



Careers and the World of Work: a framework for 11- to 19-year-olds

Key Stages 3–4 and Post-16

Title of document

Careers and the World of Work: a framework for 11- to 19-year-olds

Audience

Maintained schools in Wales; further education colleges; 14-19 training providers; Careers Wales companies; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed framework for careers and the world of work.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to rhodri.bowen@btconnect.com

Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

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Additional copies

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

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Key changes

This page provides a brief overview of the changes proposed in this consultation and is not planned as part of the new framework itself.

The new framework replaces two previous frameworks for careers education and guidance (CEG) and work-related education (WRE). This integration removes the overlaps that were the subject of comment during the curriculum review process. This is further supported by the work with the personal and social education advisory group to ensure that there are no major overlaps between the two frameworks.

The new framework gives a higher profile to entrepreneurship, making it a requirement within the range of study at each stage 11–19 rather than simply a desirable key learning opportunity 14–19.

Although there has not been a radical pruning of content, there has been a significant simplification of the requirements so that there is a single set of Range statements for each stage.

The phrase 'work-focused experience' rather than 'work experience' has been used in line with the language of Learning Pathways 14–19. It remains a specific requirement but the length of that experience has not been specified in the current draft. This reflects the move to more individualised learning pathways for students at 14+.

A new section in the framework highlights 'Attitudes and values' in line with the expectation of the Learning Core 14–19.

The framework is for 11–19 year olds in line with the age range covered by the previous framework for careers education and guidance. As the work-related education framework covered 14–19 year olds, this has the effect of raising more issues relating to the world of work in the early years of secondary education.

The new framework still allows plenty of scope for young people to consider their career paths but it gives greater attention than before to employability and flexibility. As a concomitant of that, a higher profile is given to the fact that young people will not only become employees but also employers and self-employed.

Introduction

This document brings together and revises the previous frameworks for work-related education and careers education and guidance. As such, it is part of the basic curriculum for all 11–16 year olds. It is also part of the requirements of the Learning Core of Learning Pathways 14–19. The framework should be used in conjunction with the non-statutory guidance which will support understanding of how the requirements may be met in practice.

This framework sets out to offer greater clarity and manageability than its predecessors. It also seeks to move the focus more firmly towards ensuring that young people are ready to take their place in a rapidly changing world of work within the global economy.

In the twenty-first century, people have begun to understand the impact of changes in working practices. There are the calls for more flexibility in concepts of 'career', the demands for learning to be continuing and lifelong and the need to adapt to changing technologies. Rather than helping young people find the 'right' job, schools, colleges and trainers must equip young people with the skills to manage their working life in a future that is likely to contain many changes that are presently unimagined.

Careers and the world of work (CWW) is concerned with the relationships between young people, their learning and the world of work. It can help them to set long term goals, provide motivation and offer a focus for their studies. Well delivered, it will offer young people the kind of insights that generate both realism and aspiration in terms of their future life.

This can only be effectively achieved through a wide range of experiences and a variety of contexts. These should include the best possible direct experiences of the world of work, supported by opportunities for individual advice and guidance. The range of experience is important. Activities such as masterclasses, work simulations and workshops with entrepreneurs are as important as placements with employers and appropriate part-time work. It is worth making clear from the outset that the world of work is not simply the world of paid employment and that opportunities for volunteering and for community participation are an important element in developing work-related skills.

The ways in which young people will add to the wealth of Wales will be many and varied. Some will add their entrepreneurial skills to an existing company and some will start businesses of their own. The new framework explicitly recognises that young people will become employers and self-employed as well as being employees. This is why entrepreneurship is now part of the range to be covered at each stage rather than one of several desirable learning opportunities.

Introduction

The requirements of this framework will not be achieved simply by classroom teaching. The person who coordinates careers and the world of work will need to ensure that a wide range of partners is involved in the delivery of this area of the curriculum. These will include subject teachers/tutors making their own area of the curriculum relevant and interesting by using the world of work as a context for learning. Equally it will involve Careers Wales, employers, entrepreneurs, advisers, parents, trainers and community groups offering relevant opportunities related to their own areas of expertise.

Such an expectation has clear implications in terms of providing the resources to secure quality provision and ensuring that this area of the curriculum is effectively represented at senior management level. The best of Welsh business is as good as the best in the world. The job of those who train, teach or tutor is to help each young person become the best he or she can possibly be.

Using the framework

This framework covers 11–19 year olds. However, understanding of the world of work can begin at any age. In particular, the Key Stage 2 learning outcomes for personal and social education (PSE) include a requirement for students to consider the range of jobs carried out by people they know. The frameworks for CWW and PSE have been developed alongside each other in order to minimise overlap and are usefully considered together. Where they are managed or taught separately, it should be with an understanding that they will only work effectively if they are treated as close partners.

The framework itself is divided into three elements:

- attitudes and values
- skills
- range.

This is followed by the requirements for securing the inclusion of all learners and a statement about skills and learning across the curriculum.

Attitudes and values

Many of the discussions with employers and educators in the development of this document emphasised the importance of how young people approach work. As a consequence of this, the document sets out attitudes and values that will contribute to a person's employability. There are no hard and fast definitions of what constitutes attitudes or values. In other contexts, some of these 'attitudes' may be described as 'dispositions'. Whatever name is attached, there is a consensus that what is described here needs to underpin education and training. For example, a gifted learner without flexibility or enthusiasm is likely to struggle to gain appropriate employment. This element of the framework applies across the whole age range.

Skills

At each stage, the most likely outcomes in terms of skills are detailed. Many skills remain similar across the stages but with increasingly demanding and complex contexts. The skills will inform both the preparation of materials/activities and any review of the coverage achieved in a particular programme. Many situations will offer opportunities to practise several skills during one activity.

Range

The range statements for each stage indicate the contexts in which skills, attitudes and values can be developed and will inform the programme content provided by schools, colleges and trainers. They are sub-divided into five parts.

- **Personal achievement** Learners need to know both where they are now and where they aspire to be in times to come.
- **Seeking information** The starting point for moving on is to find out, first of all, what is realistically available in the world of work. Without this stage, decisions could be made that are uninformed, out-of-date and misleading.
- **Understanding the world of work** The process of finding out is not simply a theoretical exercise. It is one thing to know what is 'out there' on paper; it is quite another to get a sense of what particular jobs and careers feel like. Good career decisions are based on self-awareness and a real knowledge of the world of work: the good and the bad, the stimulating and the boring. Learners will also need to be flexible and enterprising, whether they eventually become employees, employers or self-employed.
- **Guidance** Decisions about what routes to pursue in life are rarely taken alone and an important element in careers and the world of work is the guidance and advice of others. The framework encourages both the seeking and the giving of advice while recognising that the decision is made by the individual choosing the learning pathway or the career path.
- **Making and implementing decisions** A choice may only take a moment or it may seem to take an interminable time to reach. However short or long the process, decisions alone are not enough. Young people have to be able to present themselves in a positive and credible light so that organisations including colleges, universities, trainers, employers and banks are convinced that they are worthy of a chance.

Including all learners

This provides clarification of the statutory duties followed by some advice on what this means for those involved in teaching and training. It indicates what kinds of flexibilities are available and how pathways may be provided that are tailored to the different needs of learners.

Skills and learning across the curriculum

This indicates the ways in which careers and the world of work (CWW) may contribute to the development of skills across all areas. It indicates how CWW connects with personal and social education. Finally, it shows how CWW might apply to Curriculum Cymreig for 11–14 year olds and to Wales, Europe and the World for 14–19 year olds.

Underlying any preparation for the world of work is the need for positive attitudes so that employers and customers will want what someone has to offer. This is an ongoing process which begins in the earliest years and continues throughout life.

Most people will have their own slightly different views about which are the most important attitudes and values in the workplace. There will also be differences of opinion about what is essentially attitudinal and what is better described as a skill. However here is a range of attributes commonly considered as important by employers, entrepreneurs, admissions tutors and careers specialists:

- honesty
- reliability/trustworthiness

- helpful and respectful attitudes to others
- flexibility
- awareness of others' needs (e.g. customers)
- willingness to work in a team
- willingness to take responsibility/the initiative






- enthusiasm/self-motivation
- willingness to be innovative
- self-discipline
- perseverance
- readiness to overcome fear
- readiness to go on learning.

There is little evidence that these attributes can be taught in any didactic sense but there are plenty of examples of these attitudes being fostered when young people are engaged in relevant, interesting and practical activities within a climate that encourages both cooperation and self-esteem.

Key Stage 3 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively
2. listen attentively and respond helpfully
3. access an appropriate range of sources for help, support and advice within defined contexts
4. locate, select and summarise information, identifying key points
5. select and interpret data about learning and career opportunities 
6. use ICT to find, check and use relevant information 
7. consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions 
8. develop a range of ideas to solve problems 
9. communicate clearly in English and Welsh, as appropriate, about careers and the world of work
10. organise information about themselves clearly and positively
11. plan, agree and review targets
12. manage time within given structures
13. adapt to new situations
14. be able to apply learning to a range of situations. 



Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to do the following:


Personal achievement

1. Describe their abilities, interests and skills.
2. List their achievements in and out of school.

Seeking information

3. Use a variety of sources to search for information about a range of work and learning opportunities.
4. Find out about the different types of work that are available and how work patterns are changing.

Understanding the world of work

5. Recognise and challenge the stereotypes that limit people in their choice of work and careers. 
6. Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.
7. Learn about the qualities that employers see as important.

Guidance

8. Identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.
9. Identify any obstacles to future plans and decide how they might be overcome.






Making and implementing decisions

10. Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways.
11. Be able to explain their proposed choices both to their peers and to appropriate adults.

Key Stage 4 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively within the classroom and beyond
2. listen attentively and respond helpfully noting strengths and weaknesses of views
3. access a wide range of sources for help, support and advice
4. locate, select and identify key points from a range of information, including any lines of reasoning
5. select, compare and interpret data relevant to their own needs 
6. use ICT to find information that is accurate and relevant for a range of purposes 
7. consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions 
8. seek out and evaluate innovative solutions to problems 
9. communicate coherently in English and Welsh, as appropriate, about careers and the world of work
10. present information about themselves effectively in a variety of forms
11. plan, set targets and review/reflect on learning
12. manage time with some independence
13. adapt to a range of new situations
14. be able to apply learning to a range of situations both within and outside school 
15. show emerging awareness of customer needs.



Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to do the following:

Personal achievement

1. Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.

Seeking information

2. Use a variety of sources to find information about their career ideas, differentiating between information and promotional material.
3. Examine employment opportunities and trends both locally and further afield.



Understanding the world of work

4. Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.
5. Explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.
6. Recognise their responsibilities and rights as employees and learn how to follow safe working practices.
7. Use work-focused experiences to understand better what skills and qualities employers want.



Guidance

8. Access realistic, impartial guidance on learning, careers and work-related matters.
9. Understand the prospects and progression patterns in the jobs in which they are interested.
10. Examine their careers ideas and the potential effects on their lives.
11. Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome.






Making and implementing decisions

12. Identify, understand and make decisions about individual pathways in education, training and work.
13. Be able to explain in some detail their choices both to their peers and to appropriate adults.
14. Review current information about themselves in relation to learning and work in order to negotiate a career plan.
15. Promote a positive self-image when making applications and attending interviews.

Post-16 learning outcomes

Skills

Learners should be given opportunities to:

1. work both independently and cooperatively in a wide range of settings
2. listen attentively and respond effectively, making significant contributions to discussions
3. access independently a wide range of sources for help, support and advice
4. select, summarise and synthesise key ideas and information
5. select, compare and interpret data from a variety of situations relevant to their own needs 
6. use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose 
7. explore their own and other people's assumptions and aspirations and make best use of this in their decision-making 
8. use innovative approaches to identify opportunities and solve problems 
9. communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts
10. present information about themselves effectively in a variety of forms for different audiences
11. plan, set targets across several time spans and review/reflect on learning
12. manage time independently, meeting tight deadlines
13. adapt to challenging new situations
14. be able to apply learning in a wide range of familiar and unfamiliar settings 
15. show increasing awareness of customer needs.



Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to do the following:


Personal achievement

1. Review their achievements and their work/career/study plans.
2. Continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.

Seeking information

3. Research and evaluate a range of careers and labour market information.
4. Explore how opportunities in Europe and the rest of the world might impact upon their career ideas. 
5. Expand their knowledge of business and self-employment opportunities in order to inform their career horizons.
6. Discuss the impact of current trends in working patterns on their career plans.

Understanding the world of work

7. Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping. 
8. Engage in activities that encourage an entrepreneurial approach to work and wealth creation.
9. Understand their responsibilities and rights as employees and know how to follow safe working practices.

10. Use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans.

Guidance

11. Access and analyse realistic, impartial guidance on education/career/work routes.
12. Consider the financial and lifestyle implications of their career ideas.

Making and implementing decisions

13. Understand, analyse and make decisions about individual pathways in education, training and work.
14. Be able to explain and justify their choices both to their peers and to appropriate adults.
15. Review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan.
16. Promote a positive self-image in a range of formal situations including applications and attending interviews.

Responsibilities of schools, colleges and other learning providers

Under the requirements of equal opportunities legislation covering race, gender and disability, all learning providers in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Learning providers should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes which will enable learners to participate in our multi-ethnic society in Wales. They should develop approaches which support the ethnic/cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Learning providers must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for all learners to achieve in preparation for further learning and life.

Learning providers will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. They should make reasonable adjustments in order to:

- improve access to learning
- increase access to education and associated services
- provide information in a range of formats.

Learning providers should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, learning providers should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. They should ensure that learners are provided with material which is appropriate to their ability and previous education/experience and which extends their language development and challenges them cognitively.

Learner entitlement

Learning providers in Wales should teach in ways appropriate to learners' developing maturities and abilities. They should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, learning providers may use content from earlier or later phases/key stages within the curriculum. They should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways which extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, ICT and thinking skills across the curriculum.

Learning providers should choose material (to be covered in depth or in outline) which will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all round development.

Skills across the curriculum

Learners should be given opportunities to build on the skills they have developed at earlier stages. These include Thinking, Communication, Application of Number and ICT. They should develop, practise, apply and refine these skills in a variety of contexts across the curriculum. Progress in skills can be seen in terms of applying them to tasks that move from concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In CWW, learners explore, plan, develop and reflect on ideas and information, responding to others as well as to their own work.

Communication

Learners develop their communication across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In CWW, learners communicate through various means including speaking, listening, reading, writing and the way they take part in activities. They develop these skills through practice with people both within and beyond the immediate learning environment. This is supported by their review of their own work and that of others. In doing this, they learn how to communicate effectively in a range of situations.

ICT

Learners develop their ICT skills across the curriculum by **finding, developing, communicating and presenting information and ideas** and by using a range of equipment and software.

In CWW, learners apply technology to research and to develop knowledge and understanding of careers and work-related matters. They also use it to record and present their work appropriately.

Application of number

Learners develop their application of number skills across the curriculum by **using mathematical information, number and data.**

In CWW, learners find, explore and analyse data relevant to their needs as potential future employees/employers.

Learning across the curriculum

Learners should be given opportunities to build on the experiences from earlier stages to promote their personal and social development and well-being and their knowledge and understanding of Wales.

Personal and social education

Learners should be given opportunities to promote their health and well-being, involvement in active citizenship, moral and spiritual development, sustainable development and global citizenship and preparation for lifelong learning.

CWW contributes to this through contacts with the world of work and by challenging stereotypes. It also provides opportunities to develop their understanding of social interaction through working with others.

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Learners 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

CWW contributes particularly to economic understanding through its researching of learning, careers and employment opportunities. The changing nature of those opportunities will often also highlight linguistic, historical and environmental matters within the area and further afield.

