



## **Birtenshaw Education Services' Careers and ASDAN Policy**

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This policy should read alongside ED16 Examinations and External Accreditations Policy.

At Birtenshaw Education Services', we actively seek to promote the aspirations of pupils in order to support them to reach their full potential in to adulthood. We also recognise the importance of preparing pupils for life in modern Britain, therefore our policies reflect this ethos and incorporate fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Careers Guidance:**

There is the opportunity for pupils to access external, impartial and independent guidance from an adviser; which is a vital component of the transition process that takes place for each pupil as identified within their individual plans and annual reviews. Pupils will have individual career action plans, drawn up with the Careers Adviser, following consultation with pupils, parents and school. Plans are updated on an annual basis and presented at the educational annual review. The Careers Adviser provides advice and support to pupils/pupils and their families with regard to future opportunities/ placements beyond compulsory school life.

### **Curriculum Statement:**

At Key Stage 3, pupils receive their Careers Advice and Guidance as part of the Personal Social and Health Education Programme and some Tutorial sessions. The aim is to raise awareness of careers related issues. At Key Stage 4 pupils receive their Careers Education through PSHE, some accredited courses and during Tutorial sessions. The aim is to raise awareness and the development of knowledge, skill and experience. Pupils are able to work towards a variety of accreditation e.g. AQA Personal and Social Development, ASDAN PSHE short course and ASDAN

Birtenshaw Careers and ASDAN Policy

Reviewed September 2019 - KC

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Personal Progress. At Key Stage 5 pupils receive their Careers Education through PSHE, some accredited courses and during Tutorial sessions. The aim is to raise awareness and on the development of knowledge, skill and experience and the ability to make realistic and informed decisions. In Post-16 the pupils receive their Careers education through ASDAN Employability and Volunteering Award.

### **Work-related learning:**

Work-related learning is defined as “planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work”.

It will encompass the three strands, outlined within the framework for work-related learning, of:

- Learning through work by providing opportunities for pupils to learn direct experiences of work or work shadowing:
- Learning about work by providing opportunities for pupils to develop skills and understanding of work and enterprise, for example through vocational courses:
- Learning for work by developing skills for enterprise and employability for example through School-based enterprise activities.

### **Monitoring and evaluation**

The delivery of CEIAG and of work-related learning will be by class teachers, monitored by the Head of School. The monitoring will include:

- Observation of activities
- Discussion with staff, pupils/pupils and parents
- Discussion with work place providers.
- Meetings with the Careers Adviser including termly review of the Agreement.
- Scrutiny of pupils’ and pupils’ work
- Scrutiny of accredited modules and other related schemes
- Maintaining a comprehensive data-base of destinations of pupils.
- The school will be working towards achieving an externally-assessed CEIAG Quality Award which is nationally validated by the overarching national kite-mark which is the Quality in Careers Standard.

### **ASDAN**

ASDAN qualifications provide pupils and students with the opportunity to gain accreditation recognised nationally by the QCA. Personal Progress, Personal and

Social Development and Employability all aim to develop life-long learning skills, essential in adult life. The schools policy on child protection will apply throughout.

The ASDAN curriculum will:

- Develop the pupil's and student's skills at levels appropriate to each pupil/student.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences which encourage the pupil/student to interact.
- Be fully accessible to each pupil/student. Through a well-designed curriculum the pupil/student will:
  - Increase their self-esteem and confidence.
  - Be encouraged to have respect and consideration for others.
  - Be encouraged to reach their maximum potential for independence and quality of life.
  - Gain skills to act with competence, safety and confidence at home.
  - Engage in routines within the classroom to encourage them act independently and to use their initiative.
  - Develop personal and social skills leading to appropriate and socially acceptable behaviour.
  - Develop work habit and attention skills.
  - Begin to learn how to organise and produce a portfolio of work.

We will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills. The delivery of ASDAN should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self-advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves. The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again. Pupils should be allowed to progress by building on and extending previous experiences.

New experiences must be introduced at the point appropriate to the pupil. Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in ASDAN. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability. The use of ICT should be encouraged, where appropriate. Parents will be encouraged to take part in their child's learning.

The pupils will follow a programme with regard to their personal capabilities. This will be through an individual programme featuring small group and 1:1 work. Work is differentiated to suit the individual at the short-term planning stage so that all pupils have parallel but appropriate learning experiences within the current programme. Materials, particularly pupil's methods of recording are differentiated to enable the pupil to get the most out of the content without causing confusion over putting down on paper and at the same time allowing maximum independence. This is done by using recording charts supported by symbols. While pupils are encouraged to produce neat work for ease of reading back too much emphasis put on this will mean that the impact of the content of work is diminished. Personal Progress This is a pre-entry qualification and will be accessed by students working within the mid-P scales. Personal and Social Development (PSD) This qualification will be offered from Entry 1 through to Level 2 and accessed by students in the high P Scales through to National Curriculum levels. Employability

### Assessment

Units for each qualification will be assessed by the class teacher against the standards and guidance for the specific unit. Units of work will then be submitted to the anointed internal moderator, who will repeat this process. Units of work will then be submitted to the external moderator. All moderation for these qualifications is via the post. Regular standardisation meetings will take place involving all teaching staff who are delivering the qualifications in order to ensure standards are being met. This will also be an opportunity to share good practice and resources.