

# Careers Education and Guidance for the 21<sup>st</sup> Century

There is one statistical fact that every secondary school can be sure will be recorded every year as a 100% outcome and that is every single one of their students comes to the end of their compulsory education at the age of 16.

Given that this is the case, it is of the utmost importance that all young people should be encouraged and supported to move towards a working life that is right for them, will be enjoyable and provide economic well-being. How sad, therefore, that the amount of information, advice and guidance provided to help them do this varies so much from school to school.

Careers Education and Guidance (CEG) has been a statutory part of every secondary school's curriculum since 1997 and yet there is still debate about what this should look like. This document sets out to clarify what every student in the Humber sub region should expect as an entitlement and what resources are available to make this happen. In moving from adolescence to adulthood, all young people will need to develop:

- An awareness of themselves; their strengths, weaknesses, likes and dislikes
- An awareness of all the possible opportunities open to them at the age of 16 that are likely to suit their individual skills and attributes as they move into and through their working lives
- The skills of decision-making and action planning
- Positive attitudes towards themselves and others; self reliance and taking responsibility for the outcomes of decisions they make.

Why do they need to develop these things? No-one can escape the rapid pace of development and change in the working world; young people must recognise and embrace these changes. Within ten years of leaving school, many of them will be working with technology and in jobs that have not yet been invented.

Being flexible, willing to move into new or different occupations and a having an enthusiasm for continuing training and learning throughout life are the key factors in determining future success. Encouraging positive recognition of this must begin in school.

A good CEG programme will be based on recognised learning outcomes and will include:

- Accurate and up to date information about work, training and educational opportunities.
- Work related learning, including a period of work experience
- Professional, individual guidance
- Recognising achievement and planning for the future

Effective implementation of CEG includes the following elements:

- A clear and effective management structure
- A policy for CEG
- A Partnership Agreement negotiated with Connexions Humber.
- A system for monitoring, review and evaluation
- Systems for recording and reporting achievement in CEG - coherent from the pupils' point of view
- Governors' awareness of the role of CEG and designated CEG Governor identified
- In service training for teachers, tutors and support staff
- Management Training for Careers Co-ordinators and Connexions Managers

This document is based on the Government's National Framework for CEG, and is intended to help schools put together an effective careers education programme. Suggestions for materials that may be used are examples only – there are vast arrays of products on the market that help deliver various aspects of the programme.

Further help in planning and delivery of the careers curriculum is available from the Connexions Humber Education Development Team.

# CAREERS EDUCATION PROGRAMME - Key Stage 3

## Understand themselves and the influences on them - Self Development (KS3)

Learning outcomes	Activities	Year(s)	Possible resources
<p>By the age of 14, young people should have acquired the knowledge, understanding and skills to:</p>			
<p>1 Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format</p>	<ul style="list-style-type: none"> <li>• Reviewing achievements, skills and qualities</li> <li>• Producing a personal advert or statement</li> <li>• Drafting a personal statement for Progress File</li> </ul>	<p>Yrs 6 &amp; 7 as a transition tool</p>	<p>Career Tracks            Make it Real Game            Progress File – Getting Started            Chalk Face            Jobs 4U            Connexions Direct website            Enterprise Activities            Real Life Guides (Trotman)            Life Tracks</p>
<p>2 Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image</p>	<ul style="list-style-type: none"> <li>• Defining current aspirations</li> <li>• Generating ideas to improve self image and self esteem</li> </ul>	<p>As above</p>	<p>As above</p>

## Understand themselves and the influences on them - Self Development (KS3) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>3 Use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals</p>	<ul style="list-style-type: none"> <li>Using a portfolio approach for target setting</li> <li>Using information communications technology (ICT) to keep a personal record</li> <li>Preparing an individual learning plan</li> </ul>	<p>As above</p>	<p>As above Let's Go With....CD ROM</p>
<p>4 Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making</p>	<ul style="list-style-type: none"> <li>Collecting and analysing images of people in work</li> <li>Debating views on 'men's jobs' and 'women's jobs'</li> </ul>	<p>Yr 7</p>	<p>Make it Real Game GERI Materials Ani-MODS Career Tracks Why Trade Unions Connexions Direct website</p>
<p>5 Recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity</p>	<ul style="list-style-type: none"> <li>Negotiating ground rules for group work</li> <li>Developing a strategy for organising their time</li> <li>Identifying ways to challenge stereotyping</li> </ul>	<p>Yr 7</p>	<p>Make it Real Game Real Game Career Tracks Personal Research GERI Materials</p>

## Investigate opportunities in learning and work – Career Exploration (KS3)

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>6 Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work</p>	<ul style="list-style-type: none"> <li>• Defining the term 'work'</li> <li>• Investigating people's feelings about work</li> <li>• Researching different people's career paths</li> <li>• Volunteer Work</li> </ul>	<p>Yrs 8 &amp; 9</p>	<p>Ani-MODS                      Real Game                      Career Tracks                      Personal Research                      Enterprise Activities                      Youth Volunteer DIY Kits (produced by Volunteering England)</p>
<p>7 Describe how the world of work is changing and the skills that promote employability</p>	<ul style="list-style-type: none"> <li>• Identifying jobs for life - or not</li> <li>• Exploring home-working, self employment and globalisation</li> <li>• Research work of family member</li> <li>• Health and Safety</li> </ul>	<p>Yr 9</p>	<p>Real Game                      Career Tracks                      Ani-MODS                      Personal Research                      LMI pack                      Real Life Guides (Trotman)                      Life Tracks                      Q &amp; A Careers Guides                      Health &amp; Safety Survival Kit (Right Track)                      Which way now ? Year 9 guide. (Can be ordered from Connexions Direct website)</p>

## Investigate opportunities in learning and work – Career Exploration (KS3) - continued

Learning outcomes	Activities	Year(s)	Possible resources
<p>8 Identify and use a variety of sources of careers information, including ICT</p>	<ul style="list-style-type: none"> <li>Using libraries, careers software, the Internet, visitors and course descriptions</li> </ul>	<p>Ongoing</p>	<p>Learn Direct Advice website”                      Careerscape                      Connexions Direct website                      Kudos                      Odyssey                      Fast Tomato                      Jobs 4U                      HINTS                      Real Life Guides (Trotman)                      Life Tracks                      Q &amp; A Careers Guides                      LMI web resources                      JED                      Connexions Resource Centre Index (CRCI) within Connexions Centres</p>
<p>9 Use appropriate vocabulary and organise information about work into standard and personally devised groupings</p>	<ul style="list-style-type: none"> <li>Researching the language used in different jobs and workplaces</li> <li>Identifying job families and qualification levels</li> </ul>	<p>Yr 9 onwards</p>	<p>Make it Real Game                      Real Game                      Career Tracks                      CRCI Index re job families</p>



## Make and adjust plans to manage change and transition - Career Management (KS3)

Learning Outcomes	Activities	Year(s)	Possible Resources
12 Use a straightforward decision making technique	<ul style="list-style-type: none"> <li>• Looking at models of decision making that require careful thinking                             <ul style="list-style-type: none"> <li>- What's important?</li> <li>- What are the choices?</li> <li>- What are the consequences?</li> </ul> </li> </ul>	Yr 7 onwards	Make it Real Game Real Game Ani-MODS Industry Days Enterprise Activities
13 Identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers	<ul style="list-style-type: none"> <li>• Identifying a list of people who can help them</li> <li>• Weighing up and responding to advice and information</li> </ul>	Yr 7 onwards	Personal Advisors Visiting speakers "Parents & Carers of Year 9 Students" booklet - can be ordered from Connexions website.
14 Manage change and transition giving consideration to the longer term implications and the potential progression opportunities	<ul style="list-style-type: none"> <li>• Reviewing case studies of former students</li> <li>• Identifying the benefits and drawbacks of different opportunities</li> <li>• Discussing the difference between the outcomes of chance and planned events</li> </ul>	Yr 6 & 7 onwards	Make it Real Game Real Game Young Learning Champions
15 Make realistic and informed choices of options available post-14	<ul style="list-style-type: none"> <li>• Linking learning to career ideas and goals</li> <li>• Producing a timeline for choosing Key Stage 4 options</li> </ul>	Yr 9	School options booklet Options at 14+ Ani-MODS Connexions input Progress File

## Make and adjust plans to manage change and transition - Career Management (KS3) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
16 Organise and present personal information in an appropriate format	<ul style="list-style-type: none"> <li>Drafting a personal statement for use in an options guidance interview</li> </ul>	Yr 9	Progress File Career Tracks
17 Consider alternatives and make changes in response to their successes and failures	<ul style="list-style-type: none"> <li>Reviewing, explaining and forming conclusions about previous transitions and identifying lessons for the future</li> </ul>	Yr 9	Progress File Individual Learning Plan

# CAREERS EDUCATION PROGRAMME - KEY STAGE 4

## Understand themselves and the influences on them - Self Development (KS4)

Learning Outcomes	Activities	Year(s)	Possible Resources
By the age of 16, young people should have acquired the knowledge, understanding and skills to:			
1 Use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets	<ul style="list-style-type: none"> <li>• Matching interests and abilities</li> <li>• Listing common skills groupings and completing a skills checklist to identify personal skill levels</li> </ul>	Yr 10	Kudos Fast Tomato Progress File Career Tracks Be Real Game "Its your choice" Year 10 guide. (Can be ordered from Connexions Direct website)
2 Review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans	<ul style="list-style-type: none"> <li>• Recording and commenting on how work experience has helped to develop their employability</li> <li>• Writing a reflective account of their work experience</li> </ul>	Yr 10 &11	Work Experience Diary Work Experience Journal "Its your choice" Year 10 guide. (Can be ordered from Connexions Direct website)

## Understand themselves and the influences on them - Self Development (KS4) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
3 Use review, reflection and action planning to make progress and support career development	<ul style="list-style-type: none"> <li>Using marks / test grades to check progress on targets and career plans</li> <li>Reviewing and updating their learning plan</li> </ul>	Yr 10 & 11	Career Tracks ILPS Be Real Game  Progress File
4 Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this	<ul style="list-style-type: none"> <li>Examining an organisation's equal opportunities policy</li> </ul>	Yr 10 & 11	GERI Materials Ani-MODS Work Experience Work Experience Preparation
5 Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work	<ul style="list-style-type: none"> <li>Identifying and reviewing their responses to influences and pressures such as the media, peers, friends and relatives</li> </ul>	Yr 10 & 11	GERI Materials Work Experience Work Experience Preparation Enterprise activities
6 Explain the term 'career' and its relevance to their own lives	<ul style="list-style-type: none"> <li>Discussing perceptions of the term 'career' in relation to different age groups and contexts</li> </ul>	Prior to Yr 10	Real Game Career Tracks Careers events Jobs 4u

## Investigate opportunities in learning and work - Career Exploration (KS4)

Learning Outcomes	Activities	Year(s)	Possible Resources
7 Describe employment trends and associated learning opportunities at different levels	<ul style="list-style-type: none"> <li>Using work experience to find out how jobs have changed over a five year period</li> <li>Completing labour market quizzes</li> </ul>	Yr 10 & 11	LMI packs LMI Web I4U Action Planner
8 Identify, select and use a wide range of careers information and distinguish between objectivity and bias	<ul style="list-style-type: none"> <li>Making independent use of the careers library and other information sources to follow up a guidance session</li> <li>Comparing promotional materials and impartial careers information</li> </ul>	Yr 10 & 11	Personal Advisers Librarian Research Careers Events It's your choice Connexions Resource Centre Index
9 Understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training	<ul style="list-style-type: none"> <li>Researching post-16 options through use of booklets and open evenings</li> <li>Understand frameworking and value</li> </ul>	Yr 10 & 11	On line prospectus I4U Action Planner Career Tracks Ani-MODS Apprenticeship Handbook Personal Advisers Careers Events

## Investigate opportunities in learning and work - Career Exploration (KS4) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>10 Use work-related learning and direct experience of work to improve their chances and be prepared for work experience and reflect on value of work experience</p>	<ul style="list-style-type: none"> <li>• Setting personal objectives for work experience</li> <li>• Reviewing the effect of work experience on their career plans</li> <li>• Health &amp; Safety preparation</li> </ul>	<p>Yr 10 &amp; 11</p>	<p>Work Experience Diary                      Work Experience Journal                      Se Safe Health and Safety Booklet Videos                      Check it out – risk assessment for young people</p>
<p>11 Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering</p>	<ul style="list-style-type: none"> <li>• Interviewing a sixth form student, an FE student and a Modern Apprentice</li> <li>• Producing a career chart showing what they want to do and why</li> </ul>	<p>Yr 11</p>	<p>Be Real Game                      ILP                      Ani-MODS                      Progress File – Moving on                      Careers Events</p>

## Make and adjust plans to manage change and transition - Career Management (KS4)

Learning Outcomes	Activities	Year(s)	Possible Resources
12 Select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies	<ul style="list-style-type: none"> <li>Identifying questions they need to answer to help them make decisions</li> <li>Setting targets and drafting an action plan for their top two progression goals/ choices</li> </ul>	Ongoing	Be Real Game Career Tracks ILP On Line Prospectus I4U Action Planner
13 Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance	<ul style="list-style-type: none"> <li>Discussing flexible career routes and listing factors to take into account when choosing options</li> </ul>	Yr 10 & 11	Personal Advisers On Line prospectus I4U Action Planner Ani-MODS Aim Higher Web site "It's Your Choice" Year 10 guide. (Can be ordered from Connexions Direct website)
14 Take finance and other factors into account when making decisions about the future	<ul style="list-style-type: none"> <li>Calculating budgets</li> <li>Investigating funding sources to support learning</li> </ul>	Yr 10 & 11	EMA leaflets and video Be Real Game Money matters pack Personal Finance Education Group (pfeg) DfES Need financial Help guide

## Make and adjust plans to manage change and transition - Career Management (KS4) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>15 Understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios</p>	<ul style="list-style-type: none"> <li>• Producing an applications calendar and action plan</li> <li>• Investigating application procedures in learning and work and practicing different responses</li> <li>• Compiling a CV and producing a word processed personal statement/application letter</li> </ul>	<p>Yr 10 &amp; 11</p>	<p>I4U Action Planner                      Progress File                      Be Real game                      Career Tracks                      Ani-MODS                      “Its your choice”                      Year 10 guide. (Can be ordered from Connexions Direct website)</p>
<p>16 Understand the purpose of interviews and select and present personal information to make targeted applications</p>	<ul style="list-style-type: none"> <li>• Producing an interview checklist</li> <li>• Practicing responses to potentially difficult questions</li> <li>• Using an analysis of vacancy, recruitment and selection information to identify relevant information and prepare an application</li> </ul>	<p>Yr 10 &amp; 11</p>	<p>Mock Interviews                      Be Real Game                      I4U Action Planner                      Ani-MODS</p>
<p>17 Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help</p>	<ul style="list-style-type: none"> <li>• Completing a true/false quiz about rights and responsibilities at work</li> <li>• Investigating health and safety at work</li> <li>• Researching the role of student support and human resource staff</li> <li>• Trade Unions</li> </ul>	<p>Yr 10 &amp; 11</p>	<p>Work Experience                      Why Trade Unions                      Ani-MODS                      Trades Union Congress website</p>

# CAREERS EDUCATION PROGRAMME - POST-16

## Understand themselves and the influences on them - Self Development (Post-16)

Learning Outcomes	Activities	Year(s)	Possible Resources
By the age of 19, young people should have acquired the knowledge, understanding and skills to:	They could do this through such activities as:		
1 Undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets	<ul style="list-style-type: none"> <li>Identifying their highest rated qualities, skills, interests, attitudes and values and analysing the match between these and their career plans</li> <li>Identifying additional training to enhance their career prospects</li> </ul>		Use of 'interest guides' e.g. Adult Directions – available at the Connexions Centre. Morrisby testing by Connexions. College/HE prospectuses to explore progression opportunities. Vocational tutor provides information and advice Tutor support including regular action planning and progress review. Vocationally specific aptitude tests Initial diagnostic assessment Re negotiating ILP ALPS LAT (LSC sponsored system) Key Skill 4U Kudos ODYSSEY

## Understand themselves and the influences on them - Self Development (Post-16)

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>2 Assess their career exploration and management skills and identify areas for development</p>	<ul style="list-style-type: none"> <li>Reviewing the success or otherwise of speculative and targeted applications for opportunities in learning and work</li> </ul>		<p>Group work with Connexions PA's on job search skills including speculative applications - supported by relevant handouts.</p> <p>Tutor support including regular action planning and progress review.</p> <p>Personal Tutor/Key worker review</p> <p>Review of IAP</p>
<p>3 Take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements</p>	<ul style="list-style-type: none"> <li>Considering experiences and achievements that are significant factors in helping them reach their goals</li> <li>Presenting a portfolio of the key skills they have developed</li> <li>Developing thinking about gaps in their experience</li> </ul>		<p>Key skills tutor support.</p> <p>Personal tutor support.</p> <p>1:1 tutorial support, action planning and progress review</p> <p>Assessment planning.</p> <p>Reviewing ILP</p> <p>Start work on personal statement</p> <p>Work Experience</p> <p>Voluntary work</p>

## Understand themselves and the influences on them - Self Development (Post-16) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>4 Describe and evaluate personal action to promote equal opportunities and respect for diversity</p>	<ul style="list-style-type: none"> <li>Producing a checklist of desirable actions that reflect personal values and reviewing performance against it</li> </ul>		<p>Citizenship programme.                      Group tutorial programme.                      Individual tutorials inc. action planning, progress review.                      Working on personal statement                      Mentoring                      GERI Materials                      Aim Higher activities</p>
<p>5 Evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately</p>	<ul style="list-style-type: none"> <li>Reviewing their performance against personal value judgments concerning family ethos</li> <li>Discussing the influence of family and friends on career choices</li> </ul>		<p>Participation in Equality and Diversity activities.                      Participation in Citizenship activities.                      Individual and group tutorial programme                      Working on personal statement                      GERI Materials                      Elements of enrichment programme (broadest sense)                      Equality and diversity training.</p>

## Investigate opportunities in learning and work - Career Exploration (Post-16)

Learning Outcomes	Activities	Year(s)	Possible Resources
By the age of 19, young people should have acquired the knowledge, understanding and skills to:	They could do this through such activities as:		
6 Identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development	<ul style="list-style-type: none"> <li>Using data on labour market trends, structural changes and occupational trends to review career plans</li> </ul>		Information on occupational trends – Odyssey Career Information and Database. Labour Market Intelligence. Personal tutor. Subject specialist. LMI website Connexions website Professional periodicals and websites Libraries KUDOS Careerscape
7 Make critical use of a range of information sources to explain how careers are changing	<ul style="list-style-type: none"> <li>Assessing the likely impact of changes on their career goals and plans</li> </ul>		One to one personal tutor support. Group tutorial programme. LMI website Connexions website Professional periodicals and websites Libraries Tutor and peers

## Investigate opportunities in learning and work - Career Exploration (Post-16) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>8 Obtain careers information relevant to personal needs and process it effectively</p>	<ul style="list-style-type: none"> <li>Using different sources of careers information to identify and discuss issues affecting the application process</li> </ul>		<p>Visit to the Hull Connexions Centre.                      Use of careers information available from the college's LRC.                      Revisiting ILP                      Jobs4U                      Work Experience                      Connexions website</p>
<p>9 Describe different routes through to their career goals and the similarities and differences between higher education and employment with training</p>	<ul style="list-style-type: none"> <li>Investigating post-16 pathways and researching thoroughly the options they are considering</li> <li>Attending HE open days and reviewing University and College Admissions Service (UCAS) and university/college websites</li> <li>Undertaking work shadowing</li> </ul>		<p>Group and individual work with Connexions PA on post 18 progression opportunities including the use of web sites.                      Student services UCAS Adviser                      Aim Higher activities                      UCAS website                      On Line Prospectus                      Apprenticeship handbook</p>

## Investigate opportunities in learning and work - Career Exploration (Post-16) - continued

Learning Outcomes	Activities	Year(s)	Possible Resources
<p>10 Make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans</p>	<ul style="list-style-type: none"> <li>Organising their own work placements</li> <li>Discussing how to use networking, negotiation and self-marketing skills</li> </ul>		<p>Work placement.                      Work related learning within the college.                      Vocational training.                      Key skills.                      Individual and group tutorial support.                      Review of and adding to personal statement                      CV builder                      Mock interviews</p>
<p>11 Justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business.</p>	<ul style="list-style-type: none"> <li>Producing a personal statement or completing a UCAS form</li> <li>Considering opportunities for enterprise development</li> </ul>		<p>Group and individual work on preparing a UCAS application.                      UCAS guide and web site information.                      Designated member of the student service team provides specialist support with UCAS application.                      Tutor support                      Mock interviews                      Young Enterprise Activities                      Voluntary Work                      Part Time Employment                      Hull Area Business Advice Centre (HABAC),                      Shell Livewire &amp; Princes Trust offer advice on starting your own business.</p>

## Make and adjust plans to manage change and transition - Career Management (Post-16)

Learning Outcomes	Activities	Year(s)	Possible Resources
By the age of 19, young people should have acquired the knowledge, understanding and skills to:	They could do this through such activities as:		
12 Take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future	<ul style="list-style-type: none"> <li>• Identifying goals for three to five years ahead</li> <li>• Identifying the strengths and weaknesses of previous transitions and producing a checklist to support future action</li> </ul>		Progression advice from tutor and Student Services Personal tutor. Voluntary Work Part Time Employment Personal Financial Management Training HSBC A guide to financial support for HE students (DfeS) Student Services Referrals
13 Evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance	<ul style="list-style-type: none"> <li>• Identifying the criteria for deciding what and where to study in higher education</li> <li>• Identify the financial implications of higher education</li> </ul>		Aim Higher Student Support Adviser. Students Services IAG team. Personal tutor. Review of ILP Aim Higher Activities

## Make and adjust plans to manage change and transition - Career Management (Post-16) – continued

Learning Outcomes	Activities	Year(s)	Possible Resources
14 Consider the possible implications of changes in learning and work for their own career goals and plans including financial options	<ul style="list-style-type: none"> <li>• Critically reviewing current ideas about the importance of lifelong learning and employability skills</li> </ul>		
15 Follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose	<ul style="list-style-type: none"> <li>• Evaluating past performance and acting to overcome any weaknesses identified</li> <li>• Writing targeted CVs and application letters</li> </ul>		Next Step job seeking materials. Amber Moore LMI ILP review
16 Present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level	<ul style="list-style-type: none"> <li>• Preparing for and having a mock interview</li> <li>• Using personal networks and negotiating skills to obtain and organise an interview</li> </ul>		Mock interviews Work on CVs letters of application etc Next Step – Job seeking materials
17 Obtain and manage sources of financial support	<ul style="list-style-type: none"> <li>• Researching sources of financial support</li> <li>• Preparing a budgeting exercise.</li> </ul>		Student Services team offers specialist support and signpost to specialists where appropriate. Aim Higher Activities Student Finance Support Officer Local Authority Website Enterprise Activities

Ace Days	<p>An organised visits for yr 9 students to an HE institution done by aim higher.</p> <p><a href="http://www.aimhigher.ac.uk">www.aimhigher.ac.uk</a></p>
A Guide to Financial Support for HE Students	<p>Free from DfES</p> <p><a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a></p>
ALPS	<p>AimHigher Learning Pathways System is a web based learning resource designed to help find learning routes and careers</p> <p><a href="http://www.aimhigherwm.org/content.asp?CategoryID=1537">http://www.aimhigherwm.org/content.asp?CategoryID=1537</a></p>
Adult Directions	<p>Interactive careers matching program for adults produced by CASCAID. It includes detailed information on over 1800 career titles; Preferred salary/employment styles careers selector; Over 3300 photographs of people at work; Salary and labour market information; A choice of CLCI or CRCI library index.</p> <p><a href="http://www.cascaid.gov.uk">www.cascaid.gov.uk</a></p>
Amber Moore	<p>Available to train, support and advise teachers, tutors and advisers on post 16 student finance. Not available for 1-1 or group work with students</p> <p>Contact Amber Moore - <a href="mailto:amber.moore@wyke.ac.uk">amber.moore@wyke.ac.uk</a></p>
Ani-MODS	<p>Ani-MODS.</p> <p>This is a computer program from Careersoft in which 3D animated characters tell a story, with interactive tasks and a quiz for the user to complete. Each short module can be completed in about 15 minutes and introduces a topic to the student with curriculum suggestions and follow-up support materials.</p> <p><a href="http://www.careersoft.co.uk">www.careersoft.co.uk</a></p>
Apprenticeship Handbooks.	<p>Produced by CFL <a href="http://www.cflhumber.com">www.cflhumber.com</a></p> <p>A comprehensive guide to apprenticeship opportunities in the Humber Sub region – Tammy Aldred– <a href="mailto:tammy@consortiumforlearning.co.uk">tammy@consortiumforlearning.co.uk</a></p> <p>Apprenticeship website – <a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a></p>
C.V Builder	<p>National Resource Service online CV Builder. Can be downloaded to computer or saved online.</p> <p><a href="http://83.138.168.192/">http://83.138.168.192/</a></p>
Common Application Process (CAP)	<p>This is an internet based system via which young people may browse all post 16 learning and training opportunities, seek advice and guidance from a personal adviser and make applications on-line</p> <p><a href="http://www.elearner.org">www.elearner.org</a></p>

Careerscape	<p>Careerscape is produced by CASCAID and is aimed at clients aged 13 years and above. It offers detailed information on over 1800 career titles; over 90 career families. Careerscape also has 50 Subject Link articles; Real life case studies on over 390 careers; Over 60 articles covering education, training and employment; Salary and labour market information.</p> <p><a href="http://www.cascaid.co.uk">www.cascaid.co.uk</a></p>
Careers 2007	<p>Produced by Trotman Publishers</p> <p><a href="http://www.trotman.co.uk">www.trotman.co.uk</a></p>
Careers A-Z	<p>A comprehensive directory of careers information, jobs, courses and professional bodies.</p> <p><a href="http://www.careersa-z.co.ukb">http://www.careersa-z.co.ukb</a></p>
Careers Events	<p>Various methods of bringing together information – young people e.g. open evening convention.</p>
Career Tracks	<p>A complete 3 volume resource guide with comprehensive materials for each year group from year 9 to year 11</p> <p><a href="http://www.careerproductions.co.uk">www.careerproductions.co.uk</a></p>
CEGnet	<p>Website aimed at teachers with a vast array of information on careers related subjects. Including lesson plans and lesson ideas</p> <p><a href="http://www.cegnet.co.uk">www.cegnet.co.uk</a></p>
Chalkface	<p>Lesson plans and work sheets for careers education, which work across a wide ability range. Easy to use website with downloadable materials</p> <p><a href="http://www.chalkface.com">http://www.chalkface.com</a></p>
Check It Out	<p>A video on risk assessment for young people on work placement</p> <p><a href="http://www.hse.gov.uk/education/checkitout.htm">http://www.hse.gov.uk/education/checkitout.htm</a></p>
Connexions Direct	<p>Connexions website giving information on the connexions service (including Jobs4U)</p> <p><a href="http://www.connexions-direct.com">www.connexions-direct.com</a></p>
Connexions Humber Local Website	<p>Information on all Connexions Humber activities</p> <p><a href="http://www.connexionshumber.co.uk">www.connexionshumber.co.uk</a></p>
Connexions Resource Centres	<p>Every school /college should have one also available in local connexions centre. A copy of the Connexions Resource Centre Index (CRCI) is available at</p> <p><a href="http://www.cegnet.co.uk/files/CEGNET0001/crciresources/CRCI_user_guide_2006_15.3.06.pdf">http://www.cegnet.co.uk/files/CEGNET0001/crciresources/CRCI_user_guide_2006_15.3.06.pdf</a></p>

DfES	<p>DfES website includes Financial Help for Students website. This includes information on:</p> <p>Transport; EMA; Childcare; Studying away from Home; The Dance and Drama awards.</p> <p><b><a href="http://www.dfes.gov.uk/financialhelp/index_flash.html">www.dfes.gov.uk/financialhelp/index_flash.html</a></b></p> <p>DfES also produces a website called the Young people's Gateway. This includes information on Bullying; Financial Support; International Students; Learning and Career Development; Tests and Qualifications; Thinking of going to University or College? Voluntary Work.</p> <p><a href="http://www.dfes.gov.uk/youngpeople">www.dfes.gov.uk/youngpeople</a></p>
EMA	<p>Education maintenance allowance up to £30 available for some post 16 learners.</p> <p><a href="http://www.dfes.gov.uk/financialhelp/ema">www.dfes.gov.uk/financialhelp/ema</a></p>
Enterprise Activities	<p>Various activities that could include – industry days, visiting speakers, job-hunt days, small business activities. Some have costs attached, some can be organised in &amp; by the school. Your local connexions consultant may be able to assist.</p>
Fast Tomato	<p>Web based interactive programme.</p> <p>Looking at action planning &amp; matching interests to careers</p> <p><a href="http://www.fasttomato.com">www.fasttomato.com</a></p>
HE4U	<p>Aim Higher project targeted at yr8 students for raising aspirations and motivation. Accessible to all schools in the Humber region. Designed as first of a raft of Aim Higher opportunities for young people considering progression into HE.</p> <p>Contact Lisa Hanson-Dows - <a href="mailto:lhansondows@connexionshumber.co.uk">lhansondows@connexionshumber.co.uk</a> Or Brenda Hardy - <a href="mailto:bhardy@connexionshumber.co.uk">bhardy@connexionshumber.co.uk</a></p>
HSBC	<p>Can be a source of useful careers &amp; enterprise materials</p> <p>HSBC Young Enterprise: <a href="http://www.ukpersonal.hsbc.co.uk/hsbc/education/learn-about-finance/young-enterprise">www.ukpersonal.hsbc.co.uk/hsbc/education/learn-about-finance/young-enterprise</a></p> <p>Careers information at HSBC: <b><a href="http://www.jobs.hsbc.co.uk">www.jobs.hsbc.co.uk</a></b></p>
GERI	<p>A number of produced by the Gender Equality &amp; Race Induction. Including case studies &amp; interactive materials. All schools have copies of these but more may be available, contact Brenda Hardy – <a href="mailto:bhardy@connexionshumber.co.uk">bhardy@connexionshumber.co.uk</a></p> <p><b><a href="http://www.geriproject.org">www.geriproject.org</a></b></p>

ISCO	<p>ISCO Careerscope information sheets cover the following topics:</p> <ul style="list-style-type: none"> <li>• Education and Training;</li> <li>• Higher Education;</li> <li>• Careers with...(Subject Areas);</li> <li>• Routes into...(Occupational Areas);</li> <li>• Job Applications/Interviews &amp; Volunteering.</li> </ul> <p>The Information Sheets are available in three formats:</p> <ol style="list-style-type: none"> <li>1. on CD-ROM;</li> <li>2. in A4 spiral bound book format;</li> <li>3. as individual printed sheets.</li> </ol> <p><b><a href="http://www.isco.org.uk/">www.isco.org.uk/</a></b></p>
KUDOS	<p>Kudos is a careers matching program to help students (aged 13 to 20) develop career choices. It offers detailed information on over 1700 career titles; Over 3000 photographs of people at work; Salary and labour market information; A choice of CLCI or CRCI library index.</p> <p><b><a href="http://www.cascaid.co.uk">www.cascaid.co.uk</a></b></p>
Industry Days	See enterprise
Hull Business Advice Centre (HABAC)	<p>HABAC offers the following services to anyone interested in starting up their own business:</p> <p>Training; One-to-One guidance; Funding advice; Mentoring; Seminars.</p> <p>HABAC's website is:  <b><a href="http://sitebuilder.yell.com/sb/show.do?id=SB0002375631000030">http://sitebuilder.yell.com/sb/show.do?id=SB0002375631000030</a></b></p>
I4U Action Pack	<p>An interactive information and workbook produced by Connexions Humber and issued to every Year 11 student in the sub-region. This resource contains information about all post-16 routes, together with practical exercises to help young people decide on future steps.</p> <p>Contact Vince Barrett – <a href="mailto:vbarrett@connexionshumber.co.uk">vbarrett@connexionshumber.co.uk</a>  Or Brenda Hardy – <a href="mailto:bhardy@connexionshumber.co.uk">bhardy@connexionshumber.co.uk</a></p>
Individual Learning Plans	Negotiated plan of proposed activities for the learner
It's Your Choice	<p>'It's Your Choice' provides educational and careers guidance for Year 10 and 11 students. It sets out the main choices available to you - further education or moving into the world of training and work - with tips for finding out more, including quizzes. Copies can be ordered or downloaded from the Connexions Direct website.</p> <p><b><a href="http://www.connexions-direct.com">www.connexions-direct.com</a></b></p>
JED.	<p>JED (the Job Explorer Database) is a multimedia information package from Careersoft designed to replace CID. It includes over 800 in depth job descriptions, with over 6000 pictures and 250 video case studies of people at work.</p> <p><b><a href="http://www.careersoft.co.uk/products/Job_Explorer_Database">www.careersoft.co.uk/products/Job_Explorer_Database</a></b></p>

Job File	<p>Contains information on 800 jobs at all occupational levels.</p> <p><a href="http://www.trotman.co.uk/tmp_cp_viewitem.asp?id=2768">http://www.trotman.co.uk/tmp_cp_viewitem.asp?id=2768</a></p>
Jobs 4U	<p>Jobs 4U is a careers database website linked from the Connexions Direct website.</p> <p>It lists all jobs according to the CRCI.</p> <p><a href="http://www.connexions-direct.com/jobs4u">www.connexions-direct.com/jobs4u</a></p>
LAT (LSC Sponsored System)	<p>The Learner Achievement Tracker is software that enables providers to use the Value Added and Distance Travelled data for learners aged 16-19 to consider and improve their performance.</p>
Learn Direct	<p>Advice website – provides details of courses available in your area. It also provides over 700 job profiles.</p> <p><a href="http://www.learndirect-advice.co.uk">www.learndirect-advice.co.uk</a></p>
Life Tracks	<p>A comprehensive and structured programme that covers personal, social, health, careers education and citizenship. All the personal learning required by students aged 10 to 16 years in one hour per week</p> <p><a href="http://www.careerproductions.co.uk">www.careerproductions.co.uk</a></p>
LMI Pack	<p>Folder produced by Humber EBLO for use with student's year 9 upwards. All schools have this information</p> <p><a href="http://www.connexionshumber.co.uk/lmi">www.connexionshumber.co.uk/lmi</a></p>
LSC	<p>Learning and Skills Council has produced a guide to Financial Help for Young People.</p> <p>It explains what financial help may be available to help young people aged between 16 and 19. It includes help: if you're in education or training; if you're on an Apprenticeship; if you're in low-paid work or a job without training; if you are parent; if you have a disability or learning difficulty; if you're an asylum seeker or refugee.</p> <p>Website:  <a href="http://www.direct.gov.uk/YoungPeople/Money/WhatBenefitsCanYouClaim/fs/en">www.direct.gov.uk/YoungPeople/Money/WhatBenefitsCanYouClaim/fs/en</a></p>
Make It Real Game	<p>The Real Game is a series of classroom-based programmes developed to help students learn more about themselves and both the opportunities and the responsibilities of adult life in a fun and constructive way.</p> <p>Local contact Brenda Hardy – <a href="mailto:Bhardy@connexionshumber.co.uk">Bhardy@connexionshumber.co.uk</a></p> <p><a href="http://www.prospects-sales.co.uk/realgame/MakeltRealGame.htm">www.prospects-sales.co.uk/realgame/MakeltRealGame.htm</a></p>
Nextstep	<p>Information on job search, applications and CVs (including CV builder), portal for Learndirect courses database.</p> <p><a href="http://www.nextstephumber.org.uk">http://www.nextstephumber.org.uk</a></p>

Odyssey Plus	<p>Odyssey Plus is produced by VT Career Progressions and contains 1040 job titles and over 800 job records. It contains over 50 General Information articles Connexions; Learn direct; CV writing; Housing; Jobseeker's allowance.</p> <p><b><a href="http://www.progressions.co.uk">www.progressions.co.uk</a></b></p>
pfeg	<p>An educational Charity who's mission is to make sure all young people leaving school have the confidence, skills and knowledge in financial matters to take part fully in society. Free to all secondary schools</p> <p><b><a href="http://www.pfeg.org">www.pfeg.org</a></b></p>
Personal Advisers	<p>Trained, independent, advisers available to all YP to discuss careers or personal issues.</p> <p><b><a href="http://www.connexionshumber.com">www.connexionshumber.com</a></b></p>
Princes Trust	<p>The Princes Trust offers practical support including training, mentoring and financial assistance, the Princes Trust helps 14 – 30 year olds realise their potential and transform their lives. They focus on those who've struggled at school, been in care, been in trouble with the law, or are long term-unemployed. Grants are offered for jobs &amp; training, group projects, as well as assisting those who want to start their own business.</p> <p><b><a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a></b></p>
Progress Files	<p>Nationally produced resource for individuals to record &amp; plan their personal development. Available on line only.</p> <p><b><a href="http://www.dfes.gov.uk/progressfile/">http://www.dfes.gov.uk/progressfile/</a></b></p>
Q & A Careers Guides	<p>Written by experts in their field, covering 40 careers. Guides contain details of qualifications needed, professional associations and further reading.</p> <p><b><a href="http://www.trotman.co.uk/default.asp?action=article&amp;ID=103">http://www.trotman.co.uk/default.asp?action=article&amp;ID=103</a></b></p>
Real Game Series	<p>A series of 3 programmes from yrs 7 to 11. It is a life/work exploration programme, covering, careers education, budgeting, lifestyle, community &amp; enterprise.</p> <p>Local contact Brenda Hardy - <a href="mailto:bhardy@connexionshumber.co.uk">bhardy@connexionshumber.co.uk</a>.</p> <p><b><a href="http://www.realgame.co.uk">www.realgame.co.uk</a></b></p>
Real Life Issues Booklets	<p>See Trotmans careers</p>
Shell LiveWire	<p>Shell LiveWire provides: Information, advice and practical support for 16-30 year olds starting up their own business. A free Essential Business Kit to every caller, tailored to his / her specific business idea. One-to-one advice through a national network of local business advisers and young business mentors. An interactive web service and idea exchange.</p> <p><b><a href="http://www.shell-livewire.org">www.shell-livewire.org</a></b></p>

<p>Trade Union Congress (TUC)</p>	<p>The Trades Union Congress brings Britain's unions together to draw up common policies. It lobbies the Government to implement policies that will benefit people at work. It campaigns on economic and social issues. The TUC represents:- working people on public bodies; British workers in international bodies, in the European Union and at the UN employment body - the International Labour Organisation. It carries out research on employment -related issues. It runs an extensive training and education programme for union representatives.</p> <p><b><a href="http://www.tuc.org.uk">www.tuc.org.uk</a></b></p>
<p>Student Support</p>	<p>Via the local authority website</p> <p>East Riding Council: <a href="http://www.eastriding.gov.uk">www.eastriding.gov.uk</a></p> <p>Hull City Council: <a href="http://www.hullcc.gov.uk">www.hullcc.gov.uk</a></p> <p>North East Lincolnshire Council: <a href="http://www.nelincs.gov.uk">www.nelincs.gov.uk</a></p> <p>North Lincolnshire Council: <a href="http://www.northlincs.gov.uk">www.northlincs.gov.uk</a></p>
<p>Training Provided by Connexions</p>	<p>Connexions Education Development team are available to provide bespoke training for schools and colleges.</p> <p>Contact Vince Barrett or Brenda Hardy, 01482 350150</p> <p><a href="mailto:vbarrett@connexionshumber.co.uk">vbarrett@connexionshumber.co.uk</a></p> <p><a href="mailto:bhardy@connexionshumber.co.uk">bhardy@connexionshumber.co.uk</a></p>
<p>Trotmans Careers (Real Life Issue Books)</p>	<p>These self-help guides offering information and advice on a range of key issues that matter to teenagers. Each book defines the issue, probes the reader's experience of it and offers ways of understanding and coping with it. Topics covered are: Addictions; Bullying; Coping with Life; Eating Disorders; Money; Sex and Relationships; Stress.</p> <p><b><a href="http://www.trotman.co.uk">www.trotman.co.uk</a></b></p>
<p>UCAS</p>	<p>For any information about applying for HE.</p> <p><b><a href="http://www.ucas.com">www.ucas.com</a></b></p>
<p>Vocationally Specific Testing</p>	<p>Employers now regularly use psychometric Tests as part of the selection process for recruiting new staff. They can also be used to help individuals assess their potential to enter various types of work. There are several types of tests: Aptitude tests; Interest questionnaires; Personality questionnaires; Value questionnaires.</p> <p>More information about the tests available see:</p> <p><b><a href="http://www.nextstephumber.org.uk/cip/lw_tests.htm">www.nextstephumber.org.uk/cip/lw_tests.htm</a></b></p>

Volunteering	<p>Volunteering England: Volunteering England works to promote volunteering as a powerful force for change, both for those who volunteer and for the wider community.</p> <p><b><a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a></b></p> <p>do-it.org.uk was launched in 2001 with the first, and is the national database of volunteering opportunities in the UK. do-it.org.uk is part of the registered charity YouthNet.</p> <p><b><a href="http://www.do-it.org.uk">www.do-it.org.uk</a></b></p>
V.T Hints	<p>Careers/Connexions information including books posters and videos for personal development, careers education and special needs</p> <p><b><a href="http://www.hintsonline.co.uk/">www.hintsonline.co.uk/</a></b></p>
Which Way Now	<p>'Which way now?' is designed as a workbook, which leads Year 9 students through all the stages of making their option choices at age 14. Most sections contain exercises called action points to help students relate the information to their own thoughts. Copies can be ordered or downloaded from the Connexions Direct website:</p> <p><b><a href="http://www.connexionsdirect.com">www.connexionsdirect.com</a></b></p>
Why Trade Unions?	<p>Young learners champions – YP available to talk in schools to talk about their experiences at post 16 options contact <a href="mailto:t.anastasi@hull.co.uk">t.anastasi@hull.co.uk</a></p>
Work Experience Diary	<p>Work Experience Journal – a method of recording &amp; research for work experience produced &amp; available from Lindy Swallowwell – Humber EBLO</p> <p><a href="mailto:lindy.swallowwell@eastriding.gov.uk">lindy.swallowwell@eastriding.gov.uk</a></p>
Young Enterprise	<p>A number of packages available for schools aimed at developing skills, normally with some cost attached.</p> <p>Contact <a href="mailto:janet.bumby@yeyh.org.ukb">janet.bumby@yeyh.org.ukb</a></p>
14 – 19 Prospectus	<p>By September 2007, all providers of post 14 education or training opportunities must post information about what they are offering on a nationally-linked database. This is to enable young people to access information about providers before they apply, it is intended that CAP will be an integral part of the prospectus locally</p>

## Taken from CEGnet

## The national framework for careers education and guidance in England mapped against the scheme of work

## Key Stage 3

UNIT:	1	2a	2b	2c	3	4	5	6	7
<b>Self-development</b>									
undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format		●	●	●					
use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image		●	●	●					
use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals		●	●	●					
recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making								●	
recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity					●			●	
<b>Career exploration</b>									
recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work					●				
describe how the world of work is changing and the skills that promote employability						●			●
identify and use a variety of sources of careers information, including ICT						●	●		
use appropriate vocabulary and organise information about work into standard and personally devised groupings						●			
use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs						●			
demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options								●	
<b>Career management</b>									
use a straightforward decision making technique								●	
identify, access and use the help and advice they need from a variety of sources including: parents, teachers, Connexions PAs and other learning providers								●	
manage change and transition giving consideration to the longer term implications and the potential progression opportunities	●							●	
make realistic and informed choices of options available post-14								●	
organise and present personal information in an appropriate format		●	●	●					
consider alternatives and make changes in response to their successes and failures		●	●	●					

## Key Stage 4

	8a	8b	9	10	11	12
<b>Self development</b>						
use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets	●	●				
review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans	●	●				
use review, reflection and action planning to make progress and support career development	●	●				
explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this	●	●			●	●
use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work	●			●		

<b>Career exploration</b>						
explain the term 'career' and its relevance to their own lives			●			
describe employment trends and associated learning opportunities at different levels			●	●		
identify, select and use a wide range of careers information and distinguish between objectivity and bias				●		
understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training				●		
use work related learning and direct experience of work to improve their chances			●			
understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering		●		●		
<b>Career management</b>						
select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies	●	●		●		
compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance				●		
take finance and other factors into account when making decisions about the future				●		
understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios					●	
understand the purpose of interviews and select and present personal information to make targeted applications					●	
understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help			●			●

## Careers education programme - Post-16

	13a	13b	14	15	16	17
<b>Self development</b>						
undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets	●	●				
assess their career exploration and management skills and identify areas for development	●	●		●		
take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements	●	●		●		
describe and evaluate personal action to promote equal opportunities and respect for diversity	●	●				
evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately	●	●				
<b>Career exploration</b>						
identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development			●			
make critical use of a range of information sources to explain how careers are changing			●			
obtain careers information relevant to personal needs and process it effectively	●	●		●	●	●
describe different routes through to their career goals and the similarities and differences between higher education and employment with training					●	●
make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans				●	●	●
justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business	●	●		●	●	●
<b>Career management</b>						
take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future	●	●		●	●	●
evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance	●	●		●	●	●
consider the possible implications of changes in learning and work for their own career goals and plans including financial options			●			
follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose					●	●
present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level				●	●	●
obtain and manage sources of financial support				●	●	●