UW SOURCE

CAREERS EDUCATION EDITION

This edition includes:

Why Geography?

Using zines as a tool for transformative careers education

Nurturing futures: the importance of careers education

Careers in Computer Science: 'You can't be what you can't see'

Unlocking potential: the importance of careers education in Art and Design

University of Worcester
Institute of Education

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Opening remarks

Shaun McInerney, from the School Effectiveness Team at the University of Worcester, provides his opening remarks for this year's edition of the UW Source on Careers Education.

Shaun has led in schools in the UK, and internationally, and was the founding Principal of The Studio in Liverpool which remains a flagship for placing careers and employer engagement at the heart of its strategy. Shaun's system leadership work with the Edge Foundation inspired a current careers education project within the Institute of Education at the University of Worcester. The main project is being led by Kim Hibbert-Mayne, senior lecturer in education, through a series of enhancement activities for PGCE secondary trainees at the University. Excitingly the project has initiated other activity on the PGCE Secondary course, including the development of initial teacher training of careers education within subject curriculums. Tutors, trainees and colleagues from within our partnership would now like to share a series of articles and accompanying resources with our wider community.

> I used to think nurses
> Were women,
> I used to think police
> Were men,
> I used to think poets
> Were boring,
> Until I became one of them.
>
> Benjamin Zephaniah

In March 2023 I had the privilege of meeting the late, great, local poet, Benjamin Zephaniah. I was struck by his compassion and wisdom. He took time to connect with me and my children, then 9 and 11, and he shared the poem above. It was a perfect choice. I have spent my professional life considering careers education. Initially, as an idealistic young Economics teacher, I wondered if careers was an intrusion that sought to socialise children into a 'childforce' serving a narrow business agenda. Then, as I matured, and my career progressed, I came to understand that careers education is absolutely pivotal in education and learning. For all age groups. It enables children to locate themselves in the world; it provides a ladder of social opportunity for young people. Careers education also unlocks the potential of teachers, by offering them a wider perspective

and purpose, to sustain their vocation and commitment to the profession.

Surprising then, that careers education does not figure more centrally in Initial Teacher Education. It gains barely a passing mention in the Initial Teacher Training and Early Career Framework. Disrupting this was the starting point for the project that inspired this collection of articles. From November 2023 to June 2024, 27 students from the University of Worcester's Secondary PGCE course, from a range of subject areas, took an Enhancement Activity entitled Careers Education: Leading with Purpose. They set about this with passion and commitment.

What resulted was a great example of the system innovating to evolve itself to respond to the emerging needs of young people. Peter Senge, a guru of systems leadership noted, the best way to solve a problem is to shift the conditions that are holding it in place. This approach, collaborative innovation, lies at the heart of innovation within the system. Partners aligned, including Univeristy of Worcester, Worcester Children First, The Edge Foundation, Inspiring Worcestershire and The Careers and Enterprise Company. We left our egos at the door, galvanised around this key idea and integrated it into our own strategies. We created a micro-ecosystem to support the Enhancement Activity Lead who in turn bought out the very best in the cohort, some of whom are sharing their insights within the following articles.

By giving trainee teachers the opportunity to engage with careers education we are doing something more profound, empowering them to make their own contribution to systems change through the roles they are starting. This is 'teacher leadership' writ large. Teacher leadership is 'educators enacting influence through relationships beyond the scope of their own classroom that result in changes in pupil learning, professional practices and/or organisational outcomes' (Mackay et al., 2022, p21). All teachers are leaders and well placed to innovate in their classrooms and beyond.

In the world of accelerating change that we inhabit, it is not enough to rely on others to create better conditions 'for' us; we all need to step up and lead. This project has supported intending teachers to give themselves

permission to see themselves as leaders who are able to ground their practice in their own sense of purpose. We hope this will help this cohort find their place within the profession and that may help keep them there. When I led an innovative 'Studio School' we had a revolving door of partner led opportunities. I saw teachers being energised as they connected the curriculum to the sector and opened catalytic opportunities for our students.

Careers education deserves a higher profile because it can help young people break through glass ceilings of disadvantage. We have encouraged trainees to be intentional about social capital through this programme as this is what helps us build our networks and also students to be more aware of how to build a successful career. It is not 'what' you know but 'who' you know that accounts for the success of young people (Freeland Fisher, 2018) and the careers agenda is the best place to bring this alive in schools.

We face an engagement crisis in our schools. Young people are struggling to find their passion within the current curriculum offer. Arts and creative subjects have been marginalised and technology struggles with under recruitment as profound as physics, computing or MFL (Henshaw, 2023). The resulting curriculum crowds out the development of ways of thinking, doing and being that young people need to thrive in the world they will inhabit. Izzy Garbut's contribution in the House of Commons Youth Parliament last year pleaded for a rethink. Young people in Greater Manchester have created a Curriculum for Life to help them prepare for adulthood.

A vibrant and well-resourced careers education strategy offers a way to integrate deep knowledge and real-world readiness. It restores relevance and therefore helps young people locate themselves in an ever-changing world. Many schools are leaping into this territory and the School Effectiveness Team at the University of Worcester is supporting schools to develop the leadership capabilities needed to do this work. The Edge Foundation are doing trailblazing work in this area and we are grateful for their support and funding. The outcome of this project is a pilot tool for career education in initial teacher education, which will be published on the Edge Practice website later this year. We have such a long way to go to realise the potential of careers education to bring the curriculum to life, engage teachers and students

with the real world, allow young people and teachers to build their vocational networks and harness their social capital to make the most of them. A commitment to careers education as a whole school strategy, rather than just a tick box exercise is becoming the hallmark of a forward thinking, relevant and purposeful school. The authors of these articles, tutors and trainees from the University of Worcester Secondary PGCE course, are extremely well prepared to make their contribution to this. If you can persuade the powers that be to do it in your school, you may be halfway there!

We would like to dedicate this edition of UW Source to the phenomenal Becky Davidge (1973-2024). Becky's passion for diversity was instrumental in establishing our first edition in 2022.

Always at the beating heart of the PGCE secondary course. We miss you.

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Where can History take you?

Rachael Moore is the University of Worcester PGCE secondary subject lead for history. She spent over 17 years in secondary education, before moving into a career in ITTE. Rachael was subject leader for History with another ITTE provider from 2014-2018 and associate lecturer in history education at the University of Bristol. Nicholas Barrett, Jonty Grove, Sabah Kahn, Emma Smith, Henry Talbot, Sophie Taylor and Aaron Webb are the current PGCE History cohort.

History as a subject does not always appear to have a clear career outcome. Many people who choose history as a subject to study at university do so to continue their understanding of the elements of the past that they are most interested in. History is a subject about people, understanding why events of the past have happened the way that they did, and the impact that they had on those at the time. It is also about decisions for the future. History can, therefore, lend itself to working in many different areas where an understanding of people and the past are important. We have explored 3 careers below, what they entail, how to access them and stories from people who are currently doing the job.

Archivist

"Everyone today has a story; the world's an archive." - Anne Rice, 2012.

A career in archivism can harness a passion for history and preservation of information and artefacts. Archives can contain historical

books, papers, maps, plans, photographs, prints, films, tapes and videos. People that access archives mostly include researchers, academics and professional staff, but they can

be accessed by the public. As an archivist, one could be expected to store materials correctly and keep them in good condition, catalogue materials, help people navigate the archives, undertake research, give presentations, organise exhibitions or displays and possibly negotiate the purchase or donation of new archival materials.

Archivism is a growing role in the museum sector, with over 700 jobs being created in the next three years. The skills required to be an archivist are an attention to detail, interest and knowledge of history, analytical thinking, teamwork and computer skills. While a relevant

History is a subject about people, understanding why events of the past have happened the way that they did, and the impact that they had on those at the time. It is also about decisions for the future

undergraduate and postgraduate degree are not necessary for the role, they are currently the favoured route due to the continuing emergence of archivist apprenticeships. There is a Level 3 Libraries, Information and Archive Services (LIAS) Assistants apprenticeship and a Level 7 Archivist and Records Manager. Also available are training programmes by individual organisations, but these are rarer. The most common route into archivism is to get a relevant degree in History, History of Art, Languages, Media Studies, Law or Classics, and then gain a postgraduate degree from a growing pool of universities that deliver archivist-based courses.

Zoe van Well from Worcestershire Archive and Archaeology Service tells of her experience as an archivist:

The role of an Archivist

Whilst this is a history related career, roles in an archive service require a broad skill set. To become a qualified Archivist, it is necessary to have a taught Master's or Diploma in Archives and Records Management. Apprenticeships are also available. It is not essential to have a history degree or know medieval Latin to pursue the profession. Challenges archivists face can be around resources, broadening audience base

and the digital environment that has altered user expectations and methods. Skills such as marketing, project management and ICT are very useful to the sector. Candidates should demonstrate proactiveness and commitment. For the Master's they should already have gained significant practical experience through a traineeship or similar. A traineeship will require prior experience of archives. It is best to request volunteer experience strategically, being direct about the type of experience. Shadowing staff can be very useful and spending short bursts in a few settings can help with this. The old F.A.R.M.E.R. guidelines are still useful as a reference, available at MARM FAQs - Department of History - University of Liverpool. Alongside this read up on archive principles and check out websites such as The National Archives

for training and published guidance.
For more information on pursuing a career in record-keeping visit Archives & Records Association.

There are so many amazing nuggets of information I learn about Worcestershire's history in my role as an Archivist. Day to day it's a mix of facilitating customers, researching and methodically cataloguing records and promoting them. I know, while managing these historical records, they have the power to shape the future generation of society, as well as enrich people's present sense of identity and place.

Heritage

"The difference between America and England is that Americans think 100 years is a long time, while the English think 100 miles is a long way" Diana Gabaldon, 2001.

The rich and extensive history of Britain can be seen throughout the countryside, both in the natural world and through the structures that litter the landscape. With this rich physical

history comes the responsibility to preserve, protect, celebrate, and exhibit these sites for the public. To pursue a career in heritage is to embark on a journey through time, culture, and preservation as custodians of our nation's history.

In recent years, the pathways towards working in the heritage sector have grown with the introduction of apprenticeships. This has opened the industry up to a much wider variety of people, with the requirements being, four or five GCSEs between grades 9-4 alongside relevant A-levels. There are several large employers in the industry who are now offering apprenticeships including, English Heritage, Historic England, and the National Trust. Generally, this route would see potential applicants starting off as a heritage trainee or technician, being trained by someone more senior with the relevant skillset for the required role. With trainee positions being setup by people within the heritage sector, the standards are high. Real skills will be developed through both on and off the job training with practical experience being a large part of training. Included in these skills is a deep specialisation; the development of strong people skills; as well as leadership for those going into more managerial roles.

If a university route is your preference, many subjects are applicable to a career in heritage including History; Geography; Cultural Heritage Studies; Building Conservation; Architecture; Archaeology; Earth or Natural Sciences. There is a growing area of postgraduate degrees relevant to both conservation and protection, alongside growing discussion surrounding environmental concern. Highlighted with this route is the importance of practical experience, work experience and volunteering are vital for employers due to the hands-on nature of heritage.

Martin Phillips a Local Heritage Education Manager for Historic England's Heritage Schools programme shares his experiences with us:

For 18 years I worked as a secondary history teacher and Head of Department in a school in Birmingham. In 2014 I got a job as a Local Heritage Education Manager with (what was then) the English Heritage's Heritage Schools Programme, in the last year of a three-year pilot. Initially working with schools across Telford & Wrekin, my 'patch' became the whole of the West Midlands in 2015, when the organisation re-structured and our team, like most of English

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Heritage, became part of the newly established 'Historic England'.

My work usually involves whole staff training in primary schools, with local clusters of both primary and secondary teachers and some ITT courses. I show teachers how to uncover the history on their schools' doorstep, using maps, aerial photos, historical directories, census records and other key historical resources. The aim is to enable them to plan enquiries and activities that are relevant to the curriculum, providing links between the local, national and global stories. Most importantly, this helps teachers show their pupils why their area is special and what they can be proud of. It's exciting to uncover history about people, stories,

buildings or themes that the teachers may not have previously heard of.

Although my job remains in education, working for Historic England has opened my eyes to so many other jobs that involve historical knowledge or heritage skills. These include managing or volunteering at heritage sites, tourism, museum specialists and archiving. This knowledge is also required by costume designers in theatres and consultants to film and television productions. Specific skills are required by architects and construction companies specialising in restoration.

Within Historic England this knowledge is put to good use in the Development and Advice and Listing teams. There are also experts in photography, conservation, wood carving and traditional crafts and stonemasonry, whilst we also have experts in fast-moving technologies such as geo-mapping and lidar, not forgetting the more glamorous team of ship-wreck investigators.

I've learnt that a love of, and expertise in, history can take you in so many different directions.

Teaching is one option, which is extremely worthwhile whilst it may also be a career that leads to another chapter.

Museum Curator

A career in museum curation can offer a fascinating insight into world culture, art, and history. It allows the curator to play a pivotal role in interpreting, preserving, and presenting artifacts, allowing them to tell complex stories and explain art to those curious or passionate about history. If you're interested in a career in humanities, then museum curation may be an interesting way to express your passion while engaging a diverse audience of like-minded people. Thelma Golden, a black woman of great significance and a curator in the US, described "an exhibition is in many ways a series of conversations. Between the artist and the viewer, the viewer and the curator and between the works of arts themselves."

A curator is the manager of fragments of the past, tasked with cataloguing, preserving, and presenting artifacts to ensure longevity and historical significance to allow future generations to enjoy and learn. Collaborative and co-operative skills are essential, as curators work with academics, historians, and other experts to enhance the understanding of cultural heritage. This enables you to keep the delicate balance between preservation and accessibility. Along with collaborative skills, research skills are another integral component of museum curation. Curators delve into the historical context and significance of artifacts, contributing valuable insights to scholarly communities and the public.

To apply for the role of a curator, you must have an undergraduate degree, but the options are greatly varied. From conventional History, Natural Science, Anthropology, Education to Fine and Art History. Apprenticeships can also be a gateway into the profession.

Harriet Hathaway the curator at the Infirmary Museum in Worcester shares her experiences with us:

Hindsight sometimes tricks me into thinking my career path was easy, but it was anything but. The path to museum curation can consist of a lot of uncertainty, but it will pay off in the end.

I studied archaeology and ancient history, specialising in Egyptology at the University of Birmingham. I graduated in 2012 with a First-Class degree. Whilst studying for my degree I was volunteering with archaeological societies, and volunteering on an ad-hoc basis at the Cadbury Research Library at the University. There I was trained in the use of collection databases, which are essential in any curatorial positions. I would look for current projects and exhibitions that I could assist with. Short-scale projects were an ideal opportunity for me to gain experience.

After graduating, I secured a job at the Coventry Transport Museum for a position over the summer working in their front of house team. Although not working directly with collections, this experience gave me a lot of responsibility and allowed me to get experience of the day–to-day running of a museum.   As my time at the Coventry Transport Museum was coming to an end, I applied for the Cultural Intern Scheme through the University of Birmingham. I took up the 6-month position working on the exhibitions programme at Birmingham Museum & Art Gallery. During my time at the museum, I worked on 3 major exhibitions: 'Night in the Museum', 'New Art West Midlands', and 'I Want, I Want'. I assisted with developing content and interpretation, auditing collections, conservation and managing the loans of art works. I was able to liaise with artists and designers, curators, technicians, insurance companies, as well as the fundraising and marketing teams. The experience provided me with an excellent grounding across lots of the museum's departments and I left feeling confident about applying for jobs in the arts.

The job search for the next position began a few months before my role was to end. There were some rejections in that time, but I applied for a role with Nottingham City Council for the role of Decorative Arts Assistant Curator. I had very little experience of working with decorative arts but I did not limit myself based on the subject or theme of the collection. In many cases you can learn the subject matter as you progress in the job. It was the basic principles of curation, and a willingness to learn that shone through. That role ended just as the pandemic was starting, I found job-hunting in that time to be very limited. It was quite stressful, many job openings were closed or postponed for months.

One month before my contract at Nottingham ended, I applied for a role at Worcester Cathedral. This time it was for a project assistant for the Undercroft Learning Centre project. This was another Heritage Lottery Funded project for 2 years. Don't be put off by temporary roles. Many of these are project roles, with the position funded for the duration of the project. I've found these to be the most valuable as I am often working on something from its early stages, right through to the result. Having worked in a few different organisations at this point I learnt how different museums function and that the usual museum job roles (curator, documentation officer, registrars and designers etc) can and do mean different things in different museums!

So as that role was coming to an end, I applied for this position at the University of Worcester. I believe that this role combines all aspects of my previous experience. I am overseeing the collection management, the outreach, exhibitions, conservation, volunteers, and marketing.

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Nurturing futures: the importance of careers education

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High quality careers education in schools and colleges is pivotal for social mobility and supporting young people to develop their knowledge and skills and be informed about future options. The Department for Education (DfE) (2023), in their careers guidance and access for education and training providers, highlight the importance of addressing the imbalance in careers education where the current focus is on academic routes, to one in which knowledge on technical education, including Higher Technical Qualifications (HTQs), T Levels and apprenticeships is strengthened. Another imbalance is in the parental involvement when influencing their children's career decisions, as parents may not have the up-to-date knowledge on the evolving curriculum and qualifications landscape, particularly regarding new technologies and career opportunities (Haynes, McCrone and Wade, 2013; Houghton, Armstrong and Okeke, 2021).

In promoting equity, the role of the Careers Lead in school is pivotal in ensuring high quality provision. Moote and Archer (2017) surveyed over 13,000 Year 11 students as part of their research and found that there was variation in the quality and quantity of careers education across schools, with some inequalities in guidance and resources in terms of gender, ethnicity and socio-economic backgrounds. This raises the importance of quality assurance in career guidance as researched by Hooley and Rice (2019) who propose a conceptual model considering the degree of professional autonomy and the driver for the change, combining four approaches to quality assurance in career guidance: advisory, regulatory, organic and competitive.

Central to the careers education landscape in the UK are the Gatsby Benchmarks, a framework to support schools to deliver high quality careers guidance (Gatsby, 2018). The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world-class careers provision in education looks like and provide a clear framework for organising the careers provision for schools or colleges following eight benchmarks. They also provide an evidence-based structure of how careers education information, advice, and guidance (CEIAG) should be delivered in schools. In addition, the Careers and Enterprise Company, and the National Careers Service are just some of the organisations that provide guidance and support for schools and colleges to enable strengthening of careers education. There are a wealth of resources available, which are signposted at the end of the article.

Business teachers play a vital role in promoting careers education within the curriculum, as highlighted in the 4th Gatsby Benchmark. By integrating real life examples and relevant

Incorporating real world examples and case studies enables students to gain a better understanding of how their learning aligns with the work environment

concepts and experiences, business teachers can contribute significantly to the students' understanding to the world of work and a variety of career pathways. Incorporating real world examples and case studies enables students to gain a better understanding of how their learning aligns with the work environment. The signature pedagogy in Business and current news stories, along with specifications for GCSE, A Level and vocational qualifications give ample opportunity for Business teachers to bring the subject to life and enhance careers education.

Industry connections or Speakers for Schools can enable the insight to different career paths through their work with students, along with visits to organisations and work experience opportunities.

The following sections explore case studies on careers education in three schools from the perspective of a trainee teacher or an ITT Business subject specialist mentor.

Case study 1

An effective careers guidance programme has never been more important. At School 1, the vision of the careers programme is to provide students with the knowledge, inspiration, and ability to manage their personal career plans for them to succeed in their chosen career pathway. The programme has been developed and mapped against the Gatsby Benchmarks and the latest Careers Development Institute (CDI) framework. The Careers Leader and Head of Work-Related Learning are responsible for meeting the mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmarks. The school is a member of the Worcestershire Careers Hub and benefits from regular contact and advice given by dedicated Enterprise Advisers volunteers who support the careers department.

Some of the careers activities that the school organises are careers talks and trips. As part of the National Apprenticeships Week, one of the Alumni has delivered a talk to a group of Year 12 A-Level students about how she secured a degree apprenticeship at one of the Big Four accounting firms. Students were given the opportunity to ask questions and learn about transitioning to degree apprenticeships and navigating career choices. In another careers talk, the head of Human Resources of one of the large Herefordshire-based firms visited school to talk about her role as a Human Resources Manager. In addition, the Careers Leader organises mock interviews and CV workshops for Year 11 and 12 students. Furthermore, the school participates in Skills Shows and Career Fairs and as part of my placement I have been offered the exciting opportunity to attend the Worcestershire Skills Show. Year 10 students will attend this event to investigate the different types of local opportunities and talk to experts to find out the skills, attributes, and qualifications needed for a huge array of roles. This event aims to cover a variety of industries while also highlighting Worcestershire's key growth sectors and providing students with a clearer idea of the employment opportunities and the job roles that will be on offer in the future.

Case Study 2

At my placement school there are clear signs of great effort and passion for supporting students through the process of deciding their future direction after completing their studies in either Year 11 or 13. They follow and are working towards meeting the eight Gatsby Benchmarks of Good Careers Guidance, the SENDCO works closely with the Careers Leader to ensure that the Careers Programme is accessible and suitable for all students with Staff Careers Champions driving the Careers Programme forward in each department.

The school provides impartial guidance and advice on further education, training, or employment across KS3, KS4 and KS5 and involve many outside agencies such as employers and education providers. Their focus is to enable students of all abilities to make informed choices relating to their education and future career plans and to support all the students to become confident, independent, lifelong learners and achieve their full potential. Tracking the destinations of students and using the information to evaluate their Careers Programme along with the use of Unifrog for students to record their activities, experiences and learning is encouraged and time is given for students to use the platform.

The school not only sets out clear guidance on what support is available but also who the point of contact is for each year group and area of careers education. Involving parents/carers is also promoted advocating for their involvement as 'very important' and encouraging them to talk with their child about future career plans and use online resources together. Online booking for 1-2-1 careers information advice and guidance sessions are provided and what is more impressive is their flexibility in offering drop-in's at break time twice a week. Pupils are encouraged to bring forward any new ideas for extracurricular activities and participation in the National Citizens Service is promoted to Year 11 and 12.

The careers programme includes open evening career information for students and parents, 4 personal development programme sessions, DWP careers sessions, work experience/careers week, National Apprenticeship Week, assemblies and form/lesson activities, Business lessons include presentations from local enterprises, practice job interviews e.g. Walsall Rugby Club, subject specific employer/enrichment programme, work placements, National Apprenticeship Week, assemblies and form/lesson activities, University open days, trips to local employers are arranged throughout the year, opportunity to visit an Apprenticeship Roadshow. In addition to the Black Country Careers Fair, Year 7 students have the opportunity to take part in the 'Take Your Child to Work Day' as part of activities week and most impressively, the school has a 'NEET Team' made up of pastoral staff who work

with individuals with the aim that none of the students are Not In Education, Employment or Training at the end of Year 11. This is all measured and monitored via 100% response rate via an activity survey analysis for meeting

the duty of participants which shows statistical data of all the amazing and great effort the school goes to and the level it values careers education.

Case Study 3

Ark St Alban's Academy is based in Highgate in central Birmingham. It is part of the much bigger Ark network, and with that comes some amazing opportunities for our students and staff. This case study gives a flavour of just some of the careers education at Ark St Alban's.

The Unifrog platform is used across the school, as this helps to support students in their search

for what they may wish to do. This includes online quizzes to see what careers would suit them, helping students develop their CVs, and logging the skills they are developing and activities they participate in along the way. We have a dedicated Careers Lead in the school who interviews every student from Year 10 to Year 13 to get them thinking about career choices while organising numerous trips to universities and workplaces and supporting activities such as mock interviews for a year group at a time. Planning enough employers to visit schools to support these activities is no small feat.

Although all schools offer career education, the nuance I feel we have carved at Ark St Alban's is our offering of KS5 BTEC courses. In KS5, students do not just sign up for a BTEC Extended Diploma; they sign up for Professional Pathways. This programme has been developed by the Ark network based on research from within the network to support our students in gaining the skills and experiences they need to make the

most informed choices when they leave sixth form. BTEC teachers also collaborate as part of Professional Pathways, ensuring they have the best knowledge and understanding of the courses to benefit the students.

With the support of the network and a specially designed Work Readiness curriculum, students have an extra lesson every week that is based purely on developing the habits and skills needed to be successful not only in their BTEC course but also later in life. Through these lessons, students are given guidance about the options available, ensuring they make informed and ambitious choices about their destinations. This is used alongside the Skills Builder Framework, which over 850 employers recognise.

The Professional Pathways offering also supports Ark St Alban's in exposing students to various universities and employers during the two years, learning about different careers, the routes into them and an opportunity to network with industry professionals. For example, the Year 12 BTEC Business and Applied Science students visited Millennium Point for an autumn conference, where they met numerous employers and learned about the careers they offer and the qualities and skills they are looking for in new hires. They went to Aston University in the summer to learn more about the different courses on offer. They visited SCC in Birmingham to meet with other companies that offer apprenticeships in IT to discover what these companies are looking for in an apprentice. Students also had online webinars and work experience in which many of them participated.

Further research was carried out by the network in 2021, using current students and past alums; from this, it was found that Professional Pathways is meeting its initially designed objectives. Professional Pathways students in the Ark network now make ambitious and sustainable applications, including to prestigious universities and employers, showing similarities in behaviour and outcomes to Ark A level students, and statistically significant differences compared to university applicants taking BTEC qualifications in other sixth forms. The Professional Pathways offering appears to have removed significant differences between A level and BTEC students in their approach to choosing universities and courses. For example, one-third of the current BTEC Business class have offers from Russell Group universities, whereas, in previous years, students would not have included these universities on their applications.

Overall, by reviewing the case studies in three schools it is apparent that there are a huge number of activities currently in place which are designed to support young people to develop their knowledge and skills and be informed about future options. Quality careers education supports the transition of young people from being at school to their successful entrepreneurship or future employment in business.

The resources that can be found via the QR code provide a wealth of further information and useful links to use in careers education.
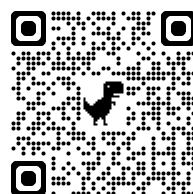
Unlocking potential: the importance of careers education in Art and Design

Courtney Eaton is a trainee on the Secondary PGCE Art and Design course at the University of Worcester.

Education plays a crucial role in helping young people explore their interests and potential career paths. However, are students receiving adequate support and guidance to make the most of the opportunities available to them? Are teachers equipped with the necessary tools to help them in this journey of exploration?

Despite the emergence of new and exciting creative careers with the advent of new technologies, misconceptions about the importance of art and design in our society still persist. Many school leaders and parents view these subjects as unimportant, which can undermine their value and influence (Etherington, 2015; Kerrigan et al., 2023). This article aims to raise awareness of the importance of careers education and provide ideas for school-wide initiatives that can help support students in making informed decisions about their future career paths. Teachers can incorporate ideas related to careers education within their existing art curriculum by making subtle adjustments to their lessons. Some

helpful ideas are contained in the scheme of work, The Art and Design Teacher's Resource: a OneDrive folder for creative career exploration that can be found via the QR code. Some of these ideas may be used, for example, in starter activities to generate discussion.

There has been, for a long time now, frustration with the introduction of the EBacc performance measure (Wrigley, 2021) that divides subjects

into groups, putting the creative arts firmly into the 'other' basket. This emphasis on core subjects marginalises and undervalues the arts, leading to low expectations of the subject (Etherington, 2015). Furthermore, a case study by Ongachi and Okello (2014) revealed that head teachers were not adequately promoting careers in art and design, leading to limited aspirations among students. It is critical for senior leadership teams to provide support for their art and design departments, and to acknowledge

providing access to information regarding pathways into creative careers can significantly increase aspirations

the need for more development around creative industries career options. Career advisors also tend to encourage students to pursue routes into the sciences, limiting the advice offered to students around alternative career choices (Kerrigan et al., 2023).

To tackle this issue *The Creative Industries Roadshow*, designed by Susan Kerrigan (2023) and her team, hosted sessions in schools on creative careers. Parents and caregivers were also involved to provide reassurance to them regarding misconceptions surrounding financial and job security for their young people who were considering a career in the arts. Hosting subject-specific events can create invaluable experiences and knowledge for students, enriching their experiences and providing insights into potential career pathways.

OFSTED's recommendations reinforce the importance of sustained partnerships, which have proven beneficial for students' attitudes towards work (Etherington, 2015). Teachers advocating for the art and design curriculum to be supported and promoted across the wider school is critical to providing invaluable experiences and knowledge regarding potential careers. Higher education can help influence career choices with possible new-found networks, cultural capital, and prevalent experience (Bernard et

The OneDrive folder's structure is meticulously organized, with each creative career allocated its own section. Within these sections, teachers can find various resources curated to engage and inform students, such as interviews, pathway information, and interactive activities. The links provided within each career aim to enhance students' understanding of the broad and aspirational careers available with high expectations for success. These resources can be used as starters or plenaries during lessons, sparking discussions and encouraging critical thinking about the profession.

By integrating this resource into the curriculum, art and design teachers empower students to explore a wide range of creative careers, fostering a sense of curiosity and ambition. Moreover, this initiative can be extended school-wide, with each subject area curating their own career pathways relevant to their discipline. The Art and Design Teacher's Resource OneDrive folder is a gateway to a world of possibilities,

al., 2024; Gartland and Smith, 2018). Over half of creative careers require or desire a degree, and access to information regarding pathways into creative careers can significantly increase aspirations (Bernard et al., 2024). The findings of *The Creative Industries Roadshow* suggest that providing access to information regarding pathways into creative careers can significantly increase aspirations; pathways into university programmes appeared seamless for several students, and they felt fulfilled by their chosen career paths (Kerrigan, 2023).

Embedding careers education into the curriculum with my resource The Art and Design Teacher's Resource: A OneDrive Folder for Creative Career Exploration

In the dynamic world of art and design, nurturing creativity goes beyond just teaching techniques and skills; it involves inspiring students to visualise their future within the Creative Industries. Recognizing this need, I have designed an innovative resource for art and design teachers – a comprehensive OneDrive folder dedicated to creative career exploration. Designed to cater to students from Year 7 to Year 11, this resource provides a structured framework for introducing a variety of creative careers throughout their educational journey. Each half term, students delve into a new creative career, broadening their horizons and understanding of the diverse pathways available within the field of art and design.

inspiring the next generation of creatives to envision and pursue fulfilling careers in the arts and beyond. Through exploration, education, and engagement, students are empowered to embark on their unique journeys towards realizing their creative aspirations.
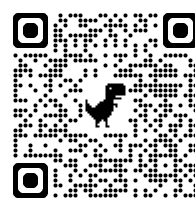
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Language is Power!

Isabelle Schäfer is the PGCE secondary subject leader for modern languages at the University of Worcester and the School of Education Quality Coordinator. She has worked at the university since 2008 with additional responsibilities as a PGCE module lead and delivering the PGCE part of the SCITT programme. Research interests include cross-curricular and cross-phase collaboration and the development of reading comprehension in modern languages.

In 2023, the number of A-Level entries for modern languages was 22% lower than in 2005 (Collen, 2023, p.29) and GCSE entries for modern languages had decreased by 32% over the same period (Collen, 2023, p.29). As the proportion of learners sitting a modern language exam dwindled, a flurry of reports published over the past decade suggests that a lack of language skills "appears to be hindering both export performance and employment opportunities" (Sheppard, 2021, no page). Stark reminders

knowledge of a language and of different cultures can have a positive impact on employment opportunities

learn a modern language and they stress the importance of acknowledging the role of the affective domain and the pertinence of learning a modern language. They suggest that a lack of opportunities to explore authentic materials in lessons or to learn about and engage with a world beyond immediate surroundings can leave learners "confused" (Lanvers and Graham 2022, p.232) as to why they should learn a language. A lack of knowledge, which might hinder learners from imagining a situation in which they could use a language other than English is an issue raised by Andrews and Hooley: "Careers

that the ability to speak a modern language can enhance employment prospects do not seem to have had the desired impact on language uptake in secondary schools.

Lanvers and Graham (2022, p.232) discuss factors that can affect learners' motivation to

education extends beyond the skills needed for careers. It should also encompass knowledge and understanding about careers." (2022, p.65) The Gatsby Benchmark 4 (no date) suggests that Careers Education can be embedded in lessons through contextualised teaching. This is supported by Evans and Fischer (2019, p.219)

who also add that career focused activities can help learners develop a sense of identity. Their review of research leads them to conclude that STEM education has helped learners develop "learning motivation, academic achievement and future sense of self in relation to science including future career decisions" (2019, p.222). Interestingly, this echoes Marsden and Taylor's "enjoyment-competence-relevance triangle" (2012, p.20). What is perhaps worth mentioning is that Marsden and Taylor explain that if one element of the triangle is missing, learners might decide not to carry on studying a language

workers to speak a language other than English. This does not necessarily mean that applicants have to be fluent in a language. The creative multilingualism website (https://www.creativeml. ox.ac.uk/index.html, 2020) is a good example of this as it features short interviews of a musician, a football club manager, a lawyer, a teacher, a vlogger, a British Army officer, a documentary director, a business consultant, a poet, a PR and communications employee, all of whom have drawn on their language skills or learnt a new language to progress their careers. The video clip of the British Army Officer shows that being fluent

at GCSE Level (2012, p.20). It is important to highlight the role of the competence element of the triangle because some learners (but not all) tend to doubt their language competencies, especially in relation to speaking, or they think that they need to be fluent in order to be successful, which is not necessarily the case. Perceptions of competence are key to motivation and Uztosun (2020, p.223) emphasises the importance of "task value activation" which "underscores the importance of developing positive perceptions of the significance of target language spoken competence".

Dedicated careers websites can help learners understand that having some knowledge of a language and of different cultures, without travelling very far, can have a positive impact on employment opportunities. MAZAK (https:// www.mazakeu.co.uk/careers/, 2024) for example, which have a branch in Worcestershire, have a global website that can be accessed in different languages. Some vacancies at Bosch (https:// www.bosch.co.uk/careers/, 2024) require some

is not a requirement, but that the willingness to learn languages and to learn about other cultures has been a key to their career progression.

Businesses, the RAF (https://recruitment.raf. mod.uk/roles-in-the-raf, 2024), the government and GCHQ (https://www.gchq-careers.co.uk/ our-careers/specialist-roles/language-analysts. html, 2024) are employers who are keen to work with people who can offer language skills. GCHQ (https://www.gchq.gov.uk/information/ language-resources,2021) have put together pack of resources that can be used in lessons to demonstrate how language skills are invaluable for counter terrorism, to stop drug traffickers from bringing drugs into the UK and to stop cyber criminals. Those resources are suitable for KS3, KS4 and KS5 and can be embedded in lessons. Similarly, learners could explore global websites in English and in another language and discuss what webpages for a same company have in common or not and why. Ultimately, embedding careers education in modern languages lessons can empower learners.

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Could careers education be taught this way?

Deborah Gardner is the subject lead for Psychology at the University of Worcester. Sian Griffiths is the Head of Psychology at South Bromsgrove High School. She completed her PGCE at the University of Worcester and is currently in her second and final year as an ECT.

In January of this year the BBC reported: "Children's mental health: Huge rise in severe cases," (Heida, 2004). This is unlikely to have come as a shock to anyone working in the education sector and of course confirms the rise in the need for psychology specialists in the work force. However, whilst many school-aged psychology students beginning their level 3 courses are aware that psychology has links with understanding and treating mental health conditions they often fail to appreciate the breadth of psychological study and in turn the related careers to which it can lead. Furthermore, some students start these courses citing a range of vague, non-career related reasons for their choice. Therefore, as Psychology teachers, we are not only educators of our specialism, but also guides for our students' future careers. Our passion and enthusiasm for Psychology is just the beginning of a world of opportunities beyond our classroom, and it is our duty to allow the students to appreciate this. However, given that most schools and colleges only offer Psychology KS5 courses this limits the time window in which to focus on careers education for Psychology.

Students report that, subject teachers are the biggest 'source of information about jobs and careers', often above careers advisors or form tutors in school (Hutchinson and Bentley, 2011, p. 16)

When we add in the time demands and deadlines for UCAS applications this limits us to three, perhaps four terms. In order to achieve Gatsby benchmark 4: Linking curriculum learning to careers, consideration needs to be given to how we provide the most complete overview of relevant careers in the short time available.

To complicate matters further the traditional, professional Psychology careers can often seem highly aspirational, take many years to attain and very costly. Therefore, approaches that aim to develop a 16- or 17-year-old student's understanding in a manner that is both informative and engaging is required. Perhaps a multi-pronged approach encompassing some of the following approaches from Psychology teachers, may have value…

At the start of the academic year there is a drive to ensure students are looking to their future early on and starting to create plans for their next steps. This means that career conversations happen quickly and become part of our teaching practice. The topics taught can lend themselves to opening discussions around careers. For example, the topics of Addiction, Schizophrenia, Eating Behaviour, and the Psychopathology topic which focuses on diagnosing and treating disorders in the DSM-V (Diagnostic and Statistical Manual of Mental Disorders, version five), open up conversations to careers in both Clinical Psychology and Counselling Psychology. The topics of Attachment and Cognition and Development lend themselves to Developmental Psychology. Finally, the topic of Forensic Psychology… well, you get the idea.

In addition to this, classrooms around the school have designated display boards to promote careers in the relevant disciplines. My classroom has a 'Careers in Psychology' board showcased in the form of a monopoly board. A variety of psychology-based professions are in place of the properties and are grouped by university degree courses. This board attracts a lot of

attention from students (due to its unique form) and opens their eyes to courses and careers that they may not have thought about before, this is further supported by the ever-popular Tutor2U set of careers posters which adds more detail to specific professional Psychology careers. Furthermore, the use of an "Alumni careers board," perhaps offers real-world value, allowing current students to appreciate that past students, who were perhaps similar in socio-economic terms were able to attain those far off, aspirational goals.

Another approach could be to dedicate a lesson to sharing an overview of professional Psychology careers (see PowerPoint). Alternatively, students could be directed to conduct online research into Psychology related careers, of course the British Psychological Society (BPS) has a wealth of information here. This task could be set as homework whereby each student conducts research into one area: occupational, health, academic etc. Students could deliver a presentation to their peers or produce a fact sheet that is then shared cohort wide. Thus, supporting teaching workload and developing some independent research skills for the students.

Anecdotally, students appear highly engaged when playing games and therefore are more likely to absorb the relevant information, this is further supported in relevant literature (Abramson et al., 2009) so there is an opportunity to develop interactive games that ensure students are actively processing careers in Psychology content. How about Psychology Top Trumps with the following categories?

Job Title:
Years of Training:
Starting salary:
Job satisfaction:
Responsibility rating:

Or a "What sort of Psychologist could you be?" game, where answers that are "mainly As" equates to a Forensic Psychologist, "mainly Bs" equates to an Educational Psychologist.

Would you prefer to a) Understand and help offenders or b) Support children and young people with learning difficulties or social and emotional problems?

Relevant experiences outside of the classroom are to be encouraged, for example school trips can be utilised as part of the curriculum to give the students real life exposure to careers in Psychology and to provide memorable experiences for the students to explore new career opportunities beyond the classroom.

Our trip in Year 12 to the safari park highlights how counselling psychology could lead to being a specialist ranger who works with individuals with animal phobias to help them with their treatment programme. Our other trip in Year 13 to a local prison demonstrates how forensic psychology could open doors to a career in rehabilitation or probation work. These trips provide a memorable experience for the students to explore new career opportunities beyond the classroom. Sian Griffiths, Head of Psychology

Furthermore, any appropriate work experience that can be gained will be of value to prospective degree level Psychology students, whilst acknowledging that this can be a challenge to obtain potential areas to consider could be research opportunities, working with mental health charities, and working in schools shadowing SEN support workers. These experiences offer alternative opportunities for students to support them in preparing for a future career in Psychology.

Students report that, subject teachers are the biggest 'source of information about jobs and careers', often above careers advisors or form tutors in school (Hutchinson and Bentley, 2011, p. 16) Therefore we have the power and responsibility, through the use of activities inside and outside of the classroom, to open the doors to careers in Psychology. We can ignite the spark in our students and give them insights into the opportunities that await them in their life outside of the classroom. In doing this, we are playing our part in creating the next generation of Psychologists.

Green skills and careers: a workshop promoting a sustainable future

Athina Koutougka, Maxwell Maria, Matthew Urrea and Alexander Chang, Engineering students from Worcester, Massachusetts who spent time at the University of Worcester as part of a cross-Atlantic partnership to work on sustainability projects.

This article shares a collaborative project between the University of Worcester, UK, and Worcester Polytechnic Institute (WPI),

Massachusetts, USA. The project sought to improve green skills and careers knowledge by developing a workshop that could be used by secondary school teachers in their own classrooms. Green skills are those used in a professional setting that encourage sustainable methods and an overall benefit to the environment (Rahmaningtyas, Joyoatmojo, and Kristiani, 2023). Green careers are jobs that contribute to the preservation and restoration of the environment as well as the protection of the planet (Gromm, 2008).

The steady increase in global heating has caused many countries to become more serious about becoming green (Costley and Borenstein, 2022). Unfortunately, there are a number of obstacles slowing progress towards sustainable development, including capitalist economies, cultural social norms, and misinformation. The UK has passed legislation and announced plans to address the concern of climate change. One of these strategies published was the 25 Year Environmental Plan. This plan is very broad, attempting to provide solutions to a wide range of problems. Educational reform needs to be addressed and implemented; however,

the government has not yet provided the necessary resources, and instead, the job is left to educators to handle themselves. This results in teachers having to do additional work outside of their curriculum, creating resources and opportunities when they want to educate their students about sustainability.

This project, a Worcester Polytechnic Institute Massachusetts exchange program, aimed to address this lack of education about sustainability in secondary schools by creating materials, specifically pertaining to green skills and careers, that teachers can incorporate into their education plans. The focus was to develop a free, accessible, and impactful workshop.

Before workshop development began, a table sitting was held at The Chase School, to gauge the initial knowledge base of the students. Interactive posters were created and hung in a busy corridor and sweetie incentives were offered to students who got involved.

Following the table sitting session, workshop development commenced! Using research about effective and engaging workshops as well

as group brainstorming, three draft workshops were developed. These drafts were then discussed with the project supporters (a group of experienced Worcestershire Eco-Schools Coordinators) to produce a final workshop design, a combination of ideas from the three drafts.

The workshop was piloted with a cohort of American university students from WPI. This pilot served as a valuable test, showing the strengths and weaknesses of the workshop. After revision, the workshop was delivered to four secondary school classes and revised according to feedback received and observations noted. Additionally, between the third and fourth class, the workshop was presented to a cohort of trainee teachers at the University of Worcester (UW). These teachers were organised into small focus groups, so that the facilitators could ask for direct feedback on the content and pedagogical approaches.

To evaluate the impact, pre- and post- workshop surveys were given to attending students. The surveys included 5-point Likert scale comparative questions, showing how the student's knowledge and interest changed after the workshop. There were also open-ended questions asking for feedback on the post-survey. Lastly, the teacher attending the workshop was asked to take notes on what they liked and what they would change.

A teacher's guide was developed after the workshops were delivered and refined according to feedback. The objective was to provide educators, interested in delivering the workshop, with useful advice and instructions about how to run the workshop. This guide includes a list

of materials required and where to find them, which you can access at the QR code embedded in this article.

The first results analysed were those from the table sitting. The data showed that the students were interested in green skills and careers, and they answered with an average of 6.7/10 on familiarity with what green skills. However, when asked to list a green career or aspect of sustainability, most students simply copied other answers on the poster instead of thinking of one themselves. There was a range of answers, however, not as wide as expected for a group that believes they are familiar with green skills. This showed that there is a need to focus on the fundamentals of green skills and careers, rather than more complex topics.

The data from the pre and post workshop surveys showed that the workshop was successful in educating students about green skills and in increasing their interests towards pursuing a green career.

Specifically, students were asked about their familiarity with green skills and careers. From pre- to post- survey, there was an average increase of 0.9 points on a 5-point scale. The data also showed that as the workshop became more refined, participating students displayed a better understanding of green skills and careers. Additionally, the workshop was shown

to be engaging as 71% of attendees would recommend it to their peers. Only 1 out of 71 students said they would not recommend it. Lastly, the cohort of student-teachers gave overwhelmingly positive feedback, while still providing valuable improvements. Many of the trainee teachers mentioned that they felt they would be able to deliver the workshop themselves. These prospective teachers provided additional suggestions for the content for a teacher's guide, which have been incorporated into the resource we've shared with you at the QR code.

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Careers in Computer Science: 'You can't be what you can't see'

David Hunt is the University of Worcester PGCE secondary subject lead for computer science. He spent 22 years in a range of teaching and management roles in UK and international secondary schools before moving into higher education. He established the computer science PGCE in 2013 and has research interests in Technology Enhanced Learning. In his spare time, he designs devices that can be used on the Internet of Things (IoT).

There has been a massive increase in the range of computer science related jobs that have been generated in the last 20 years. In the UK, there are almost 5 million people now working in the digital technology economy, yet there is a digital skills shortage. In 2022, there were 2 million technology related jobs advertised and employers were struggling to fill these vacancies (TechNation, 2022).

Skill up the workforce

The technology industry requires a workforce with a diverse range of technological skills and understanding. Although software developers are currently in the highest demand, there is also a need for data architects, analysts, data scientists and a range of other roles.

School pupils (and teachers) need to be made aware of these opportunities and the skills required to secure them. McChesney, Behrend and Glosenberg (2022) identified that people often choose careers that align with their interests and subsequently benefit from higher levels of job satisfaction. Stereotypically, they noted that men often choose to work with inanimate objects (such as computers), whereas women prefer to work with people. This may account for the gender gap in STEM occupations. However, as computer science jobs have evolved, the authors argue for better availability of careers information that highlight the nuanced and wide-ranging roles in the computer science industry. This provides teachers with an opportunity to link the subject the pupils are studying with real-world environments, hopefully avoiding the 'when will we ever need this' classroom trope.

Raise pupils' aspirations

If pupils are made aware of the plethora of technological opportunities available to them, they are more likely to choose a career that aligns with their skills. Engaging in these conversations early in their technology education can help them to form their own mental model of their career path.
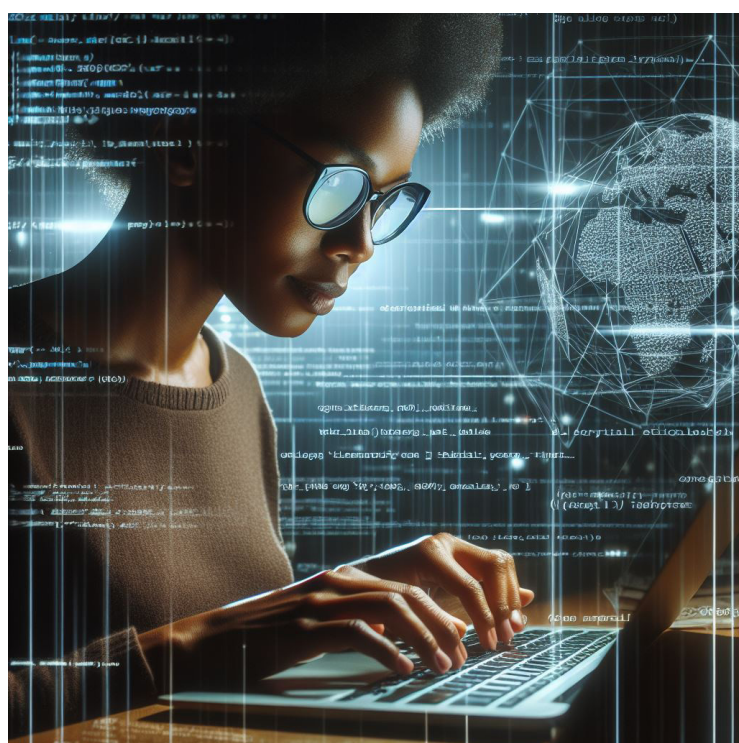
"You can't be what you can't see" is a particularly relevant phrase in this technology sector. Many technology jobs are non-traditional, and the pupils may not have a family member with any experience of such jobs. There are several factors that need to be addressed to raise pupils' awareness of the range of jobs available to them. Firstly, the pupils need to discuss the different types of roles that exist and be aware of the skills they need to acquire, to be eligible to apply for them. This knowledge can ignite the pupils' interest in these roles and provide an aspirational motive to complete their school work to a high standard. The second factor includes

role models. Chen, Rothwell and Maynard-Zhang (2023, p.4) noted that role models provide a significant impact on the career choices pupils make. They argued that pupils make judgements about their own potential success if they can connect with 'people like me'. The role model is often the teacher but there is also the opportunity to invite industry ambassadors into schools through the STEM Learning (n.d.) scheme. Kearney & Levine (2020) observed that underrepresented pupils particularly benefit from these connections in terms of sustaining their perseverance towards a computer science related career. Another way for teachers to easily keep abreast of workplace developments is to invite alumni back to speak to the next generation of pupils, reinforcing the idea that 'people like me' can succeed.

There are also many different routes that pupils can follow to achieve their career aspirations. Teachers will have already considered accessible qualifications for their pupils to study in school, but there are also a large range of free courses

If pupils are made aware of the plethora of technological opportunities available to them, they are more likely to choose a career that aligns with their skills

to develop technological skills online. These online courses may indicate the way forwards for people in the workplace to develop their professional skills. The courses do demand that learners are self-motivated and able to work independently – two qualities that teachers seek to develop in their pupils through the classroom activities they set. These skills are sought after by potential employers, and a good topic to discuss with pupils, ensuring they value both technological and interpersonal skills.

Many teachers display a set of roles models in their classrooms using the Institute of Coding

(2019) posters. These aim to normalise a diverse range of people working in the field, as an alternative to the usual technology superstars, to make them more relatable.

The subject knowledge within computer science moves forward at pace. Technological developments and market forces are constantly driving the demands of the systems we use in commerce, industry and the entertainment business. A school pupil in 2010 could not have the career aspiration to be a Snapchat developer… it had not been invented at this point. It appears that the technology ecosystem will continue to develop at a fast pace for the foreseeable future. It is difficult for teachers to keep abreast of the developments in the job market too, and they can make use of the attached resource to help conduct some conversations about their pupils' potential career paths.

We are only just venturing into the new worlds of artificial intelligence, virtual reality and the metaverse. As always, we are educating (not training) our pupils for an exciting, yet uncertain future, so we need to equip them with the necessary critical thinking skills that will help them to thrive in whatever environment they find themselves. We need to keep this in mind when discussing their future careers and not limit pupils' horizons to our current world view.

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THE BENCHMARKS

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.
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.
3	**ADDRESSING THE NEEDS OF EACH STUDENT**	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.
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.
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.
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.
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.
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.

"When will I ever need this?"

Su O'Donohoe *is the subject lead for PGCE Secondary mathematics, and **Matthew Panchal** is Head of mathematics at Wolverley Church of England School.*

Preliminary thoughts and reading suggest that there is a mountain of work already done by institutions such as STEM regarding careers education for maths. So why are Maths teachers not referring to, teaching about and inspiring pupils into different careers? There are certain curriculum constraints that may be a barrier to teachers sourcing and making use of this existing work. This article will expose some of these barriers before referring to a resource which hopes to enable teachers to access some of the wealth of high-quality resources which are easily accessible, if only there were a quick way to find them!

building a thirst for greater knowledge, understanding and application of subject matter is the ambitious endeavour of careers education

Writing in conjunction with Matthew Panchal, Head of Mathematics at Wolverley Church of England School in Worcestershire, we are keen to acknowledge the opportunities which arise when teachers address careers education through the subject curriculum. This makes it possible to highlight first hand where subject knowledge is applicable and relevant, answering that age old query of "when are we ever going to use this?" as well as inspiring young people to investigate career paths that they may never have considered. In doing so, building a thirst for greater knowledge, understanding and application of subject matter is the ambitious endeavour of careers education. However, not all of us are industry specialists. Many teachers will have never left the education system, and even for those who have had the opportunity to work in another profession, there is still a need for a reference resource which links subject matter more widely than the experience of any one individual.

Increasingly mathematics departments are using published schemes such as White Rose Education and Kangaroo Maths to ensure a well-resourced and sequenced curriculum delivery, however, there remains very little direction about how or when to deliver the subject based elements of careers education, advice, information and guidance (CEIAG). It is the privilege of the Head of Department to support staff to deliver this material in a coherent manner without detracting from the subject matter and whilst still fitting into already pressurised curriculum time. To be effective, the inclusion of CEIAG needs to be authentic, not shoe-horned into lessons under false or contrived pretences. Unless the inclusion of careers material is well considered, students are unlikely to fully appreciate the links being made and the concept is reduced to one of paying lip service to the concept without achieving any of the possible gains. Whilst the Head of Department is working to ensure this considered delivery, they will also need to be mindful of any additional pressure on staff workload. How can a Head of Department protect staff and streamline planning processes whilst ensuring that the advice and guidance given is adapted specifically for the context of each individual group? It seems clear that teachers will need a resource which is easy and quick to use but which enables a search resulting in high quality resources fit for the intended audience.

Whilst the delivery of CEIAG is ongoing through curriculum time, many schools will offer wider opportunities for maths departments to focus on why maths is important. These can take the form of drop-down days, trips and visits, visiting speakers and extended assemblies. There are many opportunities to access support and resources for such activities and as with class lessons many of these are contained with the signposted resources which will guide a search to some of the more accessible (and free!) resources which are available on the internet.

Many schools also support the development of cross curricular projects, often in extracurricular time as well as a specific focus on STEM through clubs and trips - there are opportunities for such activities also linked in the resource.

By following the QR code below you will be able to access the resource which signposts lessons, activities, assemblies and wider projects, guiding the user through the type of resource, age group and topic. The link to Career Pilot also allows teachers to access information about entry requirements for just about any job you can think of, thereby highlighting to students the breadth of opportunity available with a recognised proficiency in the subject.
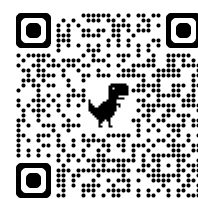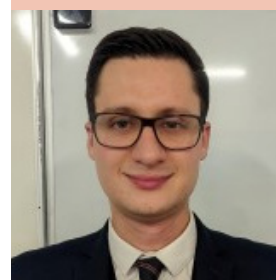
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Why Geography?

James McDonald is on the PGCE Secondary Geography course at the University of Worcester. As a keen hillwalker and canoeist, he volunteers with the Duke of Edinburgh's Award Scheme, introducing young people to the wonders of the UK's natural landscapes. Elena Lengthorn is the University of Worcester PGCE secondary subject leader for geography. She spent 15 years teaching secondary geography and science before joining the University of Worcester in 2017. She was awarded 'Global Educator of the Year' in 2016. Her research interests include flood education, Education for Sustainable Development and Climate Emergency.

Attend any school open evening and parents are very likely to ask; 'Why Geography?'

At this point I could just say; 'Because it's the best subject around!', but most people prefer more persuasive information, not to mention reassurance their child is making a sound choice.

My longer answer might be that studying Geography at any level opens-up a multitude of future pathways for both study and career. Although schools often place Geography within Humanities departments, it borrows strongly from STEM subjects, as any physical geographer will tell you. The discipline includes elements of chemistry, physics and maths. Geography students will sharpen their statistical analysis skills, competently use Geographical Information Systems (GIS), carry out both group and independent fieldwork and develop their enquiry skills, to name but a few.

Not forgetting the other side of the subject, human geographers are required to use many of the above skills, in addition to getting their heads around the complex intersections between society and the environment. They will learn both qualitative and quantitative research methods and apply these to real-world problems.

Geographers bring their broad range of knowledge and skills to solve wide-ranging problems. At A-level, students sit a synoptic exam paper, one where they are required to draw together their diverse knowledge from across the subject to answer complex questions. At degree level, the options to specialise allow students to really get to grips with investigation and problem solving. All of these skills are very attractive to employers, not least the digital literacy, problem solving, and communication skills gained by studying geography.

Perhaps it's no wonder that, after university, Geography graduates enter a wide variety of employment in different sectors. Some will remain working in areas directly related to the subject; this might be coastal defence planning or flood risk monitoring. Some will work for either government agencies, charities or the United Nations in development work. Others work in financial services, transport planning, agriculture, and some enter politics (such as former prime minister Theresa May) or political journalism (Chris Mason, BBC), for example.

According to the Royal Geographical Society (RGS, n.d), Geography

graduates are the most successful in finding employment of all the social sciences, which includes law, psychology, sociology, politics and education. Perhaps because of the breadth of the subject, Geography is sometimes seen as keeping a graduate's employment options open, as opposed to subjects with a more obvious vocational pathway. For anybody completing a degree in Geography, this gives flexibility when considering the next step.

Nonetheless, many of the graduates from the undergraduate degree course in Geography at the University of Worcester move into careers related to their studies. Jobs include planning and surveying work, waste management, meteorology, conservation work, remote sensing and geospatial analysis, flood management and hydrology, engineering geomorphology and environment science (McDougall, 2024).

The very specific, technical skills of Geography have long been recognised as being of value to employers. In 2016, South African academics researched the career paths of Geography and Environmental Studies graduates from the previous two decades, discovering they occupied a diverse range of jobs, notably in the sphere of Geographical Information System (GIS) skills (Moolman and Donaldson, 2016). Their ability to employ spatial thinking alongside the more general qualities of Geographers were all identified as reasons for their success at finding employment. The UK Government even established a Geography Profession Leadership Team (UK Government, 2018), to make sure the public sector is properly resourced and served by people with the skills they need. Geographers, it seems, are in more demand than ever.

Unfortunately, it seems that schools and universities are not always giving students a good understanding of how Geography might lead them into specific careers. A 2022 study of A-level and university students not following geography courses suggested almost half had no idea what career path they might follow with Geography (the study was carried out by the RGS with the Institute of British Geographers (IBG). Laura Bytheway, a teacher of Geography at Ormiston SWB Academy in the West Midlands, has come up with practical ways in which careers can be embedded in the curriculum from key stage 3 onwards, linking key areas of learning with job profiles. You can read more of Laura's work in Teaching Geography (vol. 47, 3, Autumn 2022).

At its heart, Geography gives us a better understanding of our world. This is so important for improving the everyday lives of all the planet's inhabitants, human and more! Some would go further and say that our very survival depends on us unpicking and correcting the damage humans are doing, to make life on earth viable.

Tomorrow's geographers will help to develop our response to our deepening climate and ecological crisis and reduce our reliance on natural resources

Geographers, then, are in a strong position to enter the work sectors that will improve sustainability and a reduction in our use of the earth's resources. From renewable energy and sustainability engineering, to political strategy. Tomorrow's geographers will help to develop our response to our deepening climate and ecological crisis and reduce our reliance on natural resources.

Many of tomorrow's jobs in the so-called 'Green Economy' don't even exist yet, so how do we prepare our young people for the future employment landscape? Geography offers an ideal starting point. Approaching this at Key Stage 3, Aiden Hesslewood, Head of Geography at Spalding Grammar School, has produced a wonderful range of learning activities rooted in

real world issues (available through membership of the Geographical Association). What are ocean garbage patches and how can they be reduced? Why is the West Norfolk coastline retreating? Inspiring learners early on can prepare them for the future world of work, and just possibly help to save humanity in the process. Perhaps this is the answer that parents seek at school open evenings.
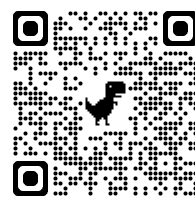
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We know what we are, but know not what we may be – Ophelia (Hamlet, Act IV, sc. 5)

English - preparation for endless possibilities

*Bronwen Duggan is the subject lead for PGCE Secondary English, and **Anita Iddon** is a member of the PGCE Secondary English tutor team.*

The landscape of career choices has undergone significant changes over the past decade. Shifts in technology, globalisation, and societal values have all played a role in shaping the current job market to the extent that the possibilities do indeed seem endless. Increasingly, STEM subjects have dominated the choices A level students have made, in the belief that they offer the best sort of preparation for the future and

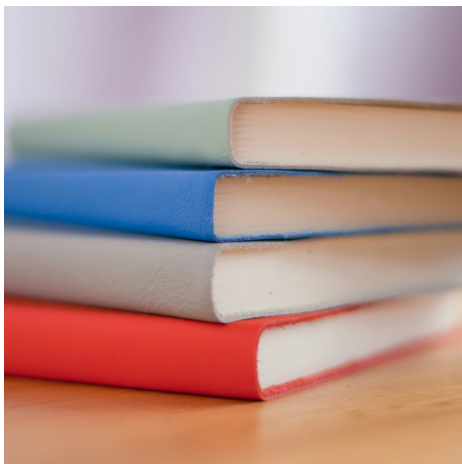will secure a firm footing on the career ladder of the 21st century. Unfortunately, this binary outlook on post 16 pathways has left English courses struggling to recruit. Questionnaire outcomes shared by the National Association for Teachers of English (NATE) and the English and Media Centre (EMC), confirm the misgivings that English educators share; an alarming number of pupils are 'opting out' of A level English. Between 2012-2019 (pre-pandemic) recruitment to all English post-sixteen courses fell by 31%. (EMC, 2019). The national statistics provide incontrovertible evidence that despite a backdrop of increasing numbers in post-sixteen education, the popularity of English A level, in all manifestations, is plummeting.

With good reason, there has been a push to promote STEM subjects and careers, particularly to girls who have been underrepresented. However, there has been no equivalent recruitment agenda for a male shift in the

opposite direction; no media campaigns or school incentives arguing for the arts and English as attractive options and career pathways for boys. This is highlighted by McInerney, (2014) who emphasises Gibb's comments, as minister for schools, that only 40% of A level Mathematics groups are populated by girls. Male participation in English or arts related subjects is far lower and yet no similar stance is adopted, thus implying a deficit model, reliant on pathologising girls' choices over actively recruiting boys to courses and by default careers in the Arts.

In addition, studies have found that outdated student and parent beliefs or misconceptions around comparative graduate salaries related to STEM versus Arts based subjects (Davies and Qiu, 2016) to be a factor. A research report from the British Academy (2020) challenges this narrative, concluding that salaries for Humanities graduates match or surpass those of their STEM counterparts. The report goes on to present evidence of the tangible benefits of skills developed in the arts and humanities to the UK workforce, economy, and society. Vast and essential skills teach us to examine and explain human behaviour, understand how society functions, learn from the past and apply those lessons to the present, analyse the drivers and implications of a changing

in this era of fake news, evasion and distortion, an eye for detail, nuance, accuracy and implication has never been more valuable

world and how different countries, places and cultures interact (British Academy, 2020). Take away the head-turning influences perpetuated by the media and many sixth form students cannot deny that the benefits and enjoyment of studying English post-16 far outweigh other considerations. The jobs listed below (and variations on the same theme) are the ones which tend to spring to mind as being synonymous with careers post English degree:

- journalist
- copywriter
- proofreader
- librarian

- school teacher
- advertising executive
- marketing manager

All the above are exciting and fulfilling careers but as Yvonne Williams, Head of English and Drama at a secondary school in the south of England argues, the reality of opportunities that follow an English pathway is even broader (Williams, 2019). She cited the following careers that her A level Literature students had embarked on , dispelling the myth that studying for an English degree is preparation for a narrow career pathway. Examples from her own students include:

Acting or directing with prestigious companies such as the Royal Shakespeare Company - or establishing their own companies within the creative industries

English specialists working within the HE sectors herald similar good news stories. Virtually all the students participating in a study by Rachel Roberts, Associate Professor of Education at the University of Reading, found that A level English was hugely advantageous to both their career aspirations and broader wellbeing and quality of life (Roberts, 2024). They articulated how English had developed a love of reading, which provides a window onto the world and our place within it. What could be more essential than fostering empathy and tolerance? English develops both cultural and contextual understanding as well as an insight into the human condition; it could be argued that no other qualities can hold a candle to these when it comes to navigating both the present and future world in which we live.

When placed against the backdrop of a perceived anti-arts media agenda, qualities such

Working in customer services, as front of house and managing volunteers for companies and establishments such as the RSC

Supporting a local MP's campaign and becoming chief press officer for a key government department

Working at the BBC and writing podcasts for such programmes such as Blue Planet

Gaining roles within STEM pathways for examples, accountancy, medicine, and veterinary science.

as empathy have been derided as 'soft skills.' Whilst the benefits of growing these arguably more abstract traits are clear, perhaps a more tangible benefit and one which all employers can agree on is the literacy skills a degree in English develops around communication, language use and writing. Studying English develops criticality through analysis and interpretation and provides a platform for students to develop a voice. Self-expression and the formulating and sharing of opinions are the staple ingredients of an A Level English classroom (Bleiman, 2018) whilst talking and listening encourage self-development and independence. All this is a far cry from the world

of spreadsheets and data our STEM subject teenagers are familiar with, but line graphs and pie charts are not necessarily a meal ticket to success in isolation. The scientific alone is not then as reliable as we might have thought, instead an ability to interpret, to make meaning out of the intentions underpinning daily work is needed.

There are still huge hurdles to overcome. The economic climate has affected university fees, and the rise in the cost of higher education has decreased the perceived 'value' of an English degree. Many university departments are closing or being substantially reduced. Dr Mary Pearce, a senior lecturer at Sheffield Hallam, where English Literature has been suspended, bemoaned this decision: "When was it ever more important in our history for young people to be able to manipulate language and to understand how they are manipulated by language and stories?" (Pearce, 2022, p.70). This downturn, according to Sam Orciel from OCR (cited in NATE, March 2024) fails to acknowledge that the arts and creative industries contributed £109 billion to the economy in 2021.

Turning to the workplace, English graduates have the skills necessary to analyse and interpret in abundance. Studying English has taught them the importance of dissensus as well as consensus, or challenging the given (Bleiman, 2018). According to Oxford University's undergraduate admissions homepage (2024), English graduates are very well equipped to read between the lines: 'in this era of fake news, evasion and distortion, an eye for detail, nuance, accuracy and implication has never been more valuable.' They have studied how narrative works and have a 'metacognitive advantage as they progress in their working lives' (Barry, 2009, p.10). Cultural anthropologists, such as Mary Catherine Bateson (cited in Choy, 2021, p.30) have long recognised that: 'The human species thinks in metaphors and learns through stories.' That is why the skills of English graduates are in such high demand from organisations who need a story that all can buy into, and by employers who can use a whole sphere of actions to consider the best ways of tackling issues. In recent years employers have had to acknowledge that anyone who has a strong background in English and/or English Literature

is better equipped to meet the demands of the future; the ability to think creatively and adapt to changing circumstances is becoming more valued in many industries. It is also crucial to recognise the value of English in promoting diversity. Many of the texts which English graduates study are translated from the countries where they originate and written by a diverse range of voices; illustrating the value of celebrating diversity, and cultural differences. The British Academy's report 'Qualified for the Future' (2020) argues the case for workplace

skills that are nurtured and honed through an arts based educational pathway. As we are repeatedly reminded, none of us can really know what the future of the employment market will look like. Global instability around politics, sustainability and the environment, and the economy adds to this uncertainty. But we can surely agree that by joining the greatest, longest conversation of humanity (Bleiman, B. 2018) and recruiting more pupils to an English educational pathway and subsequent careers, we will be able to develop the skills to help us navigate these challenges as they unfold. With this in mind, the trainee English teachers on the UW PGCE English course 23/24 have developed a series of resources, information guides and display materials that can be accessed by English departments and sixth form teams in our partnership schools, to better promote a post 16 English pathway and a career that benefits from this route. All resources can be accessed by following the QR code. Our PGCE trainees have created a set of English Language GCSE mock papers based on the issues and reading above. These can be accessed at the embedded QR code.

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CAREERS EDUCATION AT THE UNIVERSITY OF WORCESTER

Tutors from the Secondary PGCE meeting with Robin Walker MP, Chair of the Education Select Committee, to discuss Careers Education in teacher training at the University of Worcester.

Listen to Robin Walker

Secondary PGCE trainees engaging with stalls at a Careers showcase put on by Mazak Worcester in partnership with Inspiring Worcestershire.

Secondary PGCE trainees listening to Nicola Hall, Director of Education at the Careers & Enterprise Company.

Secondary PGCE trainees taking part in the Careers Education Enhancement Activities with representatives from Inspiring Worcestershire, the Careers & Enterprise Company and various local companies.

Shaun McInerney bringing the first set of Careers Education Enhancement Activities for Secondary PGCE trainees the University of Worcester, to a close.

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Careers education in PE: taking it beyond the display board

Kimberley Hibbert-Mayne is the coordinator of the University of Worcester PGCE secondary professional studies programme and a member of the PGCE secondary physical education tutor team. She has worked in education for the last 18 years as a physical education teacher in secondary schools before embarking on a career in teacher education in 2015. *Alex Parry* is a current PGCE PE trainee. *Charlotte Ross* is a member of the University of Worcester PGCE secondary physical education tutor team. She spent over 16 years in secondary education, before moving into a career in ITTE in 2020. Charlotte's leads the PSHE and Citizenship enhancement activity.

As well as the knowledge, skills and behaviours for competition in sport and a physically active lifestyle, it is well known that Physical Education (PE) can give pupils transferable skills for life (DfE, 2013). For example, PE and sport have been associated with goal setting, discipline, teamwork, resilience, focus, and persistence. Sports initiatives are therefore set-up in education and the wider community as a tool for developing character, especially amongst those from socially disadvantaged backgrounds (Dwaah and Kersey, 2023). In the same vein, this article and its accompanying resource set out to provide a rationale and some ideas for the design and implementation of PE lessons that provide pupils from all backgrounds with more 'career capital'.

Fulfilling PE's social responsibility

As a brief introduction to social mobility, The Sutton Trust (2022) suggests that it is how likely a child's social class is to change in their

> *this article proposes that we can bring the experience of careers to the pupils regularly within our lessons in an attempt to increase their career capital*

lifetime. Anyone familiar with the seminal work of Bourdieu might know that the likelihood of a child's social class changing in their lifetime is often reduced by educational policy, which is often aligned with the 'dominant class' and can be a site of structural inequality (Bourdieu and Passeron, 1990). This has been corroborated in PE, with research by Whigham et al. (2020) highlighting the social reproduction of sporting opportunities and curriculum content based on social class. Bourdieu suggests that such social reproduction is influenced by different types of capital, categorised as cultural, economic, and social (Bourdieu and Passeron, 1990). More recent literature, however, suggests that educators can influence the capital of students and act as 'guides' to support social mobility (Lareau, 2015 & Richards, 2022) and that education can influence "life chances"

(Brown, Reay and Vincent, 2013, p. 637). This is mirrored in careers education, whereby information, advice, and guidance provided by schools may be the only source of knowledge students can draw on as they consider and make decisions about future career options (Haynes, McCrone and Wade, 2012). Mayrhofer et al. (2001) propose that access to equitable careers opportunities requires an amalgamation of all types of capital to create 'careers capital'. Mayrhofer et al. (2001) continue to explain that career capital is shaped by home life, the influence of significant others, and what is valued by the labour market. Singh, Ragins and Tharenou (2009) take the career capital framework further, citing more specifically: human, agentic, and social capital, with mentoring and networking as important aspects of social capital in terms of careers. The importance of networking is reinforced in research conducted by the charity Education and Employers (Mann et al., 2017), which shows that pupils benefit from regular encounters with employers. Current guidance states that schools should expose pupils to employer encounters 7 times during their schooling, typically once every academic year (DfE, 2023). As subject teachers, we will not always have the resources or capacity to expose pupils to employers within curriculum time. However, this article proposes that we can bring the experience of careers to the pupils regularly within our lessons in an attempt to increase their career capital.

Adding to the value of Physical Education

Beni, Fletcher and Chroinin (2017) suggest that meaningful experiences in education are influenced not just by the teacher, but also by the value that pupils attach to a subject and its learning intentions. Because we know that subject teachers are best placed to deliver careers inspiration, advice, and guidance (Hutchinson and Bentley, 2011), we need to make attempts to add value to our PE lessons for all pupils. We believe careers education within lessons could spark some inspiration or at least discussion amongst pupils who have the tendency to disengage with PE, maybe knowing that they will not become sports performers, PE teachers, or sports coaches. Beni, Fletcher and Chroinin (2017) have long advocated that making PE meaningful for all should be given priority, referencing games-based learning and Sport Education models as means of doing so. In support of these more holistic approaches to PE, we highlight research by Garn, Cothran and Jenkins (2011) who challenged units of work that are taught through direct instruction. Their qualitative research revealed the impression from pupils that they often did not learn anything new about a sport's skills, rules, or tactics in their traditional PE lessons. This particular belief, while hopefully not widespread, highlights a potential contribution to attitudes we will all have heard from past pupils, parents and colleagues, about PE 'not being academic,' or being a 'break from academic subjects.' We believe PE-specific careers education should

be added to the list of more meaningful PE pedagogies. While this idea is still in its undeveloped form with very little research into PE-specific careers education, the accompanying resource provides colleagues with an idea of how to add value to PE lessons through the development of 'career capital'.

Our ideas and the resource

We believe careers-specific units of work in PE can offer the connection, support, challenge, and ownership needed for pupils to recognise the importance of their learning (Beni, Fletcher and Chroinin, 2017). We also believe that experiences in PE can help pupils make explicit connections between their knowledge, skills,

and behaviours and how these might be used in aspects of daily living outside of school, including in different sports-related careers. After all, Marian Wright Edelman says, 'You can't be what you can't see'.

The accompanying resource to this article has simply started the process of organising manageable and key stage 3 appropriate information about a range of careers in different sports. At first glance, the information looks quite similar to the type of information you will find on the 'Careers in PE' display boards in departments across the country. However, there are a few differences. The first is that all of the careers within the resource are probably not careers that teachers, so therefore pupils, know about or regularly talk about in lessons. We hope that the roles and the associated responsibilities we've provided spark some inspiration or at

least discussion, amongst pupils who disengage with PE, pupils who do not see themselves as being able to have a career in sport, or those who definitely want a career in sport, but have a fixed mindset as to what that career might look like. As the Careers and Enterprise Company said at January's Westminster Education Forum on the Next steps for careers guidance in England's schools, 'Rather than having no options, let's give them the predicament of too many options'. Another feature of the resource which we see as a planning tool for teachers, is the inclusion of practical activities that can be implemented during PE lessons with small adjustments. We don't see these affecting the physical activity time in lessons any more than the average starter, plenary, peer-assessment or observation task. Finally, we have also included links to sport-specific career websites in the hope that teachers and pupils make career research a more embedded aspect of their weekly learning and teaching.

We believe that display boards and the signposting of employers at careers fairs should supplement the inspiration, confidence, and career capital that we have already instilled through our subjects. Having studied the research around meaningful PE and 'careers capital' we are confident that there is room for and a benefit in PE lessons providing much more frequent opportunities for pupils to:

- receive information on different PE related careers, allowing pupils to gain agentic & cultural capital

- engage in skills and behaviours associated with different careers in sport, allowing pupils to gain human capital

- have the next steps in careers signposted to them, giving pupils social capital.
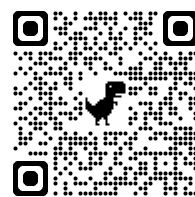
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University of Worcester

Inspiring tomorrow's scientists: a dynamic teaching resource for science careers

Lucinda Hill is a current PGCE science trainee at the University of Worcester.
Janinne Delorenzo is the PGCE secondary subject lead for science at the University of Worcester. She spent over 10 years in secondary education, before moving into a career in ITTE. Laura De-La-Hay has recently moved from a partnership school to her role as a secondary science tutor.

In 1996, when I was in Year 9 at school, careers guidance was poor and soul-crushing. It consisted of a computerised multiple-choice questionnaire that was meant to match interests with careers. It was suggested I become a fishmonger. From recollection, there were very few STEM careers on the list. Luckily, despite being disheartened with my career recommendation, I went on to study medical science at university. Not all children were as lucky and often left school with no idea about what the future held for them or the options available to them. I want this to be different for my students. As educators, we stand at the crossroads of shaping not just students' academic journeys, but also their

in steering students towards fulfilling and meaningful career paths, harnessing the power of the curriculum to illuminate the road ahead.

> *As educators, we stand at the crossroads of shaping not just students' academic journeys, but also their career pathways*

Research highlights the profound impact of schools, teachers and career advisors in shaping students' career choices. External influences like family and friends, while well-intentioned, often lack the expertise needed for comprehensive careers guidance, hence, the onus falls on educators to bridge this gap and equip students with the knowledge and tools to navigate the complex world of careers effectively (Archer et al., 2013; Archer et al., 2020; Blenkinsop et al., 2006; Hooley, Marriott and Sampson, 2011; Moote and Archer, 2018; Munro and Elsom, 2000; Petrovic, 2018; UCAS, 2021). The benefit of this in secondary school is that subject teachers (being specialists in their subject) are

career pathways. With the evolving landscape of education, the responsibility for careers guidance has gradually shifted to schools and colleges. Today, teachers play a pivotal role

often better placed to provide subject-specific career teaching and be able to link careers to the subject curriculum.
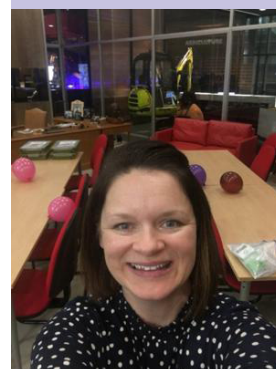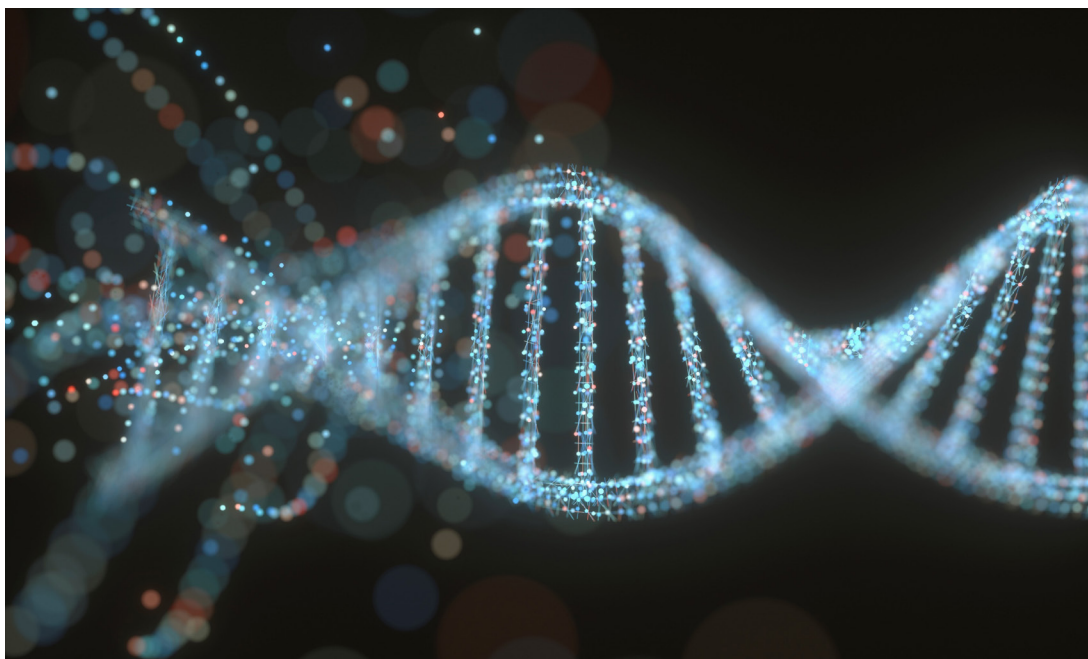
In recent years, the importance of careers education has gained widespread recognition, especially in fields like Science, Technology, Engineering, and Mathematics (STEM) (Rathbone and D'Angelo, 2023). The pressing need to address the shortfall in STEM uptake emphasises the critical role of career learning in guiding students towards these vital fields.

A significant milestone in this journey was the formulation of the 'Good Career Guidance' report by Sir John Holman, which outlined 8 benchmarks for quality careers provision- the Gatsby Benchmarks (Holman, 2014). These benchmarks formed part of the DfE / UK Government's 2017 Careers Strategy (Department for Education, 2017), the 2021 'Skills for Jobs' white paper (Department for Education, 2021) and, today, still contribute to a statutory framework for schools to follow to ensure students get this quality provision (House of Commons Education Committee, 2023).

A resource was therefore created which is a small step towards achieving Gatsby Benchmark 4, 'linking curriculum learning to careers', which highlights the importance of a curriculum-led approach to careers learning. The resource developed was tailored for Year 9 students, a crucial juncture where career considerations begin to take centre stage. Building upon recent lessons about DNA, "DNA Careers Research Package" was created and aimed at fostering student-led exploration of subject-specific career pathways. Following their research, students were to create posters highlighting DNA-related career paths for an engaging classroom display.

By linking the curriculum with real-world applications, the aim was to kindle interest and relevance among students, exceeding the confines of traditional learning.

The implementation of the resource produced promising results, with students demonstrating heightened engagement and enthusiasm. This was evident through observation of their meaningful, animated conversations. The fact that some conversations were about another student's career did not concern me since the students were career curious and still learning - the very aim of the resource. Through independent research and collaborative poster projects, the students gained valuable insights into diverse career options.

The resource exemplifies flexibility. It offers opportunities for adaptive teaching, ensuring accessibility for students of all abilities through tailored scaffolding and digital mediums.

Awareness of careers needs to be an ongoing focus. Not only can it fuel interest in science, but it will empower students to make more rational, informed choices and reach goals. A bonus to this is that more students will decide to continue with STEM post-16 (Archer et al., 2013; Basl, 2011; Blotnicky et al., 2018; Porfeli and Lee, 2012; Reiss and Mujtaba, 2017). As educators, we wield immense influence in shaping the futures of our students. This should be capitalised on (Welde, 2015, p. 82) so that we 'do not leave [students] short of opportunities to explore science careers' (Kang, 2023, p. 228).
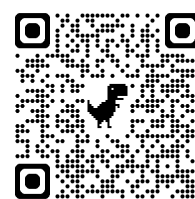
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The importance of careers education within the Food curriculum

Inspiring the next generation to pursue a creative and inspiring career within the 'Food' sector.

Sue Parker-Morris is the University of Worcester PGCE secondary subject leader for design and technology (food). She left the catering industry to train as a Food Technology teacher in 1991 before teaching in secondary schools across the UK and New Zealand. Her experience includes middle management roles, leading and developing Food Preparation & Nutrition and teaching both Food and Textiles. Ellen Bonner and Sinéad Vallely are current Design and Technology trainees at the University of Worcester.

As food teachers, we struggle to teach the curriculum content at GCSE in the time that is allocated within the current restraints of timetables and pressures of subject content. With only 38% of food teachers believing there is enough time to deliver the subject curriculum effectively (Food Teachers Centre, 2023) you may therefore query where exactly careers education can be delivered within our subject.

This year, PGCE food trainees have been reflecting on this issue and have developed resources that can offer a solution within the existing framework of food lessons. Identifying areas within our curriculum that can facilitate conversations around the many careers within the food and nutrition sector is more critical than ever. With the food sector struggling to recruit the next generation, we have a responsibility to ensure every opportunity is taken to persuade the students we teach that there is an inspirational wealth of opportunity within this field.

The food industry

With numbers of vacancies in the food industry increasing since 2020 following Covid 19, and employment remaining lower than five years prior to the pandemic (Office for National Statistics 2020), the labour shortage across the industry is becoming an even bigger concern. Hospitality vacancies were 50% higher in 2021 than they were pre-pandemic, and many restaurants and food providers made a

> *it is even more important that we support and guide the next generation in the right direction in fulfilling the shortfall of people entering the food industry since we left the European Union*

difficult decision to reduce the number of hours they were open due to staff shortages (Food Standards Agency, 2022). Therefore, signposting students to potential career pathways within food lessons and promoting the vast and diverse range of jobs that exist in this sector is key.

Whilst trying to find time in the curriculum to teach careers education, there is also the issue to consider of where our students transfer post-16 within food education. Many of our students have such a passion for 'food' as a subject, only to find options at sixteen are limited; it is imperative that we support and guide them. One solution would be reinstating the food A-level; this would ensure there is an academic qualification available for students wishing to continue studying food and nutrition after their GCSEs, which would prepare them for a career in hospitality and other food related professions. However, the design of this A–level would need careful consideration, to be robust and able to survive the climate we are currently in. Providing information about where food comes from, and how the food we eat affects the environment and our heath (The National Food Strategy, 2021), are areas of the curriculum which today's students are passionate about. Without this, it is even more important that we support and guide the next generation in the right direction in fulfilling the shortfall of people entering the food industry since we left the European Union.

Without the curriculum changes discussed in 'The National Food Strategy' to raise the profile of the subject, the promotion of a career within the food sector remains a challenge. Careers education is supported within our schools by the Gatsby Benchmarks, a framework in enabling schools to deliver high quality careers guidance to our students in school (Gatsby, 2018). The benchmarks provide the advice, education and guidance to support the delivery of careers in school.

The following case studies highlight careers education in schools from the perspective of trainee teachers of Design & Technology Food.

Case Study 1- Career opportunities in the food curriculum by Ellen Bonner

Preparing students for the increasingly difficult and demanding world of the workplace is a requirement of all schools. The employment market is continuously changing and evolving, and today's youth have many career options to choose between, some of which may not have even yet materialised.

School 1 takes an integrated approach to careers education and seeks to integrate it into every part of the school's curriculum in response to these changing possibilities and challenges. By following the eight Gatsby Benchmarks for best practices in career counselling, the school makes sure that students have the help and direction they require to choose their future paths.

In spite of the school's dedication to provide comprehensive careers education, teachers typically struggle to strike a balance between career exploration and the demands of a demanding syllabus. Teachers specialising in Food & Nutrition emphasised the importance of engaging students in discussions about job opportunities and facilitating conversations regarding future prospects in the industry. However, the department highlighted limitations due to the curriculum requirements and time constraints. Career exploration often occurs naturally within the food technology curriculum; topics like food choices and dietary requirements provide opportunities to delve into potential career paths such as dietetics and nutrition. Likewise, topics such as food provenance and food miles initiate conversations about farming, food production, and the associated job prospects. School 1 recognises the significance of fostering students' curiosity about various career avenues. To achieve this, the school utilises community resources, planning
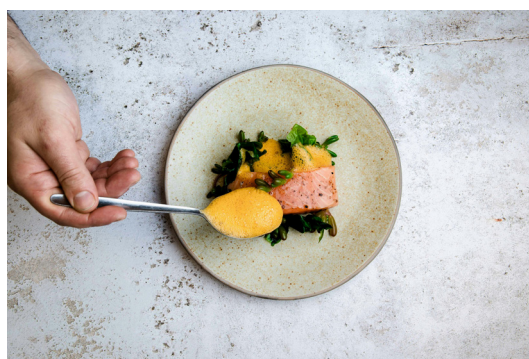
workshops with experts from organisations such as The Vegetarian Society. These programmes aim to spark students' interest in culinary occupations and provide valuable insight into industry practices. The school also places a high priority on experiential learning through culinary trips and outings. From visits to local food shows to immersive food trips abroad, students gain exposure to diverse culinary environments and career possibilities. Students at School 1 have the exciting opportunity to participate in an upcoming excursion to Spain, immersing themselves in a rich experience of food and culture. Throughout the visit, students will engage in paella making workshops, indulge in tapas tasting sessions, and have the chance to meet and learn from professionals in the culinary industry, gaining valuable insight from their expertise and experience.

The careers department is fundamental in preparing students for the workforce. Through career fairs and other events, students are provided with in-depth information to support career exploration initiatives. Within the food

department, teachers express a desire to offer more specialised assistance and direction to students regarding future career opportunities. They are committed to finding a balance between the demands of the curriculum and career planning in order to best equip students for success in the demanding culinary industry.

Case study 2 by Sinéad Vallely

In a time of endless opportunities to pursue different career paths, schools across the UK endeavour to prepare their students for life outside of school. Through organising workshops, guest speakers, and work experience, students are gaining exposure to various professions, offering them a better understanding of the everchanging world of work. Career exposure in schools aims to empower students to make informed decisions about their futures.

Within my placement school, all subjects across the curriculum see the value in careers education and they are actively promoting careers within all subjects. Despite there being challenges in meeting the demands of delivering careers during lessons while simultaneously balancing a full curriculum, teachers strive to promote careers within their lessons where possible. Within Food Preparation and Nutrition, discussions around careers can occur more organically. This is because topics such as "Food Provenance" and "Food Nutrition" inherently link to various career opportunities in both the food industry and in healthcare.

It is clear that careers have been carefully considered in the food classroom as there are several display boards that offer information about different careers related to food. This serves as an invaluable resource for students aspiring to pursue a career within food as it allows them to visualise their chosen career path.

The D&T department at this school aims to offer first-hand experience to pupils when promoting careers in their department. They do this by collaborating with local businesses in the community and by inviting guest speakers to share their career journeys with students. Recently, a guest speaker from a local supermarket informed a group of year 10 students about their journey to becoming a fishmonger; they offered insights into apprenticeships, progression in the job, and career prospects within the supermarket chain.

Building relationships with local businesses in the community is an essential part of promoting careers in schools as it highlights that a successful career does not need to involve further education. University is not a reality for many pupils in this school, and these pupils in particular need to be given an insight in to alternative career options. The school is not solely focused on learning knowledge; it also prioritises students' future endeavours. Having career education embedded within the curriculum and collaborating with local businesses, the school equips its students with the necessary knowledge and skills to excel outside of school.

Resources and support produced by the D&T Food trainees 2024.

The PGCE food trainees have provided resources that could be used as a stand-alone resource to highlight the diverse range of careers available in the food sector, potentially within an options evening or career lesson. Alternatively, individual careers can be weaved and highlighted within the curriculum at appropriate opportunities.

The resources are available through scanning the QR code and provide some simple ways to weave career opportunities into teaching areas within the current curriculum; for example, when teaching the topic of dietary requirements and nutritional analysis within the curriculum content, the career of a nutritionist could be highlighted to students. Similarly, when teaching raising agents or bread making, the highlighted career of a baker could be promoted. This is the perfect opportunity to showcase an area of interest for the students in the classroom; a career that they may never heard about or considered before the lesson but could potentially inspire them towards their future profession or vocation.

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Find Out More:

Please contact Tracey France (t.france@worc.ac.uk) or Shaun McInerney (s.mcinerney@worc.ac.uk)

University of Worcester

Careers guidance in Further Education: using zines as a tool for transformative careers education

Mike Tyler is the course tutor for the PGCE in Further Education. Zara Kelly is a current trainee on the PGCE FE programme.

The Further Education and Skills Sector

The Further Education and Skills sector in the UK is large and diverse and includes "any institutions or organisations (other than schools or universities) that receive government funding to provide education and training to people over the age of 16" (ETF, 2020). There are currently over 225 FES colleges in England (Association of

training of students in vocational and technical skills that prepare them for entering the workforce. A recent government White Paper (DfE 2021, p.9) suggests that "the new core purpose of further education is to give people the technical skills they need to get good jobs and boost the UK's productivity". Producing skilled college leavers not only meets the needs of the local economy, but also enables those students to be successful in their careers and to derive a sense of competence and accomplishment.

Colleges, 2023), including General FE colleges, Sixth Form colleges, land-based colleges, and other specialist colleges. 1.6 million students are taught in FE colleges annually across England (Association of Colleges, 2023).

Not all FES students are taught at colleges; independent training providers, local authorities, third sector providers, and employers all provide education and training under the FES umbrella. Additionally, Adult Community Education (ACE) provision is also part of the sector. FES students study qualifications including, but not limited to, Apprenticeships, Traineeships, T-Levels, BTECs, Functional Skills, and A Levels. FES students might study full-time or part-time courses.

A central remit for this diverse sector is the

Additionally, despite political and structural barriers (Orr in Tummons, 2020), there are data to support the significant role FE plays in enabling social mobility, particularly among students from high-disadvantage backgrounds (Lisauskaite et al., 2020, Bukodi, 2017). The Augur Review (2019, p.138) noted that FE colleges are well placed to act as "engines of social mobility and inclusion". The next section discusses the Gatsby Foundation's research which evidences an appreciable link between careers guidance, future earnings, and social mobility.

Good Career Guidance

The number of student engagements with employers during Secondary education

What can you study in Further Education?

Beyond Secondary

University of Worcester

correlates to an increase in lifetime earnings and a reduction in the likelihood of becoming NEET (Not in Education, Employment or Training) (Holman, 2018a). Additionally, there is "significant correlation between career uncertainty or confusion and NEET status at 16 to 18" (Mann 2012a, p.5). Data further show that youth unemployment rates are much lower in education systems where students on vocational pathways are exposed to the workplace alongside their classroom studies (Mann 2012b, p.1). In 2018, 15 year olds in OECD nations (of which the UK is one) were less aware of the range of current and future jobs available to them than 15 year olds in 2000 (Mann, et al., 2020). The Gatsby Foundation have built upon these and similar findings, to devise eight benchmarks for good career guidance in schools and colleges. Here we discuss Benchmarks 3 and 7.

Benchmark 7 and guidance for school pupils entering Further Education

Gatsby Benchmark 7 recommends "encounters with further and higher education" to provide school pupils with an awareness of the possibilities for further study as they move towards entering the workplace. The two elements of this benchmark relate to pupil options post-16 and options post-18, yet Holman (2018a) reports that fewer than a quarter of schools in England meet either element. This aligns with Hutchinson and Bentley's (2011) investigation into KS3 students' awareness of qualifications available to them which discovered that "fewer than a third are aware of Vocational Qualifications". Disappointingly, Holman (2018a) suggests this lack of awareness is matched by schoolteachers.

Clearly, secondary school pupils are not being given the information they need to empower them to make informed choices about their own futures, and solutions need to be put in place well before they reach Year 11.

Benchmark 3 and guidance for FE students progressing to further study or employment

Importantly, in recognition of the unique nature of the Further Education and Skills sector, the Gatsby Benchmarks have been adapted for use in colleges. In the colleges' version, Benchmark 3 (Addressing the needs of each student) states, "A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations" (Holman 2018b, p.2).

Implicit in this phrasing is the notion that high-disadvantage students are more likely to self-limit when considering future career pathways, with many working-class students having lower aspirations than their middle-class peers (Hodkinson and Sparkes, 1997). A comparable picture is seen in the aspiration gap between white and non-white FES students (Reay et al., 2001). Therefore, in an attempt to 'challenge stereotypical thinking', our response to the above benchmarks takes an unusual form.

Zines

A zine (pronounced 'zeen') is a self-published small booklet or 'indie' fanzine that combines text and images. Both the text and the images can be self-produced or appropriated, and the register is typically informal. The use of adolescent cultural references and language has been a feature of zines since their inception (Guzzetti and Gamboa, 2004) and they are

The five best next steps for careers education in England

1. Coverage to quality

A more unified careers system, overseen by a national body, has delivered careers experiences for young people no matter where they live.

Next we need to deliver quality for everyone, everywhere. Our evidence-based Careers Impact System – a peer and expert review process – will help schools and colleges improve quality and will allow policy makers to be confident that this improvement is continuing.[6]

2. Outreach to intake

As a result of investment and focus, there is more employer engagement in schools and colleges.

Next we need to focus on the activities that are most likely to get young people into jobs. For all businesses, our Employer Standards helps raise the quality of interactions. Data from the tool is particularly useful for helping small and medium enterprises (SMEs) to target scarce resources effectively.

3. Interest to uptake

Appetite for apprenticeships and technical routes is growing but increased awareness does not always lead to uptake.

Next we should extend our work with partners to tackle barriers to young people's progression onto apprenticeships and other technical pathways with an emphasis on growth sectors like net zero, life sciences and digital.[7] Our Apprenticeships and Technical Education Transitions Framework helps us do this region by region.[8]

4. Margins to mainstream

When careers education is a day-to-day part of school and college life - starting early, involving teachers, parents and the curriculum - it has the most impact. Our Teacher Encounters programme and work with Pfizer and Pinewood Studios, amongst others, to redesign curriculum content shows what's possible.

Next we are aiming to reinvent work experience, so that it is ongoing (rather than a one off), connected to key skills and has measurable impact for young people and employers.[9] At its most ambitious, careers in the mainstream means making links to enrichment activities and supporting teachers and parents to play a more confident role in careers education. A number of providers of initial teacher training are adding careers awareness modules to their offer.[10]

5. Most to all

Careers education has an important role to play in tackling disadvantage. As the system matures, we need to ensure equity in provision.

Next we need to upskill the careers workforce to be as inclusive as possible, supporting all those who work with disadvantaged young people – SENCos, safeguarding professionals, Pupil Premium leads – to have confident careers conversations. We need to continue to engage with and learn from institutions outside the mainstream (SEND and AP). We also need to develop our digital system to include tools that enable early intervention, including identifying young people at risk of becoming NEET with greater precision.

6 The Careers & Enterprise Company (2023). From coverage to quality: a careers system of continual improvement. Insight Report - progress and quality assurance 2022/23. The Careers & Enterprise Company: London.

7 The Careers & Enterprise Company (2023). New national approach to boosting apprenticeship take-up for young people wins £1 million backing from Salesforce. Accessed 13th February 2024.

8 The Careers & Enterprise Company (2023). Conditions for transition: Supporting young people onto apprenticeships and technical pathways – a regional analysis. The Careers & Enterprise Company: London.

9 The Careers & Enterprise Company (2024). Reinventing work experience. The Careers & Enterprise Company: London.

10 The Careers & Enterprise Company (2023). Evaluation of the Teacher Encounters Programme. The Careers & Enterprise Company: London.

known for being 'decidedly amateur' (Duncombe 2008, p.18).

Zines are often formed of single sheets of A4 paper, folded and cut into a booklet format. As a function of their simplicity and the very low cost of production, zines have historically come to be used a subversive tool for the disenfranchised for highlighting social and political issues ignored by mainstream media. By circumventing the restrictions imposed by formal structures and institutions they can be distributed personally and in offline spaces. This also provides zines with a degree of novelty in an increasingly online culture. In education, zines "can be used as a pedagogical tool for awareness, education, empowerment and transformation" (Desyllas and Sinclair, 2014, p.296).

Though zines have been traditionally employed outside of the strictures and hierarchies of established organisations as a means of challenge to those organisations, Desyllas and Sinclair (2014) argue that making and sharing zines as a pedagogical tool within the established structures of education does not necessarily entail that the medium loses its capacity to engender social change.

Using Zines as a tool for transformative careers education

University of Worcester PGCE FES trainee Zara has produced two zines for distribution in schools and colleges. The first zine, 'What can you study in FE?' is

a zine for Secondary schools to share with Year 10 and 11 students thinking of next steps. The second, 'What can you do after College?' is a zine for current FE students thinking of steps into employment.

These zines are available for schools and colleges to download and distribute. The QR code on each zine links to an explainer of how to cut and fold them. This works within the ethos of the zine by allowing students themselves to print them and distribute around campus.

Our hope is that through engagement with these zines, students at schools and colleges will be empowered and enthused by the possibilities and career prospects afforded by Further Education.
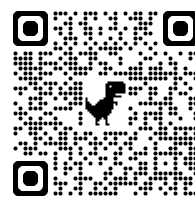
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The Inspiring Worcestershire Teacher Encounter Programme

Bringing real life workplace examples into your classroom and your curriculum through Teacher Encounters.

In September 2024, Inspiring Worcestershire will be launching its Teacher Encounter Programme. They have already embarked on a small pilot which included a number of University of Worcester Secondary PGCE trainee teachers, taking part in the Careers Education Enhancement Activity. We look forward to sharing their experiences in a number of forums. Here is some information on the Teacher Encounter Programme, taken from 'The Inspiring Worcester Teacher Encounters Programme' overview. Available using the QR code.

We all know that when deciding on a career pathway, a student can often feel like it is a very daunting process for them to undertake. It can be challenging for them to know exactly what their options are, and how they can achieve their longer-term career goals.
In addition to the high-quality careers education being delivered in schools across England, evidence shows that teachers are one of the most accessed sources of support by young people when making careers decisions. However, only a small proportion of teachers actually feel they are prepared to offer this support.

To provide the best possible support for all young people, it is important that all staff understand how curriculum subjects relate to different industries and the various pathways to work, including apprenticeships, technical and vocational options.

Teacher encounters are opportunities for the education workforce to spend time with, and learn from, people in industry. Teacher Encounters offer professional learning in a different context, sparking and inspiring curiosity

that can be brought back to the classroom and passed on to students.

Teacher Encounters also provide educators with the opportunity to learn from and build a relationship with employers, leading to an increased confidence in holding conversations with students about their futures.
Teacher Encounters can take a variety of forms for individual or groups of educators to meet employers virtually, in school or at an employer's premises, with a range and variety of outcomes that could include updating the curriculum or teaching practices to engaging further with employers or increasing confidence to support transitions.
When careers education becomes mainstream in schools and colleges, it has the most impact. Like other crosscutting areas, such as safeguarding and literacy, best practice involves use of curriculum.

INSPIRING WORCESTERSHIRE
TEACHER ENCOUNTER PROGRAMME

> PROGRAMME OVERVIEW
> THE BENEFITS OF TEACHER ENCOUNTERS
> THE TEACHER ENCOUNTER REGISTRATION PROCESS EXPLAINED
> ENGAGING EMPLOYERS

88% of teachers felt their training didn't prepare them to support the delivery of careers education to their students. The Schools White Paper (March 2022)

To support the effective delivery of Benchmark 4, teachers especially benefit from support because they do not always have knowledge or experience of all pathways and the local labour market. One way to ensure an understanding of the requirements of the world of work, and the ability to provide up-to-date career support to young people with confidence, is through the provision of specific teacher CPD on careers and enterprise. We also know that employers are keen to directly support education in order to help young people transition more seamlessly into the workplace.

88% of teachers felt their training didn't prepare them to support the delivery of careers education to their students. The Schools White Paper (March 2022) reinforced commitments to 'improve professional development for teachers and leaders on careers education, including

strengthening understanding of apprenticeships and technical routes.'

As teachers, you want students to love your subject; to be inspired and engaged, to achieve success, and ultimately, qualifications. Keeping up-to-date with the relevance of your subject in the world of work is one way to help students understand the importance of your curriculum and keep them engaged.

High-quality teaching, meaningful learning opportunities and curriculum development is central to school, special school and college improvement, and to supporting the progression of all learners to aspirational, sustained destinations.

To provide the best possible support for all young people, it is important to understand how curriculum subjects relate to different industries and the various pathways to work, including apprenticeships.

The Inspiring Worcestershire Careers Hub would like to offer teachers the chance to be involved in a unique CPD opportunity. Please find further information in their overview available using the QR code.

email:
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The Inspiring Worcestershire Careers Hub
All images courtesy of the Inspiring Worcestershire Careers Hub

Closing remarks

We hope that you have found this edition of our UW Source magazine thought provoking and inspiring. Raising the aspirations and life chances of the young people we work with in our schools and colleges is at the heart of our beliefs at the University of Worcester and is why we wanted to place a particular emphasis upon the importance of Careers Education and its role in social mobility.

From reading the articles you will see how teachers across the secondary & FE sectors have a crucial role to play in engaging with Careers Education with their students, regardless of the subject they teach. That is why we have placed Careers Education firmly within our Professional Studies curriculum for our trainee teachers. We believe that this places our trainees ahead of the game when it comes to being informed about how to embed Careers Education in their own practice and leading the way with expert colleagues to contribute to improving the lives of the young people and adults they teach.

From the article written by our business trainees, we know that Central to the careers education landscape in the UK are the Gatsby Benchmarks, a framework to support schools to deliver high quality careers guidance (Gatsby, 2018). The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world-class careers provision in education looks like and provide a clear framework for organising the careers provision for schools or colleges following eight benchmarks. They also provide an evidence-based structure of how careers education information, advice, and guidance (CEIAG) should be delivered in schools.

Reading the geography and computer science articles, we can see that there are jobs that do not yet exist in a future none of us are even aware of yet. This raises the question; how can we prepare our young people for jobs we do not even know exist yet? Whilst the task is complex, the answer is simple. By remaining engaged with the subjects we teach and with the experts who work in the fields of technology, engineering, sustainability, science mathematics, the arts and humanities, we learn more about how these careers are evolving and how our students can become the experts of tomorrow. What we learn most is how these subjects overlap and complement each other. Therefore, it is important that we encourage open-mindedness and a sense of risk-taking with our students so that

they make the links and build a stronger future for themselves and those around them whilst enhancing their own life chances and instilling a sense of aspiration for future generations.

So, what are some of the takeaways from the articles that you could use to enhance Careers education in your setting? Here is a selection taken from the articles in this issue:

Organising talks from Apprenticeships alumni ton align with National Apprenticeships week.

Exploring with students the alternative careers associated with both university and non-university routes into the world of work.

Providing valuable 'real-life' work experiences for students.

Ensuring inspirational speakers from different industries represent the students in terms of demographic - 'you can't be what you can't see'.

Organising trips to different types of universities and further education colleges for students studying both BTEC and vocational qualifications as well as the more traditional A levels.

Involving and informing parents and carers about the career choices students might want to explore – information is key to knowing what is out there.

We are sure that you find many more gems of ideas to inspire your work on Careers Education within your setting. We hope that you find the resources accessed via the QR codes useful. Please do share via social media (@UWPGSEC #uwsource) and let us know how you have used them in your work with students.

We hope to continue to produce this magazine as we believe it sits at the heart of our commitment to research with our trainees and partners alike. Should you wish to be involved in the writing of further editions, please do get in touch with us – we would love for you to be involved! Please get in touch with any of the tutors using their contact details on the article pages.

Dr. Tracy Wallis
Head of Department Secondary and FES

Editorial

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Closing Remarks

No references.

ASSESSMENT ONLY ROUTE
to Qualified Teacher Status (QTS)

The Institute of Education is committed to growing the teaching profession and retaining highly skilled and resilient teachers who are going to thrive within the profession.

The Assessment Only Route (AOR) provides candidates who have sufficient teaching experience (two or more years) in at least two schools (or other suitable education settings) with the assessment mechanisms to demonstrate the appropriate intellectual and academic capabilities and personal qualities, attitudes, ethics and values to meet the Department for Education's (DfE) Teachers' Standards, without the need for further training.

Successful candidates take part in a formal assessment period which takes no longer than 12 weeks within their place of work.

'Trainees greatly value the excellent support they receive from all staff. Trainees are confident in raising any questions about their training because they know leaders will take their worries seriously and respond promptly.' Ofsted, 2023

The Assessment Only Route (AOR) is managed by AOR coordinators from the University of Worcester, who are experienced leaders across ITT (Initial Teacher Training).

Andrew Taylor

Andy is a senior lecturer in primary education, leading and teaching across PGCE and BA Primary Initial Teacher Education courses. His teaching interests lie in professional practice, the developing teacher, Physical Education and behaviour management. Previous to starting at the University of Worcester, Andy had taught in schools in Gloucestershire for 16 years as a class teacher, assistant head and Deputy head teacher. Over his time in schools Andy honed his coaching and mentoring skills to support ECTs and trainee teachers in building their strengths to be the best teachers they can be.

Contact Andy for **Primary enquiries** at **andrew.taylor@worc.ac.uk**

Kim Hibbert-Mayne

Kim is a senior lecturer in secondary education. She has worked in education since 2007 as a physical education teacher in secondary schools before embarking on a career in teacher education in 2015. Kim has experience teaching on the PGCE primary route, has been the subject lead for secondary PE, a sport-specialist for the PGCE in Further Education, is currently Professional Studies Coordinator for the secondary PGCE and is now one of two AOR coordinators. Kim is particularly interested in how an individual's identity affects their experiences within the teaching profession.

For **Secondary enquiries** please contact Kim at **k.hibbertmayne@worc.ac.uk**

For more information on the programme, fees and funding please visit **www.worcester.ac.uk/courses/assessment-only-route**

Assessment procedures

A series of robust assessments are used for selection, formative and summative purposes. Assessments are designed for accuracy and consistency but without unnecessary burden for AO teachers.

The selection process includes:

- an initial online interview
- a second interview in the school/setting

Formative assessments feed into the summative, electronic portfolio and include:

- lesson observations (by an 'advocate' within the school/setting)
- an Evidence Enhancement Plan (EEP)
- review meetings and self-reflections.

Summative assessments include:

- lesson observations (by visiting University tutors)
- an electronic portfolio
- a Viva (final tutorial).

Entry requirements

Candidates must have achieved a standard equivalent to a grade C/4 in **GCSE English and Mathematics**. In addition to this, **those intending to teach pupils aged 3 to 11** need to have achieved a standard equivalent to a grade C/4 in a **GCSE Science** subject. Candidates who are otherwise suitable, but have not successfully achieved a GCSE grade C/4, may take the University of Worcester's equivalency test in Maths, English and/or Science to demonstrate the required standard.

Candidates will **usually hold a 2:2 degree or above** from a British university or an award recognised as equivalent by the Qualifications Branch of the DfE. Candidates who have a third-class degree, or candidates for secondary who do not have a degree in their specialist subject, may apply but they will be asked to meet additional entry requirements. For example, based on an initial interview and subject knowledge audit, candidates could be asked to complete focused subject knowledge tasks. This would incur an additional fee. In addition, candidates for secondary who do not have a degree in their specialist subject, would usually be expected to have at least a grade B in their specialist subject at A Level and have evidence that they have taught their subject to high ability KS4/examination classes.

'Partnership working between the provider, schools and other settings is a particular strength. Leaders ensure that all partners understand their role in supporting trainees on placements. Nothing is left to chance.' Ofsted, 2023

Assessment Only Route (AOR)
to Qualified Teacher Status

University of Worcester

Mentor Training Summary

University of Worcester — Institute of Education

From September 2024 all teacher training providers must ensure that all trainees have access to expert mentors to support the delivery and practice of training. This is not new! This summary outlines the new requirements to map the minimum 20 hours of initial training time for mentors. Once complete, mentors simply need 6 hours of refresher training annually.

Make sure your school claims the £876 per mentor available from the DfE in 2024/25.

The mentor curriculum at Worcester is designed to be as pain free as possible, has online and face-to-face options and will be delivered throughout the academic year. Administrators at Worcester will track and support schools to claim the funding.

The training is designed in three tiers as outlined below:

Tier 1 – Generic –modules (F2F and online) 7hrs

Tier 2 – New (to Worcester/UEA) mentor training (F2F and online) 7hrs

Tier 3 - Refresher training – School/Priority Briefings - online 6 hrs

Funding (text adapted from Initial teacher training reform funding guidance)

Schools can claim £876 (£43.80 per hour) per mentor at the end of the 2024/25 academic year and will be paid in arrears between September 2025 and January 2026 for any mentor that mentors at least one trainee and completes the training.

Schools can claim for the actual hours of training undertaken by the mentor to a maximum of 20 hours, per accredited provider. If a mentor undertakes fewer than 20 hours due to exemption, the funding is calculated per hour

A school cannot claim funding if a mentor completed their training but does not work with a trainee, unless this is due to trainees withdrawing before mentoring could start.

Placement schools will be able to submit a claim via an new gov.uk service. The service will open in spring 2025 and schools will be able to submit claims once mentors have completed their training. The DfE will begin communicating details of this new service to schools and providers from September 2024.

Tier 1 - Once   6 Hours + 1 Hour Skills Audit

WHO: All mentors hosting a trainee from 2024/25

WHAT:
- Effective Mentoring
- Instructional Coaching
- Giving Effective Feedback

West Midlands ITE Partnership

HOW: Face-to-face (sessions start in June 2024) OR online course

EXEMPTIONS:
- Mentors who hold NPQLTD
- Mentors who are ECT mentor trained
- Mentors who hold another coaching qualification
- Mentors trained in school by UW staff
- Mentors who have completed training with other providers in the West Midlands ITE Partnership
- Mentors who have completed these modules with NASBTT

Tier 2 - Once   7 Hours

WHO: All mentors hosting a trainee from 2024/25

WHAT:
- New to Worcester Mentor Training - The Worcester Way
- The Trainee Curriculum
- Phase and Subject Specific Coaching
- Mentoring on Mentoring

HOW: Face-to-face OR online course

EXEMPTIONS:
- Mentors who have completed 'New to Worcester' training recently

Tier 3 - Annually   6 Hours

WHO: All mentors, general ITT, subject or professional, hosting a trainee at the briefing point

WHAT:
- School Priority Briefings
- Tutor Visits
- Information specific to the appropriate course, phase, subject and cohort

HOW: Online (live) AND face-to-face in school

EXEMPTIONS:
- None

What you need to do now
- Offer us placements and identify mentors for 2024/25.
- Ask mentors to complete the skills audit. Audits will be e-mailed.
- Agree and register for the preferred mode of delivery (face-to face or online) for the training with your mentors. Details will be e-mailed.
- Claim the £876 per mentor, available from the DfE.

What we will do
- Allocate prospective trainees to schools and mentors in the summer term.
- Review skills audits and notify mentors of their training needs.
- Notify you of the funding you can claim.

Ofsted Outstanding Provider

Contact us: Mentor@worc.ac.uk

Secondary Education

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Working in a true partnership

'Partnership working between the provider, schools and other settings is a particular strength. Leaders ensure that all partners understand their role in supporting trainees on placements. Nothing is left to chance.'
Ofsted, 2023.

Offering Initial Teacher Training and Education placements within the context of a 'true partnership' is excellent CPD for expert staff. It allows you to support and develop future recruits across all curriculum areas.

In addition to this collaboration, the Institute of Education offers professional development training that responds to central and local initiatives and aims to meet the needs of secondary schools and their professionals.

From twilight sessions to full-day programmes, our bespoke provision can be tailored to the needs of your school, and delivered at the University or at a venue of your choice. We can offer support with:

- Teaching reading strategies
- Reading fluency
- Reading for pleasure - form time reading
- Coaching & mentoring
- Coaching students
- Early Career Teacher Mentor training
- Subject specific networking opportunities
- Ceramics workshop
- Formative assessment in DT (Food Technology)

Please contact our team of experts so we can start a conversation.

We pride ourselves on the quality of education, and the positive impact our work has on the education sector within the local region and beyond. This encompasses our work in developing Early Career Teachers, teachers of the future, research and knowledge exchange in the form of continuing professional development.

There are many ways you can work in partnership with us.

University of Worcester

Secondary Partnerships Community
Contact us at
s.lawson@worc.ac.uk

General CPD enquiries
Contact us at
cpdeducation@worc.ac.uk

Ofsted
Outstanding Provider

University of Worcester