



# LONGSTONE SCHOOL

## Prince's Trust Achieve Award

**Article 28 –**  
Every child has the right to an  
education.

**Reviewed Aug 2022**  
**To be reviewed Aug 2023**



## **Introduction**

This policy outlines the aims, principles and strategies for the teaching and learning of Prince's Trust Achieve Award (Personal Development and Employability qualification). ([Article 28 Education](#)).

## **Aims of the School**

In Longstone we aim to provide a broad and balanced set of educational and vocational experiences, which are designed to prepare our pupils for life after school, including the skills and attributes which are necessary for participation in the world of work.

Through the Prince's Trust Achieve Award we try to achieve these aims by teaching a range of units which will be relevant to the pupils in Further Education, Training and in employment. The staff work hard to create a happy and secure learning environment where pupils are motivated to succeed, are rewarded for success and are encouraged to respect the rights of others. ([Article 29 Talents & Abilities](#)).

## **Aim of the Prince's Trust Achieve Award**

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners: ([Article 28 Education](#))

They give our pupils the opportunity to:

- Develop their own personal growth and engagement in, and through, learning;
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

## **Prince's Trust Achieve Award and the Northern Ireland Curriculum**

This specification builds upon the broad objectives of the Northern Ireland Curriculum

**(Article 28 Education)**. It enables pupils to:

- Develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as money management, personal preparation for employment and self-improvement and effective behaviour at work.
- Develop personal skills in areas such as: Self-awareness, personal health and relationships (Personal Development); Diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and Work in the local and global economy, and career management (Employability);
- Develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as Enterprise.
- Investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as working in a team and Participating in Exercise.
- Develop skills that will enhance employability by providing opportunities to make effective use of technology.

### **Staff in the Department**

Vice Principal:

Mr J McIlmoyle

Teaching Staff:

Mrs S Plunkett – Yr 12 and Yr 11

Mr R McCune – Yr 12

Classroom Assistants:

Mrs P Cunningham, Mrs P Smith, Mrs R Nixon, Mrs A Dowds, Mrs D Rolston, Mrs S Frazer, Mrs N Blair, Mrs R Kane

### **Staff Development**

SP attended full mandatory training which qualifies her to deliver the Prince's Trust Achieve Award in September 2019. She also attended one agreement trial in January 2020. RM attended full mandatory training on delivering the Prince's Trust Achieve in June 2020. Staff will continue to attend training sessions when required to by Prince's Trust.

## **Prince's Trust Achieve Award Assessment**

We piloted Prince's Trust Achieve Award in September 2019 – June 2020, with 6 pupils successfully achieving the Entry Level 3 Award. In September 2020 we are further rolled out the qualification to a wider range of pupils and offered the Level 1 award, to stretch and challenge high ability learners. To achieve both the Entry Level 3 Award and Level 1 Award pupils complete 6 units over a period of 2 years. The units are 100% portfolio based. In September 2021 we updated all teaching resources to reflect the new specification and introduced new units to better meet our curriculum needs. **(Article 29 Develop Talents & Abilities)**.

### **The units we currently offer are as follows:**

- Career Planning
- Experiencing the World of Work
- Managing Money
- Team Work Skills
- Preparing for the World of Work
- Undertaking an Enterprise Project

## **Prince's Trust Achieve Award Assessment for Learning**

- Learning intentions and success criteria are displayed on teaching resources and talked through with the pupils at the beginning of every lesson. These are revisited at the end of the lesson to check understanding. **(Article 28 Education)**
- Pupils engage in peer and self-assessment in units such as Enterprise and Work Experience. **(Article 12 Opinion)**
- Pupils celebrate success after completing each unit and on successful completion of the award on Prize Day. **(Article 29 Talents & Abilities)**
- Pupils complete the self-evaluation sheet at the end of each unit in order to reflect on their progress and think about how the unit has affected their future plans.
- Each unit is marked by Mrs Plunkett & Mr McCune, as well as checking each pupil has achieved the learning outcomes specified by Prince's Trust, teachers give feedback to the pupils while they are completing their portfolios.

## **Differentiation**

Classroom Assistant support is essential in helping our lower ability pupils achieve this award. Some pupils with complex needs may not be able to complete all units with the degree of dependence required by Prince's Trust, in this case they will complete fewer units and be

awarded with certificates for the units they complete. We also have two non-assessed introductory units which are delivered through the Careers programme in Key Stage Four.

### **(Article 1 Non Discrimination)**

We use a variety of teaching strategies in order to cater for pupils individual learning preferences. Pupils can provide evidence in the form of photographs, diagrams, diaries, typed reports and written answers to questions. Often pupils are assessed on their performance in workshops facilitated by outside agencies. For example, in the Interpersonal and Self Management unit Big Ted complete a mock interview feedback sheet which is used in the portfolio as evidence. **(Article 17 Access to Information)**.

### **Teaching Strategies**

A variety of teaching strategies are utilized throughout the duration of the two-year course. These include: teacher led lesson using PowerPoint, pupil led team projects, workshops by guest speakers, practical assessments, educational visits and work-related learning opportunities. We also make use of ICT to aid research and investigation, for example Careers Ideas, Investigate Careers (LMI website) and JED. **(Article 17 Access to Information)**.

### **Thinking Skills and Personal Capabilities**

Individual term planners for each unit highlight opportunities to develop a range of Thinking Skills and Personal Capabilities. Some examples of these are:

**Managing Information:** Using Labour Market Information to inform Career Planning.

**Thinking, Problem Solving and Decision Making:** Participating in a pupil led mini-enterprise activity in the Enterprise unit and reviewing performance after the event.

**Being Creative:** Big Ted workshops where the pupils make their own healthy pizzas and Barclays Skills Creativity Workshops where the pupils focus on how to present themselves in professional settings with confidence.

**Working with Others:** Working with other team members when on Work Experience Placements.

**Self-Management:** Setting their own targets in their Personal Career Plan and monitoring their progress in achieving their objectives.

## **RRSA & Global Citizenship**

Pupils rights are respected in all Employability lessons, their opinion is listened to and valued, they are provided with a safe environment and they are encouraged to develop their talents and abilities, particularly through work experience and work-related learning. **(Article 42 Know your rights)**

The pupils learn about global businesses and also explore issues such as employees' rights, working conditions, health and safety as well as expected attitudes towards inclusion and diversity in the workplace. Pupils also learn about local employment and further education opportunities. **(Article 29 Respect other people's rights).**

## **Health and Safety**

Teachers should work to create a safe and secure environment in and outside of the classroom. When learning takes place out of school, on educational visits for example, appropriate risk assessments must be undertaken. **(Article 24 Safe Environment).**

Evaluation: Policy to be reviewed in August 2023