

Curriculum Plan

Part 1: Intent

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| Course Title | Next Steps | | | | | Course Code | | | |
| Tutor | | | | Provider | | | Venue | | |
| Start Date | | End Date | | Total Weeks | Two | Start time | 0930hrs | End time | 1430hrs |
| Intent | Learners selected by Palladium - This course intends to build confidence, motivation and resilience to support learners in their journey to work | | | | | | | | |
| Smart Learning objectives | By the end of the course learners will be able to: 1. Identify at least 5 transferable skills, qualities or behaviours that you have. 2. Using the information, identify progression opportunities, choose at least 1 path which is suitable to you and explain how you plan to work towards this. 3. Identify at least 2 potential barriers to work and ways to overcome these. | | | Personalisation | | Individual learner focus – aim to understand the primary support to employment needs of each learner. To be identified during Initial Assessment; to be supported during the two sessions | | | |
| Personal development | Employability – The course will help learners to improve their chances of landing a role that matches their skills and attributes. Learners will improve their understanding of their own skills; this will help them with securing a suitable role. Independence / resilience - The course will help learners' communication skills as they | | | Safeguarding & Prevent | | British Values & Prevent & Equality & Diversity: - Discussed in first session, reviewed at start of sessions. Group rules will be set in the first session. -Ensure all Learners feel safe and secure throughout the course | | | |

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| | <p>take part in speaking and listening within a group setting.</p> <p>Contributing to society - The course will provide opportunities to experience teamwork.</p> <p>Health / Personal Development - There will be opportunities to build on learners' strengths and to help overcome barriers, so that they can share previous learning, knowledge and experience.</p> <p>Equality, and Diversity – The course will increase opportunities and help them with inter-personal skills</p> | | <p>-HL ACL Learner Entitlement will be covered in Session 1</p> <p>- Learners & Tutors will be responsible for their behaviour while in class, emphasis on respecting others and HL Safeguarding Posters on display</p> <p>No one will give out any personal information such as phone number or address or discuss personal information in class. It is 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.</p> <p>Any safeguarding/Prevent issues reported to DSO.</p> <p>Safety – Risk Assessment completed at both sessions.</p> |
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| 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 |
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| | | <ul style="list-style-type: none"> Safeguarding and creation of safe learning environment: <ul style="list-style-type: none"> Hampshire learns Poster and approach Create Group Guidelines and record on ppt Ice Breaker <ul style="list-style-type: none"> Logo Game Interview each other (optional) Initial Assessment <ul style="list-style-type: none"> Worksheet – “Initial Assessment rev” Worksheet – “ESOL 1” – <i>verbal discussion was used due to small group size, but used to capture top 5 transferable skills</i> <p>Main content:</p> <ul style="list-style-type: none"> A group discussion capturing feedback and comments from learners about skills, followed | <p>learn? Why are they here? What will be the impact of the course?</p> <p>Tutor to stress “HL is committed to ensuring your wellbeing, security and providing a safe environment”</p> <p>Direct link to first objective on learning plan</p> | <p>Individual dialogues with Learners – both Q&A, targeted questions and</p> | |

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| | | <p>by teaching points/material from Tutor.</p> <ul style="list-style-type: none"> Resources – Worksheets: <ul style="list-style-type: none"> Skills General ES1 Technical/Job Related Skills ES3 Transferable Skills ITCHL2S Customer Service Skills CS2 Key Questions: <ul style="list-style-type: none"> What are skills (in general) What are hard/technical/job-related skills? What are soft/employability/transferable skills? Using provided laptops introduce learners to the National Carers Service (new/revised) website https://nationalcareers.service.gov.uk/ | <p>Throughout the discussions, all learners will be encouraged to contribute, and all learners will be asked to identify which skills they individually possess?</p> <p>Learners will be directed to forward to an Itchen email</p> | during general conversation | One thing you might stop, start or change? |

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| | | <ul style="list-style-type: none"> Learners will be invited to first undertake the Skills Health Check “Skills Assessment”. Learners will then be invited to undertake the “Interests Assessment”. Tutor will discuss results individually with each learners as they progress – <i>not completed in session 1 so will hold over to session 2</i> <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>address so that the results can be captured. Then can be forwarded to their personal email address.</p> <p>What have you learned? What have you gained? How do you feel? What impact has today had on you?</p> | <p>Learners who have progressed quickly will be invited to undertake the “Discover Your Skills and Careers” assessment. – <i>not required</i></p> <p>Reminder that Tutor available post-session by phone, text, What’s App, Zoom and email. Contact details provided</p> | <p>Post-session all learners will be requested to send CV to Tutor at itchen.learner@gmail.com or bring Indeed details</p> |

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| | | <ul style="list-style-type: none"> Look forward to second and last session on 11 Dec 23 | | | |
| Post session thoughts <ul style="list-style-type: none"> The session ran well with 4 learners. The learners were all able to identify at least 5 transferable skills. At the start of the session, all 4 learners did not really understand the difference between hard (technical) skills and soft (transferable/employability) Both the Skills and Interests NCS online assessments were undertaken on the provided laptops and output was captured, and sent to the personal email accounts for reference. It was agreed that the Tutor would print out a hard copy for each learner for discussion in session 2. | | | | | |
| Week 2 11 Dec 23 | Session 2 of 2 By the end of the session Learners will have studied Objective 3: 3. Identify at least 2 potential barriers to work and ways to overcome these. | Starter: <ul style="list-style-type: none"> Check-in activity where learners asked about their reflections since the last session Recap group guidelines and safeguarding Recap about course aim and objectives HL 16c reviewed by Learner: Tutor feedback for completed objectives ILG Specific objective for the session | Feedback from Learners during the “Check-in” sessions at the start of the session. What has changed since last week? Use “Outcome Codes” from HL 16b as a way of capturing feedback/evidence | | |

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| | | <p>Main content:</p> <ul style="list-style-type: none"> Review of NCS Skills and Interests Health Check (using hard copy provided by Tutor) A group discussion capturing feedback and comments from learners about barriers to work followed by teaching points/material from Tutor. Key Question: <ul style="list-style-type: none"> What barriers to getting work can you think of? Resources: <ul style="list-style-type: none"> Sticky Notes Worksheets: <ul style="list-style-type: none"> “Barriers to Work [BTW]” – for individual completion | <p>To be handed out as they arrive so that there is “concurrent activity”</p> <p>Throughout the discussions, all learners will be encouraged to contribute</p> | <p>Less confident learners will be encouraged and supported</p> <p>Individual dialogues with Learners – both Q&A, targeted questions and during general conversation</p> | |

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| | | <ul style="list-style-type: none"> • Potential Barriers to Work PDF previously created by another Group • Group discussion then learners individually complete BTW • Group discussion of all BTW sheets anonymously to talk about ways of overcoming, then returned to learners for completion. • Review of CVs received and/or those already posted on Indeed.com • Review of NCS Skills and Interests Health Check (using hard copy provided by Tutor) • Whilst the Tutor is having 1-2-1 discussions the other learners will be using Worksheet ITC13 and a laptop to look at different websites | | <p>Differentiation – Completion of Job Application using Tutor provided Job Description</p> | |

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| | | Plenary: <ul style="list-style-type: none"> • Group discussion - review of the session – collect feedback • Discuss and identify the impact on individuals from this session • Complete HL 16c, seek to capture comments and impact • Complete the End of Course Questionnaire (HL 19) | What have you learned? What have you gained? How do you feel? What impact has today had on you? | A reminder that Tutor is available post-course by phone, text, What's App, Zoom and email. Contact details provided | |
| Post session thoughts The session ran to programme with the first hour observed by VC. With a little encouragement, the learners were able to recall the first session in quite an amount of detail. The session on barriers prompted some very honest and open discussions with each learner identifying one realistic and manageable action to take as a result of the studying objective 3. | | | | | |
| 3 | | Starter: Main content: Plenary: | | | |

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| Post session thoughts | | | | | |
| 4 | | Starter: Main content: Plenary: | | | |
| Post session thoughts | | | | | |
| 5 | | | | | |

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| 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

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| Intent | The learners were all selected by Palladium and there was an excellent fit between the course, the learners and the content | | |
| Sequencing | It worked well and does not need to be changed or adapted. | Personalisation | Learners' personal circumstances were taken into account during the delivery of the course eg one learner who had difficulty reading and writing was never "put on the spot" |
| Personal development | In the limited time available, learners improved in self-confidence and speaking. This was particularly evident in second session as degree of trust and relationship had been built. | Safeguarding & Prevent | No issues were identified. |
| Learning outcomes | Achieved all objectives and learners' evaluation reflected satisfaction with course content and format. <i>Eg "helped me to be more confident"</i> <i>"Has helped my social skills and self-confidence"</i> <i>"I cannot think of a way to improve the course"</i> | Overall reflections | A new course with new resources and format worked well. |
| Notes for next course | Nothing identified. | Notes for Centre Manager | Nothing to report |