

Total time  
up to  
**2**  
HOURS

## Pathways at 16+

### Introduction

As part of the process of career development, pupils need to focus on their strengths and weaknesses in relation to personal skills. Then with an eye to the top of their progression ladder they can begin to gather more specific information about potential choices open to them. This unit gets pupils to look at one area of careers, eg health or construction and engineering as a vehicle for researching progression pathways. The activity should encourage the development of analytical skills and tools for research and comparison as well as giving an opportunity for effective presentation and confident presentation skills in the final group activity.

### Equipment needed

#### Each pupil will need:

*Consumable resources:* individual copies of unit 3 worksheets covering activity 1 – 4.

*Reusable resources:* Individual or shared copies of the following fact sheets: personality types, careers in health, careers in construction and engineering pen or pencil

#### The whole class can share;

A set of career cards and/or access to the internet to use websites:

For health: [www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)

For construction and engineering: [www.citb.co.uk/careers/job\\_profiles](http://www.citb.co.uk/careers/job_profiles) or  
[www.citb.co.uk/training\\_qualifications](http://www.citb.co.uk/training_qualifications) and [www.scenta.co.uk/careerscd/etb.html](http://www.scenta.co.uk/careerscd/etb.html)

In addition, for information about local FE colleges it would be helpful to have access to prospectuses, on line information or student ambassadors with FE backgrounds.

5 MINS

### Introduction and ice breaker:

Refer back to the diagrams of the progression ladder or qualifications tree

25 MINS

## ACTIVITY 1 & 2

This unit uses the same framework as unit 2 beginning with the pupils identifying their skills and interests by drawing up a progression key. Clearly, pupils who have completed activity 1 in year 10 will move swiftly through activity 1 for a second time but should be encouraged to read the questionnaire carefully as if from afresh so as to take account of any changes in their interests and new skills acquired or improved on since year 10.

**NB Pupils choose either health or construction for activity 2**

### Tips for scoring activity 1 and 2

Some pupils will be less enthusiastic than others and will naturally award more scores of 1 or 0. Other pupils will naturally be more have-a-go-types and more readily score statements with a 2. Thus make it clear to pupils that

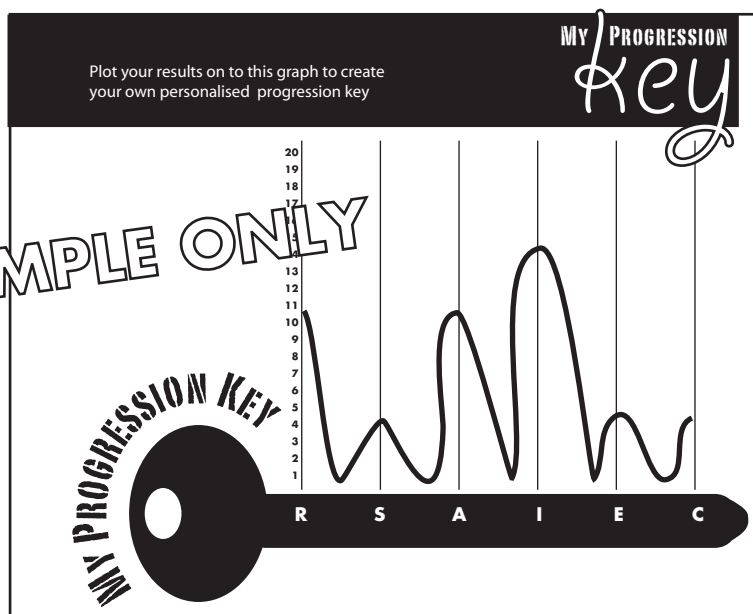
- their personal total score is not comparable with their class mate's score.
- they should try to give at least some 2s and some 0's as part of their scoring.



15 MINS

## ACTIVITY 3

For this activity pupils will need to refer to the fact sheet PERSONALITY TYPES. Discuss the different personality types and outline John Holland's RIASEC theory that loosely classifies people into six basic types. Most of us are a mixture of 2 or even 3 letters. Certain types of jobs are more suited to specific personality types. It is not just that you are more likely to enjoy the work involved it is also that in choosing them you will be with people with like personalities and in a work environment that suits you. Fitting your career to your personality does not exclude jobs from the top of your ladder but it should make you look at the full range of jobs within that career area. For example Pupil A has a desire to study medicine. They have the required strong investigative score but their social score is low. They need to consider ways to improve their social skills. Work experience or volunteering in the health sector would be a valuable way of improving social skills and, as such experience is essential for medical applicants, it would be time well spent. They could also look at jobs within medicine which are less reliant on social skills such as lab based research. Thus, analysing the mismatch between our skills and interests helps us to set targets for self development. Discussion and the opportunity to ask questions are essential.



30 MINS

## ACTIVITY 4

Study the fact sheet for either health or construction and engineering. Pupils can work as individuals or in small groups to pick one job that appeals from a relevant circle. They use the career cards and/or career section of the school library or internet to research into their chosen career.

There is space on the worksheet for them to record their initial findings. Ensure that pupils research is as specific, detailed and real as possible. Examples of vocational courses as valid pathways are given on the career cards and more examples will be found in FE college prospectuses.

30 MINS

## Presentations

This can be a simple verbal report back taking a couple of minutes per group or a mini project involving Powerpoint, employee interviews, poster displays etc. Presentations could be made to wider groups in assemblies, year 9 option evenings or progression/ACE days.

15 MINS

## Conclusion:

Allow time for evaluation, target setting and a rapid A-Z activity (see ice breaker sheet)



# ACTIVITY 1

## My skills and interests



Read and score every statement below as follows:

- 2 if the statement is very true of you
- 1 if the statement is quite or partly true of you
- 0 if the statement is completely untrue for you

### THE CAREER INTERESTS

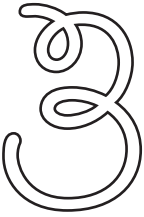
# game

<b>R</b>	<input type="checkbox"/>	I like to work with animals, tools or machines
<b>R</b>	<input type="checkbox"/>	Compared to other people of my age I have good skills in working with tools, machines, plants or animals
<b>R</b>	<input type="checkbox"/>	I value practical things that I can see or touch like plants, animals, buildings or practical projects
<b>R</b>	<input type="checkbox"/>	I am practical, mechanical and realistic
<b>I</b>	<input type="checkbox"/>	I like to study and solve problems in maths and science
<b>I</b>	<input type="checkbox"/>	Compared to other people of my age I have good skills in understanding and solving maths and science problems
<b>I</b>	<input type="checkbox"/>	I value science and investigation of problems
<b>I</b>	<input type="checkbox"/>	I am precise, scientific and intellectual
<b>S</b>	<input type="checkbox"/>	I like to do things which help people like teaching, first aid or giving information
<b>S</b>	<input type="checkbox"/>	Compared to other people of my age I am good at teaching, counselling, nursing or giving information
<b>S</b>	<input type="checkbox"/>	I value helping people and solving social problems
<b>S</b>	<input type="checkbox"/>	I am friendly, helpful and trustworthy
<b>A</b>	<input type="checkbox"/>	I like to do creative things like drama, art, crafts, music or writing
<b>A</b>	<input type="checkbox"/>	Compared to other people of my age I have good artistic abilities in art, drama, writing, music or crafts
<b>A</b>	<input type="checkbox"/>	I value and enjoy plays, art exhibitions, concerts and reading stories or poetry
<b>A</b>	<input type="checkbox"/>	I am artistic, imaginative, original and independent
<b>E</b>	<input type="checkbox"/>	I like to lead and persuade people and to sell things or ideas to people
<b>E</b>	<input type="checkbox"/>	Compared to other people of my age I am good at leading people and selling things or ideas.
<b>E</b>	<input type="checkbox"/>	I value and admire success in business, leadership or politics
<b>E</b>	<input type="checkbox"/>	I am energetic, ambitious and sociable
<b>C</b>	<input type="checkbox"/>	I like to work with numbers, records or machines such as computers in a set and orderly way
<b>C</b>	<input type="checkbox"/>	Compared to other people of my age I am good at working with written or computerised records in a systematic and orderly way.
<b>C</b>	<input type="checkbox"/>	I value and admire success in business.
<b>C</b>	<input type="checkbox"/>	I am organised and good at following instructions.

# ACTIVITY 2

## The Career interests

# HEALTH



Researching vocational pathways at 16+

# game

**2** For the jobs listed below write a 2 in the box next to those that really interest you or attract you in some way.

**1** Write a 1 for those that quite interest you.

**0** Write a 0 for any that you would dislike or do not sound interesting.

- R  **Physiotherapist**
- S  **GP doctor**
- R  **Ambulance driver**
- S  **Speech & language therapist**
- R  **Hospital porter**
- S  **Psychiatric Nurse**
- R  **Operating theatre orderly**
- S  **Counsellor**
- R  **Lab technician**
- S  **Hospital radio broadcaster**
- R  **Hospital catering**
- S  **Health education worker**
- R  **Managing Hospital facilities (buildings etc)**
- S  **Nursery Nurse**

- E  **Health trust or hospital Press office**
- I  **Health screening programme co ordinator**
- E  **GP Practice manager**
- I  **Dentistry**
- E  **Human resources and recruitment**
- I  **Medical researcher**
- E  **Pharmaceutical marketing**
- I  **Radiography**
- E  **Health trust management**
- I  **Surgeon**
- E  **Lawyer**
- I  **Veterinary Doctor**
- E  **Health education campaigner**
- I  **Toxicologist**

- A  **Art or drama therapist**
- C  **Switchboard operator**
- A  **Medical journalism**
- C  **Intranet management**
- A  **Interior design and refurbishment**
- C  **Coroner**
- A  **Medical journal Illustrator.**
- C  **Receptionist**
- A  **Landscape architect**
- C  **Clinical informatics**
- A  **Clothes and uniform design**
- C  **Fund manager**
- A  **Newsletter editor**
- C  **Ward clerk**

**1)** To the LEFT of each job title you see a letter: R,I,C,S,E.or A. Carefully add the total number of points for each of the letters and enter them into the SCORES table below in the top row Career interests:

	R	S	A	I	E	C
Score for Activity 2 CAREER INTERESTS						
Score for Activity 1 MY SKILLS AND INTERESTS						
<b>TOTAL SCORE</b>						

- 2)** Enter your scores for the my skills and interests activity into the second row of the table
- 3)** Add the 2 scores for each of the 6 letters. You will use these final scores to create your PROGRESSION KEY GRAPH

## Conventional

Internet design  
Health records staff\*  
Internet management  
Clinical informatics  
A and E Receptionist  
Switchboard operator  
Ward clerk  
Fund manager  
Library services  
Storekeeper  
Coroner

## Artistic

Arts therapist\*  
Drama therapist\*  
Medical journalism\*  
Newsletter editor  
Landscape architect  
Clothing and uniform design  
Hospital architect  
Interior designer  
Medical illustrator\*  
Photographer



\* Denotes  
career card available  
for research activity

## Social

Nursing-children\*  
Nursing-learning difficulties\*  
Nursing-adults\*  
Nursing-mental health\*  
Health visitor  
Midwifery\*  
Healthcare assistant\*  
GP  
Physiotherapy  
Chiropody  
Speech and language therapy\*  
Counsellor  
Teacher  
Chaplain  
Human resources  
Hospital radio

## Enterprising

Fundraising  
Press officer  
Pharmaceutical marketing  
Health trust manager  
Practice manager\*  
Management consultancy  
Health informatics senior manager  
Public relations officer\*  
Regional and national  
director of services

## Realistic

Physiotherapy\*  
Ambulance driver  
Porter  
Laundry  
Catering  
Heating engineer  
Facilities staff\*  
Gardener  
Operating theatre orderlies  
Lab technician  
Security guard  
Housekeepers\*

## Investigative

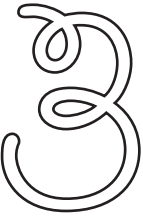
Paramedics\*  
Paediatric doctor\*  
Obstetric and gynaecology doctor  
Oncology  
Toxicology  
Dentist  
Forensic science  
Medical laboratory research\*  
Clinical engineer\*  
Screening programme co-ordinator  
Midwifery\*  
Pathology  
Psychiatric doctor  
Surgery\*  
Pharmacy  
Radiography\*  
Radiology  
Psychologist

# HEALTH

# ACTIVITY 2

## The Career interests

# CONSTRUCTION



Researching vocational pathways at 16+

# game

- 2 For the jobs listed below write a 2 in the box next to those that really interest you or attract you in some way.
- 1 Write a 1 for those that quite interest you.
- 0 Write a 0 for any that you would dislike or do not sound interesting.

R	<input type="checkbox"/>	Carpenter
S	<input type="checkbox"/>	Site Management
R	<input type="checkbox"/>	Plumber
S	<input type="checkbox"/>	Town Planner
R	<input type="checkbox"/>	Electrician
S	<input type="checkbox"/>	Customer Services Engineer
R	<input type="checkbox"/>	Car Mechanic
S	<input type="checkbox"/>	Facilities Management
R	<input type="checkbox"/>	Bricklayer
S	<input type="checkbox"/>	Teacher or Lecturer
R	<input type="checkbox"/>	Plant Mechanic
S	<input type="checkbox"/>	Personnel Management
R	<input type="checkbox"/>	Cad Operator
S	<input type="checkbox"/>	Safety and Skills Trainer

E	<input type="checkbox"/>	Energy Conservation Officer
I	<input type="checkbox"/>	Biochemical Engineer
E	<input type="checkbox"/>	Building Company Director
I	<input type="checkbox"/>	Surveyor
E	<input type="checkbox"/>	Property Developer
I	<input type="checkbox"/>	Civil Engineer
E	<input type="checkbox"/>	Patent Lawyer
I	<input type="checkbox"/>	Naval Architect
E	<input type="checkbox"/>	General Practice Surveyor
I	<input type="checkbox"/>	Materials Engineer
E	<input type="checkbox"/>	Building Project Manager
I	<input type="checkbox"/>	Structural Engineer
E	<input type="checkbox"/>	Construction Lawyer
I	<input type="checkbox"/>	Electronic Engineer

A	<input type="checkbox"/>	Architect
C	<input type="checkbox"/>	Construction Site Planner
A	<input type="checkbox"/>	Interior Designer
C	<input type="checkbox"/>	Cartographer
A	<input type="checkbox"/>	Trade Journal Photographer
C	<input type="checkbox"/>	Health and Safety Officer
A	<input type="checkbox"/>	Trade Journal Editor
C	<input type="checkbox"/>	Accountancy
A	<input type="checkbox"/>	Landscape Architect
C	<input type="checkbox"/>	Quantity Surveyor
A	<input type="checkbox"/>	Paint Effects Specialist
C	<input type="checkbox"/>	Building Control Officer
A	<input type="checkbox"/>	Commercial Refurbishment Designer
C	<input type="checkbox"/>	Commercial Tax Expert

1) To the LEFT of each job title you see a letter: R,I,C,S,E.or A. Carefully add the total number of points for each of the letters and enter them into the SCORES table below in the top row Career interests:

	R	S	A	I	E	C
Score for Activity 2 CAREER INTERESTS						
Score for Activity 1 MY SKILLS AND INTERESTS						
<b>TOTAL SCORE</b>						

- 2) Enter your scores for the my skills and interests activity into the second row of the table
- 3) Add the 2 scores for each of the 6 letters. You will use these final scores to create your PROGRESSION KEY GRAPH

## Conventional

Cartographer\*  
Health and safety officer  
Construction site planner  
Quantity surveyor\*  
Building control officer\*  
Commercial tax expert  
Accountant

## Artistic

Paint effect specialist  
Architect\*  
Interior designer  
Commercial refurbishment designer  
Trade journal photographer  
Trade journal editor  
Landscape architect\*



\* Denotes  
careercard available  
for research activity

## Social

Site manager\*  
Town planner  
Customer Services engineer  
On site safety and skills trainer  
Facilities manager  
Teacher or lecturer  
Personnel management

## Investigative

Surveyor  
Civil engineer\*  
Naval architect\*  
Biochemical engineer  
Materials engineer  
Structural engineer\*  
Electronic engineer

## Realistic

Carpenter\*  
Plumber  
Electrician  
Bricklayer  
Cad operator\*  
Car mechanic\*  
Plant mechanic\*

## Enterprising

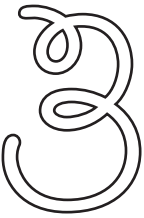
Building company director  
Energy conservation officer\*  
Property developer  
Patent lawyer  
General practice surveyor\*  
Building project manager  
Construction lawyer

# CONSTRUCTION

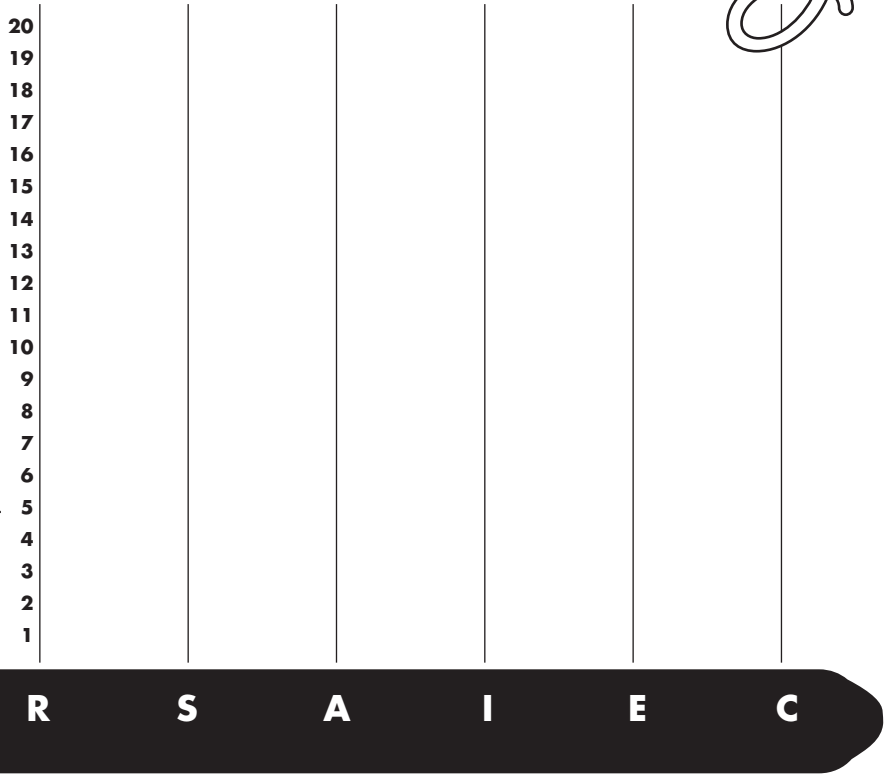
## ACTIVITY 2 continued

Plot your results on to this graph to create your own personalised progression key

MY PROGRESSION  
*Key*



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According to the career key which personality type/s are you most like?

## ACTIVITY 3: Personality types

Read the descriptions of the personality type you best fit. In what ways is it accurate for you ?  
In what ways is it inaccurate?

**These aspects are accurate for me**

**These things are not accurate for me**

**Which jobs would fit your personality type?**

**What kind of work environment suits this type of personality ?**



# ACTIVITY 4

Study the **Fact sheet** : Careers in health or the fact sheet Careers in construction. Look up the jobs that best suit your personality type. Remember that your personality type might be a mixture of 1, 2 or 3 letters.

## Which of these jobs appeal to you?

Select 1 of the careers marked with an asterisk (\*).

Use the **careercards** provided to find out information about this job.

Research into this career to cover the following points:

### 1 What does the job involve?

What do you do?

Where do you do it?

What is your typical day like?

What qualities, skills and experience do you need to get this job?

How much do you get paid?

### 2 Explain the vocational pathway into this career

### 3 Explain the academic pathway into this career

You may wish to use the table below to record your findings:

The career I researched is: .....

The job involves: .....

The pay is: .....

The personal qualities required are: .....

The skills required are: .....

What type of work experience would be **a)** useful **b)** essential? .....

Before you can start this job you would need to gain the following level 2 and 3 academic qualifications from school or college: .....

A suitable level 2 or 3 vocational pathway would be: .....

Before you can start this job I would need the following level 4 qualifications from university .....

### 4 Present your findings to the group as a short presentation.

#### For additional WOW FACTOR consider:

- Using Powerpoint
- Recording and incorporating an interview with someone who does the job that you are researching
- Creating a visual poster to accompany your talk