

2019/20

**STEPs**  
CAREERS  
PROGRAMME

**STEP**  
INTO THE  
FUTURE  
**AGES 15-16**  
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

Your career is your pathway through life – a combination of living, learning and earning. During this school year you will be making plans and applications for what you want to do after you are 16, and also for your future career.

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

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

Each exercise in this booklet is designed to help you to develop the important skills, and find out the essential information that you will need to support your own personal development. You can clearly see that each TASK starts with an explanation of the learning objectives and outcomes<sup>1</sup>. At the end of this booklet, there is an opportunity for you to review how the exercises and activities have contributed to your career learning. You don't have to do the activities in the order they are in here, but it's a good idea to start with 'How are you doing?' (Task B). If you are going to be doing any work experience this year, it is a good idea to look back at the activities you did last year in your Step Forward workbook.

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

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

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

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## TASK A: Year Planner (Exercise A1)

**Learning outcomes:** You identify individual actions required for your post-16 transition.

*Links to CDI learning outcomes: 1, 2, 10, 14, 15, 17.*

Complete this planner as a guide filling in the 'My action' column as you go through the year. Take care - some popular college courses e.g. fashion, media and mechanics may well be full by December, so you may need to apply early. Some large employers advertise early so talk to your careers adviser and look at the notice boards in school. If your school has a 6th form, check your school's requirements for 6th form entry.

### Exercise **A1**

	Reminders	My action
September	<ul style="list-style-type: none"> <li>• How far have you got in making decisions? (Task B)</li> <li>• Find out about your options after 16</li> <li>• If you are thinking of college/6th form - look at their prospectuses</li> <li>• Check entry requirements for courses that interest you</li> <li>• For some colleges you will need to apply this month - for example some specialist colleges</li> </ul>	
October	<ul style="list-style-type: none"> <li>• Apply to colleges/6th form (Task K). Keep copies of application forms</li> <li>• Attend open days</li> <li>• Start to find out about training opportunities</li> </ul> <p>HALF TERM</p>	
November	<ul style="list-style-type: none"> <li>• Apply to colleges/6th form (Task K). Keep copies of application forms</li> <li>• Attend open days</li> <li>• Start to find out about employers and job opportunities</li> </ul>	
December	<ul style="list-style-type: none"> <li>• Your school may have mock exams - talk to your teachers about your expected grades</li> <li>• Some colleges/6th forms have closing dates for certain courses, make sure you know the deadlines</li> <li>• Prepare your CV and write a covering letter if you want to apply for a job with training (Tasks K-L)</li> </ul> <p>CHRISTMAS HOLIDAYS</p>	
January	<ul style="list-style-type: none"> <li>• Where have you got to so far? (Task O)</li> <li>• Your school may have mock exams - talk to your teachers about your expected grades</li> <li>• Apply to 6th form/college (Task K)</li> <li>• Prepare for interviews - remember, this is a chance for you to ask questions as well as answer them (Task N)</li> <li>• Attend interviews offered for college/6th form places (Task N). If you do not hear anything - contact them</li> </ul>	

Reminders		My action
February	<ul style="list-style-type: none"> <li>• Find out if there is a training or an Apprenticeship fair in your area</li> <li>• Attend interviews offered for college/6th form places (Task N). If you do not hear anything - contact them</li> <li>• Apply for jobs with training/Apprenticeships (Task K). Keep copies of application forms</li> </ul> <p>HALF TERM</p>	
March	<ul style="list-style-type: none"> <li>• Attend interviews offered for college/6th form places (Task N). If you do not hear anything - contact them</li> </ul> <p>EASTER</p>	
April	<ul style="list-style-type: none"> <li>• Are you sorted for after you are 16? If not see your careers adviser</li> <li>• Apply for jobs with training/Apprenticeships (Task K). Keep copies of application forms</li> </ul>	
May	<ul style="list-style-type: none"> <li>• Exams</li> </ul> <p>HALF TERM</p>	
June	<ul style="list-style-type: none"> <li>• Exams</li> </ul>	
July	<p>END OF SCHOOL YEAR</p>	
August	<ul style="list-style-type: none"> <li>• Check job vacancy opportunities</li> <li>• Late applications to colleges/training (Task K)</li> <li>• Exam results</li> </ul>	

**Important points to remember:**

- Make sure you know about your coursework deadlines
- Use your careers library/learning resource area and other information sources e.g. the internet
- See your careers adviser when you need help
- Don't forget to revise for exams and tests throughout the year

## TASK B: How are you doing? (Exercise B1-10)

**Learning outcomes:** You review factors influencing post-16 option decision making. You identify individual progress for decision making and transition post-16. *Links to CDI learning outcomes: 1, 2, 8, 10, 12, 14, 15, 17.*

There's a lot to think about when you are making decisions about your options after 16.

**Action:** Look at the questions in each section and tick the one which applies to you most.

### Exercise B1

#### Hopes and Dreams

How much have you thought about what you want to do in the future?

- (A) I know where I am going and have made plans.
- (B) I have one or two main ideas and have started to think about my next steps.
- (C) I have had some ideas but haven't thought about how to achieve them.
- (D) I haven't had any thoughts about what to do in the future.

### Exercise B2

#### Information

How much use have you made of the resources available to you, e.g. careers books and leaflets, online resources etc.

- (A) I have made full use of all of these resources.
- (B) I have made some use of the resources but could do with carrying out more investigations.
- (C) I have tried to use the resources but need some help.
- (D) I haven't used any resources at all.

### Exercise B3

#### Parents and carers

Have you discussed your plans or even your lack of plans with your parents/carers? They are often useful sources of ideas, support and information.

- (A) I have discussed my future plans fully with my parents/carers and we all know the actions I need to take.
- (B) I have discussed my plans with my parents/carers but they want me to consider something else.
- (C) I have briefly mentioned my plans to my parents/carers.
- (D) I have not discussed anything with my parents/carers.

### Exercise B4

#### Other people

Have you spoken to other people available to help you? These could include teachers, careers advisers, people who do jobs that interest you or anyone else that you know.

- (A) I have spoken to a number of people about my career ideas and gained a lot of information.
- (B) I have spoken to a few people and got some ideas, which I need to look into further.
- (C) I have spoken to someone, but only briefly.
- (D) I haven't spoken to anyone.

Exercise  
**B5**

**Health**

Have you got any health issues that might be important? Some careers may have requirements such as height, eyesight and fitness.

- (A) I have good health, so this is unlikely to be an issue.
- (B) I have some health issues but I have checked and they will not affect my future.
- (C) I have some health issues and it is possible they will affect my future.
- (D) I have some health issues and I don't know if they will affect my future.

Exercise  
**B6**

**Money**

How much thought have you given to money issues?

- (A) There are no money issues for me, as I have looked into this and have discussed it fully with my parents/carers.
- (B) I have considered money but I need to discuss this a bit more with my parents/carers.
- (C) I have given some thought to money.
- (D) I haven't thought about money issues at all.

Exercise  
**B7**

**Equality of opportunity**

Have you concerns about your future choices e.g. are you interested in a job, which you think is usually done by someone of the opposite sex? Are you concerned that you might experience racism? Do you feel people may judge you unfairly because you have a disability?

- (A) I have no concerns.
- (B) I have some concerns.
- (C) I am concerned.
- (D) I am very worried that my ideal career is not open to me.

Exercise  
**B8**

**Participation**

How well do you take part in activities in and out of school?

- (A) I play a full part in lessons, join in school activities and have many outside interests.
- (B) I play a full part in lessons and sometimes volunteer in lessons.
- (C) I take part in lessons when asked but do not volunteer myself.
- (D) I do as little as possible in lessons, don't take part in school activities and have few outside interests.

Exercise  
**B9**

**Motivation**

How well motivated are you?

- (A) I am very motivated and have a 'get up and go' attitude to life.
- (B) I am motivated in the subjects and other activities I enjoy doing.
- (C) I find it hard to motivate myself and am easily put off.
- (D) I can't really be bothered.

**Exercise**  
**B10**

**Action:**

Now transfer your ticks to the box below and add up your score for each letter.

**Scores:**

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Total
A										
B										
C										
D										

Write in your scores in the box below:

**Totals:**

A	B	C	D

**Definitions:**

Your challenge is to take action to get more As. Focus on your lowest score.

- A: You are making a good start in beginning to plan your future. Now you need to write out a plan to take your choice forward and make sure you make it happen.
- B: You still need to get hold of further information. Before writing your action plan you need to talk to people a bit more and make more use of information resources.
- C: You have begun to think about your future but you've still got some way to go. Make a plan of what you need to know and then put your plan into action. You have some of the information but you need to fill in the gaps. Talk to relevant people and use the information resources that are available.

**Don't be afraid to ask for help if you need it.**

- D: You really need to get moving and ask for help. Talk to the adults who know you and start using the resources you have available NOW to make your plans... It won't be long until you need to make some decisions. The longer you leave it, the fewer options will be available. Act now!

## TASK C: Your skills and interests (Exercise C1-4)

**Learning outcomes:** You identify implications of skills and interests for post- 16 options and careers ideas.

*Links to CDI learning outcomes: 1, 2, 3, 4, 11, 15.*

### Exercise C1

Give yourself a mark between 0 (for no interest/ability) and 6 (for high interest/ability) for the following statements about skills.

Then do Exercise C2 before you work out your scores.

I enjoy/think I am good at...

Statement	Letter	Score	Statement	Letter	Score
Solving problem	E	<input type="radio"/>	Being sensitive	P	<input type="radio"/>
Using my initiative	E	<input type="radio"/>	Having a sense of humour	C	<input type="radio"/>
Being patient	P	<input type="radio"/>	Being accurate	N	<input type="radio"/>
Working alone	O	<input type="radio"/>	Coming up with new ideas	E	<input type="radio"/>
Concentrating	O	<input type="radio"/>	Looking after children	H	<input type="radio"/>
Working in a team	P	<input type="radio"/>	Caring for older people	H	<input type="radio"/>
Following instructions	C	<input type="radio"/>	Planning	O	<input type="radio"/>
Sticking with a task	O	<input type="radio"/>	Being on time	O	<input type="radio"/>
Helping other people	H	<input type="radio"/>	Being polite	P	<input type="radio"/>
Leading other people	E	<input type="radio"/>	Getting on with others	P	<input type="radio"/>
Using words	C	<input type="radio"/>	Being reliable and trustworthy	P	<input type="radio"/>
Talking to others	C	<input type="radio"/>	Using my imagination	E	<input type="radio"/>
Listening	P	<input type="radio"/>	Drawing or painting	A	<input type="radio"/>
Using graphs	N	<input type="radio"/>	Playing a musical instrument	A	<input type="radio"/>
Repairing things	T	<input type="radio"/>	Making things	T	<input type="radio"/>
Meeting deadlines	O	<input type="radio"/>	Sculpting	A	<input type="radio"/>
Using languages	C	<input type="radio"/>	Keeping to the rules	O	<input type="radio"/>
Using figures	N	<input type="radio"/>	Helping out at home	H	<input type="radio"/>
Using maths	N	<input type="radio"/>	Working under pressure	O	<input type="radio"/>
Managing money	N	<input type="radio"/>	Caring for disabled people	H	<input type="radio"/>
First Aid	H	<input type="radio"/>	Using my physical strength	T	<input type="radio"/>
Expressing myself	C	<input type="radio"/>	Measuring things	N	<input type="radio"/>
Persuading others	C	<input type="radio"/>	Helping friends with their problems	H	<input type="radio"/>
Growing plants	T	<input type="radio"/>	Selling and promoting	E	<input type="radio"/>
Being independent	E	<input type="radio"/>	Estimating costs and amounts	N	<input type="radio"/>
Negotiating	C	<input type="radio"/>	Comforting others when they are upset	H	<input type="radio"/>
Creative writing	A	<input type="radio"/>	Using ICT for my work	I	<input type="radio"/>
Being respectful	P	<input type="radio"/>	Computer programming	I	<input type="radio"/>
Cooking	T	<input type="radio"/>	Sport	T	<input type="radio"/>
Word-processing	I	<input type="radio"/>	Researching information	E	<input type="radio"/>
Using spreadsheets	I	<input type="radio"/>	Making up new recipes	A	<input type="radio"/>
Designing things	A	<input type="radio"/>	Using the internet	I	<input type="radio"/>

Exercise  
**C1**  
Continued

Computer graphics	I	<input type="checkbox"/>	Playing computer games	I	<input type="checkbox"/>
Designing colour schemes	A	<input type="checkbox"/>	Understanding how things work	T	<input type="checkbox"/>
Solving number problems	N	<input type="checkbox"/>	Photography and video	A	<input type="checkbox"/>
Styling my hair	T	<input type="checkbox"/>	Assembling IT equipment	I	<input type="checkbox"/>

Exercise  
**C2**

Why do you think identifying your skills and interests is important in helping you make decisions about your future? Give at least two reasons.

1. ....

2. ....

3. ....

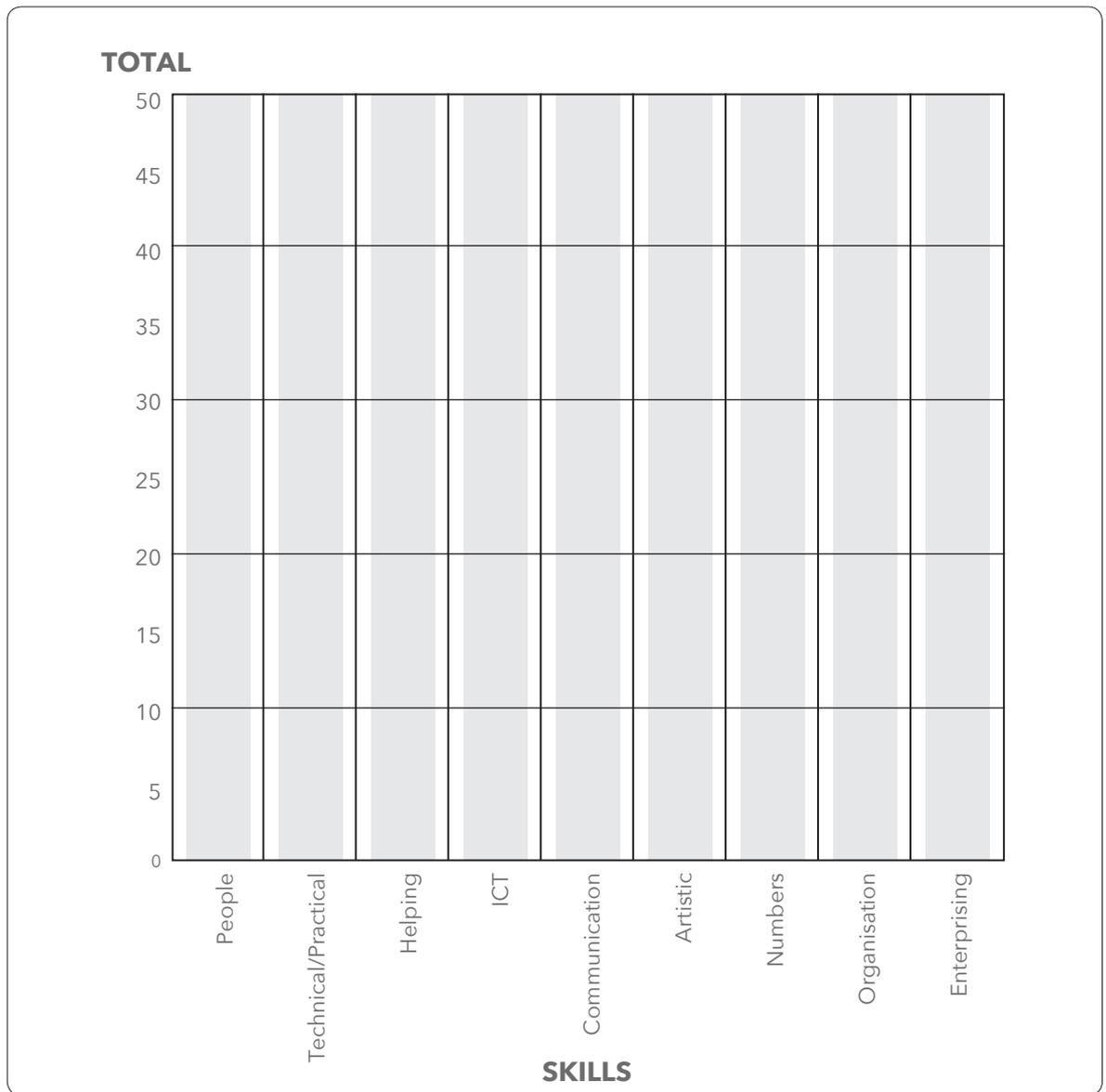
**Action:**

Add up your total scores for each letter. Now plot the scores on the bar chart on the next page. Look at the areas where you scored highly and think about the skills you might use and develop in the future.

Exercise  
**C3**

Your scores from Exercise C1	Your score	
<b>P - People</b>		This is about the way you work with and get on with others
<b>T - Technical/Practical</b>		This is about completing practical tasks and using tools and equipment
<b>H- Helping</b>		This is about how much you like to help others e.g. friends, family or community work
<b>I - Information Communications Technology</b>		This is about your interest in and ability to use ICT
<b>C - Communication</b>		This is about how well you use written and verbal communication
<b>A - Artistic</b>		This is about how much you enjoy being creative and/or using different forms of art media
<b>N - Numbers</b>		This is about how much you enjoy working with numbers and calculations
<b>O - Organisation</b>		This is about how you plan, organise, keep to deadlines and manage your time
<b>E - Enterprising</b>		This is about how you are able to come up with new ideas and put your ideas into action

Exercise  
**C4**



Look at the bar chart above and interpret your results in relation to:

a) your options after you are 16

b) your career interests

If these results are confusing, ask for help from your teacher or careers adviser.

## TASK D: What are you like? (Exercise D1-5)

**Learning outcomes:** You can identify areas of strength and weakness in relation to your progression.

**Links to CDI learning outcomes:** 1, 2, 3, 10, 11, 12, 15, 17.

This activity will help you think more clearly about yourself and also give you an idea of how other people see you. **Action:** Write your answers to the following questions:

### Exercise D1

#### What is:

1. Something your best friend likes about you?
2. Something about you that your best friend wants you to improve?
3. Something your parents/carers say is good about you?
4. Something your parents/carers criticise about you?
5. Something good that your tutor has written or said is good about you?
6. Something your tutor is always asking you to improve?
7. Your best quality?

8. Something you need to improve?

9. A recent achievement of which you are proud?

10. Something you wish you'd done better?

### Other People's Opinions

**Action:** Using the same questions from Exercise D1 find out whether you were right. Ask each person listed what they think. Write their answers in the space below.

#### Exercise **D2**

1. My best friend likes about me:

2. My best friend wants me to improve this:

3. My parents/carers think this is good about me:

4. My parents/carers criticise this about me:

5. My tutor wrote or said this was good about me:

6. My tutor asked me to improve:

**Action:** Ask any of the people listed in this task, or your careers adviser, their answers to questions 7-10.

Exercise  
**D3**

7.

8.

9.

10.

### Conclusions

Look at the completed sections D1, D2 and D3. Compare your answers with the answers from other people. Write down the similarities and differences in the boxes below. Then try and explain some of the reasons for these.

Exercise  
**D4**

Similarities	Reasons
Differences	Reasons

Exercise  
**D5**

**From this exercise:**

Your areas of strength are:

Your areas for improvement are:

## TASK E: Different qualifications and their equivalents (Exercise E1)

**Learning outcomes:** You can identify post-16 options. You can explain key differences between post-16 options.  
*Links to CDI learning outcome: 4, 14, 15, 17.*

Each region of the United Kingdom offers a range of qualifications that can be achieved at age 16 and beyond – for example GCSEs and A levels in England, Northern Ireland and Wales, or Nationals and Highers in Scotland. Qualifications are usually grouped into “levels” to describe how they increase in difficulty – the higher the level, the higher the level of knowledge, understanding and skill you will need to develop in order to achieve that qualification. There are a few examples from each level in the table below.

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

Exercise

**E1**

You should already know which qualifications you will be completing this year - but do you know what your grades may be?

Make a list of the qualifications and predicted results you are hoping to achieve by the end of this school year:

Qualification	Predicted result
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Look at the illustrations over the next two pages: work out your next move - which qualifications are on offer at the next level above where you'll be at the end of the year. What would **YOU** like to do next?

## TASK F: Which way do you go? (Exercise F1)

**Learning outcomes:** You can identify post-16 options. You can explain key differences between post-16 options. *Links to CDI learning outcome: 4, 14, 15, 17.*

What route are you taking? Here is a guide to your post-16 option choices.

In some areas, schools and colleges work together as a consortium or partnership. This means you will have a wider range of courses to choose from, and might do one or more subjects at a different school or college.

If you decide to continue to study at school, college or with another learning provider, you will spend most of your time studying for qualifications (for example A levels / Highers). You will also do activities to help you prepare for employment (for example work experience), and to help you to make the best choices about going to university. You will also have help to continue to improve your English and maths skills if you need it.

.....

### School Sixth Form or Sixth Form College...



These offer a range of courses including A Levels / Highers and work-related qualifications.



Attend 6th form open days.  
Look at school and college websites or their printed prospectus.  
Visit your careers library or resource centre.

.....

### FE (Further Education) or Specialist College...



These offer a wide range of full and part-time courses, both academic and/or job related.  
Courses include A Levels/Highers and technical qualifications.  
Some colleges specialise in areas such as art, construction or agriculture.



Attend college open days (make a note in your year planner in Task A).  
Look at college websites or their printed prospectus.  
Visit your careers library or resource centre.

.....

### Apprenticeships...



**Apprenticeships at level 3** offer highquality training to level 3 and above. They will help you to develop a wide range of skills.  
**Apprenticeships at level 2** offer the chance to work towards level 2 in a range of occupations, functional skills and technical qualifications. They include training on the job.



See:  
[www.gov.uk/apprenticeships-guide](http://www.gov.uk/apprenticeships-guide) (England)  
[www.nidirect.gov.uk/campaigns/apprenticeships](http://www.nidirect.gov.uk/campaigns/apprenticeships) (Northern Ireland)  
[www.apprenticeships.scot/](http://www.apprenticeships.scot/) (Scotland)  
[www.careerswales.com](http://www.careerswales.com) (Wales)

Job with training...



You may be able to find a job which offers good training and the opportunity to get skills, qualifications and experience while you are working.

If you take a job without training, check that your employer will give you reasonable time off to improve your qualifications.



See a careers adviser or drop-in centre vacancy boards.

Self employment...

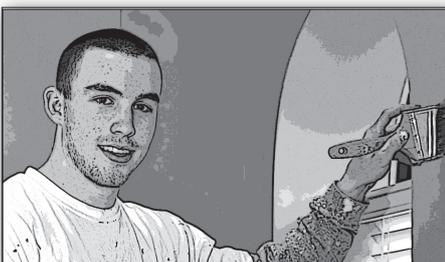


It may be possible to start your own business or make a career out of a particular talent. This can take time, extra effort and involve other money issues.

It's a good idea to carry on doing some part time learning until you are at least 18 (compulsory in England).

See information from:  
[www.princes-trust.org.uk](http://www.princes-trust.org.uk)  
[www.gov.uk/set-up-business](http://www.gov.uk/set-up-business) (England)  
[www.nibusinessinfo.co.uk/content/starting-business](http://www.nibusinessinfo.co.uk/content/starting-business) (Northern Ireland)  
[www.mygov.scot/business/starting-business/](http://www.mygov.scot/business/starting-business/) (Scotland)  
<https://businesswales.gov.wales/starting-up/> (Wales)

Traineeship or work-ready programme...



Traineeships and similar courses offer young people who want to work, the opportunity to develop the skills and workplace experience that employers require.

See a careers adviser. Also see:  
[www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship) (England)  
[www.nidirect.gov.uk/articles/training-success](http://www.nidirect.gov.uk/articles/training-success) (Northern Ireland)  
[www.myworldofwork.co.uk/could-certificate-work-readiness-help-you](http://www.myworldofwork.co.uk/could-certificate-work-readiness-help-you) (Scotland)  
[www.careerswales.com/en/jobs-and-training/job-seeking/i-need-experience/traineeships/](http://www.careerswales.com/en/jobs-and-training/job-seeking/i-need-experience/traineeships/) (Wales)

Exercise  
**F1**

Which of these options interests you most? Why?

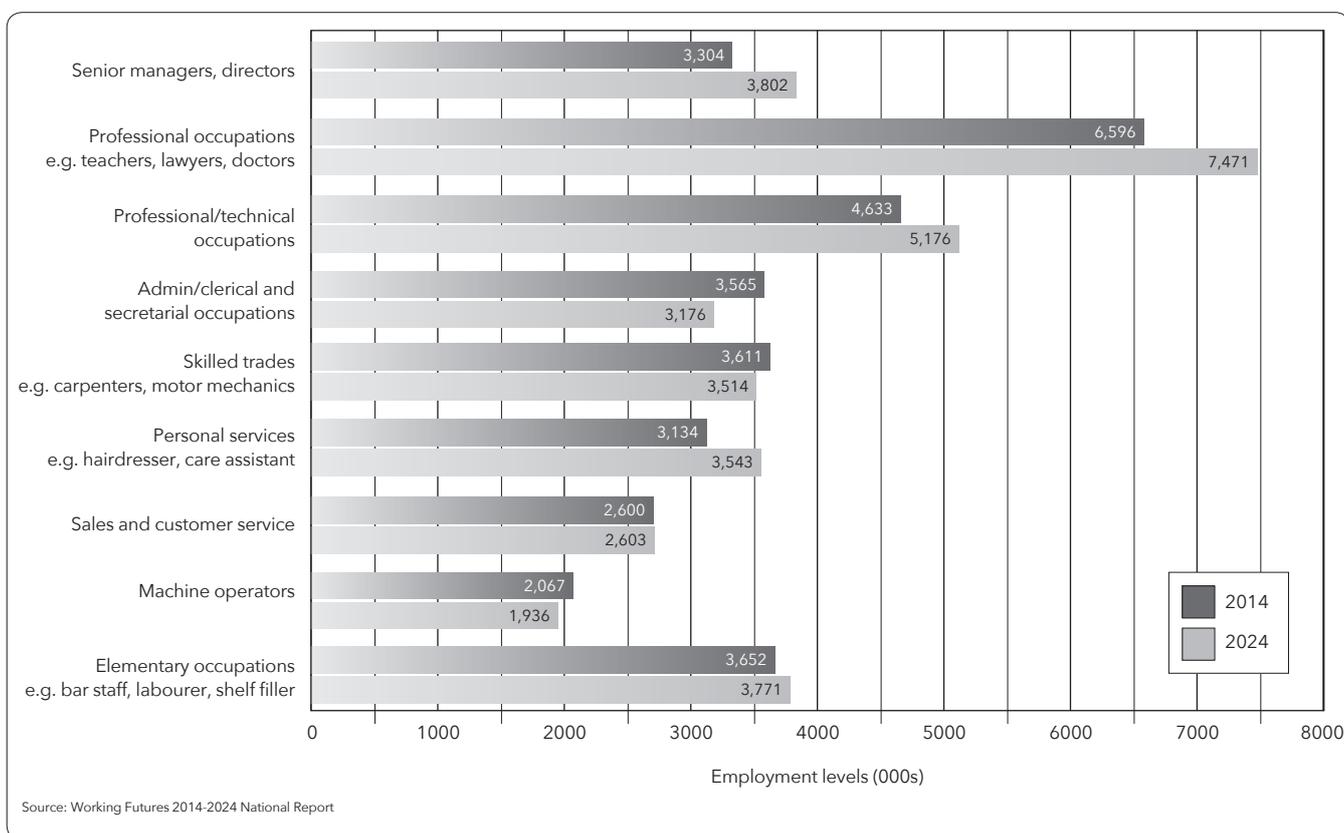
## TASK G: The changing job market? (Exercise G1-2)

**Learning outcomes:** You consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle, and choices. *Links to CDI learning outcome: 4, 5, 7.*

However long you are planning to stay in education, you will need to look for employment at some stage. Information about the labour market can help you to make decisions about your education and training routes.

**How is the UK workforce changing?** The chart below shows a prediction of the numbers of people employed in some key areas of work in the UK. Between now and 2024 we are likely to see changes in the job market creating significant increases in higher level occupations and a decline in unskilled work.

**Projections of Employment by Occupation 2014 - 2024: United Kingdom** These numbers (which are approximate) show the estimated increase or decrease in each category.



These figures are projections so may change depending on unforeseen events. The figures do not take account of the possible effect of the United Kingdom leaving the European Union (Brexit).

**Exercise  
G1****The world-wide job market**

1. People are increasingly more able to move around the world to work.  
List the advantages and disadvantages of working abroad.

Advantages:

Disadvantages:

**Exercise  
G2****Our lifestyle**

1. Science and technology is rapidly changing the way things are done. We now need more highly skilled people to look after the machines that are doing the routine work.

List some areas of work that are changing because of computers and other technologies.

2. The UK is becoming more of a 24 hour society. What sort of careers are available to people who don't want a 9-5 job?

### Our lifestyle

3. Some areas of work become popular because they are seen as attractive. What jobs are particularly popular at the moment?

4. Our lifestyle will change over the next few years. What do you think will be the new jobs of the future?

#### What can you expect?

More people gaining higher level qualifications

Many changes of job in a lifetime

More self-employment and part-time, temporary and contract work

Key skills such as communication, IT and problem solving will become more important

More people will travel further to work and many will work abroad

Learning will not stop at the end of compulsory education.

To help you cope with the changing world of work you need to learn how to manage your career. This means being **flexible**, **learning new skills** and **studying for new qualifications throughout your lifetime**.

## TASK H: Personal, Learning & Thinking Skills (Exercise H1)

**Learning outcomes:** You identify personal learning and thinking skills you use in your daily life.

*Links to CDI learning outcomes: 1, 2*

Think about what you have just found out about the changing job market. What kind of people are employers looking for?



**Question** - What skills would an employee in the future have? What would that person look like?

PLTS are **Personal, Learning and Thinking Skills**, which all employers are looking for, no matter what area of employment they are in. Colleges and universities are also keen to take onto their courses students who have these skills.

The PLTS are:

- **Self-manager** - organising your time and yourself, showing responsibility, coping with challenges, persevering
- **Independent enquirer** - researching information, analysing it, making well-thought out decisions
- **Reflective learner** - evaluating your strengths and weaknesses, judging how well you've done and making changes where necessary
- **Creative thinker** - finding different ways to tackle a problem, coming up with ideas and developing them
- **Effective participator** - playing a full part in the life of your school and the community, taking responsible action
- **Team worker** - working confidently with others, taking responsibility for your part of the work, taking account of others' views.

### Challenge!

How are your PLTS? During the week ahead, be aware of the skills you are using or developing - in school, in other activities, etc. Make a note on the next page of an example of when you have used each of the PLTS. There is also space for a teacher or another person to sign to agree you have shown this skill, or add an example of their own.

Have you got a gap in your PLTS? What could you do to improve this skill?

Exercise

**H1**

Skill	Example of when you've used it	How could you improve this skill?
Self-manager		
Independent enquirer		
Reflective learner		
Creative thinker		
Effective participator		
Team worker		

You can refer to the personal, learning and thinking skills when you are making applications in the future.

## TASK I: Money matters (Exercise I1)

Learning outcomes: You identify key types of financial support, available post and describe the financial implications of your post-16 choices. *Links to CDI learning outcomes: 13.*

Test your knowledge by matching the following key words up with the definitions. Check the answers at the end of the workbook.

16-19 Bursary\* / Education Maintenance Allowance\*\*

Salary

Scholarship

Income Tax

National Insurance Contribution

Child Benefit

Exercise

**I1**

### Key words

### Definition

What you get paid for doing a job.

Still payable to **most** parents/carers of young people 16-20 who are in full-time education or on a course of approved training.

A contribution you pay to qualify for certain benefits and the State Pension if you're over 16.

A tax you pay on your income, for example wages or profits from a business.

Helps young people aged 16-19 whose families have low incomes e.g. with buying books and equipment for courses at school or college or on a training course.

An award of financial aid for a student to further their education. Awarded based upon various criteria.

\*16-19 Bursary is for students in England.

\*\*Education Maintenance Allowance (EMA) is for students in Northern Ireland, Scotland or Wales.

## TASK J: Choices now, choices later (Exercise J1-2)

**Learning outcomes:** You understand that different people have different motivations and the implications. You can explain the financial benefits of being better qualified. *Links to CDI learning outcomes: 1, 4, 5, 15.*

Macey and Danielle have been best friends since they were 11. They have both always wanted a job where they can help people.

	Macey	Danielle
<b>At 17</b>	Macey is in the 6th form and is planning her next step. Her auntie has suggested a job in the care home where she works, which sounds interesting.	Danielle is in the 6th form studying science A levels. She is looking at degree courses which will lead to a job helping people. A visit to a dietetics department in a hospital really inspired her.
<b>At 18</b>	Macey is working in the care home and loving it. She is earning £12,000 a year and studying for qualifications.	Danielle starts a degree in Dietetics at a local university. It's a struggle to make ends meet and she knows she'll have a big student debt.
<b>At 23</b>	Macey has been promoted to supervisor. She now earns £16,000 a year and still gets a great deal of job satisfaction. She keeps in touch with her friend Danielle.	Danielle is now a Registered Dietician, working to support older people improve their health in her home town. She earns £21,000 a year.
<b>At 30</b>	Macey earns £19,000 a year. She enjoys working flexible hours (she would find 9-5 very boring) and loves the relationships she builds up with the old people at the home.	Danielle is earning £37,000 a year as a Senior Grade Dietician. She still loves her job and has paid off her student debt. She is planning a girls' weekend away with Macey.

**Exercise J1**

Look at the stories above. Both Macey and Danielle have jobs they love. What do you think each of them want from work?

Owen and Jack play for the same local football team.

	Owen	Jack
<b>At 17</b>	Owen left school at 16 and is working as a labourer on a building site. The money is good - he gets £200 a week and is already saving up for his first car. He has some time off for study to improve his maths and English skills.	Jack is in the 6th form. He missed out on his first choice of work experience so ended up doing half a day at the primary school down the road, and to his surprise he really enjoyed it. He has a part-time job at a sports shop, earning £25 a week.
<b>At 19</b>	Owen now has his car. He has started an Apprenticeship which is going well, and is earning £240 a week.	Jack now has a job as a teaching assistant in a primary school and is taking level 3 qualifications at college. He also earns £240 a week.
<b>At 25</b>	Building work is becoming more difficult to get as many projects have been cancelled. Owen has to travel further to find work, which means being away from home for weeks at a time. When he is working he can get up to £300 a week - some weeks he earns nothing at all.	Jack is doing really well in his job and now has a Foundation degree. The Head has encouraged him and he is now combining on the job experience with gaining the status of fully qualified teacher.
<b>At 30</b>	Owen has started his own business and has taken on an apprentice. He really enjoys being his own boss. Work is still scarce but things are improving, especially as he has a contract to help rebuild a stand at the town's professional football club.	Jack is now a qualified teacher. He has moved to another school as Deputy Head. His salary is £36,000 a year. He coaches the school football team who have recently won their local league.

**Exercise J2**

Look at the stories on these pages - Jack, Owen, Danielle and Macey have all gone into successful careers, and by the age of 30, all have jobs that they enjoy and do well. Think about what you want from work. What is important to you?

**What do you want from work?**

## TASK K: Making applications (Exercise K1)

**Learning outcomes:** You identify key elements of good and bad applications.

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

### Useful information

You will need to make applications - to 6th form, college, training, Apprenticeships, employers - both in the near future and further ahead. Follow the tips below to make all your applications as effective as possible.

### When you are completing an application form:

- Read the whole application form before completing it.
- Photocopy the form and do a practice run and then ask someone to check it.
- Follow the instructions properly - e.g. don't write in blue pen when they want it written in black.
- Don't use correction fluid.
- Check that you don't make any spelling mistakes or put the wrong address or date of birth.
- Return the application form in good time for colleges - for job, training or Apprenticeship vacancies make sure you get it in by the closing date.
- In the section where it asks you why you have applied for a certain course or job you need to tell them about your strengths and qualities. - for example, on a 6th form or college application form you might say 'I am a hardworking and enthusiastic student who is able to meet coursework deadlines'. - likewise for a job, training or Apprenticeship vacancy you might say 'I could be an asset to your company as I have relevant work experience and good customer service skills'.

### If you are applying online:

Many employers now expect you to fill out an application form online. If you have to do this, have your CV to hand. Online applications can get 'timed-out' so you need to be prepared. Before you click 'send', take a copy - either print one off or save it to your computer, so that you can use it to prepare if you are offered an interview.

**Remember: The quality of your application form is really important. A good application form can mean the difference between getting an interview or not.**

### Composing a personal statement:

If you apply to university in the future, you will have to write a personal statement - but this is often also requested for applications to college or for jobs, and is a longer form of the Personal Profile in a CV. It is a way of selling yourself. It helps you provide key information about yourself - your skills, qualities and interests relevant to the course or job and what your goals and plans are for the future.

### CVs and covering letters

To apply for work you will need a CV and a covering letter. You could need this whether you are applying for part-time work, work experience or full-time work when you leave school.

#### Introducing CVs

##### What is it?

CV stands for Curriculum Vitae. It is a summary of your education, experience of work and key achievements.

##### What goes in it?

- Personal details such as where you live and your phone number.
- Where you go to school and the qualifications you are studying.
- Any experience of work you have had, e.g. regular babysitting or a newspaper round.
- What you do outside of school that might be of interest to an employer, for example, being part of a football team.
- The name of someone who can write a reference for you (usually your head teacher).

#### Writing a covering (or cover) letter

Usually you would send a 'covering letter' with your CV to possible employers. The purpose of the covering letter is to outline what you are applying for and your current situation. It needs to be brief and to the point, drawing attention to relevant parts of your CV but not repeating it. A covering letter could be used either in response to a particular job vacancy or when writing to see if an employer has any suitable vacancies.

**There is more information about writing CVs and covering letters on the next four pages of this workbook, and you'll get the opportunity to have a go at writing your own.**

#### Exercise K1

After reading the information about applications, CVs and covering letters, make a note of one thing you didn't know before.

## TASK L: Writing a CV (Exercise L1)

**Learning outcomes:** You identify key elements of good and bad applications. Create a CV.

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

ALEX CLARK  
26 Regis Street  
Anytown  
Anywhere  
A57 6NY  
Tel: 0123 456789  
Email: aclark@internet.co.uk

### PERSONAL PROFILE 1

An organised and hard-working person. A very conscientious worker who can work well in a busy environment and especially enjoys being part of a team. A capable person who is willing to learn new skills and methods of working. Looking for a permanent position which can offer training and career development in the retail industry.

### KEY SKILLS 2

- Customer service skills from the retail industry
- Flexibility, adaptability and the willingness to learn new skills
- Excellent organiser
- Good interpersonal skills used in school and part-time job
- Keyboard skills particularly connected with customer service

### QUALIFICATIONS 3

2014 - 2020 Anytown Academy  
GCSEs to be completed in June 2020.  
English, Mathematics, Science, Applied Business, Drama.  
Expected grades 9-4.

### WORK EXPERIENCE 4

May 2019 - now The Supermarket, High Street, Anytown.  
Stock control and cashier. Dealing with customers and computerised stock control and cash systems.

April 2019 Work experience placement -  
AB Insurance, Manor Way, Anytown.  
On reception desk, delivering and collecting post, photocopying.

### INTERESTS 5

I enjoy swimming and running and enter short distance running competitions regularly. I belong to the local youth club and take part in different activities. With other members of the club I was involved in a sponsored walk to raise funds for our local Age UK 'pop in' parlour.

### REFERENCES 6

Mr A Tanner Head of Year  
Anytown Academy Eynsham Drive Anytown A58 9AJ  
Ms B Stone Department Manager  
The Supermarket High Street, Anytown A59 5DJ

### SOME SUGGESTIONS:

#### 1. Personal Profile

Short, positive statement about yourself outlining your key attributes and career aim.

#### 2. Key Skills

Here you should list your skills and attributes which fit the employer's requirements.

#### 3. Qualifications & Training

It is usual to state grades, or expected grades (for example GCSE grades in England). If there is an aspect of the course that you want to bring to an employer's attention, write a line summarising your course or work experience.

#### 4. Employment/work experience

The aim of the details is to create a snapshot image of you at work. You need to give clear concise information which builds a picture of your duties, responsibility and achievements.

#### 5. Interests

These are meant to reveal aspects of your personality. Try to list a balance of interests and if possible include one which relates to the job.

#### 6. References

Check with the referees that they will be happy to supply you with a reference before giving their name. Include two referees: someone from school or college and someone who knows you well (not a relative).

## CV dos and don'ts

- Must be word processed - use black font colour.
- Should be 1 - 2 pages of A4 on good quality white paper.
- Should not have any spelling or typing mistakes.
- Use a plain clear font such as Arial or Times New Roman.

Exercise

**L1**

Use the headings below to draft your own CV.

### 1. Personal Profile

### 2. Key Skills

### 3. Qualifications

### 4. Work Experience

### 5. Interests

### 6. References

## TASK M: Writing a Covering/Cover Letter (Exercise M1)

**Learning outcomes:** You identify key elements of good and bad applications. Create a covering letter.

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

Take a look at this example of a covering letter. There is space on the next page for you to have a go at composing your own version for a real or made-up opportunity.

Lucy Green  
123 St Peter's Road  
Hightown  
Anywhere  
A23 9TY  
Tel: 0123 567891

Mrs. Jane Smith  
Recruitment Manager  
Acorn Insurance  
22, High Street  
Hightown  
Anywhere  
A1 4BC

4th April 2019

**1** Dear Mrs. Smith,

**2** I am writing with reference to the position of office junior which I saw advertised in The Post on April 4th.

**3** I left school last summer after taking my exams. I have been working in a local supermarket part time for the past few months and attending Hightown College in the evening to improve my maths and English qualifications. I now want to move into full time work in an office and feel this would be an ideal first job.

**4** I am keen to work hard and would enjoy the challenge of doing a variety of tasks. I am especially keen on reception work where I can have contact with members of the public and use my communication skills. I am also interested in gaining further training as mentioned in the advertisement.

**5**

I enclose my CV and look forward to hearing from you.

I am available for interview every morning.

**6** Yours sincerely,

**7** Lucy Green

### POINTS TO REMEMBER

1. Include the name, if known: otherwise begin with "Dear Sir/Madam."
2. Say which position you are applying for and where and when you saw it.
3. Discuss your current position and any work experience you have undertaken which is relevant to the position you are applying for.
4. Outline skills you have which you know are needed.
5. Emphasise your enthusiasm and why you are suitable.
6. If you start with the name of the person, end with "Yours sincerely". If you start with "Dear Sir/Madam", end with "Yours faithfully."
7. Sign the letter here.

**Exercise**  
**M1**

Read through Lucy's covering letter. Have a go at composing your own version for a real job or made-up opportunity.

1. Dear

2. Which vacancy

3. Relevant work experience

4. Relevant skills, enthusiasm, suitability...

5. Yours

6. Signature...

## TASK N: Preparing for Interviews (Exercise N1-3)

**Learning outcomes:** You can recognise what employers are looking for in applicants. You can identify skills and abilities, and evidence of these in the context of an interview.

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

When you go for an interview you need to show off your talents, skills, knowledge and qualities to impress the interviewer.

- Use information you have gathered about your chosen course, training, Apprenticeship or job to guide what you say about yourself in your application.
- Use your application form/CV for a job, college, training or Apprenticeship place as your personal sales pitch.
- Use your interview as your chance to sell yourself and explain why you are the right person for the job/college/training/Apprenticeship opportunity.

**Action:** Read through the statements on these next few pages and complete them to help you look at your range of talents and skills. Remember the work you did earlier in this booklet on your skills and interests to give you some ideas.

Practise how you would say these things to an interviewer.

**Don't forget... practice makes perfect.**

### Exercise N1

I expect to gain a qualification in these subjects by the end of this year

I expect to gain a qualification out of school in

At school I am responsible for

Outside of class I have become involved in these activities

**Exercise**  
**N2**

I have been on work experience with

and this gave me the opportunity to learn

and the opportunity to practise these skills

At school I have had the opportunity to learn a foreign language, which is

I feel I can speak this (e.g. a little or fluently)

School has given me the opportunity to learn a range of practical skills and I think my particular strengths are

I can show that I can work as a member of a team by

I can use my own initiative as shown by

I can communicate effectively as shown by

**Exercise**  
**N3**

I can show I am reliable by

I currently work part-time doing

Through this experience I have learnt

I have experience of voluntary work through

**Think about and write down questions you may need to ask at interviews.**

**REMEMBER NOT EVERY INTERVIEW IS THE SAME.  
PREPARING YOURSELF MENTALLY IS OFTEN THE KEY TO SUCCESS –  
BE POSITIVE!**

## TASK O: Where have you got to so far? (Exercise O1-2)

Learning outcomes: You will be able to track your post-16 transition progress, and identify any further action required. *Links to CDI learning outcomes: 3, 10, 14, 15, 17.*

To succeed in your post-16 choice you need to be able to explain your decisions and preferences.

### Exercise O1

- |  |     |    |
|--|-----|----|
| • Do you know your strengths?  | Yes | No |
| • Are there any hurdles ahead for you?   | Yes | No |
| • Do you need careers information to help with your next steps?                                      | Yes | No |
| • Do you know who to ask for help?   | Yes | No |
| • Have you discussed your plans with a careers adviser and your parent(s)/carer(s)?                  | Yes | No |
| • Have you completed and sent off applications to college, 6th form, training providers and/or jobs? | Yes | No |
| • Have you been to 6th form and/or college open day/evenings?  | Yes | No |
| • Have you prepared a CV?  | Yes | No |
| • Is your Career/Learning Plan up to date?   | Yes | No |
| • Do you know how to sell yourself at interviews?  | Yes | No |
| • Have you had a mock interview?   | Yes | No |
| • Are you on course to get the exam results you need?  | Yes | No |
| • Have you done any voluntary work?  | Yes | No |
| • Have you considered the money issues relating to your choice(s)?                                   | Yes | No |
| • Do you need extra help with subjects you are studying?   | Yes | No |

Exercise  
**02**

- What is your first choice for next year e.g. 6th form, college, etc?

- What is your preferred career choice?

- Have you been invited for interview at 6th form or college? Yes    No

- Have you had places confirmed at 6th form or college? Yes    No

- Have you contacted training providers and employers for job and training vacancies? Yes    No

- Have you had interviews with training providers and employers for particular vacancies? Yes    No

- What is your back-up plan?

# TASK P: Review my learning (Exercise P1)

**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 many of the areas that are relevant to your age group, and we hope you will enjoy learning about all of them as your education progresses.

Exercise  
**P1**

Look at the 17 learning objectives in the table below. The first column shows where this Workbook’s tasks addressed these 17 learning-objectives. The second column is for you to tick, if you are interested to learn more about the learning-objective, or if the tasks were helpful.

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

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

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

## TASK Q: Look ahead (Exercise Q1)

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

*Links to CDI KS4 learning outcome: 3*

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

### Exercise Q1

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

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

<p>4. Are you interested in understanding more about how the subjects you are studying lead into future options - study, training, jobs, careers - and the world of work?</p> <ul style="list-style-type: none"> <li>• Can you think of at least three jobs you can do that use each of your curriculum subjects?</li> <li>• Do you know that science, technology, engineering and maths (STEM) subjects can lead on to a wide range of careers?</li> </ul>	
<p>5. Are you interested in hearing more about the world of work - careers, employability, enterprise - from employers (companies and organisations) and employees (the people that work for them), and talking to them about jobs and workplaces?</p> <ul style="list-style-type: none"> <li>• Does your school have a careers-fair, or employability competitions, or enterprise challenges?</li> <li>• Does your school have visiting speakers, who talk about what it takes to be successful in the workplace?</li> </ul>	
<p>6. Are you interested in learning about a range of workplaces (offices, retail shops, factories, hospitals, schools, construction sites, workshops), and the different types of work being done in each of them?</p> <ul style="list-style-type: none"> <li>• Some schools organise visits to workplaces; does yours?</li> <li>• Some students do work-shadowing (watching someone else do their job), or work-experience (helping out in a workplace), to see what different jobs are like; are you interested in doing them?</li> </ul>	
<p>7. Are you interested in understanding more about future study options?</p> <ul style="list-style-type: none"> <li>• Would you like to visit a college and find out about Further Education qualifications (Certificates and Diplomas)?</li> <li>• Would you like to visit a university and find out about Higher Education qualifications (Bachelors' and Masters' degrees)?</li> <li>• Would you like to visit a training-provider or employer and find out about Apprenticeship qualifications? (Levels 3, 4, 5, 6, 7)</li> </ul> <p>By visiting them, you can see their premises, and ask their staff and students/trainees about the courses that interest you.</p> <p>Would you like to talk to representatives from colleges or universities or training-providers, at a careers-fair or an education-fair? By visiting fairs, you can talk to lots of organisations - colleges and universities and training-providers - at once.</p>	
<p>8. Are you interested in talking to your school's Careers Adviser?</p> <ul style="list-style-type: none"> <li>• No, because I have already decided on my post-16 choices and have a back-up plan.</li> <li>• Yes, I already have some ideas about what I want to do next.</li> <li>• When I have to choose my options - post-16, post-18 - then talking to the Careers Adviser could be helpful.</li> </ul> <p>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.</p>	

## Answers

### The Changing Job Market (Exercise G2)

These are not all the possible answers. Check your ideas with your teacher. 1. Retail, manufacturing, finance, entertainment, telecommunications. 2. Retail, armed forces, health service, police/fire/ambulance service, etc. 3. All areas of media, entertainment, fashion and sport

2.1 Retail, manufacturing, finance, entertainment, telecommunications.

2.2 Retail, armed forces, health service, police/fire/ambulance service, etc.

2.3 All areas of media, entertainment, fashion and sport.

### Money Matters (Exercise I1)

#### Salary

What you get paid for doing a job.

#### Child Benefit

Still payable to **most** parents/carers of young people 16-20 who are in full-time education or on a course of approved training.

#### National Insurance Contribution

A contribution you pay to qualify for certain benefits and the State Pension if you're over 16.

#### Income Tax

A tax you pay on your income, for example wages or profits from a business.

#### 16-19 Bursary\* / Education Maintenance Allowance\*\*

Helps young people aged 16-19 whose families have low incomes e.g. with buying books and equipment for courses at school or college or on a training course.

#### Scholarship

An award of financial aid for a student to further their education. Awarded based upon various criteria.

## Helpful websites

We hope that you have enjoyed working through Step into the Future.

We have mentioned quite a few helpful websites throughout the text. Here they are all as a useful mini-directory:

### Information about different jobs and careers:

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

### Information about Apprenticeships:

- [www.gov.uk/apprenticeships-guide](http://www.gov.uk/apprenticeships-guide) (England)
- [www.nidirect.gov.uk/campaigns/apprenticeships](http://www.nidirect.gov.uk/campaigns/apprenticeships) (Northern Ireland)
- [www.apprenticeships.scot/](http://www.apprenticeships.scot/) (Scotland)
- [www.careerswales.com](http://www.careerswales.com) (Wales)

### Information about starting your own business:

- [www.princes-trust.org.uk](http://www.princes-trust.org.uk)
- [www.gov.uk/set-up-business](http://www.gov.uk/set-up-business) (England)
- [www.nibusinessinfo.co.uk/content/starting-business](http://www.nibusinessinfo.co.uk/content/starting-business) (Northern Ireland)
- [www.mygov.scot/business/starting-business/](http://www.mygov.scot/business/starting-business/) (Scotland)
- <https://businesswales.gov.wales/starting-up/> (Wales)

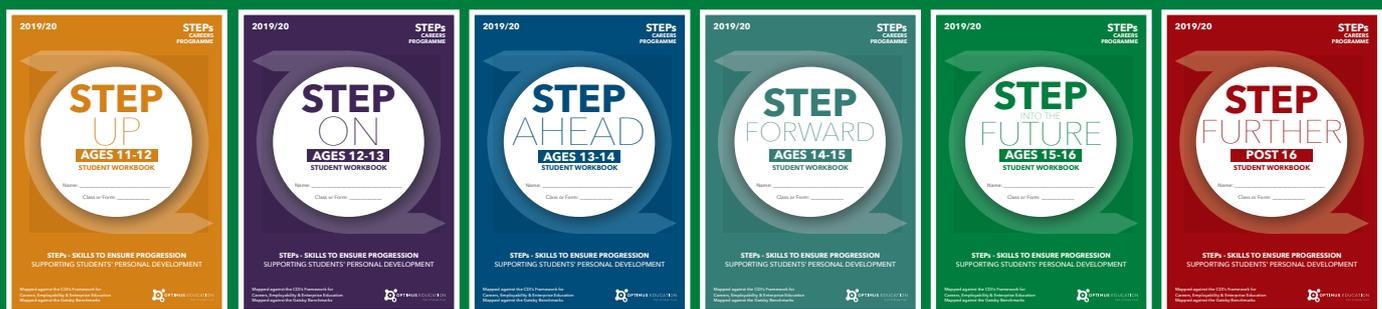
### Information about Traineeships and Work-ready Programmes:

- [www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship) (England)
- [www.nidirect.gov.uk/articles/training-success](http://www.nidirect.gov.uk/articles/training-success) (Northern Ireland)
- [www.myworldofwork.co.uk/could-certificate-work-readiness-help-you](http://www.myworldofwork.co.uk/could-certificate-work-readiness-help-you) (Scotland)
- [www.careerswales.com/en/jobs-and-training/job-seeking/i-need-experience/traineeships/](http://www.careerswales.com/en/jobs-and-training/job-seeking/i-need-experience/traineeships/) (Wales)

### And a few extra useful websites:

- Careersbox: real people doing real jobs: [www.careersbox.co.uk](http://www.careersbox.co.uk)
- I Could: careers videos and quizzes: [www.icould.com](http://www.icould.com)
- Higher Education:
  - Graduate Prospects: [www.prospects.ac.uk](http://www.prospects.ac.uk)
  - SACU: quizzes and other tools: <https://sacu-student.com/>
  - Applying for Higher Education: [www.ucas.com](http://www.ucas.com)
- Not Going to University: [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)
- Volunteering Opportunities: 'V' [www.vinspired.com](http://www.vinspired.com)

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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