

# Introduction

## Who is this pack for?

This pack is for you, a tutor of 13–16 year olds. It is intended to help you do your job more easily. It will provide you with:

- Information and advice about the options and choices faced by young people at 14+ and 16+.
- Suggestions for practical activities that you can do with your students to help them make informed choices.

## Why have we written it?

- To support you to help your students making choices in Years 9, 10 and 11.
- To provide you with information relevant to the recent changes to the curriculum.

Most tutors get asked for help and information by students making education and career choices. This support pack will fill in a few gaps, particularly if you have not been a tutor for long. It is not a programme to take the place of other parts of the personal development curriculum.

## What do I need to know about work and education?

- More choice for 14–19 year olds about the qualifications they can achieve and the places they can learn.
- The workplace of the future will require people to be flexible and employable - young people will need good preparation to manage their careers.
- Students making their education and career choices need more help than ever.

## How should I use the pack?

- As a reference resource: It is not meant to be read like a book.
- Identify the sheets that best suit your needs. Discuss them with the careers staff in your school.
- Check to see if there is anything else that takes place in the careers education and guidance (CEG) programme in the school that is already supporting students with the topic.

You will find a mixture of information sheets and checklists with suggested activities – the activities are in boxes next to the 'To do' icon. From this you can:

**READ** information sheets as an introduction

**CHOOSE** activities that you would like to use with students

**TALK** to others in school and from the Connexions service

**FOLLOW UP** information sources if needed

## What else?

Use the 'at a glance' icons to choose the information that might be most help to you.

## Key to symbols used



# Supporting Young People: A Tutor's Guide to 14–19 Options and Choices

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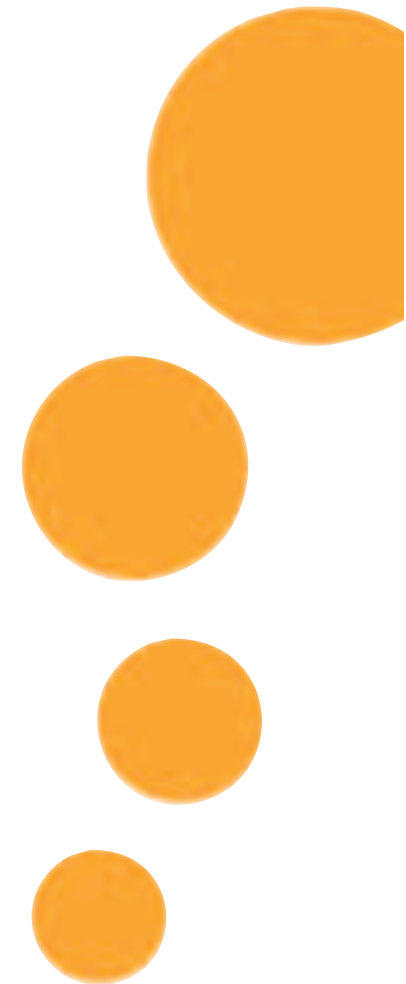
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# Supporting 14–19 Choices

## What you need to know

### 14–19 pathways – what are the implications?

The changes to the 14-19 curriculum mean that more courses are available for young people to choose from.

Students need to know about:

- Course content
- Relevance to future plans
- Progression from subjects and courses
- Career requirements
- Teaching methods in relation to their preferred learning style
- Methods of assessment

## What is my role in helping students?

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

- **Spending time** with each student to listen to their ideas and talk through their thoughts and plans for the future.
- **Informing** students of their options and sources of information, advice and guidance.
- **Teaching** careers education or PSHE lessons using resources from the careers department.

- **Referring** students to the careers co-ordinator or Connexions Personal Adviser. See later in this section for information on Connexions.
- **Following up** action plans from Connexions Personal Advisers.
- **Supporting** individuals in carrying out their career plans. This may be in the form of an *Individual Learning Plan* within the school and may be supported through use of Progress File.
- **Reminding** students of deadlines, dates and interviews e.g. with the Personal Adviser. See Section Three for a calendar of critical dates and deadlines.
- **Encouraging** them to use the careers and Connexions information in the school and elsewhere. See Section One for details.

- **Discussing** work experience before and after placement.
- **Challenging** inappropriate ideas the students might hold regarding their ability, stereotypes, finance or aspirations.

Your school may ask you to support these activities by:

- Mentoring
- Target setting
- One-to-one guidance in specially allocated time.



### What you can do

The following checklist is intended to encourage you to 'self-assess' your current practice and provide you with a few new ideas. As a tutor, could you or do you...

1. Ask open questions?
2. Listen?
3. Try to be impartial?
4. Give information but don't tell students what you think they should do?
5. Summarise verbally what you think you have heard, then write down a summary?
6. Agree action points from discussions using relevant papers or Progress File?

# The National Qualifications Framework (NQF)

## What you need to know

### What does the Framework do?

As you well know, qualifications help people get to their choice of career or goal. The National Qualifications Framework (NQF):

- Sets out the main groups of qualifications and shows how they relate to each other;
- Can show your students the opportunities and pathways open to them in education and work.

### How are qualifications arranged?

1. There are 8 levels. The higher the level the greater the knowledge, skills and understanding required to achieve.
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 (but not always easy) to move between qualification types as well as from one level to another.

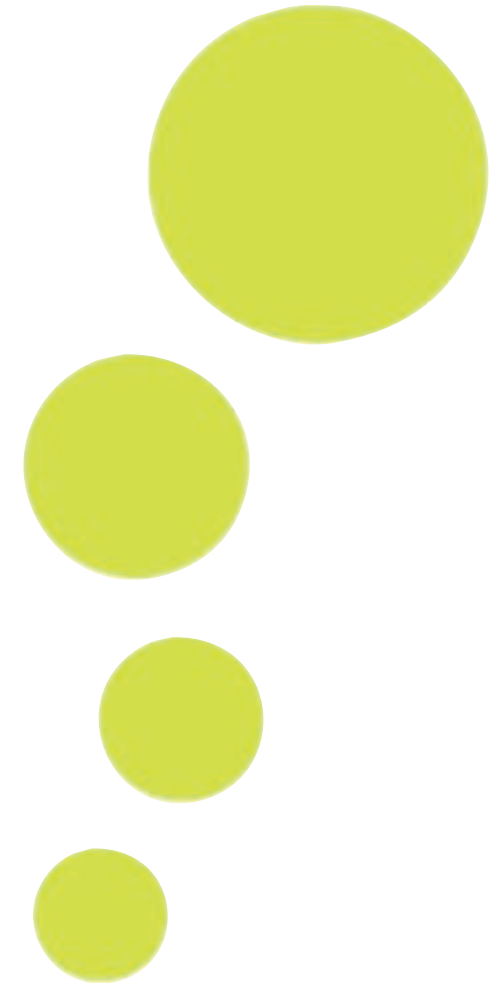
## How can I use this information?

This is a visual map for you to use when discussing next steps with your students.

**NB** It is essential that students know the qualification level they are currently at before looking at future plans.

Moving around the NQF – remember that:

- Students may not necessarily be able to move up a level when they move on e.g. even though someone may have achieved more than 4 GCSEs at grade C (equivalent to NVQ level 2 on the NQF), they will not be able to jump to an Advanced Apprenticeship at level 3 until the NVQ in their chosen job has been achieved at level 2.
- Entry requirements may vary from those given in the NQF due to local arrangements.
- You should refer any detailed queries about qualifications and entry requirements to your careers and Connexions staff.





## What you can do with the National Qualifications Framework

The following checklist is intended to encourage you to 'self-assess' your current practice and provide you with a few new ideas. Could you or do you...

1. Copy the NQF table to discuss with your students?
2. Show students individually the point they are at now and help them work out where they could move next?
3. Ask students to draw a line of possibilities, perhaps with dotted lines to show uncertainties. Illustrate with an example of your own pathway or that of previous students?
4. Ask students to go through the whole framework and use symbols such as ✓ and ✗ and ? over every cell. This will make them see the range of possibilities and ensure that they start thinking about what is of interest to them. It will help to show the best level for them for their next steps as well as showing them long term goals?
5. Encourage students to use careers information and to talk to the Connexions Personal Adviser to deepen their understanding of career and job requirements?
6. Check which of the qualifications are provided in your school or local college(s) in discussion with careers and sixth form staff?

# The National Qualifications Framework

LEVEL	QUALIFICATION	WHERE AVAILABLE	ABOUT WHAT	LEARNING STYLE	LEADING TO...
5 - 8 MANAGERIAL/CHARTERED/ POST GRADUATE	NVQ 5 Degree Post-Graduate Qualifications etc	Work based training, at university or college	Job related e.g. chartered engineer, accountant, medicine	Assignments and research according to the field	Advanced status employment
4 PROFESSIONAL/MANAGERIAL	NVQ 4	Work based training, at work or college	Job related e.g. guidance, retail, hotel management	Practical and on the job. Assessed by observation and portfolio. Job specific	Advanced status employment  Research
	Foundation degree, BTEC higher national diploma (certificate)	University or college (work based)	Job specific e.g. art and design, legal executive, engineering, teaching assistant	Mix of assignments and projects with practical work and job placement. Assessment through test and portfolio	Post-graduate education
	First degree	University or college	Subjects are either 'traditional', 'vocational' or 'combined'	Course work, assignments and exams. 'Sandwich' courses include work placements	
3 HIGHER/ADVANCED/ SKILLED/ TECHNICIAN/ SUPERVISORY	NVQ 3	Work based training, at work, or college Advanced Apprenticeship	Job related e.g. carpentry and joinery, accounting, retail	Practical and on the job. Assessed by observation and portfolio. Job specific	Employment  NVQ 4
	National diplomas and certificates Vocationally related AS and A levels BTEC, VCE and OCR Nationals	School or college	Subjects related to broad areas of work e.g. business, child care, engineering, leisure and tourism, art and design	Mix of assignments and projects with practical work. Assessment through test and portfolio	Advanced Apprenticeship  Higher education and level 4 courses
	AS and A level GCE	School or college	Standard subjects and new options e.g. sociology, law, economics	Course work, assignments and exams	
2 INTERMEDIATE/ SEMI-SKILLED	NVQ 2	Work based training, at work or college Apprenticeship Young Apprenticeship	Job related e.g. administration, brickwork, food preparation	Practical and on the job. Assessed by observation and portfolio. Job specific	Employment  NVQ 3
	BTEC 1st or other vocationally relevant qualification level 2 OCR National Vocational GCSE (A* – C double award) – typically taken alongside NVQ and technical certificate	School or college	Subjects related to broad areas of work e.g. business, health and social care, engineering	Mix of assignments and projects with practical work. Assessment through test and portfolio	Apprenticeship – can then fast track to Advanced Apprenticeship Level 3 and advanced courses like A/AS levels, BTEC ND
	GCSE (A*– C)	School or college	Standard subjects	Course work, assignments, exams	
1 FOUNDATION	NVQ 1	Work based training, at work or college	Job related e.g. administration, brickwork, food preparation	Practical and on the job. Assessed by observation and portfolio. Job specific	Employment  NVQ2
	Vocationally relevant School or college qualification level 1 Vocational GCSE (D – G double award) – typically taken alongside NVQ and technical certificate	School or college	Subjects related to broad areas of work e.g. business, health and social care, engineering	Mix of assignments and projects with practical work. Assessment through test and portfolio	Apprenticeship  Entry to employment (e2e)
	GCSE (D – G)	School or college	Standard subjects	Course work, assignments, exams.	
ENTRY LEVEL	Key skills Basic skills	School or college	Work skills, personal development, basic skills and key skills	Practical assessments, portfolio evidence	Pre-e2e or other work based learning programmes
	Certificates of education and /or achievement ( 3 levels)	School or college	General education and vocational education options	External tests, assignments and portfolios	

**Key to shading**

Vocational/occupational qualification – learning style typically practical and on the job

Vocationally related qualifications (VRQ) – learning style typically a mixture of assignments and practical work

Academic qualification – learning style typically coursework, assignments and examinations



**FIND OUT** about the range of courses at your school by asking for course booklets and discussing with curriculum leaders.



# What aspects of the curriculum help students make choices?



## What you need to know

Whilst subject knowledge and exams are important to each young person's future, the personal development aspects of the curriculum will help students to make sense of what they are doing and to plan for the future. This helps them set goals that improve results and motivation.

The following explanations give a short summary of the areas of the personal development curriculum that are particularly relevant to making 14-19 choices. Given the complementary nature of these aspects of the curriculum, good co-ordination and communication between staff is important to ensure a programme that makes sense to students.

## Work related learning (WRL)

- It is now a statutory requirement for schools to provide work-related learning opportunities for students at Key Stage 4, within and outside school.
- WRL is intended to help students learn *about* work, *for* work and *through* work.

- Activities can range from simulations, mock interviews, surveys, visitors and visits to work experience placements and work shadowing.

## Careers education and guidance (CEG)

**CEG is a statutory requirement for all young people in Years 7-11.**

*Careers education* – this helps develop the knowledge and skills needed to make successful choices, manage transitions in learning and move into work. CEG usually takes place in groups or classes. It relies on students being able to:

- Explore their personal characteristics, the influences on them and to build a record of their experiences and develop them.
- Explore opportunities and use impartial information to identify and investigate opportunities in learning and work.
- Make and adjust plans to manage career choices, changes and transitions within and between education, work and further learning.

Good careers programmes address these areas through a range of activities such as discussion, simulations, role play, research, analysis, work related learning, quizzes, using Progress File.

*Careers guidance* – this gives people the opportunity to develop personal understanding of the knowledge and skills developed through careers education. Guidance helps them to make informed individual decisions about learning and work. This is usually one-to-one between student and tutor or Personal Adviser or mentor.



## What you need to know

### Citizenship

- There is both a statutory requirement and framework of outcomes for citizenship education.
- In part, this requirement relates to making career and learning choices through developing skills of enquiry or communication or through active citizenship activities.

### Personal, social and health education (PSHE)

- PSHE covers a broad range of issues including relationship issues, sex and health education, and planning for the future.
- Much of the programme relates closely to careers education and guidance.

More information on all the above is available at [www.qca.org.uk](http://www.qca.org.uk)

### Progress File

- It is a tool that helps learners to review their progress and plan for the future.
- It replaced the National Record of Achievement in 2004.
- It encourages processes that help develop skills, qualities, learning styles and assists with goal and target setting and career planning.

- FREE learning support materials are available from the DfES – the KS3 booklet is called *Getting Started*, the KS4 booklet is *Moving On*, and post-16 is *Widening Horizons*.
- Progress File is often used in tutorial or careers work but can be used across the curriculum.
- Tutors can help students navigate the most relevant sections of the booklets and check on completion and understanding of activities.
- More information is available at [www.dfes.gov.uk/progressfile](http://www.dfes.gov.uk/progressfile)

### How does the personal and career development curriculum help students?

#### 1. Relevance:

- It helps students to see the relevance of their school work as preparation for the world beyond.
- For those who are not motivated by academic study they have a chance to see what is required by the world of work and develop suitable skills to succeed in life.
- For the most able or for those with particular talents it can help them to see where their strengths could be applied.
- And for those who are working steadily it can help them see what special interests and abilities they have and how they can apply them.



#### 2. Results:

- Clarification of a goal – whether for career, education or personal life – helps to understand the need to achieve it and improves the likelihood of achievement.

#### 3. Reduction in drop out:

- Research has shown links between good careers education and guidance and low levels of drop out from education. This is important for the students, the staff and the school.

**FIND OUT** how the different aspects of the personal and career development curriculum are organised and delivered in your school.

**WORK OUT** the best way you can help your students by using the checklists in this pack.

**RAISE** issues that you are not clear about with the careers co-ordinator.

# Individual Learning and Career Plans (ILP) and Progress File

## What you need to know

### ILPs and career plans:

- Are designed to provide a structure for helping young people to plan their next steps, sometimes starting from as early as Year 7 but more often in Year 9.
- Provide opportunities for reflection on achievements and interests and plans for future goals in learning and work.
- The process encourages:

**Reflection** – what has happened, what has been achieved?

**Review** – what has gone well and less well, why?

**Analysis** – what works, what learning styles suit, what needs to improve?

**Planning** – particularly important with the range of 14–19 choices

### Progress File

- Many schools use the Progress File materials as part of the process leading up to and including development of an ILP.
- You might come across *Getting Started* and *Moving On*, the booklets for KS3 and KS4.
- *Widening Horizons* is suitable for post-16 students.





## What you can do

The following checklist is intended to encourage you to 'self-assess' your current practice and provide you with a few new ideas. You may be working on this with individuals or classes.

When working with students on their Individual Learning Plan or Progress File could you or do you...

1. Show students that the process is important and valuable?
2. Make sure they understand what is going to happen, when and how?
3. Ensure notes are taken on the materials provided?
4. Make time for individual discussions?
5. Use open questions to elicit information?
6. Follow up issues of concern where requested?
7. Listen with your undivided attention?
8. Summarise what you think you have heard?
9. Encourage the student to set his or her own goals and action points?
10. Avoid telling or advising what to do?
11. Refer to up-to-date information, possibly starting with resources in this pack?
12. Refer students to other staff as needed, such as Connexions Personal Advisers, subject staff etc.?



If you would like to know more, talk to the careers co-ordinator who may be able to provide access to helpful resources or training.

# Sources of Information, Help and Advice for You and Young People



## Information for Young People

### CONNEXIONS

Connexions offer impartial help and support to assist with all issues that might interfere with young people's progression through learning and into learning and work. At the moment it provides:

**Personal Advisers** – trained staff who provide information, guidance, support and advice to young people. In some cases this will be one-to-one for a long time; for others it may be a single contact.

**Connexions Centres and one-stop shops** – integrated information and advice services of careers, youth, health, housing and welfare for young people.

**Access for all teenagers** – the target group is 13-19 year olds in England. Those with learning difficulties and/or disabilities can use the service until they are 25. Connexions is available on the high street, over the phone **080800 13219**, text **077664 13219** or web [www.connexionsdirect.com](http://www.connexionsdirect.com) and in schools, colleges and training bases.

**A differentiated service** – Personal Advisers provide advice and guidance according to need. Identification of need should take place in partnership with school staff such as you.

**Information** which may include local choices booklets, websites, software and labour market information.

## Information for You

### CONNEXIONS

**Curriculum support** – specialist training, advice and support is available for staff, such as you, organising and delivering the careers education programme and other aspects of the personal development curriculum.

**Information support** which may include local choices information booklets, websites, labour market information and help developing the Connexions Resources Centre.

### Working with your Connexions Personal Adviser (PA)

In order to provide a differentiated service for young people, Connexions Personal Advisers rely on school staff, particularly tutors, to gather relevant information about your students.

You can make best use of the specialist skills and knowledge of the Personal Adviser if you refer students who need most help, including those who are:

- Not able to make a career decision
- At risk of dropping out
- Underachieving
- Coping with special needs
- Having trouble at home or school
- Involved in risky behaviour that is affecting their progress or potential.

If there is a written outcome to the discussion between student and PA that is not confidential there may be some action points that you can follow up with your tutor.

**FIND OUT** about the range of services provided by the Connexions service in your school.

**DISCUSS** with your PA how you can best work together to support young people in your tutor group.





# Working with Specialist Staff in School



## What you need to know

In most schools there are different people responsible for planning the careers education and guidance, PSHE, WRL and citizenship programmes. These co-ordinators are likely to work with you to explain what activities you should do with your students as part of a personal development programme.

This may include:

- Teaching careers lessons through the PSHE programme.
- Helping to deliver careers days, perhaps running an industry day or using a resource such as The Real Game.
- Progress File or action planning activities that help students to review achievements and plan their future.

## Working with the Special Needs Co-ordinator

The special needs co-ordinator or SENCo is another member of staff with whom you might work. If you are a new tutor it might be helpful to be clear on what is meant by 'special needs' – words that are often used without being explained:

## What does 'special educational needs' mean?

The SEN Code of Practice 2001 says that '*Children have special educational needs if they have a **learning difficulty**, which calls for special educational provision to be made for them.*'

## Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

## How can you provide CEG support students with SEN?

- Where a child has special educational needs, unless he or she has a statement, most, if not all, of the support in delivering careers education and guidance, will have to be provided by you as the class teacher.
- You may need to use differentiated work and resources and careful classroom organisation.
- You may also be involved in 'transition planning' when a number of agencies work together with the student and parents to ensure a smooth transition and appropriate support from the end of Year 9 through the end of Year 11.



**FIND OUT** from your SENCo about how you can work together in delivery of CEG and tutorial work.

**ASK** the SENCo about your role in developing transition plans.



**FIND OUT** from the co-ordinators about the programme and any training available for tutors.



# Glossary of Key Terms

**AEA** Advanced Extension Award – intended to stretch students further than A level.

**AS level** Advanced Subsidiary – worth three advanced units for entry into higher education – the first part of A level.

**A2 level** the second part of an A level course as development of AS. Worth three units.

**Apprenticeship** Job with training to NVQ levels 1-3. May be arranged through ‘training providers’ such as colleges and employers. Trainee is typically in employment.

**AVCE** Advanced Vocational Certificate of Education – level 3 courses equivalent to A levels – develop knowledge and skills in broad field of work e.g. leisure and tourism, engineering (phasing out September 2005).

**BTEC** Edexcel’s vocational courses based on an area of work e.g. BTEC Nationals childhood studies, graphic design. BTECs are available in levels 1-3.

**CACHE** Council for Awards in Children’s Care and Education – range of courses for those working with young children.

**CEG** Careers education and guidance.

**City and Guilds** Trade, crafts and skills qualifications for specific industries e.g. electrical installation.

**CLCI** Careers Library Classification Index – being replaced by CRCI.

**Connexions** Service to help with career and education choices, welfare issues etc.

**CRCI** Connexions Resource Centre Index – replacing CLCI.

**EBLO** Education Business Link Organisation, supporting work related learning activities for students at KS4.

**e2e** Entry to Employment. Prepares young people for employment, further education or Apprenticeship.

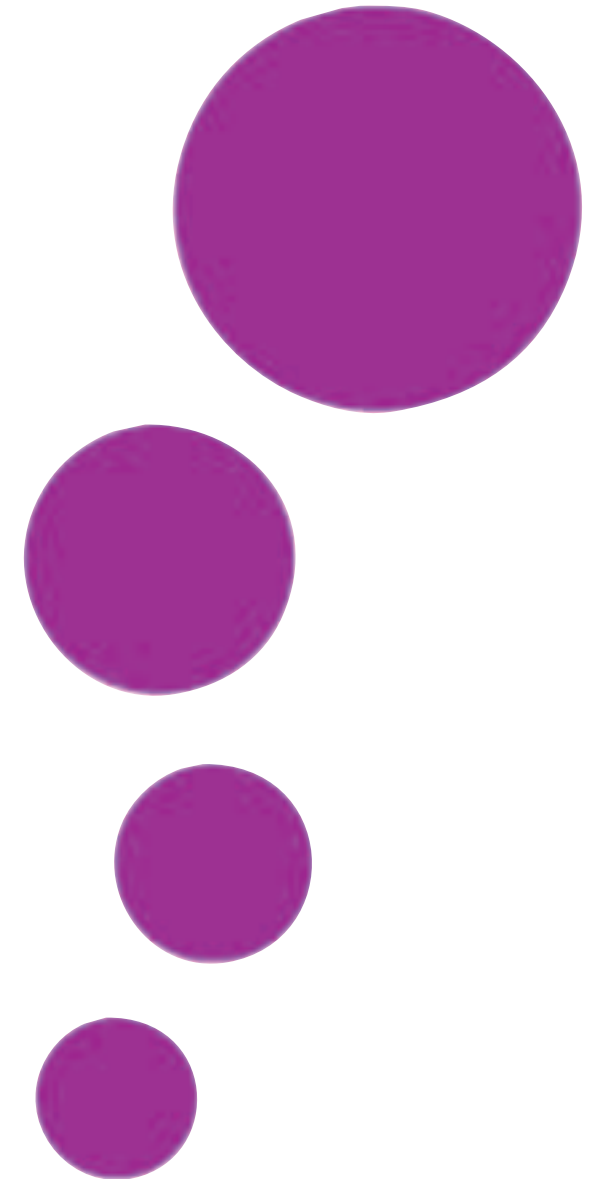
**Foundation Degree** Vocational higher education qualification- may be done at university, college or work.

**GNVQ** General National Vocational Qualification, designed for those wanting to study a broad area of work (phasing out 2005 – 7).

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<b>Key Skills</b>	Six specified skills based on generic employer needs e.g. communication, ICT, problem solving. Can be assessed at levels 1-3.
<b>NVQs</b>	National vocational qualifications – job specific qualifications for levels 1-5.
<b>OCR Nationals</b>	New qualifications for 16-19 year olds wanting to develop skills and knowledge through study of a vocational sector.
<b>Personal Adviser</b>	Offers help and advice on issues that may prevent young people from learning such as careers, drugs, welfare.
<b>PSHE</b>	Personal social and health education.
<b>QCA</b>	Qualifications and Curriculum Authority.
<b>The Real Game</b>	DfES recommended curriculum resource for delivering CEG, citizenship and PSHE.
<b>Training Provider</b>	Organisation that links young people (14-25) to employers and colleges for Apprenticeships. May be a college.
<b>UCAS</b>	Universities Central Admissions Service.
<b>VRQs</b>	Vocationally related qualifications – a broad term encompassing job-related qualifications e.g. AVCE and BTEC courses.
<b>WRL</b>	Work related learning – range of experiences about, for and through work.

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# Useful Websites



## CAREERS IDEAS and INFORMATION

- [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) and [www.connexionscard.com](http://www.connexionscard.com) – links to advice for young people; financial incentives. [www.dfes.gov.uk/financialhelp](http://www.dfes.gov.uk/financialhelp) – financial advice.
- [www.fasttomato.com](http://www.fasttomato.com) – career suggestions and matching program used by many schools and Connexions services with localised information on options.
- [www.support4learning.org.uk](http://www.support4learning.org.uk) – careers and education links.

## PERSONAL DEVELOPMENT

- [www.mvonline.gov.uk](http://www.mvonline.gov.uk) – Millennium Volunteers site.
- [www.csv.org.uk](http://www.csv.org.uk) – Community Service Volunteers site.
- [www.yearoutgroup.org](http://www.yearoutgroup.org) – year out information and links.

## QUALIFICATIONS and OPTIONS

- [www.qca.org.uk](http://www.qca.org.uk) – information on curriculum requirements, guidance, case studies, key skills.
- [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) – apprenticeship information.
- [www.dfes.gov.uk/tfst](http://www.dfes.gov.uk/tfst) – information on paid time off for study and training for 16 and 17 year olds.
- [www.shell-livewire.org](http://www.shell-livewire.org) and [www.princes-trust.org.uk](http://www.princes-trust.org.uk) for self employment information and case studies.

## HIGHER EDUCATION

- [www.ucas.com](http://www.ucas.com) – UCAS site for course and entry profile information; links to universities.
- [www.foundationdegree.org.uk](http://www.foundationdegree.org.uk) for foundation degree info.
- [www.uni4me.com](http://www.uni4me.com) and [www.going2uni.com](http://www.going2uni.com) for student's eye view on HE.

- [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk) – Aimhigher site with introduction and links to HE information.
- [www.prospects.ac.uk](http://www.prospects.ac.uk) – graduate destinations and jobs.

## SPECIAL NEEDS

- [www.disability.gov.uk](http://www.disability.gov.uk) – how to cope with disabilities in school and college.
- [www.ace-ed.org.uk](http://www.ace-ed.org.uk) – for guidance on organisations providing support for students with special needs.
- [www.disability.gov.uk](http://www.disability.gov.uk) – Disability Rights Commission site.
- [www.gifted.ac.uk](http://www.gifted.ac.uk) – National Association for Gifted and Talented Youth site with careers pages and links.

## LABOUR MARKET INFORMATION

- <http://eastofenglandobservatory.org.uk> – gateway to research and data about the East of England.

- [www.ssda.org.uk](http://www.ssda.org.uk) – Sector Skills Development Agency, providing useful information on labour market trends.

## FINANCE

- [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk) – Aimhigher site with introduction and links to HE information and financial guidance.
- [www.ema.dfes.gov.uk](http://www.ema.dfes.gov.uk) – information about the Education Maintenance Allowance.
- [www.dfes.gov.uk/financialhelp](http://www.dfes.gov.uk/financialhelp) [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport) – government supplied information about finance for students of all ages.



# Careers and Connexions Information in School



## What you need to know

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



#### IN SCHOOL:

- People who work with you such as careers, PSHE, citizenship and special needs co-ordinators.
- School and consortium options information for Key Stage 4 or for options at 16+ and 18+.

#### IN THE SCHOOL OR CONNEXIONS RESOURCE CENTRE:

Careers and job information may be organised using the Connexions Resources Centre Index (CRCI). This may be provided as:

- Printed information such as leaflets, books, directories and posters, college and university prospectuses.
- Audio-visual materials such as videos about job areas, interview preparation and applications.
- Software and computer programs such as Fast Tomato, CID, KUDOS, Pathfinder.
- Websites. e.g: [www.fasttomato.com](http://www.fasttomato.com); [www.connexions-direct.com/jobs4u](http://www.connexions-direct.com/jobs4u)

Finding information is made easy by using the CRCI which has an index and coloured icons for reference.

- There are 11 sections as shown below:

CRCI Icon	CRCI Subject	CRCI Icon	CRCI Subject
	Choices		Money
	Education		Relationships
	Free Time		Travel and Transport
	Health		Where to Get Help
	Housing		Work and Training
	Law, Your Rights and Citizenship		

- Careers information is within the Choices section. This is classified into 23 job families.



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...

1. Take your students to the Connexions Library or Resource Centre?

It is never too early for students to start getting familiar with the resources or to check out careers information:

- in Year 9 to find out how their option choices link to their career ideas.
- in Year 10 to look up information on jobs related to work experience as well as to look into jobs and courses of interest.
- in Year 11 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.

3. Brainstorm all the different sources of careers information (including media images, promotional materials as well as impartial sources such as Connexions) and ask students to classify these according to likely level of 'partiality' or push?

4. Run a quiz on using the CRCI?

5. Introduce students to the software programs and discuss the outcomes and suggestions with them?

6. Ask pairs to analyse several jobs using careers information (books, websites, programs etc) and to come up with commonly required skills and qualities?

This could be related back to 'key skills' and Progress File.

7. Ask students to review one source of careers information and inform the rest of the group?

8. Ask students to use college prospectuses to find out about student support in the college? Ask them to find out about the support available in sixth form (if there is one) and to compare it?

9. Ask students working in pairs to choose one HE prospectus and to look at it and report back to the class on three things they did not know about higher education and one thing they did know and had confirmed?

**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.**

# Local Connexions and Learning and Skills Council Contact Details

## BEDFORDSHIRE

### Connexions Bedfordshire and Luton

08456 123300  
[www.connx.org.uk](http://www.connx.org.uk)

### Learning & Skills Council

08450 0194160  
[www.lsc.gov.uk/bedsandluton](http://www.lsc.gov.uk/bedsandluton)

## CAMBRIDGESHIRE AND PETERBOROUGH

### Connexions Cambridgeshire and Peterborough

01480 376000  
[www.purplepigeon.net](http://www.purplepigeon.net)  
[www.connexionscp.co.uk](http://www.connexionscp.co.uk)

### Learning & Skills Council

01733 895294  
[www.lsc.gov.uk/cambridgeshire](http://www.lsc.gov.uk/cambridgeshire)

## ESSEX

### Connexions Essex

01376 533060  
[www.estconnexions.co.uk](http://www.estconnexions.co.uk)

### Learning & Skills Council

0845 0194179  
[www.lsc.gov.uk/essex](http://www.lsc.gov.uk/essex)

## HERTFORDSHIRE

### Connexions Hertfordshire

01992 556322  
[www.connexions-hertfordshire.co.uk](http://www.connexions-hertfordshire.co.uk)

### Hertfordshire Careers Services Ltd

– under contract to Connexions Hertfordshire  
 01462 705000  
[www.herts-careers.co.uk](http://www.herts-careers.co.uk)

### Learning and Skills Council

0845 019 4167  
[www.lsc.gov.uk/herts](http://www.lsc.gov.uk/herts)

## NORFOLK

### Connexions Norfolk

01603 764370  
[www.connexions-norfolk.co.uk](http://www.connexions-norfolk.co.uk)

### Learning and Skills Council

0845 019473  
[www.lsc.gov.uk/norfolk](http://www.lsc.gov.uk/norfolk)

## SUFFOLK

### Connexions Suffolk

0800 085 4448  
[www.thesource.me.uk](http://www.thesource.me.uk)  
[www.connexionsuffolk.org.uk](http://www.connexionsuffolk.org.uk)

### Learning and skills Council

0845 019 4180  
[www.lsc.gov.uk/suffolk](http://www.lsc.gov.uk/suffolk)



## Local Information Sources

It may help you to find out who does what locally. You will probably need to talk to your careers co-ordinator and Connexions Personal Adviser to complete these details.

### Connexions Centre

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### College(s)

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### Main Work Based Learning Providers

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
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Phone \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### Education Business Links Organisation

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

# Options at 14+ : Guiding Your Students

## What you need to know

### Statutory requirements

At KS4 students must follow a programme of English, maths, science, ICT, PE, citizenship, careers education, religious studies and work related learning.

Students may choose to study subjects from arts, design and technology, humanities and modern foreign languages.

Students usually study courses to achieve GCSEs at levels 1 and 2 in the National Qualifications Framework (NQF) (Section One). However, some students will be better suited to entry level and a few might take courses at level 3. The NQF shows progression from these courses.

### Courses and qualifications in Key Stage 4

**Entry level courses** are below GCSE or NVQ 1 and may be in basic and vocational skills. Tests, assignments and tasks are practical, written or oral.

**General Certificate of Secondary Education (GCSE)** which is taken by most students in a range of subjects.

Assessment is mainly by written exam with some coursework and practical work. See *Which Way Now?* for details.

**GCSEs in vocational subjects** offer a practical and vocational option. They provide insight into the world of work and keep doors open for further study or work. For example they are in applied art and design, applied business, applied science, applied ICT, manufacturing, health & social care and leisure and tourism. They are double awards and worth two GCSE grades.

**GCSE short courses** are similar to full GCSEs with the same grades but cover fewer topics so can take only half the time to complete. Students might choose these for short or additional options.

**Hybrid GCSEs** are new combination subjects that have a traditional base of knowledge with optional additional pathways that can

be specialist or general. Science, history, geography and applied French are the first subjects available.

**Qualifications for CEG and WRL** that are included on the QCA Section 96 list of approved qualifications can be used to assess and accredit vocational learning and personal development. They are now recognised as contributing points to league tables and are available from ASDAN, OCR, AQA, NOCN and EdExcel, from entry level to level 3.

### Developing vocational routes

- **Increased Flexibility Programmes (IFP)** have successfully provided opportunities for schools to develop vocational learning leading to a range of qualifications with local colleges. Students continue with their core curriculum studies.
- **Young Apprenticeships** are a new route which allows motivated and able pupils to study for vocational qualifications not just in the classroom but also in college, with training providers and in the workplace too.

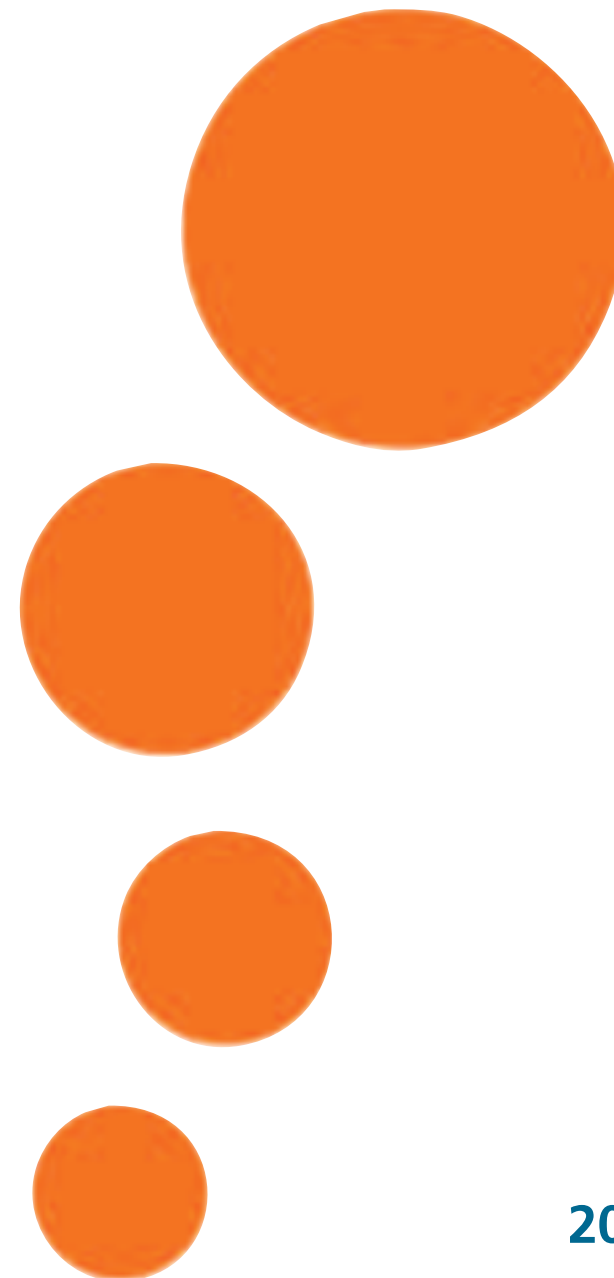
Pupils are based in school, and follow the core national curriculum subjects, but for two days a week (or equivalent) they also work towards nationally recognised vocational qualifications delivered by their local Young Apprenticeships Partnership. These started in September 2004 with a second cohort from September 2005.

## Teaching and learning styles

- Different courses and qualifications in KS4 have different teaching and learning styles and you will need to help students to be aware of these differences in order to make informed choices about the most appropriate courses and qualifications for them.
- Use *Which Way Now?* and your school's options booklet to help your students understand these differences.



**FIND OUT** what your school offers for Increased Flexibility Programmes and vocational pathways in KS4.



# Guiding Your Students in Year 9



**What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas.** *When students are making choices could you or do you...*

1. Help them to work out subjects they enjoy most?
2. Help them to reflect on their best subjects?
3. Encourage them to think about their skills and interests so that they can consider new vocational courses?  
(See *Getting Started* in Progress File and *Which Way Now?*)
4. Help them to think about their preferred learning style? (See Section One in *Getting Started*)
5. Discuss what they like doing in their spare time?  
(See *Which Way Now?* for quizzes)
6. Make sure that all students have a copy of the school's options booklet?
7. Encourage students to use *Which Way Now?* and the local publication from the Connexions service to find out more about subjects, advice and careers?
8. Challenge stereotypes in learning and work?
9. Refer students who are really confused to the Connexions PA and careers co-ordinator?
10. Encourage students to use their Individual Learning Plans and Progress File? (See Section Six in *Getting Started*)
11. Help students to weigh up the pros and cons of each subject option?
12. Explain to the class the information in the school booklet and *Which Way Now?*
13. Encourage students to talk to subject teachers, particularly to find out a) what the course is like at KS4, and b) whether they are well suited to studying it?
14. Refer to the National Qualifications Framework in Section One to show students progression routes, including progression to higher education?
15. Introduce students to careers information and the classification system (See Section One) and help them with computer programs such as Fast Tomato, CID or KUDOS?
16. Encourage students to look up careers of interest to check requirements as well as activities for that work?
17. Ask students to discuss their choices with their parents and carers?



If you get stuck do **YOU** talk to the careers co-ordinator or Connexions Personal Adviser?



# Options at 16+: Guiding Your Students



## Year 10 tutors: what you need to know

Year 10 students need to know about routes, learning places and qualifications from which they can choose at the end of Year 11. You can find out more on the following pages in this section.

## A day in the life of a Year 10 student?

- At this stage students will find out whether they made good choices when in KS3. They will know if they like their vocational options.
- They should be having CEG lessons to prepare them for making choices. This should include learning about

the resources and information in the Connexions Resource Centre or library.

- Some will have part time jobs, but all will have the opportunity to participate in work related learning before the end of KS4 and will be able to reflect on what they have learned from it.
- Some students will want to know as much as possible about the choices they have to make in Year 11. They will need encouraging and referral to local Connexions information.
- Some students will be struggling with their courses and choices and may need to be referred to the Connexions Personal Adviser for support.



**What you can do:** use the following checklist to 'self-assess' how you currently help students with their career plans and possibly to give you a few new ideas. This may be with individuals or class.

## When students are thinking about future choices could you or do you...

1. Spend time with individual students to discuss their progress and stumbling blocks?
2. Liaise with the Connexions Personal Advisers about help for students who need careers guidance?
3. Explain the National Qualifications Framework (in Section One) and talk about the different routes?
4. Encourage students to use local Connexions booklets and national careers information to find out about careers of interest to them?
5. Talk over the use of computer programs to help with career ideas, and show how to use them if necessary?
6. Use *It's Your Choice* if it is available in Year 10 in your school, and encourage students to do the exercises?
7. Explain how the Personal Adviser can help and make referrals if necessary?
8. Visit and encourage students on work experience or vocational placements?
9. Use Progress File booklet *Moving On* to support self development, awareness of key skills and goal setting?
10. Liaise with the SENCo about help for those with SENs?



# Facts and Factors



## Year 11 tutors: what you need to know

Year 11 students need to make decisions about the choices they have. You may need to help them to:

- Think about their interests and abilities, preferred learning style and career aims;
- Research the options by gathering information, visiting learning providers and talking to their family, staff and Connexions advisers;
- Weigh up pros and cons of the most suitable options regarding the routes, learning places and qualifications available to them;
- Consider options at 17 and 18 (See Section Four);
- Make applications;
- Ensure a back up plan is in place;

Students with little idea will need to keep their options open while developing their skills and knowledge – doing something they enjoy.

## A day in the life of a Year 11 student?

- Your students will receive 'advice' from all quarters, from their friends, parents/carers and relatives as well as from their teachers and Personal Adviser. All this advice can be confusing – they may therefore need you to help them sort out the good from the bad and the ugly.
- Few students do enough research for themselves into options and careers and rely more on what they are told than what they read. But how up to date are their parents, and even their teachers?
- If the school's careers education and guidance programme is good the preparation for making choices should be well planned and timed. However, if the programme is weak there may be little support for students making choices.



## Learning style

There are exercises in the Progress File booklet *Moving On* and *It's Your Choice* that will help students to work out their preferred learning style.

Learning styles are often divided into:

- **Kinaesthetic (K)** – preferring to do something practical to develop understanding.
- **Visual (V)** – with a preference for reading and notes to learn and understand.
- **Auditory (A)** – preferring to listen and talk to learn and understand.

The National Qualifications Framework in Section One shows three broad qualification types:

- Vocational qualifications
- Vocationally related qualifications
- Academic qualifications

People with strong preferences for particular learning styles will probably find some qualifications/courses more suitable for them than others:

Kinaesthetic	-----	Vocational and VRQs, eg. BTEC, CACHE, NVQ, VCE
Visual	-----	VRQ and academic, eg. VCE, AS and A2 Levels
Auditory	-----	VRQ and academic, eg. VCE, AS and A2 Levels



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. When students are thinking about future choices could you or do you...

1. Identify students who seem to be struggling, underachieving or setting their sights too low, and refer them for extra help from the Connexions Personal Adviser?
2. Make use of mentoring or peer support schemes to raise aspirations and access to opportunities?
3. Check that students understand the National Qualifications Framework and the different routes? (See Section One).
4. Spend time with individual students to discuss their learning styles, interests and abilities, career aims and plans (using Progress File *Moving On*)?
5. Use *It's Your Choice* local Connexions Service publications on options at 16+ with students and encourage them to do the exercises?
6. Remind students of important dates and deadlines as shown in the critical dates and deadlines table, on the next page?
7. Encourage students to continue using careers information to find out about careers of interest to them?
8. Explain the link between higher education or job entry requirements and particular post 16 courses?
9. Visit students on work related placements?
10. Liaise with the SENCo about help for those with SENs?

# Critical Dates and Deadlines

**Diary of activities for you to ensure that your Year 11 students make and implement their career decisions.**

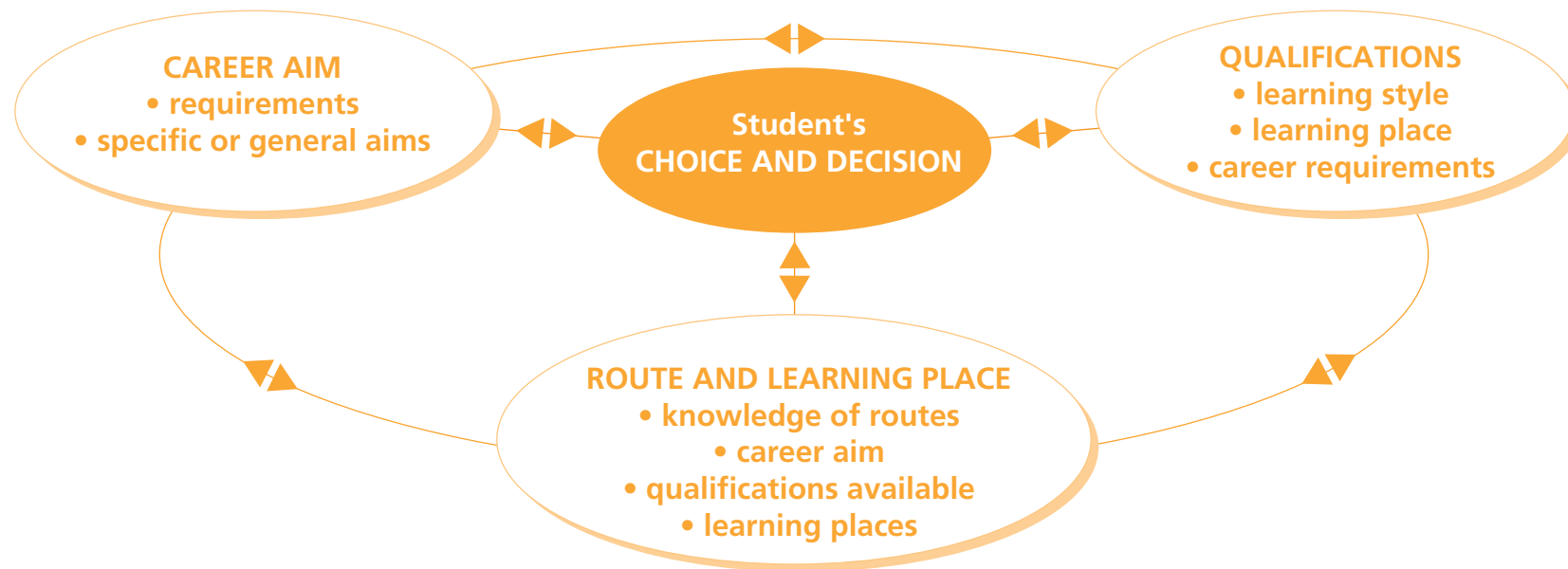
**In these months your students may need to ....**

<p><b>September</b> <b>October</b> <b>November</b> <b>December</b></p>	<ul style="list-style-type: none"> <li>• Attend college open days and career events</li> <li>• Use careers information, including local and national publications and websites</li> <li>• Talk to Personal Advisers, teachers, mentors and parents about career plans</li> <li>• Consider career paths that fit their best subjects, grades and interests</li> <li>• Gather up to date school/college prospectuses and training provider details</li> </ul>	<p><b>April</b> <b>May</b> <b>June</b></p>	<ul style="list-style-type: none"> <li>• Register with agencies locally and on the Internet</li> <li>• Keep Progress File up to date</li> <li>• The school leaving date is the last Friday in June. School leavers can't start full-time work or work based learning before then, even if exams are finished</li> <li>• Register for work at local JobCentre, JobCentrePlus, and Connexions office if leaving school</li> <li>• If 16 or 17, not in full-time education, with very few qualifications, they may be entitled to paid time off for study while working – they need to check with Connexions Personal Adviser</li> </ul>
<p><b>January</b> <b>February</b> <b>March</b></p>	<ul style="list-style-type: none"> <li>• Explore full range of opportunities available to them in employment, training and further education</li> <li>• Weigh up pros and cons of options</li> <li>• Use mock exam results to inform plans</li> <li>• Complete application forms for courses</li> <li>• Apply to colleges for additional support if needed, such as equipment, transport, etc.</li> <li>• Attend interviews for FE colleges January – August</li> <li>• Start applying for Apprenticeships/work based learning</li> <li>• Keep Progress File up to date and take it to interviews</li> <li>• Decide which referees they will choose if needed for applications – ask permission</li> </ul>	<p><b>July</b> <b>August</b></p>	<ul style="list-style-type: none"> <li>• Check regularly for vacancies, jobs and training opportunities</li> <li>• Consider options in the light of any exam results. Talk to their PA, careers teacher or further education college for advice</li> <li>• Enrol at college If they have applied for a course starting in September as there may be summer enrolment for students who have unconditional offers</li> <li>• Have their National Insurance numbers – these should be issued to them at about 15 years and 9 months. If not, then they need to telephone: 0191 225 7714 (Department of Work &amp; Pensions)</li> </ul>
<p><b>April</b> <b>May</b> <b>June</b></p>	<ul style="list-style-type: none"> <li>• Keep applying for jobs and work based learning if planning to leave education</li> <li>• Talk to the Connexions Personal Adviser about e2e if unsure and need extra support</li> <li>• Apply for Educational Maintenance Allowance if staying on in education – they will need a bank account for payments</li> <li>• Check costs of any FE courses, such as books and equipment and discuss with student advisers what finance and support may be available including any entitlement to EMA, travel, access funds, welfare benefits etc. by end of June</li> <li>• Check vacancies and apply for jobs with Connexions Personal Adviser (PA), local newspapers, JobCentres &amp; JobCentrePlus (which helps with welfare benefits information as well as jobs)</li> </ul>	<div data-bbox="1167 2181 1283 2318" data-label="Image"> </div>	<p><b>What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...</b></p> <ol style="list-style-type: none"> <li>1. Have a 'careers monitor' to keep everyone (including you!) up-to-date with deadlines?</li> <li>2. Ask students to write the activities in their planners as a reminder?</li> <li>3. Make a note in the register of who is likely to be making applications for college or work based learning so that you can give them special reminders about applications?</li> </ol>



# Options at 16+ : The Whole Picture

This diagram shows the factors that need to be taken into account for 16-19 decisions. It is not always a linear pathway!





# The Main Routes

## What you need to know

This information will help you understand the main routes at 16.

## WORK BASED ROUTE:

### A job without training

e.g. some sales assistant jobs, fast food assistant, kennel assistant, factory processing/assembly work. The minimum wage at 16 is £3, at 18 it is £4.85.

- Young people may be attracted to the thought of such jobs by the prospect of earning money straight away and because they may not need particular qualifications for entry – but they need to understand the limitations of such work.
- Such jobs will have some initial training but many do not lead to training qualifications.
- Progression opportunities may be limited although with experience it may be possible for some people to move up to supervisory work.

- In the future, lack of qualifications may affect pay, job security and some pension rights.
- Also such work is very difficult to find in some areas!

### Work Based Learning – a job with training

- This is a combination of training and work, either on the job or day/block - release at a college or training centre.
- Some businesses have their own training programmes, but most work based training programmes are Apprenticeships (re-branded in 2004 from Modern Apprenticeships).
- Apprenticeships are usually organised by 'training providers' who assist young people (aged 16-24) in finding a suitable workplace and arrange the work-based training. They will also ensure that key skills are assessed.

- Apprenticeships are available at two levels in a range of career frameworks such as agriculture, administration, construction, engineering, hospitality, manufacturing, media and printing, recreation and travel.
- *Apprenticeships* are appropriate for young people with GCSEs at grades A-E or equivalent at the end of KS4 and/or with the potential to achieve to a minimum of level 2 on the NQF. Young people work for at least 12 months at work and will work for NVQ level 2 and technical certificates in the relevant work.
- Apprentices can be paid either the going wage for the job or a training allowance (minimum of around £40 but usually this goes up quite quickly).
- *Advanced Apprenticeships* are for those with at least 4 GCSEs at grade A\* to C or NVQ2 or equivalent. These may last for 2 years with trainees working towards NVQ level 3 and technical certificates in their chosen field. They are employed and paid proper wages.

With an NVQ3 it is possible for learners to progress to higher education.

- *Pre-apprenticeships* are for those with the potential to enter an Apprenticeship and achieve to NVQ level 2 but are not ready for it. They will be offered this through the Entry to Employment (e2e) programme.

### e2e Entry to Employment

- This is a flexible, tailored programme for 16-19 year olds who have problems that make it harder for them to continue in work or learning when they leave school.
- The programme is designed to prepare young people for an Apprenticeship, employment or training or for further education by developing personal skills and work experience or tasters.
- There are opportunities to gain qualifications, and trainees are paid a training allowance.
- Pre e2e work based learning provision is for young people who do not have the potential to progress to an Apprenticeship but nevertheless can train for particular jobs and work towards entry level or level 1 qualifications and basic skills.

### Time off for study

There is legislation giving young people aged 16 and 17 the right to paid time off from work for study or training if they have not achieved NVQ level 2 or equivalent.



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...

1. Talk to your careers co-ordinator or PA about opportunities in your area?
2. Find out about the kind of Apprenticeships that previous students have moved on to?
3. Arrange to visit local Apprenticeship or e2e providers to see types of provision for yourself?
4. Get providers to come into your tutor group to speak to the students?
5. Go to the LSC Apprenticeship website [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)?

# The Main Routes



## FULL TIME EDUCATION

### What you need to know

#### FE College or 6th Form College

- Students who go to a further education or sixth form college can expect a different lifestyle from that which they were used to at school. They are more likely to have to take responsibility for their own learning.
- The range of courses on offer will vary:
  - Generalist FE colleges that focus on a wide range of general academic and vocational courses from level 1 to 4. Some have pre-entry level 1 courses for students with SEN.
  - Specialist colleges that provide additional skills and knowledge in particular areas such as drama, art and design, or agriculture from level 1 to 4.
  - Specialist sixth form colleges that focus on general academic courses, mainly A levels, i.e. at level 3.
  - Consortium provision which may be across several schools or college sites.

- Teaching and learning styles will vary with the courses.
- All students have a personal tutor assigned to them. Educational Maintenance Allowance procedures mean that students may be registered for every lesson.
- There are usually student services and support systems to help students. These will include learning support, housing, welfare, careers and Connexions, finance.
- Courses lead on to employment, further study in FE or higher education. In some cases, students will leave to go into Apprenticeships once they have a clearer idea of the work they want to do.
- Many colleges have enrichment activities that include careers education, citizenship, debates, volunteering and trips.

#### Staying in 6th Form or moving to a new 6th Form

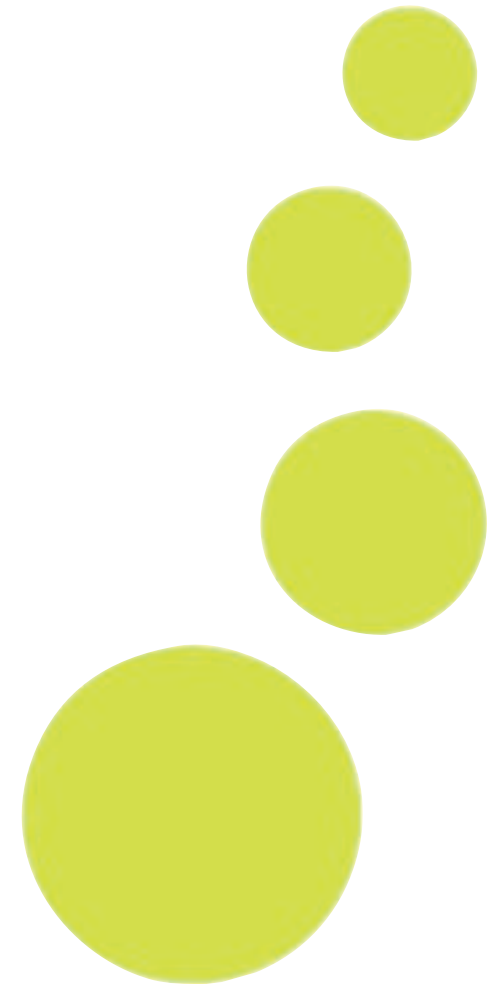
- Those who stay in their existing sixth form or move to a new school will find it differs from Year 11. They are likely to have a

social area, more relaxed uniform rules, and possibly some responsibilities helping with the running of the school.

- Courses will range from academic A level subjects to vocationally related courses such as BTECs. There may be some at level 2 but most will be available at level 3.
- Most schools have a tutorial system that includes registration and an expectation that students attend all lessons.
- Many schools have enrichment activities that include careers education, citizenship, debates, volunteering and trips.

#### Consortia

In some areas where there is consortium provision students will study in more than one institution and may have to travel around the locality to be able to study their chosen courses.





**What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...**

- 1.** Explain the different routes and qualifications and show how they fit together on the National Qualifications Framework? (See Section One).
- 2.** Ensure that students research all the routes and learning places?
- 3.** Talk about how previous students are getting on in the different routes and with different qualifications?
- 4.** Use the National Qualifications Framework with each student in class and individual discussions so that they can see their options?
- 5.** Reassure students that they can change direction if they get it wrong?

# Learning Place



## What you need to know

The choice of where to learn is usually

- School
- College
- The workplace

The National Qualifications Framework in Section One shows where you can take the different courses and qualifications. The information on post 16 options in Section Three explains the main choices. There is also a section in *It's Your Choice* that helps students to think through the options.

If students want to they can apply to more than one place before committing themselves to their preferred option by September after Year 11.



## You could lead a discussion for students to think about the following suggestions:

### Where and why?

Where is best for individual students to continue learning is a subjective decision. This page will help you work with your students to weigh up the pros and cons of different learning places. Where there are consortium arrangements it may be in school, school and college, or college.

### Staying at school

#### PROS

- They know staff and students and are well known.
- Travel is the same as before.
- Top of the school – possible rights and responsibilities.
- Some specialist teachers particularly in academic subjects.

#### CONS

- Might feel too well known!
- Same old place!
- Choice of course may be limited.
- Work related experience may be limited.

### Going to college

#### PROS

- A new start with staff and students.
- Good to see a new place and try new experiences.
- Some specialist teachers particularly in vocational subjects.

#### CONS

- Might feel a bit lost at first.
- Travel arrangements may be difficult.
- May need to make more effort to keep on top of work in a relaxed environment.

### Going on work based learning or Apprenticeship

#### PROS

- A new start with staff and workers.
- Good to see a new place and try new experiences.
- Doing something practical that relates to a job that you like.
- Earning money and gaining work experience.
- First step on the career path.

#### CONS

- Might feel a bit lost at first.
- Travel arrangements may be difficult.
- Have to know what career you want to do.
- Might be low income to start with. Shorter holidays than when in education.

# Qualifications



## What you need to know

With such a wide range of qualifications it can be hard to decide on the most suitable. Qualifications can be combined and they are often described by the number of 'units'.

It is helpful to remind students that even if they choose a particular course they can later change their mind, and they will learn 'transferable' skills that are useful in other areas.

For students who think they want to progress to university they need to check entry requirements for specific courses – but to also understand that entry requirements for many courses are becoming increasingly flexible (see the National Qualifications Framework in Section One).



ASK students to mark their preferred route across the NQF, researching the information before deciding.

REFER students to the careers co-ordinator or Connexions PA for guidance if they are uncertain about choices.

## Student plans

- A particular career in mind that has very competitive and intellectual entry requirements.
- A particular career interest.
- Clear career idea and intention to get out to work whilst learning on the job.
- Desire to study for its own sake, possibly leading to research.
- Uncertain career goal and want to keep options open.
- Wish to go on to university.

## Tutor suggestions for student action

- Check out requirements e.g. science A levels for medicine and vet or engineering; academic A levels for law.
- Check out vocationally related qualification courses for broad introduction.
- NVQ linked to work based learning/ Apprenticeship.
- Academic A level courses.
- Could combine vocationally related and academic courses.
- Check carefully on entry requirements.



WHEN DISCUSSING different options with students, the following table may help you to give them suggestions for action:

# The Main Routes at 17/18+



## What you need to know

When your students reach 18 they may have the option of higher education, as well as similar options to those at 16, such as employment and work based learning. These are explained below. They may need to take HE course requirements into account when making post 16 choices when there are specific course requirements a higher education course or career they already have decided on.

## OPPORTUNITIES FOR WORK

### A job without training

- The choice of jobs available to 18 year olds is far greater than for those under 18 because of their adult status.
- Administration, retail, hotel and catering are all areas that might recruit 17 and 18 year olds.

## Work based learning

- The opportunities for work based learning at 17 are similar to those at 16 – See Section Three.
- Apprenticeship opportunities will still be available – See Section Three.
- Some employers recruit and train on-the-job. Such employers include the police, fire service and some retailers. However, 18 years of age is the minimum age of entry and some employers still prefer recruits to have more life experience before applying.

## HIGHER EDUCATION

- The best known education option after 18 is higher education (HE). Range of courses available in higher education at over 150 institutions nationwide.

- Most courses lead to degrees although there are many other types of courses available including foundation degrees and HND/HNCs.
- HE courses are available at local and national universities and colleges and at local colleges of further education.
- Honours degree – full or part-time, 3 or 4 years. Some degrees involve vocational training with academic study such as medicine and law. Sandwich degrees include work placements and some employers enable their employees to gain a degree through time off from work. Entry requirements are usually based on achievement in level 3 qualifications such as A levels or equivalent (see NQF in Section One).
- Foundation degree – a work-related HE qualification designed with employers to meet skills shortages. They can be full or part-time and may provide progression to further qualifications and courses.
- BTEC Higher National Diploma or Certificate (HND/C) – cover a range of vocational areas and can be studied full or part-time and last for 2 or 3 years with a year in industry.
- Diploma of Higher Education (DipHE) – normally lasts for 2 years, full or part-time and sometimes combined with professional or vocational qualifications. It may be converted to an honours degree with more study.

## PERSONAL DEVELOPMENT OPPORTUNITIES

See Section Five for information on volunteering, part time jobs and gap years.



**What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...**

1. Encourage students to think about the possibilities offered by higher education from a young age?
2. Introduce the Aimhigher website ([www.aimhigher.ac.uk](http://www.aimhigher.ac.uk)) to provide insight into HE and relevant information on finance and options?
3. Encourage students to be aware of course requirements for specific careers before making their post 16 choices?

# Personal and Career Development



## Volunteering and part-time work

Many employers and admissions tutors want to see young people with 'employability skills' such as dealing with the public or handling money. Two very good ways of developing such skills are through volunteering and through part time work.

*Volunteering* is available through projects like Millennium Volunteers which can be fitted around other commitments such as study or training. Projects are for 16-24 year olds, including activities such as helping elderly or disabled people, getting involved in environmental projects or even starting up their own. After 100 hours of volunteering

students are given an Award of Excellence by the Secretary of State. Other volunteering opportunities are available through local Community Service Volunteers and community groups.

*Part time work* not only provides young people with money but also gives them valuable experiences for example, working with the public or doing tedious jobs that show they can stick at something!

There are national and local regulations which limit the jobs that 14-16 year olds can do and the hours they work. The Connexions Direct website (Section One) has details.

You may need to help your students see the range of skills they have developed through their part time work, even if it's showing they can get up early to do a paper round.

Remind your students that the skills and experience developed through volunteering will make them stand out in their applications as well as helping them develop their skills and maturity.



## Gap year

One in three students takes a year out (or gap year) before going on to higher education. This time may be used to travel, work or learn different skills from those found in academic life. Although not common amongst 16 year old school leavers it is still an option available before continuing studying or going on to employment.

### PROS

1. gain maturity and confidence
2. time to clarify or confirm career ideas
3. save money – useful if you're going on to higher education
4. the chance to travel

### CONS

1. might lose the discipline of study
2. a break may be seen as lack of motivation
3. some year out activities such as expeditions can be expensive
4. risk



**What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...**

- 1.** Ask students to think over the pros and cons of a gap year at 16 and at 18?
- 2.** Ask students to list all the pros and cons of volunteering and part time work, write them down and then highlight those that are relevant for them?
- 3.** Look up case studies on volunteering web sites to discuss?

# Labour Market Information (LMI)

## What you need to know

Increasing competition for jobs and places on courses means that it is important for students to have up to date information about trends and developments in the labour market, about the options available, the types of work or learning involved, and where they might lead. Good information helps people make good decisions.

LMI is '... any information about the structure and working of a labour market and the factors likely to influence the structure and working of that market including:

- jobs available
- people available to do those jobs
- the mechanisms that match the two
- changes in the economy and business environment.

## Trends in work

Work patterns have changed in the last 30 years thanks to new technologies, global shifts in production, and changing economic markets. It will help your students if they are aware that:

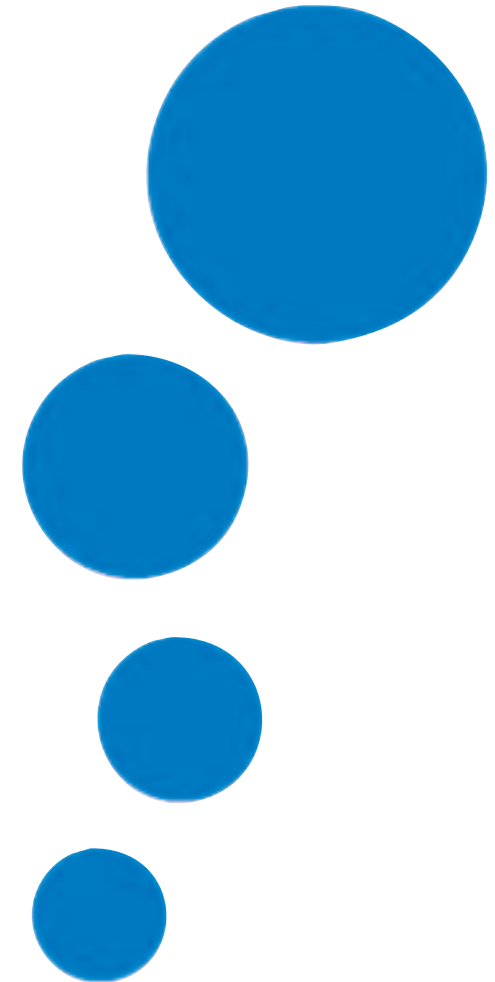
- Growth industries are likely to be in the service sector (2/3 of the employment of this region) including education and health care, not in manufacturing or land based industries.
- 'Employability' skills are essential – including key skills such as IT, numeracy, communication, problem solving, adaptability, the ability to learn and team working.
- Part-time and flexible work patterns will increase.

## Trends in education

**Further education:** In East England, 78% of 16 year olds and 66% of 17 year olds were in full time education or training, a figure very similar to that for all England.

**Higher Education:** The Government target is for 50% of 18-30 year olds to experience higher education by 2010. The rationale for this target is to provide the skills needed for the UK economy to develop. The value of higher education is borne out by 2005 statistics:

- Across all ages 21-60, graduates earn around 50% more than those with level 3 qualifications.
- Between the ages 21-40 the rise in earnings is steeper for graduates than for non-graduates.
- Around 50% of graduate vacancies are open to graduates of any discipline.





## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...

1. Use local newspapers and ask students to analyse the job vacancies and organise them into job sectors to see where there are most?  
  
Do this several times to get a pattern.
2. Ask students to analyse the vacancies for skills that are 'transferable' to see those that are most commonly required?
3. Ask students to look for local news stories about firms opening and closing. Analyse in relation to national trends?
4. When talking about future choices explain the potential benefits of higher education?
5. Ask students to talk to their parents/carers and grandparents about what working life was like 10, 20, 30 or more years ago?

Make this into a display.

# Money Matters



## What you need to know

Finance affects career decisions and this will probably be an area you are asked about. Most of the information in this section is explained in greater detail on the websites [www.dfes.gov.uk/financialhelp](http://www.dfes.gov.uk/financialhelp) and [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport)

## Financial support for 16-19 year olds in education

**Education Maintenance Allowance** is a weekly allowance paid directly to any student with a household income below £30,000 if taking 12 or more hours of tuition. This is paid into the student's bank account on a sliding scale from £10 to £30 according to household income. Students sign and have to keep a learning agreement – money may be stopped for non-attendance. Bonuses are payable for certain achievements.

**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 courses.

**Learner Support Funds** – those in financial difficulty can apply to the LEA/Children's Services Department for funding in addition to EMA. It can be used for books, equipment and other course related costs like visits and trips as well as domestic emergencies.

**Free transport** – may be available to pay for fares. From the LEA/Children's Services Department, school, college or Learner Support Funds.

**Residential Bursary Scheme** – for those applying to one of the 51 specialist colleges e.g. for agriculture, horticulture, art and design where they have to move away from home. Details held at the college to which they are applying.

**Disabled students** – may be able to claim benefits or funds whilst studying – [www.skill.org.uk](http://www.skill.org.uk) can help.

## Dance and drama awards

The awards are for students aged 16+ and are available at some of England's leading private performing arts institutions. Auditions are usually part of the criteria.

## Financial support in work based learning:

**Apprenticeships** – Most employers pay the going wage for the job. Non-employed trainees are paid a minimum training allowance of £40 plus expenses. Many employers top this up.

Apprentices who cannot live at home can claim Housing Benefit.

**e2e** – a training allowance of £40 plus help with expenses including travel costs are paid to trainees.

**Higher education** – recent changes (that may alter again):

- No up-front tuition fees from September 2006 as all students can defer paying until after they leave.
- From 2006 – a new non-repayable maintenance grant of £2,700 for students from lower income households.
- Increased student loans for living costs – don't have to be repaid until earning more than £15,000.



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Do you...

- 1.** Brainstorm ways of managing and budgeting money with students?  
  
e.g. bulk buying, charity shops, avoiding designer labels, cutting down sweets, cigarettes and socials, having people over rather than going out. Ask them to try out one of these activities over the coming week(s) and report back any savings made.
- 2.** Discuss the pros and cons of keeping a record of all spending so that students can see where money goes?
- 3.** Discuss the pros and cons of getting part time work – income and experience versus time away from studying?
- 4.** Introduce the Connexions Card which rewards attendance through points for products such as clothes and CDs?  
  
Ask students to research this one and to report back to the group.
- 5.** Ask students to research the student deals at the major banks and to report back on one of them?

# Transport

## What you need to know

- Many students are put off attending a course or job that would really suit them because of the travel implications of their journeys to school, college or work. This is particularly the case in the most rural parts of the region.
- Local education services (whether LEA or Children's Services) publish a transport policy statement with information on the services, discounts and concessions which are available for those aged 16 – 19 and other students in the area. This information can be found easily on [www.dfes.gov.uk/financialhelp](http://www.dfes.gov.uk/financialhelp).
- Some Connexions services also have travel advisers to provide information and advice to young people about how to access education or work opportunities.
- Students should check which college sites they will be studying at and/or any possible work placements.
- Daily or weekly transport costs may be reduced where local buses or trains operate reduced fare schemes.
- Students should check with the college or local transport authority for local schemes and reductions.
- Some colleges provide transport for their students. Students may be entitled to a travel pass or financial help if aged 16 – 19, are a disabled person or have learning difficulties.
- There is the residential bursary scheme that will help with attending specialist level 3 (and in some cases, level 2) courses that are beyond reasonable travelling distance. This means a return daily journey taking more than 2 hours, or a distance of more than 15 miles from college to the student's home or a journey that requires more than one change on public transport.
- If students need specialist transport they should discuss this with college staff who may be able to help with transport arrangements.



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...

1. Encourage students to look further than they first think they can get to?
2. Have the LEA/Children's Services Department transport policy available for information?
3. Have local bus and train timetables available, bookmark them on the internet, or ensure that students have the phone numbers to ask for them?
4. Discuss – and even copy – the top tips for personal safety?



# Top Tips for Personal Safety

Personal safety skills are essential for students travelling to and from school, college or work. The following tips will help to keep your students safe.

- 1.** Carry the number of a good taxi firm with you at all times.
- 2.** Have your ticket or money ready rather than stopping and looking for it when you are on public transport.
- 3.** When you are only one of a few in a train carriage move seats so you are near the emergency stop button.
- 4.** Don't walk around in the dark on your own.
- 5.** Don't listen to a walkman/use a phone when you're walking on your own – you prevent yourself from hearing things around you.
- 6.** Walk in the centre of the footpath and facing the traffic – it avoids kerb crawlers.
- 7.** Walk with your keys in your hand – they can be used as a weapon as a last resort.
- 8.** Buy a personal attack alarm and attach it to your key ring.
- 9.** Walk briskly, with a purposeful stride.
- 10.** If you are walking somewhere with valuables, spread them about yourself.
- 11.** If someone tries to take your bag/wallet – let them, then contact the police – you can get cards and money back, we can't get you back when you have gone.
- 12.** If you think you are being followed, go into a shop and call a taxi.
- 13.** If you ever feel threatened shout 'fire' – it gets more attention than 'help'



# Keeping Students on Track



## What you need to know

It is not easy keeping up to date, particularly with so many things happening with students in Year 11. This pack should give you some practical ideas of how to help your students.

Here is a checklist of activities that you can use to remind your students and to keep them on track:



## What you can do: use the following checklist to 'self-assess' your current practice and to think about a few new ideas. Could you or do you...

1. Use and keep using the 'dates and deadlines' calendar in Section Three?
2. Reassure students when things don't seem to be working out – there are usually fall back options or lower level qualifications available if they miss required grades – but it will take longer to achieve their goal?
3. Talk it through with them? If they change their mind remind them of the processes of thinking about themselves, exploring the options and making career decisions – and apply these to the new ideas?
4. Talk to the careers co-ordinator and Connexions Personal Adviser? They are key sources of help for you as a tutor.
5. Encourage your students to use the Connexions service?
6. Refer students to the Connexions centre for guidance and vacancies in holidays if needed?
7. Remind students of Connexions Direct and the Connexions websites?
8. Remember you are not in this alone? Talk to the careers co-ordinator and other colleagues if you are worried about a particular student.

