

PRACTITIONERS' GUIDE



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

WITH CONTENT MAPPED AGAINST:

- THE CDI'S CAREER DEVELOPMENT FRAMEWORK (APRIL 2021)
- THE GATSBY BENCHMARKS
- THE NATIONAL PSHE ASSOCIATION SCHEME OF WORK AT KEY STAGE 3 AND 4 (2020)

NEW FOR 2022: CONTENT LINKED TO STATUTORY GUIDANCE: THE BAKER CLAUSE

Introduction

About this guide

This guide offers suggestions on how to use **Which Way Now?** and **It's Your Choice** in the classroom with students who are choosing their key stage 4 or post-16 options. It is a response to requests from practitioners for materials to support use of the booklets in tutorial and careers education sessions.

The classroom sessions in this guide form part of your school's careers programme and will support students as they work towards achieving the six career development skills of the Career Development Institute's (CDI) Career Development Framework:

- **Grow throughout life** by learning and reflecting about themselves, their background, and their strengths
- **Explore the full range of possibilities** open to them
- **Manage their career** actively; making the most of opportunities, and learning from setbacks
- **Create opportunities** by being proactive and building positive relationships with others
- **Balance life and work** effectively
- **See the big picture** by paying attention to how the economy, politics and society connect with, and affect their own life and career.

Getting the most from Which Way Now? and It's Your Choice

Which Way Now? is for students choosing their key stage 4 options. **It's Your Choice** is for those choosing post-16 options.

Each title is accompanied by a Supplement for Parents & Carers in PDF form – you may wish to:

- print the guide and send it home
- make copies available at any information events that are linked to options or post-16 choices
- distribute the file electronically to parents and carers
- add the PDF to your careers section of the school website, or your virtual careers library.

Use the sessions in this guide, preferably as part of your careers education programme, to introduce the booklets:

- Draw students' attention to the Parents & Carers supplement. Ask them to share it with their parents/carers and encourage them to use the opportunity to discuss the next stage of their learning journey and their initial thoughts and ideas.
- Encourage students to use the booklets as workbooks. Ask them to work through the action points and browse the websites listed. Emphasise that the more they get involved, the more control they have over what happens.
- Help students to make the links between the work done with the booklets and other parts of the careers programme – for instance, ensure they use the results of any self-assessments and career interest questionnaires.
- Provide any follow-up support required – for example, dealing with queries, checking progress, referring individuals for specialist help or advocating on their behalf.

Supporting students

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

Discussing students' ideas and plans is an integral part of the options process. The stages in a typical discussion are:

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

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Starting points - what all staff need to know

Helping students to choose well

Students need good quality careers information, advice and support with their decision-making. Research and inspection findings continue to suggest that too many students are ill-informed about the subjects, qualifications, grades and experiences they need for higher level study and for the careers that interest them. The content of Which Way Now? and It's Your Choice and the sessions in this guide are designed to help address these issues.

Helping students to choose well involves empowering them to develop and test their personal career ideas and explore alternative routes to achieving their goals. Using the following strategy, with **Which Way Now?** and **It's Your Choice** support, is a proven way to enhance this process.

1. Help students to consider familiar career ideas

Support them to review and reflect on what they already know. Prepare them for building new understanding. For example, help them to think about what they already know about their options in education, training and work and what they like and dislike about them.

2. Help students to research options

Give them access to a wide range of careers information, including paper resources and online materials. Set up opportunities for them to carry out projects and investigations so that they can see if their ideas about these options are accurate and complete.

3. Extend students' career ideas

Illustrate how they can escape stereotypes, broaden their horizons and achieve their aspirations. Introduce them to examples of individuals who have broken through barriers.

4. Use discussion to help students adjust their self-image

Give them individual support to deal with unrealistic expectations and the effects of chance and competition on choice. Support them to make compromises and attitude adjustments so that they can maintain a positive and realistic self-image.

5. Support students to identify the options that motivate and interest them

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

6. Help students to rank their career interests

Help them to sort out their alternatives in order of importance so that they become more focused without closing down any opportunities.

7. Help students to estimate the likelihood of entering a career

Help them to develop realistic aspirations. Support them in assessing supply and demand and how they might fare in the competition for places. Build their knowledge of tactics that will help them reach their preferred destination.

8. Support students to investigate and plan different routes to the same career goal

Help them to explore all their options and identify those that offer them the best chance of success.

9. Encourage students to test the realism of their ideas

Encourage them to take part in visits, open days, enterprise activities, voluntary work and other opportunities that enable them to have contact with experts who can help them check if their ideas are realistic or not. Help them to review the outcomes and adapt and adjust their plans as necessary.

10. Prompt students to justify their ideas and plans

Arrange for them to present their case to others and explain why they should be allowed to pursue their current ideas and plans. Encourage or arrange for them to talk to a qualified careers adviser who can assess their responses to questions such as, 'How do you know that this course of action will suit you?'

Starting points - what all staff need to know

Raising the participation age (RPA)

The Education and Skills Act (2008) raised the participation age to 18. This means that all young people must continue to do some kind of education or training until their 18th birthday.

Statutory Guidance: The Baker Clause

Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

Post 16, young people can choose to participate through:

- full-time education – at a school, a college or with a specialist provider
- an Apprenticeship, Traineeship or Supported Internship (the latter may be suitable for students with special educational needs or disabilities)
- part-time education or training – if they are employed, self-employed or volunteering for 20 hours or more a week and for eight weeks or more in a row.

Staff supporting the options process will need to:

- work with colleagues to raise aspirations and challenge stereotypes – so that young people participate, achieve and progress
- help young people to consider their longer-term future as well as their immediate next steps
- ensure that young people and their parents/carers understand that continuing to learn post 16 does not necessarily mean staying on at school
- be able to provide accurate information about young people's options, recognising the limits of their own knowledge/understanding and knowing how, when and to whom to refer individuals for expert careers advice and support.

Options choice activities

Options choice activities should be part of a stable careers education programme. Effective programmes are vital in helping young people to choose well as they:

- raise aspirations and challenge unrealistic expectations
- enhance self-efficacy and self-management skills
- motivate individuals to make the most of their education and training opportunities
- reduce the risk of floundering and 'trial and error' choices
- help to overcome decision and transition anxiety
- improve participation, achievement and progression
- prepare students to make the most effective use of the independent, impartial guidance that all young people in years 8-13 must have access to.

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

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

Using Which Way Now? in the classroom

About Which Way Now?

The booklet is for students who are choosing their key stage 4 options. It:

- signposts what they need to think about and who can help
- provides information on topics such as qualifications, subjects and future considerations
- has case studies illustrating what other students have done
- provides action points to help students organise their ideas and take control of their choices
- includes information for students to share with their parents/carers.

Six classroom sessions plans

There are six classroom session plans:

1. The options process
2. Where am I now?
3. What could I do?
4. How will these options help me?
5. Do I know enough?
6. Actions and decisions

Using the session plans

The session plans support the career planning process. They offer ideas on how to use the booklet in short tutorial sessions and can be combined to fit longer time slots. The timing of the sessions will depend on your options programme and related activities such as suspended timetable events, off-site visits, parents' evenings, progress reviews and options interviews. Schools frequently use the sessions as follows.

December

Introduce the booklet with:

1. The options process
2. Where am I now?

January

Support preparation for progress reviews and options interviews with:

3. What could I do?
4. How will these options help me?

February

Support preparation for information sessions, parents' events and the completion of option/application forms with:

5. Do I know enough?
6. Actions and decisions

Resources required for classroom

- Copies of Which Way Now? The booklet is supplied as an interactive PDF so that students can complete it online – however, you can also use the file to print off individual copies if you prefer.
- Details of your school's key stage 4 offer and other local options
- Details of the support available to students
- Details of the professionals from whom students can seek expert advice
- Details of careers information and other resources that students can access through school
- Copies of the quiz on page 10 of this guide for session five

Internet access is desirable so that students have access to online information.

Session 1: The options process

Aim

Students understand what the options process involves, what they should be doing and how **Which Way Now?** can help.

Steps

1. Introduce the options process and discuss the possible impact of key stage 4 choices on options at age 16 and beyond.
2. Ask for and record students' ideas on what they should consider when choosing their key stage 4 options. They may suggest:
 - what they enjoy or might enjoy
 - what they dislike or might dislike
 - what they are or might be good at
 - what interests or does not interest them
 - how they learn best
 - how an option could help them in the future
 - what options are available
 - what their friends think and choose
 - the teachers involved
 - any extra costs - e.g. for field trips, visits and study materials.
3. Confirm that students should consider all these factors when choosing their options. Describe the support they will receive from school to help them choose well.
4. Go through the booklet with students, highlighting how they can use it:
 - as a source of information - by reading the 'Choosing the right options' section
 - to help them organise their ideas - by using the action points and hot tips
 - to find out what other young people have done - by reading the case studies
 - to help their parents/carers understand what they are doing - by sharing the content of the booklet and the Parents & Carers Supplement with them
5. Explain that students will be working on different parts of **Which Way Now?** in the next few sessions. Suggest they prepare for this by talking to their parents/carers about their choices. Encourage them to use the following questions to identify other people who could help them.
 - Who knows me really well?
 - Who knows what I need to know?
 - Who can give me unbiased information?

Session 2: Where am I now?

Aim

Students use **Which Way Now?** to update their self-knowledge and see how they can use it to inform their option choices.

Steps

1. Ask students for ideas on what they need to know about themselves in order to choose key stage 4 options that suit them. Remind them that they have a better chance of success if they choose options that interest and motivate them.
2. Introduce Action point 4 on page 8 of **Which Way Now?** and ask students to complete it individually.

3. Allow students working in pairs to discuss their results. For example:
 - How do they feel about what the statements say about their main areas of interest?
 - How do they feel about the subject ideas linked to their main areas of interest? Have they prompted any new ideas about possible options?
 - Which subjects interest them most and why? What evidence do they have to demonstrate that they have a real interest and ability in the subject?
4. Take feedback.
5. Ask students for examples of other activities that can add to their self-knowledge. These could include sporting, voluntary, leisure and other activities done in/out of school. They could also include career and self-assessments completed in tutorials, careers sessions and other lessons.
6. Conclude by asking students to complete the 'Me ...I am' and 'I learn best by' sections of Action point 5 on page 10 of the booklet.

Session 3: What could I do?

Aim

Students use **Which Way Now?** to identify the information they need to help them make successful option choices.

Steps

1. Remind students that research is an important part of the options process. Ask for and record their ideas on the information they will need about their options in order to choose well. Encourage them to think as widely as possible, and help them to challenge any beliefs that background, gender, ethnicity, or any other protected characteristic should limit high aspirations and fulfilling career choices.
Possible responses include:
 - which subjects are compulsory and why
 - course content
 - teaching methods, assessment methods and workload
 - costs for study materials, field trips, visits etc.
 - the qualifications they will gain and how these will help them in the future.
2. Confirm that students should consider all these things when choosing their options. Guide students through pages 6 and 7 and pages 14 to 18 of **Which Way Now?** making the links with your key stage 4 offer and other local options. Highlight the differences between the options and draw attention to the hot tips and action points. Discuss any issues arising.
3. Ask students to turn to page 10 and complete the 'My options' part of Action point 5.
4. Conclude the session by telling students that they will look at qualifications in the next session. Encourage them to prepare for this by making a list of any questions they have.

Session 4: How will these options help me?

Aim

Students use **Which Way Now?** to find out about the qualifications system and the long-term value of gaining qualifications.

Steps

1. Ask students to explain why qualifications are important. Compare the reasons they give with those on page 13 of **Which Way Now?**
2. Guide students through the information on the qualifications system presented on page 12 of the booklet.

3. Ask students in pairs to answer one or more of the following questions, using the information in the booklet to help them.
 - A job advert says that applicants must have five GCSE passes or equivalent. What subjects, grades and qualifications is the employer likely to accept?
 - The entry requirements for a course are four GCSE passes or equivalent. What subjects, grades and qualifications are admissions staff likely to accept?
 - The entry requirements for a higher education course are five good GCSEs and three A Levels or equivalent. What grades and qualifications are admissions staff likely to accept?
4. Take feedback and correct any misunderstandings. Ensure that students understand that:
 - most opportunity providers expect applicants to have good GCSEs at grades 9-4 in English and mathematics
 - the phrase 'or equivalent' usually means that an opportunity provider will accept a qualification at the same level, but students should always double check and find out precisely what qualifications, subjects and grades an opportunity provider will accept
 - they can get advice on what course (including higher education) and job entry requirements mean from their teachers, options coordinator and careers adviser.
5. Ask students to complete the 'My future' and 'My questions' sections of Action point 5 on page 11 of the booklet.
6. Conclude by reminding students that gaining qualifications at key stage 4 is the start of their qualifications journey. Encourage them to read pages 22 to 25 of the booklet, 'Thinking ahead'. If they have a career in mind, encourage them to investigate what subjects and qualifications they will need to do it by completing Action point 6 on page 13.

Session 5: Do I know enough?

Aim

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

Steps

1. Ask students in small groups to do the **Which Way Now?** quiz (see page 10 of this guide), setting a time limit if appropriate.
2. Review students' answers using page 11 of this guide. Discuss any issues arising.
3. Conclude by telling students that the next session will be the final time they use **Which Way Now?** in school.

Session 6: Actions and decisions

Aim

Students use **Which Way Now?** to help them organise their ideas about their option choices.

Steps

1. Ask students to look at the action plan on page 27 of the booklet. Encourage them to use it as a 'to do' list to guide them through the options process. Remind them of the dates of option events and the deadlines for completing option/application forms. If appropriate, ask them to record this information in the 'What I need to do and when' section of the action plan.
2. Remind students that choosing their key stage 4 options involves making the best possible match between what they would like and what is available. Explain how the action points on page 21 can help them to do this.
3. Conclude the session by encouraging students to go through the booklet at home more thoroughly, and use it to help them organise their ideas and choose options that will help them gain good qualifications and give them the broadest range of options later on. Remind them to share the content of the booklet, and the Parents & Carers supplement, with their parents/carers.

Which Way Now? Quiz

1. Who can give you expert help if you have trouble deciding which options to choose?

2. What type of options and what subjects might interest a person who enjoys practical work?

3. Until what age must you continue your education or training?

4. Give two good reasons for choosing a course.

5. List three things you can do to help you to cope with exams.

6. Will you be able to change your key stage 4 options once you have started them?

7. How can labour market information help you with your career ideas?

8. Why is it important to check the information you find before you use it?

9. Give two benefits of doing enterprise activities.

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

Which Way Now? Quiz answers

1. Who can give you expert help if you have trouble deciding which options to choose? (page 4)
Your careers leader, options coordinator, subject teacher or a careers adviser.
2. What type of options and what subjects might interest a person who enjoys practical work? (page 9).
Options that allow them to use their practical skills, do something active and work on different types of project. Subjects such as: Construction and the built environment, design and technology, engineering, food technology, hair and beauty, manufacturing, physical education, sport.
3. Until what age must you continue your education or training? (page 3)
To age 18.
4. Give two good reasons for choosing a course. (page 20).
It fits your interests and abilities. You are good at it and think you will enjoy it. It goes well with your other choices. It links to a career idea. You think you might want to continue studying it post 16. It will help you meet the entry requirements for the post-16 options that interest you. It will help to give you plenty of choice post 16.
5. List three things you can do to help you to cope with exams. (page 18)
Turn up on time, revision plans, regular breaks from revision, practice questions and/or past papers, use feedback effectively, memory aids, revise with friends, sleep and eat well, relaxation and calming techniques, move on and put the exam out of your mind once it is over.
6. Will you be able to change your key stage 4 options once you have started them? (page 7).
Once you have started your key stage 4 courses, it is unlikely that you will be able to change them. But whatever options you choose, you will be able to change direction at the end of year 11.
7. How can labour market information help you with your career ideas? (page 22).
You can use it to see if your career ideas and plans are realistic.
8. Why is it important to check the information you find before you use it? (page 19).
So that you can make sure that it is trustworthy, unbiased, accurate and up to date.
9. Give two benefits of doing enterprise activities. (page 23)
They help you understand what running a successful business involves. They help you understand what skills, qualifications and attitudes employers and employees need. They can teach you how to decide if a risk is worth taking.
10. What level qualifications do most employers ask first-time job applicants for? (page 12)
Most employers ask first-time job applicants for level 2 qualifications, but they increasingly want people with qualifications at level 3 and above.

Using It's Your Choice in the classroom

About **It's Your Choice**

This booklet is for students who are choosing their post-16 options. It:

- signposts what they need to think about and who can help
- provides information on topics such as qualifications, education and training options and future considerations
- has case studies illustrating what other students have done
- provides action points to help students organise their ideas and take control of their choices
- includes information for students to share with their parents/carers.

Seven classroom session plans

There are seven classroom session plans:

- | | |
|------------------------------------|--------------------------|
| 1 The options process | 2 Where am I now? |
| 3 What qualifications could I get? | 4 What are my choices? |
| 5 How do I find an opportunity? | 6 How do I get selected? |
| 7 Do I know enough? | |

Using the session plans

The session plans support the career planning process. They offer ideas on how to use the booklet in short tutorial sessions and can be combined to fit longer time slots. The timing of the sessions will depend on your options programme and related activities such as suspended timetable events, off-site visits, parents' evenings, progress reviews and options interviews. Schools frequently use the sessions as follows.

September

Introduce the booklet with:

1. The options process
2. Where am I now?
3. What qualifications could I get?

October

Support preparation for open evenings, taster days, progress reviews and options interviews with:

4. What are my choices?
5. How do I find an opportunity?

November

Support preparation for off-site visits, information sessions, parents' events and the completion of option and application forms with:

6. How do I get selected?
7. Do I know enough?

Resources required for classroom sessions

- Copies of It's Your Choice. The booklet is supplied as an interactive PDF so that students can complete it online – however, you can also use the file to print off individual copies if you prefer.
- Details of the support available to students
- The addresses of local websites through which students can access information and support
- Details of individuals from whom students can seek 'expert advice'
- Details of careers information and other resources that students can access through school
- Copies of the quiz on page 16 of this guide for session seven

Internet access is desirable so that students have access to online information. This is particularly important if your area has a local online prospectus.

Session 1: The options process

Aim

Students understand what choosing post-16 options involves, what they should be doing and how **It's Your Choice** can help.

Steps

1. Discuss the significance of post-16 options. Remind students to draw on lessons learned from the key stage 4 options process.
2. Ask for and record students' ideas on what they should consider when deciding what to do after year 11. They may suggest:
 - how to keep future options open
 - what happens if they do better or worse in exams than expected
 - financial concerns
 - coping with learning in a different location or in multiple locations
 - coping with different styles of learning and assessment
 - not having enough responsibility or freedom
 - failing to get onto their chosen course, Apprenticeship or other option
 - losing touch with their friends
 - not having a clear idea of what they want to do
 - disagreeing with others about their choices (e.g. parents/carers, teachers, friends)
 - not knowing or understanding their options.
3. Explain that good preparation and research can help to overcome these concerns. Describe the support that students will receive from school and others to help them choose well.
4. Go through the booklet with students, highlighting how they can use it:
 - to get information and ideas – by reading about qualifications, options in education and training and the factors they should consider when making decisions
 - to help them organise their thoughts – by using the action points and hot tips
 - to find out what other young people have done – by looking at the case studies
 - to help their parents/carers understand what they are doing – by sharing the content of the booklet and the Parents & Carers Supplement with them
5. If time permits, conclude the session by guiding students through page 4 of the booklet.

Session 2: Where am I now?

Aim

Students use **It's Your Choice** to update their self-knowledge, clarify their personal priorities and consider how they can use this information to help them choose well.

Steps

1. Remind students that they have a better chance of choosing a post-16 option that works for them if they know what interests and motivates them and what is important to them in life.
2. Go through the 'What makes you tick?' text on page 5 of the booklet. Ask students for examples showing how the statements might work in practice. For instance:
 - What opportunities might someone look for if they like writing essays and are good at English?
 - What opportunities might someone avoid if they dislike creative work and cannot draw?

3. Introduce Action points 1, 2 and 3 on pages 5 to 7 of the booklet and explain how they can help students with their decision-making. If time permits, allow students to select and begin work on one of the action points. Take feedback, discussing any issues arising.
4. Conclude the session by asking students to complete the 'Where am I now?' section of the plan on page 27 of the booklet.

Session 3: What qualifications could I get?

Aim

Students use **It's Your Choice** to consolidate their understanding of the qualifications system and how qualifications can help them in the longer term.

Steps

1. Discuss with students how gaining or failing to gain qualifications could affect their future prospects and lifestyles.
2. Ask students in pairs or small groups to answer the following questions and then check their answers using pages 10 to 12 of the booklet.
 - Is a level 1 qualification harder than a level 3 qualification?
 - What is the main difference between an academic qualification and a technical qualification?
 - Do most jobs require qualifications at levels 1, 2 or 3?
 - Do most higher education courses require qualifications at levels 1, 2 or 3?
 - What qualification level are you working at now?
3. Take feedback, discussing any issues arising. Remind students that entry requirements often contain the phrase 'or equivalent' and that this usually means that an opportunity provider will accept an alternative qualification at the same level. Stress that they should always double check and find out precisely what qualifications, subjects and grades the provider will accept. Discuss whom they could ask for help (e.g. subject teachers, careers leader, a careers adviser or the provider).
4. Conclude the session by asking students for examples of opportunities that are one level higher than that which they are currently working at.

Session 4: What are my choices?

Aim

Students use **It's Your Choice** to gain a broad understanding of their post-16 options.

Steps

1. Remind students that the law says that they must continue to do some kind of education or training until they are 18. They have to decide how they will do this so they need to know what options they have.
2. Guide students through pages 13 to 16 of the booklet, making the links with local options and drawing attention to sources of information and support that students can access in and out of school.
3. Ask students to review what they have put in the 'Where am I now?' section of the plan on page 27 of the booklet and decide if they can add anything.
4. Conclude by directing students' attention to the calendar on page 26 of the booklet. Encourage them to use it as they work through the process of deciding what to do after year 11. (e.g. subject teachers, careers leader, a careers adviser or the provider).

Session 5: How do I find an opportunity?

Aim

Students use **It's Your Choice** to consolidate their understanding of how to research and search for opportunities.

Steps

1. Discuss with students how researching or failing to research opportunities could affect their lives in the next few years.
2. Introduce Action points 4 to 6 on pages 8 and 9 of the booklet and explain how they can help students with their decision-making. Encourage students to use the action points to support their research.
3. Guide students through the information on finding opportunities in pages 20 and 21 of the booklet. If time permits, ask them to complete Action point 10 on page 21.
4. Conclude the session by asking students to look at page 27 of the booklet and add one action they will need to take to the 'What do I need to do and when?' section of the plan. Remind them to look at the calendar on page 26 if they need help with the timing of the action they identify.

Session 6: How do I get selected?

Aim

Students use **It's Your Choice** to help them consider how they can maximise their chances of an opportunity provider selecting them.

Steps

1. Ask for and record students' ideas on how to find out what skills, experience, qualifications and attitudes employers and universities are looking for.
2. Direct them to pages 17 to 19 of the booklet and ask them to compare their responses with the information on these pages.
3. Take feedback, discussing any issues arising.
4. Draw students' attention to pages 22 to 24 of the booklet, which emphasise the importance of thorough preparation and good self-presentation in applications and interviews.
5. Conclude the session by exploring with students the value in maintaining a positive online presence and an up-to-date personal portfolio and CV.

Session 7: Do I know enough?

Aim

Students check that they know what is covered in **It's Your Choice** and understand how to use it to help them decide what to do after Year 11.

Steps

1. Ask students in small groups to do the It's Your Choice quiz (see page 16 of this guide), setting a time limit if appropriate.
2. Review students' answers using page 17 of this guide. Discuss any issues arising.
3. Encourage students to go through the booklet at home more thoroughly, and use it to help them organise their ideas and make decisions that will help them to succeed in the future. Remind them to:
 - share the content of **It's Your Choice** and the Parents & Carers supplement, with their parents/carers.
 - use the plan on page 27 of the booklet as a 'to do' list.

It's Your Choice Quiz

1. Give two important long-term trends in the labour market.

2. Name two national websites that could help you research your post-16 options.

3. What age group can apply for an Apprenticeship?

4. What is higher education?

5. Why does the law say that you must continue to do some kind of education or training until you are 18?

6. Give two reasons why gaining qualifications is important.

7. What is a CV?

8. Where could someone who wants to stay in full-time education study?

9. Give two actions that you should take before you decide what to do after Year 11.

10. Give two examples of academic qualifications.

It's Your Choice Quiz answers

1. Give two important long-term trends in the labour market. (page 17)

Most people do several different jobs in their lives. There are always some job vacancies. Job opportunities keep changing. The number of jobs using science, technology, engineering, mathematics (STEM) and modern foreign language skills is growing. People with good skills and qualifications find it easier to get a job as the number of jobs for unskilled, poorly qualified people is shrinking quickly. Keeping a job means continuing to learn.

2. Name two national websites that could help you research your post-16 options. (page 8)

www.ucas.com

www.gov.uk

<https://nationalcareersservice.direct.gov.uk>

3. What age group start an Apprenticeship? (page 14)

You must be aged 16 or over, living in England and not in full-time education. You can apply for an Apprenticeship before you are 16, but cannot start until after the Official School Leaving Age. There is no upper age limit for apprentices.

4. What is higher education? (page 19)

Higher education is the term used to describe courses and qualifications at levels 4 to 8 that universities and colleges offer.

5. Why does the law say that you must continue to do some kind of education or training until you are 18? (Welcome page and page 4)

So that you have the best possible chance to gain the knowledge, skills and qualifications you need to get a job you enjoy and be successful in the future.

6. Give two reasons why gaining qualifications is important. (page 10)

They give you a bigger choice of jobs. They improve your earning power. They give you the chance to move on from a basic level job. They prove that you have what it takes to do well. They boost your self-confidence.

7. What is a CV? (page 22)

A CV is your personal publicity leaflet.

8. Where could someone who wants to stay in full-time education study? (page 13)

In a school sixth form, in a sixth form college, at a further education or at a specialist college.

9. Give two actions that you should take before you decide what to do after year 11. (page 16)

Check that employers and universities value the subjects and qualifications you choose. Consider how well your preferred option compares with your other options. See if you are eligible for some financial help post 16. Find out what additional help you can get if you have a disability or learning difficulty.

10. Give two examples of academic qualifications. (page 11)

A Level, T Level, Extended Project Qualification, GCSEs.

Conclusion - what the Careers Leader needs to know

Careers education programmes

All options choice activities, careers-education and employer-led learning should fit into a recognised, planned, progressive framework with clear links to the learning outcomes for all students.

Expectations for schools are set out in the statutory guidance for careers: Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff. This can be downloaded from:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

At the time this guide was published, the latest update to the guidance was dated July 2021.

Statutory Guidance: The Baker Clause

This is an important part of the statutory responsibilities for schools and colleges, and is routinely inspected by Ofsted. Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. See the Document: Careers guidance and access for education and training providers at:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

The Career Development Institute publishes the national Career Development Framework which was completely revised in April 2021. The supporting materials for schools and colleges can be found at:

<https://www.thecdi.net/New-Career-Development-Framework>

The Eight Gatsby Benchmarks

Published in 2014, the eight Gatsby Benchmarks from the "Good Career Guidance" report help any institution to measure and evaluate provision of careers and work-related learning. The activities and information in

Which Way Now? and **It's Your Choice** will contribute towards Benchmarks 1, 2, 3, 4, and 7.

The national Quality in Careers Standard

Options choice activities should contribute towards an effective overall CEIAG offer for all students. Many schools, colleges and smaller institutions take the chance to demonstrate the quality of their CEAG provision by working towards the national Quality in Careers Standard. There is more information at:

<http://www.qualityincareers.org.uk> The national careers strategy (**<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>**) and statutory guidance for schools (**<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>**) each include a "strong recommendation" for schools to work towards the national Quality in Careers Standard.

Mapping students' learning

The grids on the following pages will help you to see where the learning sessions from **Which Way Now?** and **It's Your Choice** fit into the relevant sections of the CDI Framework and the Gatsby Benchmarks.

Neither **Which Way Now?** or **It's Your Choice** constitute a complete careers programme – see: www.theCDI.net or <https://www.careersandenterprise.co.uk/> for guidance, and inspiration about whole-school career programmes.

Careers Development Framework ¹	Which sessions in Which Way Now? link to the CDI Framework?
<p>Skill 1: Students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. At KS3 this should include:</p>	
<p>Being aware of the sources of help and support available, and responding positively to feedback</p> <p>Being aware that learning, skills, and qualifications are important for career</p> <p>Being willing to challenge themselves and try new things</p> <p>Recording achievements</p> <p>Being aware of heritage, identity, and values</p>	<p>Session 1: The options process</p> <p>Session 2: Where am I now?</p> <p>Session 3: What could I do?</p> <p>Session 4: How will these options help me?</p> <p>Session 5: Do I know enough?</p> <p>Session 6: Actions and decisions</p> <p>Parents and Carers Supplement</p>
<p>Skill 2: Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. At KS3 this should include:</p>	
<p>Being aware of the range of possible jobs</p> <p>Identifying the common sources of information about the labour market and the education system</p> <p>Being aware of the main learning pathways (e.g., university, college, and apprenticeships)</p> <p>Being aware that many jobs require learning skills and minimum qualifications</p> <p>Being aware of the range of different sectors and organisations where they could work</p> <p>Being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>Session 2: Where am I now?</p> <p>Session 3: What could I do?</p> <p>Session 4: How will these options help me?</p> <p>Session 5: Do I know enough?</p> <p>Session 6: Actions and decisions</p> <p>Parents and Carers Supplement</p>
<p>Skill 3: Students need to manage their career actively, make the most of opportunities and learn from setbacks. At KS3 this should include:</p>	
<p>Being aware that career describes their journey through life, learning, and work</p> <p>Looking forward to the future</p> <p>Imagining a range of opportunities for themselves in their career</p> <p>Being aware that different jobs and careers bring different challenges and rewards</p> <p>Managing the transition into secondary school and to preparing for choosing their GCSEs</p> <p>Learning from setbacks and challenges</p>	<p>Session 1: The options process</p> <p>Session 2: Where am I now?</p> <p>Session 3: What could I do?</p> <p>Session 4: How will these options help me?</p> <p>Session 5: Do I know enough?</p> <p>Session 6: Actions and decisions</p> <p>Parents and Carers Supplement</p>

¹ These learning areas and objectives are from the national Career Development Institute's Career Development Framework

Skill 4: Students need to create opportunities by being proactive and building positive relationships with others. At KS3 this should include:

Developing friendships and relationships with others
Being aware that it is important to take initiative in their learning and life
Being aware that building a career will require them to be imaginative and flexible
Developing the ability to communicate their needs and wants
Being able to identify a role model and being aware of the value of leadership
Being aware of the concept of entrepreneurialism and self-employment

Session 1: The options process
Session 2: Where am I now?
Session 3: What could I do?
Session 4: How will these options help me?
Session 5: Do I know enough?
Session 6: Actions and decisions
Parents and Carers Supplement

Skill 5: Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. At KS3 this should include:

Being aware of the concept of work-life balance
Being aware that physical and mental wellbeing are important
Being aware of money and that individuals and families have to actively manage their finances
Being aware of the ways that they can be involved in their family and community
Being aware of different life stages and life roles
Recognising the injustices caused by prejudice, stereotypes, and discrimination in learning and workplaces

Session 3: What could I do?
Session 5: Do I know enough?
Session 6: Actions and decisions
Parents and Carers Supplement

Skill 6: Students need to see the big picture by paying attention to how the economy, politics and society connect with, and affect their own life and career. At KS3 this should include:

Being aware of a range of different media, information sources, and viewpoints
Being aware that there are trends in local and national labour markets
Being aware that trends in technology and science have implications for career
Being aware of the relationship between career and the natural environment
Being aware of the relationship between career, community, and society
Being aware of the relationship between career, politics, and the economy

Session 1: The options process
Session 2: Where am I now?
Session 3: What could I do?
Session 4: How will these options help me?
Session 5: Do I know enough?
Session 6: Actions and decisions
Parents and Carers Supplement

Skill 1: Students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. At KS4 this should include:

Responding positively to help, support and feedback
Positively engaging in learning, and taking action to achieve good outcomes
Recognising the value of challenging themselves and trying new things
Reflecting on and recording achievements, experiences, and learning
Considering what learning pathway they should pursue next
Reflecting on their heritage, identity, and values

Session 1: The options process
Session 2: Where am I now?
Session 3: What qualifications could I get?
Session 4: What are my choices?
Session 5: How do I find an opportunity?
Session 6: How do I get selected?
Session 7: Do I know enough?

Parents and Carers Supplement

Skill 2: Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. At KS4 this should include:

Considering what jobs and roles are interesting
Researching the labour market and the education system
Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it
Researching the learning and qualification requirements for jobs and careers that they are interested in
Researching the range of workplaces and what it is like to work there
Researching how recruitment and selection processes work and what they need to do to succeed in them

Session 1: The options process
Session 2: Where am I now?
Session 3: What qualifications could I get?
Session 4: What are my choices?
Session 5: How do I find an opportunity?
Session 6: How do I get selected?
Session 7: Do I know enough?

Parents and Carers Supplement

Skill 3: Students need to manage their career actively, make the most of opportunities and learn from setbacks. At KS4 this should include:

Recognising the different ways in which people talk about career and reflect on its meaning to them
Building their confidence and optimism about their future
Making plans and developing a pathway into their future
Considering the risks and rewards associated with different pathways and careers
Taking steps to achieve in their GCSEs and making a decision about their post-16 pathway
Thinking about how they deal with and learn from challenges and setbacks

Session 1: The options process
Session 2: Where am I now?
Session 3: What qualifications could I get?
Session 4: What are my choices?
Session 5: How do I find an opportunity?
Session 6: How do I get selected?
Session 7: Do I know enough?

Parents and Carers Supplement

²These learning areas and objectives are from the national Career Development Institute's Career Development Framework

Skill 4: Students need to create opportunities by being proactive and building positive relationships with others. At KS4 this should include:

Developing friendships and relationships with others and reflecting on their relationship to their career
Starting to take responsibility for making things happen in their career
Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them
Being willing to speak up for themselves and others
Being able to discuss role models and reflect on leadership
Researching entrepreneurialism and self-employment

Session 1: The options process
Session 2: Where am I now?
Session 3: What qualifications could I get?
Session 4: What are my choices?
Session 5: How do I find an opportunity?
Session 6: How do I get selected?
Session 7: Do I know enough?
Parents and Carers Supplement

Skill 5: Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. At KS4 this should include:

Reflecting on the different ways in which people balance their work and life
Reflecting on their physical and mental wellbeing and considering how they can improve these
Recognising the role that money and finances will play, in the decisions they make and, in their life and career
Recognising the role that they play in their family and community and consider how this might shape their career
Considering how they want to move through different life stages and manage different life roles
Developing their knowledge of rights and responsibilities in the workplace and in society
Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

Session 1: The options process
Session 2: Where am I now?
Session 5: How do I find an opportunity?
Session 6: How do I get selected?
Session 7: Do I know enough?
Parents and Carers Supplement

Skill 6: Students need to see the big picture by paying attention to how the economy, politics and society connect with, and affect their own life and career. At KS4 this should include:

Evaluating different media, information sources, and viewpoints
Exploring trends in local and national labour markets
Exploring trends in technology and science
Exploring the relationship between career and the environment
Exploring the relationship between career, community, and society
Exploring the relationship between career, politics, and the economy

Session 1: The options process
Session 2: Where am I now?
Session 3: What qualifications could I get?
Session 4: What are my choices?
Session 7: Do I know enough?
Parents and Carers Supplement

Linking Which Way Now? and It's Your Choice to the Gatsby Benchmarks³

Gatsby Benchmark ⁴	Does Which Way Now? contribute to the Benchmark?	Does It's Your Choice contribute to the Benchmark?
<p>Gatsby 1. A stable careers programme Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	Yes	Yes
<p>Gatsby 2. Learning from career and labour market information Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	Yes	Yes
<p>Gatsby 3. Addressing the needs of each pupil Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	Yes	Yes
<p>Gatsby 4. Linking curriculum learning to careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	Yes	Yes
<p>Gatsby 5. Encounters with employers and employees Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	No	No
<p>Gatsby 6. Experiences of workplaces Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	No	No
<p>Gatsby 7. Encounters with Further and Higher Education All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	Yes	Yes
<p>Gatsby 8. Personal guidance Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</p>	No	No

³ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

⁴ For more about the Gatsby Benchmarks, see: <https://www.goodcareerguidance.org.uk/>

Links between Which Way Now? and It's Your Choice and the national PSHE Association Scheme of work

- **Which Way Now?** is aimed at students in Key Stage 3
- **It's Your Choice** is for students in Key Stage 4
- **The Parents & Carers Supplement** is for the parents, carers/guardians of students in Key Stages 3 and 4

The activities in the student workbooks that are outlined in this Practitioners' Guide will help schools to deliver some elements of the PSHE Programme of Study

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

<p>Which Way Now? supports delivery of the following elements of the PSHE Programme of Study for Key Stage 3</p>	<p>It's Your Choice supports delivery of the following elements of the PSHE Programme of Study for Key Stage 4</p>
<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>
<p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspiration</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p>

Links to the Statutory Guidance and The Baker Clause

If your school or college is covered by the requirements of: Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges (July 2021), you may need to know that the activities in Which Way Now?, It's Your Choice, and the Parents & Carers Supplement are designed to support delivery.

Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. Ofsted's school inspection handbook has been updated to highlight the importance of schools understanding and meeting the requirements of this legislation, as careers information, education, advice and guidance is one of the key areas that informs inspectors' overall judgements on Personal Development.

Schools and colleges are obliged to:	Which Way Now?	It's Your Choice	Parents & Carers
<p>Act impartially, i.e., not show bias towards any route, be that academic or technical. They should promote a full range of technical options, including apprenticeships, T Levels and other approved technical education qualifications so that students can consider them, alongside academic options, when making decisions about their next steps.</p>	<p>Asks students to ask questions about, and consider a full range of options including:</p> <ul style="list-style-type: none"> • Key Stage 4 study in another institution, including University Technical Colleges and Studio Schools. • Considering the full range of qualifications available at Levels Entry - 8 • Considering technical qualifications at Key Stage 4 • Researching their post-16 options - including Apprenticeships and Traineeships 	<p>Encourages students to ask questions about, and consider a full range of post-16 choices including:</p> <ul style="list-style-type: none"> • STEM careers • The full range of qualifications available at Levels Entry - 8 • T Level qualifications alongside information about A levels and the EPQ. • Work-related and technical qualifications • Studying in a new location other than their school Sixth Form - Sixth Form College, FE College, Specialist College • Apprenticeships • Traineeships • Researching their post-18 options - including Apprenticeships and Higher Education. 	<p>Updates the previous generation about the full range of opportunities available to their teenagers at 13/14, 16, and beyond including:</p> <ul style="list-style-type: none"> • Studying or training in a new location other than their current school • Up to date information about the equal weighting between academic study and technical learning (including Apprenticeships)

Schools and colleges are obliged to:	Which Way Now?	It's Your Choice	Parents & Carers
<p>Open their doors to other education and training providers ... putting in place a range of opportunities for providers of technical education and apprenticeships to talk to all year 8 to 13 pupils about their education or training offer.</p>	<p>Reminds students that they can get support from visitors to school including; employers, and representatives from training providers, colleges, and universities.</p>	<p>Provides students with a range of essential research questions that they could ask during a provider visit.</p>	<p>Encourages parents and carers to attend events with their teenagers</p>
<p>Provide a range of opportunities for providers offering academic options, including sixth form and tertiary colleges and higher education institutions, to visit the school to talk to students.</p>	<p>Reminds students that representatives from training providers, colleges, and universities are all there to help with decision-making and that they should use them to help to choose options that work for them.</p>	<p>Encourages students to be familiar with all the available opportunities, even if they are not considering doing all of them - so that they can get the most from any provider visit that has the potential to either change their minds, or validate their plans.</p>	<p>Gives parents and carers a full overview of all the opportunities, even if they do not all suit that particular student. Gives parents and carers enough information so that they can encourage their teenagers to make the most of every event.</p>
<p>Prepare students, and their parents, for each provider visit.</p>	<p>Shows students the main sources of reliable, relevant, and up to date information so that they can research in advance of any provider visit.</p>	<p>Enables students to prepare for any real-life opportunities that may arise during a provider visit - for example by having a prepared CV, or be able to complete an application form effectively.</p> <p>Encourages students to research widely. Provides students with a range of essential research questions that they could ask during a provider visit. Encourages students to research their options for higher education if they are interested - this will enable them to be able to speak confidently with university providers.</p>	<p>Gives multiple sources of information about each option so that parents and carers can research events and providers and encourage students to ask questions with confidence.</p>

Schools and colleges are obliged to:	Which Way Now?	It's Your Choice	Parents & Carers
<p>Set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need.</p>	<p>Students are encouraged to assess their own strengths, personal qualities, skills, wishes and dreams for a career.</p>	<p>Ensures that students are not only encouraged to assess their own strengths, personal qualities, and skills, but that they are more able to match those qualities to a range of opportunities and are able to make a choice that best suits them. Reminds students that, whether they choose full-time education, an Apprenticeship, a Traineeship or part-time education or training – they should make sure that they pick the option that best fits their plans for the future.</p> <p>Shows students where to look for opportunities in any of the options that interest them – and how to apply</p>	<p>Includes a comprehensive section of tips and advice for parents and carers to help them to support option choices at all stages.</p>

Which Way Now? and It's Your Choice Practitioners' Guide 2022-2023

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