

Careers *Express*

a 2 year careers programme for advanced level students

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Nalayini Thambar & Jackie Hartley

Acknowledgements:

Nalayini says: I have worked with many colleagues in the careers service and in schools and HE institutions who have encouraged and inspired me in my work. However, I would particularly like to thank Michael Willmot for supporting me and allowing me to 'do my own thing' while developing and delivering a programme of careers education and guidance. I am also grateful to the tutor team for trusting me, using my lesson plans and providing invaluable feedback.

Thanks also to all the students that I had the privilege of working with at the centre, from GCSE results' day through to university entrance and the world of work. I hope they enjoyed it all as much as I did and will continue to be successful in their studies and employment.

Jackie says: I would like to thank Nalayini for doing this with me, oh the fun we had! And Mike, as ever, for being my partner in all things.

Thanks to Julie Bhagat for updating the 2010 version.

*Published by ~
Highflyers Publishing Ltd
1st edition October 1998
2nd edition September 2000
3rd edition September 2001
4th edition July 2002
5th edition July 2003
6th edition July 2004
Updated July 2005
Updated July 2006
Updated August 2007
Updated March 2008
Updated April 2009
Updated June 2010
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*ISBN: 1 903449 29 4
ISBN 13: 978 1 903449 29 5*

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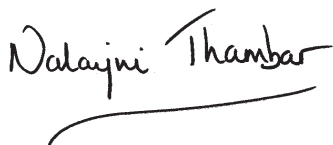
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Foreword

Throughout my career I have worked in areas with contrasting socio-economic influences and at least part of my caseload has always included post 16 students. Although the students have had different lifestyles and expectations there have always been common denominators - the confusion of excitement and uncertainty that early adulthood brings, the sense that the decision at 18 is highly significant for their long-term plans, the baffling range of information available on higher education, and a dearth of information available on employment.

It was challenging to have responsibility for careers education and guidance in a sixth form centre where students generally had little or no tradition of post 16 education in their families. There was little familial influence on which path they took and often no footsteps in which they could follow. The discussion about and subsequent introduction of means-tested tuition fees while I was there seemed to affect student choice from the word go and in many cases changed the attitude of those applying to university. From an opportunity to experience life, the universe and everything and fit some study in around that, higher education is increasingly seen as a financial investment where the returns and rewards are as important as the process. In this context the demand for sound careers education and advice at 'sixth form' level is probably greater than it ever has been before.

It was while working at the centre that I developed many of the materials that I have included here. Anyone who has had to watch their students drift into a deep sleep despite themselves as the whole process of university applications is explained will, I hope, welcome a more 'hands on' approach wherever possible. I also hope that we have addressed the challenge of keeping students interested in employment, a year out or further education, equally engaged in careers education throughout the two years.




Nalayini Thambar

Working with students who are considering staying on in further education, it has often struck me how little they really know about what they have let themselves in for. The message that staying on in education and getting more qualifications 'is a good thing to do' has been getting through. What students have more difficulty hearing is how demanding study at this level can be, how organised and self disciplined they will need to be to succeed and how academic success alone will not guarantee automatic entry into the land of interesting and well paid careers. Further education without career planning is a bit like preparing for an expedition without knowing where you are going. If we encourage students to take on this challenge we must also help them work out where they are going and what they need to get there.

In this pack we have tried to provide a range of materials and approaches to help students explore all the options open to them. Many of the exercises have been used very successfully with students, and some have been adapted from earlier, less robust prototypes. Covering all the major options including higher education, taking time out and looking for employment, we have structured the programme in such a way that it fits in with important external timetables and deadlines. Although this approach can give some terms a bit of a mixed bag feel we think this is unavoidable if this programme is to be used as a scheme of work. Alternatively, the materials can be used as set pieces to enhance existing programmes or put together in modules to reflect specific options, that is entirely up to you, the user.

I have children of my own who have struggled with the demands of further and higher education and the complexities of choosing their next steps. In my present post I work with undergraduates struggling with the aftermath of choices made during their further education studies. I know from experience the importance of good career planning and decision making at this stage. This pack is our small contribution and if it helps only a few students to make better choices it will have been worth all the effort.



Jackie Hartley

About this resource

This pack has been designed to provide a lesson a week, each week, for 2 years for students studying in Further Education. It covers all the major careers topics that students in post 16 education need to address. However, it also addresses more general tutorial topics like settling in and revision skills. All these topics are blended together to form a comprehensive tutorial programme which is then timetabled in line with key deadlines such as the UCAS applications deadlines.

How to use this resource

The materials in this pack can either be used as a scheme of work for a tutorial programme for students on 2 year advanced level courses - either A level or vocational Advanced level courses. The one area that might need some additional work is applying for Art and Design courses through Route B in UCAS, which is not covered within this pack - though the lessons on university interviews should help a little with preparation for portfolio interviews. The materials can also be cannibalised to create a reduced programme for students on 1 year programmes. Alternatively the materials can be broken down into modules based around major topics such as Career Planning, Higher Education and the UCAS system, Job Hunting and then used to enhance an existing programme.

Notes on this term

It is very important to read the notes on this term, which precede each term's lesson plans, as they give very early warning of things that need sorting out in advance if the programme is to run smoothly.

The lesson plans

Each lesson plan, under the *Method* heading, outlines the activities to take place. The *Resources* required are listed and the materials such as worksheets, handouts, Slides and tutor notes can be found at the back of the pack. The recommended *Time* is only a guide as most of the lessons can be expanded or contracted by allowing more or less time for the active elements. The *Aims* of each lesson are stated and the *Notes* section includes comments which stem from actual experience of teaching this type of student group. The *Preparation for next week* is an early warning of things that need doing before the next lesson.

Learning outcomes

We have also included possible learning outcomes for each lesson. These have been taken from *Careers Education and Guidance in England A National Framework 11-19* which identifies suggested learning outcomes for post 16 as:

Self development

- 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 opportunity and respect for diversity
- evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately

Career exploration

- identify the strengths and weaknesses of different future work scenarios and 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 HE 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

Career management

- 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
- Copies of this document have been sent to all schools and colleges and further copies can be downloaded or ordered from www.teachernet.gov.uk

Key skills links

We have also included possible links between each lessons activities and the 6 keyskills - 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: Standards and guidance 2004 published by the Qualifications and Curriculum Authority (QCA), available from their website at www.qca.org.uk, or via the QCA Orderline on 020 7509 5556, order reference QCA/04/1272/p.

Warning - please note that the information in this pack was correct at the time of going to press. However, education policies and procedures change regularly and Highflyers Publishing Ltd cannot be held responsible where information is no longer correct. Please check the information before using it. Thank you.

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W	worksheet
Slide	powerpoint slide/whiteboard
F	flipchart
H	handout
TN	tutor notes

Year 12 term 1

Term planner

<i>Lesson plan</i>	<i>page</i>	<i>Linked resources on...</i>		<i>page</i>
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		What we need is	S	118
		Our reasons for staying on	F	119
2. Getting to know you	12	Getting to know you	W	120
3. Getting organised	14	Get organised	S	121
		Learn to drive	W	122
		Get a part-time job	W	123
		Get organised	W	124
4. Looking back, looking forward	16	Looking back, looking forward	W	125
5. All of me	18	General Skills	S	126
		Specific Skills	S	127
		For this type of work/study you need	W	128
		Doing this already	W	129
		Could be doing this as well	W	130
* 6. Also available	20	Opportunities factfile	W	131
* 7. The careers calendar	22	Planning for the future quiz	W	132
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8. Review	24	Review	W	137

W worksheet
S overhead transparency
F flipchart
H handout
TN tutor notes

* These lessons require preparation well in advance.
See Notes on this term.

Notes on this term

This term concentrates on helping the students to settle in and get to know the other learners in their group. It also looks at general issues like looking after themselves as learners and also being aware of the activities they may need to get involved in, alongside studying, if they are to be strong candidates for university places or employment.

For lesson 6, if you choose to use speakers, you will need to identify who you want to come in and then contact them to ascertain if they can help. The aim of this session is to encourage students to get involved in things other than their studies. You could bring in staff to talk about any enrichment courses you offer (IT, languages, etc); staff to talk about other groups active in your institution (drama groups, young enterprise projects, sports teams, etc). You could bring in speakers to talk about local volunteering schemes, primary reading schemes, peer mentoring schemes, etc.

Lesson 7 would be best run in a careers or connexions library or somewhere where the students could have access to careers resources so that you can remind them of the information that is available to help them over the coming years. You will also need to arrange for your careers adviser to be available to talk about their role and the help they can provide.

For the final lesson, if time is short, you may want to ask them at the end of week 7's lesson to write a Christmas song for the following week. Then you can use the time in the last lesson to listen to their rendition of their songs, as well as evaluating the terms programme.

It is also useful, with next term in mind, to check out whether there are any Higher Education fairs taking place in your area and if so to get dates and venues.

You also need to check that your institution has purchased some basic post 16 resources, some of which you will need next term, to be able to run the sessions in this programme. For details of suitable resources and websites see Appendices 1 and 2 on pages 259 to 264.



Throughout the pack, whenever the teaching resources refer to the UCAS system they will carry this UCAS symbol. It is important to be aware that the UCAS system does change so you will need to keep up to date with that and then check that the lessons in this pack are still correct. Check the UCAS website at www.ucas.com for details of current procedures and talk to your careers or personal adviser.

UCAS now requests that all applications be completed and submitted using UCAS Apply which can be accessed via the UCAS website www.ucas.com. You will need to be clear how this is being managed in your institution and make yourself familiar with the appropriate passwords/ buzz words needed to operate the system in your institution.

I will survive

Aim

1. To encourage students to get to know each other better.
2. To get students to consider their needs as learners.
3. To give students the opportunity to share and discuss their reasons for coming into post 16 education.

Time

1 hour depending on the amount of discussion.

Resources

- One copy per student of the *Washed up on an island* worksheet on page 117
- A slide of *What we need is..* on page 118
- Flipchart paper, pens and blu tac
- Tutor copy of flipchart master *Our reasons for staying on ..* on page 119

Notes

Some students find post 16 education a difficult process because they cannot make friends quickly enough. It is very important to try and help students to get to know each other, fit in, feel they belong and make friends.

Method

1. Welcome the group into Year 12. Outline the aims of the session. Point out that some of them may have known each other all their lives, others may not know anyone in the room and everyone else will fall somewhere in between. They will all develop friendships over time but this process does need a bit of a kick start. This lesson is designed to try and do this. Explain that rather than do formal introductions they are going to be asked to work in small groups at first.
2. Ask the students to get into groups of 3. (You may want to designate the groups if they are totally new and shy with each other or to prevent friendship cliques from working together). Ask them to briefly introduce themselves to each other.
3. Give everyone a copy of the worksheet *Washed up on an island*. Ask them to read it and try to agree between themselves what they think the survivors would do at each point in the story.
4. Ask them to feedback their answers to the whole group. (You may need to go round the groups asking for their answers at this stage in the programme.) Write them up on a board. Take all the suggestions for Day 1 first. Then take all the suggestions for Day 2 and so on. Once you have all their suggestions you need to pull them together to show:
 - a) the answers to day 1 predominantly relate to basic survival
 - b) the answers to day 2 predominantly relate to establishing security
 - c) week 3's relate to group organisation and interaction
 - d) month 8's relate to personal preferences and goals
5. Show the Slide of *What we need is...* Stress that as humans we address our needs in an order of priority. So, for example, the survivors would not be concerned with week 3 issues on day 1. Point out that that hierarchy of needs applies to learning too. At the most basic level we cannot learn if we are cold, hungry, thirsty, tired, needing the toilet, etc. So if they want to learn they need to make sure they come to class:
 1. dressed properly for the weather,
 2. having eaten/drunk something so they are not starving thirsty,
 3. need to get some sleep - not early to bed every night but sensible, etc. They need to look after themselves as biological

Learning Outcomes

Self development

- undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets

Career management

- take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future

Key skills links

Communication

- Contribute to a group discussion
- Make a presentation, with illustration

Working with others

- Plan and agree work with others
- Work co-operatively with others

Preparation for next week

You will need to photocopy/print some worksheets - see next week's resources for page numbers.

human beings before they can even begin to learn things.

At the next level we cannot learn if we feel insecure. This can happen in a number of ways. We may not feel secure in a group if we:

1. don't know anyone in the group (hence today)
2. haven't prepared any work
3. haven't brought correct materials along
4. can't follow what is being taught in this or other classes
5. have problems outside the classroom which are worrying us

They can help themselves feel more secure within a group by trying to get to know people, by doing some work, by asking for help in class, by asking for help outside class (personal counselling etc).

At the next level, once our basic biological needs have been addressed and our sense of security has been established, we cannot learn without motivation, so we need to be clear about why we are doing this. Otherwise they might end up thinking 'What's the point, I can't be bothered!' They have to have goals, purpose, and some sort of personal motivation for studying - it might be getting a place at university, getting a better job, avoiding having to look for work, whatever, but they must be clear **Why** they are doing this.

6. Now ask them to double up to groups of 6 and briefly introduce themselves again. Give each group a piece of flipchart paper and ask them to divide it into 4 sections and write in the headings shown on the tutors master flipchart *Our reasons for staying on ..* on page 119. Ask them to brainstorm all their ideas and reasons, as a group, for each heading.
7. Ask the groups to either display their flipchart and you ask them to explain points made, or get them to present their flipchart.
8. Finish off by stressing that they need good reasons for staying on otherwise their motivation might slip in the face of the pressures listed in box B. They must be clear about their reasons and then look after themselves as learners.
9. Thank them for participating and encourage them to continue to try and get to know each other in the coming weeks.

Getting to know you

Aim

1. To encourage students to get to know each other better.
2. To get students to consider their rights as learners and their responsibilities as learners.

Method

1. Remind them that last week they looked at what their needs might be as learners and how they needed to take care of themselves as learners. Point out that one of their needs will be to feel secure and as if they belong. This process is helped if they can get to know other people. 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 friends. (If they already have friends within the group it doesn't hurt to get to know other people better.) In this session we want to spend a bit of time trying to get to know each other better.

Time

1 hour depending on the the amount of discussion.

2. Give out the worksheet *Getting to know you* and explain that they have to go around the room finding one name to go against each statement.

3. Ask them to sit down. Say you hope they enjoyed that and got a bit of an insight into others from it. Then stress that we are all different, UNIQUE individuals and what a dull place this would be if we were not. Differences make life rich, colourful and interesting and we must respect everyone's right to be who they are. We may feel more comfortable with people who have similar interests to us, but if we only ever spend time with like minded people our lives will be less interesting. Point out that they don't have to be close friends with everyone, but respectful, friendly colleagues will make life better for everyone.

Resources

- One copy per student of the worksheet *Getting to know you* on page 120
- Flipchart paper and pens.
- Blu-tac.

4. Put them into groups of 3-4 and ask them to brainstorm onto a flip chart their rights and responsibilities as students.
Rights (what do we have a right to expect as learners) give examples such as proper facilities, structured courses, etc.
Responsibilities (what have we a responsibility to do as learners) give examples such as attend, respect others, etc.
5. Collect in the sheets and display them. Pick out points to discuss. If they have a right to good teaching this doesn't mean the teachers can make them learn. They must want to. They should expect some lessons to be boring, but if they are not informative and instructional that is different (they should discuss it with you, as their tutor). Try to stress the balance between what the institution and the teachers must give and what they must give as learners. You may want to do your own version of your rights and responsibilities as a tutor to display alongside theirs.

Learning Outcomes

Self 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

Career management

- take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future

Key skills links

Communication

- Contribute to a group discussion
- Make a presentation, with illustration

Working with others

- Plan and agree work with others
- Work co-operatively with others

Preparation for next week

You will need to photocopy/print some worksheets.

You will need to produce a slide and have a projector and screen available in your teaching room.

See next week's resources for worksheet and Slide page numbers.

At this point you may want to introduce student charters or codes of conduct.

6. Finish by pointing out that being a successful student is as much about an attitude of mind as it is about studying subjects. They need to be positive about themselves, about other people and about their own learning.