

2021-2022

STEPS CAREERS PROGRAMME

STEPS

LEVEL FIVE

STUDENT WORKBOOK

NAME:

CLASS / FORM:

SUPPORTING STUDENTS' PERSONAL DEVELOPMENT

Mapped against the CDI's Career Development Framework (April 2021)
Mapped against the Gatsby Benchmarks

INTRODUCTION

Your career is your pathway through life - a combination of living, learning and earning.

During this school year, you will be preparing for life after compulsory schooling finishes. Like most young people in the UK, you will probably continue in education or training until you are 18¹. But that doesn't mean you have to stay at school until you are 18. You might go to another school, a college or a training provider. You could start work as an apprentice when you are 16, earning while you learn. You might even work or volunteer and carry on learning and training at the same time - it's up to you!

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 skills². 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.

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
- My World of Work in Scotland: www.myworldofwork.co.uk
- Job Information in Wales: www.careerswales.com

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¹ Compulsory in England.

² The skills are linked to a national framework developed by the Career Development Institute (CDI)

TASK A: Year Planner (Exercise A1)

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

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities

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

Exercise
A1

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

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

Important points to remember:

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

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

Learning outcomes: You review factors influencing post-16 option decision making. You identify individual progress for decision making and transition post-16. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities, 5- Balance life and work*

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

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

Exercise B1

Hopes and Dreams

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

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

Exercise B2

Information

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

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

Exercise B3

Parents and carers

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

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

Exercise B4

Other people

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

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

**Exercise
B5****Health**

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

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

**Exercise
B6****Money**

How much thought have you given to money issues?

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

**Exercise
B7****Equality of opportunity**

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

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

**Exercise
B8****Participation**

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

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

**Exercise
B9****Motivation**

How well motivated are you?

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

Exercise
B10

Action:

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

Scores:

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

Write in your scores in the box below:

Totals:

A	B	C	D

Definitions:

Your challenge is to take action to get more As.

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

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

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

TASK C: Your skills and interests (Exercise C1-3)

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

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

Exercise C1

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

Then do Exercise C2 before you work out your scores.

I enjoy/think I am good at...

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

Exercise
C1
Continued

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

Exercise
C2

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

1.

2.

3.

Action:
Add up your total scores for each letter. Look at the areas where you scored highly and think about the skills you might use and develop in the future.

Exercise
C3

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

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

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

Links to career development skill: 1 - Grow throughout life, 3- Manage career, 5- Balance life and work

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

Exercise D1

What is:

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

8. Something you need to improve?

9. A recent achievement of which you are proud?

10. Something you wish you'd done better?

Other People's Opinions

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

Exercise D2

1. My best friend likes about me:

2. My best friend wants me to improve this:

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

4. My parents/carers criticise this about me:

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

6. My tutor asked me to improve:

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

Exercise
D3

7.

8.

9.

10.

Conclusions

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

Exercise
D4

Similarities		Reasons	
Differences		Reasons	

Exercise
D5

From this exercise:

Your areas of strength are:

Your areas for improvement are:

TASK E: Which way do you go? (Exercise E1)

Learning outcomes: You can identify post-16 options. You can explain key differences between post-16 options. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities*

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

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

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

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



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



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

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



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



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

.....
Apprenticeships...



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



See:
www.gov.uk/apprenticeships-guide (England)
www.nidirect.gov.uk/campaigns/apprenticeships (Northern Ireland)
www.apprenticeships.scot/ (Scotland)
www.careerswales.gov.wales/apprenticeships (wales)

Job with training...



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

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



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

Self employment...

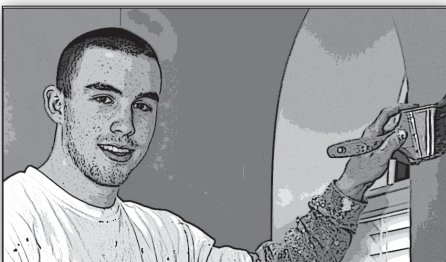


It may be possible to start your own business or make a career out of a particular talent. This can take time, extra effort and involve other money issues.

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

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

Traineeship or work-ready programme...



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

See a careers adviser. Also see:
www.gov.uk/find-traineeship (England)
www.nidirect.gov.uk/articles/training-success (Northern Ireland)
www.myworldofwork.co.uk/could-certificate-work-readiness-help-you (Scotland)
<https://careerswales.gov.wales/courses-and-training/traineeships> (Wales)

Exercise E1

Which of these options interests you most? Why?

TASK F: The changing job market (Exercise F1-4)

Learning outcomes: You consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle, and choices. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 5- Balance life and work, 6 - See the big picture*

Labour Market Information (LMI):

- LMI is also called job market information.
- LMI includes facts, figures, and predictions about the current, and future, world of work.
- LMI can be very complicated and difficult to understand. Fortunately, a lot of experts have already interpreted all the facts and figures for you, and included it in job profiles across a range of websites.

Why is it important to know about LMI?

It is important that you take account of LMI because it is far better for you to aim for a career where the number of jobs are stable or increasing, rather than an occupation where jobs are falling, or even vanishing completely. If a job is in decline, there may still be opportunities available, but it could be harder to find a job, or the jobs available might change so you would need to learn new skills or take extra qualifications.

Are the experts always correct?

No-one can guarantee that the predictions are 100% accurate, for example no-one could have predicted the effect of the worldwide Covid-19 pandemic on jobs. But they are a good indicator of long-term trends in employment

Exercise F1

Use a quality careers website, for example: www.icould.com. Choose a job title, and search for the job profile that is attached to each video. Look through the information. What does it say about future employment levels?

Job Title:
.....

Think about some trends that may impact on your career in the future.

Exercise
F2

The world-wide job market

People are increasingly more able to move around the world to work. Would that suit you?

List some personal advantages and disadvantages of working abroad.

I'd like to work abroad because:
I don't think working abroad is for me because:

The impact of science and technology

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

Can you think of some areas of work that are changing because of computers and other technologies?

Exercise
F3**Consumer changes**

You have probably noticed that many high street shops have vanished over the last few years.

Can you think of any reasons why this has happened? What effect will this have on jobs?

What new jobs might be created as more businesses choose to sell their goods through the internet rather than in a high street shop?

Exercise
F4**The Gig Economy**

Do you know what the expression 'gig economy' means?

Would you like to work in this way? Yes ___ No ___

Why do you think that?

TASK G: Green jobs (Exercise G1-4)

Learning outcomes: You explore the relationship between career and the environment.
Links to career development skill: 1 - Grow throughout life, 2 - Explore possibilities, 3- Manage career 6- See the big picture.

Exercise
G1

When you see the words **green job** or **green career**, what sort of careers do you think about?

Can you give three examples of green jobs?

1:

2:

3:

Can you think of a definition of the expression green jobs or green careers? The answer is below, but try it first in your own words

Green jobs can be defined as positions in; agriculture, manufacturing, research and development, administrative, and service activities aimed at substantially preserving or restoring environmental quality. This type of job is aimed at:

- increasing efficient consumption of energy and raw materials
- limiting greenhouse gas emissions
- minimising waste and contamination
- protecting and restoring ecosystems
- contributing to adaptation to climate change³

Exercise
G2

Why do you think that green jobs are becoming more popular? Give at least one reason

Share your answer with a partner or the group

Green jobs are typically found in science, technology, engineering and maths (STEM) careers, as well as in business and in jobs that are related to law and politics.

BUT many occupations can qualify as green jobs if they produce goods or provide services that benefit the environment. For example;

- a fashion designer might use organic or recycled fabrics
- a taxi driver might drive an electric vehicle
- an architect might design a green building, leading to the employment of many others who will construct and maintain that building.

Exercise
G3

Think of any job that you are interested in and then list at least two ways you can think of where that job contributes to saving energy, preserving the environment, or combatting climate change.

1:
.....
.....

2:
.....
.....

Exercise
G4

Write a short reflection. How important is it to you that your future career helps, rather than harms the environment?

TASK H: Money matters (Exercise H1)

Learning outcomes: You identify key types of financial support that might impact your post-16 choices.
 Links to career development skill: 1- Grow throughout life, 3- Manage career, 5- Balance life and work

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

Exercise
H1

Key words	Definition
16-19 Bursary / Education Maintenance Allowance**	
Salary	
Scholarship	
Income Tax	
National Insurance	
Child Benefit	
Student Loan	

Definitions

1. What you get paid for doing a job.
2. Payable to qualifying parents/carers of young people 16-20 who are in full-time education or on a course of approved training.
3. An agreement by which a student at a college or university borrows money from the government to pay for their education and then pays the money back after they finish studying and start working
4. A contribution you pay to qualify for certain benefits and the State Pension if you're over 16.
5. A tax you pay on your income, for example wages or profits from a business.
6. Helps with expenses for students and trainees aged 16-19 whose families have low incomes
7. An award of financial aid for a student to further their education. Awarded based upon various criteria.

TASK I: Exercise your network (Exercise I1-3)

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities, 5- Balance life and work, 6 - See the big picture

In previous exercises in the Steps workbooks, you have been asked to make lists of people who can help you to find out more and make decisions about your learning and careers choices. You will have listed people like your school careers staff (including the careers adviser), your teachers, your family among a range of others. This list is the basis for your own personal network of support.

Exercise I1

Adding to your network

Can you think of any groups of people who will be able to help you to find about the specific opportunities offered by their organisations? Who can tell you what it is really like to work or study in a particular industry or organisation?

1. Who can tell you about the range of opportunities and the qualifications needed for a specific industry that you are interested in?

2. Who can tell you what it is really like to study a course in a college or university, and about how to get in and do well?

3. Who can tell you about what it is like to be an apprentice, or advise you about how to get an apprenticeship and do well?

Exercise I2

Meeting face to face

Once you have thought about who you could add to your network, where and when are you going to meet any of these people? Think of some places where you might be able to speak directly to any of the groups:

Employers

Tutors and students in college or university

Training providers and apprentices

Exercise
13

What are you going to ask?

It's a really good idea to think in advance about what sort of questions you want to ask of any of the groups from exercise 12.

Use this page to make a list of 10 questions you could use:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

There are some further ideas at the end of this workbook.

This list might also be useful to remember if you are invited to an interview for a job, course or apprenticeship opportunity. At the end of the interview, you will often be asked if you have any questions to ask.

TASK J: Making applications (Exercise J1)

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

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities

Useful information

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

When you are completing an application form:

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

If you are applying online:

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

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

Composing a personal statement:

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

CVs, Covering letters and emails

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

Introducing CVs

What is it?

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

What goes in it?

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

Writing a covering (or cover) letter or email

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

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

Exercise J1

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

TASK K: Writing a CV (Exercise K1)

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

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3- Manage career, 4- Create opportunities

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

PERSONAL PROFILE 1

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

KEY SKILLS 2

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

QUALIFICATIONS 3

2015 - 2022 Anytown Academy
GCSEs to be completed in June 2022.
English, Mathematics, Science, Applied Business, Drama.
Expected grades 9-4.

WORK EXPERIENCE 4

May 2021 - now The Supermarket, High Street, Anytown.
Stock control and cashier. Dealing with customers and computerised stock control and cash systems.

April 2020 Work experience placement -
AB Insurance, Manor Way, Anytown.
On reception desk, delivering and collecting post, photocopying.

INTERESTS 5

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

REFERENCES 6

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

SOME SUGGESTIONS:

1. Personal Profile

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

2. Key Skills

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

3. Qualifications & Training

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

4. Employment/work experience

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

5. Interests

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

6. References

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

CV dos and don'ts

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

Exercise
K1

Use the headings below to draft your own CV.

1. Personal Profile

[Blank space for writing Personal Profile]

2. Key Skills

.....

.....

.....

.....

3. Qualifications

.....

.....

.....

.....

4. Work Experience

.....

.....

.....

.....

5. Interests

.....

.....

.....

.....

6. References

.....

.....

.....

.....

TASK L: Writing a Covering/Cover Letter or Email (Exercise L1)

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

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 4- Create opportunities

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

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

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

4th April 2021

- 1 Dear Mrs. Smith,
- 2 I am writing with reference to the position of office junior which I saw advertised in The Post on April 4th.

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

- 3

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

- 4
- 5

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

I am available for interview every morning.

- 6 Yours sincerely,
- 7 Lucy Green

POINTS TO REMEMBER

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

Exercise

L1

Read through Lucy's covering letter. You can either:

- Have a go at composing your own version for a real job or made-up opportunity.
- Or rewrite Lucy's letter as an email that introduces her CV

Remember to include details of which vacancy, your relevant work experience, your relevant skills/enthusiasm/suitability. And, if you are sending your CV by email – make sure that you include your **(SENSIBLE)** email address.

TASK M: Preparing for Interviews (Exercise M1-3)

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

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 4- Create opportunities

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

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

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

Practise how you would say these things to an interviewer.

Don't forget... practice makes perfect.

Exercise
M1

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

.....

I expect to gain a qualification out of school in

.....

At school I am responsible for

.....

Outside of class I have become involved in these activities

.....

Exercise
M2

I have been on work experience with

.....
.....

and this gave me the opportunity to learn

.....
.....

and the opportunity to practise these skills

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

I can use my own initiative as shown by

.....
.....

I can communicate effectively as shown by

.....
.....

Exercise
M3

I can show I am reliable by

I currently work part-time doing

Through this experience I have learnt

I have experience of voluntary work through

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

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

TASK N: Where have you got to so far? (Exercise N1-2)

Learning outcomes: You will be able to track your post-16 transition progress, and identify any further action required. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage career, 4- Create opportunities*

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

Exercise
N1

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

Exercise
N2

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

- What is your preferred career choice?

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

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

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

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

- What is your back-up plan?

TASK O: Review my learning (Exercise O1)

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 O1

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.

Career Development Framework ⁴ Six career development skills 37 learning objectives	Tasks in STEPS Level Five Workbook	1 tick for helpful; 2 ticks for interested to know more
Skill 1: 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, D, I, O	
To positively engage in learning, and take action to achieve good outcomes	A, B, C, D, E, I, K, L, M, N, O, P	
To recognise the value of challenging yourself and trying new things	F	
To be able to reflect on and record achievements, experiences, and learning	A, B, D, J, K, L, M, N, O, P	
To consider what learning pathway you should pursue next	A, B, E, G, H	
To reflect on your heritage, identity, and values	-	

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, G	
To be able to research the labour market and the education system	B, E, F, I, N	
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	A, B, E J, K, N	
To be able to research the learning and qualification requirements for jobs and careers that you are interested in	A, B, E, I, J, N	
To be able to research the range of workplaces and what it is like to work there	I	
To be able to research how recruitment and selection processes work and what you need to do to succeed in them	A, B, I, J, K, L, M, N	
Skill 3: Manage your career actively; making the most of opportunities, and learning from setbacks		
To recognise the different ways in which people talk about career and reflect on its meaning to you	F, G	
To build your confidence and optimism about your future	B, C, D, I, N	
To be able to make plans and develop a pathway into your future	A, B, E, I, N	
To be able to consider the risks and rewards associated with different pathways and careers	B, E, F, H	
To know how to take steps to achieve in your GCSEs and make a decision about your post-16 pathway	A, B, E, I, J, K, N	
To think about how you deal with and learn from challenges and setbacks	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	I	
To begin to take responsibility for making things happen in your career	A, B, J, K, L, M, N	

To be able to reflect on and change your career ideas and the strategies that you are pursuing to achieve them	B, E	
To be willing to speak up for yourself and others	-	
To be able to discuss role models and reflect on leadership	-	
To be able to research entrepreneurialism and self-employment	E	
Skill 5: Balance life and work effectively		
To be able to reflect on the different ways in which people balance their work and life	F, I	
To be able to reflect on your physical and mental wellbeing and consider how you can improve these	-	
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, H	
To be able to recognise the role that you play in your family and community and consider how this might shape your career	D	
To consider how you want to move through different life stages and manage different life roles	-	
To develop your knowledge of rights and responsibilities in the workplace and in society	-	
To be able to identify what you can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	B	
Skill 6: 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	I	
To be able to explore trends in local and national labour markets	F, G	
To be able to explore trends in technology and science	F, G	
To be able to explore the relationship between career and the environment	G	
To be able to explore the relationship between career, community, and society	-	
To be able to explore the relationship between career, politics, and the economy	-	

TASK P: Look ahead (Exercise P1)

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

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
P1

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

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

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

Answers

Exercise

F2

The impact of science and technology

The short answer to this question is: every job will be impacted by technology. Any examples you give - from jobs where the boring, repetitive tasks have been taken over by machines/ robots, to the most complicated surgery where medical professionals may operate remotely from another country using the most advanced computer-controlled equipment.

Exercise

F3

Consumer changes

The high street (and out-of-town shopping centres) have been in decline for many years - in some towns and cities there are an increasing % of shops and units that stand empty. There are many reasons, including increasing costs for maintaining physical shops (rents, business rates, rising wages, rising bills for heating and lighting, increased cost of importing goods), competition from supermarkets that sell everything in one place, or the cost of parking - but the biggest reason is the rise of online shopping. The effect on jobs is that the number of retail jobs is likely to fall as there will be less need for shop workers in high street shops. The number of workers required to service the online offer is likely to continue to rise - the UK is home to many large warehouse depots where workers pick, pack, post, and deliver the orders that customers have made using their phones or computers.

Exercise

F4

The Gig Economy

In a gig economy, it is common for workers to have temporary, flexible jobs. Companies use independent contractors and freelancers instead of full-time employees. This is different to the traditional economy of full-time workers who often focus on their career development.

- In a gig economy, large numbers of people work in part-time or temporary positions or as independent contractors. They often connect with clients and customers through online platforms.
- People who don't use technological services such as the internet may be left behind by the benefits of the gig economy.
- There tend to be more jobs in the gig economy in cities rather than rural areas - for example in food delivery or taxi services.
- The gig economy can benefit workers, businesses, and consumers by making work more adaptable to the needs of the moment and demand for flexible lifestyles.
- Employers will often hire part-time or temporary employees to take care of busier times or specific projects, rather than take on full-time employees.

Answers

Exercise
G1

Green Jobs

Some examples of green jobs are: organic farmer, electric car designer, recycling officer, alternative energy developer, environmental scientist, environmental lawyer, water conservation officer

Exercise
H1

Money Matters

Key Words

Definition

16-19 Bursary (England) Education Maintenance Allowance (Northern Ireland, Scotland and Wales)

6

Salary

1

Scholarship

7

Income Tax

5

National Insurance Contribution

4

Child Benefit

2

Student Loan

3

Exercise
I1

Adding to your network

1. Employers and other people who already work in that industry
2. Tutors and the students who already attend that institution
3. Training providers, employer, and people who are already doing an apprenticeship.

Answers

Exercise 12

Employers

Work experience, visits to workplaces. Careers Fairs. Employer talks and visits to your school

Tutors and students in college or university

Open Days for all post-16 options (including for your school's 6th Form, colleges and universities). Careers Fairs. Student mentors and other links your school has with colleges and universities.

Training providers and apprentices

Open Days for all post-16 options. Careers and Apprenticeship Fairs. Careers talks and events at your school.

Exercise 13

What are you going to ask?

A few ideas for questions: it's probably rather rude to ask someone about their wages or salary, but you could ask:

- How do you get into this particular career or course?
- Can you describe the main duties of this career?
- What are the main themes of this course? How is it taught?
- Can you tell me about your organisation? What is the culture like?
- What is the work or learning environment like?
- What qualifications do you need?
- What skills do you need?
- What sort of person / personal qualities would be most useful?
- Does your organisation offer work experience, or have spaces for volunteers?
- Do you offer apprenticeships, if so, at what levels?
- What are the chances of promotion / or what happens to your ex-students?
- What do you like/dislike about your job?
- Can you describe a typical day or week?
- What is the work-life balance like?
- What advice can you give me?

Helpful websites

We hope that you have enjoyed working through Step Level Five

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

Information about different jobs and careers:

- National Careers Service job profiles: <https://nationalcareersservice.direct.gov.uk>
- Careers A-Z in Northern Ireland: www.nidirect.gov.uk/services/careers-z
- Job profiles A-Z in Scotland: www.myworldofwork.co.uk
- Job Information in Wales: www.careerswales.com
- I Could: careers videos and quizzes: www.icould.com

Information about Apprenticeships:

- www.gov.uk/apprenticeships-guide (England)
- www.nidirect.gov.uk/campaigns/apprenticeships (Northern Ireland)
- www.apprenticeships.scot/ (Scotland)
- www.careerswales.gov.wales/apprenticeships (Wales)

Information about starting your own business:

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

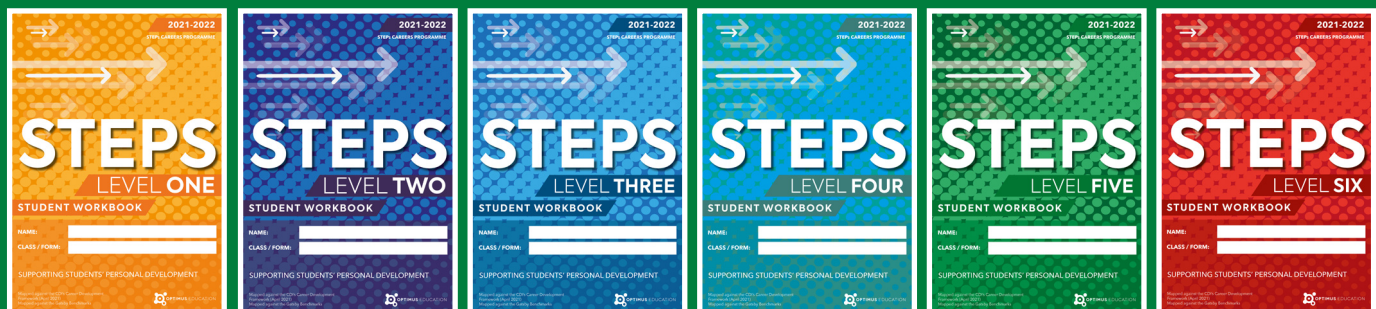
Information about Traineeships and Work-ready Programmes:

- www.gov.uk/find-traineeship (England)
- www.nidirect.gov.uk/articles/training-success (Northern Ireland)
- www.myworldofwork.co.uk/could-certificate-work-readiness-help-you (Scotland)
- www.careerswales.gov.wales/courses-and-training/traineeships (Wales)

And a few extra useful websites:

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

Part of the Steps Careers Programme.



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



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