

Learner Entitlement Statements - Using the learning outcomes from the CEG Framework 11-19 to indicate to learners what their entitlement is and to assess their learning.

Learner entitlement statements tell learners what they can expect and what is expected of them. They are useful because:

- ✓ there is no confusion - everyone knows where they stand
- ✓ text can be used in other documents (e.g. prospectuses, brochures, staff handbooks)
- ✓ they can be used for display purposes (e.g. a wall chart, a web page)
- ✓ they can be copied to anyone who contributes to the programme or who supports learners
- ✓ they help to ensure that the needs of particular groups of learners are taken into account
- ✓ they encourage learners and their parents/carers to make better use of the provision that is available to them and to feedback their view on areas for development/ Whole School Impartial Careers Education Overview

YEAR GROUP	The CEIAG programme will give you the opportunity to acquire the knowledge, understanding and skills to:	To do this the school's CEIAG programme will give you opportunities to -
7	<p>1.3 Know how to set challenging, realistic learning goals with targets and action points to support your achievement.</p> <p>1.4 Recognise what influences your ability to reach your goals, seek help with any barriers to progress and show self reliance and determination when implementing your plans.</p> <p>1.5 Recognise how personal, educational, social and economic circumstances influence your plans about careers, learning and work.</p> <p>6.1 Recognise the relevance to your future progression of the knowledge and skills you are developing at school and how these will benefit your career and</p>	<ul style="list-style-type: none"> ▪ reflect on your primary school work and think about your goals at QEGS ▪ demonstrate your understanding of the procedures of QEGS ▪ understand SMART targets ▪ review your first term at QEGS effectively ▪ understand what self esteem means and understand how to deal with bullying ▪ develop your understanding of behaviour and managing relationships ▪ Develop your understanding of peer pressure and the impacts of smoking. ▪ Develop a clear understanding of the progress

	<p>working life. 6.6 Be aware of how developing subject, functional and personal, learning and <i>thinking skills</i> will help you plan and manage your career and prepare you for enterprise, self-employment, employability and independent living.</p>	<p>made in Year 7, and how you can move forward in Year 8, developing goals for the future.</p>
<p>8/9</p>	<p>1.6 Feedback that you have the skills to plan and manage your KS4 choices 2.2 Know how to access and use sources of information, advice and guidance from within the school, Connexions and other specialist services to help you with KS4 option choices and longer term goals. 3.1 Access and use the main information sources on learning opportunities 14 to 19 and beyond. 3.11 Feedback that you have had the information and advice you have needed to make your 14-16 choices. 4.2 Identify ways of staying positive about who you are, what you can achieve and how other people see you. 6.1 Recognise the relevance to your future progression of the knowledge and skills you are developing at school and how these will benefit your career and working life. 6.2 Be aware of the progress you can make if you continue with the study of particular subjects 6.3 Understand the importance of investing in your own learning to keep your options open</p>	<ul style="list-style-type: none"> ▪ have a positive view of yourself ▪ identify transferable life skills which you could develop further ▪ recognise the wide range of possible sources of careers information ▪ identify the main school-based sources of careers information ▪ Understand the effects of alcohol and drugs ▪ Develop a clear understanding of body image and the importance of a healthy lifestyle ▪ Develop a clear understanding of the progress you made in Year 8, and how you can move forward in Year 9, including choosing GCSE options. ▪ Understand how to plan your time in preparation for an increased workload ▪ Develop a clear understanding of how to manage exam pressures

<p>10</p>	<p>1.1 Develop the skills you need to locate information about your options in learning and work and use these skills with support and independently.</p> <p>1.4 Recognise what influences your ability to reach your goals, seek help with any barriers to progress and show self reliance and determination when implementing your plans.</p> <p>1.5 Recognise how personal, educational, social and economic circumstances influence your plans about careers, learning and work.</p> <p>3.1 Access and use the main information sources on learning opportunities 14 to 19 and beyond.</p> <p>6.4 Be aware of how to create a good impression when making applications and being interviewed</p> <p>6.3 Understand the importance of investing in your own learning to keep your options open</p>	<ul style="list-style-type: none"> ▪ Develop a clear understanding of your own strengths and weaknesses and barriers to learning ▪ Develop a clear understanding of how to access careers and education information. ▪ Know what a CV, covering letter is and how to write one. ▪ Know some interview tips and traps. ▪ Consider attitudes towards sex and relationships. ▪ Acquire knowledge of how to access Kentchoices4u. ▪ Develop knowledge of how you can achieve your dream job ▪ Further develop your knowledge of the Kentchoices4u website. ▪ Develop your ability to review and evaluate your own progress ▪ Take part in a careers convention
<p>11</p>	<p>1.1 Be able to investigate opportunities for learning and work on your own</p> <p>1.3 Make challenging but realistic plans for your future learning and work</p> <p>1.4 Recognise barriers to the achievement of your plans and understand how these can be overcome</p> <p>2.1 Understand what motivates you, your strengths and learning/work preferences.</p> <p>2.3 Understand the skills and qualifications you need to</p>	<ul style="list-style-type: none"> ▪ Develop a clear understanding of the progress made in Year 10, and how you can move forward in Year 11 ▪ Develop a clear understanding of the financial implications of staying on into the 6th form and going into employment early ▪ Develop a clear understanding of the time you have left in school and how it can be put to best use

	<p>pursue your ambitions. 2.6 Feedback that you have received the personalised support that you have needed to make informed choices. 3.2 Understand the full range of learning opportunities open to you within the school and elsewhere. 4.1 Have been positively challenged to consider opportunities that you might not have otherwise considered. E.g. through taster days. 6.3 understand the importance of KS4 and post-16 subject choices on long term work and career options.</p>	<ul style="list-style-type: none"> ▪ Develop a clear understanding of the different revision techniques that are available, why revision is necessary and how you can best revise ▪ Take part in enrichment activities ▪ Develop a clear understanding of what you have achieved in KS4, and what to expect after their exams have been completed
<p>12</p>	<p>2.2 Know how to be a discerning user of formal and informal IAG to help you with making decisions. 2.3 Identify the skills and qualifications you need to pursue your preferred pathway and evaluate your progress in gaining them. 3.1 Access and use the full range of information sources on opportunities in learning and work post 17 3.3 Evaluate the opportunities for progression post 18. 6.7 understand and use the application process that will give you access to opportunities.</p>	<ul style="list-style-type: none"> ▪ review transition from year 11 ▪ Consider personal career paths and choices. ▪ Attend university taster courses and consider choices and courses ▪ Attend university open days and research into courses ▪ Visit a higher education fair at UKC ▪ Attend a sixth form careers convention and go along to optional speaker's sessions ▪ Use the UCAS application online process.
<p>13</p>	<p>3.7 Know how to manage your own money and where appropriate apply for financial support for HE. 6.1 assess the usefulness for your career progression</p>	<ul style="list-style-type: none"> ▪ Participate in mock selection interviews ▪ Use the UCAS application online process ▪ Take part in an enterprise activity, represent other

	<p>and employability of the knowledge, skills and attitudes you are acquiring from the courses and work you are doing.</p> <p>6.5 Be able to manage the systems, procedures and timescales for choosing and applying for higher education, further education, training or employment.</p> <p>6.6 Create and use opportunities to develop skills for enterprise, self-employment, employability and independent living.</p>	<p>students on the school council or be a senior student.</p> <ul style="list-style-type: none"> ▪ Familiarise yourself with the key student finance websites.
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The following people will be available to you in school for help and advice that you may need:

- Your Tutor
- Careers Co-coordinator
- Your Head of Year
- The Connexions PA

They will also be asking you for your views on the programme and any areas in which you feel you would like or need more help.