USING WHICH WAY NOW? AND IT’S YOUR CHOICE IN THE CLASSROOM

PRACTITIONERS’ GUIDE 2010-2011
About this guide
This guide offers suggestions on how to use Which way now? and It’s your choice in the classroom with young people who are choosing their key stage 4 or post-16 options. It is a response to requests from practitioners for advice to support their use in tutorial and careers education sessions.

The classroom sessions in the guide follow the basic career planning process. This has three stages, through which individuals move backwards and forwards as they build their careers. The stages are:

1. Getting the most from Which way now? and It’s your choice
Which way now? is for young people choosing their key stage 4 options. It’s your choice is for those choosing post-16 options. Each also contains information for parents and carers.

- Use the sessions in this guide, preferably as part of your options programmes, to introduce the magazines and where on the web they can find a pdf version.
- Draw young people’s attention to the information for parents and carers. Ask them to share it with their parents/carers and encourage them to use the opportunity to discuss the next stage of their education and training and their initial thoughts and ideas.
- Encourage young people to use them as a workbook. Ask them to work through the action points and browse the websites listed. Emphasise that the more they get involved, the more control they have over what happens.
- Help young people to make the links between the work done with the magazines and other parts of the careers programme – for instance, ensure they use the results of any self-assessments and career interest questionnaires.
- Provide any follow-up support required – for example, dealing with queries, checking progress, referring individuals for specialist help or advocating on their behalf.

After introducing Which way now? or It’s your choice to students, continue to offer them support throughout the year. Answer their questions, keep their plans under review and refer them to sources of specialist help. You may have to write references for your students. If so, check that you know how quickly you have to turn them round so that you do not let your students down.

Discussing students’ ideas and plans is an integral part of the options process. When doing this, it is useful to mirror the basic career planning process outlined above. The stages in a typical discussion are:

- getting started – putting students at their ease, checking what they want to discuss and agreeing what is possible in the time available
- exploring the issues – talking through the issues identified
- prioritising options – agreeing next steps
- planning and recording next steps – identifying what needs to be done, agreeing who is going to do what and planning to meet again if necessary.

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The raising of the participation age in learning (RPA)

The Education and Skills Act 2008 raises the participation age in learning to 17 in 2013 and 18 in 2015. This means that current Year 9 students will continue their education and training to age 17 and those in Years 7 and 8 to age 18. Staff supporting young people with the options process will need to:

- work with colleagues to raise aspirations and challenge stereotypes – so that young people participate, achieve and progress
- ensure that young people and their parents/carers understand that continuing in education and training after the age of 16 does not necessarily mean staying on at school – young people can choose to learn at school, at college, or with a training provider or employer
- be able to provide accurate information about all the education and training options available to young people aged 14 to 19
- support young people to consider their longer-term future as well as next steps
- recognise the limits of their own knowledge/understanding and know how and when to refer young people to others for expert advice and support.

Options programmes

Young people are continuing in education and training for longer. Additionally, schools now have greater power to choose the qualifications that best meet the needs of their students. A good options programme is therefore a vital element in helping them choose well. Effective programmes:

- enhance young people’s self-efficacy and self-management skills
- raise their aspirations and challenge unrealistic expectations
- motivate them to make the most of their education and training opportunities
- improve their participation, achievement and progression
- reduce the risk of floundering and ‘trial and error’ choices
- help to overcome decision and transition anxiety.

Schools deliver options programmes in many different ways. The best are characterised by:

- transparency – young people understand why they must make decisions that affect their future
- impartiality – young people receive information, advice and guidance that is accurate, comprehensive, fair and puts their interests before organisational ones
- timeliness – the programme starts sufficiently early and keeps to the published timetable
- challenge – the programme empowers young people to challenge stereotyped and traditional thinking and other barriers to participation, achievement and progression
- partnership working – the school and other partners work together to improve young people’s options and ensure they understand what each option involves, where it leads and how it can help them in the future
- learning outcomes – in addition to choosing their options, young people learn how to prepare for and manage future decisions and transitions
- effective monitoring – so that no young person slips through the net.
Helping young people to choose well

Young people need good quality careers information and advice and support with their decision-making. Recent research and inspection findings suggest that too many young people are still ill informed about the subjects, qualifications, grades and experiences they need for higher-level study. The content of Which way now? and It’s your choice and the sessions in this guide are designed to help address these issues.

The process of helping young people to choose well involves empowering them to develop and test their personal career ideas and explore alternative routes to achieving their goals. Using the following strategy\(^ 1 \), which Which way now? and It’s your choice support, is a proven way to enhance this process.

1. Help students to consider familiar career ideas
   Support them to review and reflect on what they already know and prepare them for building new understanding – for example, help them to think about what they already know about their options in education, training and work and what they like and dislike about them.

2. Help students to research options
   Give students access to a wide range of careers information including ICT-based resources. Set up opportunities for them to carry out projects and investigations so that they can see if their ideas about these options are accurate and complete.

3. Extend students’ career ideas
   Illustrate how students can escape stereotypes, broaden their horizons and achieve their aspirations. Introduce them to examples of individuals who have broken through barriers.

4. Use discussion to help students adjust their self-image
   Provide students with individual support to deal with unrealistic expectations and the effects of chance and competition on choice. Support them to make compromises and attitude adjustments so that they can maintain a positive and realistic self-image.

5. Support students to identify the options that motivate and interest them
   Help students to identify the careers ideas, subjects, activities and roles that interest and motivate them and in which they have ability. Offer practical examples of the ‘return on investment’ from different career choices. Run activities that help students to develop the social and coping skills they need to turn their dreams into reality.

6. Help students to rank their career preferences
   Help students to sort out their alternatives in order of importance so that they become more focused without closing down any opportunities.

7. Help students to estimate the likelihood of entering a career
   Help students to develop realistic aspirations. Support them in assessing supply and demand and how they might fare in the competition for places. Build their knowledge of the tactics that will help them to get to their preferred destination.

8. Support students to investigate and plan different routes to the same career goal
   Help students to explore all their options and identify those that offer them the best chances of success.

9. Encourage students to test the realism of their ideas
   Encourage students to take part in taster activities, visits, open days, enterprise activities, work experience and other opportunities designed to allow them to have contact with ‘experts’ who can help them check if their ideas are realistic or not. Help them to review the outcomes and adapt and adjust their plans as necessary.

10. Prompt students to justify their ideas and plans
    Arrange for students to present their case to others and explain why they should be allowed to pursue their present ideas and plans. Arrange for them to talk to an adult who can assess their responses to questions such as, ‘How do you know that this course of action will suit you?’

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\(^1\) This strategy is an updated version of that developed by Peter Rule (Employment Department 1995).
About Which way now?
This is for young people who are choosing their key stage 4 options. It:
• signposts what they need to think about and who can help
• provides information on topics such as qualifications, subjects and future considerations
• has case studies illustrating what other young people have done
• provides action points to help them organise their ideas and take control of their decision-making
• includes information for young people to share with their parents/carers.

CLASSROOM SESSIONS

These offer ideas on how to use Which way now? in short tutorial sessions. You can combine them for use in longer time slots. The sessions follow the basic career planning process (see Introduction).

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RESOURCES REQUIRED

• Copies of Which way now?
• Details of your school’s key stage 4 offer
• Details of the support your school and others provide for students
• The website address of your local online 14-19 prospectus, if available
• The name and contact details of your school’s careers adviser
• Copies of the quiz on page 7 of this guide for session five.

Internet access is desirable so that students have access to online information.
SESSION 1: The options process

Steps

1. Introduce the options process and discuss the possible impact of key stage 4 choices on options at age 16 and beyond, including possible career opportunities.

2. Ask for and record students’ ideas on what they should consider when choosing their key stage 4 options. Their suggestions may include:
   - what they enjoy or might enjoy
   - what they dislike or might dislike
   - what they are or might be good at
   - what interests or does not interest them
   - how an option may help them in the future
   - what options are available
   - what their friends think and choose
   - the teachers involved
   - the places involved
   - any extra costs – for example, for field trips, visits and study materials.

3. Confirm that students should consider all these factors when choosing their options. Describe the support they will receive from school and others to help them choose well.

4. Outline to students where they can access a copy of Which way now? Explain that the magazine is to help them with the options process.

5. Go through the magazine with students, highlighting how they can use it:
   - as a source of information – for example, by reading about qualifications, the world of work and the labour market
   - to help them organise their ideas – by using the action points and hot tips
   - to find out what other young people have done – by looking at the case studies
   - to help their parents/carers understand what they are doing – by sharing the content of the magazine with them especially the Parents & Carers supplement at the end.

6. Explain that students will be working on different parts of Which way now? in the next few sessions. Suggest they prepare for this by talking to their parents/carers about their choices. Encourage them to use the following questions to identify other people who could help them:
   - Who knows me really well?
   - Who knows what I need to know?
   - Who can give me unbiased information?

SESSION 2: Where am I now?

Steps

1. Ask students for ideas on what they need to know about themselves in order to choose key stage 4 options that suit them. Remind them that they have a better chance of success if they choose options that interest and motivate them.

2. Introduce Action point 4 on page 6 of Which way now? and ask students to complete it individually.

3. Allow students working in pairs to discuss their results. For example:
   - How do they feel about what the statements say about their main areas of interest?
• How do they feel about the subject ideas linked to their main areas of interest? Have they prompted any new ideas about possible options?
• Which subjects interest them most and why? What evidence do they have to demonstrate that they have a real interest and ability in the subject?

4. Take feedback.
5. Ask students for examples of other activities that can add to their self-knowledge. These could include voluntary, sporting, leisure and other activities done in or out of school. They could also include work on career and self-assessments completed in tutorial, PSHE education and other learning programmes.
6. Conclude by asking students to complete the ‘Me . . . I am’ and ‘I learn best by’ sections of Action point 5 on page 8 of the magazine.

SESSION 3: What could I do?

Steps
1. Remind students that research is an important part of the options process. Ask for and record their ideas on the information they will need about their options in order to choose well. Encourage them to think as widely as possible to minimise the limiting effects that background, low aspirations, gender and ethnicity may have. Possible responses include:
   • which subjects are compulsory and why
   • course content
   • teaching methods
   • workload
   • costs for materials, field trips, visits etc.
   • the qualifications they will gain and how these will help them in the future
   • entry requirements, application methods and deadlines.
2. Confirm that students should consider all these things when choosing their options.
3. Guide students through pages 12 to 17 of Which way now?, making the links with your key stage 4 offer, highlighting the differences between the various options and drawing attention to the hot tips and action points. Discuss any issues arising.
4. Ask students to look at page 8 and complete the ‘My options’ part of Action point 5.
5. Conclude the session by telling students that they will look at qualifications in the next session. Encourage them to prepare for this by making a list of any questions they have.

SESSION 4: How will these options help me?

Steps
1. Ask students to explain why qualifications are important. Compare the reasons they give with those on page 11 of Which way now?
2. Guide students through the information on the qualifications system presented on page 10 of the magazine.
3. Ask students in pairs to answer one or more of the following questions, using the information in the magazine to help them.
   • A job advert says that applicants must have five good GCSEs or equivalent. What subjects, grades and qualifications is the employer likely to accept?

Aim
Students use Which way now? to find out about the qualifications system and the long-term value of gaining qualifications.
• The entry requirements for a course are four GCSE passes or equivalent. What subjects, grades and qualifications are admissions staff likely to accept?
• The entry requirements for a higher education course are five good GCSEs and three A Levels or equivalent. What grades and qualifications are admissions staff likely to accept?

4. Take feedback and correct any misunderstandings. Ensure that students understand that:
• most opportunity providers expect applicants to have GCSEs in English and mathematics
• the phrase ‘or equivalent’ usually means that an opportunity provider will accept an alternative qualification at the same level, but students should always double check and find out precisely what qualifications, subjects and grades an opportunity provider will accept
• they can get advice on what course (including higher education) and job entry requirements mean from their teachers, careers co-ordinator and careers adviser.

5. Ask students to complete the ‘My future’ and ‘My questions’ sections of Action point 5 on page 9 of the magazine.

6. Conclude by reminding students that gaining qualifications at key stage 4 is the start of their qualifications journey. Encourage them to read the ‘Thinking ahead’ section of the magazine (pages 22 to 25). If they have a career in mind, encourage them to investigate what subjects and qualifications the future might hold by completing Action point 6 on page 11.

Aim
Students check that they know what is covered in Which way now? and understand how to use it to help them with the options process.

SESSION 5: Do I know enough?
Steps
1. Ask students in small groups to do the Which way now? quiz (see page 7 of this guide), setting a time limit if appropriate.
2. Review students’ answers using page 8 of this guide. Discuss any issues arising.
3. Conclude by telling students that the next session will be the final time they use Which way now? in school.

Aim
Students use Which way now? to help them organise their ideas about their option choices.

SESSION 6: Actions and decisions
Steps
1. Ask students to look at the Action Plan on page 27 of the magazine. Encourage them to use it as a ‘to do’ list to guide them through the options process. Remind them of the dates of options events and the deadlines for completing options forms. If appropriate, ask them to record this information in the ‘What I need to do and when’ box in the Action Plan.
2. Remind students that choosing their key stage 4 options involves making the best possible match between what they would like and what is available. Explain how the Action points on page 21 can help them to do this.
3. Conclude the session by encouraging students to go through the magazine more thoroughly at home, and use it to help them organise their ideas and choose options that will help them gain good qualifications and give them the broadest range of options later on. Remind them to share the content of the magazine, particularly the parent/carer guide, with their parents/carers.
1. Who can give you expert help if you have trouble deciding which options to choose?

2. What type of options and what subjects might an enterprising person enjoy?

3. What are GCSEs and why are they important?

4. How many days will you spend working with an employer if you do a Diploma?

5. What types of assessment are you likely to come across at key stage 4?

6. What is labour market information and why is it important?

7. What level of qualifications do most employers ask first-time job applicants for?

8. How can you find out about your local choices?

9. Give:
   a) two good reasons for choosing an option
   b) two bad reasons for choosing an option

10. Why is it important to check the information you find before you use it?
1. Who can give you expert help if you have trouble deciding which options to choose?  
(page 2)  
Your careers co-ordinator or careers adviser.

2. What type of options and what subjects might an enterprising person enjoy? (page 7)  
Options that allow them to use their energy, communication, number and thinking skills to test their ideas about how to improve the world. Subjects such as: business studies, citizenship studies, economics, information technology (IT), modern foreign languages, psychology, retail business.

3. What are GCSEs and why are they important? (pages 12-13)  
GCSEs are the key element of a broad education up to the age of 16. Schools decide which subjects to offer, but English, maths and science are compulsory at key stage 4. Most employers expect people to have GCSEs in English and maths. Some schools may offer iGCSEs in some subjects. GCSEs will help you whatever you plan to do after key stage 4.

4. How many days will you spend working with an employer if you do a Diploma? (page 15)  
You will spend at least ten days working with an employer.

5. What types of assessment are you likely to come across at key stage 4? (page 17)  
You will come across three main types of assessment:  
• internal assessment – often called controlled assessment, this includes research and other projects done in school under exam conditions  
• portfolios of evidence – collecting and presenting evidence that demonstrates your knowledge and skills  
• examinations – tests that take place at a set time and assess how well you understand a subject.

6. What is labour market information and why is it important? (page 24)  
Labour market information is data, statistics and research about the world of work and the job market. You can use it to see if your career ideas and plans are realistic.

7. What level of qualifications do most employers ask first-time job applicants for? (page 10)  
Most employers ask first-time job applicants for level 2 qualifications (for example GCSEs at grades A* to C) – but they increasingly want people with qualifications at level 3 and above.

8. How can you find out about your local choices? (pages 4-5)  
Read all the options information school gives you. Talk to teachers, the careers co-ordinator and careers adviser and students doing options that interest you. Attend options events, information sessions and taster activities. Look at online prospectuses.

9. Give:  
a) two good reasons for choosing an option (page 20)  
It fits your interests and abilities. You are good at it and think you will enjoy it. It goes well with your other choices. It links to a career idea. You think you might want to continue studying it post 16. It will help you meet the entry requirements for the post-16 options that interest you. It will help to give you plenty of choice post 16.

b) two bad reasons for choosing an option (page 20)  
Your friends have chosen it. You think it will be easy. You think it is a good course for a boy/girl to do. Someone else thinks that it is a good idea for you to do it. You like the teacher you have now. You didn’t have time to research your options properly or to get any information, advice and guidance from your careers adviser.

10. Why is it important to check the information you find before you use it? (page 19)  
To make sure that it is trustworthy, unbiased, accurate and up to date.
About It’s your choice
This is for young people who are choosing their post-16 options. It:
• signposts what they need to think about and who can help
• provides information on topics such as qualifications, education and training options and future considerations
• has case studies illustrating what other young people have done
• provides action points to help them organise their ideas and take control of their decision-making
• includes information that young people can share with their parents/carers.

CLASSROOM SESSIONS
These offer ideas on how to use It’s your choice in short tutorial sessions. You can combine them for use in longer time slots. The sessions follow the basic career planning process (see Introduction).

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7. Do I know enough? ........................................... 12

RESOURCES REQUIRED

• Copies of It’s your choice
• Details of the support your school and others provide for students
• The website address of your local online 14-19 prospectus and associated Common Application Process (CAP), if available
• The name and contact details of your school’s careers adviser
• Copies of the quiz on page 13 of this guide for session seven.

Internet access is desirable so that students have access to online information.
SESSION 1: Where am I now?

Steps

1. Discuss the significance of post-16 options. Remind students to draw on lessons learned from the key stage 4 options process.
2. Ask for and record students’ concerns about choosing post-16 options. These may include:
   - how to keep future options open
   - what happens if they do better or worse in exams than expected
   - financial concerns
   - coping with learning in a different location or in multiple locations
   - not having enough responsibility or freedom
   - failing to get onto their chosen course, Apprenticeship or other option
   - losing touch with friends
   - not having a clear idea of what they want to do
   - disagreeing with others about their choices (for example, parents/carers, teachers, friends)
   - not knowing or understanding their options.
3. Explain that good preparation and research can help to overcome these concerns. Describe the support that students will receive from school and others to help them choose well. If appropriate, refer to the local online 14-19 prospectus and associated Common Application Process (CAP).
4. Explain how to access It’s your choice and print a copy. Explain that the magazine is to help them with the options process.
5. Go through the magazine with students, highlighting how they can use it:
   - as a source of information – for example, by reading about qualifications, different education or training options, labour market information and what employers are looking for
   - to help them organise their ideas – by using the action points and hot tips
   - to find out what other young people have done – by looking at the case studies
   - to help their parents/carers understand what they are doing – by sharing the content of the magazine with them especially the Parents & Carers supplement at the end.
6. Conclude the session by asking students to complete the first box of the Action Plan headed ‘Where I am now’, on page 29 of the magazine.

SESSION 2: What are my choices?

Steps

1. Ask students to complete Action point 1 on page 2 of It’s your choice.
2. Using a show of hands, ask students to indicate whether they were mostly As (full-time learning), Bs (earning and learning) or Cs (don’t know). Invite volunteers from each group to share their feelings about the accuracy of their scores. If appropriate, point out that nearly nine out of ten young people continue in education or training post 16. (Note: Young people with learning disabilities generally learn much better when they are doing a job than in the classroom and work preparation courses do not generally help them to get a job.)
3. Remind students that whatever their scores, they need to know what options they have. Guide students through pages 8 to 13 of the magazine, making the links with local options, and drawing attention to the action points and hot tips.

4. If time permits, ask students to complete Action point 2 on page 3.

**SESSION 3: What qualifications could I get?**

**Steps**

1. Discuss with students how gaining or failing to gain qualifications could affect their future prospects and lifestyles.

2. Ask students in pairs or small groups to answer the following questions and then check their answers using pages 6 and 7 and 9 to 11 of *It’s your choice*.
   - Give two examples of level 1 qualifications
   - Give two examples of level 2 qualifications
   - Give two examples of level 3 qualifications
   - Do most employers ask first-time job applicants for qualifications at level 1, 2 or 3?
   - Do universities ask most applicants for qualifications at level 1, 2 or 3?

3. Take feedback, discussing any issues arising. Remind students that entry requirements often contain the phrase ‘or equivalent’ and that this usually means that an opportunity provider will accept an alternative qualification at the same level. Stress that they should always double check and find out precisely what qualifications, subjects and grades the provider will accept. Discuss who they could ask for help (for example, teachers, careers co-ordinator or a careers adviser).

4. Ask students to review what they have put in the Action Plan on page 29 and decide if they can add anything to the ‘Where I am now’ box. Point out the ‘What I need to do and when’ box and ask them to think of one action they will need to take.

5. Conclude by directing students to the personal calendar on page 5. Encourage them to use it as they work through the process of choosing their post-16 options.

**SESSION 4: How do I get selected?**

**Steps**

1. Ask students for, and record, their ideas on how to find out what knowledge, skills, qualifications and attitudes employers and universities are looking for.

2. Direct them to the labour market information on page 4 of the magazine and the higher education fact file on pages 16 and 17. Ask them to compare their responses with the information on these pages.

3. Take feedback, discussing any issues arising.

4. Explain to students that thinking ahead will help them maximise their chances of an employer, university or college selecting them. Draw their attention to:
   - page 18 which highlights the value of gaining experience and a track record to help them stand out from other candidates
   - page 19 which underlines the importance of developing their employability and committing to continuous learning and self-improvement
   - pages 22 to 23 which emphasise the importance of good self-presentation in applications and interviews.

5. Conclude by exploring with students the value in maintaining an up-to-date personal portfolio and creating a draft CV and application letter.

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**Aim**

Students use *It’s your choice* to consolidate their understanding of the qualifications system and how qualifications can help them in the longer term.

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**Using IT’S YOUR CHOICE in the classroom**

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**Aim**

Students use *It’s your choice* to help them consider how they can maximise their chances of an opportunity provider selecting them.

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**SESSION 4:** How do I get selected?

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**SESSION 3:** What qualifications could I get?

**Steps**

1. Discuss with students how gaining or failing to gain qualifications could affect their future prospects and lifestyles.

2. Ask students in pairs or small groups to answer the following questions and then check their answers using pages 6 and 7 and 9 to 11 of *It’s your choice*.
   - Give two examples of level 1 qualifications
   - Give two examples of level 2 qualifications
   - Give two examples of level 3 qualifications
   - Do most employers ask first-time job applicants for qualifications at level 1, 2 or 3?
   - Do universities ask most applicants for qualifications at level 1, 2 or 3?

3. Take feedback, discussing any issues arising. Remind students that entry requirements often contain the phrase ‘or equivalent’ and that this usually means that an opportunity provider will accept an alternative qualification at the same level. Stress that they should always double check and find out precisely what qualifications, subjects and grades the provider will accept. Discuss who they could ask for help (for example, teachers, careers co-ordinator or a careers adviser).

4. Ask students to review what they have put in the Action Plan on page 29 and decide if they can add anything to the ‘Where I am now’ box. Point out the ‘What I need to do and when’ box and ask them to think of one action they will need to take.

5. Conclude by directing students to the personal calendar on page 5. Encourage them to use it as they work through the process of choosing their post-16 options.

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**SESSION 4:** How do I get selected?

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   - page 18 which highlights the value of gaining experience and a track record to help them stand out from other candidates
   - page 19 which underlines the importance of developing their employability and committing to continuous learning and self-improvement
   - pages 22 to 23 which emphasise the importance of good self-presentation in applications and interviews.

5. Conclude by exploring with students the value in maintaining an up-to-date personal portfolio and creating a draft CV and application letter.
SESSION 5: What are my priorities?

Steps
1. Organise students into small groups using their preferred broad post-16 option as an organising principle.
2. Ask students who are considering full-time education to complete Action point 8 on page 14 and read the ‘Do your research’ and ‘Make your choices’ advice on page 15. Ask those who are considering a work-based option to complete Action points 12 and 13 on pages 20 and 21 and read the associated advice.
3. Take feedback, discussing any issues arising including the general rewards, risks and lifestyle effects of both broad options.

SESSION 6: How will I manage for money?

Steps
1. Briefly go through the ‘Money matters’ information on pages 24 and 25.
2. Remind students that most of them will need a bank account next year if they do not have one already. Using a show of hands, ask students to indicate if they have a current bank account. Invite volunteers to say why they chose that account, if they receive a good service, and any advice they have for people who do not yet have an account.
3. If internet access is available, allow students to look at the websites listed. Otherwise ask them to complete Action point 14 on page 26 and use the websites later to get the information they need.

SESSION 7: Do I know enough?

Steps
1. Ask students in small groups to do the It’s your choice quiz (see page 13 of this guide), setting a time limit if appropriate.
2. Review students’ answers using page 14 of this guide. Discuss any issues arising.
3. Encourage students to go through the magazine more thoroughly at home, and use it to help them organise their ideas and choose options that will help them succeed in the future. Remind them to:
   • share the content of the magazine, particularly the parent/carer guide, with their parents/carers.
   • use the Action Plan on page 29 as a ‘to do’ list.
1. Give two long-term trends in the labour market.

2. When will GCSE and Diploma results be published?

3. What are A Levels and why are they important?

4. What is a Discretionary Learner Support Fund?

5. Give four general employability skills that employers are looking for.

6. Name the website that is the one-stop shop for information and links to other sites?

7. Where can you go to find out more about Apprenticeships?

8. What age group can apply for an Apprenticeship?

9. Who can help you if you cannot decide what to do post 16?

10. What is a CV?
1. Give two long-term trends in the labour market (page 4)
There are very few 'jobs for life'. New jobs are emerging all the time. All industries will recruit some new workers to replace people who retire, change jobs or swap careers. The number of jobs for unskilled, poorly qualified people will continue to fall. The number of jobs for skilled, well-qualified people will continue to grow. The number of jobs using science, technology, engineering, mathematics (STEM) and modern foreign language skills will continue to grow. The workplace is changing fast so employers will continue to need people who are willing and able to learn.

2. When will GCSE and Diploma results be published? (page 5)
At the end of August.

3. What are A Levels and why are they important? (page 9)
A Levels are good if you want to study a particular subject in detail. A Level courses prepare you for employment and higher education, and this qualification is highly valued by schools, colleges, universities and employers.

4. What is a Discretionary Learner Support Fund? (page 24)
The enhanced Discretionary Learner Support Fund will be managed by schools, colleges and training providers who will offer the fund to those students they assess as being in the greatest need, in order to help them continue in post-16 education or training. Speak to the Student Support Officer in your school or college for more information.

5. Give four general employability skills that employers are looking for (page 19)
General employability skills include: having good practical skills in English, maths and ICT, a positive attitude to work and the ability to organise and motivate yourself; being able to work as part of a team, solve problems, follow instructions and accept criticism; understanding why customer care is important and what makes a business successful; being ready to work flexibly and to keep learning.

6. Name the website that is the one-stop shop for information and links to other sites? (page 27)
www.direct.gov.uk

7. Where can you go to find out more about Apprenticeships? (page 11)
www.apprenticeships.org.uk

8. What age group can apply for an Apprenticeship? (page 11)
You must be 16 or over to apply for an Apprenticeship.

9. Who can help you if you cannot decide what to do post 16? (page 27)
People who know you really well like your family, friends, tutor and subject teachers. People who know what you need to know like those running the options and those doing them. People like careers co-ordinators and careers advisers who have special training to help you tackle career problems.

10. What is a CV? (page 22)
A CV is your personal publicity leaflet. It tells the reader who you are and what you know, understand and can do.