



**EMPLOYABILITY AND WORK SKILLS  
SCHEME OF LEARNING AND  
CURRICULUM OVERVIEW**

## **Table of contents**

### **1.0 Curriculum intent**

- 1.1 Whole school principles
- 1.2 Department statement

### **2.0 Implementation**

- 2.1 Subject areas and cross curricular opportunities
- 2.2 Delivery
- 2.3 Long term plan
  - 2.3.1 Year 7 Curriculum Map
  - 2.3.2 Year 8 Curriculum Map
  - 2.3.3 Year 9 Curriculum Map
  - 2.3.4 Year 10 Curriculum Map
  - 2.3.5 Year 11 Curriculum Map
- 2.4 Strengthening and development sessions
- 2.5 Medium term (scheme of work)
  - 2.5.1 Practical use of this scheme of work
  - 2.5.2 Year 7 Employability and Work Skills SOW
  - 2.5.3 Year 8 Employability and Work Skills SOW
  - 2.5.4 Year 9 Employability and Work Skills SOW
  - 2.5.5 Year 10 Employability and Work Skills SOW
  - 2.5.6 Year 11 Employability and Work Skills SOW

### **3.0 Impact**

- 3.1 Measuring success
- 3.2 Certified qualifications

## 1.0 Curriculum intent

### 1.1 Whole school principles

- We aim to support our learners in their development of emotional regulation, including developing self-help strategies, and in gaining an understanding of how emotion affects decision making and other people.
- We aim to help our learners to become self-reliant; to learn how to learn, how to adapt and to develop the confidence necessary to become independent learners in the areas of personal, social and academic growth
- We aim for all of our learners to value and develop their facility for logical reasoning
- We aim for all of our learners to value and develop critical thinking skills
- We aim for all of our learners to understand reliable methods of enquiry
- We aim for our learners to be able to objectively assess thoughts, ideas and theories
- We aim to encourage high aspirations and a sense that anything is possible with the right commitment and resilience
- Equip learners with the knowledge and cultural capital they need to succeed in life.

### 1.2 Department statement

We aim to deliver a holistic and engaging curriculum that places equal emphasis on building self-esteem, confidence, resilience, and a sense of wellbeing, as well as developing the necessary skills and attributes needed to succeed in the modern world. It is our aim to deliver a curriculum that prepares learners for the richness of a full and independent life as young adults.

We are passionate about our young people being given the opportunity to reach their full potential and transition confidently from education into full time paid employment. To achieve this, we focus on positive social and communication skills, identifying appropriate support networks, action planning and providing supported opportunities to put into practice what they have learned in the classroom through work experience opportunities.

## 2.0 Implementation

### 2.1 Subject areas and cross curricular opportunities

**Year 7** learners will use a range of activities to **discover their strengths and interests** to develop a positive self-image that provides the foundation for optimistic pathway planning. They will develop an awareness of the importance of **social and interpersonal skills** in their future life and work roles. There will be cross-curricular opportunities with the English department to plan speaking and listening activities to embed the social and communication skills learned.

Learners will investigate the range of occupations that contribute to their community and develop an awareness of the local area's labour market. Learners will explore the different **personal attributes and skills** of each occupation and focus on understanding **equality and diversity** in the workplace.

**In Year 8** learners will explore safe and responsible financial decision making, including **budgeting and managing risk**. Learners will investigate the contribution of work to the community and family, recognising the role of paid and unpaid work, and begin to set their own **aspirational goals**.

Learners will focus on understanding issues relating to **stereotyping and discrimination** and how to identify and challenge this appropriately. **Digital literacy** will also be explored, particularly focusing on how to use **online communication and social media safely and appropriately**, and identify how to access support. There will be multiple cross-curricular opportunities with other subjects around Safer Internet Day.

**Year 9** learners will focus on exploring the importance of work on wellbeing, evaluating benefits and risks and how it can affect **self-esteem and confidence**.

Learners will investigate the **changes that have taken place in the workplace** and the **national and global economic, social, technological and environment changes on the type** and availability of work. They will focus on the need to be flexible and the importance of networks to create and make opportunities. This will link with learning in The World & You curriculum.

Learners will reassess their career action plan and identify their **preferred future pathway** and explore a range of scenarios that will provide optional pathways.

From Year 9 and above employment will be a key focus for Annual Reviews as part of Preparation for Adulthood (See Section 8 of SEN Code Of Practice).

**Year 10** learners will focus on planning their pathway to achieve broad career goals that offer a range of options and begin the **portfolio-based qualification**

**Employability.** Learners will have the opportunity to work with a number of outside agencies to support this curriculum, and provide **independent careers advice** and guidance.

Learners use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions and apply this knowledge to revisit and fine tune their current career action plan for further study, training or work options. Learners will **write a CV** to reflect their deeper understanding of their career learning.

**Learners in Year 11** apply their **decision-making and problem-solving skills** to their post-secondary education and training or employment aspirations. Through a review of their previous career action plan, they will reflect on the strategies they implemented to achieve their goals, examine reasons for successes and setbacks and demonstrate that they are aware of a range of **career resources**, including those available online, and identify allies who may support them in achieving their goals.

They will participate in activities that highlight the skills needed to gain and maintain employment such as **mock interviews** and **looking and acting the part in the workplace**.

Learners will complete **college applications**, or alternatives such as **Supported Internships** or **apprenticeships**.

Throughout Year 10 and 11 the importance of wellbeing and living a physically and mentally healthy lifestyle will be closely connected with learning taking place across the curriculum, particularly in The World & You curriculum.

## 2.2 Delivery

Lessons will be delivered in small groups, approximately between 2-6, to provide opportunities to develop the necessary workplace skills being taught, such as teamwork and appropriate communication. The size of the group will depend on the learner and where they are in the development of their self-esteem, confidence and resilience. Within these small groups, teachers/tutors are nurturing, empathetic and empowering and encourage learners to communicate their needs in a safe and supportive environment.

As learners develop their independence and confidence, there will be opportunities for learners to show their enterprise skills through planned community engagement activities.

There will be opportunities for mock interviews in Year 10 and 11 to enable learners to effectively prepare for college and employment interviews.

In Year 11 there will be opportunities for supported visits to prospective colleges or employers.

Learners will have opportunities to have 1:1 careers advisors as part of their goal setting and future planning.

## 2.3 Long term plan

### 2.3.1 Year 7 Curriculum Map

Year 7	Autumn	Spring	Summer
Skills and knowledge covered	<ul style="list-style-type: none"> <li>Developing strengths and aspirations</li> <li>Importance of skills such as leadership, teamwork, self-reflection and creativity</li> <li>Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Positive social and communication techniques</li> <li>How to use workplace communication tools, such as Teams/Google Classroom (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding occupations</li> <li>Skills and attributes required in different roles</li> <li>Equality, diversity and opportunity</li> <li>Safe independent research skills</li> </ul>
SMSC, British Values and character development opportunities	<ul style="list-style-type: none"> <li>Activities around developing personal values and the link between values and careers choices (Moral)</li> </ul>	<ul style="list-style-type: none"> <li>Positive social interactions with others (Social)</li> <li>Engage in team-building activities (Social)</li> </ul>	<ul style="list-style-type: none"> <li>Value of equality and diversity in the workplace (Moral/Spiritual/Cultural)</li> </ul>

## 2.3.2 Year 8 Curriculum Map

Year 8	Autumn	Spring	Summer
Skills and knowledge covered	<ul style="list-style-type: none"> <li>Financial decision making</li> <li>How to make safe and responsible financial decisions</li> <li>Saving, spending and budgeting</li> <li>Managing risk</li> </ul>	<ul style="list-style-type: none"> <li>Community and careers</li> <li>Equality of opportunity in life and work</li> <li>Stereotypes and discrimination in the workplace and how to identify and challenge</li> <li>Types of employment</li> <li>How to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<ul style="list-style-type: none"> <li>Digital literacy</li> <li>How to use online social media/communication safely and responsibly</li> <li>Identify online grooming in different forms, e.g. sexual/financial exploitation</li> <li>How to seek and access support in case of grooming</li> <li>Identifying misleading information online</li> </ul>
SMSC, British Values and character development opportunities	<ul style="list-style-type: none"> <li>Morality of gambling and debt (Moral)</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of workforce data to underline the diversity of British society (Social/Moral/Cultural)</li> </ul>	<ul style="list-style-type: none"> <li>Activities to promote tolerance and mutual respect, as well as positive social cohesion (British Values/Social)</li> </ul>



## 2.3.3 Year 9 Curriculum Map

Year 9	Autumn	Spring	Summer
Skills and knowledge covered	<ul style="list-style-type: none"> <li>• Work and wellbeing</li> <li>• How to balance work and life</li> <li>• Confidence and self-esteem</li> <li>• Resilience and self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Access to FE/HE and other routes to employment</li> <li>• Qualifications and routes to employment</li> <li>• Online financial security</li> <li>• Independent research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in the world of work</li> <li>• Exploring jobs, industries</li> <li>• Rights and responsibilities</li> <li>• Reassess strengths and aspirations</li> </ul>
SMSC, British Values and character development opportunities			<ul style="list-style-type: none"> <li>• Identifying personal strengths and how to develop (Spiritual)</li> </ul>

## 2.3.4 Year 10 Curriculum Map

Year 10	Autumn	Spring	Summer
Knowledge covered	<ul style="list-style-type: none"> <li>• Employability skills</li> <li>• Essential work skills, e.g. time management, priorities, safety, decision making, problem solving, creativity</li> <li>• Dealing with problems at work</li> </ul>	<ul style="list-style-type: none"> <li>• Action planning</li> <li>• CV writing (ICT)</li> <li>• Applying for jobs and courses</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience</li> <li>• Health and safety in the workplace</li> </ul>
SMSC, British Values and character development opportunities	<ul style="list-style-type: none"> <li>• Role play activities of de-escalation and dealing with problems (Social/Mutual Respect)</li> </ul>	<ul style="list-style-type: none"> <li>• Applying for courses/jobs and self-realisation (Spiritual)</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace experiences in new environments (Social)</li> </ul>
Assessment	NOCN Employability Entry Level 3 (Award/Certificate/Diploma)		

## 2.3.5 Year 11 Curriculum Map

Year 11	Autumn	Spring	Summer
Knowledge covered	<ul style="list-style-type: none"> <li>• Making college/career choices (next steps)</li> <li>• Looking and acting the part in interviews</li> <li>• Mock interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Supported visits to college/FE (travelling to and from work)</li> <li>• Managing money</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Updating CVs</li> <li>• Healthy work/life balance</li> </ul>
SMSC, British Values and character development opportunities	<ul style="list-style-type: none"> <li>• Applying to college and next step towards self-realisation (Spiritual)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of workplace scenarios (Social/Mutual Respect)</li> </ul>	
Assessment	NOCN Employability Entry Level 3 (Award/Certificate/Diploma)		

## 2.4 Strengthening and development sessions

### 2.4.1 Context

Our strengthening sessions are more common at KS3 but are available to all learners.

Like most young people, our learners are inquisitive and curious and particularly keen to understand 'why' something is as it is. They frequently ask "why am I learning this?". At Inclusion School, we address this question, taking all the time necessary to explain to a learner why they are being encouraged to participate because we understand that in the absence of positive mental health and wellbeing motivation and learning cannot happen.

Our strengthening and development are standalone sessions designed to cover areas that have been highlighted as needing additional support. These may be delivered once or multiple times and are available to learners to access when needed, as signposted by their teachers/tutors.

These small group sessions are offset against longer blocks required most commonly at KS4 level of study to achieve the bespoke sequenced learning outcomes for our learners that must be assessed in a nationally comparative way. There is much evidence supporting such flexible use of the timetable and, at Inclusion School, we have put these principles into practice.

The other aspect to these lessons is the opportunity for cross-curricular, thematic, project-based independent or collaborative learning. Working in larger groups, learners are able to support each other, guided by a teacher/tutor, and be self-directed in their learning.

A key aspect of these lessons is inadvertent learning. Our learners often arrive with a lack of self-belief and value in their ability to learn and how what they learn will be relevant to them in other aspects of their life.

## 2.5 Medium term (scheme of work)

### 2.5.1 Practical use of this scheme of work

Experienced specialist subject teachers will find the scheme of work and associated assessment materials convenient as a means of ensuring that course content is covered comprehensively.

Outline lesson plans, including suggested activities, resources and timings are available on the shared drive. Teachers need not, however, restrict their practice to the activities, resources and detailed sequencing outlined there. Rather, as outlined in the curriculum policy document, “the scheduling of content provision for each learner is adaptable and each teacher, tutor or therapeutic team member is empowered to put the learner’s need first”. Working with very small groups (sometimes as individuals and pairs) allows us to identify skill and knowledge gaps dynamically which we respond to, feeding into and updating the planned scheme of learning.

That said, this scheme of work - and the assessments that have been created for it - has been coherently planned and sequenced towards the acquisition of cumulatively sufficient knowledge and skills to facilitate future learning and employment. It should not, therefore, be replaced without good reason

Approaches to differentiation vary. Here you will find lesson outcomes that ALL students should achieve - with or without scaffolding defined either in terms of minimum understanding or minimum mastery. Your lesson plans may additionally support (with associated extension work) outcomes for MOST and for SOME (stretch) students to account for more able / gifted and talented learners in your subject area. The overriding principle for Inclusion School is that no learner is held back due to an artificial ceiling.

## 2.5.2 Year 7 Employability and Work Skills SOW

<b>7AT1</b>	<p><b>Content overview: Identifying strengths and aspirations</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will be identify their strengths, interests, skills and aspirations</li> <li>• Learners will understand the meaning of resilience</li> </ul>
<b>7AT2</b>	<p><b>Workplace skills and attributes</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will know the difference between skills and attributes</li> <li>• Learners will be able to identify a range of skills and attributes and link these to the modern workplace</li> </ul>
<b>7SP1</b>	<p><b>Developing positive social and communication skills</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will identify positive social skills and attributes (e.g. team work)</li> <li>• Learners will be able to use positive communication skills and tools (e.g. Teams)</li> </ul>
<b>7SP2</b>	<p><b>Teamwork</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners engage with team-building activities and use positive social and communication techniques</li> </ul>
<b>7SU1</b>	<p><b>Understanding occupations</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will know a broad range of careers and the abilities and qualities required for these</li> <li>• Learners will be able to define equality of opportunity</li> <li>• Learners will identify the link between values and career choices</li> </ul>

**7SU2**

**Equality and diversity in work**

**High order learning objective(s):**

- Learners will understand the meaning of equality and diversity
- Learners will identify stereotypes and examples of workplace discrimination
- Learners will know how to challenge stereotypes and broaden their horizons

## 2.5.3 Year 8 Employability and Work Skills SOW

<b>8AT1</b>	<b>Financial decision making</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will understand saving, spending and budgeting</li> </ul>
<b>8AT2</b>	<b>Financial decision making</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will know how to make safe financial choices</li> <li>• Learners will know how to manage risk-taking behaviour</li> <li>• Learners will know about ethical and unethical practices and consumerism</li> </ul>
<b>8SP1</b>	<b>Community and careers</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will understand different types of work, such as employment, self-employment and voluntary work</li> <li>• Learners will learn about equality of opportunity in life and work</li> <li>• Learner will learn how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• Learners will be able to find opportunities in their community</li> </ul>
<b>8SP2</b>	<b>Setting aspirational goals</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will learn how to set SMART targets for personal development</li> <li>• Learners will set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<b>8SU1</b>	<b>Digital literacy</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will understand the aspects of online communication</li> <li>• Learners will understand how to use social networking sites safely</li> </ul>



	<ul style="list-style-type: none"><li>• Learners will distinguish between content which is publicly and privately shared</li><li>• Learners will know about age restrictions when accessing different forms of media and how to make responsible decisions</li></ul>
<b>8SU2</b>	<p><b>Digital literacy</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"><li>• Learners will know how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li><li>• Learners will know how to respond and seek support in cases of online grooming</li><li>• Learners will know how to critically assess different media sources</li><li>• Learners will know how to recognise biased or misleading information online</li></ul>

## 2.5.4 Year 9 Employability and Work Skills SOW

<b>9AT1</b>	<b>Building confidence and self-esteem</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will be able to assess their confidence and self-esteem and identify means of support and development</li> <li>• Learners will recognise the importance of healthy relationships in self-esteem</li> <li>• Learners will understand how confidence and self-esteem can be increased</li> <li>• Learners will understand feelings associated with confidence and self-esteem</li> <li>• Learners will have developed strategies for self-reflection</li> </ul>
<b>9AT2</b>	<b>Work and wellbeing</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will know how to balance work and life</li> <li>• Learners will know the benefits and risk of work to wellbeing</li> <li>• Learners will be know the support available for their mental health and wellbeing in the workplace</li> </ul>
<b>9SP1</b>	<b>Accessing FE/HE and other routes to employment</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will know the various routes to employment</li> </ul>
<b>9SP2</b>	<b>Financial digital literacy</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will know how to protect their financial security online</li> <li>• Learners will be able assess and manage risks in relation to gambling and chance-based transactions</li> </ul>

<b>9SU1</b>	<b>Changes in the world of work</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"><li>• Learners will know the rights and responsibilities of employers and employees</li><li>• Learners will know how the modern workplace is changing</li><li>• Learners will know the values and attributes required in the workplace</li></ul>
<b>9SU2</b>	<b>Personal profiles</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"><li>• Learners will create their own personal profile based on their strengths and aspirations</li><li>• Learners will reassess their SMART targets</li></ul>

## 2.5.5 Year 10 Employability and Work Skills SOW

<b>10AT1</b>	<b>Employability skills</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will identify essential work skills, e.g. time management, safety, creativity, problem solving etc</li> <li>• Learners will develop skills for enterprise and employability</li> <li>• Learners will know how to give and act upon constructive feedback</li> <li>• Learners will know how to manage their 'personal brand' online • Learners will know how to identify and access support for concerns relating to life online</li> </ul>
<b>10AT2</b>	<b>Dealing with problems at work</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will be able to identify problems when they arise in the workplace</li> <li>• Learners will know who to ask for help when a problem arises</li> <li>• Learners will be able to take part in problem solving</li> </ul>
<b>10SP1</b>	<b>Action planning</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will be able to identify areas for self improvement</li> <li>• Learners will identify personal targets for improvement</li> <li>• Learners will reassess their SMART targets</li> <li>• Learners will write their own CV</li> </ul>
<b>10SP2</b>	<b>Applying for jobs</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"> <li>• Learners will know how to apply for a job or course</li> <li>• Learners will know what information and support can aid an application for a job or course</li> </ul>

<b>10SU1</b>	<b>Work experience</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"><li>• Learners will develop strategies for overcoming challenges or adversity</li><li>• Learners will engage with workplace visits or work experience</li><li>• Learners will know how evaluate and build on the learning from work experience</li></ul>
<b>10SU2</b>	<b>Health and safety in the workplace</b>  <b>High order learning objective(s):</b> <ul style="list-style-type: none"><li>• Learners will learn how to manage practical problems and health and safety</li><li>• Learners will know health and safety procedures in the workplace</li><li>• Learners will be able to carry out tasks with regard to health and safety in the workplace</li></ul>

## 2.5.6 Year 11 Employability and Work Skills SOW

<b>11AT1</b>	<p><b>Next steps</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will identify their next steps</li> <li>• Learners will make college/apprenticeship/supported internship applications</li> </ul>
<b>11AT2</b>	<p><b>Looking and acting the part in interviews</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to present themselves appropriately for interviews</li> <li>• Learners will conduct themselves appropriately during mock interviews</li> <li>• Learners will respond to feedback constructively and appropriately</li> </ul>
<b>11SP1</b>	<p><b>Managing money</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will understand how to recognise and read a payslip</li> <li>• Learners will know how to effectively budget and evaluate savings options</li> <li>• Learners will know how to prevent and manage debt, including understanding credit rating and payday lending</li> <li>• Learners will understand the relationship between gambling and debt</li> <li>• Learners will know about illegal financial activities, including fraud and cybercrime</li> </ul>
<b>11SP2</b>	<p><b>Travelling to and from work or college/communication skills</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will design a transition plan to their chosen pathway and have access to supported visits</li> <li>• Learners will identify what communication skills they need to develop</li> <li>• Learners will develop and review the progress of their communication skills</li> </ul>

<b>11SU1</b>	<p><b>Healthy work/life balance</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will know how to manage their work/life balance</li> </ul>
<b>11SU2</b>	<p><b>Updating CV</b></p> <p><b>High order learning objective(s):</b></p> <ul style="list-style-type: none"> <li>• Learners will have updated their CVs in preparation for the future</li> </ul>

## 3.0 Impact

### 3.1 Measuring success

From Year 10, when learners begin to complete units which contribute to the NOCN Employability qualification these units will be internally marked and verified by Inclusion's IQA. This will ensure that learners remain on tracking towards the completion of the qualification.

Throughout Key Stage 4 and 4, learners are assessed in day to day lessons by their teacher and tutor through questioning, conversation and feedback, all of which are used to inform planning progress.

Success is measured and recorded on learner-specific documents daily and half-termly progress tracking. This enables early identification of those learners who are not making expected progress, or those who can be stretched and challenged.

Success is also measured by:

- Attendance
- Learners surveys
- Parent surveys
- Work experience/placement/visit interview and feedback
- Mock and real interviews
- 'My views' of EHCP Annual Reviews
- Exam results and progress
- Progression to next steps, such as college applications

### 3.2 Certified qualifications

Within the Inclusion School's Employability and Work Skills curriculum is embedded NOCN's Employability, a portfolio-based qualification.

The qualification is an Entry Level 3 qualification and can be awarded at three levels: Award, Certificate and Diploma.

To achieve an Employability Entry Level 3 Award learners must achieve 8 credits.

To achieve an Employability Entry Level 3 Certificate learners must achieve 14 credits.

To achieve an Employability Entry Level 3 Diploma learners must achieve 37 credits.