

Key Stage 4 – Providing Opportunities for Students to Meet the Careers and the World of Work Learning Outcomes

Key Stage 4: Personal Achievement

Learning Outcomes	This Means	Exemplar Activities
<p>1. Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.</p>	<ul style="list-style-type: none"> • Keeping an ongoing CV or portfolio of achievements from within and outside school • Students are able to describe themselves accurately • Ways to develop themselves should be made clear by encouraging involvement in school activities and making the benefits of involvement explicit • Skills and experiences developed through subjects, such as Welsh Bacc, and other learning should be identified and recorded 	<ul style="list-style-type: none"> • Keeping a log or portfolio of achievements from within and outside school • Lesson on how to do this, with a completed log and information on optional activities within school that can develop skills • Build a 'Profile' on www.careerswales.com, where learners record information about themselves - can be used to populate a CV • Engagement with employer led CV workshops • Use the CV templates and 'From CV to Interview' resource housed on careerswales.com, http://www.careerswales.com/server.php?show=nav.9548 • Use the Skills to Succeed Academy on line resource - careerswales.com. (Getting a Job section, modules 6 and 13) http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/

Key Stage 4: Seeking Information

Learning Outcomes	This Means	Exemplar Activities
<p>1. Use a variety of sources to find information about their career ideas, differentiating between information and promotional material.</p>	<ul style="list-style-type: none"> • Understand that not all information is accurate and may be biased (e.g. recruitment information, company brochure) • Students are able to locate careers information and understand it • A range of materials and sources are consulted • Students keep a record of their research • They find out about 2-3 occupations, different to those at KS3, and in depth information about FE courses and Work Based Learning 	<ul style="list-style-type: none"> • A research project with a clear brief (e.g. to find information from at least 4 sources, including ICT and promotional leaflets about a specific occupation). This could form part of the Welsh Bacc Individual project. • View the Job Videos and Job Information leaflets on careerswales.com • An exercise for students to make a list of questions to ask an employer about their job and the company, having read one of their leaflets or prospectuses. Students are directed to look for how information is presented and what isn't said! • Students look at promotional information from an employer or a training provider and then conduct research into the route. Learners discuss their findings and highlight any differences in opinion/perception after conducting the research
<p>2. Examine employment opportunities and trends both locally and further afield.</p>	<ul style="list-style-type: none"> • Students are able to recall some of the pros and cons and implications of working abroad (fun of travel, meeting people from a different culture, becoming more independent, practising language skill, learning new things, being homesick, feeling isolated, not understanding 	<ul style="list-style-type: none"> • Use a variety of information sources – leaflets, books and websites • A talk by a careers adviser emphasising the opportunities and implications • Log into the Careers Wales website and visit the Work, live, study abroad section -

	<p>everything that is going on, need to be well organised)</p> <ul style="list-style-type: none"> • They understand how to look for employment abroad, how to apply, and which occupations and companies have opportunities outside of Wales/UK. • Types of business organisations include: freelance worker; partnerships; small private local firms of less than 20 workers; national chains; international businesses with sites locally; public sector organisations. • Students should understand the above terms and give an example of each. They should be able to give 2-3 characteristics of each type • They should understand how the local picture compares to other locations e.g. a large city • Students understand the major types of employment locally and in relevant major cities e.g. in Cardiff/London/Liverpool. They know in which sectors employment is increasing and decreasing and the skills the growth areas need • For the local area (defined as within half an hour's journey) students gain specific statistical information on vacancies within employment sectors and companies/organisations • What are the main sectors of business e.g. many call centres, mainly services, public administration etc. Also name some large local employers • Understanding vacancies in newspapers, 	<p>https://www.careerswales.com/en/tools-and-resources/work-live-study-abroad/</p> <ul style="list-style-type: none"> • A talk by an ex-student who has worked abroad • Students listing pros and cons of working abroad • Link to Modern Foreign Languages • Ask students to brainstorm types of business organisations. Summarise these for students including: freelance worker; partnerships; small private local firms of less than 20 workers; national chains; international businesses with sites locally; public sector organisations. • Give students a list of recognisable names of organisations and the categories above and ask them to match them, discuss as whole group • Students to list 2-3 examples of real organisations under these headings • Give case studies of different organisations especially any successful local businesses • Worksheet with facts and figures about related topics, e.g. employment data for Cardiff/London/Liverpool and in local areas with questions to answer • Using Labour Market Information (LMI) data for quizzes or statistics work • Local employer surveys • Visiting speakers covering the range of local businesses large and small • Students giving presentations about their link business after work experience or visit • Using newspapers and websites to look for
--	--	---

	websites, journals, word of mouth, Careers Wales.com	<p>vacancies eg. Apprenticeship Matching Service on the Vacancies section of the CW website, recruitment websites, employer websites - https://ams.careerswales.com/Public/Default.aspx?mode=vacancy</p> <ul style="list-style-type: none"> • Visit the 'Job Trends' and 'Careers Search' sections on the Careers Wales website https://www.careerswales.com/en/tools-and-resources/job-trends/ for LMI
--	--	--

Key Stage 4: Understanding the World of Work

Learning Outcomes	This Means	Exemplar Activities
<p>1. Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.</p>	<ul style="list-style-type: none"> • Students need to understand 'diversity' and some of its benefits (e.g. brings in new ideas, new skills, new foods, music, a different view on things, makes life more interesting) • Build on the concept of different but equal • Students should be able to question their own views and listen to the views of others • Students should understand why people hold certain views (their experiences to date) and understand that people can change their attitudes through experience • Learners are encouraged to recognise that stereotypical opinions can limit career horizons 	<ul style="list-style-type: none"> • Industry days/employer engagement that involve speakers from a range of different backgrounds • Videos from careerswales.com, You Tube, TV clips with follow up discussion • Learners are encouraged to conduct research into sectors that may have an under-representation of a specific group, (e.g. females in construction, visit www.goconstruct.org and males into childcare), and the efforts being made by the industry to address the issues. • Highlight the potential opportunities in entering 'non-traditional' job roles, e.g. STEM related careers actively seeking to recruit more females

		<ul style="list-style-type: none"> • Be Real and Real Game careers education resources address stereotypical approaches to career choice, (see the Careers Resource Directory, http://www.careerswales.com/prof/server.php?show=nav.4820) • Discussion of careers posters and images in books that show diversity • Case study of a team at work, that includes different ages, gender, racial groups etc.
<p>2. Explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.</p>	<ul style="list-style-type: none"> • Understanding of what enterprise and self-employment mean • An awareness of the pros and cons of self-employment, relating this to people they know • Think of ideas for new businesses and come up with a business plan • Understand which types of occupations are more likely to be self-employed or start a new enterprise • Understanding the difference between being enterprising and being an entrepreneur. • Know the types of skills that make a successful entrepreneur • Knowing why a healthy level of new business 'birth' is important in replacing declining industry and generating wealth • See why an 'enterprising' employee or worker can also play a role in helping established businesses grow and develop • Knowledge in how a business is run including 	<ul style="list-style-type: none"> • Mini enterprise projects as part of off time-tabled events or larger scale projects undertaken as part of the Welsh Bacc • Problem solving challenges set by local businesses • Listing the pros and cons of self-employment, relating this to people they know • A talk by a local person or ex-student who is self-employed explaining how they have achieved this and sharing the benefits and challenges • A project to research the potential for new enterprise ideas within a particular sector • Use of Big Ideas Wales , https://businesswales.gov.wales/bigideas/ • Use of Careers Wales Entrepreneur information leaflet https://www.careerswales.com/en/job-details/10960 • Brainstorming what the terms mean and the skills involved before giving a 'real' definition and list of skills/traits

	<ul style="list-style-type: none"> ➤ finding a product ➤ marketing ➤ market research ➤ funding ➤ managing funds ➤ roles and responsibilities ➤ sales and advertising ➤ communicating with different people ➤ deliveries ➤ design and production ➤ the pitfalls <p>Also need to understand that many new businesses fail with some of the main reasons</p>	<ul style="list-style-type: none"> • Self-assessment of entrepreneurial traits/skills by using the Big Ideas Enterprise Catalyst https://businesswales.gov.wales/bigideas/enterprise-catalyst • Giving students examples of how everyone can be enterprising • 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 • Research sources of information eg. Shell Livewire, Princes Trust - http://www.shell-livewire.org/ • Gain further information on running your own business from careerswales.com https://www.careerswales.com/en/jobs-and-training/working-for-yourself/
<p>3. Recognise their responsibilities and rights as employees and learn how to follow safe working practices.</p>	<ul style="list-style-type: none"> • Students can recognise the main dangers in the workplace and how to stay safe (e.g. lifting heavy things, trailing wires, spending too long at a computer, spilling hot drinks, handling machinery and substances, passive smoking) • Including general issues common to all workplaces e.g. electric leads, knowing fire drills, hot drinks, use of kitchens, lifting • Health and safety appropriate to particular environments with examples e.g. equipment use in a sports centre 	<ul style="list-style-type: none"> • Leaflets, handouts and video, TV clips, YouTube with discussion • Talks by employers • Visits to workplaces • Interviewing the health and safety rep whilst on work experience • Role-play exercises • Industry days asking the students to pretend to be employers and what would they want from their employees • Work shadowing – ask the person what are

	<ul style="list-style-type: none"> • Students are prepared for the particular environment they are joining on work experience or employer they are visiting • Students understand the behaviours that employers expect and why (company image, dress codes, smoking policies, customer care, telephone procedures, break and lunch times, being polite to colleagues, confidentiality, bullying, etc.) • Why it is important to be able to work with others, teamwork and the benefits of being enthusiastic and committed. • What job descriptions and job specifications mean, equal opportunities in recruitment. Role of trade unions in fair recruitment • Learning about fair pay, gender and race laws and maternity/paternity issues • The right to be safe at work, to not be harassed, to have breaks and access to non-smoking atmosphere • Having a sound awareness of how they should behave in a workplace generally and if appropriate be prepared for specific situations relating to a particular work place 	<p>the key qualities needed</p> <ul style="list-style-type: none"> • Survey of recruitment practices during work experience • A talk by a recruitment agency • Looking at mock application forms and CV s against a real job description • Visit the 'Rights and Responsibilities' section of careerswales.com, https://www.careerswales.com/en/jobs-and-training/starting-work/your-rights-and-responsibilities/ • A research task during an experience of work with students feeding back in school/college • A workshop during an industry day • Using vocationally based training material containing specific industry related safety information and activities • A standard research task in the workplace • Briefing by work supervisor • Use of interview games on Careers Wales.com - http://www.careerswales.com/en/tools-and-resources/games-and-activities/interview-trainer/ • Formal health and safety related preparation for an experience of work • External speakers • Using cartoons of work place dangers – Spot the Hazard • On vocational courses – specific activities
--	--	---

		<p>linked to the work area studied</p> <ul style="list-style-type: none"> • Formal first aid courses • During course/campus/sixth form induction programmes
<p>4. Use work-focused experiences to understand better what skills and qualities employers want.</p>	<ul style="list-style-type: none"> • The first purpose of work focused experience is to enhance an individual learner’s future employability and competence in the world of work • Work focused experiences include; • Visits to industry, enterprise activities, work experience placements, work shadowing, part-time employment, work related problem solving activities, masterclasses with employers, industry days, work related community participation • They need to understand what the skills and qualities mean not just quote them • <u>Skills include</u> • Communication • Numeracy • Problem solving • Time management • Following instructions but asking for help • Digital literacy • Team work • <u>Qualities</u> • Honesty • Reliability 	<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/recruitment websites eg. - http://www.reed.co.uk/ http://www.stdavid-recruitment.co.uk/www/index/ http://www.totaljobs.com/ • A local employer or young employee talking to students about vital skills and qualities • Barclays Life Skills – e.g. What Skills Do I Need session https://www.barclayslifeskills.com/teachers/ • Skills To Succeed programme, (housed on careerswales.com) – e.g. ‘Identify Your Skills’ and ‘Having the Right Attitude’ modules http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/ • Employer engagements activities that highlight the skills and qualities required to succeed in the world of work • Learners identify the skills and traits they want to develop and after taking part in work focused experiences, they reflect on their performance and evidence any improvement. This could be linked to the

	<ul style="list-style-type: none"> • Hard working • Enthusiastic • Keen to learn • Keen to take on responsibility • Flexibility • Friendly • Self-discipline 	<p>Welsh Bacc skills audit</p> <ul style="list-style-type: none"> • The Skills Cloud, housed on careerswales.com, enables learners to record their formal, non-formal and informal learning and identify related skills
--	---	--

Key Stage 4: Guidance

Learning Outcomes	This Means	Exemplar Activities
1. Access realistic, impartial guidance on learning, careers and work-related matters.	<ul style="list-style-type: none"> • Learners are aware of and seek out reliable sources of careers guidance • Learners are aware of the different methods in which Careers Wales can provide support, e.g. interviews, groups work, web chat etc. • Students understand the broad choices Post 16 (types of courses; sixth form and college, training routes, work) • They understand how and when to apply for post 16 options • Look at pros and cons of possible options • Students keep a written record of current preferences 	<ul style="list-style-type: none"> • Use of action plan from the guidance session in follow up work with tutor or careers adviser • One to one or small group discussion (e.g. as a programmed, off timetable one to one tutorial, or a careers adviser small group session) using topics which include the learning they gained from careers guidance and work related activities
2. Understand the prospects and progression patterns in the jobs in which they	<ul style="list-style-type: none"> • Be aware of at least 2 different routes into 2 separate occupations they are interested in • Understand the main progression routes and 	<ul style="list-style-type: none"> • Research at least 2 different routes into 2 separate occupations - again this could be linked to Welsh bacc. Use the Job

<p>are interested.</p>	<p>destinations available post year 11</p> <ul style="list-style-type: none"> • Explore linear career paths and modern careers paths. Highlight the more common career path, i.e. continual professional development, change of job roles, adapting to new technologies/working practices, complete changes of occupation etc. • The role of life events on career paths e.g. families, children, partners jobs. The role of training and qualifications in opening up new opportunities 	<p>Information leaflets and careers Search facility on careerswales.com</p> <ul style="list-style-type: none"> • Using the aforementioned tools, research earning potential for occupations of interest • Talk to workers during work experience with the aim of producing their career timelines • Contact colleges/6th Form schools to find out the progression routes and destinations for 2 FE courses • Attend learning provider open events or taster days • Raise awareness of work based learning routes through use of the Careers Wales CAP (Common Area Prospectus) and Vacancy Search • http://www.careerswales.com/en/cap/ • Talk to linked employers/family members/friends about their careers, producing career path diagrams • Learners understand that the majority of people will have a number of job roles over the course of their working life. • Project work linked to part time paid employment
<p>3. Examine their careers ideas and the potential effects on their lives.</p>	<ul style="list-style-type: none"> • Students should consider how career choice will impact on their lives and then be able to answer the question ‘Why do you want that? Why do you think that?’ What will that mean for your preferred lifestyle? • Considering why we need to work, how 	<ul style="list-style-type: none"> • Quizzes that ask their opinions and preferences on work/life balance. Learners explain their views in small groups. Students to challenge each other on views • Looking at examples of occupations and the lifestyles that might go with them

	<p>earning power/levels affect how we live at different times in our lives.</p> <ul style="list-style-type: none"> • Realism, aspirations, improved understanding of the expenditures required to live independently • How we are paid/contracted to work 	<ul style="list-style-type: none"> • Interviewing workers whilst on work experience to explore these themes • Card matching exercise involving work contact arrangements e.g. part time, agency work, seasonal work, self-employment, full time, portfolio worker • The Real Game - http://www.realgame.co.uk/ • Learners identify their preferred working environment, hours of work, earnings and work activities and consider if these will be conducive to their lifestyle choices (e.g. wants to be a nurse but does not want to work shifts) • 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 • Using the Job Information leaflets and Careers Search tool in order to compare the earning potential of occupations of interest - http://www.careerswales.com/en/tools-and-resources/job-information/a-to-z/ • View Profiles on careerswales.com to compare lifestyles
<p>4. Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome.</p>	<ul style="list-style-type: none"> • Regular review and upkeep of progression plan with support from careers advisers and school staff. Building in contingency plans • Understanding possible problems and 	<ul style="list-style-type: none"> • Regular review and upkeep of progression plan with support from careers advisers and school staff. Building in contingency plans. • Sharing examples of case study students who

	<p>looking at how others have faced barriers and overcome them or coped with them</p> <ul style="list-style-type: none"> • Update and maintain their action plans/career plans by setting and reviewing targets regularly • Use logbooks or similar to keep records of achievements 	<p>have faced barriers and overcome them or coped with them</p> <ul style="list-style-type: none"> • One to one guidance or tutor review sessions using structured list of discussion topics • Paired discussion with friend using structured list of discussion topics • Support from a mentor to help identify and overcome potential barriers • Group discussion on strategies to overcome barriers • Use of Job Information leaflets to research chosen career, considering qualifications needed for entry - http://www.careerswales.com/en/tools-and-resources/job-information/a-to-z/
--	---	--

Key Stage 4: Making and Implementing Decisions

Learning Outcomes	This Means	Exemplar Activities
<p>1. Identify, understand and make decisions about individual pathways in education, training and work.</p>	<ul style="list-style-type: none"> • Students understand the broad choices Post 16 (types of courses; sixth form and college, training routes, work) • They understand how and when to apply for Post 16 options • Look at pros and cons of possible options • Students keep a written record of current preferences 	<ul style="list-style-type: none"> • Class or small group discussion on the general choices for Post 16, with tutor or careers adviser reminding of deadlines • Use of information leaflets on Post 16 decisions • Looking at case studies of ex-students and the issues involved in their decision making • Use the Common Area Prospectus, (CAP),

		<p>housed on careerswales.com, in order to increase awareness of potential next steps - http://www.careerswales.com/en/cap/</p>
<p>2. Be able to explain in some detail their choices both to their peers and to appropriate adults.</p>	<ul style="list-style-type: none"> • All students should have the chance to talk to an adult on their own to discuss their ideas for the future • Show sensitivity to people from different backgrounds and cultures • Exhibit appropriate behaviour in a variety of work related situations • How work places are made up of all sorts of people – all of whom play an important role within the system 	<ul style="list-style-type: none"> • One to one guidance session with a careers adviser, mentor or teacher/tutor • Role play of a work place including a wide range of people • Review of students work related activity on vocational courses e.g. course related placement or in campus or school ‘working’ facilities • Completion of Career Check programme, (usually delivered by Careers Adviser) • Students keeping a written record of current ideas for progression that they then explain to a peer • HE and FE interview preparation, performed by teachers, mentors, careers adviser • Learners produce and deliver a presentation on their planned progression choices
<p>3. Review current information about themselves in relation to learning and work in order to negotiate a career plan.</p>	<ul style="list-style-type: none"> • Learners improve their self-awareness • Learners maintain portfolios or logs of careers learning experiences • They understand how to make decisions • They make at least 2 plans for the next stage of their lives • They are able to use their career records (portfolio, log, learning pathway plan, CVs etc.) with a tutor, careers adviser or mentor in drawing up career plans, including 	<ul style="list-style-type: none"> • Maintaining portfolios, logs, learning pathway plans, CVs etc. of careers and employability learning experiences • Use of self-assessment tools e.g. Job Matching quiz, housed on careerswales.com -http://www.careerswales.com/en/tools-and-resources/ideas-quiz/ • Use of career records (portfolio, log etc.) with a tutor, careers adviser or mentor as support materials and information in drawing

	<p>contingency options</p> <ul style="list-style-type: none"> • Regular reference to their career plans and targets to ensure they are 'living' documents • After key work related activities, record their learning about the world of work and future careers. • Use this to update career and learning ideas 	<p>up a career plan, including contingency options -</p> <p>http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083</p> <ul style="list-style-type: none"> • The on line Learning Pathway Plan and Profile housed on careerswales.com are available to all learners who are logged into the website - • http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083 • Regular reference to career plans e.g. in tutorial maintaining them as 'living' documents • Involvement of employers or FE/HE students in career planning workshops using their own career paths as examples • One to one discussion sessions with a tutor or mentor or work experience supervisor • In work experience debrief, or after any other work related activity, asking students to discuss what they have learnt in pairs and note any influences on their career ideas. Whole class discussion to exemplify some of the possible influences e.g. after work experience students may feel more ambitious in their career ideas, may have decided they need to gain certain qualifications or that more career research is needed
4. Promote a positive self-	Students are encouraged to:	<ul style="list-style-type: none"> • Using 'good' and 'poor' examples of CVs,

<p>image when making applications and attending interviews.</p>	<ul style="list-style-type: none"> • Produce and use an up-to-date and effective CV, plus covering letter • Understand when to use a letter of application and how it should look • Fill in an application form properly • Make a ‘professional telephone call’ • Make a positive first impression • Be aware of positive and negative body language • Why it is important to be able to work with others, teamwork and the advisability of appearing enthusiastic and committed • What a modern CV looks like, how people are asked to give presentations, psychometric tests, and current interview practices • What job descriptions and job specifications mean • Make a good impression at interviews and during other application stages • Ask and answer questions appropriately during an interview with confidence • Secure appropriate references • Assertiveness. How to say things positively • Understanding how we give an impression of ourselves. How to market themselves effectively in familiar and unfamiliar situations Develop their personal reputation. • Understanding body language • Understanding how to develop and use a professional on line presence 	<p>personal statements and letters as a stimulus to stress effective written applications – could use ‘From CV to Interview’ on CW website -</p> <p>http://www.careerswales.com/server.php?s%5Bhow%3Dnav.9548</p> <ul style="list-style-type: none"> • Producing own CVs and receiving one to one feedback • Lesson including use of social media – good and bad examples, email addresses etc. • Holding mock interview sessions using employers • Modelling interview and telephone practice e.g. by using role play of good/bad examples • Off timetable activity day to focus on application skills • Use of the Interview Trainer resource, housed on careerswales.com - • http://www.careerswales.com/en/tools-and-resources/games-and-activities/interview-trainer/ • Visit the ‘Sell Yourself’ section of careerswales.com • http://www.careerswales.com/en/jobs-and-training/job-seeking/sell-yourself-well/ • Interviews for work experience placements with feedback • Teacher positive and negative modelling body language and giving examples of how we make first impressions
---	--	---

		<ul style="list-style-type: none">• Industry days - students to role play employers and what would they want from their employees• Work shadowing – ask the person what are the key qualities needed• Survey of recruitment practices during work experience• A talk by a recruitment agency/H.R. representative• Looking at mock application forms and CV s against a real job description• Industry days looking at interview practice and how we give an impression• Demonstrating the impressions we give through different body language, using images from TV and magazines• Looking at how else we build a reputation e.g. by being seen to work hard, being a good friend, being reliable• Barclays Life Skills - lesson plans which help learners improve their ability to present a positive image, e.g. ‘Clear Communication’ and ‘Body Language’.• The Skills to Succeed programme on careerswales.com also contains modules on how to present yourself to an employer and an ‘Online Professional Presence’ module - http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/
--	--	--