ASPIRATIONS

WELCOME TO THE ASPIRATIONS EMPLOYABILITY DIPLOMA PORTAL

Aspirations Employability Diploma (AED) - Operations Strategy (How it works)

The Aspirations Academies Trust expects all post-16 students at Aspirations Academies to develop work readiness by experiencing their Aspirations Employability Diploma programme. The AED will help each individual student to develop the range of skills and capabilities required for success in today's global world.

The principles of the Aspirations Employability Diploma:
•Each project must involve real company employees working with students to deliver a solution to a real world problem or solution.
•The teachers involved in the AED must model the expected attitudes/skills and be well prepared for the sessions.
•Each site must have a lead SLT teacher to liaise with the AED national organiser and to manage the Year 13 optional platinum programme in their Academy.
•The Aspirations Employability Diploma is a compulsory part of the post-16 academic programme and should be used as a strong marketing tool.
•Each Principal should ensure they are involved in the AED, preferably leading the initial opening session and being a member of the judging team.

Ofsted and the Aspirations Employability Diploma
The AED helps to develop the self-worth and a wide range of skills and competencies in students, all of which complement their academic studies.
Also, the employability elements of the Ofsted Framework are covered:
•Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
•Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

The AED should form part of a coherent post-16 employability plan including, where possible, work experience/internship, business and industrial visits, University study weeks and careers advice.

Rationale

Young people will, throughout their lives, have many different jobs and possibly several different careers, sometimes in jobs or roles that are yet to be invented Students may work for large organisations, start up their own companies or work for micro-companies: 95% of businesses have less than 10 employees, so flexible teamwork is the norm.

The Aspirations Employability Diploma (AED) aims to provide awareness of work, including a good understanding of the nature of different businesses, along with the development of skills such as time management, project management, team work and leadership, communications and presentations skills. The aim is to provide students with a broad experience of the changing world of work and develop innovation and entrepreneurship. The programme involves visits, access to role models, mentored projects, and relevant hands-on activities. On leaving school or college at the age of 18 or 19 we expect our students to either gain employment, go to university, start an apprenticeship or to start-up their own company.

Aspirations Employability Diploma

How it works:
Year 12: 39 Weeks, 39 SESSIONS - 4 hours per week

Weeks 1-2
Introduction to the AED

- Introduction - Understanding the modern working world.
  The first two weeks of the AED are dedicated to understanding the working world, and importantly how the student fits in it. KNOWING YOURSELF is a key part to understanding how YOU FIT IN, and learning the language to explain this to others is a natural follow on. Understanding who we are, and importantly who we wish to be, leads to developing a strong sense of SELF WORTH which enables us to create better ENGAGEMENT with the world around us. Inevitably this in turn leads to a much stronger sense of PURPOSE for our lives and activities we carry out. The first two weeks is a combination of understanding yourself, developing power skills and understanding the changing nature of the workplace.
- Introduction to the AED (Session presented by the Academy Principal and Head of Sixth Form to explain the rationale of the AED

Weeks 3-34

Four 8 week long Projects working with Real Employers
The middle part of the Diploma consists of opportunities designed to enable students to gain experience of the world of work and to develop power skills. This will be based on carrying out high level project work in collaboration with employers, SOLVING REAL PROBLEMS WITH REAL EMPLOYERS AND PROFESSIONALS. Experience will be gained in key areas of employment, including ideally Engineering, NHS and Medical and Education and Training. These employment sectors represent fast growing areas of employment. Academies need to find local employers to work on these projects with students. The first project should be education.

Weeks 34 onwards
Final element - Preparation for the end point assessment
DRIVING QUESTION : HOW CAN YOU EVIDENCE YOUR PROFESSIONAL DEVELOPMENT?
The Aspirations Employability Diploma is a measure of professional awareness. The award is given to students who have understood what 'professional behaviour, performance and delivery means' and is awarded in three levels, Gold, Silver and Bronze. The award is achieved in a VIVA setting. Students have the opportunity to present their work to established professionals and to discuss lessons learnt including professional skills gained. Preparation for the VIVA happens during these sessions. Successful students are formally listed on the Aspirations website.

Year 13
Weeks 1-10
Voluntary component - Achieve the Platinum AED award

Year 13 volunteers will follow the Extended Project Qualification in most of the Autumn Term:

The Extended Project Qualification:
This is a recognised qualification worth 70 UCAS points. Students are required to:
• Choose an area of interest which should be one or a combination of the Core Projects they followed in Year 12. Ideally students will expand on the work they did with employers. It should include:
  •How they planned, researched and carried out the project
  •What went well, the mistakes they made, and what they learnt from the process
Students can work together on their EPQ projects although the final products must be their own work and display individuality.

The expected outcomes:
•A research based written report. Ideally between 3,000 and 5000 words. If the final product is an artefact there should also be a research based written report of approximately 1000 words.
•In order to appropriately evidence their research work students should include photographs of each stage of development as well as the final product.
•The delivery of a presentation to a non specialist audience

Operation of the AED

There are several important stages to the operation of the AED:

1. Companies are approached for **project ideas** and their involvement. Here the **project plan outline** will be developed (see next slide). Many of the companies following one project are keen to develop further projects. It is unlikely that one particular project will be repeated.

2. The AED national lead will work with the SLT leads and companies to develop **project outlines**. Although the **project outline** is fairly standard it can be easily modified to fit in with the requirements of each company.

3. Each Academy senior leader will take overall responsibility for the operation of the AED. This person does not need to deliver every session but should ideally be involved in each opening project session and should be the point of contact for the AED national lead. A project roadmap needs to be developed (see later).

4. The senior leaders responsible in each academy will ensure things are in place each week. This will include rooming, equipment, safeguarding, as well as ensuring lunch is provided for the employees attending from the relevant companies and organisations.

5. The SLT lead will develop the project lesson plan for teachers each week.

6. The first session introduction for each project, welcoming the company, should, ideally, be delivered by the Principal of the Academy.

7. The final presentation is a real showcase and local press should be involved. Students are not only expected to present their ideas and work but also to develop an exhibition of their work. There is no reason why this exhibition could not be opened up to parents.

Aspirations Employability Diploma Project	Core Project Plan Outline
Name of client sponsoring the Core Project	BossaStudios
Nature of Core Project	To design a computer game that can be taken to market, encompassing all aspects of the process - core idea, fitness for market, design, music, artwork, dialogue, launch - and if possible the development of a prototype
Title of Core Project: Driving Question	How do we design a computer game idea that can be taken to market
Context statement:	Bossastudios are a leading player in the games industry (http://www.bossastudios.com). They are always eager to develop new game ideas and are looking to our students to develop games they can take to market. This project provides the opportunity to develop all aspects of what it takes to take a game to market, including: core idea, what it looks like, sound/effects, stroyline/action, market research, testing, marketing and the launch. The end result will hopefully include a prototype. The aim of this project is to replicate the games industry where project development teams made up of people with a diverse range of skills develop a game. Bossa will develop any game idea they think is marketable.
Expected outcome:	Develop all aspects of what it takes to take a computer game to market
Number of students project designed for in total:	Groups of 5/6
Requirements	Students will be required to: • understand the principles behind game development • learn how to make a game fit for market • Identifyand develop the skills required to create a game • Research similar games • Develop a game
Workshops/Lectures:	• Elements of gaming - Coding, artwork, music/affects • Game promotion - marketing, market research, testing

The Plan:
An Example

This is worked on during the initial meeting between the company and Aspirations Trust

| | Aspirations Employability Diploma Project | | Individual Core Project Road Map | |

Individual Core Project title - Driving Question : How can we design a computer game idea that can be taken to market

Commissioning client: Bossastudios

Client contact: Henrique Olifiers

Date	Week	Activity	Client
	1	**10.30-2.30 a.m.** Project Introduction: Purpose, skills, timescales, outcomes (15 minutes) • Teachers talk through the Project brief • Students are placed in random groups of five or six • Students decide on: roles including group leader (client communicator), and develop a project plan with timescales. • Student groups brainstorm the specific project strands • Start of basic explanation of how to develop a game • Client shows examples of game development	Client to present outline brief for the project
	2	Assignment 1: Understanding games Client takes students through the game development process	Client develops workshops on artwork, coding, music/effects, etc
	3	Assignment 2: Brainstorming ideas 10.30-2.30 Bossa staff brainstorm and discuss ideas for games. By the end of the session each group has an idea to build on.	Bossa staff lead session
	4	Assignment 3: Developing the game Students work on different aspects of the game alongside Bossa staff: Artwork, coding, game idea/thread, music, etc	Bossa staff lead session
	5	Assignment 4: Start to pull all aspects of each group game together	Students in groups with teacher support.
	6	Assignment 5: Evaluating the game/testing the market Workshop on testing the product Assignment 6: Preparing the launch Students develop marketing materials, prototype, diagrams, etc in order to launch their game	Students in groups with teacher support. Bossa staff on hand to support and doing workshop
	7	Assignment 7: Refining the presentation through peer critique	Students support and critique presentations
	8	Final presentation to the client: Bossastudios	Client hears presentations

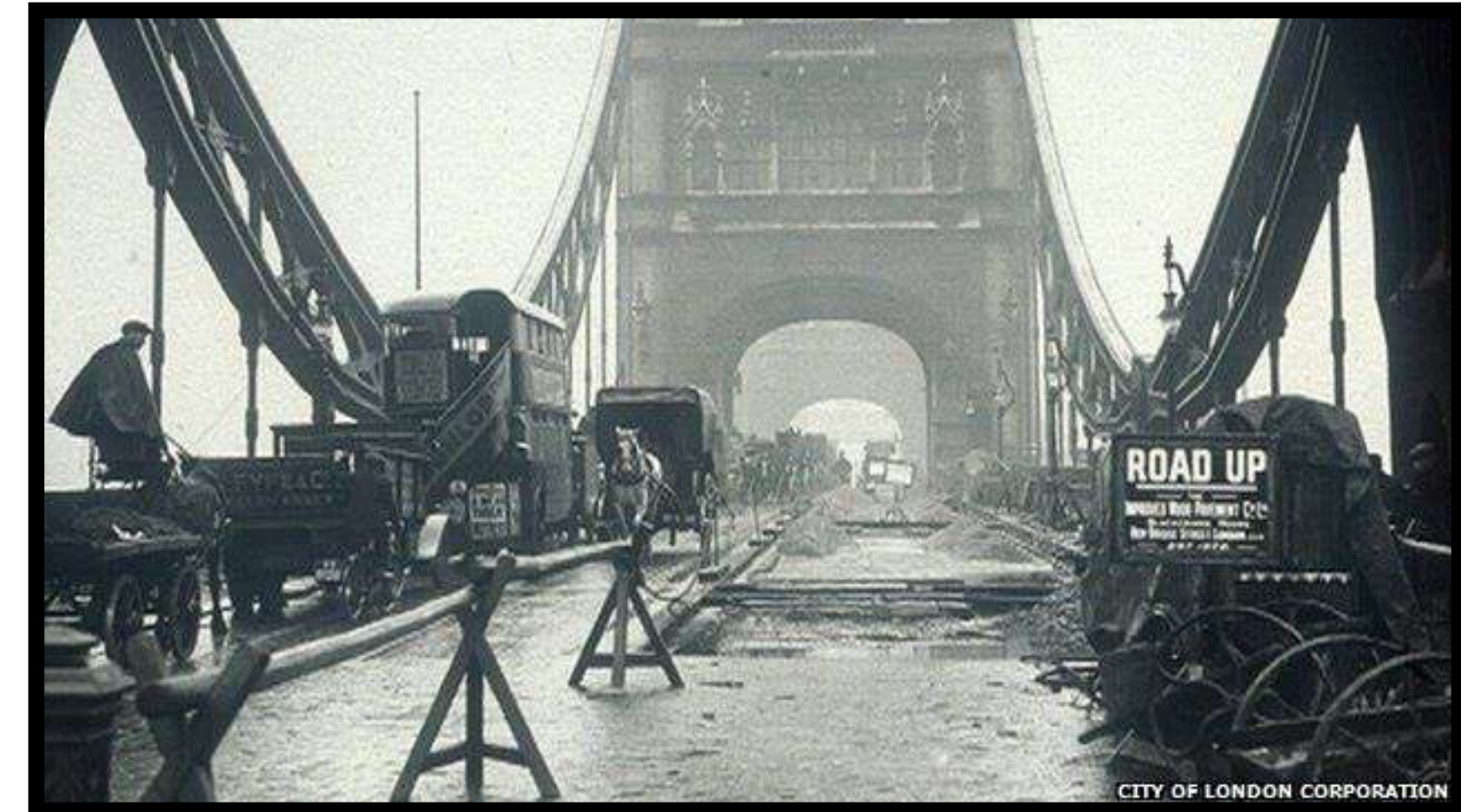**The Time Involved:**

An Example

This is worked on during the initial meeting between the company and Aspirations Trust
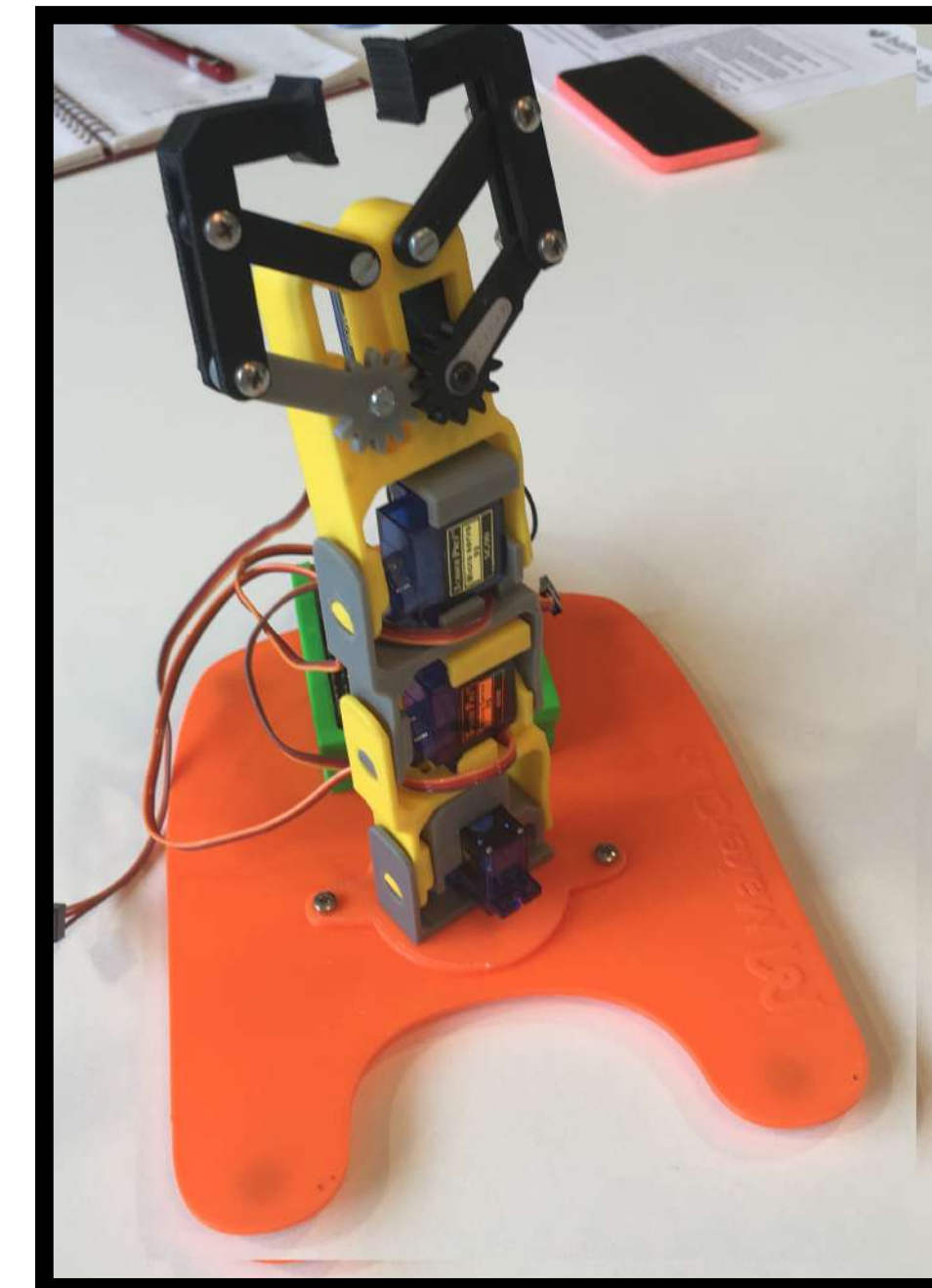
Examples of previous projects

Project 1: Tower Bridge Stakeholders: BAM Nuttall

Project 2: Tower Bridge Road Deck Replacement: BAM Nuttall

Project 3: Thames Floating Garden: BAM Nuttall/Dutch Embassy

Project 4: Robotic Arm Coding workshop: MakerClub

Project 5: Design a School of the Future: Architecture Initiative

**Project 7: Design a computer game idea that
can be taken to market: Bossa Studios**

Project 6: Design an energy saving website
for use in primary schools to teach about
climatic change and carbon
footprints: Almach and Voltaire

Welcome to
Eco Hack

Energy data challenge
12 April - 21 June 2016, Tech City College

**Project 12: Develop a masterplan for the
new Old Street Roundabout Redevelopment: Bam Nuttall**

**Project 18 (With Rivers) : Development of a strategy
(and possible start-up company)
for the use of drones in the construction industry:
Bam Nuttall**

Project 19: The identification of potential development sites in Greater London: Bam Nuttall

**Project 14: Design a computer managed indoor food farm: Hawk RCM**

Project 18: Development of a strategy (and possible start-up company) for the use of drones in the construction industry: Bam Nuttall

Project 23: Design an automated manufacturing system for Magellan Aerospace's products: Magellan Aerospace

**Project 22: Develop an app for
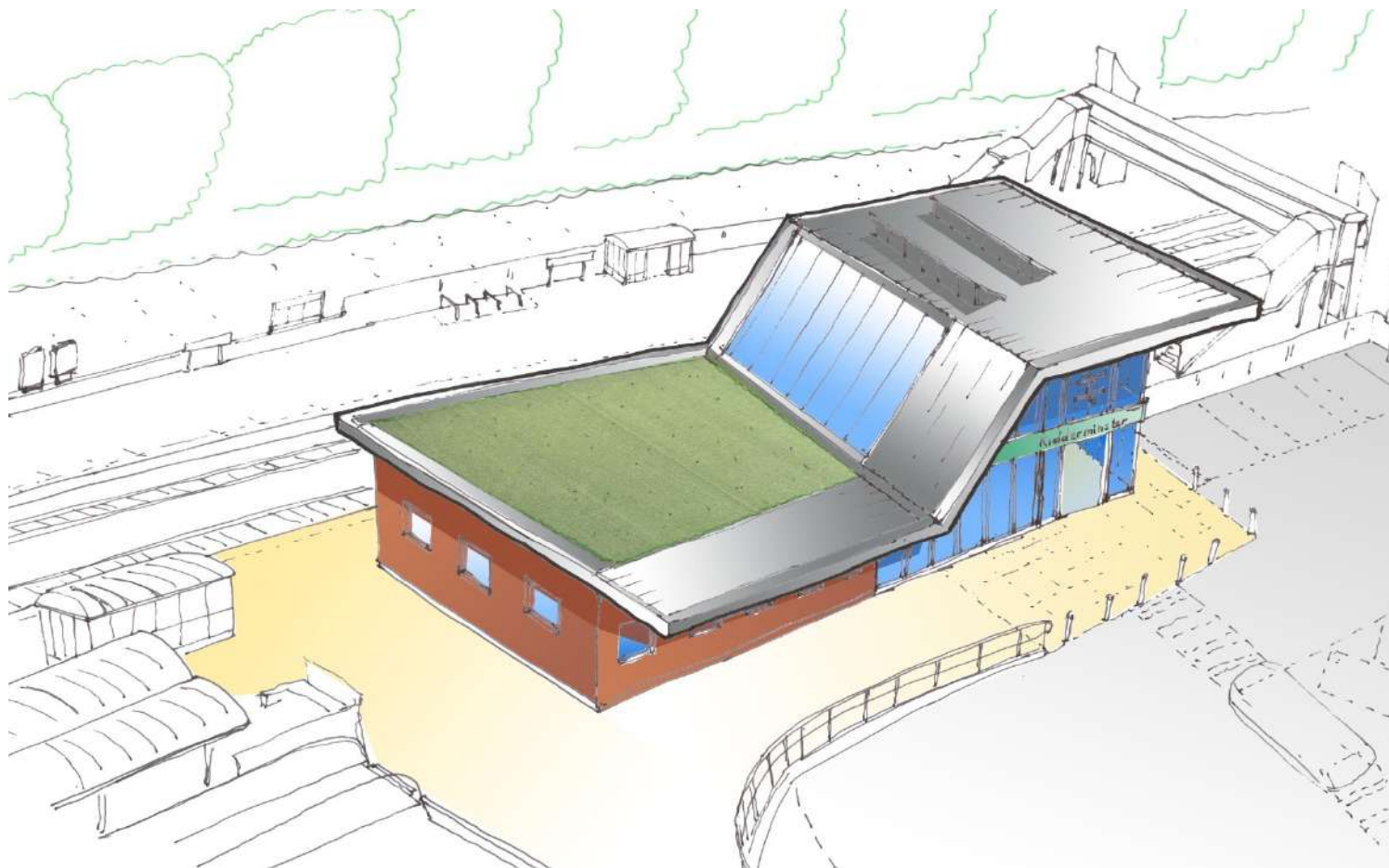the Aspirations Employability Portfolio : Rarely Impossible**
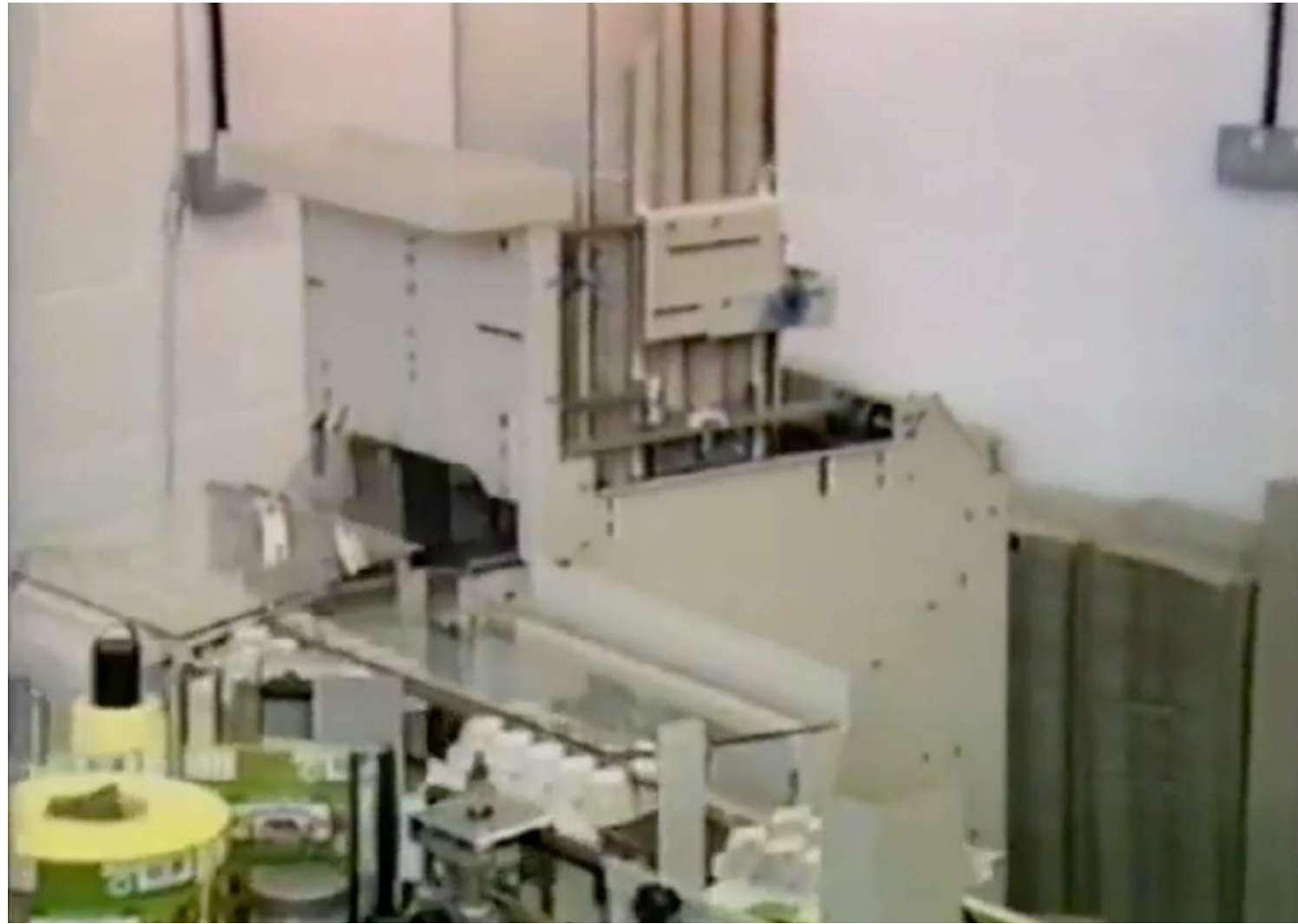
**Project 9: The re-development of
the R21 labeller machine: Rational Labelling**

**Project 24: A design for an access tunnel
under a runway at Heathrow Airport: Bam Nuttal**

Project 13: Kidderminster Station Concept Design: Amey

The Final Presentation

All employers involved in the projects are invited to the final presentations. The final presentation prepared by students involves three elements:

1. An exhibition of the student group work and the processes they went through during the project.
2. A presentation to the employers: Students will talk though their ideas/solutions and may use a variety of forms to enhance their ideas, including possibly models and drawings.
3. A project pack that outlines full details of the development of their ideas. This project pack includes:
   - Details of the project brief
   - Details of the team and the roles played.
   - Outline of the planning that took place
   - Outline of the learning that took place
   - Examples of the research conducted
   - Detailed explanation of the outcome/idea/solution
   - Bibliography of readings and references.

Quotes from Employers

As architects, teaching students to design a school meant that we had to simplify the design process to make it understandable for students. By doing so, it helped us focus on the fundamentals of the design process and the concepts. We were pleasantly surprised at the creativity the students showed during the course. On a macro level, we hope we have inspired the future generation, albeit a small group of them, about good architecture!

Janita Han

architecture initiative

At present the Construction Industry is facing a huge skills shortage that will potentially affect the UK's ability to build the infrastructure it needs. This is a great opportunity for students to experience hands on what a career in Civil Engineering is like and for us to meet the Engineers of the future. Via the project briefs we also get the opportunity to look at engineering challenges from a different perspective which can really help us to drive innovation.

Jay Moorhouse

Bam Nuttall

Education - The First Project

Education is unique because it has a personal effect on every single person. Everyone has an opinion on education and how it could change for the better. This project isn't just about teaching, however. There is a multi-million pound industry centred around both compulsory and non-compulsory education. From early years home learning support such as toys, to workplace and lifelong learning, there are very few people in the world whose daily lives aren't affected directly by the sector.

Alongside this direct influence, the industry contains a vast amount of companies who appraise and analyse the successes and failures of education, trying to constantly assess how, and why, people learn. The metrics for data and the handling of it is just as important as how that data is generated in learning environments. In this project, you will be set projects that aim to embrace the cultural and digital revolutions going on within the education spectrum. They may include methods of instruction or teaching, platforms for accessing learning, or perhaps analytics and methods of measuring and understanding successes or shortcomings in the education spectrum.

Many students will want to pursue a career in education as there are opportunities to live in a wide range of locations including abroad. There is a shortage of teachers around the world, yet it is a rewarding occupation. This project is designed to give students a taste of teaching.

Possible element to the project:
- Driving question could be: How do I deliver a really challenging, relevant and engaging lesson for primary school children centre on space?
- Students should be involved in planning a learning session together and should deliver as a team to a group of primary pupils.

* Aspirations operates a post 18 teacher internship programme for those wishing to go into teaching