

# STEPS

## STUDENT WORKBOOK

# LEVEL 04

**NAME:**

**CLASS / FORM:**

**SUPPORTING STUDENTS'  
PERSONAL DEVELOPMENT**

## INTRODUCTION

Your career is your pathway through life – a combination of living, learning and earning. During this school year, you may be preparing to get some hands on experience of real jobs through work experience, or other visits to workplaces. You will certainly be thinking ahead to what you want to do after you are 16.

The activities in this booklet will build on what you already know and help you to achieve these six career development skills:

- **Grow throughout life** by learning and reflecting about yourself, your background, and your strengths
- **Explore the full range of possibilities** open to you
- **Manage your career** actively; making the most of opportunities, and learning from setbacks
- **Create opportunities** by being proactive and building positive relationships with others
- **Balance life and work** effectively
- **See the big picture** by paying attention to how the economy, politics and society connect with, and affect your own life and career.

You can clearly see that each TASK starts with a link to one or more of the 6 career development skills<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. Your tutors, careers staff and careers advisers are available to help you.

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 that you have to stay in 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! Your tutors, careers staff and careers advisers are available to help 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: Exploring Possibilities (Exercise A1)

**Learning outcomes:** You begin to identify steps to take to achieve your career aim. You realise the importance of planning ahead. You understand that there may be barriers and that you need to think about how to overcome these. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities, 5- Balance life and work*

Your career is your pathway through life - a combination of living, learning and earning. During the next two to three years, you will have the chance to explore career options and start to plan ahead. Work through these questions to help you think about your future.

### Exercise A1

Imagine yourself in 10 years' time. Where would you like to be in your career?

What do you need to do between now and then to achieve this?

- This year? .....
- By the time you are 16?.....
- By the time you are 18?.....
- By the time you are 21?.....

What are the barriers likely to be?

What would you do to overcome them?

What will help you achieve this (for example. skills, qualities, training, qualifications, etc)?

My back up plan would be:

## TASK B: World of Work - What Employers want (Exercise B1-3)

**Learning outcomes:** You identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work / lifestyle issues.  
*Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities*

These are some characteristics that employers often look for.

Smart appearance	Basic number and literacy skills
Good exam results	Someone who lives locally
Technical qualifications	Enthusiasm
Reliability and honesty	Willingness to learn
Someone who plays sport	Someone who works well with others
Punctuality	Work experience related to the job

Rewrite the list in order of the top 8 which you think are most important to an employer.

### Exercise B1

- |         |         |
|---------|---------|
| 1. .... | 5. .... |
| 2. .... | 6. .... |
| 3. .... | 7. .... |
| 4. .... | 8. .... |

Find the results at the end of this booklet.

Do you have any evidence of how well you match up against your own top three? Make a list of any evidence you can show to prove you have each of the characteristics. For example, if you chose good exam results, your evidence is likely to be a certificate or other official notification from your school or an exam board.

### Exercise B2

1.
2.
3.

What about those characteristics that you think you might need to work on in order to impress an employer? What sort of things could you do to improve?

For example, if you are not great at being punctual, can you think of any tactics to help you to improve? How about making sure you set your alarm, make sure your clothes and bag are ready the night before, work out a better route to school/work?

Choose one or more of the characteristics and write a mini action plan that you could use to help you to improve in that area.

## Exercise B3

I could improve...	By doing...	How will I know it has worked?

## TASK C: World of Work - Work and Lifestyle (Exercise C1-4)

**Learning outcomes:** You identify the types of jobs and workplaces that interest you. You begin to identify your own personal priorities. You are aware of work / lifestyle issues.

*Links to career development skill: 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities, 5- Balance life and work, 6 - See the big picture*

Look at the statements in the boxes that complete the sentence: I would like a job where I ...

- get paid a lot of money
- have a permanent contract
- work flexible hours to suit me
- work without stress or worry
- work in an exciting and demanding organisation
- work at home
- work for a large organisation that offers me a lot of opportunity for promotion
- work close to home in a small organisation
- have a role that people respect
- help my community
- travel a lot
- help the environment
- am self-employed as my own boss
- am creating new products or services

### Exercise C1

#### Write your top 4 here

1. ....
2. ....
3. ....
4. ....

The statements in C1 are important to you because:

### Exercise C2

1. ....
2. ....
3. ....
4. ....

For each of the types of work listed below, write down at least one advantage and one disadvantage.

Exercise  
**C3**

	Advantages	Disadvantages
Self-employment		
Permanent contract		
Temporary or flexible contract		
Part-time employment		

Write a short reflection on what these advantages and disadvantages mean to you.

Exercise  
**C4**

## TASK D: World of Work - Quiz (Exercise D1)

**Learning outcomes:** You are more aware of changes in the world of work.

*Links to career development skill: 2- Explore possibilities, 6 - See the big picture*

Predictions about the future "World of Work" are usually based on analysing data about the recent past. Experts predict trends, draw conclusions and produce "labour market information (LMI)" about, for example, which jobs will need more (or fewer) people in the future, how working conditions may change or what level of qualifications will be needed. Sometimes though, even the experts are surprised when something unexpected happens - for example the invention of new technology, or a major financial collapse - the UK leaving the European Union (Brexit), or a global pandemic.

### Exercise D1

However, LMI is a useful tool to get you thinking about what opportunities may be in your future career. Think about whether the following statements are true or false and give your reasons:

1. In the next decade, the number of jobs will rise.  
True: ☐ False: ☐
2. In the future, everyone will work for massive, international corporations and organisations, with headquarters in other parts of the world than the UK.  
True: ☐ False: ☐
3. In the future, your job may be taken over by a robot.  
True: ☐ False: ☐
4. The number of people employed in health and social care will continue to rise.  
True: ☐ False: ☐
5. It will be more difficult for people without skills and qualifications to get jobs in the future.  
True: ☐ False: ☐
6. Self-employment (being your own boss) will be a good option for the future.  
True: ☐ False: ☐
7. In the future, we'll all be able to work part-time.  
True: ☐ False: ☐
8. The gender pay gap between men and women continues to grow and men will always have higher wages than women.  
True: ☐ False: ☐

Find out which of these eight statements are True, and which are False at the end of this booklet.



## TASK E: World of Work - Rights and responsibilities at work (Exercise E1-4)

**Learning outcomes:** You have a raised awareness of employment law for young people.

*Links to career development skill: 3 - Manage career, 4 - Create opportunities, 5- Balance life and work*

How much do you know about working conditions for young people? Answer the following questions and then go to the end of the booklet to check the answers.

Please note that regulations about work and pay are reviewed regularly and may change. These are correct at the time of going to print.

### Exercise E1

#### Question 1

For most people, how much can you earn each year before you have to pay tax?

- A) £7,425
- B) £9,505
- C) £12,570
- D) You don't pay until you reach 18

#### Question 2

What is the minimum hourly wage for 16-17 year olds? (April 2022)

- A) £4.81
- B) £3.87
- C) £3.20
- D) None set

#### Question 3

What is the minimum hourly wage for 18-20 year olds? (April 2022)

- A) £5.20
- B) £4.55
- C) £3.80
- D) £6.83

#### Question 4

What is the maximum time under national guidelines for a young person under 16 to work on a school day?

- A) 4 hours
- B) 3 hours
- C) 2 hours
- D) 1 hour

Both you and your employer have responsibilities in the workplace.  
What do you think should happen in the scenarios below?

Exercise  
**E2**

You are feeling ill and do not think that you are well enough to go into work today.  
What should you do?

Exercise  
**E3**

You worked hard to get your apprenticeship and are really excited to start your first day. You are shocked to find that some of your colleagues use words that you find racist and offensive. You are new and don't feel confident enough yet to challenge the older workers about it.  
What can you do?

Exercise  
**E4**

You are working as a trainee electrician for a construction company. Your employer insists that you wear a hard hat and steel toe capped boots at all times. You love the job but find the clothing really uncomfortable and don't want to wear it. What can you do?

To see how well you did go to the end of the booklet and check your answers.  
If you are interested in finding out more about your rights and responsibilities at work, see  
**[www.acas.org.uk/advice](http://www.acas.org.uk/advice)** (Advisory, Conciliation and Arbitration Service)

## TASK F: World of Work - Responsible employers (Exercise F1-3)

**Learning outcomes:** Learning outcomes: You consider how important it is to you that you work for an employer with high ethical standards

*Links to career development skill: 1 - Grow throughout life, 5- Balance life and work, 6 - See the big picture*

There have been some news stories in the past couple of years that have highlighted particular problems in the garment and fashion industry:

- There have been reports that some employers in factories located abroad have ignored many health and safety regulations. This has resulted in injuries and deaths among the workforce. Many of the high street and online retailers in the UK buy their stock from these factories because it is cheaper than manufacturing in the UK.
- Environmentalists are becoming increasingly concerned about the impact of the fast-fashion throwaway culture, and also about the amount of precious resource, including water, that is involved in manufacturing clothing.

**Write your thoughts in the boxes below and then discuss with a partner or the whole group:**

- What values do you think an employer, or organisation needs to display to prove they are behaving in an ethical or responsible way?
- If an organisation seems to be behaving badly, would you take a job with them and try to help them to change?

### Exercise F1

Would you work for an employer who treats their workers badly by allowing them to work in dangerous conditions, or pays them very poorly?

### Exercise F2

Would you work for an employer who shows no interest in the effects of the business on the environment and climate change? For example, in an industry that causes high levels of pollution or uses vast amounts of natural resources?

### Exercise F3

Would you work for an employer who spends its excess profits in an unethical way? For example, by refusing to contribute to charity, or by investing in something like crime, terrorism or the illegal drugs trade.

## TASK G: Application Skills (Exercise G1)

**Learning outcomes:** You understand the main elements that make up a CV and covering letter and their purpose. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career*

### Exercise G1

To apply for work you will usually need a CV (Curriculum Vitae – a summary of your education, experience of work and key achievements), and a covering letter. Your school may ask you to apply for work experience which will give you the chance to practise your application skills. If so, here are some ideas of what to include.

#### CV

- Personal details – name, address, phone number, sensible email address.
- Name of school and what qualifications you are studying.
- Any experience of work you have had, e.g. a newspaper round, regular babysitting.
- Any other achievements, e.g. member of a team, certificates or awards in the last 2-3 years.
- The name of someone who can write a reference for you (usually your head teacher).

#### Covering letter

- Explain that you are writing to apply for a (1 week, 2 week) work experience placement.
- Give the dates you will be available.
- Say why you are interested in working in that organisation.
- Finish by saying you are grateful for any help they can give you.

Now try writing a CV for yourself. When you have made notes here, you could word process it (CVs should always be typed). Then save it in your individual learning plan or careers folder, and update it as you develop more skills, gain qualifications and have more relevant experience to describe.

#### CURRICULUM VITAE

Name:

Address:

Telephone:

Email address:

School:

Courses being taken/qualification level:

Experience of work so far:

Achievements:

Reference:

## TASK H: Work Experience (Exercise H1-4)

**Learning outcomes:** You recognise why you do work experience. You understand how work experience can help you with your career planning. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities*

Sometime before you reach the official school leaving age, you should have the opportunity to go on work experience, which is a great chance to learn about the world of work.

### Case study 1

#### Exercise H1

Sam wants to go into retail management, ideally in a large supermarket, but got a work experience placement in a warehouse. The daily tasks included dealing with customers, answering the telephone, helping the other staff with stock control, checking deliveries, placing orders and using the computer. Sam was surprised to find how enjoyable it was. Although it was not the first choice for a placement, Sam felt it helped with developing some of the skills needed for retail management.

What did Sam learn from work experience? .....

.....

### Case study 2

#### Exercise H2

Chris is a massive fan of courtroom dramas on television and has always wanted to be a solicitor. Chris was very excited to be going to a solicitor's office on work experience. The placement did include visits to the Law Courts and the local Police Station. However, most of the time was spent in the office researching information, doing clerical work like photocopying and making tea for everyone. Some of the time was spent work shadowing (observing) a solicitor who spent most of the time reading, answering emails and talking to clients on the telephone. Chris felt law was not as glamorous in real life as on T.V., as there was far more routine work and paperwork.

What did Chris learn from work experience? .....

.....

### Case study 3

#### Exercise H3

Jo does not know what to do after leaving school. Teachers think of Jo as shy, lacking confidence and not always reliable. Jo didn't put much effort into finding a work experience placement. The only placement left was at the local hairdresser. Jo had to talk to customers, wash their hair, sweep the floor, make cups of tea and take telephone bookings. Jo turned up on time every day and enjoyed chatting to customers in the shop and on the phone. The hairdressers were very impressed and have offered Jo a part-time job in the school holidays.

What did Jo learn from work experience?

.....

.....

**Reasons to go on work experience**

Rank the following according to your priorities:

1 = very important, 2 = important, 3 = not very important.

**Exercise  
H4**

learn about work

try out an occupation

increase my confidence

do something different from school

gain experience for the future

meet new people

be more responsible

be more independent

travel to work by myself

apply the knowledge and skills I have learnt at school in work

find out what employers think of me

find out about myself e.g. how I cope

have good references

see how I get on with other adults

develop communication skills

develop IT skills

work as a team member

be offered a job

do a school project

decide whether I want to leave school or stay on

find out how industry works

# TASK I: Moving on from Work Experience (Exercise I1)

**Learning outcomes:** You review your achievements on work experience. You record your learning from work experience. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities, 5- Balance life and work*

You will probably have had a work experience logbook to help you prepare for, and get the most out of, your experience. The following exercises will give you the opportunity to reflect on your work experience placement as well as help your personal planning for the future.

## Exercise I1

Using the knowledge and understanding you gained from your work experience placement, complete the chart below identifying the skills and qualities employers are looking for and how many of them you have now. Remember you live in a world where you need to be able to provide evidence so think of an example you could use to justify the rating you have given yourself.

1 = I am good at this

3 = I have attempted to do this

2 = I can do this but I need more practice

4 = I cannot do this.

Skill/quality	Evidence (what I did and when)	1	2	3	4
Enthusiasm					
Improving own performance					
Communication (oral)					
Communication (written)					
Managing time effectively					
Working as part of a team					
Willing to learn new things					
Punctuality					
Reliability					
Using own initiative					
Being organised					
Problem solving					
Taking instructions					

## TASK J: Developing your Personal Sales Pitch (Exercise J1)

**Learning outcomes:** You consider how knowing yourself and your skills/qualities will help with applications. You can identify your own skills/qualities/talents. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career.*

Work experience provides you with an opportunity to think about your:

- Personal qualities – describe what kind of person you are, e.g. confident, cheerful.
- Skills – describe the things you are able to do well, e.g. drawing, looking after animals.
- Transferable skills – describe the things you can use or transfer to many different situations, e.g. working under pressure.
- Natural talents – describe the things you can do well or have a flair for, e.g. singing, selling.

### Exercise J1

Now list the ones you have in the columns below.

Personal qualities	Skills	Transferable skills	Natural talents

Remember this list can be used to help you to complete application forms for college, sixth form, apprenticeships and jobs.





## TASK L: Thinking ahead after you are 16 - Options (Exercise L1-2)

**Learning outcomes:** You know what your options are at the end of year 11. You identify pros/cons of different options and consider them in relation to your own plans. You can recognise different routes to qualification levels. You can use a straightforward decision-making technique. You consider longer term implications and the potential benefits and drawbacks of different opportunities. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4 - Create opportunities, 6 - See the big picture.*

### Exercise L1

Generally you will be 16 (or just over) when compulsory schooling finishes. Although you don't have to stay in school, the vast majority of young people in the UK carry on in education or training until they are at least 18 years old (in England, this is compulsory). So what will be your options?

Take a look at the list on these next two pages and think about the advantages and disadvantages of each choice from your personal point of view:

Option	Advantages	Disadvantages
Apply to the Sixth Form of your current school	<i>Example: the teachers know me.</i> <i>Others:</i>	
Apply to the Sixth Form in another school	<i>Example: a fresh start.</i> <i>Others:</i>	
Apply to the Sixth Form College	<i>Example: meet new friends of my own age.</i> <i>Others:</i>	

### Exercise L1 Continued

Option	Advantages	Disadvantages
Apply to a further education college	<i>Example: should find a course to suit me.</i> <i>Others:</i>	
Apply for an Apprenticeship or a job with training.	<i>Example: earn money while I continue to learn.</i> <i>Others:</i>	
Do some volunteering	<i>Example: gives me valuable work experience.</i> <i>Others:</i>	

### Exercise L2

Write a short reflection on how these advantages and disadvantages relate to your own plans.

.....

.....

.....

.....

.....

## TASK M: Different Qualifications and their equivalents (Exercise M1)

**Learning outcomes:** You have a basic understanding of the national qualifications framework.

*Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career*

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.

### Exercise M1

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. Make a list of the qualifications you are working towards now. Which level are you working at?

Qualification level	Achievement level	Examples of some qualifications at this level
Entry Level 1	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)
Entry Level 2		
Entry Level 3		
Level 1	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 Technical qualifications at Level 1 Skills for Life / Essential skills Functional skills (English, maths, ICT)
Level 2	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 Technical qualifications at level 2 Apprenticeships at Level 2
Level 3	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 T Level Scottish Highers Technical qualifications at level 3 International Baccalaureate Apprenticeships at Level 3
Levels 4-8	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 Technical qualifications at levels 4 and above Higher, Degree and Graduate Apprenticeships PHDs / Doctoral degrees

# TASK N: Review my learning (Exercise N1)

**Learning outcomes:** Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences. *Links to career development skill: 1 - Grow throughout life*

Look back at the assurances we gave you at the start of this booklet - that the activities will help you to:

- Grow throughout life by learning and reflecting about yourself, your background, and your strengths
- Explore the full range of possibilities open to you
- Manage your career actively; making the most of opportunities, and learning from setbacks
- Create opportunities by being proactive and building positive relationships with others
- Balance life and work effectively
- See the big picture by paying attention to how the economy, politics and society connect with, and affect your own life and career.

Each of these skills can be broken down again into six or seven different learning objectives and outcomes. This workbook has covered many of them in a way that is relevant to your age group. We hope you will enjoy learning about all of them as your education progresses.

## Exercise N1

Look at the learning objectives in the table below. The first column shows where the Tasks in this workbook addressed these learning objectives. The second column is for your feedback; if the tasks were helpful, put one tick; if you are interested to know more, put two ticks.

<b>Career Development Framework <sup>3</sup></b>		Tasks in STEPS Level Four Workbook	1 tick for helpful; 2 ticks for interested to know more
Six career development skills 37 learning objectives			
<b>Skill 1:</b> Grow throughout life by learning and reflecting about yourself, your background, and your strengths			
To be able to respond positively to help, support and feedback		<b>B, I</b>	
To positively engage in learning, and take action to achieve good outcomes		<b>A, B, G, J, N, O</b>	
To recognise the value of challenging yourself and trying new things		<b>A, H, I, O</b>	
To be able to reflect on and record achievements, experiences, and learning		<b>A, B, G, I, J, N, O</b>	
To consider what learning pathway you should pursue next		<b>A, L, M</b>	
To reflect on your heritage, identity, and values		<b>F</b>	

**Skill 2:** Explore the full range of possibilities open to you, learn about recruitment processes and the culture of different workplaces

To be able to consider what jobs and roles are interesting	<b>C, H, I</b>	
To be able to research the labour market and the education system	<b>D, L, M</b>	
To be able to recognise the main learning pathways (e.g., university, college, and apprenticeships) and consider which one you want to follow and how you will access and succeed in it	<b>A, L, M</b>	
To be able to research the learning and qualification requirements for jobs and careers that you are interested in	<b>A, G, M</b>	
To be able to research the range of workplaces and what it is like to work there	<b>C, H, I, J</b>	
To be able to research how recruitment and selection processes work and what you need to do to succeed in them	<b>B, G</b>	

**Skill 3:** Manage your career actively; making the most of opportunities, and learning from setback

To recognise the different ways in which people talk about career and reflect on its meaning to you	<b>C</b>	
To build your confidence and optimism about your future	<b>A, H, I J, L</b>	
To be able to make plans and develop a pathway into your future	<b>A, B, C, G, I, J, L, M</b>	
To be able to consider the risks and rewards associated with different pathways and careers	<b>C, L</b>	
To know how to take steps to achieve in your GCSEs and make a decision about your post-16 pathway	<b>A, J, L, M</b>	
To think about how you deal with and learn from challenges and setbacks	<b>E</b>	

**Skill 4:** Create opportunities by being proactive and building positive relationships with others

To develop friendships and relationships with others and reflect on their relationship to your career	<b>-</b>	
To begin to take responsibility for making things happen in your career	<b>A, B, I, L</b>	

To be able to reflect on and change your career ideas and the strategies that you are pursuing to achieve them	<b>H</b>	
To be willing to speak up for yourself and others	<b>E</b>	
To be able to discuss role models and reflect on leadership	-	
To be able to research entrepreneurialism and self-employment	<b>C</b>	
<b>Skill 5:</b> Balance life and work effectively		
To be able to reflect on the different ways in which people balance their work and life	<b>C</b>	
To be able to reflect on your physical and mental wellbeing and consider how you can improve these	<b>C</b>	
To be able to recognise the role that money and finances will play, in the decisions you make and, in your life and career	<b>K</b>	
To be able to recognise the role that you play in your family and community and consider how this might shape your career	-	
To consider how you want to move through different life stages and manage different life roles	<b>A</b>	
To develop your knowledge of rights and responsibilities in the workplace and in society	<b>E, F, I</b>	
To be able to identify what you can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	<b>E</b>	
<b>Skill 6:</b> See the big picture by paying attention to how the economy, politics and society connect with, and affect your own life and career.		
To be able to evaluate different media, information sources, and viewpoints	<b>D, L</b>	
To be able to explore trends in local and national labour markets	<b>D</b>	
To be able to explore trends in technology and science	<b>D</b>	
To be able to explore the relationship between career and the environment	<b>C, F</b>	
To be able to explore the relationship between career, community, and society	<b>C, F</b>	
To be able to explore the relationship between career, politics, and the economy	<b>D</b>	

## TASK O: Look ahead (Exercise O1)

**Learning outcomes:** To explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences. *Links to career development skill: 1 - Grow throughout life*

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 O1

This table includes a list of some of the elements<sup>4</sup> 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
<p>1. Do you understand the careers programme in your school?</p> <ul style="list-style-type: none"> <li>• Look on the school website. Have you seen the careers policy and programme?</li> <li>• Have you been asked your opinion, or given feedback, about the careers programme?</li> </ul>	
<p>Are you interested in learning more about:</p> <ul style="list-style-type: none"> <li>• A range of study and training options? (there are sixth-forms, colleges, universities, apprenticeship-providers, training-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> <p>How do you prefer to do research?</p> <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>	
<p>3. Are you beginning to understand more about your skills and interests as an individual and how this relates to your future career?</p> <p>Are you interested in getting advice and support to help you to work out what is best for you?</p> <ul style="list-style-type: none"> <li>• When you need it?</li> <li>• So that you understand all your options?</li> </ul> <p>Do you think that it is important that you learn about equality and diversity in careers?</p> <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>	

<sup>4</sup>This list is adapted from the Gatsby Benchmarks: a framework of 8 guidelines for careers provision in schools and colleges.



<p>4. Are you interested in understanding more about how the subjects you are studying lead into future options - study, training, jobs, careers - and the world of work?</p> <ul style="list-style-type: none"> <li>• Can you think of at least three jobs you can do that use each of the subjects you are studying now?</li> <li>• Can you think of at least three skills that you use regularly in your subjects that might be useful for your future career?</li> <li>• Can you name at least three jobs you could do with science, technology, engineering and maths (STEM) subjects?</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; have you taken part?</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 (Bachelor's and Master's 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. Have you spoken to your school's career adviser yet?</p> <ul style="list-style-type: none"> <li>• I think I know what my plan is for the next stage of learning and training, but I'd just like to check I'm on the right track</li> <li>• I have some ideas about what I want to do after am 16 but I'd like to talk them through with the careers adviser.</li> <li>• I need to speak to someone now. I am really confused by my post-16 choices.</li> </ul>	

## Answers

These are the scores from an employer survey

### Exercise B1

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. Reliability/honesty 91%  | 5. Enthusiasm 82%                   |
| 2. Punctuality 91%          | 6. Smart appearance 78%             |
| 3. Willingness to learn 88% | 7. Basic number/literacy skills 54% |
| 4. Team player 85%          | 8. Good exam results 30%            |

### Exercise D1

#### World of work quiz

1. This is probably true - it is estimated that there will be a few million more jobs available over the next ten years if the economy continues to grow at the same pace. Economic forecasters believe that the economy will recover quite well from the Covid-19 pandemic and that the number of jobs available will continue to rise even if it is at a slower rate.
2. False, most people in the UK in private sector employment work in small and medium sized businesses with less than 250 employees (estimated at 61% of all private sector employment in the UK (2021), and that number seems to be growing). Over 99% of businesses employ between 0-249 people. Large businesses account for about 0.1% of businesses and 39% of employment in the private sector.
3. Partly true, the jobs of more than 10 million UK workers are at high risk of being replaced by robots within 15 years as the automation of routine tasks gather pace. As machines do take over the boring, repetitive tasks, the human workforce may be able to do more rewarding and creative work, removing the monotony from their day jobs.
4. True - the UK has an aging population as people live longer, sometimes with long-term health conditions that will continue to need support from a growing army of carers.
5. True. As more technology is employed to do basic, routine jobs and tasks, there will be a need for more highly skilled workers to design, manage, service and operate the machines. Also, the pace of change in technology means that those workers will need to continually update their own skills and qualifications.
6. Partly true - levels of self-employment in the UK are increasing and this trend is likely to continue. The latest estimates show that around 15% of the UK labour force class themselves as self-employed (2021). Many of these workers have irregular hours, fluctuating incomes and may work on a project-by-project basis. Recent court rulings in the UK and elsewhere mean that some workers in the 'gig economy' who were considered as being self-employed now have the same rights as employees who are entitled to sick pay and holiday pay. Workers in the gig economy take on a number of small tasks (for example pizza delivery, taxi driving, delivering groceries). A gig worker can opt to work for a set amount of hours (like choosing a shift) or work by the project. Once the task or shift is complete, the worker moves on to the next gig. That might be another task with the same company, or something entirely different with another company.

7. False – at least as far as trends in recent years seem to indicate. The number of part-time workers has remained the same for some time. People working full-time average just over 37 hours per week, while those working part-time average just over 16 hours per week. Some people work part time in a main job and take on other hours in another occupation.

8. False. The gender pay gap has decreased (slowly) over the past 20 years and continues to fall. All large organisations must report on how much they pay their male and female workers. Women continue to be under-represented at the highest levels of companies (where wages are highest), and often work in part-time jobs (where wages are lowest).

Exercise  
**E1**

**Legal Limits**

1 = C; 2 = A; 3 = D; 4 = C

Exercise  
**E2**

Your company will probably have procedures in place for what employees should do if they are sick. Normally you (or someone close to you) would be expected to phone in as soon as you can to let your manager know you are ill and let them know how long you think you will be off for. If you are likely to be off work for more than a week you will need a doctor's certificate.

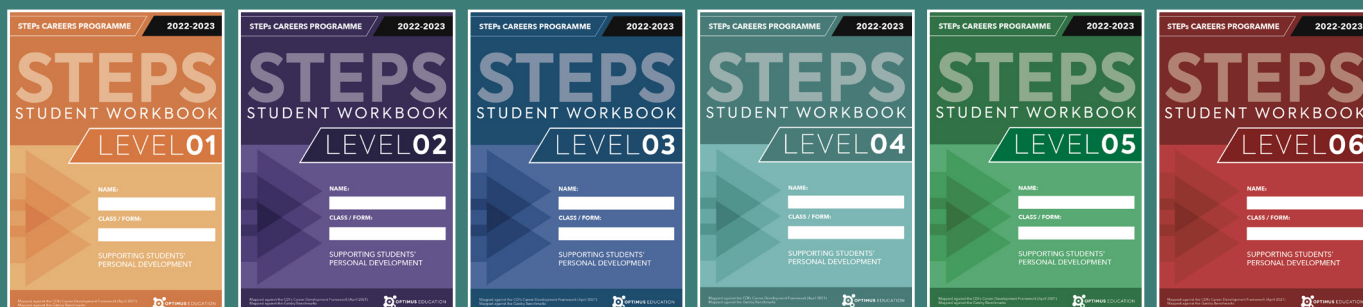
Exercise  
**E3**

It doesn't matter whether the racist language is directed at you, or a fellow worker, or generally at anyone of a different race, skin colour, religion or belief – this behaviour is never acceptable under any circumstances and is probably illegal. You should speak to your line manager and tell them your concerns.

Exercise  
**E4**

Your employer legally has to protect you from any health and safety hazards at your work, but you are also obliged to take health and safety precautions which includes wearing protective clothing and working safely. In this case you must continue to wear the safety clothing or you will not be allowed on site.

## Part of the Steps Careers Programme.



**A series of progressive individual workbooks that are available as hard copy workbooks, PDFs or interactive versions.**



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