

## KEY STAGE 5 - Providing Opportunities to Meet the Careers and the World of Work Learning Outcomes

### 16-19 year olds: Personal Achievement

Learning Outcomes	This Means	Exemplar Activities
1. Review their achievements and their work/career/study plans.	<ul style="list-style-type: none"> <li>• Within course guidance interviews/sessions students compare the requirements, content and styles of learning and assessment against their own preferences and achievements.</li> <li>• Students review their feelings about their course e.g. a month after starting or sooner if there are problems and receive guidance on any problems</li> <li>• Students start career planning mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Within the first few weeks discuss their feelings about the decisions they made</li> <li>• Induction programme discussions</li> <li>• Making clear to students how to find help with any course or personal difficulties e.g. through a handout – careers adviser, tutor, learning coach</li> <li>• Review their log or portfolio of achievements from within and outside school – eg. CW.com Learning Pathway Plan – <a href="http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083">http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083</a></li> <li>• ‘Am I On the Right Course?’ induction activities</li> <li>• Use of ‘Your Profile’ to update information about themselves - <a href="https://www.careerswales.com/en/your-career/profile/">https://www.careerswales.com/en/your-career/profile/</a></li> <li>• Use of Skills 2 Succeed online resource - Getting a Job/module 6/Create Your CV - <a href="http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/">http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/</a></li> </ul>
2. Continue to develop an ongoing curriculum vitae (CV) based on their achievements, interests	<ul style="list-style-type: none"> <li>• Students discuss and record achievements regularly perhaps using Your Profile on CW.com</li> <li>• Self-assessment against a list of desirable</li> </ul>	<ul style="list-style-type: none"> <li>• Use of self-assessment worksheet and quizzes or computer programmes</li> <li>• Use of CV Builder and information from - <a href="https://www.careerswales.com/en/jobs-and-">https://www.careerswales.com/en/jobs-and-</a></li> </ul>

<p>and skills in order to enhance their employability.</p>	<p>attributes then setting goals for improvement</p>	<p><a href="http://www.careerswales.com/training/job-seeking/sell-yourself-well/cvs/">training/job-seeking/sell-yourself-well/cvs/</a></p> <ul style="list-style-type: none"> <li>• Start a personal portfolio to keep records of achievements</li> <li>• Use of Skills Cloud in Learning Pathway Plan/Your Profile to help identify skills gaps - <a href="http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083">http://www.careerswales.com/LearningPathwayPlan/server.php?show=nav.6083</a></li> <li>• A presentation to students outlining the additional activities on offer in 6<sup>th</sup> form/FE and encouraging students to take part for personal development and to enhance employability skills</li> </ul>
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### 16-19 year olds: Seeking Information

Learning Outcomes	This means	Exemplar activities
<p>3. Research and evaluate a range of careers and labour market information.</p>	<ul style="list-style-type: none"> <li>• Students understand why not all information is accurate and how to know which information is reliable.</li> <li>• Where to find sources of reliable up to date information</li> <li>• They get used to using information from different sources e.g. Internet, books, people, apps, social media</li> <li>• They find out about 2-3 occupations, different to those at KS4, and in depth information about Higher Education courses and training</li> <li>• A detailed understanding of the broad range of progression opportunities, using information</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop held in the learning resources area on how to use careers information giving a task to complete that is appropriate to the level of need</li> <li>• Giving explicit examples of biased and promotional information e.g. a prospectus and a company produced employment leaflet</li> <li>• Detailed information made available in a range of ways e.g. handouts, workshops, visits, seminars run by careers adviser</li> <li>• Encouragement to use the learning resources centre, school library and sources of LMI on CW.com - <a href="http://www.careerswales.com/en/tools-and-">http://www.careerswales.com/en/tools-and-</a></li> </ul>

	<p>efficiently e.g. using websites effectively</p> <ul style="list-style-type: none"> <li>• Using this information in their career planning</li> <li>• Finding out what are the main sectors of business e.g., public administration etc. Also name some large local employers</li> <li>• Understanding vacancies in newspapers, employer websites, recruitment websites journals, word of mouth, Careers Wales, Apprenticeship Matching Service</li> </ul>	<p><a href="http://www.careerswales.com/en/career-search/search?jobTitleId=10904">resources/job-trends/ http://www.careerswales.com/en/career-search/search?jobTitleId=10904</a></p> <ul style="list-style-type: none"> <li>• Practical sessions using information and discussing ideas in small groups</li> <li>• Group sessions on specific topics – could look at Job Trends on CW.com <a href="http://www.careerswales.com/en/tools-and-resources/job-trends/">http://www.careerswales.com/en/tools-and-resources/job-trends/</a></li> <li>• Developing progression plans outlining a number of possible routes</li> <li>• One to one tutorials or career adviser sessions to discuss and amend progression plans and give personalised advice, information and guidance</li> <li>• Using LMI data for quizzes or statistics work - <a href="http://www.careerswales.com/en/tools-and-resources/job-trends/">http://www.careerswales.com/en/tools-and-resources/job-trends/</a></li> <li>• Visiting speakers covering the range of local businesses large and small – via Business Class linked employers, careers fayres etc.</li> <li>• Students giving presentations about their link business after work experience or work focused activities</li> <li>• Use of Skills 2 Succeed online resource – You and Your Career/module 5 Find Your Future - <a href="http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/">http://www.careerswales.com/en/tools-and-resources/skills-to-succeed-academy/</a></li> <li>• Using newspapers, websites and social media to look for vacancies - <a href="https://ams.careerswales.com/Public/Default.as">https://ams.careerswales.com/Public/Default.as</a></li> </ul>
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<p>4. Explore how opportunities in Europe and the rest of the world might impact upon their career ideas.</p>	<ul style="list-style-type: none"> <li>• They understand how to look for employment abroad</li> <li>• They understand a range of opportunities for learning and working abroad including gap year, common sorts of work that you can do abroad, the sorts of skills needed</li> <li>• For their main career/course ideas students list the main opportunities and implications of working/studying abroad</li> </ul>	<ul style="list-style-type: none"> <li>• As part of a wider assignment students are directed to look for opportunities in Europe related to their current career ideas. Students report back on the opportunities and challenges/problems</li> <li>• Students are given positive examples of people working in Europe</li> <li>• Course related visits or exchange programmes to Europe</li> <li>• Use of useful websites for research eg. Work Live Study Abroad (Venture) resource on CW.com -  <a href="http://www.careerswales.com/en/tools-and-resources/work-live-study-abroad/">http://www.careerswales.com/en/tools-and-resources/work-live-study-abroad/</a>  <a href="https://www.erasmusplus.org.uk/study-abroad">https://www.erasmusplus.org.uk/study-abroad</a> </li> </ul>
<p>5. Expand their knowledge of business and self-employment opportunities in order to inform their career horizons.</p>	<ul style="list-style-type: none"> <li>• As for KS4, students should understand the following concepts:</li> <li>• <u>1. Broad range of business organisations</u> (e.g. freelance worker; partnerships; small private local firms of less than 20 workers (SMEs); national chains; international businesses with sites locally; public sector organisations)</li> <li>• <u>2. Types of work</u> (e.g. short term contract; self employed; part time work; agency work; zero hours contracts; shift work)</li> <li>• They then need to be able to name 2-3 career</li> </ul>	<ul style="list-style-type: none"> <li>• An industry day focusing on a number of related areas</li> <li>• Before they can relate this to their career ideas they will need to understand these two topics: -</li> <li>• <u>1. Broad range of business organisations</u> (e.g. freelance worker; partnerships; small private local firms of less than 20 workers (SMEs); national chains; international businesses with sites locally; public sector organisations)</li> <li>• For vocational courses this may be integral</li> <li>• A/S and A2 students will need to be taught</li> </ul>

	<p>ideas and explain how the concepts above are relevant to these ideas. For example a student who wants to be a solicitor needs to be aware of the range of organisations in which a solicitor could work and look at examples such as a part time solicitor, one who does agency work etc.</p>	<p>about the broad range of business organisations e.g. through brainstorming activity, through discussion of the sorts of organisations their family work for or through use of factual and statistical information and discussion</p> <ul style="list-style-type: none"> <li>• <u>2. Types of work</u> (e.g. short term contract; self-employed; paid part time work; agency work; zero hours contracts; shift work; voluntary work)</li> <li>• Big Ideas Wales - <a href="https://businesswales.gov.wales/bigideas/">https://businesswales.gov.wales/bigideas/</a></li> <li>• Self-employment article on CW.com - <a href="http://www.careerswales.com/en/article/5332">http://www.careerswales.com/en/article/5332</a></li> <li>• As students should have learned this at KS4, work should focus on the implications of each work type e.g. through using case studies or talking to real people in these situations</li> <li>• A task included in a work focused activity or work experience</li> </ul>
<p>6. Discuss the impact of current trends in working patterns on their career plans.</p>	<ul style="list-style-type: none"> <li>• An up-to-date understanding of the major labour market trends locally regionally and nationally (e.g. which industries are expanding and declining/changing, the main occupations that have staff shortages/always need staff, occupations which are far more competitive to enter)</li> <li>• They realise that people have different working patterns e.g. the hours they work and sort of contract they have and that these have implications for the individual and their lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Use of statistics to produce quizzes - <a href="http://www.careerswales.com/en/tools-and-resources/job-trends/">http://www.careerswales.com/en/tools-and-resources/job-trends/</a></li> <li>• Presentation by a careers adviser on recent LMI trends and working patterns followed by group discussion</li> <li>• Brainstorming the changes they see around them</li> <li>• Use Career Search on the CW.com homepage - <a href="http://www.careerswales.com/en/">http://www.careerswales.com/en/</a> for a Snapshot of different careers, statistics on the</li> </ul>

	<ul style="list-style-type: none"> <li>Technological trends including email; social media; webinars</li> </ul>	<p>numbers of jobs and future demand in Wales and the UK</p> <ul style="list-style-type: none"> <li>Examples from popular TV programmes (e.g. redundancy; people having to work away during the week; people using the Internet; people holding a number of part time jobs; the types of occupations shown on TV; shift work; home working)</li> <li>Planned project work linked to paid part time employment</li> </ul>
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### 16-19 year olds: Understanding the World of Work

Learning Outcomes	This means	Exemplar activities
<p>1. Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping.</p>	<ul style="list-style-type: none"> <li>Discuss their career idea/s</li> <li>Is this a genuine interest or are they narrowing their ideas due to gender, race, class and disability and if so why?</li> <li>What is their opinion on who does what in society?</li> <li>If they have non-traditional ideas, what challenges lie ahead and what strategies can they use to succeed?</li> <li>They need to think about moral, social and economic implications for all 3 progression routes</li> </ul> <p><u>Some examples</u></p> <ul style="list-style-type: none"> <li><i>Stereotyping about who does what sort of</i></li> </ul>	<ul style="list-style-type: none"> <li>Sharing their ideas in small groups or pairs to raise critical questions about these beliefs and attitudes</li> <li>Research into occupations that focuses on the skills and attributes needed irrelevant of gender, race or disability</li> <li>One to one discussion sessions with careers adviser or tutor to explore career ideas</li> <li>Workshops run by people working in non-traditional roles</li> <li>Looking at positive case studies relevant to the course, particularly in vocational areas</li> <li>Students are given case study examples of stereotyping and asked to analyse the</li> </ul>

	<p><i>course limits peoples choices and reduces the number of people qualified in certain areas e.g. child care</i></p> <ul style="list-style-type: none"> <li>• <i>Why do so few females choose to study or work in STEM subjects and occupations?</i></li> <li>• <i>Economic implications include the cost of individuals dropping out of courses/training due to following traditional lines they didn't enjoy</i></li> <li>• <i>Shortages of skilled people in certain areas can be due to only certain people choosing that option e.g. engineering</i></li> </ul>	<p>implications</p> <ul style="list-style-type: none"> <li>• Women in Science, Technology and Engineering (WISE) resources - <a href="https://www.wisecampaign.org.uk/resources/tag/resources-for-schools">https://www.wisecampaign.org.uk/resources/tag/resources-for-schools</a></li> </ul>
<p>2. Engage in activities that encourage an entrepreneurial approach to work and wealth creation.</p>	<ul style="list-style-type: none"> <li>• Students understand the range of enterprise activities available to them in school/college/training and outside education and have a clear idea of the benefits of involvement</li> <li>• Although this is not stated, this implies that all students have direct experience of enterprise activity</li> <li>• They need to understand why enterprise is so important in Wales and what skills, attitudes and abilities are needed to be an entrepreneur</li> <li>• Knowledge in how a business is run including <ul style="list-style-type: none"> <li>• <i>finding a product</i></li> <li>• <i>marketing</i></li> <li>• <i>market research</i></li> <li>• <i>funding</i></li> <li>• <i>managing funds</i></li> <li>• <i>roles and responsibilities</i></li> <li>• <i>sales and advertising</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information on these opportunities is given to all students</li> <li>• Students encouraged to take part in at least one opportunity</li> <li>• A sheet that gives the benefits of each opportunity and then an application form to take part with a written case</li> <li>• Advanced Welsh Baccalaureate Enterprise and Employment Challenge</li> <li>• Visits to/activities in local small business centres/ local craft centres</li> <li>• Planning and running an enterprise project or game</li> <li>• Taking part in fundraising activities for school/other</li> <li>• External speakers could explain how they set up a business</li> <li>• Research assignment during an experience of work or a visit to a place of business</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>communicating with different people</i></li> <li>• <i>deliveries</i></li> <li>• <i>design and production</i></li> <li>• <i>the pitfalls</i></li> <li>• <i>also need to understand that many new businesses fail - with some of the main reasons why</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at Big Ideas Wales Role Models and Enterprise Catalyst - <a href="https://businesswales.gov.wales/bigideas/">https://businesswales.gov.wales/bigideas/</a></li> </ul>
<p>3. Understand their responsibilities and rights as employees and know how to follow safe working practices.</p>	<ul style="list-style-type: none"> <li>• Including general issues common to all workplaces e.g. electric leads, knowing fire drills, hot drinks, use of kitchens, lifting.</li> <li>• Health and safety appropriate to particular environments with examples e.g. equipment use in a sports centre</li> <li>• 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</li> <li>• Appropriate use of mobile phones/social media</li> </ul>	<ul style="list-style-type: none"> <li>• A standard research task in the workplace</li> <li>• Briefing by work supervisor</li> <li>• Formal health and safety related preparation for an experience of work</li> <li>• External speakers</li> <li>• Using cartoons of work place dangers eg. Spot the Hazard</li> <li>• On vocational courses – specific activities linked to the work area studied</li> <li>• Formal First Aid courses</li> <li>• During course/campus/sixth form induction programmes</li> <li>• Employer engagement – visiting speakers to discuss dos’ and don’ts’ of using phones in the workplace</li> <li>• Useful information is also available on Your Rights and Responsibilities webpage on Careers Wales.com - <a href="http://www.careerswales.com/en/jobs-and-training/starting-work/your-rights-and-responsibilities/">http://www.careerswales.com/en/jobs-and-training/starting-work/your-rights-and-responsibilities/</a></li> </ul>

<p>4. Use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans.</p>	<ul style="list-style-type: none"> <li>• They have an up-to-date view of the main generic skills and qualities needed for successful employment (including flexibility, essential skills, enthusiasm, willingness to learn, communication skills, customer care skills, team work; hard working). MFL skills also very useful.</li> <li>• Work related activities are used to improve these skills and qualities</li> <li>• Why it is important to be able to work with others, teamwork and the advisability of appearing enthusiastic and committed.</li> <li>• What a modern CV looks like, how people are asked to give presentations, psychometric tests, and current practice in interviews.</li> <li>• What job descriptions and job specifications mean, equal opportunities in recruitment. Role of trade unions in fair recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys carried out during work related activities</li> <li>• Interviewing workers and recruiters</li> <li>• Asking employers to give opportunities to develop the skills and then give feedback to the student</li> <li>• Barclays Lifeskills Virtual Interview Practice - <a href="https://www.barclayslifeskills.com/i-want-to-prepare-for-an-interview/school/virtual-interview">https://www.barclayslifeskills.com/i-want-to-prepare-for-an-interview/school/virtual-interview</a></li> <li>• Planned links with student experiences of paid employment (temporary, part time or full time)</li> <li>• Industry days asking the students to pretend to be employers and what would they want from their employees</li> <li>• Work shadowing – ask the person what are the key qualities needed</li> <li>• Survey of recruitment practices during work experience</li> <li>• Barclays Lifeskills Online Assessment Tests - <a href="https://www.barclayslifeskills.com/i-want-help-applying-for-jobs/school/assessment-test#form1">https://www.barclayslifeskills.com/i-want-help-applying-for-jobs/school/assessment-test#form1</a></li> <li>• A talk by a recruitment agency</li> <li>• Looking at mock application forms and CV s against a real job description</li> <li>• Mock interview programme with feedback from employers</li> <li>• Careers fayres</li> <li>• Use of interview games in CW.com - <a href="http://www.careerswales.com/en/tools-and-">http://www.careerswales.com/en/tools-and-</a></li> </ul>
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		<p><a href="#">resources/games-and-activities/</a></p> <ul style="list-style-type: none"> <li>• Work Experience Hub from Lloyds Bank - </li> </ul> <p>Youth Hub and Virtual Work Experience.mht</p>
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### 16-19 year olds: Guidance

Learning Outcomes	This means	Exemplar activities
1. Access and analyse realistic, impartial guidance on education/career/work routes.	<ul style="list-style-type: none"> <li>• This implies that all Post 16 students need access to careers guidance either by group sessions, face to face interviews, Careers Wales Connect telephone service or the webchat facility on CW.com</li> <li>• Also that they all have high quality work focused experiences</li> <li>• Guidance and work focused experiences are discussed when students are career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students keep records of careers guidance within their portfolios</li> <li>• Assessment forms and personal reviews of experiences during work related activities are kept within portfolios</li> <li>• Progression plans are constructed to include questions on their guidance and work related experiences</li> <li>• One to one guidance sessions refer back to previous guidance and work related activities</li> </ul>
2. Consider the financial and lifestyle implications of their career ideas.	<ul style="list-style-type: none"> <li>• Students deciding on 2-3 firm career ideas which could mean ideas about jobs or further training/education</li> <li>• For each of these ideas they compare the desirable attributes for success against themselves and have a realistic view of likely routes and what they need to do to succeed</li> <li>• For 2-3 occupational ideas and course ideas students should then explain, following research,</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies of ex-students' careers, making clear reference to how decisions were made in relation to their values, beliefs and attitudes to work, learning, finance, leisure and lifestyle</li> <li>• Advanced WBQ Enterprise and Employment Challenge</li> <li>• Sharing their ideas in small groups or pairs to raise critical questions about these beliefs and attitudes</li> </ul>

	<p>how much this will cost to achieve and how much spare time and money they will have to do the things they enjoy for leisure time</p> <ul style="list-style-type: none"> <li>• They could then adapt their career ideas if necessary</li> <li>• Students have thought about the problems they may face in the next phase of their lives and have thought out some solutions, with guidance</li> <li>• Students use action planning to develop themselves personally</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to research the costs (through the higher education or training needed, including costs of equipment, living and travelling etc.), and wages for 3 possible occupations, taking into account any lifestyle preferences e.g. costs of a hobby</li> <li>• Students feedback in small groups</li> <li>• One to one guidance made available where needed</li> <li>• One to one support sessions with careers adviser, careers co-ordinator, student services or learning coach</li> <li>• Ensuring that students are aware of how to access this support</li> <li>• Encouragement of the upkeep of career portfolios and career plans</li> <li>• Use of Barclays Lifeskills Programme</li> </ul>
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### 16-19 year olds: Making and Implementing Decisions

Learning Outcomes	This means	Exemplar activities
<p>1. Understand, analyse and make decisions about individual pathways in education, training and work.</p>	<ul style="list-style-type: none"> <li>• Check from previous years they still know how to make a decision</li> <li>• For a range of future options, students follow the decision making process and come up with a range of alternatives, contingency plans and action points</li> <li>• Career plans are written down and kept up to date</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the general choices, with tutor or careers adviser reminding of deadlines</li> <li>• Use of information leaflets on future choices</li> <li>• Looking at case studies of ex-students (alumni) and the issues involved in their decision making</li> <li>• Students keeping a written record of current preferences that they then explain to a peer</li> </ul>

<p>2. Be able to explain and justify their choices both to their peers and to appropriate adults.</p>	<ul style="list-style-type: none"> <li>All students should have the chance to talk to an adult on their own to discuss their ideas for the future</li> </ul>	<ul style="list-style-type: none"> <li>One to one guidance session with a careers adviser, mentor or teacher/tutor</li> <li>HE interview preparation, performed by teachers, mentors, careers adviser</li> <li>Learners produce and deliver a presentation on their planned progression choices</li> <li>Review of students work related activity on vocational courses e.g. course related placement or in campus 'working' facilities</li> <li>Students keeping a written record of current ideas for progression that they then explain to a peer</li> </ul>
<p>3. Review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan.</p>	<ul style="list-style-type: none"> <li>Students maintain a portfolio, or file of personal information (eg. Learning Pathway Plan - online or hard copy) and use this actively when career planning and making practical decisions about options</li> <li>The file/profile is evaluated regularly and updated and edited</li> <li>Plans should encompass achievements, aims and objectives as developed in ISLA process.</li> <li>Students produce a written career plan/s as described to the left, with support</li> <li>The plan is practical and includes real action to be taken</li> <li>The plan is regularly updated and edited to remain relevant</li> <li>After key work related activities, record their learning about the world of work and future</li> </ul>	<ul style="list-style-type: none"> <li>Careers portfolio maintained and used regularly in tutorials</li> <li>Students are given examples of ex-students portfolios</li> <li>Ex-students visits and explain how they have used them to make career decisions</li> <li>Use of portfolios in one to one guidance sessions</li> <li>Use of computer interest profiles e.g. Job Matching Quiz on CW.com - <a href="https://careersmatch.careerswales.com/iwp-young/en/default.aspx">https://careersmatch.careerswales.com/iwp-young/en/default.aspx</a>. Pupils need to be logged in to use this resource</li> <li>Sessions that explain what career planning is</li> <li>Introduction of the career plan and group and one to one support in its development</li> <li>Regular support and reminders about this</li> </ul>

	<p>careers.</p> <ul style="list-style-type: none"> <li>• Use this to update career and learning ideas</li> </ul>	<ul style="list-style-type: none"> <li>• One to one discussion sessions with a tutor, learning coach or mentor or work experience supervisor</li> <li>• 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 that they need to gain certain qualifications or that they need to do a lot more career research</li> </ul>
<p>4. Promote a positive self-image in a range of formal situations including applications and attending interviews.</p>	<ul style="list-style-type: none"> <li>• How to produce an impressive CV which is appropriate for different purposes and fits modern requirements</li> <li>• How to sell themselves on paper, on the telephone and face to face</li> <li>• An understanding of how body language and speech give an impression and how to maximise chances through using these positively</li> <li>• Able to write effective letters of application and application forms for different purposes</li> <li>• Understanding the recruitment process from the employers/course providers perspective</li> <li>• Understanding how interviews operate and how to answer and ask questions</li> <li>• An awareness of other recruitment tools e.g. telephone interviews, tasks, group discussions, observations</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive coaching on how to produce an effective CV and CVs for different purposes, using employers where possible. Information can be found on - <a href="https://www.careerswales.com/en/jobs-and-training/job-seeking/sell-yourself-well/cvs/">https://www.careerswales.com/en/jobs-and-training/job-seeking/sell-yourself-well/cvs/</a></li> <li>• Giving students real job details so that they write a letter and CV for a particular purpose then receive written feedback</li> <li>• Specific sessions on body language and first impressions e.g. through a theatre presentation, video or tutor 'hamming it up'</li> <li>• Students learning how to give presentations and doing this regularly with feedback – video recorded if possible</li> <li>• Use of Interview Trainer in CW.com - <a href="https://www.careerswales.com/en/tools-and-">https://www.careerswales.com/en/tools-and-</a></li> </ul>

	<ul style="list-style-type: none"> <li>• All students need to be able to give a short presentation of the type that is commonly asked for as part of job interviews</li> <li>• Why it is important to be able to work with others, teamwork and the advisability of appearing enthusiastic and committed.</li> <li>• What a modern CV looks like, how people are asked to give presentations, psychometric tests, and current practice in interviews.</li> <li>• What job descriptions and job specifications mean</li> </ul>	<p><a href="#">resources/games-and-activities/interview-trainer/</a></p> <ul style="list-style-type: none"> <li>• Practical sessions on completing HE and work application forms with practical examples of the most common mistakes and banks of positive statements and action verbs</li> <li>• Students role-playing a panel choosing who to invite to interview from a set of application forms.</li> <li>• Mock interviews for each student</li> <li>• Industry days asking the students to pretend to be employers and what would they want from their employees</li> <li>• Work shadowing – ask the person what are the key qualities needed</li> <li>• Survey of recruitment practices during work experience</li> <li>• A talk by a recruitment agency</li> <li>• Looking at mock application forms and CV s against a real job description</li> </ul>
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