



## CURRICULUM POLICY

St. Clare's aims to provide students with a stimulating educational experience. We offer a broad and balanced curriculum to all students on all courses i.e. Preparatory International Baccalaureate course / English and Academic Subjects and the International Baccalaureate Diploma Programme. This curriculum is appropriate to the age, ability and gender of the students and reflects St Clare's mission to advance international education and understanding.

- 1) "Curriculum" is taken to mean organised learning opportunities within the College including:
  - a) timetabled classes
  - b) the activities programme
  - c) other events, such as Study Visits and International Days
- 2) The curriculum is supported by:
  - a) the appointment of appropriately qualified teachers
  - b) continuing professional development opportunities for those teachers
  - c) the provision of suitable learning resources in the Library and elsewhere
  - d) provision of teaching resources such as data projectors and laptops for teachers
  - e) monitoring of student learning using a range of assessment strategies involving subject teachers and Personal Tutors
- 3) The College provides Programmes of Study appropriate to the needs of different students. Currently, these are within the:
  - a) International Baccalaureate Diploma Programme
  - b) Pre-IB/English and Academic Subjects Course
- 4) Each Programme of Study will:
  - a) be of high quality
  - b) be broad, balanced and relevant
  - c) allow differentiation
  - d) ensure continuity and progression
  - e) incorporate the ideals inherent in the College's mission
  - f) contribute to intellectual, physical and personal development
- 5) Students enrolled on the International Baccalaureate Diploma Programme will:
  - a) **either** aim for the complete IB Diploma
  - b) **or** follow a Certificates programme that meets the requirements in 4 above
- 6) Diploma students will be required to comply with the regulations of the Diploma Programme as set out by the IBO. Students must study six subjects, three at Higher Level (with approximately 240 hours of classes over the two years) and three at Standard Level (with approximately 150 hours of classes over the two years) – see Annex 3. The six subjects must include representatives from each of Groups 1-5, plus either a subject from Group 6 or another subject from the other groups.
- 7) Students must also study Theory of Knowledge (approximately 100 hours of classes over the two years), participate in the CAS programme (a minimum of 150 hours of involvement) and write an Extended Essay. In addition, they will be required to:
  - a) include English as one of their subjects (whether A1, A2 or B)

- b) participate in the PSHE programme
  - c) participate in special events such as International Days and study visits
- 8) "Certificates" students will have a Programme of Study that includes:
- a) classes in at least 5 subjects from the DP hexagon (including English)
  - b) full involvement in the CAS programme
  - c) joining the ToK programme (although they would not be required to undergo the full range of final assessments)
  - d) participation in the PSHE programme
  - e) participation in special events such as International Days and study visits
- 9) International Baccalaureate Diploma Programme languages
- a) we endeavour to offer each student tuition in their native language for A1. Languages currently offered are:
    - i HL & SL: English; German; Italian
    - ii SL only: Albanian; Belarussian, Chinese, Czech, Dutch, French, Georgian, Japanese, Mongolian, Norwegian, Polish, Portuguese, Russian, Slovakian, Serbian, Spanish, Swedish, Vietnamese
  - b) We review the provision of languages A1, A2, *ab initio* and B at HL and SL in relation to demand. Languages currently offered are:
    - i A2 HL & SL: English
    - ii B HL & SL: English; French; German; Spanish
    - iii *ab initio* SL: Mandarin Chinese, Spanish
  - c) From the start of the course teachers identify students who need English language support. This is then provided in small group or one to one teaching.
- 10) Students enrolled on the Pre-IB course will:
- a) have classes in the core subjects of English language, Maths, Science and Humanities course
  - b) have classes in World Literature and the Arts e.g. Visuals Art, Drama and Music
  - c) include classes in English Literature and in a second language, instead of English language, if they are likely to opt for English A1 on the IB Diploma programme
  - d) participate in the PSHE programme
  - e) participate in a minimum of 3 Activities that include at least one each from the Creativity and Action categories
  - f) participate in special events such as International Days
- 11) Students on all courses will:
- a) have scheduled classes for at least 20 hours/week unless there are special educational needs for a specific student that indicate a lesser load is required
  - b) have classes for 35 weeks per year
  - c) normally be placed in classes that do not exceed 15 students
  - d) be taught in either mixed ability groups or groups that have been set in relation to ability in specific subjects
  - e) be set appropriate homework tasks to facilitate learning and its assessment
  - f) be required to make appropriate use of ICT for developing, planning and communicating ideas in both classroom and homework activities
  - g) have opportunities for individual consultations with teachers
  - h) have opportunities for additional support in the acquisition of English (see Annex 2 EAL learners)
  - i) have appropriate provision made for them should they have significant learning difficulties or disabilities (see Annex 1 Learning Difficulties)
  - j) be prepared for appropriate external assessment (IB, IELTS, TOEFL, SATs and specific UK university entrance tests such as BMAT and LNAT)
  - k) be able to select from a range of Activities that include several related to each of Creativity, Action and Service as well as other cultural, linguistic and intellectual opportunities
  - l) be encouraged to participate in outdoor education opportunities and study visits

- m) have opportunities for appropriate, individual careers and higher education advice (see Annex 3)
- n) have weekly one-to-one meetings with their Personal Tutors

## Annex 1

### **Students with Learning Difficulties**

e.g. Dyslexia, Dyscalculia, Dysgraphia

Learning difficulties are identified a) at interview and b) through the medical questionnaire filled in by every student before their arrival. Interview forms and medical questionnaires are then used to make a list of students who have learning difficulties. This is used to:

- a) ask them to produce a psychologist's report or equivalent if they have not already done so;
- b) supply information to teachers about the learning difficulty;
- c) supply information to the IB about the learning difficulty, so that they can give permission for extra time in exams, use of word processor, etc.
- d) the same permissions are used in our internal exams.

#### **Provision for students with recognised special assessment needs**

- 1. Information is supplied to relevant staff i.e. teachers and Personal Tutor – see above.
- 2. Responsibility for the measures above lies with the Dean of Students and the Director of Studies.

#### **Provision for students where teachers identify a learning difficulty which has not been identified previously**

- 1. Teachers who feel that a student may have a learning difficulty are asked to refer this on to the Personal Tutor, the Dean of Students, or the Director of Studies.
- 2. We have informal tests from sources such as the British Dyslexia Society which can be used to see whether a student should be referred on for further investigation.
- 3. We will recommend an assessment by an educational Psychologist. The assessment should ideally be conducted in the student's first language. A copy of the report and a translation into English should be supplied to the Dean of Students or the Director of Studies.
- 4. If a learning difficulty is identified, we then follow the procedures for students with recognised special assessment needs, above.

#### **External references:**

The International Baccalaureate's policy, 'Candidates with special assessment needs' has been used to inform this document.

[http://occ.ibo.org/ibis/documents/general/specific\\_interest/special\\_needs/d\\_x\\_senxx\\_csn\\_0703\\_1\\_e.pdf](http://occ.ibo.org/ibis/documents/general/specific_interest/special_needs/d_x_senxx_csn_0703_1_e.pdf) (Passworded)

IBO also has a document on 'Teaching students with particular special educational and learning needs'.

[http://occ.ibo.org/ibis/documents/general/specific\\_interest/special\\_needs/d\\_x\\_senxx\\_csn\\_0408\\_1\\_e%20.pdf](http://occ.ibo.org/ibis/documents/general/specific_interest/special_needs/d_x_senxx_csn_0408_1_e%20.pdf) (Passworded)

## Annex 2

### **EAL Learners**

The majority of students at St. Clare's will have a language other than English as their mother tongue yet they will be taught a range of subjects through the medium of English. Some students will have reached a high level of proficiency in English, including English for academic purposes. Other students will have developed basic interpersonal skills in English but still require support with cognitive and academic language proficiency. There are no students at the very early stages of English language development as a minimum of at least two years of studying English is required to be admitted onto the IB. A Pre-IB course is also provided for students who still need to develop their cognitive and English language skills. All students on the IB are given, where possible, the opportunity to continue to develop their mother tongue and to gain formal qualifications in their mother tongue.

As the majority of students at St. Clare's are EAL learners, all teachers are responsible for the students' English language development and their learning. All teachers should aim to provide a welcoming environment that is responsive to cultural and linguistic diversity in their classroom so that EAL students feel confident to contribute. They should provide effective models of spoken and written language and take into account the language demands of their subject in their teaching. Appropriate contextual support should be provided. Materials should be differentiated for students at lower levels of English language development while at the same time EAL students should be given the opportunity to engage with cognitively challenging work. Equally, teachers should recognise the ongoing needs of more advanced learners of English, such as managing more complex concepts and language register. EAL students should have opportunities to work and talk in small groups. Language and learning targets should be set.

The English B department assesses all students on arrival and disseminates the information gained from this assessment to all subject teachers and personal tutors. EAL students who are likely to require greater support are identified and further support is provided either in the form of Extra English or Subject Specific Support if there is a referral from a particular department or the student self-refers and their needs are prioritised. There is some liaison between subject teachers and English B teachers with regard to the needs of the learner and the language demands of the subject. There are regular assessment meetings with regard to all students and the HOD of the English B Department adjusts support if students are identified as being at risk of failing or under-achieving.

The HOD of the English B Department also runs a course to support teachers in developing the skills required to support EAL learners. This course, the ESL in the Mainstream Course, runs mainly in the summer term and teachers have found it useful.

The Pre-IB course provides students with eight lessons of English that develop academic skills. Students are entered for PET or IELTS in December and IELTS in June. Additional English lessons can be allocated if students are weaker.

The English B course develops inter-cultural understanding and, through teaching language through a wide variety of topics and literature, encourages critical thinking. The English A2 course is for students with a much higher level of English language proficiency (though sometimes students with intermediate levels of proficiency attempt the course as well) and involves the study of topics and literature in greater depth.

## Annex 3

### **Allocation of teaching hours**

Each class or tutorial is expected to operate for a specific number of teaching hours.

- a) "Classes" are defined as teaching groups with 3 or more students. "Tutorials" are teaching groups with 1 or 2 students.
- b) The number of teaching hours per week ("**Hrs/wk**") are allocated as follows:

## IB teaching:

- Classes with 5 or more students:
  - 4 hours/week for HL classes or classes that combine HL and SL
  - 3 hours/week for SL classes in IB1 and for ToK classes
  - 2.5 hours/week for SL classes in IB2
  
- Classes with less than 5 students:
  - HL or HL/SL combined                      3 hours/week
  - SL    2 hours/week
  
- Tutorials:
  - HL or HL/SL combined                      3 hours/week with 2 students;  
    2 hours/week with 1 student
  - SL    2 hours/week with 2 or 1 students

## Annex 4

### Careers and Higher Education Policy

<b>1. Introduction</b>	
	<p>'Career' is defined as 'a person's pathway through learning and work'. The expectation of lifelong learning, the demands and uncertainties of a global and changeable labour market, and the choices in education mean that each student's experience of 'career' will differ:</p> <p><i>"There is no such thing as a career path. Life is like crazy paving and you have to lay it yourself"</i> (Sir Dominic Cadbury). This quote provides a fitting introduction to the provision of careers and higher education guidance, information and advice at St. Clare's. The following explanations and statements demonstrate international and national expectations that draw on understanding of the world of education, work and training today and that shape the provision of careers and higher education provision (CHE) at St. Clare's</p> <p><b>International:</b></p> <ul style="list-style-type: none"><li>□ Technological change means that we do not know the jobs of the future so students need to have the skills to deal with the unknown;</li><li>□ International and global job mobility indicates the need for management career of opportunities;</li><li>□ US universities require evidence of skills, qualities and work experience;</li><li>□ People's careers tend to be less secure than in the past and therefore we should prepare students to manage change.</li></ul> <p>An OECD report 'Career guidance and public policy: bridging the gap' 2004 goes over similar ground and provides a rationale that for the approach that is shaping the CHE development at St. Clare's : <i>"policies for career guidance in schools need to shift away from an approach that focuses only upon immediate educational and occupational choices, and towards a broader approach that also tries to develop career self-management skills: for example the ability to make effective career decisions, and to implement them. This requires an approach that is embedded in the curriculum, and which incorporates learning from experience. Such a strategy requires a whole-of-school approach, and has substantial implications for resource allocation, teacher training and development, and school planning"</i>.</p> <p><b>International Baccalaureate Organisation IB learner profile March 2006 :</b> The ten outcomes of this profile are as relevant for CHE as for the rest of the</p>

	<p>curriculum and require that our provision is more than placing students in universities:</p> <ul style="list-style-type: none"> <li>□ Education of the whole person is a lifelong process that the IB endorses;</li> <li>□ Ten intended outcomes of IB programmes are relevant to the development of successful career management: <ul style="list-style-type: none"> <li>• communicators • Thinkers • Principled • Risk-takers • Caring</li> <li>• Knowledgeable • Inquirers • Open-minded • Balanced • Reflective</li> </ul> </li> </ul> <p><b>European:</b></p> <ul style="list-style-type: none"> <li>□ <b>EU draft resolution 18/5/04</b> <i>“Guidance provision within the education and training system, and especially in schools or at school level, has an essential role to play in ensuring that individuals’ educational and career decisions are firmly based, and in assisting them to develop effective self-management of their learning and career paths. It is also a key instrument for education and training institutions to improve the quality and provision of learning”.</i></li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>□ <b>Every Child Matters:</b> (Nov 2004) of most relevance to the CHE programme for St. Clare’s students is the expectation that <i>‘young people should be given opportunities to achieve economic well-being’.</i></li> <li>□ <b>Developing the IAG workforce, DCSF June 2007</b>  <i>“Good quality information, advice and guidance (IAG), underpinned by effective careers education (CEG), supports young people’s progression and enables them to make successful transitions through learning and into work. Research evidence shows that young people who receive good quality IAG achieve more and are less likely to drop out or change courses than those who do not.”</i></li> <li>□ Many universities in the UK require evidence and understanding of transferable skills.</li> </ul> <p><b>St. Clare’s:</b></p> <ul style="list-style-type: none"> <li>□ <b>Raising achievement</b> by providing students with clear goals that are relevant to their educational targets, this improves achievement, reduces drop out and enhances progression. This is relevant for all courses – preparatory IB, IB, English, UFC, ASP.</li> <li>□ <b>Improving progression</b> by supporting students in the processes of decision making and completing applications. This is particularly relevant to those away from home who have a range of cultural expectations.</li> <li>□ <b>Supporting wider networks</b> such as ex students with career guidance through telephone, email and some face to face contact.</li> </ul> <p><b>In conclusion: all individuals</b></p> <ul style="list-style-type: none"> <li>□ Need career management skills throughout life because change is constant.</li> <li>□ Require and should understand transferable skills for employability.</li> <li>□ Should know how to make well informed career decisions at each transition</li> <li>□ Are entitled to a range of strategies to support their career planning and management, according to need.</li> </ul>
<b>Commitment</b>	<p>St Clare’s is committed to providing a planned programme of careers education, information and guidance for students according to students’ need. Specifically it employs:</p> <ul style="list-style-type: none"> <li>□ A fully qualified careers and higher education adviser (CHEA) on an almost full time basis to fulfil this commitment.</li> </ul>

	<ul style="list-style-type: none"> <li>□ A specialist to assist in the programme and provide guidance on applications to US universities.</li> </ul> <p>In addition, all staff have a part to play in providing careers education and guidance.</p>
<b>Links with other policies</b>	There will be a separate policy statement for the careers library and information provision. This policy links with all college policies in that it supports progression and achievement.
<b>Links with partners</b>	<ol style="list-style-type: none"> <li>1. Currently the school is a member of the Independent Schools' Careers Organisation which provides careers experience courses and other support services. There are some informal links with local independent schools.</li> <li>2. Links with Connexions enable access to careers education courses and review of resources. It also enables web access to useful information resources.</li> <li>3. Links with work related learning and community providers are made for medical applicants and through CAS, including Young Enterprise.</li> </ol>
<b>Links to the college's overall development</b>	<p>This policy links to the CHE development plan objectives which are identified through</p> <ul style="list-style-type: none"> <li>□ student evaluation and needs;</li> <li>□ staff feedback;</li> <li>□ wider national and international developments and research;</li> <li>□ the IB development plan.</li> </ul>
<b>2. Curriculum</b>	
<b>Objectives</b>	<p>The objectives of the programme are to enable students to make well informed and realistic career decisions that reflect their abilities and interests. Students should be able to make and execute their plans appropriately. They should leave St Clare's with an awareness of how to make effective career decisions and transitions and have made choices that best suit them.</p> <p>In meeting these objectives the programme contributes to:</p> <ul style="list-style-type: none"> <li>□ Raising aspirations and expectations and setting realistic targets to achieve these.</li> <li>□ Maximising students' potential.</li> <li>□ Developing employability and transferable skills.</li> <li>□ Supporting lifelong learning.</li> <li>□ The overall success of the college in meeting its aims.</li> </ul>
<b>Aims</b>	<p>The aims of CEG are broadly similar in careers education and guidance documents throughout the world. Research and use shows that the following elements support career management, as set out in DfES guidance in the national framework for careers education and guidance (2003) see appendix for details. These are:</p> <ul style="list-style-type: none"> <li>□ <b>Self development</b> – to understand themselves and the influences on them</li> <li>□ <b>Career Exploration</b> – to investigate opportunities in learning and work</li> <li>□ <b>Career Management</b> – to make and adjust plans to manage change and transition.</li> </ul>
<b>Definitions</b>	<p>The following definitions help to understand the components of provision.</p> <ul style="list-style-type: none"> <li>□ <b>Careers education</b> helps students develop the knowledge and skills they need to make successful choices, research information, manage transitions in learning and move into work. It is usually provided as a programme in groups or classes.</li> <li>□ <b>Careers guidance</b> enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them. It is usually individual.</li> <li>□ <b>Careers information</b> is provided through prospectuses, books, people and websites. It should be up to date and free from bias.</li> <li>□ <b>Work related learning</b> is any activity that prepares students for working life e.g. through simulations, visits, service activities.</li> </ul>

	<ul style="list-style-type: none"> <li>□ <b>Recording achievement and action planning</b> assists students in reviewing their progress and planning for further development.</li> </ul> <p><b>The provision at St Clare's is set out below.</b></p>
<b>Entitlement</b>	<p>Students are entitled to careers education and guidance that is developmental, interesting and impartial, comprehensive and of high quality. The programme is provided using a variety of methods to deliver:</p> <p><b>Careers education e.g.:</b></p> <ul style="list-style-type: none"> <li>□ Class sessions in PSHE e.g. introduction to career planning, HE, gap opportunities, Fast Tomato for career and course ideas, skills and values analysis, introduction to careers library information, making university applications, CV writing, practising interviews.</li> <li>□ Optional workshops e.g. with outside speakers on gap opportunities, interview skills;</li> <li>□ Optional Saturday workshops e.g. on interview skills;</li> <li>□ Preparation for SATs and other entrance tests and administration of these;</li> <li>□ Open day visits;</li> <li>□ CAS extra activities e.g. work experience in charity shops, Young Enterprise;</li> <li>□ Suspended timetable days e.g. HE day; Make It Real Game for preparatory IB;</li> <li>□ Lessons where relevant activities develop skills, knowledge and understanding that support the aims of CEG e.g. liberal arts programme art history.</li> </ul> <p><b>Careers guidance e.g.:</b></p> <ul style="list-style-type: none"> <li>□ With the CHEA 'on demand' for students to sign up for; Following guidance students can expect a short summary that includes action points. This summary is made available to tutors and is kept on students' files;</li> <li>□ With the US universities adviser regarding US applications;</li> <li>□ With tutors who discuss progress, self evaluation and goals;</li> <li>□ With subject specialists, arranged as required to prepare for HE interviews;</li> <li>□ With the IB Co-ordinator who discusses subject choices, career and ability;</li> <li>□ With the Dean of Students who discusses motivation, progress and outcome;</li> <li>□ With teachers who relate ability to choices and assist with future options;</li> <li>□ With wardens who are 'in loco parentis' and discuss all related issues.</li> </ul> <p><b>Careers information e.g.:</b></p> <ul style="list-style-type: none"> <li>□ Up to date prospectuses, books, leaflets, CDs and videos kept in a dedicated teaching room in the main library on the Banbury Road site;</li> <li>□ A small selection of prospectuses and books at Bardwell Road;</li> <li>□ Part of the college website;</li> <li>□ Departmental and staff knowledge;</li> <li>□ Visiting speakers.</li> </ul> <p><b>Work related learning e.g.</b></p> <ul style="list-style-type: none"> <li>□ Students are actively encouraged to take up work related opportunities in their holidays;</li> <li>□ The Make It Real Game is provided for Preparatory IB students;</li> <li>□ CAS activities such as working in charity shops, KEEN and visiting the elderly;</li> </ul>



	<ul style="list-style-type: none"> <li>□ Assistance with arranging medical placements for potential applicants;</li> <li>□ Young Enterprise provides up to 12 students with the opportunity to create their own business with the support of a business adviser, a business management teacher and the CHEA.</li> </ul> <p><b>Recording achievement and action planning e.g.</b></p> <ul style="list-style-type: none"> <li>□ Reflective learning and target setting are undertaken with PTs and teachers;</li> <li>□ CAS evaluations require reflective evaluation and target setting;</li> <li>□ Career action plans are agreed during guidance with the CHEA and are developed by students in PSHE.</li> </ul>
<b>Learning outcomes</b>	The careers curriculum is planned to meet the aims set out above, and the learning outcomes suggested in the national framework (see appendix). Outcomes are prioritised according to the needs of groups such as Preparatory IB, IB, UFC etc as they vary considerably. This is part of the 'differentiation' process explained below.
<b>Differentiation</b>	<p>The careers programme is differentiated to ensure progression through learning and activities that are appropriate to students'</p> <ul style="list-style-type: none"> <li>□ Prior qualifications;</li> <li>□ Level of English;</li> <li>□ Prior and required career learning, planning and development;</li> <li>□ Anticipated academic ability and qualifications.</li> </ul> <p>It is intended that the diverse learning needs of students are accommodated through:</p> <ul style="list-style-type: none"> <li>□ The variety of activities to meet different learning styles;</li> <li>□ Recognition of the needs of gifted and talented students through work undertaken with Warwick University and the NAGTY;</li> <li>□ Small group sessions, particularly for those students with lower levels of English;</li> <li>□ Individual support;</li> <li>□ Some extension activities e.g. workshops for certain groups, CAS options, Oxbridge;</li> <li>□ Links with and referral from other staff for individual support to assist with choices.</li> </ul>
<b>Co-ordination within the curriculum</b>	The CEG programme is currently co-ordinated with IB and Preparatory IB PSHE and UFC provision.
<b>3. Implementation</b>	
<b>Management, planning and delivery</b>	<p>The careers and higher education adviser is responsible for planning, co-ordinating and delivering much of the careers programme and individual careers guidance on both sites.</p> <p>The adviser works with the staff managing, tutoring and delivering PSHE and CAS on IB and Preparatory IB courses, the Advanced Studies Programme, the University Foundation Course, and the English courses. She is responsible to the Dean of Students.</p>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>□ Careers education and guidance is delivered primarily by the careers and higher education adviser (CHEA).</li> <li>□ US universities guidance is provided by the specialist US adviser.</li> <li>□ The CHEA works closely with the Dean of Students and Co-ordinator of Senior Courses to assist with co-ordination of the CEG programmes within the wider context of the academic and PSHE programmes.</li> <li>□ Curriculum managers contribute to relevant developments.</li> <li>□ All staff contribute to the careers education and guidance programme</li> </ul>

	<p>through their roles as personal tutors and subject teachers. They have responsibility for liaising with the CHEA over achievements and realistic predicted grades and references in order to support realistic guidance and transition.</p> <ul style="list-style-type: none"> <li>□ Library staff liaise with the CHEA over the careers and HE library.</li> <li>□ CAS staff liaise with the CHEA over CAS evaluation and activities that support CHE.</li> <li>□ Occasional administrative support is available as resources allow from the academic office.</li> </ul>
<b>Financial resources</b>	<ul style="list-style-type: none"> <li>□ An annual budget is allocated for the careers department across both Banbury and Bardwell Road sites. This is used for the purchase of <ul style="list-style-type: none"> <li>○ Careers information</li> <li>○ Stationery for the library</li> <li>○ Specialist adviser interviews e.g. for Oxbridge entry</li> <li>○ Careers education copying and resources</li> </ul> </li> <li>□ CAS activities and resources are funded through the CAS budget.</li> <li>□ Training is authorised and funded through the INSET budget.</li> </ul>
<b>Development, monitoring, review and evaluation</b>	<p>This policy will be monitored and reviewed annually through discussions with the Dean of Students, PSHE, guidance and teaching staff, principal and students. Evaluation activities currently include:</p> <ul style="list-style-type: none"> <li>□ Use of the adapted Ofsted self evaluation form for CEG;</li> <li>□ Use of ISCO quality standards, Career Mark as an evaluative tool and benchmark;</li> <li>□ Evaluation of some PSHE activities e.g. skills analysis;</li> <li>□ Tutor discussion of the value of HE day with IB1 students;</li> <li>□ Evaluation of all additional Oxbridge support events through a questionnaire for relevant students.</li> <li>□ Review of careers information needs with student groups;</li> <li>□ Discussions with tutors, US adviser and teaching staff;</li> <li>□ Destinations information e.g. numbers in universities, taking gap year;</li> <li>□ Appraisal discussion with Dean of Students.</li> </ul>
<b>Approvals and signatures</b>	
<p>Dean of Students</p> <p>Careers and Higher Education Adviser</p> <p>US Adviser</p> <p>Date</p> <p>Date of next policy review: Summer term 2008</p>	

## **Appendix - 'Careers education and guidance in England: A National Framework 11-19' (DfES 2003) with adaptations for St. Clare's in italics**

BY THE AGE OF 16, YOUNG PEOPLE SHOULD HAVE ACQUIRED THE KNOWLEDGE, UNDERSTANDING AND SKILLS TO:

### **understand themselves and the influences on them - Self Development - Me**

- 1 use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets
- 2 review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans
- 3 use review, reflection and action planning to make progress and support career development
- 4 explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this
- 5 use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work

### **investigate opportunities in learning and work - Career Exploration – The World**

- 6 explain the term 'career' and its relevance to their own lives
- 7 describe employment trends and associated learning opportunities at different levels
- 8 identify, select and use a wide range of careers information and distinguish between objectivity and bias
- 9 understand the qualifications available post-16, and the similarities and differences between *IB and other options they might consider*
- 10 use work-related learning, *community activities* and direct experience of work to improve their chances
- 11 understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering

### **make and adjust plans to manage change and transition - Career Management – My Plans**

- 12 select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies
- 13 compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance
- 14 take finance and other factors into account when making decisions about the future and ethics
- 15 understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios
- 16 understand the purpose of interviews and select and present personal information to make targeted applications
- 17 understand what employers *and St. Clare's* look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help

BY THE AGE OF 19, YOUNG PEOPLE SHOULD HAVE ACQUIRED THE KNOWLEDGE, UNDERSTANDING AND SKILLS TO:

### **understand themselves and the influences on them - Self Development - Me**

- 1 undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets
- 2 assess their career exploration and management skills and identify areas for development
- 3 take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements
- 4 describe and evaluate personal action to promote equal opportunities and respect for diversity
- 5 evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately

### **investigate opportunities in learning and work - Career Exploration – The World**

- 6 identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development, *both in the UK and other countries*
- 7 make critical use of a range of information sources to explain how careers are changing
- 8 obtain careers information relevant to needs and process it effectively
- 9 describe different routes through to their goals, and *understand the requirements of higher education in different countries, employment and gap opportunities*
- 10 make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans
- 11 justify and evaluate the range of opportunities they are considering

### **make and adjust plans to manage change and transition - Career Management – My Plans**

- 12 take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future
- 13 evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance
- 14 consider the possible implications of changes in learning and work for their own career goals and plans including financial options
- 15 follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose
- 16 present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level
- 17 obtain and manage sources of financial support