

KEY STAGE 3 - Providing Opportunities to Meet the Careers and the World of Work Learning Outcomes

Key Stage 3: Personal Achievement

Learning Outcomes	This means	Exemplar activities
<p>1. Describe their abilities, interests and skills.</p>	<ul style="list-style-type: none"> • Raise awareness of what skills and abilities are. Focus on ‘things you are good at/have learnt’. • Understand everyone possesses certain skills and abilities, not solely demonstrated through academic study, e.g. hobbies. 	<ul style="list-style-type: none"> • Students complete self-assessment worksheets and share with a partner who is asked to give feedback. Examples of talents, interests, skills and achievements are shown as prompts • Mentoring interviews with form tutors, learning support etc. • Barclays Life Skills resources and lesson plans, e.g. ‘Knowing Yourself lesson’ www.barclayslifeskills.com • Careers Lab (Module 1) http://www.careerslab.co.uk/
<p>2. List their achievements in and out of school.</p>	<ul style="list-style-type: none"> • Ensuring pupils are aware of the value and importance of recording achievements • Includes volunteering, part time work sporting activities, exam results, awards for attendance/good behaviour, supporting family members etc. 	<ul style="list-style-type: none"> • Students have an ‘Achievements Log’ to upkeep throughout Key Stage 3 • Self-assessment records are reviewed and updated each year • Use of self-assessment tools such as the Job Information Quiz and the Skills Cloud on the Learning Pathway Plan with follow up work http://www.careerswales.com/en/tools-and-resources/ and http://www.careerswales.com/cy/offer-ac-adnoddau/ • Learners with additional needs can record their achievements and build a ‘Profile’ through the My Future area of www.careerswales.com

Key Stage 3: Seeking Information

Learning Outcomes	This means	Exemplar activities
<p>1. Use a variety of sources to search for information about a range of work and learning opportunities.</p>	<ul style="list-style-type: none"> • That students are able to find basic labour market information (LMI) relating to careers and learning plans e.g. 2 different occupations (entry requirements, skills needed, pay scales, enjoyable aspects, less enjoyable aspects, tasks in an average day, work environment, hours, dress etc.). 	<ul style="list-style-type: none"> • Students are given a lesson/s on how to use the careers room/library including software and the Careers Wales website. • A quiz in which students have to find simple career information eg. use the Career Search engine/Job Trends/Videos on careerswales.com • Learners with additional needs can conduct research on careers via the My Future resource, housed on www.careerswales.com • Students choose an unusual or non-traditional occupation to research and complete a fact file in pairs • Interactions with employers • Speak to family members/friends in order to find out information about their jobs – produce a job fact file
<p>2. Find out about the different types of work that are available and how work patterns are changing.</p>	<ul style="list-style-type: none"> • Students understand that people work in many different types of ways e.g. ‘freelance’; ‘part time work’; ‘short term contracts’, ‘homeworking’, ‘voluntary work’ etc. • Basic figures on the main types of local ‘industry’ e.g. there are a lot of people working in public services (schools, hospitals, police service etc.), understanding what occupations are not usually available locally • What are the main sectors of business e.g. call centres, mainly services, public administration etc. Also name some large local employers 	<ul style="list-style-type: none"> • Students are given cards with different titles such as ‘freelance’; ‘part time work’; ‘short term contracts’ etc. and have to match them to the correct definitions • Lesson on how careers have changed over the past 50 years, e.g. old jobs, common jobs, future jobs. • Examples of soap characters who work under different contractual arrangements • A class survey of family or friends who work to show the percentages in different categories

	<ul style="list-style-type: none"> Understanding vacancies in newspapers, websites, journals, word of mouth, Apprenticeship Matching Service on the Careers Wales website, Universal Jobmatch, recruitment websites 	<ul style="list-style-type: none"> Using LMI data for quizzes or statistics work (try Job Trends on CW website) Local employer surveys Visiting speakers covering the range of local large and small businesses Students giving presentations about their link business after visiting the employer Using newspapers, recruitment and employer websites to look for vacancies
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Key Stage 3: Understanding the World of Work

Learning Outcomes	This means	Exemplar activities
<p>1. Recognise and challenge the stereotypes that limit people in their choice of work and careers.</p>	<ul style="list-style-type: none"> We cannot insist that learners challenge prejudice but they should recognise it and understand the potential impact <p><u>Learning</u></p> <ul style="list-style-type: none"> Challenge the idea that only clever people can learn Challenge the idea that learning is only done in schools/colleges – introduce idea of lifelong learning, CPD Stress that anyone can choose to learn a practical trade not just the non-academic Stress that certain subjects are not just for certain students – nothing to do with gender or ability Stress that learning is cool and makes people happier, builds confidence and provides potential for higher earnings 	<ul style="list-style-type: none"> Visits to places to encourage broadening career horizons Adults coming into to school especially those who break stereotypes eg. gender or disability Visual case studies e.g. from 'Videos' on CW website Role play a family and its different opinions on the value of further/higher education Decision making exercises e.g. where students have to choose the best person for a job based on incomplete information Clips from TV or magazine images used as discussion tools Past student destination statistics e.g. CW Destination Survey, What do Graduates do survey? Role model visitors/speakers e.g. Alumni

	<p><u>Work</u></p> <ul style="list-style-type: none"> • Challenge idea that only certain people do certain occupations • Stress value of work for individuals and their dependants <p><u>Gender</u></p> <ul style="list-style-type: none"> • That men and women are equal but different • That people can play non-traditional roles • That we all have a lot more in common than differences • We are a multicultural society • That anyone is able to achieve anything if they have the motivation and physical and mental ability so to do <p><u>Disability</u></p> <ul style="list-style-type: none"> • That disability means many different things, some having a more serious effect on a person's ability to do things than others. Many are invisible. Many people are 'disabled' but may not see themselves as so • That people with disabilities have achieved just as much and sometimes more than people without disabilities e.g. Paralympic success • That people with different disabilities can have a range of jobs and may need some support • Students need to understand that many images are stereotypical and that they need to look for accurate facts • What does stereotype mean (a generalisation used to describe something quickly) 	<ul style="list-style-type: none"> • Using the Job Information resource on www.careerswales.com to identify case studies • Learners are aware of all progression routes, e.g. improve understanding of the potential long term earning benefits of apprenticeship routes. • Role play of a work place including a wide range of people • Case study of a team at work that includes different ages, gender, racial groups etc. • Learn how work places are made up of all sorts of people – all of whom play an important role within the system. • Visit the 'Working In Construction' area of the Go Construct website, www.goconstruct.org , for examples of how the sector is trying to improve its image, encourage diversity and break down stereotypes.
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	<p><u>People</u></p> <ul style="list-style-type: none"> • That images can be stereotyped by gender, disability, race, class, sexual orientation, language • The world is a small place – understand the impact of globalisation <p><u>Education</u></p> <ul style="list-style-type: none"> • Stereotypes include word such as ‘boffin’, ‘swot’, and that these are not a true description of people. Also stereotypical images of what apprentices and HE students do and are like and what university involves. <p><u>Training</u></p> <ul style="list-style-type: none"> • Images of training that are outdated e.g. car mechanic only ever working on a car when in reality they learn theory and use computers <p><u>Work</u></p> <ul style="list-style-type: none"> • Ideas such as engineering is dirty, smelly, that accountancy means sitting all day looking at numbers, that being a hairdresser is easy, that being a vet is glamorous, that all models earn lots of money 	
<p>2. Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.</p>	<ul style="list-style-type: none"> • Understand what enterprise means (setting up new businesses, having good ideas for new things to sell) • Understand what local economy means (how we make money locally through selling things - local business make up the local economy) • Understand some reasons why enterprise is important within the local economy and to people (creates more jobs, people can set up a 	<ul style="list-style-type: none"> • Students asked to choose a definition of ‘enterprise’ from a list – could use Work Star on CW website • Brainstorm why it is important • Examples of entrepreneurs could be given as case studies eg. Alan Sugar, Richard Branson or local ‘less well known’ individuals • A role play or decision making exercise • Use of Dynamo project to bring in role models

	<p>business they enjoy and use the skills they have, wealth/jobs filter to other businesses, people could start their own small business rather than move away, the new business will pay tax which will give more money for schools, hospitals etc., new businesses are set up selling goods and services that people want now – i.e. reflect modern life and so more likely to survive)</p> <ul style="list-style-type: none"> • Understanding the difference between being enterprising and being an entrepreneur. • Know the types of skills that make a successful entrepreneur • Knowledge in how a business is run including: <ul style="list-style-type: none"> • <i>finding a product</i> • <i>marketing</i> • <i>market research</i> • <i>funding</i> • <i>managing funds</i> • <i>roles and responsibilities</i> • <i>sales and advertising</i> • <i>communicating with different people</i> • <i>deliveries</i> • <i>design and production</i> • <i>pitfalls</i> <p>Also need to understand that many new businesses fail with some of the main reasons</p>	<ul style="list-style-type: none"> • Work with Big Ideas Wales, visit https://businesswales.gov.wales/bigideas/ or https://businesswales.gov.wales/bigideas/cy/ • Brainstorming what the terms mean and the skills involved before giving a ‘real’ definition and list of skills • Self-assessment against the main skills • This could be through planning and running an enterprise project or game • External speakers could explain how they set up a business research assignment during an experience of work or a visit to a place of business. • Undertaking ‘Baby Bacc’ related learning • Read the ‘Working for Yourself’ information on CW.com; https://www.careerswales.com/en/jobs-and-training/working-for-yourself/ and https://www.careerswales.com/cy/swyddi-a-hyfforddiant/gweithio-i-chi-ch-hun/
<p>3. Learn about the qualities employers see as important.</p>	<ul style="list-style-type: none"> • At this stage they don’t need to know them all! • They need to understand what these mean not just quote them • The most important include: <ul style="list-style-type: none"> <u>Skills</u> 	<ul style="list-style-type: none"> • Students given a list of employability skills and asked to rank them. • Survey of top 5 skills and qualities listed in newspaper job adverts • A local employer or young employee talking to

	<ul style="list-style-type: none"> • Essential skills eg. teamwork, communication • Welsh or other language skills • Time management • Following instructions but asking for help • Having new ideas <p><u>Qualities</u></p> <ul style="list-style-type: none"> • Honesty • Reliability • Motivated • Hard working • Enthusiastic • Keen to learn • Keen to take on responsibility • Flexibility • Friendly 	<p>students about vital skills and qualities</p> <ul style="list-style-type: none"> • Visits to employer premises • Careers Fairs • Attendance at Skills Cymru • World Skills event • Barclays Life Skills programme e.g. ‘What Skills Do I need’ and ‘Using My Skills’. • The Real Game (see careers resource directory) <p>http://www.careerswales.com/prof/server.php?show=nav.4820 and http://www.careerswales.com/prof/server.php?show=nav.4820&outputLang=Tr1</p>
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Key Stage 3: Guidance

Learning Outcomes	This means	Exemplar activities
<p>1. Identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.</p>	<ul style="list-style-type: none"> • Students understand the role of the careers adviser and school staff • Students encouraged to keep a record of the advice and guidance they receive from individuals • They also identify who else influences their ideas and how useful they are • Students understand some of the implications of the various contractual arrangements for a range of occupations 	<ul style="list-style-type: none"> • A talk in assembly that explains the role of the careers adviser and other members of the ‘careers family’, e.g. learning mentors, support workers etc. • Providing an entitlement statement and/or leaflet about careers guidance and how to access it • Provision of lunch time sessions involving a careers adviser and the careers co-ordinator • Students keep a record of their discussions in

	<ul style="list-style-type: none"> • Considering why we need to work, how earning power/levels affect how we live at different times in our lives. • Realism. Pensions. Aspirations • How we are paid/contracted to work 	<p>their career log/folders/Learning Pathway document</p> <ul style="list-style-type: none"> • Students could brainstorm the implications of the various contractual arrangements and for a range of occupations (e.g. catering – the unsociable hours; police force - the effect on friendships; dentistry - the need to study for many years with little money etc.) • TV clips, videos, You Tube could show some of these themes • Card matching exercise involving work contact arrangements e.g. part time, agency work, seasonal work, self-employment, full time work • The Real Game • Surveys of people to find out why they work and how work effects their lifestyle options • Case studies of some occupations e.g. police officer to see the effect of promotion on lifestyle – pros and cons • Profiles on CW website to compare lifestyles
<p>2. Identify any obstacles to future plans and decide how they might be overcome.</p>	<ul style="list-style-type: none"> • Having thought about what courses they would like to take at Key Stage 4, students need to think of any possible problems and brainstorm possible solutions. Problems could include: • <i>can't take all the subjects they would like to due to timetabling restraints</i> • <i>too worried to take subjects that their friends aren't taking</i> • <i>thinking that certain subjects are crucial for certain future occupations</i> • It is vital to be positive about barriers and to 	<ul style="list-style-type: none"> • Students use a self-assessment sheet that lists potential problems and barriers that may occur during Key Stage 4. This could contain some suggested solutions or a magazine style quiz. • Students produce a plan of how they hope to develop themselves (key skills, experiences, in subjects, personal characteristics, certain hobbies etc.) during Key Stage 4 • One to one support is given in self-assessment and planning work • Learners engage with employer or teaching

	<p>stress that everyone has problems at different stages – career pathways not always linear, resilience needed to deal with setbacks</p> <p><u>Personal development issues</u></p> <ul style="list-style-type: none"> Recording how they would like to develop themselves during Key Stage 4 e.g. become more assertive by; practise IT skills through, develop team working skills through..... <p>Improve organisation skills through.....</p>	mentors
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Key Stage 3: Making and implementing decisions

Learning Outcomes	This means	Exemplar activities
<p>1. Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways.</p>	<ul style="list-style-type: none"> 'Career ideas' does not mean 'job ideas' it is a far broader term that might include their ideas about future subjects and lifestyle This means that they think about their skills, weaknesses, likes, dislikes, what subjects they are good at etc. before deciding about subjects for Key Stage 4. Pupils should have knowledge of skills gained from studying different subjects, undertaking different activities - transferable skills Improved self-awareness and understanding of how to make informed decisions will facilitate transition We should be aware that students may not have clear ideas about future careers at this stage. 	<ul style="list-style-type: none"> Group sessions, one to one guidance and drop in lunchtime sessions with careers advisers Parents and students information evenings Lessons on future subjects given by subject staff to an agreed formula Key Stage 4 transition progression events Use of resources that support decision making on CW website – Tools and Resources/Games and Activities/Are You Ready Checklist; Holiday Game, Learning Pathway Plan Skills Cloud