> List two or three things that you are grateful for (work sheet activity) <p>Homework</p> <p>Plenary:</p> <ul style="list-style-type: none"> Group discussion - review of session – collect feedback Discuss and identify the impact on individuals from this session Complete HL 16c, seek to capture comments and impact Review of ILG <p>Look forward to next session</p>	<p>Tutor observation</p> <p>Results of reflection at the end of the session What have you learned? What have you gained? How do you feel? What impact has today had on you? One thing you might change?</p>	<p>Learners are allocated tasks according to skill level</p> <p>Reminder that Tutor available post-session by phone, text, What's App, Zoom and email. Contact details provided.</p>	<p>complete, with reference to daily gratitude's and things we are proud of/or good at. Completion is optional but discussed at the next session.</p>
<p>Post session thoughts:</p> <p>A great start to the first session. A mixed of personalities and bonding has started to take place already, where some have gone to lunch together, which is lovely to see. There are a number of identified learning needs needed for most of the group. Additional, coloured paperwork will need to be created to support their learning needs.</p>					
2	<p>Develop an accessible and relevant CV to support job applications.</p> <p>Discuss covering letters.</p>	<p>Starter:</p> <p>Check-in activity where learners asked about their reflections since last session</p> <ul style="list-style-type: none"> Recap about group guidelines and safeguarding Recap about course aim and objectives HL 16c reviewed by Learner: <ul style="list-style-type: none"> Tutor feedback for 	<p>Feedback from Learners during the "Check-in" sessions at the start of the session. What have learners practiced at home since last session? Has there been any impact?</p>	<p>Supporting learner workbook with key information and to be able to take notes</p> <p>Flipchart annotations for visual learners</p> <p>PowerPoint in dyslexia friendly</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>completed objectives</p> <ul style="list-style-type: none"> ○ ILG ○ Specific objective for the session <p>S, P, BV, H&S, E&D</p> <p>Main content: Demonstrate, describe, list and explore.</p> <ul style="list-style-type: none"> • Discuss the purpose of a CV and covering letter - digital skills – being able to attach a CV to an email and send it to me. • Recognize good and bad CVs • Understand how to research a company before interview - digital skills • Identify two reasons why researching a company is important - digital skills • Recognize some of your own transferable skills and qualities – continuously adding to the worksheet each week from week one 	<p>Group & individual dialogues</p> <p>Group and targeted questions & answers (Q&As)</p> <p>Group discussions & observations</p> <p>Verbal feedback from learners</p> <p>Confirmation of actions completed</p> <p>Tutor observation</p>	<p>font/colour</p> <p>Targeted questions for different abilities.</p> <p>Key points read out loud to assist learners with low reading levels.</p> <p>Less confident learners will be encouraged and supported</p> <p>Video has subtitles.</p> <p>Targeted questioning</p> <p>Group & pair work</p> <p>1:1 support offered. Provide 1:1 and group support & guidance</p> <p>Learners are allocated tasks according to skill level</p>	<p>Learners are given a selection of handouts in different formats to suit different learning styles to support the session.</p> <p>Learners are given mental health worksheets to take home and complete, with reference to daily gratitude's and things we are proud of/or good at. Completion is optional but discussed at the next session.</p>

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		<ul style="list-style-type: none"> Mindfulness and calming techniques to help stay focused and remaining calm under pressure or at interview List two or three things that you are proud of/ good at (work sheet activity) Homework List two or three things that you are grateful for (work sheet activity) Homework <p>Plenary:</p> <ul style="list-style-type: none"> Group discussion - review of session – collect feedback Discuss and identify the impact on individuals from this session Complete HL 16c, seek to capture comments and impact Review of ILG <p>Look forward to next session</p>	Results of reflection at the end of the session What have you learned? What have you gained? How do you feel? What impact has today had on you? One thing you might change?	Reminder that Tutor available post-session by phone, text, What's App, Zoom and email. Contact details provided.	
<p>Post session thoughts: Another full attendance class, with emails being sent if they thought they would be late. New resources and pens have been used today, and have been commented on that a particular learning need was identified and new resources provided, which was good feedback. We had a great session with NCS today, and a CV writing session. There have been covering letters and new CV creations made today. Some very excited learners to receive these, especially if they had not had a CV previously.</p>					

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3	<p>List answers to job interview questions.</p> <p>Be able to find and apply for vacancies advertised online.</p>	<p>Starter: Check-in activity where learners asked about their reflections since last session</p> <ul style="list-style-type: none"> Recap about group guidelines and safeguarding Recap about course aim and objectives HL 16c reviewed by Learner: <ul style="list-style-type: none"> Tutor feedback for completed objectives ILG Specific objective for the session <p>S, P, BV, H&S, E&D</p> <p>Main content: Demonstrate, describe, list and explore.</p> <ul style="list-style-type: none"> Identify effective preparation for a job interview Use the STAR technique to describe your skills and experience in interview Identify the difference between desirable and essential skills employers are looking for Recognize positive/negative body 	<p>Feedback from Learners during the “Check-in” sessions at the start of the session. What have learners practiced at home since last session? Has there been any impact?</p> <p>Group & individual dialogues</p> <p>Group and targeted questions & answers (Q&As)</p> <p>Group discussions & observations</p> <p>Verbal feedback from learners</p> <p>Confirmation of actions completed</p> <p>Tutor observation</p>	<p>Supporting learner workbook with key information and to be able to take notes</p> <p>Flipchart annotations for visual learners</p> <p>PowerPoint in dyslexia friendly font/colour</p> <p>Targeted questions for different abilities.</p> <p>Key points read out loud to assist learners with low reading levels.</p> <p>Less confident learners will be encouraged and supported</p> <p>Targeted questioning</p> <p>Group & pair work</p> <p>Provide 1:1 and group support & guidance</p>	<p>Learners are given a selection of handouts in different formats to suit different learning styles to support the session.</p> <p>Learners are given mental health worksheets to take</p>

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		<p>language for job interviews (verbal & nonverbal effective communication)</p> <ul style="list-style-type: none"> List two or three things that you are proud of/ good at (work sheet activity) Homework List two or three things that you are grateful for (work sheet activity) Homework <p>Plenary:</p> <ul style="list-style-type: none"> Group discussion - review of session – collect feedback Discuss and identify the impact on individuals from this session Complete HL 16c, seek to capture comments and impact Review of ILG <p>Look forward to next session</p>	<p>Results of reflection at the end of the session What have you learned? What have you gained? How do you feel? What impact has today had on you? One thing you might change?</p>	<p>Learners are allocated tasks according to skill level</p> <p>Reminder that Tutor available post-session by phone, text, What's App, Zoom and email. Contact details provided</p>	<p>home and complete, with reference to daily gratitude's and things we are proud of/or good at. Completion is optional but discussed at the next session.</p>
<p>Post session thoughts: Another full course again today, which is good to see. Working in small groups and moving to find a quiet space away from the main group has allowed further bonding and peer support when asked to practice interviewing each other, and recording their answers to the questions asked. This has created a more confident approach to planning for interviews.</p>					

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4	<p>Take part in a practice interviews for at least one of the roles that you are interested in applying for.</p> <p>Review your own performance and gain peer feedback</p>	<p>Starter: Check-in activity where learners asked about their reflections since last session</p> <ul style="list-style-type: none"> Recap about group guidelines and safeguarding Recap about course aim and objectives HL 16c reviewed by Learner: <ul style="list-style-type: none"> Tutor feedback for completed objectives ILG Specific objective for the session <p>S, P, BV, H&S, E&D</p> <p>Main content: Demonstrate, describe, list and explore.</p> <ul style="list-style-type: none"> Take part in a practice job interviews Discuss own performance during interview and identify possible improvements for future job interviews Select appropriate clothing for different interviews, look at hygiene and personal presentation for interview - digital skills 	<p>Feedback from Learners during the “Check-in” sessions at the start of the session. What have learners practiced at home since last session? Has there been any impact?</p> <p>Group & individual dialogues</p> <p>Group and targeted questions & answers (Q&As)</p> <p>Group discussions & observations</p> <p>Verbal feedback from learners</p> <p>Confirmation of actions completed</p>	<p>Supporting learner workbook with key information and to be able to take notes</p> <p>Flipchart annotations for visual learners</p> <p>PowerPoint in dyslexia friendly font/colour</p> <p>Targeted questions for different abilities. Key points read out loud to assist learners with low reading levels. Less confident learners will be encouraged and supported</p> <p>Targeted questioning</p> <p>Group & pair work</p> <p>Provide 1:1 and group support & guidance</p>	<p>Learners are given a selection of handouts in different formats to suit different learning styles to support the session.</p> <p>Learners are given mental health worksheets to take</p>

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	<p>How well did the aim and objectives meet the learner's needs?</p> <p>Gaining confidence and personal understanding of their transferable skills, for any new job role was the aim; therefore we covered the interview and recruitment process, updating their individual CV's, finding employment opportunities with direct targeting of employers, as well as business dress code and communication, finishing with business presentation and personal hygiene.</p>		
Sequencing	<p>All weekly learning objectives were met, with support where needed. Open discussion work was encouraged at every session, to offer support to one another, and to consolidate their learning. Having a comfortable environment to work in allowed learners the freedom to share their personal experiences, skills, knowledge and training, which helped everyone consolidate and learn from each other and appreciate their individual learning goals.</p>	Personalisation	<p>Creating differentiated learning materials was essential for this course, in allowing everyone the ability to fully achieve their goals.</p> <p>All learners were able to access and use resources, such as colour friendly print outs, coloured pens and paper to use in class, as well as take home, which allowed them to consolidate learning, as well as, raise any questions for the next session. This helped embed learning, as well as, give them confidence to ask questions, listen to responses from others, then put some of these into practice in order to improve skills for interviews. I have offered one to one support for those who have secured interviews over the duration of the course, so they were able to practice their questions and answers after the sessions ended, as well as email me with their reflects and results. This has created a strong form of communication between us all, and provided a more inclusive and supportive environment.</p>
Personal development	<p>The confidence gained by learners could be seen in the forward planning for interviews and new opportunities, which was evident in both their verbal and recorded evidence, showing they had a greater knowledge and expectations within any workplace. They enjoyed the learning styles and teaching methods that were used, as well as</p>	Safeguarding & Prevent	<p>Our first session covered, everyone is welcome, Safeguarding, Prevent, BV, Equity & Diversity. The full details of Safety and Fire notice to be followed are understood. The understanding of customary code of polite behaviour and society's expectations, such as punctuality, were agreed by all as being essential to the course and the way</p>

	<p>being keen to learn of future courses that could be provided, which would help them to continue to gain further knowledge, experience and skills to help them move into employment. I have been asked numerous times if they can come and join another course, or how much they wished this course was longer.</p>		<p>forward. Group rules were set at the beginning of the course to highlight the rules and codes of conduct by themselves, but also to demonstrate that they have made the rules and not me. Encouraging everyone to participate within the safety and comfort of the venue is vital in developing personal self-esteem etc., which was achieved through many differentiated activities</p>
<p>Learning outcomes</p>	<p>Each learner now has the skills required to apply, attend and prepare for interview and new employment opportunities that they might be given.</p> <p>The improved confidence in their knowledge and skills which has developed over the course was clearly evident in their understanding and planning ahead, in order to develop any new career challenges and understanding the responsibilities to employers and themselves as employees. We have discussed neurodiversity friendly employers and gained a list of companies that support this.</p> <p>All learners, some with added support, completed all the set objectives, with a higher level of confidence, which they did through role play, group activities and individual and shared working practise.</p> <p>The mental health aspect is something that is commented on for each course. By providing the homework sheets, which covers 'Things to feel Proud of' and 'Daily Gratitude's', as well as the 'Super Strengths' works sheets, has the added benefit of a deeper recognition and understanding of how incredible their individual transferable skills and competencies are. The feedback for this course has been incredible. It always astonishes me how individuals cannot identify their own personal transferable skills. I am pleased we have been able to highlight them within this course.</p>	<p>Overall reflections</p>	<p>What worked well...Even better if...</p> <p>Obtaining individual learning styles and personal barriers into employment was very important for planning and creating user friendly resources. I was able to use their preferred learning styles to adapt the content and gain more interaction each week, which worked well. Using interview skills worksheets has been of great benefit, as well as using kinaesthetic skills to act out good and bad interviews, and demonstrate good and bad body language, which was then reinforced using good and bad videos of interviews for them to review together. As this was another big group, and I was able to spend more time supporting employment ideas and avenues, as well as examples of how to introduce yourself professionally to an employer, or becoming your own employer and introducing yourself to clients and paying customers. The more visual the content the better the engagement each week. Group activities have worked well. Pairing and listening to each other has offered a stronger working relationship with the groups, which has been highly effective in understanding where they have been on previously employment journeys, and how we are going to support them better to move forward.</p> <p>Using small groups to practise interview skills outside of the classroom, where they can spread out in the surrounding areas has been highly effective. I will be using this idea moving forward. The end of course 'CLOUD' activity is an impactful way to finish off the course. We had many tears</p>

			and silence fell upon us all for a few moments. It is always a wonderful way to reflective on how people have made you feel over the four week course, as well as how you have impacted others.
Notes for next course		Notes for Centre Manager	The staff are incredible! What a wonderful reflection of outstanding teamwork.