



# Career, work-related learning and enterprise 11–19

A framework to support economic wellbeing



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## Introduction

This guidance is for curriculum managers and coordinators of career, work-related learning and enterprise education in schools and colleges. It includes a new framework to support schools and colleges in planning programmes for all learners in 11–19 education.

The new framework, 'Economic wellbeing 11–19: career, work-related learning and enterprise', replaces the nine-element framework for work-related learning developed in 2003 to support the statutory requirement at key stage 4. It takes account of the government's 14–19 reform programme, the strategy for enterprise, and developments in careers education, information, advice and guidance. The framework is consistent with and supports the national curriculum, including personal, social, health and economic (PSHE) education and the programmes of study for economic wellbeing and financial capability. It provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at key stage 3 and for careers and work-related learning at key stage 4. It is also designed to help schools, further education and sixth form colleges plan their curriculum for all 16- to 19-year-olds.

Career, work-related learning and enterprise education is essential to the preparation of young people for transition to adulthood. It provides the connection between learning and earning, equipping young people with the knowledge, skills and attributes needed to enter and thrive in the working world.

The purpose of the new economic wellbeing 11–19 framework is to improve provision by drawing together three important and distinct aspects of the curriculum in one simple tool for curriculum planners. There is considerable scope for synergies by planning and coordinating provision across them coherently.

The framework complements related guidance on career, work-related learning and enterprise, including the focus on three strands:

- learning *through* work by providing opportunities for young people to learn from direct experiences of work
- learning *about* work by providing opportunities to develop knowledge and understanding of work and enterprise
- learning *for* work by developing skills for enterprise and employability.

Further information and guidance on career, work-related learning and enterprise education is available on the Qualifications and Curriculum Authority (QCA) website: [www.qca.org.uk/ewb](http://www.qca.org.uk/ewb).

## Leadership, management and coordination

The implementation of effective programmes of career, work-related learning and enterprise education is dependent on visionary leadership and well coordinated management.

As programme delivery for students following different learning pathways will involve a number of curriculum areas, coordination is particularly important. Schools and colleges will develop different models for managing and coordinating this area of the curriculum. For example, one school created faculties, with a faculty of work-related learning, which included enterprise and careers. The head of faculty is a member of the central leadership team that gives credibility and status in the school. The head of faculty manages three additional staff in the team and reports to an assistant headteacher who oversees this area of work. In another school, responsibility for providing coherence falls to the careers coordinator.



Other models exist and, where effective, will almost certainly include:

- a senior manager who will have overall responsibility for ensuring that the school or college makes good provision for all students, and who is up to date with current thinking and knowledgeable about the breadth and quality of the practice in school or college
- an identified member of staff with responsibility for coordinating economic wellbeing provision (career, work-related learning and enterprise) who will manage a team and/or be part of a delivery team in school or college
- effective communication between other key staff, for example careers, work experience and enterprise coordinators, Connexions personal advisers and pastoral staff
- continuing learning and development activities for all staff
- periodic auditing of existing provision against the framework, local and individual circumstances, the suggested minimum provision and evolving and developing school/college practice
- a current economic wellbeing (career, work-related learning and enterprise) learning policy and strategy, periodically reviewed and updated, including learning opportunities and outcomes that reflect the school's/college's approach to, and capacity for, providing effective, focused and individualised learning
- statements in the school/college development plan; the school/college should have a vision of where it wants to be relative to this area of the curriculum and meaningful short- and medium-term plans for moving forward towards that vision
- effective and proactive working partnerships with partners such as local businesses, education business partnership organisations (EBPOs) and the local information, advice and guidance (IAG) service for young people
- consideration of ways collaboration with other schools and colleges can support the school/college in making suitable provision.

The framework focuses on 11–19 learners. However, schools and their partners will want to review their programmes in the context of what happens in local feeder primary schools at key stage 2.

## Planning provision for all learners

Career, work-related learning and enterprise education is important for all learners, but provision needs to match local and individual circumstances. During planning, schools and colleges should take into account the perspective of learners and ensure that provision is coherent for each individual.

**Three essential principles help develop a more inclusive curriculum: setting suitable learning challenges, responding to students' diverse learning needs and overcoming potential barriers to learning and assessment.**

Schools and colleges have a responsibility to provide a broad and balanced curriculum for all students. The statutory inclusion statement seeks to ensure that barriers to learning are removed or minimised, giving all learners the opportunity to benefit from the full curriculum available.

The statutory inclusion statement on providing effective learning opportunities for all students outlines how teachers can modify, as necessary, the national curriculum programmes of study to provide all students with relevant and appropriately challenging work at each key stage. Three essential principles help develop a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment.

Each school and college is responsible for determining its curriculum so that provision matches local and individual circumstances. When discussing

provision, teachers will find it helpful to consider the following questions:

- Are the activities and learning outcomes appropriate for our learners?
- How will the activities need to be adapted for our situation?
- How will the activities build on the learners' previous experiences?
- Do the activities challenge stereotypes?
- What different or additional activities will need to be developed?
- How can business and community partners be involved in planning and delivering activities?
- What staff development is needed for teachers and others involved in delivery?
- How will learners' progress be assessed?
- How will provision be monitored and evaluated?

Teachers of students with learning difficulties will want to adapt and amend the framework to ensure that it suits learners' needs. The aims of a programme might include:

- enabling learners to interact and communicate with a wide range of people
- enabling learners to express preferences, communicate needs, make choices, make decisions and choose options upon which other people can act and respect
- promoting learners' self-advocacy or the use of a range of systems of supported advocacy
- preparing learners for an adult life in which they have the greatest possible degree of autonomy, and supporting them in having relationships with mutual respect and dependence on each other
- increasing learners' awareness and understanding of their environment and the world
- encouraging learners to explore, question and challenge
- providing learners with a wide range of learning experiences.

For high-ability learners, provision should be aimed at preparing them for success in a complex and increasingly competitive higher education and labour market.

Work-related activities equip more able learners to meet the challenges they will face in the world of work and enhance their employability by developing the skills, attitudes and qualities needed for high-level careers. More able learners thrive on complexity, choice, creativity and challenge, so for them it is important to create opportunities for:

- enrichment – widening provision with additional activities
- extension – providing activities normally intended for older learners.

Curriculum planning and assessment should aim to give every learner the opportunity to experience success and to achieve as high a standard as possible. When reviewing the extent to which the provision currently meets the needs of all learners, schools and colleges should consider the following questions:

- How does the curriculum prepare all learners for progression, development of the breadth of necessary skills and an understanding of the full range of available options?
- To what extent are learners challenged to question and explore alternatives?
- Are learners introduced to ideas, problems and applications that enable them to look beyond their subject learning and make connections with the world of work?

**Curriculum planning and assessment should aim to give every student the opportunity to experience success and to achieve as high a standard as possible.**



## Assessment and accreditation

There is no statutory requirement for certification or summative assessment of what students have learnt from their career, work-related learning and enterprise education programmes.

Nevertheless, some outcomes are likely to be assessed as part of GCSEs/GCEs, Diplomas and other qualifications. Schools and colleges may also want this learning to be recorded as part of learners' individual learning plans, and perhaps to offer local certification as recognition of successful participation in work-related activities. Such local certification is a service that many local EBPOs already provide.

Work-related activities provide excellent opportunities for formative assessment. Schools and colleges should ensure that learners are given opportunities to reflect upon their experiences, identify their learning and record it formatively. Learners should be aware of what their career, work-related learning and enterprise education programmes comprise and how the various elements fit together. Reflection and review are essential parts of learning from experience, and it is important that learners can recognise and articulate what they have learnt, especially to employers.



## The framework

The framework (see pages 20–21) comprises nine elements that cover the range of learning opportunities to deliver a coherent programme of career, work-related learning and enterprise education to 11- to 19-year-olds. It also gives suggested minimum provision at each key stage for each element and outlines what learners should be able to do as a result of their experience.

The lists of learning outcomes are indicative rather than prescriptive. Schools and colleges should decide which learning opportunities and outcomes are most appropriate for their learners.

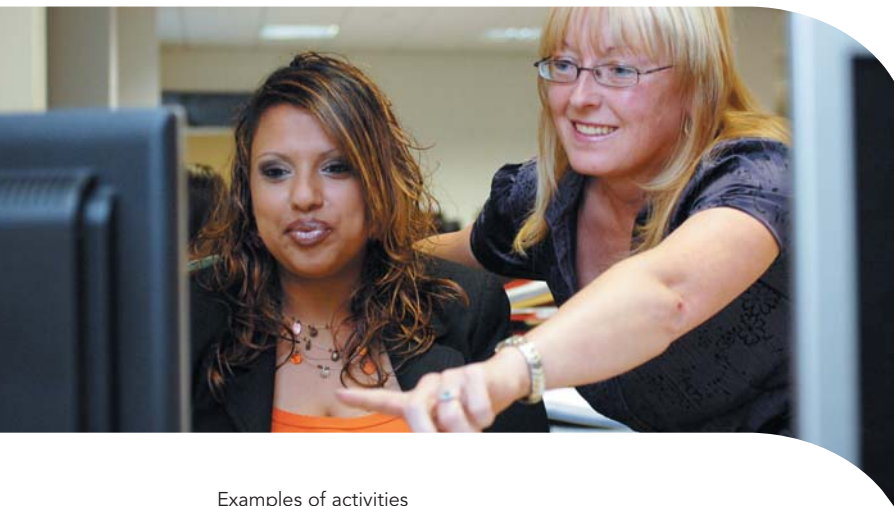
Each element is explained below, followed by some examples of activities used by schools and colleges. Many of the activities could be used to cover learning in more than one element.

### Element 1: Recognise, develop and apply their skills for enterprise and employability

Work-related activities in which learners have the opportunity to develop and apply their skills can take place in or out of school/college and in a range of curriculum contexts and subject settings. Productive discussion most likely happens when learners understand how to identify skills for enterprise and employability, as well as experiencing how to develop and apply them. It should focus on recognising the skills developed and can take a variety of forms. For most learners, it can occur during their annual progress reviews with tutors, and the outcomes can be recorded on their individual learning plans. However, other opportunities could include structured discussions within peer groups or as part of business or peer mentoring.

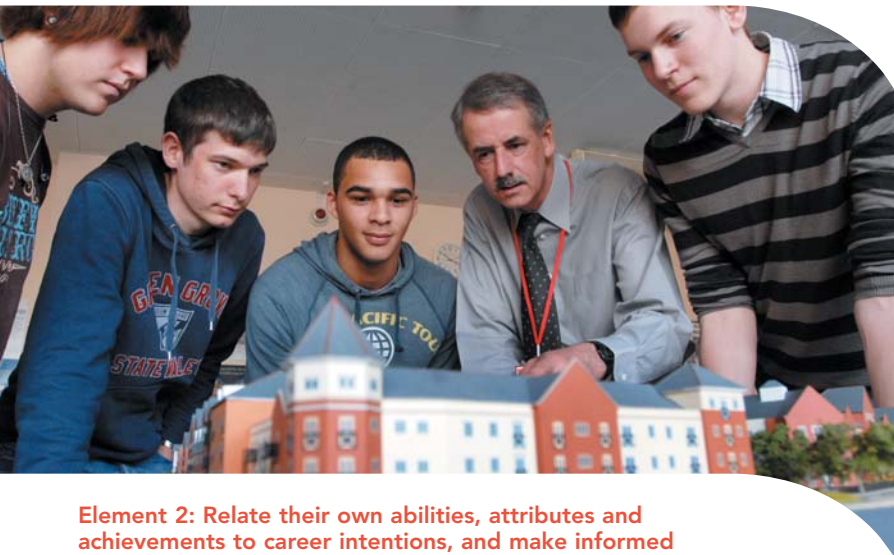
Definitions of employability vary, but most highlight initial preparation for employment and the active management of career development as the two main ways through which learners can realise their employment potential. Skills for enterprise and employability include functional skills and personal, learning and thinking skills (PLTS), which help young people become independent enquirers, creative thinkers, reflective learners, team workers, self managers and effective participators.

**Productive discussion most likely happens when learners understand how to identify skills for enterprise and employability.**



### Examples of activities

- Enterprise – Design and technology learners take on various roles in their own company to set up a lunchtime jewellery stall from which profits are given to charity.
- Work visit – During a science class field trip to a power station, learners ask workers about the skills they need for their job roles.
- Progress review – Learners record situations in which they applied skills for enterprise and employability for discussion with their tutor in progress reviews.
- Business mentors – Learners work with business mentors to develop stronger interpersonal skills and improve their awareness of the qualities and abilities required for the world of work.
- Simulation – Learners take part in a simulation exercise in which catering companies tender for a contract; this develops enterprise skills, including an understanding of risk and business planning.
- Work experience – Learners record in their work experience diaries occasions when they practised employability skills for discussion with their supervisor and in school/college debriefing sessions.
- Employability workshop – Learners take part in a one-day workshop, run by a manager from a local business, to develop enterprise and employability skills.
- Mock interview – Learners prepare for and take part in a mock interview with an IAG adviser or a local business person during which they reflect on and articulate their employability skills.



## **Element 2: Relate their own abilities, attributes and achievements to career intentions, and make informed choices based on an understanding of available options**

'Career' refers to an individual's lifelong progression through learning and work. Everyone has a career, and careers education lessons from year 7 onwards will enable learners to develop skills for career management to progress into, through and beyond the 14–19 phase. It can play an important role in broadening horizons and challenging stereotypes.

A guidance interview will be confidential, informal and impartial and will give learners the opportunity to use the skills they are gaining in careers education to clarify their ideas and start building ideas about what they might do in the future. It is different from a progress review and follows on from it when learners make choices about their transitions to the next stage of learning or work. The guidance interview is often carried out by a career guidance specialist who has the knowledge and skills to give impartial information, advice and guidance about the opportunities available to learners. Specialists may be members of schools' and colleges' own staff and/or from the Connexions service provided by the local authority. However, a personal tutor, business mentor, work experience supervisor and/or family member can also contribute to this process by taking part in preliminary guidance discussions with the learner.

### Examples of activities

- Group discussion – In careers lessons, small groups of learners discuss what they think they will be doing in 5/10/20 years' time in terms of both jobs and lifestyles. They exchange information and views about what choices they will need to make, what qualifications they will need, when they might need help with this and where they might find it.
- Personal finance and higher education – Year 12 learners considering applications to higher education (HE) are asked to find out the costs of tuition and their eligibility for grants and loans using relevant websites. They estimate their weekly expenditure as learners at university and match this against their likely income.
- Taster days – Learners take part in taster days in local businesses or further education (FE) colleges where they can assess which job roles and/or courses match their interests and abilities.
- Software activities – During an information and communication technology (ICT) module, learners work through a computer programme that enables them to identify their abilities, interests and career possibilities.
  - Mock interviews – Learners apply and are interviewed by trained interviewers from local companies for hypothetical jobs to which the learners aspire. The interviewers then provide individual feedback.
  - Personal finance – In PSHE education lessons, learners explore a range of concepts related to managing their own personal finances and apply them to their career plans.
  - Work experience – During a one-day-a-week placement, learners can test their own capabilities and match them to their career aspirations with the aid of their workplace mentor.
  - Guidance interview – Learners discuss their achievements and skills with their tutor and/or careers adviser and review their career plans accordingly.

**A guidance interview will be confidential, informal and impartial and will give learners the opportunity to use the skills they are gaining in careers education to clarify their ideas and start building ideas about what they might do in the future.**

### Element 3: Develop an awareness of the extent and diversity of opportunities in learning and work

All young people should understand the range of opportunities open to them. Opportunities in learning and work include the full range of pre- and post-16 learning options and progression routes available to learners both within their current learning establishments and elsewhere. The information should draw on local area prospectuses provided by careers and IAG specialists, regional development agencies, chambers of commerce and other business organisations. It should be free of bias towards opportunities provided by the learner's own school or college. Learners should consider factors relating to diversity and equality of opportunity in learning and work, particularly gender, culture and disability. Activities can take place in subject lessons, in specialist careers lessons, or as part of work-related experience.

#### Examples of activities

- Aimhigher programme – Learners work with students from the local university to raise awareness of opportunities in higher education.
- Group sessions – Career guidance specialist leads group sessions to help learners understand the characteristics of different types of employment and trends in different employment sectors.
- Careers fairs – Learners visit a careers fair and find out which exhibitors have employment opportunities locally and nationally.
- Survey investigations – In business studies, learners carry out a survey of local businesses by type, size and nature.
- Business visitors – Learners meet a manager from a multinational company and ask questions about employment opportunities with the company in the UK and abroad.
- Investigation – In PSHE education lessons, learners collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment.
- Work experience – During the work placement, learners interview the human resources manager about employment opportunities in the firm. The responses are discussed at debriefing.

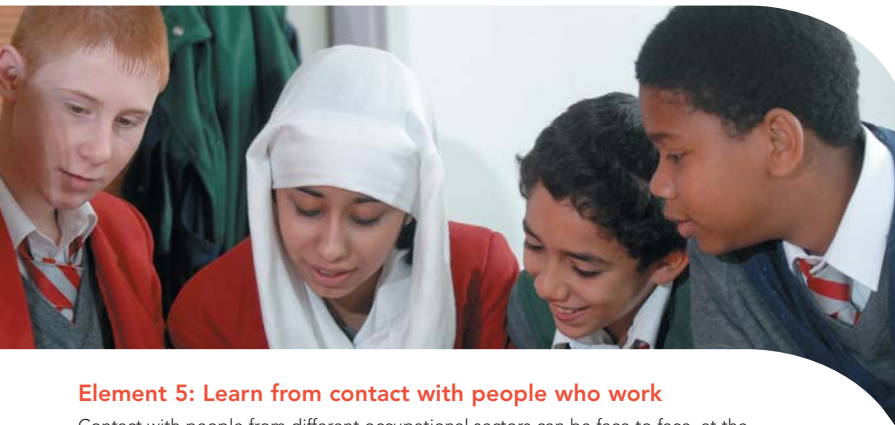
**Opportunities in learning and work include the full range of pre- and post-16 learning options and progression routes available to learners both within their current learning establishments and elsewhere.**

#### **Element 4: Use their experiences of work to extend their understanding of careers and work**

Experiences of work can be direct or indirect but should take place outside the classroom. Younger learners might visit workplaces in the local community, observing or shadowing workers. Hands-on experiences through work placements, part-time jobs, and activities at training centres are common for learners from year 10 onwards. The school/college can also provide a context for all learners to experience work in action from the wide range of job roles on site. Preparation and debriefing of experiences of work is vital to embedding the learning gained into learners' curriculum and career plans.

##### **Examples of activities**

- Visits – During a geography course, learners visit a local forest where they observe and ask questions about the processes and jobs involved.
- Running a business – Learners run a café for staff and other learners once a week.
- School/college as a business – During their induction, learners find out about the range of business activities and working environments in the school/college, such as catering, administration and community sports facilities.
- Work experience preparation – As preparation for work experience, learners visit their placement company to get to know their supervisor, the way the company is organised and to discuss the work experience programme.
- Group discussions – During work experience preparation, learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.
- Work experience – During English, learners reflect on their experiences of work and report their reflections by writing or speaking about them.
- Virtual visits – Learners use a computer simulation to investigate the differences between working practices in two work environments.
- Community placements – As part of citizenship studies, learners spend half a day in a local voluntary or community organisation to look at leadership skills and how volunteers are organised. In debriefing sessions, learners discuss the roles and responsibilities of the people they met.
- Work shadowing – Learners arrange to work shadow a parent or family friend. They record their observations in writing or other media.



### Element 5: Learn from contact with people who work

Contact with people from different occupational sectors can be face to face, at the workplace or in school. However, electronic-learning (e-learning) technologies can reduce the amount of time that employers must commit to face-to-face contact with learners. Communication channels can include email, texts, electronic mentoring (e-mentoring), interactive websites and video conferencing.

#### Examples of activities

- Creative and media project – Learners interview four human resources managers from local companies about what employers want when they recruit young people. They edit these interviews and create a short DVD.
- Simulation – In design and technology, learners take part in a design project in partnership with a local manufacturer. The firm's design director comes to the school to discuss the brief with learners.
- Design briefs – An artist in residence works with learners to design and make wooden sculptures for the school grounds.
- Business mentoring – Some learners have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online.
- Mini-enterprise – School governors from different businesses act as advisers to learners during their mini-enterprise activity.
- Personal finance – Personnel from a local bank work with learners in PSHE education lessons to help them understand how pay slips are created and the basic operation of the income tax system.
- First aid training – Learners work with members of the emergency services to learn first aid techniques.



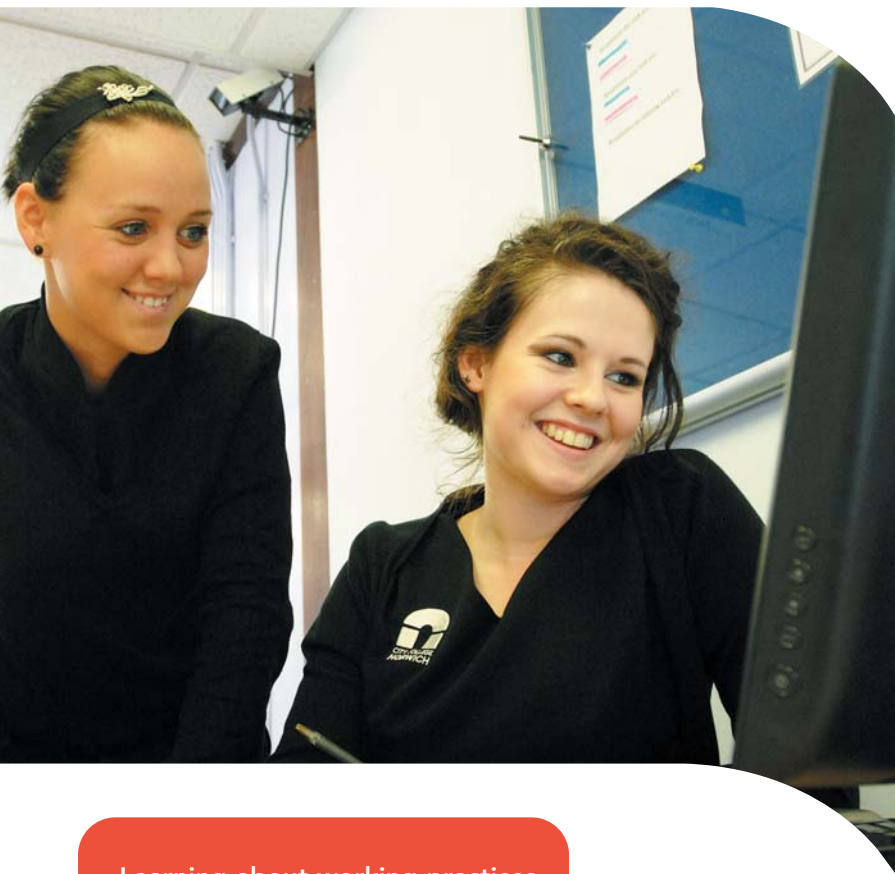
### **Element 6: Learn about how and why businesses operate**

Young people need to develop an understanding of work and enterprise, and how businesses operate, to prepare them for the world of work. They can gain this during their 11–19 learning by considering all types of businesses in the public, private and voluntary sectors, including large, small and social enterprises. The latter are important for demonstrating that not all business activity is motivated by profit. Schools' and colleges' employer engagement programmes will be particularly useful in supporting this element.

#### **Examples of activities**

- Assignments – In science or geography, learners investigate the effects of some industries on the environment.
- Debate – In English or citizenship, learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.
- Industry day – Learners work with young managers from local businesses to explore basic economic concepts.
- Simulation with a local business – Learners examine management at work by taking part in a simulation with a local business company manager and a shop steward from the same company.
- Role play – In citizenship or careers education, learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role play to explore varying perspectives. A trade union visitor acts as an adviser.
- Interviews – Learners interview their supervisor during work experience or their part-time job, or a parent or family friend, about their working roles.
- Community placement – As part of a vocational course in horticulture, learners spend half a day per week working in a local garden centre run as a social enterprise by the primary care trust.

**Young people need to develop an understanding of work and enterprise, and how businesses operate, to prepare them for the world of work.**



Learning about working practices and environments will help learners to relate knowledge about work to their learning and career development.

## Element 7: Learn about working practices and environments

Young people should have some understanding of why working practices and environments differ. Working practices can include how employers protect themselves and their workforce when they carry out specific tasks in the workplace, such as ensuring employees' safety when lifting and carrying or ensuring employees operate computers securely. Working environment issues can include how employers verify that the workplace meets minimum health and safety requirements; protect employees and customers from air and noise pollution; and educate employees on managing harmful substances safely. Learning about working practices and environments will help learners to relate knowledge about work to their learning and career development.

### Examples of activities

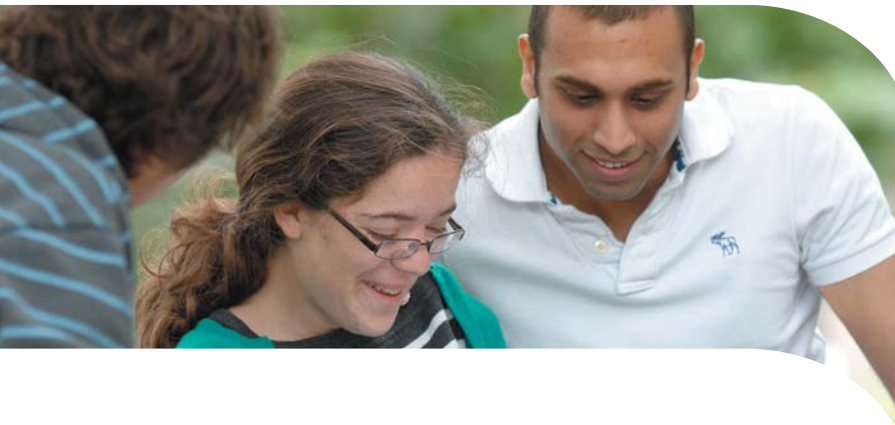
- Investigation – In citizenship lessons on human rights, learners investigate working practices in countries where child labour is used, and compare their findings with their own experience in part-time work.
- Skills development – Learners visit a local skills training centre and take part in activities to develop work-related skills in workshop and office settings.
- Expert witness – In English, learners work with the school's police liaison officer on activities to learn how language is structured and framed by a working role and context.
- Field trips – As part of French class, learners visit a cheese factory during an exchange visit to France. They record observations and put prepared questions to the firm's human resources manager about conditions of work.
- Virtual visits – During a module exploring the uses of ICT, learners make a virtual visit to a local company's head office in Europe through its website, which has a student section.
- Work experience – During debriefing of work experience, learners prepare a five-minute presentation to the class about their recent placement.
- Trade unions – A trade union official takes part in a simulation about rights and responsibilities at work as part of citizenship education.

## Element 8: Undertake tasks and activities set in work contexts

Using work as a context for learning improves motivation and progression by helping learners see the relevance of what they learn to their future lives. It helps them to demonstrate an understanding of work-related language and encourages them to see the relevance of subjects and the curriculum to the world of work. A work context uses industry, business and the wider community as a focus for gaining a wide range of knowledge and skills.

### Examples of activities

- Technical brief – A car mechanic works with learners on a technical brief to investigate the capacity of an engine and the power it could produce, making models of cylinders and calculating volume and capacity.
- Work shadowing – In a concert by a professional music group (such as an orchestra or Army band), learners who play an instrument work shadow by sitting in the relevant section and playing along with the professional musicians in selected pieces.
- Investigation – In geography, learners study the factors that have influenced the pattern of industry and employment in the region.
- Personal finance – In mathematics, learners work out budgets for spending and saving money earned from hypothetical but realistic job salaries.
- Debates – In religious education, learners consider the issues involved in running a business in a multi-faith community.
- Assignments – Learners work with designers and makers from local businesses to develop an understanding of the product design process.



## Element 9: Engage with ideas, challenges and applications from the business world

Business challenges, problem-solving and enterprise activities help learners understand, develop and demonstrate the skills and qualities needed for work and enterprise. They also provide a useful context for employers and others to support schools.

Business challenges can include enterprise or problem-solving activities. These can be undertaken in a variety of curriculum subjects, such as technology, science and English, as well as within PSHE education lessons. Enterprise activities can include simulated mini-enterprises in which learners are organised into companies where they offer a service or a product and must work as an effective team. They might also include a series of shorter activities aimed at developing enterprise skills, attitudes and qualities, or an understanding of entrepreneurship and social enterprise.

### Examples of activities

- Marketing brief – During a health education module in PSHE education, learners develop marketing materials to promote a range of healthy foods for teenagers.
- Tourism – Modern foreign language learners produce a guide for German tourists as part of a link with a local hotel.
- Enterprise project – Learners plan and organise their leavers' ball, including costs, catering, photography, entertainment and ticket sales.
- Survey brief – A local bookseller asks learners to undertake a reading survey for the teenage market. Learners write reviews of the most popular books as part of their work in English.
- Mini-enterprise – Learners' mini-enterprise companies provide experiences using spreadsheets to set up predicted and actual income and expenditure, which are developed further in mathematics lessons.
- Enterprise projects – Year 10 learners organise a charities day, with stalls selling items that learners make.
- Business challenges – Learners produce a town trail. They investigate how to highlight leading local businesses in return for sponsorship for producing the trail materials.
- Marketing investigation – Learners carry out an assignment on work placement, investigating how customer service might be improved.

## Framework for economic wellbeing 11–19: career, work-related learning and enterprise

Elements of provision for all learners	Suggested minimum provision at each key stage	Through this provision learners can:
<p>1. Recognise, develop and apply their skills for enterprise and employability.</p>	<p>Learners have the opportunity to develop and apply their skills in two work-related activities.</p> <p>Learners have one discussion about the skills they developed.</p>	<ul style="list-style-type: none"> <li>• understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world</li> <li>• evaluate the usefulness of a range of skills for gaining and sustaining employment and self-employment</li> <li>• manage their continuing career development, including transitions</li> <li>• take risks and learn from mistakes</li> <li>• apply their functional skills and personal, learning and thinking skills (PLTS).</li> </ul>
<p>2. Relate their own abilities, attributes and achievements to career intentions, and make informed choices based on an understanding of available options.</p>	<p>Learners undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.</p>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the concept of 'career'</li> <li>• recognise and respond appropriately to the main influences in career choice</li> <li>• identify, select and use a range of information sources to research, clarify and review career options and choices, including financial support for post-16 and higher education</li> <li>• assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise, and use this process to make creative and realistic choices for progression</li> <li>• access and use an interview with a career guidance specialist to progress their plans</li> <li>• make, review and adapt their individual learning plan for transition into, through and beyond the 14–19 phase</li> <li>• complete application procedures for their next steps, including a CV, personal statement and preparation for interview.</li> </ul>
<p>3. Develop an awareness of the extent and diversity of opportunities in learning and work.</p>	<p>Learners undertake two tasks that investigate opportunities in learning and work, and the changing patterns of employment.</p>	<ul style="list-style-type: none"> <li>• understand the range of opportunities in learning and work (local, national, European and global), and the changing patterns of employment</li> <li>• understand the significance of the changes happening in the world of work and relate them to their career plans</li> <li>• explain the chief characteristics of employment, self-employment and voluntary work</li> <li>• recognise and challenge stereotypical views of opportunities in learning and work.</li> </ul>
<p>4. Use their experiences of work to extend their understanding of careers and work.</p>	<p>Learners have two experiences of work.</p> <p>14–19 learners have the equivalent of half a day of preparation and half a day of debriefing and follow up of their work experience and/or part-time work.</p>	<ul style="list-style-type: none"> <li>• identify what they have learned about work from their experiences</li> <li>• understand what motivates people to work</li> <li>• identify the qualities and skills needed for enterprise and employability</li> <li>• understand the importance of lifelong learning to employability and progression</li> <li>• apply learning gained from their experiences of work to their curriculum and to their career planning.</li> </ul>

Elements of provision for all learners	Suggested minimum provision at each key stage	Through this provision learners can:
5. Learn from contact with people who work.	Learners have contact with two people from different occupational sectors.	<ul style="list-style-type: none"> <li>• understand the career motivations and pathways taken by individuals</li> <li>• understand the importance to employers of skills, attitudes and qualifications</li> <li>• appreciate the benefit of further learning and personal development.</li> </ul>
6. Learn about how and why businesses operate.	Learners undertake two curriculum activities that develop their understanding of work and enterprise.	<ul style="list-style-type: none"> <li>• outline the main types of business and what motivates them</li> <li>• understand how different businesses are organised and structured</li> <li>• give examples of rights and responsibilities at work, work roles and identities, and attitudes and values in relation to work and enterprise</li> <li>• demonstrate a basic knowledge and understanding of a range of economic and business concepts and terms, including the connections between markets, competition, price and profit.</li> </ul>
7. Learn about working practices and environments.	Learners have two opportunities to use work practices or environments as contexts for learning.	<ul style="list-style-type: none"> <li>• understand how and why working practices and environments differ</li> <li>• understand the main hazards associated with particular types of workplace and how these hazards are minimised</li> <li>• relate knowledge about work to their learning and career development.</li> </ul>
8. Undertake tasks and activities set in work contexts.	Learners have two opportunities to use work as a context for learning within the curriculum and record evidence of their learning.	<ul style="list-style-type: none"> <li>• understand the relevance of curriculum subjects to the world of work and to their own career development</li> <li>• demonstrate an understanding of economic and business terms</li> <li>• analyse how examples of learning within the curriculum can be applied to work contexts</li> <li>• evaluate their experiences and learning to inform future progress and career plan.</li> </ul>
9. Engage with ideas, challenges and applications from the business world.	Learners undertake one business challenge, problem-solving or enterprise activity.	<ul style="list-style-type: none"> <li>• know and understand important enterprise concepts</li> <li>• demonstrate enterprise skills, including decision making, leadership, risk management and presentation</li> <li>• demonstrate enterprise attitudes, including a willingness to take on new challenges, self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference</li> <li>• demonstrate enterprising qualities, including adaptability, perseverance, determination, flexibility, creativity, ability to improvise, confidence, initiative, self-confidence, autonomy and the drive to make things happen.</li> </ul>

## Learners' profiles

The following examples describe three young people's experiences of career, work-related learning and enterprise during the 11-19 phase.

### Learner 1: Daniel

In Daniel's school the management and coordination of delivery is led by the economic wellbeing coordinator who works with heads of curriculum areas and a team of mentors, IAG advisers and teaching assistants. Regular time on the timetable is allocated to support economic wellbeing in addition to opportunities provided in subjects across the curriculum.

In year 7, Daniel started work on his electronic portfolio (e-portfolio). Through the individual learning planning process, he identified his preferred learning style and tracked his progress in subjects. He continued this throughout key stage 3, reviewing his achievements, skills and aptitudes each term with his learning support assistant and relating these to options in learning and work. He completed a project in design and technology, which involved designing a uniform for the 21st century. He found out about modern materials and working practices, as well as how businesses operate and the changes in the textiles sector, from listening to visitors at a local clothing distribution company.

In year 8, Daniel took part in a careers education simulation for six lessons that helped him gain a better understanding of his occupational interests and improved his understanding of what motivates people to work and how businesses operate. Daniel had some learning difficulties, and to support him, a business mentor worked with him during the year to build his confidence in reading. His mentor visited the school regularly and also invited Daniel to see his workplace. They got on well together, and their discussions helped Daniel think about his future.

In geography, Daniel learned about the diamond industry in Africa, developing his understanding of how businesses operate and global interdependence. In science he learned about the importance of mathematics to the design of skis.

In year 9, the individual learning process reached its first milestone when Daniel needed to make his key stage 4 choices. In the spring term, economic wellbeing lessons included a 'collapsed timetable' day with work-related activities and talks from local business people and learning providers about opportunities for 14-19 learning. It included a 'market place' of local employers, work-based and other learning providers. Here Daniel spoke to several visitors about different opportunities. This helped him understand the career pathways taken by



individuals and the importance of skills, attitudes and qualifications to employers. Afterwards he had an interview with the Connexions personal adviser and his form tutor to discuss curriculum pathways he could take in key stage 4.

In key stage 4, Daniel's curriculum included a level 1 course in construction at the local FE college for one day each week. He also chose an accredited course in personal effectiveness, which had a strong emphasis on economic wellbeing and included a number of visits to local businesses. One of these, to a local artist, included learning how to carve wood blocks for printing. His group continued this process when they returned to school, making prints from their carvings.

Each term, Daniel discussed his progress with his learning support assistant, who helped him identify the skills for enterprise and employability he was developing and recorded them in his e-portfolio. In the autumn term of year 11, his learning support assistant helped him prepare for an interview with the school's IAG adviser to discuss his plans for post-16 progression. As a result, Daniel drew up an individual learning and career plan for year 12 to continue with construction with a work-based learning provider, as well as the personal effectiveness course at level 2, and additional maths, English and ICT at school.

Daniel took part in an enterprise challenge in year 10, during which his group of construction learners worked with a self-employed joiner to discuss and explore the usefulness of a range of employability skills for self-employment. Following this, Daniel's group set up a cycle repair service in the local community centre. They ran this for the rest of the year, donating the money raised towards funding other enterprise projects in the future.

In year 10, Daniel also undertook a week's work experience with the local council's environmental services department, working with a small team of builders. Preparation and follow up in school included consideration of health and safety issues in the workplace and relating what he had learned to his future career plans.

At 16, Daniel decided to continue with his interest in construction and progressed on to a level 2 course. The course provided him with a number of opportunities to learn about work and working practices and develop the skills and attributes needed for work. He spent a total of 10 days on work placement with the building services department of the local council and was able to apply learning gained from the experience to his career planning. As part of the enrichment programme, he took part in an enterprise project, working with others to run a fair trade tuck shop.

Daniel continued to work on his career plan with his learning support assistant and the careers adviser and was successful at the end of year 12 in gaining an apprenticeship with a large building company.

## Learner 2: Meena

In Meena's school, the economic wellbeing programme is planned and managed by the work-related learning coordinator, working with the heads of year.

In year 7, Meena showed an early interest in a number of design and technology options. She enjoyed a visit to the local supermarket to see the large-scale production processes at the in-store bakery. She was also stimulated by a project focusing on a large soft drinks bottling plant for which her group was shown a DVD that demonstrated how information technology ensured the smooth running of the production line.

In year 8, Meena's school used an off-timetable day for an integrated study, involving staff from the technology, science and geography departments. The whole year group went by coach to an island community that was joined to the mainland by a single road and rail bridge. The learners had to devise a plan for a second link between the mainland and the island, taking into account environmental, engineering and transport factors.

When Meena was in year 9, she engaged in a range of enterprise activities as part of a two-day enterprise event, which involved all learners in years 7-10. Meena was a member of a group whose task was to produce a newspaper and DVD covering all the activities to a tight deadline. She worked as a journalist on the newspaper, responding to breaking stories as they came into the 'newsroom' and had a spell with the TV journalists making the DVD. Two local journalists gave the learners a lot of help, which made the activity more rewarding.

During year 9, Meena explored her career and learning interests using software available in the school's careers library. She also had a discussion with her form tutor about the skills she had developed. This confirmed her interest in engineering and helped her decide on her key stage 4 programme, which included a course in engineering alongside the core curriculum and GCSEs in geography and art.

The school linked with a local engineering training company and, through them, with a number of manufacturing companies. One company made precision bearings for the marine and offshore industry. Meena's engineering group visited this company for half a day each month throughout the two years and were set a number of challenges relating to their course. These visits were invaluable in helping her develop some practical skills, identify the relevance of her mathematical skills to the workplace and gain a good understanding of modern working practices, in particular about the hazards within the workplace and how these hazards are minimised.

Meena had a work placement with a small electronic engineering company specialising in design and manufacture of motorway 'matrix' signs. She spent most of the week working with a design engineer on the computer aided design programme. This enabled her to extend her range of engineering skills and compare the environment with that of the bearing manufacturer. She met people working in other sections of the company and talked to them about their roles, career pathways and their plans for further learning.

Each term, during personal development lessons, Meena recorded in her e-portfolio her progress in learning and the work-related skills and aptitudes she developed. This included the feedback she received from her work placement supervisor during the debriefing session following her work experience. She also took part with other year 11 learners in a group session with a careers adviser in which they explored future progression opportunities. Following this, she produced a personal career plan, checking the details with the adviser before applying for her post-16 choices.

In year 11, Meena took part in the Formula One (F1) Technology Challenge with the other engineering learners from the region, which was set up by a partnership between three global companies. Groups had to design an F1 car for the future and work with a local manufacturing company to have it built using a state-of-the-art computer numerical control system. While her team did not reach the national final, this challenge helped her to develop a wide range of enterprise and employability skills, as well as broaden her knowledge of the engineering industry.

During year 11, learners were given a presentation by the founder of a company that removes surplus furniture and computers from large businesses and redistributes them to charities, schools and community organisations for a reasonable cost. This enabled them to understand what a social enterprise is and how they operate, recognising that profit is not the only motive for starting a business.

At 16, Meena left school to take an Advanced Diploma in engineering at the local FE college. The Diploma course provided many opportunities for career, work-related learning and enterprise. Among other things, she learned to understand and evaluate how engineering businesses operate and the need for this to be in a sustainable and accountable way, including aspects of the need for 'clean' and renewable energy. She was encouraged to research a diverse range of career pathways, so she evaluated the different engineering sectors and the range of jobs and career pathways available. She considered her own career and professional development in engineering by exploring different progression opportunities through her work placement and decided to focus on this for her Diploma extended project. She planned and organised complex activities to carry out in a safe and efficient way, understanding the importance of and the need for risk assessment. At 18, Meena took a job at a local company in an engineering position.

### Learner 3: Naomi

In Naomi's school, the PSHE education director is responsible for planning and managing economic wellbeing. His team comprises the careers, personal wellbeing and enterprise coordinators, and he liaises with faculty heads on a regular basis. The PSHE education programme has one hour each week on the timetable, and career, work-related learning and enterprise education are seen as key features.

Early in key stage 3, Naomi showed a particular aptitude for and interest in science and was placed on the school's gifted and talented register. The school had a link with a factory close by where mobile phones and semi-conductor chips were manufactured. During year 7, employees from the company visited the school and helped teachers devise projects for Naomi's science group.

Naomi's school had a programme each term of collapsed timetable days, or 'focus days'. In year 8, these enabled her to take part in a Learn2Learn day where she assessed her learning styles, and a shopping channel enterprise activity that developed her presentation skills. She delivered a 'pitch' for a product, and this gave her some insights into aspects of financial capability.

In year 9, the school organised a welcome to the world of work day with a series of visits from local employers. This helped her better understand the skills and attributes needed by employers and focused her mind on her own career options. As part of the school's academic tutoring programme, Naomi built up a personal development plan that helped her make choices for key stage 4. In the summer term, she also took part in an enterprise day run by an external agency that involved a crime scene investigation (CSI) workshop in which Naomi and her group had a real-life problem to solve. 'Murders' were committed within the school grounds, and after several forensic lessons, the year 9 teams analysed evidence using authentic CSI equipment to identify the culprit.

In key stage 4, Naomi chose to take three separate sciences, as well as six other GCSEs. In physics lessons, young graduates from the mobile phone company worked with the group on a regular basis, exploring issues such as renewable energy using practical, hands-on activities. A visit to the factory helped learners to appreciate modern working practices and gave them the opportunity to speak to people working in other roles there to explore different progression routes.

Through GCSE business studies, Naomi had opportunities to work with a local entrepreneur who designed and manufactured rugs to order for a department store, as well as with a large marketing company. These links provided some real examples of different types of businesses: how they are organised and structured.



In year 10, in addition to a one-week work placement at a health centre, Naomi gained a place on a taster course about a wide range of jobs in the health and social care sectors set up by a local education business partnership (EBP). It was offered to schools across the local authority, and learners completed a written application form stating why they were interested in taking part and what they hoped to get out of the week. Along with other learners, Naomi visited a local hospital for a tour and speeches from a number of people from less well known professions, such as biomedical scientists, occupational therapists and an estates manager. She also visited a care home, an early years centre and a day centre for people with learning disabilities. She took part in practical workshops about first aid, lifting and carrying, occupational therapy, working with people with learning disabilities and complementary health therapies.

At the end of the week, she worked with a careers adviser to relate what she had learned to future progression opportunities and career planning.

During year 10, Naomi took part in an enterprise activity organised by the EBP. It involved groups designing and marketing an artefact or service and presenting this to a panel of 'expert' representatives from the business world to compete for support and potential financial backing.

Naomi summarised what she had learned on the health occupations taster week, enterprise event and other work-related activities in her e-portfolio. She updated it each term in a session with her progression mentor, who worked with all the gifted and talented learners in the school. During these sessions, Naomi discussed her progress in different subjects and potential progression routes. She attended the open evenings at the school and local FE college, and an Aimhigher event exploring degree courses that use science. Following these events and a discussion with an IAG adviser, she used the area-wide prospectus and applied for A level courses in biology, chemistry, English and mathematics. Her aim was to progress to higher education.

In year 12, as part of her mathematics course, Naomi continued to have links with the mobile phone manufacturer that set the group a problem about using productivity statistics, and organised a visit to the factory to show the practical applications of mathematics in the workplace. She found some aspects of the chemistry course difficult, but through the Aimhigher project, she was able to take part in additional revision sessions at a local university in the half-term holiday, which helped her progress. The school did not make provision for post-16 learners doing AS and A2 level courses to do work experience, but Naomi had a part-time job in a small family-run hotel where she helped at weekends and school holidays with breakfasts and some reception work. She found this very useful in helping to develop her communication and other employability skills and continued to record this in her e-portfolio and discussed it in her sessions with the progression mentor each term.

Naomi did well in her AS level exams and progressed to A2 level in mathematics, chemistry and biology, continuing the links with the mobile phone manufacturer and the university. In the autumn term, she took a lead role in an enterprise activity organising and putting on a fashion show for the school. This involved her contacting clothes retailers to gain their support for the event in providing outfits for the learners to model. The activity formed the basis for her extended project qualification.

Naomi successfully applied for a place at university to study biomedical sciences, as she was unsure about where in the health care industry she wanted to work.



## About this publication

### Who's it for?

This guidance is for coordinators of career, work-related learning and enterprise education in schools and colleges; curriculum managers; and advisers and intermediaries working with schools and colleges.

### What's it about?

This guidance provides a framework to support schools and colleges in planning programmes of career, work-related learning and enterprise for all learners in 11–19 education. It describes the range of learning opportunities that all young people should have and outlines what they should be able to do as a result of their experience.

### What's it for?

This guidance will help teachers plan and coordinate curriculum provision in career, work-related learning and enterprise education.

### Related materials

Further information and guidance is available from the QCA website at [www.qca.org.uk/ewb](http://www.qca.org.uk/ewb).

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