

2019/20

**STEPs**  
CAREERS  
PROGRAMME

# STEP FORWARD

**AGES 14-15**

**STUDENT WORKBOOK**

Name: \_\_\_\_\_

Class or Form: \_\_\_\_\_

**STEPs - SKILLS TO ENSURE PROGRESSION**  
SUPPORTING STUDENTS' PERSONAL DEVELOPMENT

Mapped against the CDI's Framework for  
Careers, Employability & Enterprise Education  
Mapped against the Gatsby Benchmarks

 **OPTIMUS** EDUCATION  
Part of Shaw Trust

## INTRODUCTION

Your career is your pathway through life – a combination of living, learning and earning. During this school year, you may be preparing to get some hands on experience of real jobs through work experience, or other visits to workplaces. You will certainly be thinking ahead to what you want to do after you are 16.

The activities in this booklet are designed to build on your knowledge about careers and the world of work and help you to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Each exercise in this booklet is designed to help you to develop the important skills, and find out the essential information that you will need to support your own personal development. You can clearly see that each TASK starts with an explanation of the learning objectives and outcomes<sup>1</sup>. At the end of this booklet, there is an opportunity for you to review how the exercises and activities have contributed to your career learning.

Your tutors, careers staff and careers advisers are available to help you.

Like most young people in the UK, you will probably continue in education or training until you are 18<sup>2</sup> - but that doesn't mean that you have to stay in school until you are 18. You might go to another school, a college, or a training provider. You could start work as an apprentice when you are 16, earning while you learn. You might even work or volunteer, and carry on learning and training at the same time – it's up to you! Your tutors, careers staff and careers advisers are available to help you.

Use this workbook together with other sources of information to find out about all your options after you are 16, for example:

- National Careers Service job profiles: <https://nationalcareersservice.direct.gov.uk>
- Careers A-Z in Northern Ireland: [www.nidirect.gov.uk/services/careers-z](http://www.nidirect.gov.uk/services/careers-z)
- My World of Work in Scotland: [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Job Information in Wales: [www.careerswales.com](http://www.careerswales.com)

## CONTENTS

<b>Task A:</b>	Exploring Possibilities (Exercise A1)	<b>Task I:</b>	Work Experience (Exercise I1-4)
<b>Task B:</b>	World of Work - What Employers Want (Exercise B1-3)	<b>Task J:</b>	Moving on from Work Experience (Exercise J1)
<b>Task C:</b>	World of Work - Work and Lifestyle (Exercise C1-4)	<b>Task K:</b>	Developing your Personal Sales Pitch (Exercise K1)
<b>Task D:</b>	World of Work - Quiz (Exercise D1)	<b>Task L:</b>	Managing your Money (Exercise L1)
<b>Task E:</b>	World of Work - Legal Limits (Exercise E1-2)	<b>Task M:</b>	Thinking ahead after you are 16 - Options (Exercise M1-2)
<b>Task F:</b>	World of Work - Rights at Work (Exercise F1-3)	<b>Task N:</b>	Different Qualifications and their equivalents (Exercise N1)
<b>Task G:</b>	World of Work - Responsibilities at work (Exercise G1-3)	<b>Task O:</b>	Review my learning (Exercise O1)
<b>Task H:</b>	Application Skills (Exercise H1)	<b>Task P:</b>	Look ahead (Exercise P1)
		<b>Answers</b>	

## TASK A: Exploring Possibilities (Exercise A1)

**Learning outcomes:** You begin to identify steps to take to achieve your career aim. You realise the importance of planning ahead. You understand that there may be barriers and that you need to think about how to overcome these. *Links to CDI KS4 learning outcomes 1, 2, 3, 11, 15, 17.*

Your career is your pathway through life - a combination of living, learning and earning. During the next two to three years, you will have the chance to explore career options and start to plan ahead. Work through these questions to help you think about your future.

Exercise  
**A1**

Imagine yourself in 10 years' time. Where would you like to be in your career?
What do you need to do between now and then to achieve this? <ul style="list-style-type: none"> <li>• This year? .....</li> <li>• By the time you are 16?.....</li> <li>• By the time you are 18?.....</li> <li>• By the time you are 21?.....</li> </ul>
What are the barriers likely to be?
What would you do to overcome them?
What will help you achieve this (e.g. skills, qualities, training, qualifications, etc)?
My back up plan would be:

## TASK B: World of Work - What Employers want (Exercise B1-3)

**Learning outcomes:** You identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work / lifestyle issues.  
*Links to CDI KS4 learning outcomes: 1, 2, 3, 4, 5, 7, 11, 14.*

These are some characteristics that employers often look for.

- |                           |                                    |
|---------------------------|------------------------------------|
| Smart appearance          | Basic number and literacy skills   |
| Good exam results         | Someone who lives locally          |
| Vocational qualifications | Enthusiasm                         |
| Reliability and honesty   | Willingness to learn               |
| Someone who plays sport   | Someone who works well with others |
| Punctuality               | Work experience related to the job |

Rewrite the list in order of the top 8 which you think are most important to an employer.

Exercise  
**B1**

1. ....	5. ....
2. ....	6. ....
3. ....	7. ....
4. ....	8. ....

Find the results at the end of this booklet.  
Make a list of any evidence you can show to prove you have each characteristic

Exercise  
**B2**

1. Reliability/honesty	
2. Punctuality	
3. Willingness to learn	
4. Works well with others	
5. Enthusiasm	
6. Smart appearance	

List the things you can do to develop the characteristics you need to work on. If you show you already have all these characteristics, list any others you think an employer might look for in an employee.

Exercise  
**B3**

## TASK C: World of Work - Work and Lifestyle (Exercise C1-4)

**Learning outcomes:** You identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work/lifestyle issues.  
*Links to CDI KS4 learning outcomes: 1, 2, 3, 4, 5, 7, 11, 14.*

Look at the following:-

- |                              |                            |                         |
|------------------------------|----------------------------|-------------------------|
| Get paid a lot of money      | Have a permanent job       | Work in a large company |
| Do a job that people respect | Not work at weekends       | Be self employed        |
| Work locally                 | Do a job that helps people | Work from 9 to 5        |
| Work in a small company      | Work away from home        | Do shift work           |

Pick out the statements that are most important for you.

Exercise  
**C1**

**Write your top 4 here**

1. ....
2. ....
3. ....
4. ....

The statements in C1 are important because:

Exercise  
**C2**

1. ....
2. ....
3. ....
4. ....

For each of the types of work listed below, write down at least one advantage and disadvantage.

Exercise  
**C3**

	Advantages	Disadvantages
Self employment		
Permanent employment		
Temporary contract		
Voluntary work		
Part-time employment		

Write a short reflection on what these advantages and disadvantages mean to you.

Exercise  
**C4**

## TASK D: World of Work - Quiz (Exercise D1)

**Learning outcomes:** You are more aware of changes in the world of work.

*Links to CDI KS4 learning outcomes: 4, 5, 7.*

Predictions about the future “World of Work” are usually based on analysing data about the recent past. Experts predict trends, draw conclusions and produce “labour market information (LMI)” about, for example, which jobs will need more (or fewer) people in the future, how working conditions may change or what level of qualifications will be needed. Sometimes though, even the experts are surprised when something unexpected happens - for example the invention of new technology, or a major financial collapse - and a few are brave enough to accurately predict the effect on jobs of the UK leaving the European Union (Brexit).

### Exercise D1

However, LMI is a useful tool to get you thinking about what opportunities may be in your future career. Think about whether the following statements are true or false and give your reasons:

1. In the next decade, the number of jobs will rise.  
True:  False:
2. In the future, everyone will work for massive, international corporations and organisations, with headquarters in other parts of the world than the UK.  
True:  False:
3. In the future, your job may be taken over by a robot.  
True:  False:
4. The number of people employed in health and social care will continue to rise.  
True:  False:
5. It will be more difficult for people without skills and qualifications to get jobs in the future.  
True:  False:
6. Self-employment (being your own boss) will be a good option for the future.  
True:  False:
7. In the future, we'll all be able to work part-time.  
True:  False:
8. The gender pay gap between men and women continues to grow and men will always have higher wages than women.  
True:  False:

Find out which of these eight statements are True, and which are False at the end of this booklet.



## TASK E: World of Work - Legal Limits (Exercise E1-2)

**Learning outcomes:** You have a raised awareness of employment law for young people.

*Links to CDI KS4 learning outcomes: 8*

How much do you know about working conditions for young people? Answer the following questions and then go to the end of the booklet to check the answers.

Please note that regulations about work and pay are reviewed regularly and may change. These are correct at the time of going to print.

Exercise

**E1**

### Question 1

How much can you earn each year before you have to pay tax?

- A) £5,465
- B) £9,505
- C) £12,500
- D) You don't pay until you reach 18

### Question 2

What is the minimum hourly wage for 16-17 year olds? (April 2019)

- A) £4.35
- B) £3.87
- C) £3.20
- D) None set

### Question 3

What is the minimum hourly wage for 18-20 year olds? (April 2019)

- A) £3.20
- B) £4.25
- C) £3.80
- D) £6.15

### Question 4

Under 18, how many days off should you have off in one week?

- A) 1
- B) 1½
- C) No legal requirement
- D) 2

**Question 5**

Under 18, how many hours can you work without a break?

- A) 6  
B) 4  
C)  $3\frac{1}{2}$   
D)  $4\frac{1}{2}$

**Question 6**

What is the minimum amount of paid holiday allowed in one year for full-time workers?

- A) 18 days  
B) None until you have completed one year  
C) 28 days  
D) No legal limit

**Question 7**

What is the maximum number of hours under 15s can work per week during school holidays?

- A) 20 hours  
B) 25 hours  
C) 30 hours  
D) 35 hours

**Question 8**

What is the maximum time under national guidelines for a young person under 16 to work on a school day?

- A) 4 hours  
B) 3 hours  
C) 2 hours  
D) 1 hour

**Exercise  
E1**

Why do you think that there are special rules for young workers?

## TASK F: World of Work - Rights at Work (Exercise F1-3)

**Learning outcomes:** You are more aware of your rights at work and where to get help. You are more aware of your role at work and what an employer would expect of you.

*Links to CDI KS4 learning outcomes: 3, 8, 9, 11.*

Your big sister didn't manage to complete all her exams at 16 due to sickness and now has very few qualifications. She has taken a job with a large retail store that was advertised as a training course. After 6 months, her manager says that they can't afford to give her the time off to do any further learning and training.

Is the employer right? Explain your answer.

### Exercise F1

After several months of trying to get a 'foot in the door' into the travel industry, Sam has found a part-time job at the airport. He is really keen to start training and make a good career for himself in the industry.

His employer has told him 'As you're only part-time it's not worth you doing any of the training we offer as you're hardly ever here as it is'.

Can the employer do this? Explain your answer.

### Exercise F2

Jas has been working in a garage for the last 6 months and all has been going well. Jas is hoping that the garage will train her as a mechanic. At the start of the week Jas goes into work and is told by her employer that after that day she is no longer needed at work.

Can the employer do this? Explain your answer.

### Exercise F3

## TASK G: World of Work - Responsibilities at Work (Exercise G1-3)

**Learning outcomes:** You are more aware of your rights at work and where to get help. You are more aware of your role at work and what an employer would expect of you.

*Links to CDI KS4 learning outcomes: 3, 8, 9, 11.*

As well as laws to protect you, you also have responsibilities as an employee, for example, being punctual and doing work that you are asked to do. How would you deal with the following?

You are feeling ill and do not think that you are well enough to go into work today.

What do you do?

### Exercise G1

You have recently started a new job. You were really pleased to be offered a job with this company as there are lots of opportunities to progress and make a good career. However, you are finding it difficult to keep on top of the work and find that other employees expect you to know a lot of things that you don't.

What should you do?

### Exercise G2

You are working as a trainee electrician for a construction company. Your employer insists that you wear a hard hat and steel toe capped boots at all times. You love the job but find the clothing really uncomfortable and don't want to wear it.

What can you do?

### Exercise G3

To see how well you did go to the end of the booklet and check your answers.

## TASK H: Application Skills (Exercise H1)

**Learning outcomes:** You understand the main elements that make up a CV and covering letter and their purpose.

*Links to CDI KS4 learning outcomes: 1, 2, 3, 11, 16.*

### Exercise H1

To apply for work you will usually need a CV (Curriculum Vitae - a summary of your education, experience of work and key achievements), and a covering letter. Your school may ask you to apply for work experience which will give you the chance to practise your application skills. If so, here are some ideas of what to include.

#### CV

- Personal details - name, address, phone number, email address.
- Name of school and what qualifications you are studying.
- Any experience of work you have had, e.g. a newspaper round, regular babysitting.
- Any other achievements, e.g. member of a team, certificates or awards in the last 2-3 years.
- The name of someone who can write a reference for you (usually your head teacher).

#### Covering letter

- Explain that you are writing to apply for a (1 week, 2 week) work experience placement.
- Give the dates you will be available.
- Say why you are interested in working in that organisation.
- Finish by saying you are grateful for any help they can give you.

Now try writing a CV for yourself. When you have made notes here, you could word process it (CVs should always be typed). Then save it in your individual learning plan or careers folder, and update it as you develop more skills, gain qualifications and have more relevant experience to describe.

#### CURRICULUM VITAE

Name:

Address:

Telephone:

Email address:

School:

Courses being taken/qualification level:

Experience of work so far:

Achievements:

Reference:

## TASK I: Work Experience (Exercise I1-4)

**Learning outcomes:** You recognise why you do work experience. You understand how work experience can help you with your career planning. *Links to CDI KS4 learning outcomes: 1, 2, 3, 6, 7, 9.*

Sometime before you reach the official school leaving age, you should have the opportunity to go on work experience, which is a great chance to learn about the world of work.

### Case study 1

#### Exercise I1

Catherine wants to go into retail management, ideally in a large supermarket, but her work experience placement was in a warehouse.

On work experience she had to deal with customers, answer the telephone, help the other staff with stock control, check deliveries, place orders and use the computer. She was surprised to find how much she enjoyed it, and although it was not her first choice, she felt it helped her develop some of the skills she would need in retail management.

What did Catherine learn from her work experience? .....

.....

### Case study 2

#### Exercise I2

Keri has always wanted to be a solicitor, so she was pleased to find she was going to a solicitor's office on work experience. On her placement she visited the Law Courts and the local Police Station. However, most of her time was spent in the office where she researched information, carried out clerical work like photocopying and work shadowed a solicitor who spent most of his time reading, writing letters and talking to clients on the telephone.

She felt law was not as glamorous as she had thought, as there was more routine work and paperwork than she had expected.

What did Keri learn from her work experience? .....

.....

### Case study 3

#### Exercise I3

Mark does not know what he wants to do when he leaves school. Teachers think of him as shy, lacking confidence and not always reliable. He didn't care where he went for work experience. The only placement left was at the local hairdresser. Mark had to talk to customers, wash their hair, sweep the floor, make cups of tea and take telephone bookings. He turned up on time every day and enjoyed chatting to customers in the shop and on the phone. The hairdressers were very impressed with him and have offered him a part-time job in the school holidays.

What did Mark learn from his work experience? .....

.....

### Reasons to go on work experience

Rank the following according to your priorities:

1 = very important, 2 = important, 3 = not very important.

Exercise  
**14**

- learn about work
- try out an occupation
- increase my confidence
- do something different from school
- gain experience for the future
- meet new people
- be more responsible
- be more independent
- travel to work by myself
- apply the knowledge and skills I have learnt at school in work
- find out what employers think of me
- find out about myself e.g. how I cope
- have good references
- see how I get on with other adults
- develop communication skills
- develop IT skills
- work as a team member
- be offered a job
- do a school project
- decide whether I want to leave school or stay on
- find out how industry works

# TASK J: Moving on from Work Experience (Exercise J1)

**Learning outcomes:** You review your achievements on work experience. You record your learning from work experience. *Links to CDI KS4 learning outcomes: 1, 2, 3, 7, 11, 17.*

You will probably have had a work experience logbook to help you prepare for, and get the most out of, your experience. The following exercises will give you the opportunity to reflect on your work experience placement as well as help your personal planning for the future.

## Exercise J1

Using the knowledge and understanding you gained from your work experience placement, complete the chart below identifying the skills and qualities employers are looking for and how many of them you have now. Remember you live in a world where you need to be able to provide evidence so think of an example you could use to justify the rating you have given yourself.

1 = I am good at this

2 = I can do this but I need more practice

3 = I have attempted to do this

4 = I cannot do this.

Skill/quality	Evidence (what I did and when)	1	2	3	4
Enthusiasm					
Improving own performance					
Communication (oral)					
Communication (written)					
Managing time effectively					
Working as part of a team					
Willing to learn new things					
Punctuality					
Reliability					
Using own initiative					
Being organised					
Problem solving					
Taking instructions					



## TASK K: Developing your Personal Sales Pitch (Exercise K1)

**Learning outcomes:** You consider how knowing yourself and your skills/qualities will help with applications. You can identify your own skills/qualities/talents. *Links to CDI KS4 learning outcomes: 1, 2, 3, 11, 16.*

Work experience provides you with an opportunity to think about your:

- Personal qualities - describe what kind of person you are, e.g. confident, cheerful.
- Skills - describe the things you are able to do well, e.g. drawing, looking after animals.
- Transferable skills - describe the things you can use or transfer to many different situations, e.g. working under pressure.
- Natural talents - describe the things you can do well or have a flair for, e.g. singing, selling.

### Exercise K1

Now list the ones you have in the columns below.

Personal qualities	Skills	Transferable skills	Natural talents

Remember this list can be used to help you to complete application forms for college, sixth form, work-based learning and jobs.

## TASK L: Managing your Money (Exercise L1)

**Learning outcomes:** You will consider the importance of budgeting for the future. You will begin to consider how you can develop budgeting skills whilst still in school. *Links to CDI KS4 learning outcomes: 2, 13.*

Do you remember? Budgeting is:

- A) Putting together a plan to show how you are going to manage the money available to you and not spend more than you have.
- B) Buying things for the lowest price.
- C) Not spending money on luxuries.
- D) Cutting down on the amount of money you spend.

You may not be earning a full-time wage, but you can still start budgeting. It's good to get into the habit of thinking about what you are spending and making the most of the money that you have.

Exercise  
**L1**

Complete the table below

List everything you bought last week	What was the cost of each item?	Tick here if you regret buying it	Tick here if you could have gone without it	Could you have reduced the amount spent on it?	How much could you have saved?
Crisps	0.80		✓	Yes - could have brought snack from home	0.80
Total					

How much money did you have at the start of the week? ..... minus  
 What did you spend? ..... =  
 What was left? Total ..... add  
 What could you have avoided spending? .....  
 This is extra money you could have had! .....

Disposable income is the amount you have left after you have paid for your essentials. How many of your purchases were 'essential'? Could you have increased your disposable income?

## TASK M: Thinking ahead after you are 16 - Options (Exercise M1-2)

**Learning outcomes:** You know what your options are at the end of year 11. You identify pros/cons of different options and consider them in relation to your own plans. You can recognise different routes to qualification levels. You can use a straightforward decision-making technique. You consider longer term implications and the potential benefits and drawbacks of different opportunities.

Links to CDI KS4 learning outcomes: 1, 2, 3, 14, 15, 17.

### Exercise M1

Generally you will be 16 (or just over) when compulsory schooling finishes. Although you don't have to stay in school, the vast majority of young people in the UK carry on in education or training until they are at least 18 years old (in England, this is compulsory). So what will be your options?

Take a look at the list on these next two pages and think about the advantages and disadvantages of each choice from your personal point of view:

Option	Advantages	Disadvantages
Apply to the Sixth Form of your current school	<i>Example: the teachers know me.</i> <i>Others:</i>	
Apply to the Sixth Form in another school	<i>Example: a fresh start.</i> <i>Others:</i>	
Apply to the Sixth Form College	<i>Example: meet new friends of my own age.</i> <i>Others:</i>	

**Exercise M1 Continued**

Option	Advantages	Disadvantages
Apply to a further education college	<i>Example: should find a course to suit me.</i> Others:	
Apply for an Apprenticeship or a job with training.	<i>Example: earn money while I continue to learn.</i> Others:	
Do some volunteering	<i>Example: gives me valuable work experience.</i> Others	

**Exercise M2**

Write a short reflection on how these advantages and disadvantages relate to your own plans.

## TASK N: Different Qualifications and their equivalents (Exercise N1)

**Learning outcomes:** You have a basic understanding of the qualifications framework.

Links to CDI KS4 learning outcomes: 10, 14, 15.

Each region of the United Kingdom offers a range of qualifications that can be achieved at age 16 and beyond - for example GCSEs and A levels in England, Northern Ireland and Wales, or Nationals and Highers in Scotland.

### Exercise N1

Qualifications are usually grouped into “levels” to describe how they increase in difficulty - the higher the level, the higher the level of knowledge, understanding and skill you will need to develop in order to achieve that qualification. There are a few examples from each level in the table below. Make a list of the qualifications you are working towards now. Which level are you working at?

Qualification level	Achievement level	Examples of some qualifications at this level
Entry Level 1	Building a basic level of knowledge, understanding and skills	Entry level awards, certificates and diplomas at Levels 1, 2 & 3 National 1, 2 & 3 Skills for life / Essential skills Functional skills (English, maths, ICT)
Entry Level 2		
Entry Level 3		
Level 1	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations	GCSE grades 3-1 (England) GCSE grades D-G (Northern Ireland and Wales) National 4 (Scotland) Functional skills level 1 Vocational qualifications at Level 1 Skills for Life / Essential skills Functional skills (English, maths, ICT)
Level 2	Building knowledge / skills in subject areas and their application. Important level for employers and further education applications	GCSE grades 9 - 4 (England) GCSE Grades A* - C (Northern Ireland and Wales) National 5 (Scotland) Functional skills level 2 Vocational qualifications at level 2 Apprenticeships at Level 2
Level 3	In-depth knowledge, understanding and skills and a higher level of application. Appropriate for entry into higher education, further training or skilled employment.	All GCE AS and A Levels Scottish Highers Vocational qualifications at level 3 International Baccalaureate Apprenticeships at Level 3
Levels 4-8	Specialist learning that involves a high level of knowledge in a specific occupational role or study	Certificates and Diplomas of Higher Education Bachelor's degrees Postgraduate qualifications Professional qualifications Foundation degrees Vocational qualifications at levels 4 and above Higher, Degree and Graduate Apprenticeships PHDs / Doctoral degrees

# TASK O: Review my learning (Exercise O1)

**Learning outcomes:** Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences. *Links to CDI KS4 learning outcome: 3*

Look back at the assurances we gave you at the start of this booklet - that the activities will help you to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills).

These three important sections can be broken down again into 17 areas of learning. This workbook has covered 16 of the areas that are relevant to your age group, and we hope you will enjoy learning about all of them as your education progresses.

Exercise **O1**

Look at the 17 learning objectives in the table below. The first column shows where the Tasks in this Workbook addressed these 17 learning-objectives. The second column is for your feedback; if the tasks were helpful, put one tick; if you are interested to know more, put two ticks.

<b>CDI Framework for Careers<sup>1</sup></b> 17 areas of learning and 17 learning objectives for students aged 14-16	Tasks in STEP FORWARD Workbook	1 tick for helpful; 2 ticks for interested to know more
<b>Section 1:</b> Developing yourself through careers, employability and enterprise education		
<b>1. Self-awareness</b> To recognise how you are changing, what you have to offer and what's important to you	A, B, C, H I, J, K, M	
<b>2. Self-determination</b> To explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	A, B, C, H I, J, K, L, M	
<b>3. Self-improvement as a learner</b> To review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	A, B, C, F G, H, I, J K, M, O, P	
<b>Section 2:</b> Learning about careers and the world of work		
<b>4. Exploring careers and career development</b> To discuss the skills involved in managing your own career	B, C, D	
<b>5. Investigating work and working life</b> To explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	B, C, D	
<b>6. Understanding business and industry</b> To explain different types of business organisational structures, how they operate and how they measure success	I	

<sup>1</sup>These learning areas and objectives are from the national Career Development Institute's Framework for careers, employability and enterprise education

<b>7. Investigating jobs and labour market information (LMI)</b> To be able to find relevant labour market information (LMI) and know how to use it in your career planning	<b>B, C, D, I, J</b>	
<b>8. Valuing equality, diversity and inclusion</b> To recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	<b>E, F, G</b>	
<b>9. Learning about safe working practices and environments</b> To be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	<b>F, G, I</b>	
<b>Section 3: Developing your career management, employability and enterprise skills</b>		
<b>10. Making the most of careers information, advice and guidance</b> To build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	<b>N</b>	
<b>11. Preparing for employability</b> To show how you are developing the qualities and skills which will help you to improve your employability	<b>A, B, C, F G, H, J, K</b>	
<b>12. Showing initiative and enterprise</b> To show that you can be enterprising in the way you learn, work and manage your career	<b>-</b>	
<b>13. Developing personal financial capability</b> To show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	<b>L</b>	
<b>14. Identifying choices and opportunities</b> To be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	<b>B, C, M, N</b>	
<b>15. Planning and deciding</b> To know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	<b>A, M, N</b>	
<b>16. Handling applications and interviews</b> To know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	<b>H, K</b>	
<b>17. Managing changes and transitions</b> To review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	<b>A, J, M</b>	

## TASK P: Look ahead (Exercise P1)

**Learning outcomes:** To explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences. *Links to CDI KS4 learning outcome: 3*

We hope that you have enjoyed the exercises and tasks in this booklet. They are an important part of the career learning that your school provides to support you to plan and achieve your dreams and goals.

### Exercise P1

This table includes a list of some of the elements<sup>4</sup> that make up good careers programmes in schools. Tick the ones that most interest you now. There is space to write some notes if you would like to.

	I am intrested in finding out more
<p>1. Do you understand the careers programme in your school?</p> <ul style="list-style-type: none"> <li>• Look on the school website. Have you seen the careers policy and programme?</li> <li>• Have you been asked your opinion, or given feedback, about the careers programme?</li> </ul>	
<p>Are you interested in learning more about:</p> <ul style="list-style-type: none"> <li>• A range of study and training options? (there are sixth-forms, colleges, universities, apprenticeship-providers, training-providers)</li> <li>• A range of jobs and careers options? (there are many industry sectors to choose from, and hundreds of job-titles to browse)</li> </ul> <p>How do you prefer to do research?</p> <ul style="list-style-type: none"> <li>• By reading in hardcopy, printed books/ magazines?</li> <li>• By reading in softcopy, downloads/websites?</li> <li>• Both, you don't mind?</li> </ul>	
<p>3. Are you beginning to understand more about your skills and interests as an individual and how this relates to your future career?</p> <p>Are you interested in getting advice and support to help you to work out what is best for you?</p> <ul style="list-style-type: none"> <li>• When you need it?</li> <li>• So that you understand all your options?</li> </ul> <p>Do you think that it is important that you learn about equality and diversity in careers?</p> <ul style="list-style-type: none"> <li>• So that you are treated fairly?</li> <li>• So that you treat others fairly?</li> <li>• So that you can challenge stereotypical thinking?</li> <li>• So that you aspire to be the very best you can be?</li> </ul>	



<p>4. Are you interested in understanding more about how the subjects you are studying lead into future options - study, training, jobs, careers - and the world of work?</p> <ul style="list-style-type: none"> <li>• Can you think of at least three jobs you can do that use each of the subjects you are studying now?</li> <li>• Can you think of at least three skills that you use regularly in your subjects that might be useful for your future career?</li> <li>• Can you name at least three jobs you could do with science, technology, engineering and maths (STEM) subjects?</li> </ul>	
<p>5. Are you interested in hearing more about the world of work - careers, employability, enterprise - from employers (companies and organisations) and employees (the people that work for them), and talking to them about jobs and workplaces?</p> <ul style="list-style-type: none"> <li>• Does your school have a careers-fair, or employability competitions, or enterprise challenges?</li> <li>• Does your school have visiting speakers, who talk about what it takes to be successful in the workplace?</li> </ul>	
<p>6. Are you interested in learning about a range of workplaces (offices, retail shops, factories, hospitals, schools, construction sites, workshops), and the different types of work being done in each of them?</p> <ul style="list-style-type: none"> <li>• Some schools organise visits to workplaces; does yours?</li> <li>• Some students do work-shadowing (watching someone else do their job), or work-experience (helping out in a workplace), to see what different jobs are like; have you taken part?</li> </ul>	
<p>7. Are you interested in understanding more about future study options?</p> <ul style="list-style-type: none"> <li>• Would you like to visit a college and find out about Further Education qualifications (Certificates and Diplomas)?</li> <li>• Would you like to visit a university and find out about Higher Education qualifications (Bachelor's and Master's degrees)?</li> <li>• Would you like to visit a training-provider or employer and find out about Apprenticeship qualifications? (Levels 3, 4, 5, 6, 7)</li> </ul> <p>By visiting them, you can see their premises, and ask their staff and students/trainees about the courses that interest you.</p> <p>Would you like to talk to representatives from colleges or universities or training-providers, at a careers-fair or an education-fair? By visiting fairs, you can talk to lots of organisations - colleges and universities and training-providers - at once.</p>	
<p>8. Have you spoken to your school's career adviser yet?</p> <ul style="list-style-type: none"> <li>• I think I know what my plan is for the next stage of learning and training, but I'd just like to check I'm on the right track</li> <li>• I have some ideas about what I want to do after am 16 but I'd like to talk them through with the careers adviser.</li> <li>• I need to speak to someone now. I am really confused by my post-16 choices.</li> </ul>	

## Answers

These are the scores from an employer survey

### Exercise C1

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. Reliability/honesty 91%  | 5. Enthusiasm 82%                   |
| 2. Punctuality 91%          | 6. Smart appearance 78%             |
| 3. Willingness to learn 88% | 7. Basic number/literacy skills 54% |
| 4. Team player 85%          | 8. Good exam results 30%            |

### Exercise D1

World of work quiz

1. This is probably true - it is estimated that there will be a few million more jobs available over the next ten years if the economy continues to grow at the same pace.
2. False, most people in the UK in private sector employment work in small and medium sized businesses with less than 250 employees (estimated at 60% of all private sector employment in the UK, and that number seems to be growing). Over 99% of businesses employ between 0-249 people. Large businesses account for about 0.1% of businesses and 40% of employment in the private sector.
3. Partly true, the jobs of more than 10 million UK workers are at high risk of being replaced by robots within 15 years as the automation of routine tasks gather pace. As machines do take over the boring, repetitive tasks, the human workforce may be able to do more rewarding and creative work, removing the monotony from their day jobs.
4. True - the UK has an aging population as people live longer, sometimes with long-term health conditions that will continue to need support from a growing army of carers.
5. True. As more technology is employed to do basic, routine jobs and tasks, there will be a need for more highly skilled workers to design, manage, service and operate the machines. Also, the pace of change in technology means that those workers will need to continually update their own skills and qualifications.
6. Partly true - levels of self-employment in the UK are increasing and this trend is likely to continue. The latest estimates show that over 15% of the UK labour force is now self-employed (2017). Many of these workers have irregular hours, fluctuating incomes and may work on a project-by-project basis.
7. False - at least as far as trends in recent years seem to indicate. The number of part-time workers has remained the same for some time. People working full-time average just over 37 hours per week, while those working part-time average just over 16 hours per week. Some people work part time in a main job and take on other hours in another occupation.
8. False. The gender pay gap has decreased (slowly) over the past 20 years and continues to fall. All large organisations must report on how much they pay their male and female workers. Women continue to be under-represented at the highest levels of companies (where wages are highest), and often work in part-time jobs (where wages are lowest).

**Exercise  
E1**

## Legal Limits

1 = C; 2 = A; 3 = D; 4 = D; 5 = D; 6 = C; 7 = B; 8 = C

**Exercise  
F1****Exercise  
F2****Exercise  
F3**

## Rights at work

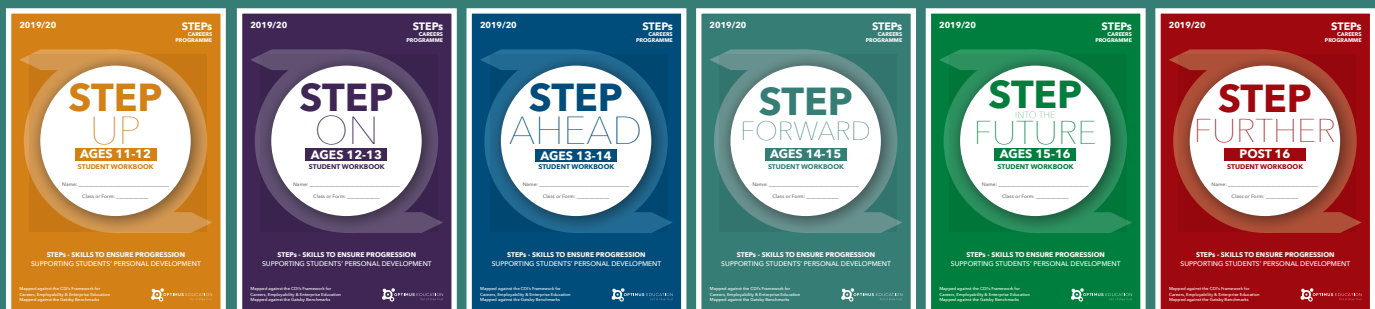
1. No. All 16 and 17 year olds in the UK are classed as young workers. As such, your sister has the right to expect a reasonable amount of time off to continue her education and improve her qualifications.
2. No. Part-time employees are entitled to the same contractual rights as full-time employees pro rata (this means in proportion). So, in this case Sam should have been offered the same training that the company would have offered a full-time employee.
3. No. Provided you have worked for a minimum of one month the minimum notice of dismissal an employer can give you is one week for which you must be paid. The exception is in cases of gross misconduct, which could lead to instant dismissal.

**Exercise  
G1****Exercise  
G2****Exercise  
G3**

## Responsibilities at work

1. Your company will probably have procedures in place for what employees should do if they are sick. Normally you (or someone close to you) would be expected to phone in as soon as you can to let your manager know you are ill and let them know how long you think you will be off for. If you are likely to be off work for more than a week you will need a doctor's certificate.
2. You should arrange a time to speak with your line manager and let them know what you are finding difficulty with. It is their responsibility to give you training to help you to do the job - but they can't help you if you say nothing.
3. Your employer legally has to protect you from any health and safety hazards at your work, but you are also obliged to take health and safety precautions which includes wearing protective clothing and working safely. In this case you must continue to wear the safety clothing or you will not be allowed on site.

Part of the **Steps** Careers Programme.



A series of progressive individual workbooks that are available as hard copy workbooks, PDFs or interactive versions.

We also have alternative versions of these workbooks available for those schools where students make early choices for key stage 4 study.



Produced and published by Optimus Education

© Optimus Education 2019. All information correct at time of going to print (July 2019)

**TO PLACE AN ORDER CONTACT:**

**Optimus Education**

1 Andrews Court, Andrews Way,  
Barrow-in-Furness, Cumbria LA14 2UE

**T:** 01229 814840

**E:** [resources@prospects.co.uk](mailto:resources@prospects.co.uk)

[www.prospectseducationresources.co.uk](http://www.prospectseducationresources.co.uk)

Optimus Education Resources is a trading name of Optimus Education Ltd, a company registered and incorporated in England and Wales. Registered company number: 05791519. Registered office: Shaw Trust House, 19 Elmfield Road, Bromley, Kent, BR1 1TL.

