DEVELOPING CAREER SKILLS
A guide for teachers, lecturers and careers advisers
INTRODUCTION

The Skills Show is the UK’s largest skills and careers event, a result of powerful collaboration between employers and the education and training sectors. The national event in Birmingham, along with the regional Skills Show Experiences, aim to help young people unlock their real potential and get excited about the world of work.

The Career Development Institute has worked with The Skills Show to produce a range of resources to ensure that teachers and parents help young people get the most out of the opportunities.

This guide is a resource for teachers, lecturers and anyone involved in careers education and covers how to:

• Build effective careers programmes
• Help young people navigate the qualifications scene
• Support job exploration and search in the digital age
• Deliver individual career coaching.

Through hands-on experiential activities and skills competitions, Find a Future, the organisation that brings together The Skills Show with the Skills Show Experience and World Skills, aims to help shape young people’s futures and transform their lives.

This guide seeks to build on and extend that inspiration into all aspects of your careers work.
Careers education needs to become much more inspirational and excite learners about the challenge of creating rewarding and fulfilling working lives for themselves. The hands-on activities of The Skills Show provide new ideas and insights and enhance work in schools. Good careers work offers a progressive programme of group and individual activities to help learners to:

- Understand themselves
- Get information and explore opportunities
- Develop the skills they need to manage their careers and employability.

We do not have the same access to students and the curriculum. Even the support from senior managers and colleagues will vary. So, one size does not fit all when it comes to designing programmes of careers education - it’s your enthusiasm, interest and commitment that will make all the difference.

What can be done to help young people identify their interests and maximise their opportunities? How can we inspire them and give them the concrete information and personal support to put their plans into action? The recent Gatsby Foundation Report set out eight benchmarks for good provision.

**“What is clear is that no-one has found the magic bullet to providing good careers guidance: quite simply it is about doing a number of things, consistently and well.”**

Sir John Holman

ASCL and AoC strongly encourage schools to continue to provide careers education, alongside independent and impartial careers guidance, for the following reasons:

- Pupils will need to be equipped with the knowledge and skills to make effective use of the careers information, advice and guidance provided.
- Careers education helps pupils to acquire the knowledge and practise the skills they need to find opportunities, make successful applications and manage smooth transitions on to the next stage of learning or work.”

(Putting Young People First. ASCL/AOC. April, 2012)

The starting point for inspirational careers education is your passion. We all have different roles and levels of expertise.
Encounters with employers and employees –
Employers are often keen to provide the ‘pull’ to complement the ‘push’ from you at school/college through talks in schools or visits to work places.

Experiences of workplaces –
Provide a powerful insight into different work sectors and jobs. Placements provide invaluable opportunities to hear adults’ career stories and help young people develop fresh insights and practical plans.

Encounters with Further and Higher Education –
Pupils’ immediate concerns are often their next stage of study and there is huge value in visits to different institutions as well as contacts with older students from universities, colleges and Apprenticeships.

Personal guidance –
Every young person needs to sit with a trained professional to discuss their course and career choices. These should take place to support KS4, post-16 and post-18 transition choices.

• Encouraging students to attend events where they can speak to different employers, training providers or higher education staff.
• Involving employers with interview preparation, application forms and CVs.
• Providing sound preparation and debriefing from visits to events such as The Skills Show.

• Encouraging students to consider a work experience placement, a Saturday job or acting as a volunteer to develop their employability skills.
• Using Work Experience as a resource by setting students a task to complete whilst on their placement e.g. interviewing someone about their job, finding statistical information, looking into technology used at work or creating a map to show your journey to work. The Barclays Lifeskills resources are useful here.

• Encouraging and motivating them to take responsibility for thinking, researching and planning their own career paths.
• Arranging to visit colleges, sixth forms, work based learning (Apprenticeship and Traineeships) or Foundation Learning providers to see the types of provision for yourself and your students.

• Spending time with students to discuss their progress, any problems they are encountering and how their progress in their curriculum subjects will help to inform their career plans.
• Identifying students who seem to be struggling, under achieving or setting their sights too low and referring them for careers advice and guidance.
• Encouraging students to consider where post-14 &16 choices may lead at 17 and 18 especially if at an 11-16 school.
A stable careers programme –
Schools need a planned and progressive programme of careers education as part of the curriculum to help young people develop the skills and knowledge to explore options and put plans into action.

Learning from labour market information –
Access to up-to-date information is a key aspect of any good provision, along with the skill to use the information in a discriminating way.

Linking curriculum learning to careers –
Subject teachers in your school/college have a valuable role to play by engaging with students about their subjects and the careers that flow from them.

Addressing the needs of each student –
It's good practice to analyse the differing needs of students to target support effectively. Tracking student career hopes and achievement is an important aspect of good progression.

Young people value inspiring careers education as it is about them and it brings another dimension to their learning which they do not get elsewhere. That extra dimension is the way in which careers education mobilises the support of school staff, families, employers and community agencies so that learners can make successful decisions and transitions and forge successful futures.
HELPING YOUNG PEOPLE GET QUALIFIED FOR EMPLOYMENT

Young people and the labour market

There have never been so many people in employment in the UK, with 30.4 million 16 to 64 year olds in work in August 2014. Youth unemployment is also dropping after reaching the one million mark in 2012. The level is still disappointingly high and young people are three times as likely to be unemployed as adults. There are complex reasons for this, but employers do sometimes see young people as not being a ‘good bet’ in comparison to those who have been in the labour market for some time. There are ways we can help young people improve their chances of getting and keeping a job, in other words, becoming and remaining employable.

What are employers looking for when recruiting?

Many employers look carefully at an applicant’s qualifications, using this as a mechanism for the ‘first sift’, after which they will look for particular skills, aptitudes, attitudes and experiences. The qualification levels required to get a job is set to rise between now and 2020, a situation which is as much supply-led as demand-led. Employers faced with a batch of applications with increasingly high levels of qualifications set the cut-off point at a higher level. For most jobs, therefore, they will require a minimum of level 2/3 qualifications in the future.

Qualification levels

The Office of Qualifications and Examinations Regulation (Ofqual) regulates all qualifications in England, Wales and Northern Ireland, grouping them together according to their difficulty and giving them a level from entry level to level 8.

Learning routes for 14 to 19 year olds

Young people face a range of options as they progress through learning, and in order to help them to navigate these effectively, we need to help them develop a clear idea of what each option entails and what it would mean for them. The way that this information is presented can influence the decisions that young people make so remember the following when talking to them about qualifications:

• provide information about all of the learning routes.
• don’t make judgements about any particular route.
• signpost young people to where they can get more information, including other students who have undertaken different routes.

• encourage students to think ahead to where each route may lead and how it will enhance their “currency” in a competitive labour market.

Where can 14 to 19 year olds learn?

Young people can access learning in a range of settings including studio schools and university technical colleges (UTCs) that take students from the age of 14.

**Studio Schools** are a new type of state school for 14 to 19 year olds of all abilities. They work in partnership with employers to offer academic, vocational and technical qualifications in a practical and project-based way alongside paid work placements. This enables young people to develop employability skills and to progress to employment or university. They are open throughout the year on a 9-5 working day each catering for around 300 students.

**UTCs** are government-funded schools which focus on technical specialism, including engineering, manufacturing, health sciences, product design, creative and digital technologies, sports science and the built environment. They integrate technical, practical and academic learning and are sponsored by employers and a local university. They are often smaller than traditional secondary schools, are not academically selective and teach GCSEs alongside technical qualifications.

**FE colleges** have been providing some vocational courses for key stage 4 students for a number of years, but from September 2013, they have been able to provide full time education for 14 to 16 year olds. These offer a combination of high quality academic and vocational subjects which aim to attract young people of all abilities who want early access to practical and vocational education.

Different types of qualification

**GCSEs** are studied by most 14 to 16 year olds. They are undergoing significant changes, with new GCSEs for English language, English literature and mathematics available from 2015 and a range of other subjects available from 2016.

**Vocational and other non-GCSE qualifications** are also available for 14 to 16 year olds many of which can significantly boost their employability, although not all of them can be included in school performance tables.
From 2014, qualifications for 16 to 19 year olds have been classified as academic, technical or applied general.

**Academic qualifications** allow young people to study more than one subject in depth. They include GCSEs, A levels and AS levels. Changes are being introduced from 2015 which will mean that A levels will be linear, with all assessment at the end of two years. AS levels will be retained as a one year, stand-alone qualification, rather than a progression route to A2.

**Technical level qualifications** are for 16 to 19 year olds, providing routes into recognised occupations for example engineering, IT, accountancy and hospitality. They have been developed with and supported by employers, are at least the size of an A level and may provide exemption from professional exams.

**Applied general qualifications** also for 16 to 19 year olds, provide the opportunity for broader study within a vocational area such as sports science or business. They are the size of an AS level and require external assessment and grading.

**Apprenticeships**

Apprenticeships are available to anyone over the age of 16 and are gaining popularity as an excellent alternative to full time study. There are apprenticeships in over 170 industries from business to construction, information and communications technology to engineering and veterinary nursing to healthcare, though competition is very acute. They provide the opportunity to work for an employer and earn at least the national minimum wage and to gain qualifications alongside workplace skills and experiences. Apprenticeships must be at least 12 months long and lead to qualifications which are respected by employers. For 16 year olds they are available at intermediate level (QCF level 2) and advanced level (QCF level 3). There are also Higher Level Apprenticeships which lead to qualification at level 4 and can lead onto Foundation degrees.

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**Traineeships**

Traineeships are for young people aged 16 to 23 (and young people with a learning disability or difficulty to 25). They are designed for those who want to work but require help to gain the knowledge and skills that will lead to an Apprenticeship or a job. They include a high quality work placement, work preparation training plus English and Maths (if not achieved at GCSE Level C).

*Businesses want young people who are rigorous, rounded and grounded – with not only key skills and knowledge, but also, crucially, the attitudes and behaviours needed for success in life and work.*

Gateway to Growth, CBI/Pearson education and skills survey, 2014
**Employability Skills**

The UK Commission for Employment and Skills (UKCES) set out employability skills, defined as ‘the skills that almost everyone needs to do almost any job’. They outlined these skills as follows:

- **A positive approach** – being ready to participate, make suggestions, accept new ideas and constructive criticism and taking responsibility.

This foundation underpins and supports three functional skills:

- **Using numbers effectively** – measuring, recording measurements, calculating, estimating quantities.
- **Using language effectively** – writing clearly and in a way appropriate to context, ordering facts and concepts logically.
- **Using IT effectively** – operating a computer, using basic systems and learning other applications as necessary, using technology to communicate.

The functional skills are used in the context of four personal skills:

- **Self-management** – punctuality and time-management, dressing and behaving appropriately, overcoming challenges and asking for help when necessary.
- **Thinking and solving problems** – being creative, reflecting on and learning from own actions, prioritising, analysing situations and developing solutions.
- **Working together and communicating** – co-operating, being assertive, persuading, being responsible to others, speaking clearly to individuals and groups and listening.
- **Understanding business** – understanding how the individual job fits into the organisation, recognising stakeholders’ needs, judging risks, innovating and contributing to the whole organisation.

There is a range of opportunities for young people to gain these employability skills at school, through lessons and wider opportunities, as well as in their life beyond school.

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**Engaging with employers**

Young people benefit hugely from contact with employers at The Skills Show and through workplace visits, employer talks, enterprise events, work experience and employer-led curriculum activities. Research undertaken shows measurable positive impacts including better ‘preparedness for work’, development of job and work skills, improved attitudes and behaviours and enhanced employability. There is a range of organisations able to support schools building partnerships with employers. (see the sources of further information at the end of the guide).
The Current Career Landscape

The notion of a ‘Career’ has changed dramatically over the past decade. Today’s workforce change their jobs more often than ever before and the idea of designing your own career and planning your next move is more appealing in a world where employers no longer provide life-long employment.

For past generations, career strategy was ready, aim, fire (and then retire). But that cannot be the basis for career and life planning any longer. These days, the better approach is ready-aim-fire-aim-fire-aim-fire.

Today, recruitment has migrated almost completely to the Internet and social media play an increasingly important part in the recruitment and selection process.

Self-marketing skills

In this new environment a new set of skills is required. To succeed in the current job market, candidates need to:

• Develop the ability to market themselves effectively to potential employers.
• Position themselves and their skills in the best light.
• Network online and offline to identify new opportunities before they reach the rest of the market.

Developing a Toolkit

The digital, online world provides a whole new set of virtual tools: social media such as LinkedIn, Twitter, Facebook and YouTube, not to mention personal websites, blogs and online interest groups, provide a completely new landscape in which a candidate may operate. In most cases, the gatekeepers and employers are already using these tools to source and research potential employees. They value the information and context that these online tools can provide and this gives them unprecedented access to a vast pool of potential employees.

Unfortunately for many potential employees, this is a game from which they are unknowingly excluded. Without an awareness of the image that they are portraying of themselves online, they never make it past the employer’s initial search. Without a strong ‘personal brand’ they do not stand out from the crowd and are passed over without consideration. An online presentation of yourself and your skills is no longer an ‘optional extra’, but a fundamental core for career progression.

The 5 Rs of Career Success in the Digital Age

In this environment candidates need to take active control of their own careers. Advisers and careers educators may find it helpful to introduce job seekers to the 5 Rs:

• Responsibility – a willingness to take responsibility for your situation and not take anything for granted. Your ‘career’ is a living, breathing changing thing that must be constantly nurtured.
• **Resources** – a confidence and desire to invest in your own abilities and keep ‘ahead of the pack’. Learning does not finish at school or University, but is a constant process. The most successful people place high importance on keeping up-to-date with developments in their industry.

• **Reputation** – developing a well-positioned online reputation, using blogging and social media potentially to build an audience. This is the ‘personal branding’ side of things.

• **Repositioning** – a commitment to constantly adapting in order to keep up with changes and shifts in your sector and always being well positioned to take advantage. A rigid building is destroyed in an earthquake, whilst the more flexible buildings are able to withstand the same destructive forces without crumbling.

• **Relationships** – an emphasis on building and maintaining relationships in and around your field of interest. This has become more and more important as the number of different people that individuals interact with over the course of their working lives expands. This is about the ever growing importance of networking and the theory of Six Degrees of Separation (the idea that any two individuals in the world can be connected through at most five acquaintances).

**Entrepreneurial Career Strategy**

In order to survive and prosper in the current and future job markets the digital generation need to adopt an Entrepreneurial approach to their career. **Entrepreneurial career strategy** involves learning while going, executing while planning, finishing while starting, aiming while firing. There are no clear start and finish points; no designated “ready” or “set” phase followed by a “go” phase.

**The 4 Routes to the Job Market**

• **ADVERTISED jobs** – in the press, on company and organisation websites, on job boards such as Fish4Jobs, Indeed and Monster

• **RECRUITMENT AGENCIES** – ranging from Head Hunters for top jobs, through Search and Selection consultants who provide employers with a short-list of candidates through to the High Street Agencies and purely Web–based recruiters.

• **DIRECT APPROACH** – identifying relevant organisations that are operating in your area of interest and making a direct approach to relevant people within that organisation.

• **NETWORKING** – seeking advice from friends, acquaintances, or colleagues (past or present), alumni from educational institutions or professional advisers. The principle is that we mount a networking campaign which will lead us to find out the nature and location of our ideal job.
Developing your Personal Brand – the brand called YOU

Virtually everyone nowadays has some sort of online presence. If job seekers have not already done so, it is worth Googling their own name and seeing what it throws up. They may be surprised. Particularly for those Generation Y and Generation Z people born into the digital era, then probably they will have started their online presence with digital photographs taken at their birth!

The term branding is borrowed from marketing professionals but the concept of a ‘personal brand’ has become useful shorthand to describe how you present yourself to the world in the digital era.

As the amount of information about us proliferates, we need to manage the way that this information is presented so that it provides a consistent and attractive image to potential employers.

Key Tools to Manage your Online Presence

Your CV

- Your sales brochure.
- You can upload your CV to Job Boards and to specific company recruitment websites.
- People read the first half of the first page.
- Even though CVs are still done using an A4 portrait format, people are most likely to read the CV on screen. Consider the layout carefully to accommodate this.
- Tell people what you have done.
- …and what you learned doing it!
- Relevance.
- What you achieved while you were there.
- Even if it is basic, being outcome focused will set you apart.

LinkedIn

- Use LinkedIn to establish contacts and research careers profiles and latest vacancies.
- You can use the LinkedIn network to connect with people who can help with work experience and give first hand insights into what it is like to work in their sector.
• Job seekers can “Search Companies” under the Companies Tab. This leads to the Company Profile page full of useful statistics on employee skills, employer focus and opportunities.

• There is guidance for education providers at https://www.linkedin.com/edu/?tab=prospectiveStudents.

• There is now a specific website for students: http://students.linkedin.com/uk with a wealth of advice on how to make the most of LinkedIn as a student candidate.

• Recruiters use LinkedIn as their primary research tool.

• A profile is a personal advert to match employer’s needs with your strengths.

• LinkedIn is the ‘hub’ of your online personal brand.

• Organisations have their own LinkedIn pages.

• Organisations actively look up potential candidates on LinkedIn.

Twitter
• Set up your account to reinforce your ‘personal brand’.

• Follow relevant companies and individuals.
  • Follow events and conferences.
  • Use Twitter Hashtags (#) for job searches e.g. #jobs, #jobsearch.
  • Participate: be active in tweeting and retweeting about your target audience.

Facebook
• Manage your Privacy Settings carefully.

• Make sure only friends can see your photos.

• Make sure only friends can see your posts.

• Check what the outside world can see when they access your Facebook page.

• Consider using the Facebook app BranchOut (allows users to see which Facebook friends work at specific companies).

Personal Blog/website
• Establish yourself as an expert.

• Now easier than ever thanks to platforms such as Wordpress, Blogger and Tumblr.

• Your blog/website is likely to be the first result visitors to Google click.

• A strong website immediately distinguishes you from others in your industry or sector.
A career choice is a complex decision. Activities like The Skills Show help young people to gain valuable understanding of the world of work but the highly individualised nature of the choice means that group learning is not always enough. A one-to-one with a career practitioner is often needed to allow the individual to make sense of it all.

Why are career decisions so hard?

Listed below are some of the specific factors which combine to make career decisions particularly difficult for young people.

1. Career decisions are about identity. Young people are making choices not simply about what they want to do, but about who they want to be. This makes the decision of which path to choose far more complex than a simple match of skills and interests to occupational requirements. A one-to-one can help ensure that young people identify how they might be able to incorporate a career into their life plan.

2. There are too many options. The hundreds or even thousands of choices available to young people as they come to the end of their formal school days can be overwhelming. A typical response to the myriad choices is to become close minded, limiting perceived options to a manageable number. Career practitioners therefore need to find out where each young person is in their decision making, and offer support in both narrowing and broadening the number of options they are considering.

3. The information young people have about the world they are entering is usually incomplete and biased and is often downright wrong. Career practitioners can help young people to identify where their particular gaps in knowledge lie, and to support them in making judgements about whether the information they have is reliable.

4. Young people are faced with these decisions too early. Cognitive neuroscience tells us that the brain functions needed to make complex cognitive decisions are not fully formed until our mid-twenties, and common sense tells us that it’s a big ask to expect young people to know what they want from a workplace they have barely experienced.

5. Finally, there are many powerful but unconscious processes at play, and whilst young people put a great deal of faith in their gut instincts, this isn’t always the most reliable way to make a good decision. A charismatic speaker will get young people interested in their field, regardless of its suitability and stereotypes are pervasive and entrenched from an early age. Career practitioners can help young people bring some of their unconscious decision making processes into the forefront of their minds.
Where do young people get stuck?

A large scale international research project identified ten particular sticking points that young people face in their quest for the right career path.

**Lack of Readiness**
- Lack of motivation
  - ‘I just haven’t got round to thinking about it yet.’
- Indecisiveness
  - ‘I can’t decide between these two courses.’
- Dysfunctional myths
  - ‘I’m a boy – I couldn’t be a nurse!’

**Indecisiveness**
- About the process
  - ‘What do you put on a CV?’
- About the self
  - ‘I don’t know what kind of work I’d be good at.’
- About jobs
  - ‘What does an occupational therapist do?’
- About researching
  - ‘Where do I look for job vacancies?’

**Conflicting Information**
- Unreliable sources
  - ‘My uncle said there’s no point in going to Uni.’
- Internal conflicts
  - ‘Part of me wants to study media, but I’m concerned that I won’t be able to get a job afterwards.’
- External conflicts
  - ‘I want an apprenticeship but my parents think I should go to Uni.’

What does a one-to-one coaching session look like?

At their best, one-to-one career interviews are purposeful, non-directive, career related conversations. The non-directive element is driven by two principles. The first is that each of us is our own best expert. Young people may open up to a career practitioner about their hopes, fears and dreams, but young people themselves will always have a better grasp of what exactly it means to them than even the most perceptive professional. The second principle underpinning non-directive practice is that we know that clients tend only to act on ideas that they have come up with themselves.

Sophisticated non-directive questioning can lead to clients seeing their situations differently, and identifying their own solutions to their problems which they are then much more likely to act on.

Core to effective one-to-one career practice is a process to guide the conversation. Without a process, the conversation may fail to focus on the key issues and may not generate any concrete actions. There are many intervention models to choose from. A favourite is the GROW model. This has no particular agenda, is backed up by plenty of empirical research and, most valuably, is really straightforward.
The GROW Model

The model proposes four stages (Goal, Reality, Options and Way forward), and each one-to-one conversation should progress through all four.

<table>
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<tr>
<th>STAGE</th>
<th>PURPOSE</th>
<th>CHALLENGES</th>
<th>TECHNIQUES OR QUESTIONS</th>
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<tr>
<td>Goal</td>
<td>To identify a specific topic to discuss during the session. This needs to be realistic within the time frame and relevant to the broad topic of careers.</td>
<td>Choosing a career is such a vast and daunting subject area, that it can take some considerable time to narrow your client down from 'I want to know what job I should do' to something realistically achievable within a 30 minute conversation. Establishing the goal can be hard, but don't be tempted to move on until you are comfortable that the goal is clear and appropriate.</td>
<td>Having a few different ways to ask the same question will allow you gradually to narrow down the topic: ‘What would you like to achieve today?’ ‘By the time we end our discussion, where would you like to be?’ ‘What outcome is going to make you feel this conversation was useful?’ Asking the young person to write down their goal can help to crystallise their thoughts and can encourage them to take ownership.</td>
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<tr>
<td>Reality</td>
<td>To explore the story so far. The client is asked to explain where they are in relation to the goal and what they have tried so far.</td>
<td>Two key challenges in this phase are keeping to topic and keeping to time.</td>
<td>The practitioner needs to use open questions and active listening to provide a safe and non-judgemental environment in which clients can explore their thoughts. The pace of this stage tends to be fairly gentle, with good use of silence and reflections.</td>
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<tr>
<td>Options</td>
<td>To encourage your client to generate ideas, evaluate the options and identify one or two preferred ideas.</td>
<td>Young people will often have one or two ideas in mind before the conversation even starts. One challenge in this stage is to stimulate the client’s thinking to make sure that they are producing new ideas.</td>
<td>Good use of silence can work wonders as it forces clients to think of something to say, and simply repeating ‘What else?’ is surprisingly effective. Mindmaps can be great tools for helping young people to visualise the range of options, and can be useful documents for young people to take away too.</td>
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<tr>
<td>Way forward</td>
<td>The final stage is a call to action. The young people should identify specific plans that they will go away and implement. It can be useful to discuss possible barriers and ideas for increasing motivation.</td>
<td>The decision about what to put into action must come from the young person. If the practitioner feels that they know what the young person should do, it can be very tempting, to simply tell them what to do. One big challenge, therefore, is to keep the conversation non-directive throughout.</td>
<td>Offering the young person the chance to write their own list of actions can help keep this stage non-directive. Rating scales can be useful too as the basis for a conversation about motivation ‘On a scale of 1 – 10 how motivated do you feel to put these plans into action?’ ‘What would it take to move you one or two points up?’</td>
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It is useful, at the start of the conversation, to discuss expectations, and identify who is responsible for what. Good career practice suggests that the career professional should direct the process – make sure that the conversation is going in the direction agreed at the right speed. The client should then direct the content of the conversation – set the topic, identify the goal and settle on the action points.

We ask a lot of our young people, expecting them to make choices with such limited experience of work and such limited experience of decision making. Career decisions are complex, and they matter. They are also highly individualised, and one-to-one interventions are an effective way to support our young people as they try to take their first steps towards a fulfilling path.
SOURCES OF FURTHER INFORMATION

GENERAL CAREERS ADVICE SOURCES

- [https://nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk) - two channels for young people – a helpline available from 8am to 10pm seven days a week – 0800 100 900 and online information on more than 130 industries with nearly 800 job profiles.

- [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) - provides comprehensive information on apprenticeship and traineeship opportunities and a vacancy matching service.

- [www.plotr.co.uk](http://www.plotr.co.uk) – provides games, in-depth articles, sponsored worlds, insider knowledge and inspirational stories to support career choice and exploration.


Events and Experiences

- [www.theskillsshow.com](http://www.theskillsshow.com) – hands on experience to inspire young people about skills, Apprenticeships and further education. The website has details of local Skills Show Experience events.

- [www.thebigbangfair.co.uk](http://www.thebigbangfair.co.uk) – annual event highlighting career opportunities for students who carry on with STEM subjects.

- [www.stemnet.org.uk](http://www.stemnet.org.uk) – the STEM ambassador programme provides inspiring role models to engage young people with science and maths careers.

- [www.inspiringthefuture.org](http://www.inspiringthefuture.org) – aims to widen the horizons and aspirations of primary aged children.

Other Professional Resources

- [www.thecdi.net](http://www.thecdi.net) – the professional body for the careers sector, offering a framework of learning outcomes for careers and work-related learning, a register of professionally qualified advisers, a magazine and research journal and a comprehensive programme of CPD.


RESOURCES FOR BUILDING EFFECTIVE CAREERS PROGRAMMES

- There are a number of local organisations that support careers education. Starting points can be your local District Council, a dedicated Education Business Partnership, a Local Authority Employability and Skills Unit and the Local Enterprise Partnership

  National sources and organisations include:

- [www.barclayslifeskills.com](http://www.barclayslifeskills.com) – Lifeskills created with Barclays aims to help young people into the world of work.

- [www.bitc.org.uk](http://www.bitc.org.uk) – Business in the Community supports the Business Class framework designed to develop collaborative partnerships between schools and businesses.


- [www.careerslab.org.uk](http://www.careerslab.org.uk) – a careers education initiative led by National Grid.


- [www.careersengland.org.uk/quality](http://www.careersengland.org.uk/quality) - the National Quality in Careers Standard recognises local quality awards which validate excellence in provision.
RESOURCES FOR HELPING YOUNG PEOPLE GET QUALIFIED

- The Ofqual website carries the Qualifications and Credit Framework (QCF) summarising the levels of qualification http://ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/levels-of-qualifications/

- A full list of qualifications approved for teaching to under-19 year olds is available at http://register.ofqual.gov.uk/

Gateway to Growth: CBI/Pearson education and skills survey 2014 - a report summarising the UK education and skills landscape and action needed by business and schools to improve the skills of the workforce and build national http://www.cbi.org.uk/media/2807987/gateway-to-growth.pdf


- Work experience impact and delivery – evidence from research: Education and Employers Task Force - a report summarising how work experience can impact on young people’s career aspirations and progression.
  http://www.educationandemployers.org/research/taskforce-publications/work-experience/

- Employers are from Mars, young people are from Venus – addressing the young people/jobs mismatch: Chartered Institute of Personnel Development, April 2013

  Part of their Learning to Work campaign, this research explores the mismatch between expectations of employers and young people in the recruitment process.
  http://www.cipd.co.uk/search/searchresults.aspx?recommended=True&Query=employers+from+mars&PagetIndex=1&sortby=relevance&sitetype=REDESIGN_MAIN

- http://www.lmiforall.org.uk/ - an online data portal developed by the UK Commission for Employment and Skills, which brings together existing national sources of high quality, reliable labour market information (LMI) that can inform people’s decisions about their careers.


RESOURCES FOR DIGITAL JOB SEARCH

- https://www.gov.uk/browse/working/finding-job
- www.indeed.co.uk
- www.jobsite.co.uk
- www.monster.co.uk
- www.reed.co.uk
- www.cv-library.co.uk
- http://theundercoverrecruiter.com
- http://noras.co.uk/job-board-profiles.html
- http://www.hays.co.uk/salary-guides
- http://careercake.com

- How to Get Your Ideal Job (Using LinkedIn, Social Media and the Internet): Nigel James, Tim Kitchen
- The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time: Mark Schaefer

RESOURCES FOR INDIVIDUAL CAREER COACHING

- www.thecdi.net – offers the Professional Register of qualified Career Development Professionals

- The One to One Tool Kit – Julie Cooper and Ann Reynolds

THE SKILLS SHOW PROVIDES AN OPPORTUNITY TO GET EXCITED ABOUT THE WORLD OF WORK. HELP YOUNG PEOPLE BUILD THEIR CAREER SKILLS ACTION PLAN BY:

1. Thinking about what motivates them and where their strengths and weaknesses lie.

2. Finding out as much as they can about the career opportunities that interest them.

3. Gaining work experience and making the most of careers and skills events.

4. Developing skills for the work place – e.g. taking part in events and competitions.

5. Reflecting on their learning – employers like evidence of skills learned and outcomes achieved.

6. Developing the art of networking and using expert advice.

7. Taking a proactive approach to exploring options.

8. Thinking about their ‘personal brand’ and how they differ from other applicants.

9. Developing an entrepreneurial career strategy.

10. Regularly reviewing their progress.
The Skills Show is the UK’s largest skills and careers event, a result of powerful collaboration between employers and the education and training sectors. The national event in Birmingham, along with the regional Skills Show Experiences, aim to help young people unlock their real potential and get excited about the world of work.