**For Tailored Learning courses only**

**Scheme of Work - 2025/2026**

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| **Course Title:** |  | **Start Date:** |  | **End Date:** |  | **Course Type:** | Tailored Learning |  |
| Engagement (<2 hours) |  |
| **Tutor Name:** |  | **Venue Name:** |  | **Number of Sessions:** |  | Short Course (1 day) |  |
| Workshops/Taster (1 day) |  |
| **Course Aim:** |  | | | | | Standard Course (> 1 day) |  |

**Essential Components of the Course**

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| **Components** | | **Specify exactly how these components will be embedded into the course** |
| **Personal Development** | English |  |
| Maths |  |
| Digital Skills, including artificial intelligence |  |
| Information, Advice and Guidance (IAG), including Careers Education and Guidance (CEG) |  |
| Progression, e.g. into further learning and/or employment |  |

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|  | Health and wellbeing, including healthy relationships |  | |
| Supported Learning (differentiation) |  | |
| **Personal Development** | Essential Transferable Skills and Aptitudes  (transferable skills and aptitudes not covered on the course can be removed) | 1. | Listening: |
| 2. | Speaking/Presenting: |
| 3. | Problem Solving: |
| 4. | Creativity: |
| 5. | Staying Positive: |
| 6. | Aiming High: |
| 7. | Leadership: |
| 8. | Teamwork: |
| 9. | Resilience: |
| 10. | Confidence: |
| 11. | Independence: |
| 12. | Tolerance: |
| **Safeguarding** | Health and Safety |  | |
| British Values, including PREVENT |  | |
| Online safety |  | |
| Equity, Diversity and Inclusion |  | |
| Other |  | |

**Learner Profile**

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| **Learner Name** | **Initial Assessment Results** | **Access Needs** | **Learning Support Required** | **Other considerations**  e.g. medical, attendance, prior learning |
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**SMART Tutor Set Targets and Course Related Skills**

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| **SMART Target** | | **Course Related Skills**  *Identify at least one skill that will be developed to enable achievement of a each of the SMART Targets. These* ***are not*** *transferable skills and aptitudes.* | |
| 1. | Example  Identify 2 job roles advertised online that reflect your skills, aptitudes and experience. | a. | **Internet research** - the learner will develop internet research skills when identifying suitable job vacancies. |
| b. | **Self-assessment** – the learner will reflect on their own skills, aptitudes and experience to determine their suitability for the vacancies they have identified. |
| 1. |  | a. |  |
| b. |  |
| 2. |  | a. |  |
| b. |  |
| 3. |  | a. |  |
| b. |  |

**Breakdown of Sessions**

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| **Session Number** | **SMART Session Outcomes** | **Tutor Set SMART Targets (ref)** | **Skills to be Developed** | | **Session Content** | **Resources** | **Learner Activities** | **Assessment Methods** | **FP = feedback provided**  **FR = feedback response**  **H =homework set**  **IR = ILP Review** |
| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **1.** | 1. Use iPads to research at least 2 job vacancies that match own skills, aptitudes and experience. | 1. | 1a.  1b. | 3.  5.  6.  9.  10.  11. | Provide learners with handouts containing website addresses of local employers, job vacancy websites, recruitment agencies etc.  Demonstrate how to find the vacancy information and how to identify the required skills, experience etc on the interactive screen.  *\*Highlight to learners which skills/aptitudes they are practicing during this activity, including any maths/English/ICT skills.* | iPads  Handouts  Wi-Fi  Laptop  Interactive screen  Learners may find a copy of their CV useful. | Learners to watch demonstration and receive the opportunity to ask any questions.  Leanrers will use their iPad to conduct their own research of suitable job vacancies and record their findings in their workbook.  Learners will highlight which of the requirements of the roles identified match their own skills, aptitudes and experience, and record this in their workbook. | Observe learners completing activity on their iPad  Successful identification of at least 2 suitable job vacancies  Successful matching of own skills, aptitudes and experience, and accurate recording in workbook. | FP – verbal during activity |
| **Notes and evaluation from this session/planning for next session** | | | | | | | | | |

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| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **2.** |  |  |  |  |  |  |  |  |  |
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| **Notes and evaluation from this session/planning for next session** | | | | | | | | | |

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| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **3.** |  |  |  |  |  |  |  |  |  |
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| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **4.** |  |  |  |  |  |  |  |  |  |
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| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **5.** |  |  |  |  |  |  |  |  |  |
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| **Notes and evaluation from this session/planning for next session** | | | | | | | | | |

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| **Course Related Skills (ref)** | **Transferable Skills and Aptitudes (ref)** |
| **6.** |  |  |  |  |  |  |  |  |  |
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| **Notes and evaluation from this session/planning for next session** | | | | | | | | | |

**Tutor Declaration**

A risk assessment for this course has been completed and attached to this Scheme of Work. The Scheme of Work meets the aims of the programme and has been discussed with the learners.

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| **Name:** |  | **Signature:** |  | **Date:** |