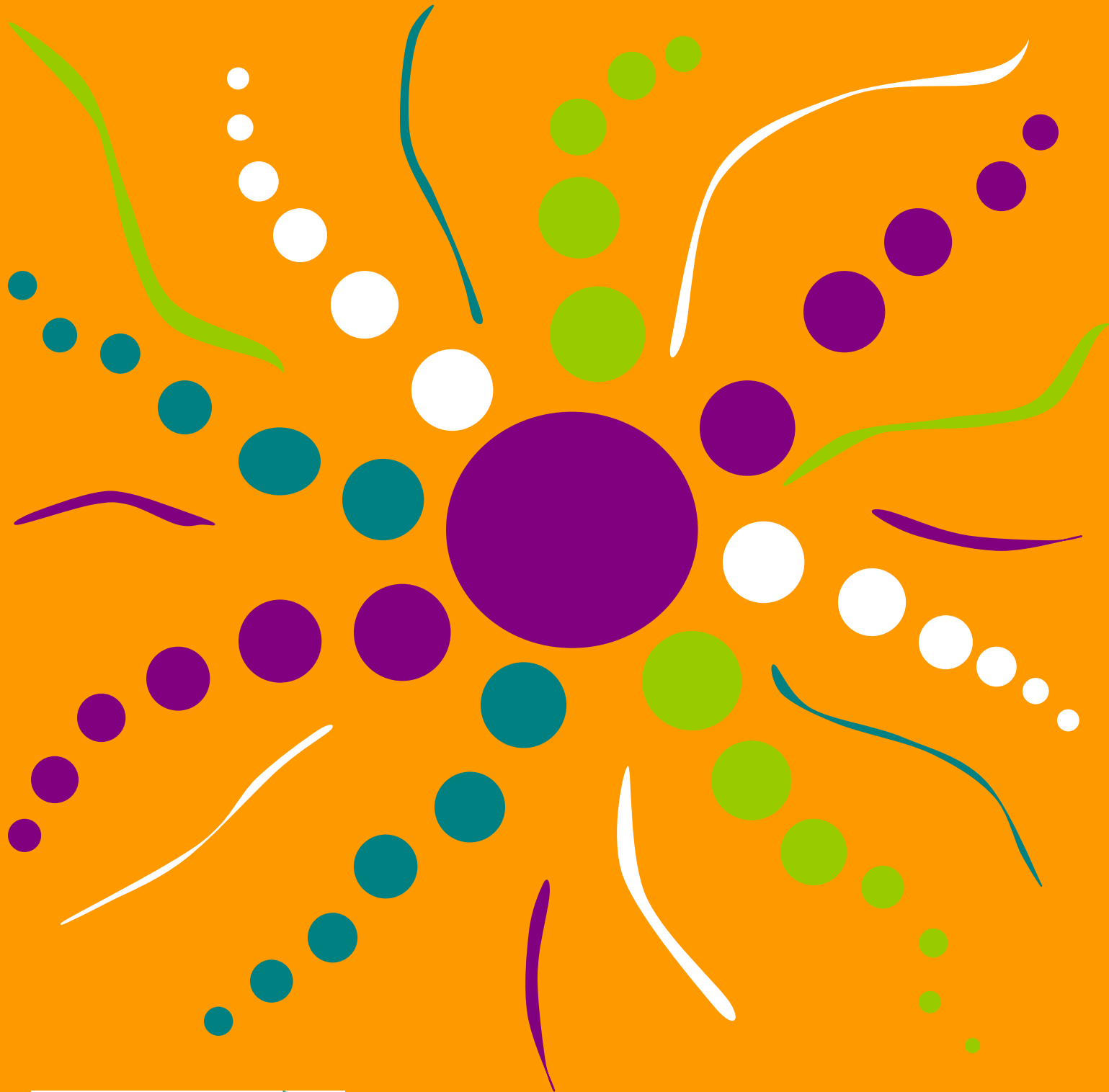


# Supporting Young People

A tutor's guide to Careers work in years 7 and 8



# Supporting young people: A tutor's guide to Careers work in years 7 and 8

## Section One: Supporting Choices

1. Why do young people need help with their career choices in years 7 and 8?
2. Your role in supporting young people's choices
3. Supporting choices
- 4 & 5 Aspects of the curriculum that help students make career choices
6. How does the personal development curriculum help students?
7. What is careers education & guidance?
8. Delivering Careers Education in Years 7 & 8
9. Sources of careers information
10. Useful Websites
11. Using Careers Information
12. Advice and guidance
13. Individual learning planning
14. Connexions – a provider of information, advice and guidance
15. Guiding your tutor group in years 7 and 8

## Section Two: 14-19 Choices

16. Supporting 14-19 choices
- 17 & 18 Key Stage 4 choices
19. Post-16 Choices
20. The National Qualifications Framework (NQF)
21. The National Qualifications Framework (NQF) information table
22. What you can do with the National Qualifications Framework

## Section Three: Wider Issues

23. Keeping students on track
24. Personal Safety
25. Money Matters
26. 27 & 28 Employment Laws
29. Health Related Matters

## Section Four: Glossary

30. Glossary

# Why do young people need help with their career choices in years 7 and 8?

During Years 7 & 8 students will have a number of concerns, which could be:

- How can I improve my work at Key stage 3?
- How will I know what courses will be the right ones for me?
- Do any subjects reflect my preferred learning style?
- Where can I go for further advice?
- How can I develop my self confidence?
- What do other people think of me?
- Do I have the right qualities or ability to do certain types of work?

In years 7 and 8 students need opportunities for reflection, and to learn to take responsibility for their own learning and development. They need to build on their experiences of transition from primary or middle school and to establish the building blocks for making future choices. Part of the tutor's role in year 7 and 8 is to assist the students so that they feel empowered to make informed choices. Changes to the 14-19 curriculum and the agenda for Every Child Matters (ECM) mean that students need to develop the skills, knowledge and attitudes to make choices at an earlier stage. Opportunities to support students to develop these skills, knowledge and attitudes to support 14-19 choices need to be built into curriculum and tutorial support structures.

This does not mean that students in Years 7 & 8 should be expected to make firm career decisions or seriously plan how to enter a specific job. At this age, many students will be at the 'fantasy' stage in terms of career ideas. However, by giving the students a greater understanding of the world of work, teachers can help to move them from this early stage to a more informed and more realistic stage of career thinking. This will open their eyes to the range of opportunities and target their learning so that they have the widest choice for the future. In addition it will contribute to raising aspirations so that they are ready to make choices in Year 9.

## How should I use this pack?

- As a reference resource
- As a series of information sheets and checklists with suggested activities – the activities are in boxes next to the "Do" icon
- Use the "at a glance" icons to choose the information that might be most help to you.

## Key to symbols used



# Your role in supporting young people's choices

You are a facilitator – you are not expected to be a career expert. You already provide support for students with important personal and academic issues. Helping them plan for the future and giving them goals is another part of your role and it will motivate your students.

## What you can do

As a tutor your students may ask you about the suitability of a career or course.

As a tutor do you.....

- Encourage your students to use Careers Information (Page 9)
- Support your students with Individual Learning Plans (Page 13)
- Talk to your group about what they enjoy and how it might relate to their future

## Your school may ask you to support these activities through:

- Teaching careers lessons through timetabled PSHE Education
- Personal tutoring
- Mentoring
- Target setting
- One-to-one guidance in specially allocated time
- Supporting primary/middle school – secondary school transition activities
- Being involved in specially organised events or trips



# As a subject teacher the students will see you as the first person to ask about careers and courses linked to your subject

## Supporting choices

As a subject teacher do you ....



- Put up careers posters in your subject/tutor room?
- Encourage students to think about how your subject might be used in the world of work?
- Talk to students about jobs relating to your subject?
- Organise a special event promoting careers in your subject e.g. a science day or “what can I do with languages” morning?
- Use case studies of successful people in your subject – e.g. in science, arts, languages etc.
- Have a working knowledge of progression opportunities in your subject at 14, 16+ and 18+?
- Develop a bank of key vocabulary to be used by students e.g. career, jobs, occupations, qualifications, apprenticeship, training provider?

### Subject teachers could also:

- **Maths** – could set money management and personal finance tasks, or demonstrate the various applications of number in workplace settings
- **English** – could use fiction to show the variety of job opportunities and discuss planning and success and failure of these plans
- **MFL** – could use the topic of “Work” in role-play situations. Also they could look at careers abroad needing language skills
- **Technology** – could encourage students to consider the vocational side of their subject. Problem solving and decision making skills are key careers skills
- **Art** - could set a task to design careers related posters/displays etc on different occupational areas
- **Geography** – could look at local industry and the proportions of different sectors of employment – linking to Labour Market Information

# Aspects of the curriculum that help students make career choices

## What you need to know

Whilst subject knowledge and exams are important to each young person's future, students also need the curriculum to support their personal development and help them make sensible plans for the future. This helps them set goals that improve motivation and results.

Those aspects of the curriculum that are particularly relevant for preparing students for the 14-19 phase of learning are:

## Information Advice and Guidance (IAG)

From April 2008 DCSF has introduced National Standards for IAG. IAG covers a range of activities that equip young people to manage their personal and career development, including learning, and to become more self reliant.

An important element of IAG is Careers Education and Guidance.

## Careers education and guidance (CEG)

Careers education is a statutory curriculum subject from Y7-11. Careers Education helps students to develop the knowledge and skills needed to make successful choices, manage transitions in learning and move into work. Careers guidance gives students the opportunity to develop personal understanding of the knowledge and skills developed through careers education and will help students to make informed individual decisions about learning and work. This is usually a one-to-one activity between student and tutor, Personal Adviser or mentor. The Connexions Personal Adviser working in the school will also offer one-to-one discussion for some students from year 9. (For more information about Connexions see page 14)



## Personal, Social, Health and Economic Education (PSHE Education)

From September 2008 the secondary curriculum review requires schools to introduce two new programmes of study for students in Key stages 3 & 4

PSHE Education: Personal well-being – well-being of students; Social and Emotional Aspects of Learning (SEAL); Sex and relationship education and drugs education

PSHE Education: Economic well being and financial capability

- Careers Education
- Work Related Learning
- Enterprise
- Financial Capability

### Work related learning (WRL)

WRL is a statutory requirement for schools in Key Stage 4. A number of schools organise work-related learning activities in Key Stage 3, sometimes as part of their careers programme. WRL is intended to help students learn about work, for work and through work.

**Given the complementary nature of these aspects of the curriculum, good co-ordination and communication between staff is important to ensure a personal development programme that makes sense to students.**

Some schools run a complimentary programme called Learn2Learn which can be used to reinforce any of the topics above.



**For more information see your School Careers Co-ordinator.**

# How does the personal development curriculum help students?



## Relevance:

It helps students to see the relevance of their school work to the world beyond school.

Those who are not motivated by academic study have a chance to see what is required by the world of work and develop suitable skills to succeed in life.

It helps the most able and those with particular talents to see where their strengths could be applied.

For those working steadily it can help them to see what special interests and abilities they have and how they can apply them.

## Results:

The clarification of goals – whether for career, education or personal life, helps to understand the need to achieve them and improves the likelihood of their achievement  
Personal and economic well-being – CEG, WRL and personal finance education are essential contributors to students achieving the 5 outcomes of Every Child Matters, and in particular economic well being.



# What is careers education & guidance?

Careers Education and Guidance (CEG) is a statutory curriculum requirement for all students from years 7-11. The purpose of careers work in years 7 & 8 is to enable students to:

- Develop the skills and knowledge to make informed choices for Year 9
- Research their curriculum options to find out about the choices that are right for them in terms of their abilities, interests, learning styles and future career plans
- Make and adjust their plans for learning and progression
- Record, evidence and present their achievements
- Manage changes and transitions

**Careers Education** helps students develop the knowledge and skills needed to make successful choices, manage transitions in learning and move into work. Good careers education programmes will support students to make informed choices and will contribute to enabling students to achieve the 5 outcomes of Every Child Matters, in particular those of Enjoying and Achieving and Economic Well Being.

A planned programme of Careers Education should address the following three areas:

- **Self Development** – how to understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities
- **Career Exploration** – how to identify, investigate and evaluate opportunities in learning and work
- **Career management** – how to make and adjust plans to manage education and career choices, and be able to manage changes and transitions



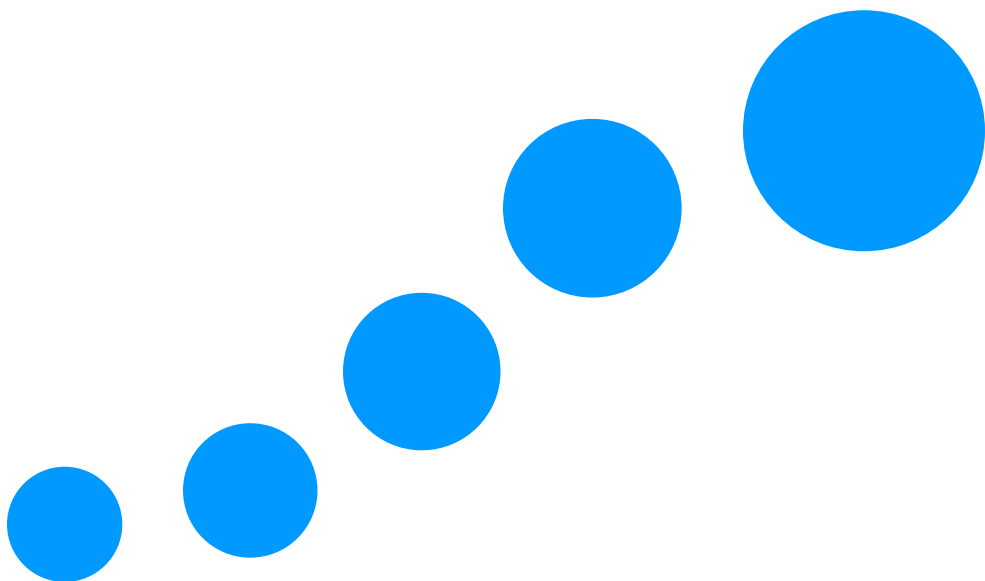
## Delivering Careers Education in Years 7 & 8

In years 7 & 8 the Careers Education programme should be focused on helping students to:

- Develop their understanding of themselves including their:
  - skills and qualities
  - likes and dislikes
  - strengths and weaknesses in school
  - hobbies and interests
  - influences on them
  - ability to plan for the future and produce strategies to help improvement
- Consider personal opportunities and choices
- Explore opportunities in learning and their understanding of the world of work

Good careers education programmes will address these areas through a range of activities such as discussion, simulations, role-play, research analysis, work-related learning and other experiential learning activities.

**Careers Guidance** complements careers education, enabling students to use the knowledge and skills they develop through careers education and work related learning to make decisions about learning and work. Its purpose is to help individuals focus on their own choices, find the answers to questions, resolve issues and make informed decisions. Few students in Years 7 & 8 will need in-depth careers guidance, however all students need opportunities to talk through their ideas, progress and plans for the future.



# Sources of careers information



Every school will have a Careers Library or a Connexions resource centre containing a careers information section. This library/resource centre will be either a separate area, part of the main school library or may be entirely ICT based. You should encourage students to explore this as soon as they arrive in the school.

You may have a careers or Connexions page on the school's website which may have links with other child friendly careers websites.

## What resources can help me to help my students?

- Printed information such as leaflets, books, directories, posters and college and university prospectuses. All students in Year 9 will be given a copy of the national Which Way Now? magazine and your school's options booklet to help understand their choices
- Audio-visual materials such as DVDs about job areas, interview preparation and applications
- Software and computer programs such as Job Explorer Database (JED), Kudos, Careerscape
- Websites (see section on useful websites) Myplan4Life

### Your careers library should also have information on the following:-

- Options at each key stage
- Learning Pathways
- Free Time
- Health
- Housing
- Law, Your Rights and Citizenship
- Money
- Relationships
- Travel and Transport
- Where to get help
- Work and training

All schools will have a careers library which may be called Young People's Information Point (YPIP). See your careers co-ordinator or Connexions PA for more details.

# Useful Websites



## 1. Local Connexions Service for young people

- [www.connexionswest.org.uk](http://www.connexionswest.org.uk)

## 2. National Careers websites for young people

- [www.connexions.gov.uk/jobs4u](http://www.connexions.gov.uk/jobs4u) - careers information and simple matching tool
- [www.connexions-direct.com](http://www.connexions-direct.com) – for 13-19 year olds
- [www.apprenticeshipsonline.org](http://www.apprenticeshipsonline.org) - The main vehicle for applying for apprenticeships

## 3. Websites for staff

### CEG

- [www.aceg.org.uk](http://www.aceg.org.uk) - the Association for Careers Education and Guidance – supporting those people involved in delivering CEG
- [www.cegnet.co.uk](http://www.cegnet.co.uk) – website support programme from the DCFS

### QUALIFICATIONS and OPTIONS

- [www.qca.org.uk](http://www.qca.org.uk) – information on curriculum requirements, guidance, case studies, skills, Personal development in the curriculum

### HIGHER EDUCATION

- [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk) – Aimhigher site with introduction and links to HE information
- [www.ucas.com](http://www.ucas.com) – UCAS website for older students and staff

### SPECIAL NEEDS

- [www.ace-ed.org.uk](http://www.ace-ed.org.uk) – for guidance on organisations providing support for students with special needs
- [www.ygt.dcsf.gov.uk](http://www.ygt.dcsf.gov.uk) – a national programme for gifted and talented, education for parents/carers staff and pupils

### LABOUR MARKET INFORMATION (LMI) or local employment opportunities

- [www.ssda.org.uk](http://www.ssda.org.uk) – Sector Skills Development Agency, providing useful information on labour market trends
- [www.learningwithsouthglos.org.uk/post14](http://www.learningwithsouthglos.org.uk/post14) - updates and information about 14-19 developments both nationally and in South Gloucestershire

### OTHERS

- [www.teachernet.gov.uk](http://www.teachernet.gov.uk) for a range of issues for teaching and learning
- [www.myplan4life.org.uk](http://www.myplan4life.org.uk) – this accesses Plan-it, Plan-it Plus, Wex Online and Futures4Me



# Using Careers Information

## To do checklist



### As a tutor, do you ...

1. Take your students to the Connexions/careers Library or Resources Centre?  
  
(It is never too early for students to start getting familiar with the resources or to check out careers and lifestyle choice information and to analyse the differences between courses and options they are looking at)
2. Ask students to research one of the routes and to present information to the class on the pros and cons?  
  
They could present the information on a poster or Powerpoint presentation
3. Discuss the different sources of careers information (media images, internet facilities, books, reference books, promotional materials as well as impartial sources such as Connexions). Which ones do the students prefer and why. Or ask students to review one source of careers information and inform the rest of the group?
4. Introduce students to the software programs and discuss the outcomes and suggestions with them?
5. Introduce students to the 14-19 Prospectus to support their planning for subject/course options in Key Stage 4 or their post-16 options?
6. Ask pairs of students to analyse several jobs using careers information (books, websites, programs etc) and to come up with commonly required skills and qualities?
7. Draw up a list of careers websites for the students to use?

**NB. Make sure you check the CEG programme to see whether such activities are already being delivered with your group as part of this programme.**



## Advice and guidance

**Advice and guidance activities** enable students to talk through their ideas before making important decisions. Its purpose is to help individuals focus on their own choices, find the answers to questions, resolve issues and make informed choices. Few students in Years 7 & 8 will need in-depth careers guidance, however all students need opportunities to talk through their ideas, progress and plans for the future.

Advice and guidance will come from many sources. The most influential 'informed' staff in schools are Careers Co-ordinators, tutors, subject teachers, Connexions Personal Advisers and mentors. It is essential that guidance about opportunities and options in learning and work is impartial – free from personal or institutional bias – and is delivered by staff who are trained and knowledgeable about 14-19 options and pathways.

Impartial advice and guidance will help students to:

- Explore their interests, abilities, values and potential and identify ways forward
- Identify and challenge 'erroneous' ideas (i.e.: those based on stereotypes, inaccurate self-image, inaccurate information)
- Explore opportunities that may have been ignored or rejected but that may have real potential for them
- Confirm their realistic opportunities, taking account of what is available and possible constraints – make sure you really know the student
- Make informed decisions and develop, test and implement an action plan

**As a personal tutor or mentor the main skills you will need to support students with their choices are the ability to:**

- Ask open questions
- Listen to their ideas
- Try to be impartial
- Give information but don't tell them what you think they should do
- Summarise verbally what you think you have heard and then help the students write down a summary
- Agree action points from your discussions with your students to be followed up
- Realise when you don't know enough and refer the student on



# Individual learning planning

Every year 9 student should produce an individual learning plan. Individual learning planning in Key Stage 3 aims to personalise a student's learning programme for Key Stage 4 and beyond. It provides a structure to help a young person plan their next steps through year 10 and 11 and to consider their future post 16 career choices.

In order to develop the skills for learning planning, a target setting programme should be in place during years 7 and 8. You can help your students by helping them to make the most of target setting.

Individual learning planning provides opportunities for reflection on progress and achievements, and plans and goals for learning and work.

## The process encourages:

- Reflection – what has happened, what has been achieved?
- Review – what has gone well and less well, and why?
- Analysis – what works, what learning styles suit, what needs to improve?
- Planning – what steps to take when planning for their 14-19 choices?

## What you can do

The following checklist is intended to encourage you to assess your current practice and provide you with a few new ideas.

## When working with students on target setting or their individual learning plans could you or do you.....



1. Explain to students that the process of developing an individual learning plan is important and valuable?
2. Ensure students understand what is going to happen, when and how?
3. Allow sufficient time for individual discussions?
4. Practise good tutoring skills - use open questions to elicit information, listen with your undivided attention, summarise what you think you have heard, and avoid telling or advising what to do?
5. Encourage the students to set their own goals and action points?
6. Together with the student, always set SMART targets? (see page 30)
7. Follow up issues of concern where requested?
8. Know when to refer students to other staff as needed – subject staff, pastoral/year leader, careers coordinator or Connexions adviser.

# Connexions – a provider of information, advice and guidance



From April 2008 Local Authorities were given the responsibility for commissioning IAG services, and in the West of England, Connexions is contracted to deliver IAG.

The Connexions service offers impartial help and support to assist students to address issues and obstacles to their progression through learning and work. Connexions Personal Advisers are an integral part of the school's guidance team and referral network. Connexions provides:

**Personal Advisers (PAs)** – trained staff who provide information, advice, guidance and support to students. In some cases this will be in-depth one-to-one work over a period of time. The Connexions PA works mainly with students from year 9 with priority given to students who are most at risk of not making a successful progression into education, employment or training, which may include students who are:

- Underachieving
- Coping with learning difficulties and/or disabilities
- Having trouble at home or school
- Involved in risky behaviour that is affecting their progress or potential
- Potential NEET (Not in education, employment or training)
- Not able to make a career decision or uncertain about their next step at 16+

Get to know the Connexions PA for your school; check how the referral system works for appointments with the PA and make sure that your students know about the role of the PA.

**Connexions centres** – provide integrated information and advice services of careers, youth, health, housing and welfare for students. Connexions Centres are usually sited in high street premises in main towns and cities and are open to all students aged 13-19.

**Curriculum support** – specialist advice, training and support for teachers to organise, deliver and develop programmes of careers education, guidance and work related learning. Contact your local Connexions Service for more information.

**Information support** – which may include local choices information booklets, websites, labour market information and help to develop your school's careers area. Contact your local Connexions service for further information.

**Connexions Direct** – Information and advice for 13-19 year olds - online, by phone or by text service. The Helpline is open 8am to 2am every day.

Telephone 080 800 13219 Text 07766413219

**Web [www.connexions-direct.com](http://www.connexions-direct.com)**

## The centres in South Gloucestershire are

Filton Branch  
28 Gloucester Road North  
Filton  
Bristol  
BS7 0SJ  
0117 969 8101

Kingswood Branch  
21-23 High Street  
Kingswood  
South Gloucestershire  
BS15 8BF  
0117 961 2760

# Guiding your tutor group in years 7 and 8



## To do checklist

With your tutor group could you or do you.....



1. Help them work out subjects they enjoy most?
2. Help them reflect on their best subjects?
3. Help them to understand why they find some subjects difficult and work out SMART targets to help them make steps to improve?
4. Discuss with students individually about their preferred learning styles and how they could improve their performance?
5. Encourage students to talk to subject staff about subjects and courses at the next key stage?
6. Encourage students to think about their skills and qualities and those they need for learning and work?
7. Ask students to give a brief presentation about their hobbies, interests, ambitions and career plans?
8. Help students to reflect on their achievements in years 7 and 8 and to develop an Individual Learning Plan?
9. Celebrate those achievements in some way such as a written record which could form part of their school report?
10. Explain what options and choices are available in the school at 14+ and 16+ and encourage them to start planning for 14-19 choices?
11. Explain the role of key people in the school – form tutor, pastoral or year leader, Careers Co-ordinator, Connexions adviser?
12. Introduce students to the careers/Connexions library?
13. Encourage students to look up courses and careers of interest to check requirements and report back to the rest of the group?
14. Help students to be able to widen their outlook using careers software such as KUDOS or the Job Explorer Database (JED)?
15. Encourage students to talk to their parents/carers about any future plans?
16. Refer students who are confused to the careers coordinator or Personal Adviser?
17. Challenge stereotypical views about learning and work?

If you need help, information or advice talk to your Careers Co-ordinator or Connexions Personal Adviser

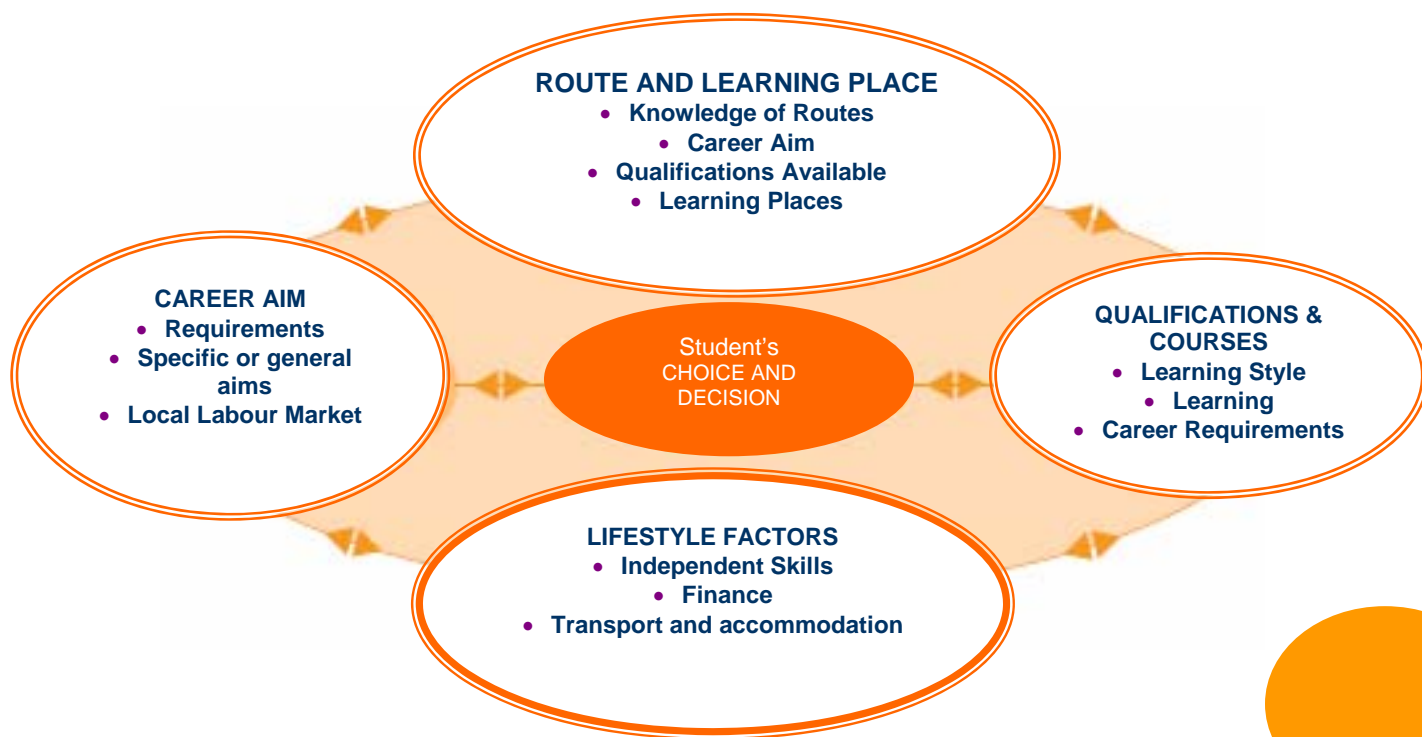
# Supporting 14 –19 Choices

## What you need to know

Although choices for Key Stage 4 are made in year 9, a considerable amount of preparatory work needs to be done before that time if the individual is to make informed choices about these options and where they may lead. All 14-19 subject/courses information will be accessible on your on-line 14-19 Area Prospectus – Futures4me.

**This diagram shows the factors that need to be taken into account for 14–19 choices.**

**It is not always a linear pathway!**



# Key Stage 4 choices

## Key Stage 4 choices

At Key Stage 4 students must follow a programme of English, maths, science, ICT, PE, citizenship, careers education, religious studies, work related and enterprise learning and sex education.

Students can now choose other subjects from arts, design and technology, humanities and modern foreign languages. There may also be other opportunities for personal development or vocational courses leading to a range of qualifications.

### General Certificate of Education (GCSE)

Many students will take a range of GCSE subjects in KS4. Assessment is mainly by written exam with some coursework and practical work. Double award GCSEs have a fuller curriculum to allow for industry links. A useful summary of the content of each GCSE subject is included within the Which Way Now? magazine, available free of charge for all students. Tel 0845 60 222 60 for copies

**GCSE short courses.** These are similar to full GCSEs with the same grades but cover fewer topics so can take only half the time to complete. These are worth ½ a GCSE.

### What is a Diploma?

The Diploma is the new flexible qualification that combines theoretical and practical learning with 'functional skills' in English, Maths and ICT.

Diplomas will be available at Levels 1, 2 & 3 in 14 sector areas as a national entitlement from 2013. In addition 3 Diplomas in subject based areas will be available from 2011 giving a total of 17 Diplomas.

From 2008 the first Diplomas will be in

- Creative and Media
- Construction and the Built Environment
- Engineering
- IT
- Society Health & Development

Levels 1 & 2 are available in KS4 and Post 16.

## **BTEC**

More and more schools in South Gloucestershire are offering these vocational qualifications at different levels and in different occupational areas. These are assessed by practical and portfolio work rather than exams.

## **NVQ**

These are more difficult for schools to offer, but not impossible, as they require assessors to judge competence. Mostly available in the work place or through College.

## **ASDAN**

Award scheme development and accreditation network, promotes the personal and social development of learners through its awards. Certificate of Personal Effectiveness (COPE) – awarded by ASDAN at Levels 1, 2 & 3.

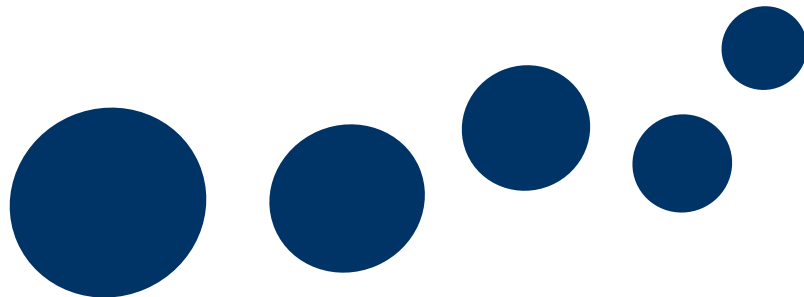
## **Increased Flexibility Programme**

This name has been used by South Gloucestershire Schools to refer to half day a week programmes at City of Bristol and Filton Colleges and at some training providers, during years 10 and 11, leading to a level 1 or level 2 vocational qualification e.g in Construction, Motor Vehicle, Hair, Childcare and Animal Care.

## **Young Apprenticeship Programme**

Available in several occupational areas, for bright motivated students leading to a level 2 vocational qualification and including 50 days work experience.

**All contribute to schools' performance tables. Please see page 17 for comparability. Points and GCSE equivalences are shown on [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**



# Post-16 choices

**Students going into Year 7 in 2008 will be subject to legislation to provide for them to stay in learning and to reach a full Level 2 qualification by the age of 18.**

This is not about staying on in school. Young people can choose between sixth form, FE College, apprenticeships and jobs with training. Increasing numbers of companies are being accredited by QCA to award qualifications.

At 16, all young people have the choice about whether they continue in education on a full-time or part time basis or leave for training and work. The next step at 16+ remains a key point of progression and transition where important decisions must be made by young people.

At 16, young people have the following option routes available to them:

## 1. Further Education (FE)

FE courses are available in:

- Further Education Colleges
- Sixth Form Colleges
- School sixth forms

There are a very wide range of courses available for young people to study in further education at all levels from Advanced Level through to Entry level. These include:

- International Baccalaureate
- Advanced Subsidiary (AS) and A levels
- Advanced level vocational Awards, Certificates and Diplomas e.g. BTEC Nationals
- Intermediate and Foundation level vocational certificates and diplomas e.g. BTEC First Diplomas, OCR certificates
- Work related qualifications e.g. National Vocational Qualifications (NVQs), City & Guilds
- GCSEs
- Entry level, basic skills and skills for life and work courses

## 2. Training and work

Many young people choose to leave full time education to train and work.

The main options are:

- Employer/work based training leading to level 2 or 3 qualifications e.g. Apprenticeships. The Apprenticeship 'family' includes progression pathways from Entry to Employment (e2e), Programme led pathways to Apprenticeships to full Advanced Apprenticeships
- Company based training programmes leading to qualifications outside the Apprenticeship family
- Sheltered employment programmes for young people with learning difficulties and/or disabilities

**To understand how these options compare, see the next section on the National Qualifications Framework (NQF)**

# The National Qualifications Framework (NQF)



## What you need to know

### What does the Framework do?

The National Qualifications Framework (NQF) provides a framework of understanding qualification pathways through education and training. The Framework is designed to help staff and students understand the equivalence of different groups of qualifications and to make clearer how they may progress along different qualification pathways to help people achieve their choice of career or goal.

### How are qualifications arranged?

1. **There are 8 levels.** The higher the level the greater knowledge, skills and understanding required to achieve. For most of your students an awareness of Levels 1-3 will be sufficient in years 7 & 8 provided they understand that achievement in qualifications at Level 1-3 can lead on to level 4 (Higher Education).
2. **There are three types** – general, vocationally related and occupational. Courses vary in learning and teaching style, content and assessment method.
3. It is possible that students will be able to move between qualification types as well as from one level to another. The 14-19 Diplomas being introduced from 2008 will take account of this. To find out more look at the DCFS website [www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19)

The NQF provides a visual map for you to use when discussing next steps with your students. When moving around the NQF – remember that:

- Entry requirements may vary from those given in the NQF due to local arrangements
- You should refer any detailed queries about qualifications to your careers and Connexions staff
- Make sure that you know what courses are being offered at your school at Key Stage 4 and at post 16 level. Check that you have access to the new 14-19 On-line prospectus and prospectuses of local Further Education institutions

# The National Qualification Framework (NQF)

This will be replaced towards the end of 2008 with the QCF –  
Qualifications and Credit Framework –  
but these same 8 levels will apply

Qualification level	General	Vocationally related	Occupational
Levels 4 – 8 Higher, professional, management	Doctorates, Masters degree Post graduate diplomas First degrees – BA, BSc, BEd Higher national certificates/Diplomas Foundation degrees		Levels 4 – 5 NVQ
Level 3 Advanced, technician, skilled, supervisory	GCE AS/A level GCE Applied level	14 – 19 Diploma (Level 3) BTEC National diploma OCR Level 3 Certificate/Diploma	Level 3 NVQ
Level 2 Intermediate, operative, semi-skilled	All GCSEs at grades A – C	14 – 19 Diploma (Level 2) BTEC First diploma OCR Level 2 Certificate	Level 2 NVQ
Level 1 Foundation	All GCSEs at grades D – G	14 – 19 Diploma (Level 1) BTEC Introductory certificate OCR First award	Level 1 NVQ
Entry level	Certificates of Achievement, ASDAN, Life and working skills		

# What you can do with the National Qualifications Framework?

## To do checklist



1. Encourage your students to start thinking about 14-19 choices and decisions
2. Encourage students to use careers information to deepen their understanding of the qualification levels required to train for particular occupations
3. Get the students to identify where particular courses and jobs might be located on the Framework
4. Discuss the students' views about the importance of working towards qualifications at the different levels from 14+ in order to achieve their aspirations and goals
5. Discuss last year's destination figures for years 11, 12 and 13 students from your school to illustrate progression in different qualification pathways
6. Encourage your students to use your on-line 14-19 Area Prospectus to look up courses and options at 14+ and 16+



# Keeping students on track

## What you need to know

As a tutor there will be plenty of demands on your time and it is not always easy to keep up to date with your students

Here is a list of activities that you can use to help remind your students and keep them up to date

**What you can do: use the following checklist to assess your current practice and to think about a few new issues.**

## Could you or do you.....

1. Keep a dates and deadline calendar in your classroom e.g. parent's evening, activities. Talk through these events with students so that they understand the importance
2. Talk with students about what they do, their hobbies and interests. Help them to think about qualities and skills that they use in the activities
3. Reassure students when things don't seem to be working out
4. Help them to reflect on their best subjects
5. Suggest ways to help improvement. Ask your pastoral leader or SEN co-ordinator if you are worried about a student. Talk to the careers coordinator about alternative ways of achieving their goal
6. Talk things through with students - their ideas for the future, exploring different options, making careers decisions
7. Do not be surprised if students change their minds about their future. Encourage them to think realistically
8. Encourage students to look up information for themselves using the Careers Library in the school
9. Encourage students to talk through ideas with their parents/carers



# Personal Safety

**Personal safety skills are essential for all students travelling to and from school or friends' houses, on the street and also at home. The following tips will keep your students safe.**

## **Safety on the street**

- Look confident. Walk with your head up, as if you know where you are going. Walk briskly
- Don't walk around in the dark on your own. Always keep to well lit areas
- Don't listen to music or use your phone when walking on your own. They stop you being aware of what's going on around you. Stay alert when you are by yourself
- Walk in the centre of the footpath and face the traffic - it avoids kerb crawlers
- If you think you are being followed, cross the road. If you are still worried, go into a place with lots of people such as a busy shop. Call a taxi from there or speak to someone in authority. Always report an incident like this to the police
- Buy a personal alarm and attach it to your key ring
- If someone tries to snatch your bag/wallet/phone - let them, then contact the police
- Always carry the number of a good taxi firm with you
- Text your parents/guardians/carers to tell them where you are/ when you are leaving a friend's house

## **Using public transport**

- Have your ticket or money ready rather than stopping and looking for it when you are on public transport
- When you are only one of a few in a train carriage move seats or sit near the emergency stop button
- When you are only one of a few on a bus sit near the driver and do not go to the upper deck

## **Being safe alone in your home**

- Keep downstairs doors and windows shut, put the chain on the door
- Don't answer the door if you are not expecting someone. Even then put the chain on until you can check who it is
- Make sure you always have phone number where you can contact your parents/guardians/carers if you need to
- Make sure you know how to use electrical equipment such as kettle, microwaves, DVD players
- If someone phones and asks to speak to your parents say they can't come to the phone rather than "They're out". Never give out your address on the phone when you are by yourself

**Encourage students to look at [www.millysfund.org.uk](http://www.millysfund.org.uk) for further advice on personal safety for students.**



# Money Matters

Finance affects careers decisions. Students may be concerned about costs when considering certain careers

At this stage of a student's life it is important to reassure them that there is financial support available

## Make sure students understand that:

- Child benefit is paid while a student is under 19 and in full time education leading to a qualification
- Education is free for 16 -19 year olds in full time education
- Free or subsidised transport may still be available for post 16 students
- A weekly Education Maintenance Allowance (EMA) of up to £30 a week is paid directly to any 16 -19 year old in full time education in accordance with the household income. In February 2008 the cut off point was £30,810. A student's earnings from part-time employment are not taken into account for calculating the household income.  
[www.direct.gov.uk/EMA](http://www.direct.gov.uk/EMA)
- Financial support is available for students in work based learning
- Financial support is also available for higher education students

## More detail can be found on the following websites

[www.moneytolearn.direct.gov.uk](http://www.moneytolearn.direct.gov.uk) and

[www.dcfs.gov.uk/studentssupport](http://www.dcfs.gov.uk/studentssupport) - HE information about finance

[www.aimhigher.ac.uk](http://www.aimhigher.ac.uk) - links to HE education and financial guidance

[www.doughuk.com](http://www.doughuk.com) - A personal finance tool for 14-24 year olds

## What you can do. Do you/could you .....

1. Encourage students to be aware about the need for budgeting and the need to manage their money
2. Produce a list with your group of ways to economise, for example:
  - decide on how much to spend for the week and live on that - when it is gone, it is gone
  - if a friend decides on a shopping trip and you can't afford it - don't go, that way you won't be tempted
  - plan ahead - we all know when Christmas and birthdays are
  - write down everything you spend during a week – identify the essentials and what you could do without, the non essentials
  - talk to parents - be clear what they will pay for and what they won't pay for
3. Talk about your student life with your group. Explain how you managed, what economies you made - avoiding designer labels, sharing expenses, using second hand or charity shops
4. Start getting students to think about getting better deals. Use the example of a mobile phone. What are the deals on offer in your nearest town? Which ones do students think are the best? Do students look at the "small print"?
5. Ask students to research accounts for students in the bank and building societies in your nearest town. Discuss the pros and cons of saving
6. Encourage students to think about advertising. Are students sucked into a lifestyle?

# Employment Laws



## Part time jobs

Many students are very keen to get a part time job. It is important that students understand the laws concerning employment and students. Local Authorities may have their own local bye-laws. It is important that students check these first before they start looking for a job.

### This section should be checked by each area

Students must be 13 years old before they can get a part-time job. There are also rules which need to be followed while students are still of compulsory school age.

- A student must get a work permit. The employer could be prosecuted for employing a young person without one. If there is an accident, the employer's insurance would be invalid if there is no work permit.
- A child can work up to two hours on a school day, but not during school hours. They cannot work before 7 am or after 7 pm and only for a maximum of 12 hours
- On a Saturday a 13 year old can work for 5 hours between 7 am and 7 pm. This rises to 8 hours at 15 years
- On Sunday they are allowed to work a maximum of 2 hours between 7 am and 7pm
- During school holidays, a 13 year old can work up to 25 hours per week. The same limits apply, however, for working on Saturday and Sunday
- If a young person works more than 4 hours in one day, there should be a one hour break. A young person is also entitled to a two week break during school holidays
- There are certain jobs that a young person is not allowed to do – such as undertake food preparation, work in “personal care” in a residential or nursing home. Check what the bye laws in your area say
- Typical jobs for students include: delivering newspapers, office work, shampooing and sweeping up in a hairdressers, light work in shops, light work in agriculture or horticulture

### What you can do. Do you/could you .....

1. Make sure students understand what the local employment bye laws are
2. Explain how they should apply for a part time job
3. Discuss the pros and cons of taking part time jobs
4. Explain why employment laws are needed for students
5. Discuss the world wide situation. Get students to research where children are employed in manufacturing or producing the products we use. Charities such as Save the Children Fund, Oxfam or CAFOD will be a good starting point. Draw up a list of companies that sell goods that are still produced by child labour

# As at February 2008 these are the South Gloucestershire regulations



## Child employment

Under the South Gloucestershire Council byelaws 'Employment of Children' (1998) the South Gloucestershire Education Welfare Service is responsible for the employment of any young person of compulsory school age employed within South Gloucestershire:

- An employer who wishes to offer work to a young person who is of compulsory school age must apply to the Education Welfare Service for a work permit
- A work permit is issued provided that all relevant information is completed by both the parent or carer and employer and complies with the byelaws laid out on the application form
- The application must be signed by the young person's parent or carer to confirm that they are happy for the employment to go ahead, and also the employer, who must sign to say that they have carried out a full risk assessment for the young person

To apply for a work permit contact the Education Welfare Service on 01454 863377.

## Permitted child employment

### When you are 13

Students may only be employed in 'light work' in the following:

- Agricultural or horticultural work
- Delivery of newspapers, journals and other printed material
- Shop work, including shelf-stacking
- Hairdressing
- Office work
- Car washing by hand in a residential setting
- In a cafe or restaurant
- In riding stables
- Domestic work in hotels and other establishments offering accommodation

### When you are 14 and 15

Students may only be employed in light work.

Students may engage in street trading if they are employed by their parent in connection with their business and if they are supervised by them or if they have been granted a street trader's licence by the local authority.

### When you are 16

The above restrictions will still apply whilst they are of compulsory school age.

## Child employment - permitted hours

Days	13 and 14 year-olds	15 year-olds
	The total worked each week MUST NOT EXCEED 25 HOURS. Students must have 2 consecutive weeks of break in a year	The total hours worked each week MUST NOT EXCEED 35 HOURS. Students must have 2 consecutive weeks of break in a year
School days	Not more than a total of two hours in one day during the following periods: <ul style="list-style-type: none"> <li>• In the morning between 7am and 8am</li> <li>• In the evening between the close of school and 7pm</li> </ul>	Not more than a total of two hours in one day during the following periods: <ul style="list-style-type: none"> <li>• In the morning between 7am and 8am</li> <li>• In the evening between the close of school and 7pm</li> </ul>
Saturdays*	5 hours a day between 7am and 7pm	8 hours a day between 7am and 7pm
Sundays	Only 2 hours between 7am and 7pm	Only 2 hours between 7am and 7pm
School holidays*	5 hours a day on any weekday (except Sundays) between 7am and 7pm	8 hours a day on any weekday (except Sundays) between 7am and 7pm

\*No child of any age may work more than 4 hours in any day without a rest break of 1 hour.

\*No child of any age may work more than 12 hours per week during term time.

### When you are 16

The hours of employment specified for 15 year-olds will apply to students whilst they are of compulsory school age. If they wish, students are legally able to leave school on the last Friday in June in the school year in which they reach the age of 16.

Students are not able to take up full-time employment until after that date.



# Health Related Matters

One of the outcomes of Every Child Matters is “being healthy” by enjoying good physical and mental health and living a healthy lifestyle.

Much work is probably happening in your school through the healthy Schools programme and in PSHE sessions. Make sure you are aware of what is happening in these two areas. The following websites will help you as a tutor and teacher understand many of the issues facing students today. However, due to their age and relative immaturity these sites are not recommended for use by students aged 11-13 themselves. **Also parental permission might need to be sought.**

[www.connexions-direct.com/](http://www.connexions-direct.com/) - NB - Connexions targets students aged 13 -19

[www.need2know.co.uk](http://www.need2know.co.uk) - contains advice on relationships, student life, money troubles, travel and leisure, plus a wide range of tips and resources, for students

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) - Information and resources linked to the National Curriculum and the National Healthy Schools Programme, for students

[www.bootslearningstore.com](http://www.bootslearningstore.com) – for students and teachers

[www.nhsdirect.com](http://www.nhsdirect.com)

[www.talktofrank.com](http://www.talktofrank.com) – for students, understanding addiction and dependency

[www.learntobehealthy.co.uk](http://www.learntobehealthy.co.uk) – for teachers, parents and students

The following sites are more appropriate for use by students in years 7 and 8

[www.lifebytes.gov.uk](http://www.lifebytes.gov.uk) - for advice of all health related issues

[www.millysfund.org.uk](http://www.millysfund.org.uk) – for learning more about personal safety

[www.childline.org.uk](http://www.childline.org.uk) - help and advice for children

[www.kidscape.org.uk](http://www.kidscape.org.uk) - committed to keeping children safe from harm or abuse

[www.ruthinking.co.uk](http://www.ruthinking.co.uk) – about mental health matters

[www.galaxy.h.gov.uk](http://www.galaxy.h.gov.uk) – about bullying, personal safety, good for young or SEN students

<http://www.southglos.gov.uk/ChildrenYoungPeopleFamilies/youthservices/whatsup> - South Gloucestershire Youth Forum has developed this on issues to do with bullying, street safety, drugs and alcohol

# Glossary

## 14-19 Diplomas

Courses for 14 -19 year olds based around occupational areas

## AS level

Advanced subsidiary – the first half of Advanced level usually taken at the end of year 12. Each subject consists of three units

## A2 level

The second part of Advanced level. The completion of these three units forms a full A2 level

## Apprenticeship

Job with training to NVQ level 2/3. The aim is to develop work related skills and knowledge by demonstrating how to do a particular job

## ASDAN

Award scheme development and accreditation network. Bronze, Silver and Gold awards

## BTEC

Edexcel's vocational qualifications offering a mixture of theoretical and practical work. They are available at NQF levels 1-3

## E2E

Entry to employment. Provides support for students who are not ready to enter the work place

## Entry level

These are for learners who are achieving below Level 1 on the NQF

## Foundation degree

Vocational higher educational qualification

## Futures4Me

On line local prospectus

## IAG

Information Advice and Guidance

## Individual learning plan

A documented process which forms the centre of personalised learning. It outlines a programme of learning agreed between the learner, the mentor / tutor and the parent

## International Baccalaureate

A challenging 2 year curriculum aimed primarily at 16-19 students. It covers a wide range of subjects from Business and Management to IT and Social Anthropology, the 6 main academic areas are languages, individuals and societies, experimental sciences, Maths and arts and electives

## Key skills

Specified skills based on generic employer needs – communication, application of number and information technology, working with others, improving learning and performance, problem solving. The first 3 will be replaced by Functional Skills

## NVQ

Occupationally specific national vocational qualifications

## OCR Nationals

Qualifications designed for 16-19 year olds wanting to develop skills and knowledge through study of a vocational sector

## Connexions Personal adviser

Offers help and advice on issues that may prevent students from learning

## SMART targets

- **Specific**  
The target has a clear aim and says exactly what you are going to do.
- **Measurable**  
You include in your target specific things which can be used to test whether or not you have met your target.
- **Achievable**  
The target should be suitable for your ability and age. It should stretch you without being too difficult or unrealistic.
- **Realistic**  
The target must be possible for you to complete taking in to account all the other things you have to do both in and out of school.
- **Time-bound**  
The target must have a date in the future where you can measure whether you have achieved your target. Sometimes this target must also be moveable so that it could be changed or the deadline changed

## Training provider

Organisations that co-ordinate/deliver Apprenticeship and E2E programmes with students, employers and colleges

## UCAS

Universities & Colleges Admissions Service