

Employer Enriched Curriculum Learning Approach

A guide to implementing the approach in your setting

This matrix identifies the key features and steps to implement the Employer Enriched Curriculum Learning Approach within a learning setting. It offers guidance on what actions are relevant for each of the steps to help embed the approach and align it with clear careers learning outcomes. This approach builds upon the Careers in the Curriculum approach and integrates learning to include encounters with employers and experiences of the world of work. The Employer Enriched Curriculum Learning approach is characterised by best practice identified by :

- Having a progressive careers programme in place where interventions are delivered by subject teachers and careers learning outcomes and curriculum learning outcomes are integrated and learning is applied to the world or work.
- Subject teachers clearly understanding and are mobilised to deliver, with intent, progressive career learning outcomes identified within a strategic careers plan and mapped against curriculum learning outcomes included in schemes of work.
- Learning includes encounters with employers and experiences of the world of work.
- Curriculum learning, and career learning outcomes are delivered through a meaningful employer encounter and/or experience of work which are often project based and aligned to Gatsby Benchmarks 5 and 6.

This approach builds upon the Careers in the Curriculum approach and integrates learning to include encounters with employers and experiences of the world of work. Encounters may be project based and delivered over a number of lessons or outside of usual curriculum time. Within any setting elements of the approach may also exist discreetly in pockets within subject areas, with subject teachers working independently with employers to deliver curriculum learning outcomes with reference to the world of work. Where this is happening, this is an opportunity to elevate this practice to influence the wider department to recognise the relevance and value of this approach.



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<p>Step 1 Defined Careers Learning Outcomes</p>	<p>Progressive career learning outcomes that deliver on strategic objectives linked to whole school/college priorities are defined and understood by curriculum teachers and embedded in curriculum and schemes of work</p>
<p>Step 2 Audit of provision (All key stages and subjects)</p>	<p>Use Audit Tools to identify which career learning outcomes are covered through curriculum learning. Two audit tools are available :- Subject Area Audit & the Career Leader Audit which collates the evidence from the subject area audits to identify gaps in provision.</p>
<p>Step 3 Engaged Senior Leader and Link Governor.</p>	<p>Engage Senior Leaders and the Link Governor to establish a culture and processes where staff who are keen to support delivery of curriculum learning through Gatsby Benchmark 5 & 6, have sufficient time and resource to implement.</p> <p>Senior Leaders ensure that Curriculum leads are resourced and supported.</p> <p>Senior leader engaged to support the Careers Leader to ensure learning well planned with clear intent and is evaluated to show impact.</p> <p>Senior Leaders support the Careers Leaders Support to act a critical friend to Curriculum Leads to challenge intent and impact of curriculum learning being delivered through Gatsby Benchmarks 5&6.</p> <p>Senior Leaders encourage sharing of good practice and highlighting impact against strategic priorities</p>
<p>Step 4 Student participation is tracked and recorded</p>	<p>Track at student level how each student is supported to access career learning outcomes and show activity related to Gatsby Benchmarks 4,5 & 6</p>
<p>Step 5 Impact Measurement is embedded</p>	<p>Learning outcomes are clearly defined and used to design the evaluation methods and assess impact.</p> <p>Evaluation includes measuring meeting curriculum outcomes and potential impact on attainment.</p>

<p>Step 6 Resources are mapped and signposted to subject teachers to aid delivery</p>	<p>Resources are created, mapped and accessed according to: Key Stage, curriculum learning outcome (as per the relevant specification) and by career learning outcome.</p> <p>Employers have an active role in the co creation of resources to deliver curriculum outcomes alongside careers learning outcomes.</p>
<p>Step 7 CPD is provided to support subject teachers to deliver careers learning outcomes</p>	<p>CPD is delivered to share the vision, strategic objectives and learning outcomes of the careers programme..</p> <p>CPD empowers and mobilises staff to deliver career learning outcomes in tandem with curriculum learning outcomes.</p> <p>CPD highlights the value of careers through the curriculum and on impact student outcomes.</p> <p>Guidance and CPD is provided to set clear aims, learning outcomes when working with employers and applying the 'Making in Meaningful Framework'</p> <p>CPD highlights how curriculum staff build positive working relationships with employers to enhance professional development and careers is embedded across the curriculum</p>
<p>Step 8 Opportunities for effective delivery are identified</p>	<p>Encounters with employers/Experiences of work may involve delivery outside of usual timetable</p> <p>Highlight examples of where and how careers learning outcomes are being delivered to help mobilise others – i.e. Careers Champions</p> <p>Focus on creating time in core curriculum subject areas(Maths, English and Science and vocational subjects as a priority for embedding this approach.</p>
<p>Step 9 Employer Engagement is planned and mapped to support achievement of defined careers learning outcomes</p>	<p>Employer to understand aims and learning outcomes of any project based work, employer encounter or experience of the workplace and can apply the guidance on the Meaningful Encounters Framework.</p>