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**Careers, Employability and Enterprise Audit across the Curriculum**

**Psychology (KS4 &KS5) - 27.04.2020**

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| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | N/A | N/A | N/A | N/A | N/A |
| **8** | N/A | N/A | N/A | N/A | N/A |
| **9** | Careers week in Psychology. Conducting independent/group research projects. Application on research/psychological findings in different career fields.  | * Independent/group exercise that encourages students to use their research methods knowledge and apply it to different careers in Psychology.
* Links (albeit loose) within unit powerpoints and tasks to different career paths e.g forensic psychologists, Clinical neuroscience within memory etc.
* Looking at economic and societal implications of research/psychological findings
 | 3 | 4, 8, 9 | 12, 14, 15 |
| **10** | Careers week in Psychology. Conducting independent/group research projects. Application on research/psychological findings in different career fields. | * Independent/group exercise that encourages students to use their research methods knowledge and apply it to different careers in Psychology.
* Links (albeit loose) within unit powerpoints and tasks to different career paths e.g forensic psychologists, Clinical neuroscience within memory etc.
* Looking at economic and societal implications of research/psychological findings
 | *3* | *4, 8, 9* | *12, 14, 15* |
| **11** | Links to Sixth Form and other FE courses with transferable skills looking at different career paths. Those who are not necessarily going onto study Psychology will still have linked skills.  | * Links (albeit loose) within unit powerpoints and tasks to different career paths e.g forensic psychologists, Clinical neuroscience within memory etc.
* Looking at economic and societal implications of research/psychological findings
* Tasks linked with sixth form looking at uni options and what skills are needed.
 | *3* | *4, 8, 9* | *10,14,15,17* |
| **Post 16** | Develop a range of skills: critical thinking, abstract problem solving, debate/discussion. Conducting independent/group research projects. Application on research/psychological findings in different career fields. | * Links within the curriculum plan I.e ppts and tasks.
* News and research used as starters and plenaries used to raise awareness of differing careers in Psychology.
* Use of Google scholar for homework's on what is contemporary research and where to go from there.
* Tasks linked with sixth form looking at uni options and what skills are needed.
 | 1, 2, 3 | 8, 9 | 10, 11, 12, 14, 15, 17 |

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**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

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| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness
2. Self-determination
3. Self-improvement as a learner
 | 1. Exploring careers and career development
2. Investigating work and working life
3. Understanding business and industry
4. Investigating jobs and labour market information (LMI)
5. Valuing equality, diversity and inclusion
6. Learning about safe working practices and environments
 | 1. Making the most of careers information, advice and guidance
2. Preparing for employability
3. Showing initiative and enterprise
4. Developing personal financial capability
5. Identifying choices and opportunities
6. Planning and deciding
7. Handling applications and interviews
8. Managing changes and transitions
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