

2019/20

STEPs
CAREERS
PROGRAMME

STEP

FURTHER

POST 16

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

Congratulations! You have chosen to continue in education or training after the age of 16. This will give you the chance to improve your qualifications, or study new courses, so that you have the best possible preparation for the next phase of your career, whether you choose to study at university, take an Apprenticeship or start a full-time job. Wherever you are; in a school 6th form, in college, at a training provider, on an Apprenticeship or volunteering / working and studying at the same time, 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 outcomes¹. 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.

Use this workbook together with other sources of information to find out about all your options after you are 18, 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
- My World of Work in Scotland: www.myworldofwork.co.uk
- Job Information in Wales: www.careerswales.com

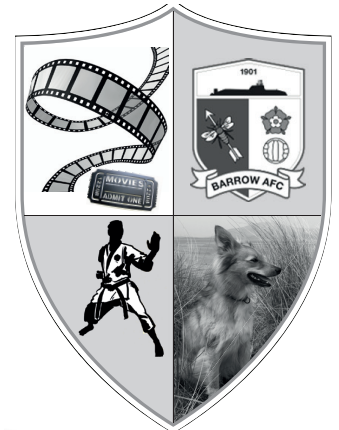
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TASK B: What's important at home? (Exercise B1)

Learning outcomes: You are able to articulate positive aspects of your life outside school/college/work and also to consider what you want from a career. *Links to CDI learning outcomes: 1, 2.*

There are many aspects of your free time away from school, college, training or the workplace that are really important to you - it could be anything from the sort of music and clothes you love; to the time you devote to your religious life; to the sports you follow or take part in, to hobbies, clubs or arts and crafts; to the TV and films you watch or the time you spend with your family, friends or even pets. How about picking the 4 most important parts of your free time and either fill each of the 4 boxes below with a description of each or ask your teacher/tutor for a sheet of paper, or use a drawing program, and follow the example of this young person.



Here is an example from a young person who loves going to the cinema, supporting Barrow Football Club, exercising at karate and walking their dog Izzy.

Exercise
B1

TASK C: What's important at work? (Exercise C1)

Learning outcomes: You are able to articulate positive aspects of your life outside school/college/work and also to consider what you want from a career. *Links to CDI learning outcomes: 1, 2.*

In the 'Twitter' exercise earlier, you looked at the employability skills that employers look for. But how about what you are looking for from your future career? You will be spending up to 40 hours every week at work. It is estimated today's 18 year olds won't be retiring until 2069 at the earliest. You might as well be doing something that interests you, but what else is important? It could be high wages; something challenging; something creative; something stress free; something dangerous? You could fill in each of the boxes below with a description of your 'career values' or take a piece of paper/use a drawing program and illustrate them as in exercise B1.

Exercise
C1

TASK D: Online Consequences (Exercise D1-3)

Learning outcomes: You realise that aspects of your online personality may hinder (or help) your future learning and career prospects. *Links to CDI learning outcomes: 1, 2*

EVERYONE loves Instagram, Snapchat, Twitter, Facebook, YouTube, vlogging and blogging don't they? What a great way of expressing your thoughts, views, social life and experiences. How fabulous to be able to share those daft memories of a wild night out or to tell the world exactly what you think about your boring part-time job or the horrible person who interviewed you for a college place... Only your friends will ever see it, won't they? But just imagine if your boss, or that horrible interviewer saw the following Instagram posts - what might be the consequences?

Exercise D1



John Smith Not happy, that uni interview panel were well stuck up. Even if they offer me a place, there is no way I wanna go on their rubbish course. #rubbishcourse #wouldntgoanyway

The Admissions tutor has seen 3 candidates with similar predicted grades. She checks Facebook to see if that will help her to decide which two she will offer a place to and notices that John's page links to an Instagram account that isn't set to private ... consequence?

Exercise D2



Secret Sal Going to have to get dad to ring me in sick for my Saturday job (again!) Can't believe how late me and Meg and Jaden were out tonight. Getting to sleep just as the sun is rising, that's the life!!

The boss is irritated after Sally's dad makes that phone call. He can't check for clues on her Facebook wall to prove that Sally is lying because it is all private. He does remember that he IS 'friends' with Jaden though... consequence?

Exercise D3



Meg tagged Secret Sal and 7 others on Instagram: Wild Friday Night

Sally's boss is too busy to check up on her fake 'sickness' straight away. He phones the other part-time member of staff, Deep, to demand that he comes into work to cover for Sally. Deep is furious as he had social plans for the day. He does not like Sally and does not follow her on Instagram - but he does get notifications from two of the others tagged in Meg's photos... consequence?

TASK E: Online Opportunities (Exercise E1)

Learning outcomes: You consider the value (and dangers) of using social networks to further your future learning and career prospects. *Links to CDI learning outcomes: 1, 2.*

You may know that Facebook and Instagram, Twitter and LinkedIn can all be important for finding contacts and opportunities: you may even know that videos posted on www.youtube.com have been responsible for launching musical careers, and that many companies use famous Instagram influencers to help them to promote and sell their products.

www.instagram.com and www.facebook.com – most people use one or both of these platforms for connecting with friends – see the previous page for a few hints to help you use them wisely. They can also be effective networking tools, allowing you to connect with individuals and organisations across the world.

www.twitter.com – allows you to connect with people you don't know, based on your common interests. It is a good idea to mention your job search, including the type of opportunity you are looking for.

www.linkedin.com – is a business-oriented social network site. It allows you to connect with people you know – and then from that, to people they know (i.e. their network) which may include professionals or companies useful for your job search.

Another way of online networking: **local recommendations**

How many times have you heard the question; does anyone know: a decent local mechanic; hairdresser; electrician or just someone who will help me to repair my laptop without overcharging me?

Many small businesses rely on 'word of mouth' to help to build up their reputation and networks – many more benefit from encouraging satisfied customers to post an online review. If your future plans for a career include starting your own business you could be relying on website reviews and recommendations. Examples include: www.trustatrader.com or www.thebestof.co.uk. Another sector where online reviews and recommendations are important is the travel and tourism industry – the best known is: www.tripadvisor.com.

Networks are important in building up a business reputation – however, can you think of any ways in which these widely available tools could be a threat or cause problems for a small business?

Exercise **E1**

TASK F: Political aspirations: what are they going to do next? (Exercise F1)

Learning outcomes: You realise that achieving a final goal may include many different jobs/activities/periods of study etc. *Links to CDI learning outcome: 4.*

Read through the life stories of three young people who set out on a journey that took them into a career in politics. At the age of 35 each person has advanced to at least reach their career goal to serve as a Member of Parliament.

Alexi	Jimmy	Zee
<p>At 18 Had always enjoyed debating, arguing and standing up for a cause. Was active on the school council and chaired their meetings. Left school to do a Physics degree. Continued to be active in student politics.</p>	<p>At 18 Always a talented athlete, Jimmy pursued a career in rugby league with a team in the north west of England. He began studying part-time with the Open University to work towards a degree in International Studies.</p>	<p>At 18 Both of Zee's parents are active in politics. With a mother who is an elected Mayor and a father who has been a constituency MP for more than 20 years, it seems natural for the family 'business' to continue. Zee leaves school and volunteers to serve as a member of the Youth Parliament, to which she is elected.</p>
<p>At 21 Left university with a First Class Honours Degree and as President of the Student Union. Got a job working in the NHS as a laboratory technician. Continued to be active as a Trade Union representative and member of a political party.</p>	<p>At 21 Jimmy's rugby league career was cruelly cut short by injury. He continued to study with the OU and found a part-time job working for the local MP as a researcher. He enjoyed his new political role so much that he decided to stand in the local council elections.</p>	<p>At 21 Zee was already looking for ways to follow her father into the House of Commons. She is also interested in campaigning against plans for a high-speed rail link and toll road feeling that the schemes will ruin green belt land. Her family has no hesitation in funding her £500 deposit so that she can stand for election as an independent candidate. She was not elected.</p>
<p>At 25 Alexi is elected in a by-election as Member of Parliament for an inner city constituency.</p>	<p>At 28 After serving as a local councillor for several years, he was invited to stand in the parliamentary elections for a 'safe' local seat. He was elected at the same time as his political party forms the new government.</p>	<p>At 28 Zee had worked hard to exploit her family's political connections; she had joined the political party currently in power and had been selected to stand for election as an MP. She was not elected.</p>
<p>At 35, Alexi has been an MP for ten years. His party leader invites him to serve as spokesperson for Health and Science issues.</p>	<p>At 35, Jimmy is promoted from the back benches to Junior Minister for Sport.</p>	<p>At 35, Zee finally makes it into the Houses of Parliament. She serves as an MP for a rural constituency.</p>

Exercise

F1

Choose one of the stories: Alexi, Jimmy or Zee. Continue writing about their lives as you imagine them at 40, 50 and maybe older? Which political offices do they hold? Do they progress to a senior position in the party or government? Does 'your' MP eventually become Prime Minister?

For more information about political careers see the Job Profiles on the National Careers Service website or www.parliament.uk

TASK G: Your aspirations: what are you going to do next? (Exercise G1)

Learning outcomes: You realise that achieving a final goal may include many different jobs/activities/periods of study etc. *Links to CDI learning outcome: 4.*

So, what are you going to do next? You are heading rapidly towards one or more BIG decision points - what are you going to do after you are 18? Is it to be an Apprenticeship or higher education? Are you going to take some time away from learning to do some volunteering at home or abroad or are you going to go into paid employment?



And after that? Look back at the previous exercise - you spent some time planning out someone else's life - but what about your own life? You don't need to have a 'plan' that takes you through to retirement, you will find that your career is probably going to take plenty of unexpected twists and turns. But how about thinking just 5 years ahead?

Exercise G1

Write yourself a 'To Do' list of the things you would like to have achieved by the age of 22/23. Take a copy and put it somewhere safe. Take a look back on it when you are that age - did it work out as you planned?

TO DO:

TASK H: How much do you know about Apprenticeships? (Exercise H1-3)

Learning outcomes: You learn more about Apprenticeships. *Links to CDI learning outcome: 14.*

How much do you know about Apprenticeships? Answers are over the page but don't turn over until you've had a go at this short quiz.

Exercise H1

1. Apprenticeships are only for young people who want to study a trade like bricklaying.
True False I don't know
2. You learn all the skills for an Apprenticeship from your co-workers or colleagues.
True False I don't know
3. Entrance to an Apprenticeship is competitive, there will be entrance requirements and you will need to treat the application process as seriously as for any job or university course.
True False I don't know
4. Once you have done an Apprenticeship course, that's it - you are fully trained and there is no need to think about carrying on learning.
True False I don't know
5. You get paid a wage while doing an Apprenticeship don't you?
True False I don't know
6. You can only find out about Apprenticeship vacancies by asking around in local factories or by searching individual employers' websites.
True False I don't know
7. There is a lot of research around that proves that apprentices have better long term prospects than others, including earning more over their working life.
True False I don't know
8. Apprentices have the same rights as their co-workers don't they?
True False I don't know
9. Apprenticeships are only available at certain times of the year.
True False I don't know
10. If you don't know anyone who has done an Apprenticeship, there is no-one to advise whether an Apprenticeship is the right thing for you to do is there?
True False I don't know

Answers...

1. **False:** an Apprenticeship is for anyone aged over 16. They cover over 1,500 roles from jobs in finance and accountancy to the music business, travel, animal care - and, of course, construction.
2. **False:** apprentices do work alongside experienced staff to pick up job-specific skills - however they also receive off the job training at college or with a specialist training provider - usually at least one day per week or sometimes over a number of weeks as a block of study.
3. **True:** at 16/17 or 18 years of age, applicants may be in competition with older workers who already have some experience - or even in competition with recent graduates.
4. **False:** there are different levels of Apprenticeships and you can potentially study right up to degree level. You also need to remember that your job may change or there may be new technology to learn, or new procedures to be trained in - you will probably continue to train and study at work until you are ready to retire!
5. **True:** not only is there an Apprenticeship minimum wage, but many apprentices can earn significantly more.
6. **False:** all areas of the UK have apprenticeship matching services and helplines. For more information see:
 - www.gov.uk/apply-apprenticeship (England)
 - www.nidirect.gov.uk/services/search-apprenticeship-opportunities (Northern Ireland)
 - www.apprenticeships.scot/ (Scotland)
 - <https://ams.careerswales.com/> (Wales)
7. **True:** there are a lot of facts and figures in research that do point to the fact that an Apprenticeship can be the stepping stone to excellent career progression.
8. **True:** apprentices are employed - and therefore have the same rights and responsibilities as other workers - including paid holidays, the right to join a trade union and some additional benefits such as help with childcare costs. Unfortunately that also means that apprentices also have to pay tax and National Insurance just like their colleagues. To find out more, go to www.tuc.org.uk/workplace-guidance
9. **False:** applications are open throughout the year and depend on the number and availability of positions with employers.
10. **False:** there is a lot of information out there! Talk to a careers adviser or look online, for example at:
 - www.gov.uk/apprenticeships-guide (England)
 - www.nidirect.gov.uk/campaigns/apprenticeships (Northern Ireland)
 - www.apprenticeships.scot/ (Scotland)
 - www.careerswales.com (Wales)

Exercise

H2

What was your score?

True False I don't know

Exercise

H3

Write a short reflection on what you have learned about Apprenticeships.

TASK I: Higher Education: to go to university or not? (Exercise I1-2)

Learning outcomes: You consider the return on investment in higher education.

Links to CDI learning outcomes: 14, 15

There have been many changes to how students pay to study at university in the UK. In some universities, tuition fees have been as high as £9,250 per year. There are also many more ways of getting degree level qualifications; you could earn and learn on a Higher or Degree Apprenticeship, take an Open University Degree while you work, or even study abroad. Too few students have graduated since the introduction of tuition fees to get an accurate idea of the added value of a university education, or to share many personal stories.

For this exercise, interview a few people who have already been through higher education. How did they get on? What were their expectations? Use the questions below to help to structure your interviews:

Exercise

I1

Did you go to university? Can you remember how old you were when you took that decision?

Were you the first person in your family to go to university? Did your family expect you to study for a degree because that is what everyone else did / does?

Did you take a break between school / college and higher education? What did you do? Did you travel, or did you do voluntary or paid work?

Did you have to pay fees at university - or was there a non-repayable grant?

Did you study abroad for all, or part of your degree?

Did you consider taking a degree with the Open University or another alternative way of studying?

Did you leave home, or study at a local university?

If you left home, where did you live? Was it easy or difficult to budget, to make new friends and to look after yourself? Was it easy to keep relationships going with your friends at home?

If you studied locally, do you feel that you missed out on the opportunity to be more independent? Did you find it easy to budget? Did you take a part-time job?

Did you find it easy to budget? Did you take a part-time job?

And finally, the big question - was it worth it? How did having a degree help your career?

Your decision about whether it is the right decision for YOU to continue into full-time degree level education after you are 18 is likely to be influenced by a wide variety of factors - your interviews from the previous exercise may have brought up quite a few factors that influenced the previous generation(s) of university students. Who or what is influencing you? Take a look at the options in the boxes below and fill in your thoughts about how the opinions or ethos of each of the following could be key to your decision:

Exercise
12

Parents/carers/family - what is their opinion?

Friends - for example, are most of your mates considering going to university, are they staying close to home or are you the only one thinking about leaving the area?

School/college - are you attending an institution where there is a lot of support with applying to university? Do a high percentage of learners traditionally carry on to higher education?

Yourself - have you really thought about your decision, are there any factors to take into account for example if your grades are not as you expect - are there any barriers?

TASK J: Researching Higher Education (Exercise J1)

Learning outcomes: You consider the return on investment in higher education.

Links to CDI learning outcomes: 14, 15.

You may, or may not be thinking about continuing in education after you are 18. Even if you are not, it is a good idea to have a look at what higher education is all about. Remember, there is no upper age limit to when you can start a degree - these websites may still be of use to you at a (much) later date!

Exercise J1

Link up the following websites to their 'Google' description:

<http://university.which.co.uk>

www.ucas.com

www.prospects.ac.uk

<https://sacu-student.com/>

www.unistats.com

www.push.co.uk/university.html

www.ukcoursefinder.com

www.thescholarshipclub.org.uk/

**** connects people to University, post Uni studies including teacher training, apprenticeships & internships. Find all the information for your next step.

The official website for comparing UK higher education course data.

The free & independent way to search & compare UK degree courses & universities from *****? - find the best one for you, with insider tips from unis ..

Course and university search with information about more than 40,000 courses from over 500 institutions in the UK, as well as Ireland and English speaking courses throughout Europe

Search our database of UK scholarships, grants and bursaries for university

***** for graduate jobs, postgraduate study, advice about work experience, internship opportunities and graduate careers

****'s blog gives you the latest study tips, uni news and hard facts.

University Apply. Services for Colleges & Universities ... apprenticeships, job vacancies and labour market information all in one place - welcome to ****

TASK K: Where it is? (Exercise K1)

Learning outcomes: You consider the return on investment in higher education.

Links to CDI learning outcomes: 14, 15.

If you are seriously considering going to university, it is really important that you research where you will be living for the next 3 (or more) years of your life while you study. If you are going to live away from home, attending an Open Day will give you a good flavour of the local area and also a firm idea on just how far away from your family you will be! Every year, UCAS reports on a large number of students who decline an offer of a place, or even give up shortly after starting a course because they hadn't taken geography into account.

Exercise
K1

Have a practice locating university campuses across the United Kingdom. Use www.ucas.com and choose 5 universities - either choose 5 starting with the same initial as your surname or family name - or 5 universities offering a course that you are interested in. Use the map below to plot where you live and the position of the 5 universities.



Town/City	Miles	Cost
1. <input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>

TASK L: Keep your distance: remote study options (Exercise L1)

Learning outcomes: You are aware of other ways of progressing to study at level 4 and beyond.

Links to CDI learning outcome: 14.

Many thousands of students opt to continue their learning after the age of 18 by taking a distance learning course – a method of studying by which lectures and classes take place by television or the internet or by using online course materials, without any need to attend a college or university. Courses are offered by most, if not all UK universities and there is a growing worldwide market. The Open University is the largest academic institution in the UK, offering distance learning to almost 170,000 students.

Exercise
L1

Use the columns to create a list of positive points about distance learning compared to positive points about traditional attendance at a college or university.

Distance learning	'Traditional' courses
- for example courses offered by higher education institutions in the UK or abroad or by the Open University	- where the student attends lectures and classes on a regular basis
No travel expenses to get to a university or college campus.	Can use the computers and equipment on-site at the university or college.

TASK M: Compare the market (Exercise M1)

Learning outcomes: You consider the return on investment in higher education.

Links to CDI learning outcomes: 14, 15.

Whichever way you look at it, the decision to continue into higher education at the age of 18 or above represents a financial commitment as well as an investment of your time. The financial rewards may be great when you achieve your degree, or you may be on a similar salary to others of your age who chose to follow an Apprenticeship. Even if you are already working towards a career where an undergraduate degree represents just the start of your journey towards professional status, it's a good idea for you to take the time to study exactly what you are going to be "getting for your money." Some of the websites from Task J are an invaluable source of information to help you to compare courses, costs, and outcomes for students. The questions below are meant to get you thinking about the sort of questions you could be asking - it isn't a finite list!

Exercise M1

1. **Choose a degree subject (for example Geography)**

2. **Use <http://university.which.co.uk> to find out the average teaching contact time each week**
3. **Use www.prospects.ac.uk to find out**
 - a. What you could do with that degree
 - b. What do other students typically do after taking that degree?
4. **Use www.unistats.com to find out information about typical salaries of graduates holding that degree**
5. **Use www.ucas.com/money to find out the comparative costs of studying that course in England, Northern Ireland, Scotland or Wales**
6. **Use a site for example www.hotcoursesabroad.com, or <https://studylink.com/study-in-europe/> to check the options (and comparative cost) of studying that subject in another European country***
7. **Use www.thescholarshipclub.org.uk or a similar site to find out if there may be any scholarship funding that you could access to help to pay for a course in that subject**

*The costs and availability of degree courses in Europe may change if the United Kingdom leaves the European Union (Brexit)

TASK N: All abroad! Study beyond the UK (Exercise N1-2)

Learning outcomes: You are given some insight into the issues surrounding study abroad and encouragement to see this as a future option. *Links to CDI learning outcome: 14.*

You may have been lucky enough to travel to countries outside the UK. You may even be in a position where you are thinking about taking a Gap Year that involves some time abroad before you carry on with your post-18 studies. But have you ever considered living and studying in another country? Try this short quiz to check what you know already - and what you may need to research further.

Exercise N1

1. What is study beyond the UK?

2. Can you think of 3 reasons to study abroad?

-
-
-

3. Can you think of any disadvantages?

-
-
-

4. Where would you like to go, why?

The key to finding out about study options abroad is... **RESEARCH, RESEARCH and MORE RESEARCH!**

Exercise **N2**

Exercise 2: For this section, you will need to practise your research skills. Choose a country where you think it might be possible to study and prepare a few facts ready to do a presentation.

- a great country for higher education study

Find out about the country itself - what sort of climate is it? Is it famous for areas of natural beauty; magnificent cultural/historical/religious importance; fabulous vibrant cities - what about THAT country makes it uniquely attractive for young people?

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Find out about the higher education system - do any of their universities feature highly in world rankings (see www.timeseducation.com); are any courses taught in English; is there a centralised application system (for example www.cao.ie in the Republic of Ireland); how do you apply?

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TASK O: Lifelong Learning (Exercise O1-4)

Learning outcomes: You appreciate that lifelong learning and training contributes to enhanced career prospects and enjoyment of life. *Links to CDI learning outcomes: 1, 4, 11, 14, 15.*

Today's employers often ask for job applicants who not only already have qualifications, but who are also keen to carry on learning. You will probably continue to learn and train throughout your career and beyond. This is sometimes referred to as 'Lifelong Learning' and can be anything from taking a short online course up to a complete break from your existing job to do some serious, full-time studying in order to get promotion or even a complete change of direction.

Take a look at the examples in these exercises. For each one:

- What advantages are there for either the person, or their employer, to do some extra learning and training?
- What might be the barriers in each case?

Exercise O1

Drew didn't like school, and left at 16 with a few good exam results but no qualifications in English or ICT. She drifted through a few short term jobs but is now enjoying life as a Market Research Interviewer. Her employer is very pleased with her work and would like to increase her responsibilities to include writing up reports and eventually to promote her to supervisor. Drew is advised to enrol on a part-time course at college to get her English and ICT qualifications.

- Why should Drew do this?
- Why might put her off from further study?

Exercise O2

Lori did very well at school but did not want to go to university. She took an Advanced Apprenticeship in a library and then an employer-sponsored part-time degree course. After graduation, she was promoted to manager and then again to a senior management post. With her high wages, Lori was earning enough for her family of 4 children and to support her husband through his own studies in order to further his career. At age 40, she decided that it was time to change direction and has set out to qualify as a careers adviser.

- What sort of support will Lori need from her own family to support her through her studies?
- What benefits will Lori gain once she has qualified?

Exercise
O3

Ali could not believe it when his employer moved all their steel-making operations to another country. At the age of 53, he has too many family ties here to consider moving abroad and has had to accept redundancy from a job he had worked in since leaving school. Most of the jobs in his local area now are either in retail or ICT. He considers going to college for a while to get some relevant qualifications for a new industry. Ali was good at school and would really have loved to go to university.

- What sort of barriers might Ali face after being out of education for so many years?

- What benefits will he get from taking a course at college?

- Is it 'too late' for Ali to get to university?

Exercise
O4

Greta always loved designing and making children's clothes for family and friends. On retiring from her full-time city job at 66, she finds herself still with the skills, ideas and enthusiasm to turn her design talent into a thriving small business. Her partner Irena suggests that it would be great to sell the clothes on the internet. They decide to find a community learning course that will help give them the skills to create a website together.

- What sort of skills does Greta already have to help her to create a great looking website?

- What sort of advantages will having a website bring to Greta and Irena's new business venture?

- Can you think of any disadvantages to carrying on learning after you have retired from full-time work?

Exercise

P2

Your tutor is responsible for your school/college/organisation website and has asked for a volunteer to help to write a page of information about opportunities for young people to use their free time to help others. You jump at the chance to be able to demonstrate your research, design and writing skills. Make sure you include some advice or questions for potential volunteers and at least 6 useful website links.

Web page title:

TASK Q: Opportunity knocks? (Exercise Q1)

Learning outcomes: You are aware of places to look for employment opportunities and learn more about online applications. *Links to CDI learning outcome: 16.*

Unfortunately opportunities to find the right course or part-time or full-time job won't come along and knock on your door unless you are very lucky! On previous pages you have seen some of the places where you can look for an Apprenticeship, a higher education course or a voluntary placement - but what about where you can look for work?

You need to think of 10 places where you may be able to find out about part-time or full-time job opportunities. The first one is done for you - that just leaves 9 for you to decide on!

Exercise Q1

You need to think of 10 places where you may be able to find out about part-time or full-time job opportunities. The first one is done for you - that just leaves 9 for you to decide on!

1. Job Centre(s)

2.

3.

4.

5.

6.

7.

8.

9.

10.

TASK R: Apply Online (Exercise R1-2)

Learning outcomes: You are aware of places to look for employment opportunities and learn more about online applications. *Links to CDI learning outcome: 16.*

Many, if not all, the opportunities you will apply for during your learning and work life will involve online application systems. Examples include: **www.ucas.com** for university applications, or job search sites for example: **www.gov.uk/jobsearch**, **www.jobcentreonline.com (Northern Ireland)**, or **www.indeed.co.uk**, **www.jobsite.co.uk**, **www.reed.co.uk**, **www.monster.co.uk** or any of the apprenticeship search sites listed on page 12.

Exercise R1

Choose one of the sites from the text above. Write some simple instructions to explain to someone using that site for the first time how to:

- Register to get a username and password
- Search for a course or opportunity
- Complete and submit an application

**Exercise
R2**

If there is one thing that you would like to change about any of the websites listed on page 26 - what would it be?

Some hints about online applications

- Print off or save the form if you can and fill it in offline
- If possible, write long sections in Word or a similar program so you can check spelling and grammar, then copy and paste onto the application form
- Don't rely completely on the spellcheck - always read your sentences for sense. That way you can avoid sentences such as "I am good at duelling with purple" when you meant to type "I am good at dealing with people" (unless the job does involve historical re-enactments of medieval tournaments!)
- Answer all the sections fully and check and double check everything before you click 'send'
- Keep a printed copy if you can - so you can review your answers ready for an interview.

TASK 5 : Tim's Mind Map (Exercise S1-2)

Learning outcomes: You learn about a useful strategy to aid the interview process for any opportunity.

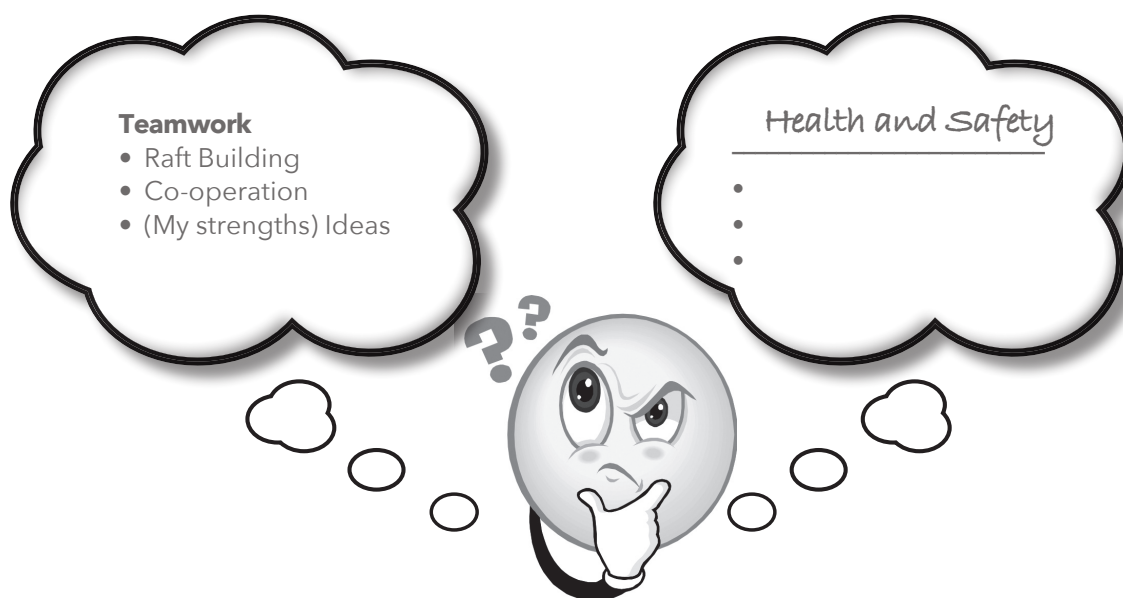
Links to CDI learning outcomes: 16, 17.

Tim's Mind Map You may already have some experience of being interviewed - for a part-time job, for a place in Sixth Form, for college, an Apprenticeship or on a training course. If you have managed to avoid that pressure up until now, then lucky you! But at some time over the next few years, you will be going through a process that some young people find is the most stressful part of the selection process for the next stage of your learning or career.

It would be very easy, on the day, for your nerves to take over and drive out all those brilliant interview answers you have been practising. Some people cope with this by writing the information on little cue cards to carry with them right up until they get to the interview so they can rehearse their answers.

Careers Adviser Tim regularly encourages young people to try a 'Mind Map' exercise that has worked well and can prove to a potential employer or tutor that you have been doing some serious preparation. The idea is to read the job description carefully to try to identify possible questions you may be asked - then write key words or phrases to use as memory joggers. Example: in the person specification for a job working for a company involved with recycling, a young jobseeker noticed that team working skills are mentioned. He remembered the praise he had for his ideas when his class won a raft-building competition during a geography outdoor activities day. Tim helped him to pick out a few key phrases to help him remember to tell the interviewer about the strengths he demonstrated.

Exercise S1

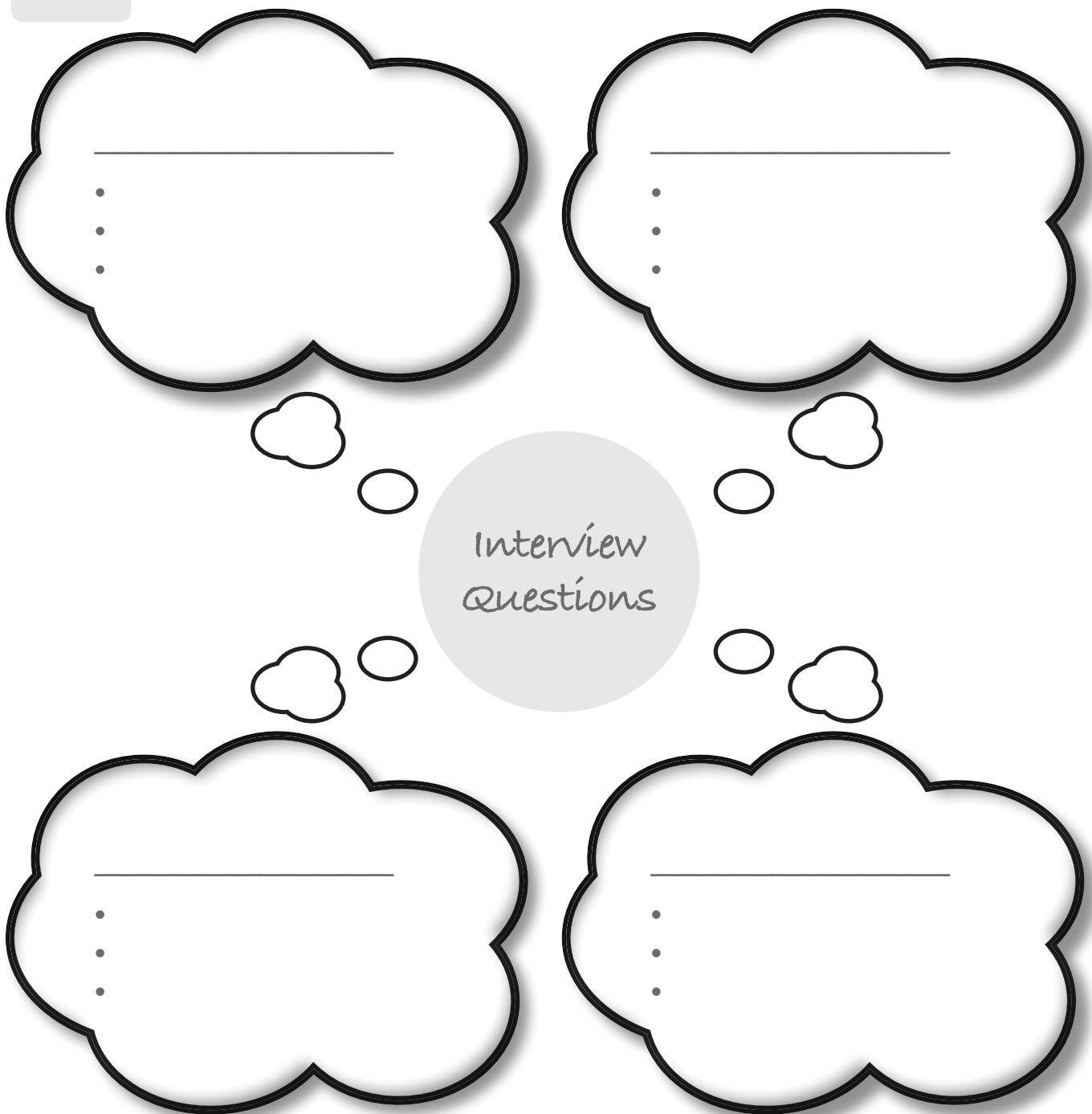


Try this: the same job description says that the person employed must follow **very strict health and safety procedures**. The young jobseeker has a part-time job helping his uncle to put away heavy display materials outside his hardware shop before he closes up each day. What words could go in the other mind map bubble to remind him to use this information as part of an interview answer?

Make your own Mind Map

A few minutes of research on any job site, for example www.monster.co.uk or www.jobsite.co.uk will give you access to some real information from employers who have written about the sort of person they are looking for - find one that may possibly suit you in the future and imagine you are preparing for an interview. Practise constructing your own mind map.

Exercise
S2



TASK T: Where do I go from here? (Exercise T1)

Learning outcomes: You have the opportunity to plan to make the most effective use of a one-to-one session with a qualified careers adviser. *Links to CDI learning outcome: 10.*

You probably have a firm idea of how you are planning to spend at least the next few years of work or study, you may even have a long term plan to take you through until you retire from work in around 50 years' time. You may need to talk to someone who can help you to match up your plans to real and achievable opportunities. Your school or college must provide you with access to impartial, independent careers advice - but what questions do you need to ask? What are you already sure about? How can you make the most effective use of that impartial information, advice and guidance to help you to make your plans happen? It is a good idea to prepare for such discussions so you focus on talking about your needs!

Exercise T1

I know what my skills are; I'm good at...

I have some ideas; they are...

I have some ideas but I don't know where to find out more about...

I'd like to do/be but I need to know if there are likely to be any jobs

I have ideas but I need to know if these qualifications...

And this experience...

...will get me there?

I have a lot of dreams and plans - but I think that there may be a barrier to making them happen. It is...

I really want to...

But everyone else is telling me that I ought to...

I have done some planning and taken some actions. I have...

I have no ideas!!! Can you help me?

TASK U: Review my learning (Exercise U1)

Learning outcomes: You can see how you benefit from learning about careers, employability and enterprise.

Links to CDI 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 11 of the areas that are relevant to your age group.

Exercise U1

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.

CDI Framework for Careers² 17 areas of learning and 17 learning objectives for students aged 16-19	Tasks in STEP FURTHER workbook	1 tick for helpful; 2 ticks for interested to know more
Section 1: Developing yourself through careers, employability and enterprise education		
1. Self-awareness To assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	B, C, D E, O	
2. Self-determination To reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements	A, B, C, D, E	
3. Self-improvement as a learner To show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	U, V	
Section 2: Learning about careers and the world of work		
4. Exploring careers and career development Exploring careers and career development To reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	F, G, O	
5. Investigating work and working life To discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	P	

² These learning areas and objectives are from the national Career Development Institute's Framework for careers, employability and enterprise education.

6. Understanding business and industry To explain the main reasons why business organisations change their structures		
7. Investigating jobs and labour market information (LMI) To be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans		
8. Valuing equality, diversity and inclusion To reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others		
9. Learning about safe working practices and environments To recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices		
Section 3: Developing your career management, employability and enterprise skills		
10. Making the most of careers information, advice and guidance To develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services	T	
11. Preparing for employability To explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	O	
12. Showing initiative and enterprise To develop and apply enterprise qualities and skills in your approach to learning, work and career planning		
13. Developing personal financial capability To show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work		
14. Identifying choices and opportunities To be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	H, I, J, K L, M, N O, P	
15. Planning and deciding To know how to make career enhancing plans and decisions including developing the resilience required to sustain them	I, J, K M, O	
16. Handling applications and interviews To know how to prepare for, perform well and learn from participating in selection processes	Q, R, S	
17. Managing changes and transitions To know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	S	

TASK V: Look ahead (Exercise V1)

Learning outcomes: You can see how you benefit from learning about careers, employability and enterprise.

Links to CDI 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, college or training provider offers to support you to plan and achieve your dreams and goals.

Exercise V1

This table includes a list of some of the elements³ that make up good careers programmes. Tick the ones that most interest you now. There is space to write some notes if you would like to.

Elements of Careers-Programmes	Tick
1. Are you interested in finding out more about the careers programme in your school, college or training provider? <ul style="list-style-type: none"> • Look on the website. Can you find the careers policy and programme? Do you understand it? • Are you interested in helping by giving feedback about the careers programme? 	
2. Are you interested in learning more about: <ul style="list-style-type: none"> • A range of study and training options? (there are colleges, universities, apprenticeship-providers, training-providers) • A range of jobs and careers options? (there are many industry sectors to choose from, and hundreds of job-titles to browse) How do you prefer to do research? <ul style="list-style-type: none"> • By reading in hardcopy, printed books/magazines? • By reading in softcopy, downloads/websites? • Both, you don't mind? 	
3. Are you interested in finding out more about your skills and interests as an individual? <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"> • When you need it? • So that you understand all your options after 18? <p>Do you think that it is important that you learn about equality and diversity in careers?</p> <ul style="list-style-type: none"> • So that you are treated fairly? • So that you treat others fairly? • So that you can challenge stereotypical thinking? • So that you aspire to be the very best you can be? 	

³This list is adapted from the Gatsby Benchmarks: a framework of 8 guidelines for careers provision in schools and colleges

<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"> • Can you think of at least five jobs you can do that use each of your academic subjects or your training course? • Do you know that science, technology, engineering and maths (STEM) subjects can lead on to a wide range of careers? 	
<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"> • Does your school, college or training provider have a careers-fair, or employability competitions, or enterprise challenges? • Does your school, college or training provider invite in visiting speakers, who talk about what it takes to be successful in the workplace? 	
<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"> • Some schools, colleges or training providers organise visits to workplaces; does yours? • 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; are you interested in taking part? 	
<p>7. Are you interested in understanding more about future study options?</p> <ul style="list-style-type: none"> • Would you like to visit a university and find out about Higher Education qualifications (Bachelor's and Master's degrees)? • Would you like to visit a training-provider or employer and find out about Apprenticeship qualifications? (Levels 3, 4, 5, 6, 7). By visiting them, you can see their premises, and ask their staff and students/trainees about the courses that interest you. • 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 many organisations - colleges and universities and training-providers. 	
<p>8. Are you interested in talking to your school, college or training provider's Careers Adviser?</p> <ul style="list-style-type: none"> • No, because I don't have options this year. • Yes, I already have some ideas about what I want to do next. • When I have to choose my options - post-18 - then talking to the Careers Adviser could be helpful. • If I'm confused or unsure about my options, or my skills, or my qualifications, or my interests, then talking to the Careers Adviser would be helpful. 	

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.



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