

CAREERS PROGRAMME 2023-2024– this programme is reviewed and adapted each academic year. **PAL encounter (Provider Access Legislation).**

Programme is linked to external providers and therefore may change throughout the academic year.

Top careers sectors: [Explore careers by job sectors - BBC Bitesize](#)

Media and creative sector; Healthcare; Law; Education; Engineering; IT; Sports; Marketing; Science; Finance; Construction; Manufacturing; Agriculture and hospitality and retail.

Xello task for all year: **Careers Café:** Add in engagement with employers from the careers cafe attended in the **Experiences Timeline** as Work Experience

	PSCHE TASKS	Curriculum * Refer to subject personal development audit.	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
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YEAR 7

Developing yourself through careers, employability and enterprise education: describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

Learning about careers and the world of work: describe different explanations of what careers are and how they can be developed; give examples of different kinds of work and why people’s satisfaction with their working lives can change; give examples of different business organisational structures.

Developing your career management and employability: identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services; recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable; recognise when you are using qualities and skills that entrepreneurs demonstrate and show that you can be positive, flexible and well-prepared at transition points in your life.

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 7	Xello: Exploring interests Complete the <i>Matchmaker</i> questionnaire Add minimum 5 interests to profile Save 3 careers of interest Complete <i>Interests</i> lesson. Explore career clusters and add favourites	Refer to subject personal development audit.	Nottingham Trent University – Fact v Fiction. All Saints’ 6 th form ‘aspirations’ assembly.	National careers (incorporating Apprenticeship week) Progress careers introduction video	Speed networking with a range of employers (lead by Mansfield District Council and Boneham - Boneham and Turner Drill Bushes Dowel)	Nottingham Trent University Outreach programme. Assembly.		

Complete Time Management lesson.					Pins Locating UK			
Explore careers and filter by school subject								
Complete School Subjects at Work lesson								

YEAR 8
Developing yourself through careers, employability and enterprise education: describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

Learning about careers and the world of work: be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

Developing your career management and employability: know how to identify and systematically explore the options open to you at a decision point; know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 8 (Autumn)	<p>Xello: Note GCSE options are made in Y8 and not Year 9. Complete the Matchmaker questionnaire Add minimum 5 interests to profile Save 3 careers of interest Reflect on saved careers and investigate Important Factors</p> <p>Complete Biases and Career Choices lesson</p> <p>Discover and save Careers Clusters to your favourites</p> <p>Complete Discover Learning Pathways Lesson</p>	Refer to subject personal development audit.	<p>Year 8 options evening. Nottingham Trent University.</p> <p>All Saints’ 6th form ‘aspirations’ assembly.</p>	<p>National careers (incorporating Apprenticeship week)</p> <p>Progress careers introduction video</p>	Speed networking with a range of employers (lead by Mansfield District Council and Boneham - Boneham and Turner Drill Bushes Dowel Pins Locating UK)	Nottingham Trent University Outreach programme. (classroom sessions)	Nottingham Trent University campus tour.	Options parents evening with progress careers – date TBC.

<p>GCSE Options</p> <p>Complete <i>Self Advocacy</i> lesson</p> <p>Research your saved careers, add any additional.</p> <p><i>Explore Options</i>, select <i>Careers</i> and filter by GCSE subjects to research</p>								
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YEAR 9

Developing yourself through careers, employability and enterprise education: describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

Learning about careers and the world of work: be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

Developing your career management and employability: show that you can manage your own budget and contribute to household and school budgets; know how to prepare and present yourself well when going through a selection process; show that you can be positive, flexible and well-prepared at transition points in your life.

YEAR 9	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
	<p>Xello: Skills Exploration</p> <p>Complete <i>Matchmaker, Personality Style</i>.</p> <p>Save 3 careers of interest and research skills in each career Save <i>Skills</i> to your profile and decide to score out of 3 stars</p> <p>Complete <i>Skills</i> lesson</p> <p>Complete <i>Explore Your Career Matches</i> lesson</p> <p>Virtual College and University Tours</p>	<p>Refer to subject personal development audit.</p>	<p>All Saints’ 6th form ‘aspirations’ assembly.</p>	<p>National careers (incorporating Apprenticeship week)</p> <p>Progress careers introduction video</p>	<p>ThinkCARECareers</p>	<p>West Notts College</p>		<p>LAC students.</p> <p>Options parents evening with progress careers – date TBC.</p>

Look into Explore Options and Colleges and Universities - scroll down to the area map of a Uni/College and take a virtual tour by dragging and dropping the stick man onto the map.								
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YEAR 10
Developing yourself through careers, employability and enterprise education: recognise how you are changing, what you have to offer and what’s important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning about careers and the world of work: discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.

Developing your career management and employability: build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services; show how you are developing the qualities and skills which will help you to improve your employability; show that you can be enterprising in the way you learn, work and manage your career; show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you;

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 10	Mock interviews and work experience. Xello: CV Writing Workshop Complete Matchmaker, Personality Style , Skills Lab Start to explore courses/ apprenticeships at local colleges/sixth forms	Refer to subject personal development audit.	All Saints’ 6 th form open evening. Tutor time: Options / pathways – linked to destinations.	National careers (incorporating Apprenticeship week) Progress careers introduction video	Mock Interview and 1-week Work Experience placement. Nottingham Forest.	Destinations survey. Outreach programme with the University of Cambridge (30 x Y10): ‘Progress2Uni’ programme.	1 x hour session with Progress Careers.	LAC students. 1 x hour session with Progress Careers. Options parents evening with progress careers – date TBC.

<p>Start to add in any Education, Volunteer, Work, Life experience in the Experiences timeline</p> <p>Complete CV.</p> <p>Continue to explore options of courses/apprenticeships of interest</p> <p>Complete Getting Experience lesson Complete Personality Style lesson.</p> <p>Mock Interviews/ Interview Techniques Review the real life interviews in your favourite careers</p> <p>Add in engagement with employers from the mock interview attended in the Experiences Timeline as Work Experience</p> <p>Complete Study Skills and Habits lesson.</p>						<p>ASK apprenticeships – assembly (all) workshop (45)</p>		
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YEAR 11

Developing yourself through careers, employability and enterprise education: recognise how you are changing, what you have to offer and what’s important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning about careers and the world of work: discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.

Developing your career management and employability: be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals; know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; know your rights and responsibilities in a selection process and strategies to use to improve your chances of success; review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 11	<p>Post-16 options Apprenticeships Career matches Xello: Post 16 Progression</p> <p>Complete Matchmaker, Personality Style , Skills Lab Save 3 careers, save 5 interests to your profile Complete Transition to Further Education lesson Add in experiences in Experiences Timeline Complete Workplace Skills and Attitudes lesson.</p> <p>Careers Fairs</p> <p>Add in engagement with employers from the careers fair attended in the Experiences Timeline as Work Experience Self exploration in Explore Options saving College/Uni/Courses/Apprenticeships of interests Create actionable plan in Goals and Plans Complete Work Values lesson.</p> <p>Consolidate plans for post 16 Review goals and plans</p> <p>121 session and review with careers</p>	Refer to subject personal development audit.		<p>National careers (incorporating Apprenticeship week)</p> <p>Progress careers introduction video</p>	TBC	ASK apprenticeships – assembly (all) workshop (45)		<p>1 x hour session with Progress Careers.</p> <p>Options parents evening with progress careers – date TBC.</p> <p>Apprenticeships parent talk with ASK Apprenticeships on 9.10.2023</p>

	advisor/tutor Talk to parents/guardian about plans							
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YEAR 12/13
Developing yourself through careers, employability and enterprise education: recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning about careers and the world of work

Developing your career management and employability

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
Year 12/13	PSCHE -		EXTERNAL VISITORS DELIVER TALKS (e.g. DANOP or universities)	Higher education PP every week	HE+ University of Cambridge. (see below*) Y12 Work experience	Y13 OPEN DAYS Y12 University/Open day trip	Y13 attend taster lectures (book themselves). Y12 students attend summer residential	Sessions With LNL

DATE	TIME	WORKSHOP	UNIVERSITY	YEAR GROUP
TERM 1				
Thursday 7th September	08:55-09:55	Managing your study time	University of Sheffield	Y13 key students
Thursday 7th September	08:55-09:55	Managing your study time	University of Leeds	Y12
Wednesday 13th September	TUTOR	NCS ASSEMBLY		Y12
Monday 18th September	P1	EPQ SESSION	Northumbria	Y12
Monday 25th September	P2	Note making for revision	University of Leeds	Y13
w/c 25th September		OXBRIDGE Interview prep workshop	University of Oxford	Y13 x6 students
11TH October		UK University and Apprenticeship fair	UK Univeristy Search	Y12 and Y13 60 students
Tuesday 17th October	P1-P3	Medicine workshop and mini mock interviews	The University of Nottingham	Y13
Monday 16th October	P5	Intro to HE	Loughborough University	Y12
		Progress2Uni		
Tuesday 12th December	P5	Q+A with ex-students	TBC	Y12 AND Y13

DATE	TIME	WORKSHOP	UNIVERSITY	YEAR GROUP
TERM 2				
Monday 8th January	P1-P5	Apprenticeship Application Workshop	ASK apprenticeships	Y13
w/c 8th Jan		Parents Apprenticeship Session	ASK apprenticeships	
WEDNESDAY 31ST JANUARY		HE+ LAUNCH CONFERENCE	HE+	
		Y12 AND Y9 OXFORD TRIP	University of Oxford	
5th - 9th Feb		Apprenticeship week		
5th - 9th Feb		INTRODUCTION TO APPRENTICESHIPS	ASK apprenticeships	
5th - 9th Feb		Apprenticeship Q+A with ex students		
5th - 9th Feb		Apprenticeship assembly - DFS	DFS	Y12 AND Y13
5th - 9th Feb		Apprenticeships Assembly	Swiftpool Precision Engineering -	Y12 AND Y13
5th - 9th Feb		Apprenticeship talk - Ideagen (notts forest)	Ideagen and Nottingham Forest	Y12 AND Y13
5th - 9th Feb		Apprenticeships QA	ASK apprenticeships	Y12 AND Y13
Wednesday 7th February	13:30-14:30	Preparing for open days and Making the Most of Sixth Form	University of Leicester	Y12
21ST OR 22ND FEBRUARY		The University of Cambridge - HE+ TRIP	University of Cambridge	Y12 x10 students
March		UCAS CONVENTION TRIP	TBC	
13,14,15TH MARCH		CAREERS WEEK	Army	Y12 and Y13
13,14,15TH MARCH		Site visit	Lindhurst Engineering	
13,14,15TH MARCH		Careers talk	HSBC	
13,14,15TH MARCH		Engineering Careers talk	Collis Engineering	
13,14,15TH MARCH		CAREERS WEEK - NOTTINGHAM FOREST ASSEMBLY		
13,14,15TH MARCH		CAREERS WEEK - NOTTINGHAM FOREST WORKSHOP		
13,14,15TH MARCH		CAREERS WEEK - NOTTINGHAM FOREST WORK PLACE VISIT		
THURSDAY 21st MARCH	13:30-14:30	Student Finance	University of Sheffield	Y13
THURSDAY 21st MARCH	5-6pm	Student Finance parents talk (face to face PM)	University of Sheffield	Y13

DATE	TIME	WORKSHOP	UNIVERSITY	YEAR GROUP
TERM 3				
FRIDAY 26TH APRIL	P1	Preparing for HE/transition to HE	University of Leeds	Y13
w/c 29th April	Tues-Thurs	HE WEEK		
Tuesday 30th April	P2	HE WEEK Choosing your course and university	University of Sheffield	
Tuesday 30th April	P4	HE WEEK Personal statements	The University of Nottingham	
Friday 3rd May	10:00-11:00	HE WEEK Student life	University of Leeds	
		HE WEEK Subject Specific Lecture	TBC	
		UNIVERSITY TRIP - TBC	Loughborough University	
Wednesday 1st or Thursday 2nd May		HE WEEK Applying to competitive universities/Making a competitive	University of Cambridge	
Wednesday 1st or Thursday 2nd May		Intro to HE for KS3/4	University of Cambridge	Y7 AND 8 x20 students
FRIDAY 10TH MAY	ALL DAY	HE+ GRADUATION		
W/c 20th May	MON-FRI	Work Experience		Y12
Tuesday 4th June	P1-P5	UCAS DAY		
Tuesday 4th June	P1	UCAS DAY - UCAS applications	Loughborough University	
Tuesday 4th June	P4+P5	EX STUDENTS CHAT AND DOUGHNUT		
		Blood, stem cell and organ donation assembly	Register & Be a Lifesaver	Y12
		Blood, stem cell and organ donation assembly	Register & Be a Lifesaver	Y12
Monday 8th July	P2	UCAT session	The University of Nottingham	Med and Dentistry students

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SEND and LAC students receive additional advice and guidance, in Year 9, 10 and 11.

Learner premium students have priority career appointments in Year 10 and Year 11.

Parent sessions - Email: Rebecca.Darby@progress-careers.co.uk

Parents Evening – Progress career dates to follow
18/12/2023 = Year 12/13
16/1/2024 = Year 11
31/1/2024 = Year 8 (7/2/2024 = Year 8 Options evening)
7/3/2024 = Year 7
20/5/2024 = Year 10
19/6/2024 = Year 9

Careers café's

Timing	Careers cafe
September	RAF: 22.9.2023
October	
November	Arm Cadetts
December	
January	
February	
March	
April	
May	
June	
July	

Appendix 1: Key Stage 3 learning outcomes from CDI (Career Development Institute) framework ([Home \(the CDI.net\)](http://the CDI.net))

Appendix 2: CDI (Career Development Institute) framework ([Home \(the CDI.net\)](http://the CDI.net)) Key Stage 4 Learning Outcomes – students

Appendix 1:

Key Stage 3 learning outcomes from CDI (Career Development Institute) framework ([Home \(the CDI.net\)](http://the CDI.net))

		Learning outcome statement	Evidence you could provide
Developing yourself through careers, employability and enterprise education	1	describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing
	2	be able to focus on the positive aspects of your wellbeing, progress and achievements	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing
	3	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	You can explain what you have learnt from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	describe different explanations of what careers are and how they can be developed	Using the members of staff around you survey how their careers developed. You can spot similarities and differences
	5	give examples of different kinds of work and why people’s satisfaction with their working lives can change	You can identify different kinds of work that people do. You can say why people’s job satisfaction varies
	6	give examples of different business organisational structures	Looking at different businesses you can describe their organisation and structure
	7	be aware of what labour market information (LMI) is and how it can be useful to you	You can say what is LMI and why you need to be aware of it for making future decisions
	8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you
	9	be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group
Developing your career management and	10	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills

	11	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	You can recognise the skills and qualities needed for the world of work through activities/experiences
	12	recognise when you are using qualities and skills that entrepreneurs demonstrate	You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects
	13	show that you can manage your own budget and contribute to household and school budgets	You can show how to get the most from a personal budget, understand and use financial words
	14	know how to identify and systematically explore the options open to you at a decision point	You can make an informed decision after assessing the choices and opportunities open to you
	15	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future
	16	know how to prepare and present yourself well when going through a selection process	You can prepare and present yourself well when going through a selection process
	17	show that you can be positive, flexible and well-prepared at transition points in your life	You can be positive, flexible and well prepared for your move into key stage 4

Key Stage 3 Learning Outcomes

1. Self-assessment, peer assessment, using an ILP (e-portfolio)
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles
3. Inviting a visitor in to talk about themselves, curriculum 'drop down' days, work shadowing
4. Interview staff, using JED, Kudos, Start, iCloud
5. Interview staff about their career pathway.
6. Look at businesses in a five mile radius and place into categories of small, medium and large, identify the differences
7. Understand the terminology of SIC and SOC (industry), explain STEM subjects, do we need another hairdresser?
8. Understand issues of protected characteristics including race, religion, gender, age, disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning
10. Friendship groups, personal safety and social media, networking
11. Attendance, punctuality, communication, motivation and professional conduct
12. Personal profile, certificates of participation/achievement, citizenship, character and resilience
13. Pocket money or savings, Young Money (Pfeg now part of Young Enterprise) website, RBS money sense, account,
14. Options process, parent evenings, subject assemblies, using the careers resource centre, careers fairs, contact with local employers
15. Use of the Real Game, citizenship type scenarios, Barclays Lifeskills
16. Personal statement, basic CV knowledge, personal presentation tips
17. Action plan, complete ILP and set personal goals

Appendix 2: CDI (Career Development Institute) framework ([Home \(the CDI.net\)](http://the CDI.net)) Key Stage 4 Learning Outcomes – students

Area of learning		Learning outcome statement	Evidence
Developing yourself through careers, employability and enterprise education	1	recognise how you are changing, what you have to offer and what's important to you	1. Attitude. Skills and experience. Money, value, travel time, career.
	2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	2. Improved behaviour, attendance. Work experience or academic achievement.
	3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	3. Skills, references, open evenings, events.
Learning about careers and the world of work	4	discuss the skills involved in managing your own career	4. Career websites e.g. i-could, Start. Interviews, talking to family and employers.
	5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	5. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts
	6	explain different types of business organisational structures, how they operate and how they measure success	6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
	7	be able to find relevant labour market information (LMI) and know how to use it in your career planning	7. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
	8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	8. Race, religion, age, disabilities and any other barriers to equality and inclusion

	9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	9. Health and safety at work
Developing your career management and employability skills	10	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	10. Talking to employers, college interviews, part time jobs
	11	show how you are developing the qualities and skills which will help you to improve your employability	11. Work experience, improved attendance, college course,
	12	show that you can be enterprising in the way you learn, work and manage your career	12. Do you have your own portfolio? Have you been a sports captain? Library monitor.
	13	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	13. Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites. Knowledge of ISA The cost of an Apprenticeship against attending an HEI
	14	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	14. Open evenings, taster days, company websites.
	15	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
	16	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
	17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	17. Update CV. Improve Personal Statement. Reference, include taster day visits.

18. Attitude. Skills and experience. Money, value, travel time, career.
19. Improved behaviour, attendance. Work experience or academic achievement.
20. Skills, references, open evenings, events.
21. Career websites e.g. i-could, Start. Interviews, talking to family and employers.
22. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts
23. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
24. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
25. Race, religion, age, disabilities and any other barriers to equality and inclusion
26. Health and safety at work
27. Talking to employers, college interviews, part time jobs
28. Work experience, improved attendance, college course,
29. Do you have your own portfolio? Have you been a sports captain? Library monitor.
30. Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites. Knowledge of ISA The cost of an Apprenticeship against attending an HEI
31. Open evenings, taster days, company websites.
32. How are you making decisions and plans? are family involved? Have you had to solve any problems?
33. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
34. Update CV. Improve Personal Statement. Reference, include taster day visits.