

# **C A R E E R S   T R A I N**

supporting careers work in work based learning and e2e

# Acknowledgements

I would like to thank David Andrews for pestering me to write this pack, following the launch of the new National Framework 11 - 19 for Careers Education and Guidance in England. I am also extremely grateful to Mark Wilkinson from Connexions Lincolnshire and Rutland for all his invaluable help and advice, his suggestions and ideas, as well as his 'insider' views on this area of work. Finally, as ever, thanks to Mike Shaw, my husband and partner for turning my piles of words and notes into a presentable pack and for getting me into motorbiking so that when it all gets too much I can go for a blast on my Harley Davidson and clear my head! Thanks guys.

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# Introduction

This pack has been produced in response to the publication of the National Framework 11 - 19 for Careers Education and Guidance in England which presents

‘a national, non-statutory Framework for Careers Education and Guidance 11 - 19. The Framework offers guidance on how schools, colleges and work-based training organisations can develop improved programmes of careers education and guidance, which better prepare young people for the opportunities, responsibilities and experiences of adult life.’

In particular

‘Through this framework, we are also encouraging all providers of post-16 learning to support young people with an appropriate programme of careers education up to age 19.’

For the first time, work-based learning organisations were invited to review and align their careers education programmes with a national framework for careers education and guidance, alongside their colleagues in education. However, they were expected to do this without having access to supporting resources.

It could be argued that as some trainees in work based learning (particularly those on e2e) are academically at a similar level to a large section of the Key Stage 4 student cohort, that training organisations could simply use the materials available to schools for work with students at that level. However, this poses three main problems as far as I can see. Firstly, because such materials have already been used in Key Stage 4 many of the trainees may have already been exposed to them and so will find it hard to take an interest when they’ve ‘already done that’.

Secondly, because of the high stay on rate and the drive to get students to continue in further and subsequently higher education, there can tend to be an overemphasis on that aspect of careers in many traditional Key Stage 4 materials. Thirdly, much of the Key Stage 4 material is designed to be used with class size groups in a traditional academic setting, taught in a less than active manner. In my experience many trainees are switched off to that type of learning environment, hence their inability to thrive academically in a school setting, so to then try and motivate them to career plan using a style that is known to fail with this particular client group, seems pointless to me.

So with these thoughts in mind we set about producing this pack. What we have tried to do is take a more active and participative approach drawing on Mark’s experiences of working closely with training providers and this client group. We have also included materials that have a proven track record of working with this kind of client group and have adapted them to fit into a coherent programme.

## Links with the National Framework

The pack comprises three main sections to reflect the national framework and every session has been mapped to the learning outcomes within it:

### Part 1: Self development - Understand themselves and the influences on them.

- 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 self guided exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work

Training sessions 1 to 13 focus on this aspect of career planning.

### Part 2: Career exploration - Investigate opportunities in learning and work.

- 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

Training sessions 14 to 18 focus on this aspect of career planning with a strong emphasis on Jobs as a careers option.

### **Part 3: Career management - Make and adjust plans to manage change and transition.**

- 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 applications 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

Training sessions 19 to 33 focus on this aspect of career planning, again with an emphasis on job hunting techniques.

Careers Train aims to be applicable to learners both on e2e and Work Based Learning. We recognise that while all the exercises are applicable to e2e learners, not all are applicable to those on apprenticeships. We have, therefore, included a section on the Learning Framework on page 6 which identifies those lessons which can be used with apprentices.

To obtain a copy of Careers Education and Guidance in England, A National Framework 11-19 contact:

DfES Publications, PO Box 5050, Sherwood Park,  
Annesley, Nottingham NG15 0DJ  
Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
E-mail: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)  
Please quote ref: DfES/0163/2003

For government documents relating to e2e visit the Learning and Skills Council site at [www.lsc.gov.uk](http://www.lsc.gov.uk)

This contains the e2e entitlement framework, e2e passport and information for providers. For information on curriculum developments on e2e go to the Quality Improvement Agency website at [www.qia.org.uk](http://www.qia.org.uk). For government documents on apprenticeships visit [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk).

## **Scotland and Wales**

Although not covered by the National Framework and not having the e2e programmes, these materials should be suitable for trainees in Scotland on the Get Ready for Work training programmes and trainees in Wales on the Skill Build training programmes.

## **Key Skills**

We have also included possible links between each lesson's activities and the 6 key skills:

- Communication
- Application of number
- Information technology
- Working with others
- Problem solving
- Improving own learning and performance

for those organisations trying to integrate careers education and key skills teaching. Further details can be found within the Key Skills Units 2000 published by the Qualifications and Curriculum Authority (QCA), available from their website at [www.qca.org.uk](http://www.qca.org.uk).

## **Progress File**

Unfortunately the DfES decided to discontinue these materials in April 2006. However as they removed copyright from them it is hoped organisations will continue to reproduce and use them. Where possible sessions have been mapped against the three levels of Progress File - Getting Started, Moving On and Widening Horizons.

## **Initial Assessment**

The pack contains a set of 'trainee friendly' materials designed to help trainees begin to record their views on their own experiences and development in relation to the headings which occur in the e2e Initial Assessment Summary\*. In addition, the session on Learning Styles is designed to help trainees identify their preferred learning styles. Once completed, these two sets of materials could then be used as the basis for a discussion with each trainee as to what will be

documented on the official Initial Assessment Summary form.

## APIR

The Initial Assessment materials can also be used to inform aspects of the APIR process as the areas they touch upon complement many of the 18 factors within the Connexions APIR Framework. In particular they relate well to the Education and Employment sector of the framework and within that, the Participation and Achievement elements\*. A Personal Advisor or Training Provider could use these materials, in conjunction with the APIR profiling kit, to inform their assessment of the young people.

The Initial Assessment materials might also help a Training Provider to identify, with trainees, options for them to pursue in the areas of Personal and Social Development, Vocational Development and Basic and Key Skills, in line with the e2e programme framework.

\*We have also included some materials at the back of the pack to address the issue of health and housing but as the focus of this pack is careers and personal development we have mainly concentrated on these areas.

## How the pack can be used

The pack has been designed as a self contained careers programme but could also be dipped into to enrich an existing programme. Each session plan contains details of the resources needed for that session, the session outline and notes on things to watch out for or prepare in advance. Some sessions do need prior preparation and these have been flagged up in the contents pages.

***All the sessions are designed to last one hour unless otherwise stated in the Notes section.***

A number of the sessions offer alternative approaches to delivery and you will need to decide which method suits you and your trainees best.

The programme is designed to introduce trainees to careers education. It does not provide a practical strategy for careers guidance. You will need to establish ways in which this programme can be interlinked with your programme's guidance processes so that trainees are given the opportunity to reflect on what they have learnt from the group activities and the implications of that for their own personal career plans. You may also want to substitute your own reviewing, action

planning and career planning materials for those provided in this pack.

## Evaluation, Review and ALI

It is crucial that any programme of education is regularly reviewed and evaluated. You may wish to do this after each session or at the end of each section of the programme or at the end. With that in mind we have included some evaluation sheets at the end of the pack that you may wish to use with staff and trainees. Alternatively you may wish to use your own paperwork.

Also effective evaluation and reviewing of the programme will support your self assessment process. ALI makes reference to the delivery of careers education and guidance under section 4 of the common inspection framework 'How well are learners guided and supported?'

Finally, the National Picture

The report Entry to Employment: Looking back over the first year and forward to the future had 11 Recommendations for action. Two of these were:

develop more innovative and engaging approaches to jobsearch training  
set clear, measurable and realistic targets for learners in all three strands of the programme and use these targets as part of the review process

Meanwhile, in his Annual Report 2003 - 4, the Chief Inspector of ALI noted in his 5 key challenges for Foundation Programs that courses should be developed on the principle that people learn best when they understand the purpose of their learning and are well motivated.

In 2005, the Youth Matters Green Paper and the 14-19 Education and Skills White Paper placed a renewed emphasis on the delivery of information, advice and guidance in all institutions.

We believe that Careers Train plays its part in supporting the aims of these reports. It uses Initial Assessment to place the aspirations of the trainee at the heart of the programme. Then its inventive and novel career planning materials helps to inspire them to work to the goals that they have set. We hope that when you have used the materials you too will share in our conviction.

A Learning Framework		Apprentices			National Framework for CEG			Progress File			Key Skills			
Lesson			Self development	Career exploration	Career management	Getting started	Moving on	Widening Horizons	Communication	Working with others	Problem solving	IT	Improving own learning	
1	Introduction to the programme								■	■				
2	This is me		■						■	■				
3	Initial Assessment	■	■			■	■		■				■	
4	How do you learn?	■	■			■	■	■	■	■	■			
5	Skills Employers want		■	■		■	■	■	■	■				
6	Employers want and I can ..		■	■		■	■	■	■	■	■			
7	What do I want from work		■				■	■	■	■				
8	What sort of job do I want?		■	■				■	■	■	■	■		
9	Being more confident	■	■			■	■	■	■	■				
10	Being more assertive	■	■			■	■	■	■	■				
11	Stereotyping	■	■						■	■				
12	How others see me		■			■	■		■	■				
13	Planning Ahead		■						■	■	■		■	
14	Researching my options			■			■		■	■		■		
15	Modern Apprenticeships			■			■		■	■	■			
16	Further Education			■			■		■	■	■			
17	Jobs and the Labour Market			■			■		■	■				
18	Finding job vacancies	■		■			■		■	■	■			
19	Making career decisions	■			■		■	■	■	■	■			
20	Long and short term gains	■			■		■	■	■	■				
21	Analysing job vacancies	■			■	■	■	■	■	■	■			
22	Selling yourself	■			■		■	■	■	■	■			
23	Producing a CV	■			■		■	■	■	■	■	■	■	
24	Application forms	■			■		■	■	■	■			■	
25	Letter writing	■			■		■	■	■	■				
26	Job interviews	■			■		■	■	■	■			■	
27	Responsibilities at work	■			■		■	■	■	■	■			
28	Time management at work	■			■		■	■	■	■	■			
29	Talk before you walk, look before you leap				■		■		■	■	■			
30	Managing your money	■			■		■		■	■	■			
31	Asking for help in the future	■			■		■		■	■	■			
32	Career planning in the future	■			■		■		■	■	■		■	
33	Evaluation and goodbye	■	■						■	■	■		■	

## Useful information

Some of the activities refer trainees to possible sources of help for dealing with things like low pay, discrimination or unfair treatment at work. The addresses provided below are only a starting point to find out what help is available. There may be many more local agencies which you can usefully direct trainees towards so you will need to research these yourself beforehand. Alternatively your local Connexions/Careers Centre may be able to provide you with information and/or leaflets about all the local sources of help for young people, so it would be worth checking this out with your link Personal/Careers Adviser.

### Sex Discrimination

Equal Opportunities Commission, Arndale House, Arndale Centre, Manchester M4 3EQ  
Tel: 0845 601 5901 Fax: 0161 838 8312 Email: info@eoc.org.uk Website: www.eoc.org.uk

### Race Discrimination

Commission for Racial Equality, St Dunstan's House, 201-11 Borough High Street, London SE1 1GZ  
Tel: 020 7939 0000 Fax: 020 7939 0004 Email: info@cre.gov.uk Website: www.cre.gov.uk

### Disability Discrimination

Disability Employment Advisers - any Jobcentre

SKILL, National Bureau for Students with Disabilities, 4th Floor, Chapter House, 18-20 Crucifix Lane, London SE1 3JW  
Tel: 020 7450 0620 Minicom 0800 328 5050 Fax: 020 7450 0650 Email: info@skill.org.uk Website: www.skill.org.uk

### Rehabilitation of Offenders

Local probation offices (see Telephone Directory for addresses and telephone numbers)

### Equal Pay

Equal Opportunities Commission, Arndale House, Arndale Centre, Manchester M4 3EQ  
Tel: 0845 601 5901 Fax: 0161 838 1733 Email: info@eoc.org.uk Website: www.eoc.org.uk

### Low Pay

National Minimum Wage Helpline - Tel: 0845 6000 678 Website: www.dti.gov.uk/er/nmw

## Depression and Other Health Issues

The Mental Health Foundation, London Office, 9th Floor, Sea Containers House, 20 Upper Ground, London, SE1 9QB  
Tel: 020 7803 1100 Fax: 020 7803 1111 Email: mhf@mhf.org.uk Website: www.mental-health.org.uk

### Mind

15-19 Broadway, London E15 4BQ  
Tel: Mindinfo 0845 766 0163 Email: contact@mind.org.uk Website: www.mind.org.uk

### NHS Direct

Tel: 0845 4647 Website: www.nhsdirect.nhs.uk

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\* Requires some prior preparation

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# Welcome and introduction

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## Aim

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- To introduce trainees to the programme and encourage them to talk to each other and get to know each other better
- To give students the opportunity to share and discuss their reasons for coming into work based learning
- To help trainees to agree what rights they have within the programme but also what responsibilities they have too

## Resources

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Copies of the *Find someone who ..* worksheet on page 78 or the alternative *Find Someone Who .. (2)* worksheet on page 79

4 pre written flipcharts as per page 81

Sets of the *Rights and Responsibilities cards* on pages 82 and 83

A copy of the *Tutor notes on the Rights and Responsibilities cards* on page 84

Flipchart or board and pens

Blu tac

Optional: *Alternative Ice Breakers* on page 80

Optional: *CEG Entitlement Statement* on page 85

## Notes

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Point 3: With the *Find someone who ..* exercise, if your group is larger than 24 you will need to create some more statements or use both versions of the worksheet simultaneously. If, however, there are less than 24 you might want to let them just fill enough in to cover the group or ask them to keep going, using people for more than one answer. If you are unhappy with this ice breaker there are some alternatives on page 80 that you might like to try.

Point 5: It is a good idea to keep the 4 flipcharts produced to use in the final evaluation session at the end of the programme - see Session 33.

Point 7: You may want to do your own version of your rights and responsibilities as a tutor to display alongside theirs. For example, you have a right to expect them to turn up, respect you, listen, etc. and you have a responsibility to listen to them, organise the training properly, help them deal with problems, etc.

## Method

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1. Explain to the trainees that over the next few weeks they will be taking part in a series of careers sessions which are designed to help them to sort out what will happen to them in the future. They will look at and think about (it might be useful to have these written up on a flipchart or on a board):

- their interests and skills
- how they learn best
- what motivates them and what they would like to achieve
- what their career options might be
- how to find out about those options
- how to develop a plan for their future
- how to make a plan happen
- how to track down jobs and apply for them
- how to do well in interviews
- how to deal with problems that might arise in new jobs
- how to leave jobs that are wrong for them (there is a right and a wrong way to do this)
- how to keep control of their career plans and get help if things start to go wrong

2. Then explain that the programme is not going to be a lot of boring lessons where they sit in rows and listen to you talk! They will be asked to do things and try things out so it is important that they feel comfortable in this group. So to start with you want them to spend a bit of time getting to know each other. They don't need to know loads of people, three or four is fine, but it can take time to find those people we get on with and who can become our mates (if they already have mates in the group it doesn't hurt to get to know other people better), so in this session you want to try and speed this 'getting to know you' process up a bit.

3. Give out the worksheet *Find someone who ..* (or the alternative *Find Someone Who (2)* worksheet) and explain that they have to go round the room finding one name to go against each statement. Point out that there can be no swapping of names once they are written on the sheet and each name can only appear once.

4. Ask them to sit down. Point out that they now know something different about each person in the group. Ask them if they were surprised by any of them. Then stress that we are all different and we must respect everyone's right

to be who they are. We may feel more comfortable with people who are like us but if we only ever spend time with like minded people we could miss out on things that they don't know about. Also, when they get a job they will be working with all sorts of people, some they will like and some they will dislike but they need to learn to get on with all sorts of people if they are to survive in different workplaces - so it's a good idea to start now. Point out that they don't have to be close friends with everyone but they do need to be friendly and respectful.

5. Then explain that as well as feeling comfortable in the group they need to be clear about why they are doing this training if they are to make the most of it and use it as the basis for career planning. Now stick up 4 pieces of flipchart on the walls or lay them out on tables or workbenches, each with one of the headings from page 81. Ask the group to go round the flipcharts and write one thing on each chart. Then ask them to sit down again. (If they are poor writers you stand by each flipchart and get them to call out but this is less active and more inhibiting).
6. Then look at each flipchart and use each heading to make some of the points listed on page 81. Finish this bit of the session by stressing that they need to work out some sort of reasons for doing the training in their heads otherwise their motivation will collapse, especially if they find parts of the training hard.
7. Then put them into groups of 3-4 and give each group a set of *Rights and Responsibilities cards*. Ask them to read the cards and then pick 5 Rights and 5 Responsibilities which they think are important for them whilst on this programme of training. Obviously some of these are serious and some are jokes but don't comment on any of them.
8. Then ask them to call out their choices of Rights and write them up on the board. Some will choose the joke ones. Write these up as well and deal with them - see the *Tutor notes* for ideas as to how to deal with them. Pick out points to discuss. If they have a right to good training this doesn't mean the tutors can make them learn. They must want to. They should expect some training to be boring, but if they are not learning anything that is different (they should discuss it with you, as their tutor). Try to stress the balance between what the training centre and the tutors must give and what they must give as trainees. At this point you may want to introduce trainees to any codes of conduct, learning agreements or entitlement agreements (see page 85 for a possible entitlement statement).
9. Finish by pointing out that being a successful trainee is as much about an attitude of mind as it is about learning how to do things. They need to be positive about themselves, about other people and about their own training.

## Careers Train

self development theme

### Learning Outcomes

#### Self development

- use review, reflection and action planning to make progress and support career development
- use self guided exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work

#### Career management

- understand what employers look for in relation to work, appreciate their rights and responsibilities in learning and work, and know where to get help

### Key skills links

#### Communication

- contribute to a discussion
- read and summarise information

#### Working with others

- work co-operatively with others

### Progress File links

Non applicable