



July 2016

**Developing the Young Workforce (DYW):
Career Management Skills in the Primary School –
One Area School Group's (ASG's) Approach**

Developing the Young Workforce Career Management Skills in the Primary School



Acknowledgement

The programme outlined in this document was developed in partnership between Highland Council schools in the Millburn Area School Group cluster, Barnardo's Works, Skills Development Scotland (SDS) and industry partners: Anderson, Shaw and Gilbert, Bank of Scotland, Carbon Dynamic, Construction Industry Training Board (CITB), Kingsmills Hotel, Mercure Hotel, New Look, Scottish and Southern Energy (SSE), and Tesco.

Background

The final report of the Wood Commission for Developing the Young Workforce was published in June 2014 – <http://www.gov.scot/Resource/0045/00451746.pdf>.

The Government's response to this was a Youth Employment Strategy which includes milestones over seven years - <http://www.gov.scot/Resource/0046/00466012.pdf>.

Within the report, recommendations 2, 13, 15, 26 and 27 highlighted the importance of developing Career Management Skills throughout the 3 – 18 curriculum, beginning in the Early and Primary years.

Recommendation 2: *A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.*

Recommendation 13: *Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.*

Recommendation 15: *Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.*

Recommendation 26: *Scotland should embed equality education across Curriculum for Excellence.*

Recommendation 27: *Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.*

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Education Scotland published their Career Education 3-18 support materials in 2015/2016:
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/careerseducation/index.asp>

In September 2015 the 'Career Education Standard' was published which details the entitlements for Developing the Young Work Force (DYW) and is illustrated by 'I Can' statements for each level of the Broad General Education (BGE) and Senior Phase.
http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

Building the Curriculum 4: Skills for learning, life and work

Building the Curriculum 4 (BTC4): Skills for learning, life and work – outlines a learner's entitlement to personal learning planning and career management skills.

Personal learning planning and career management

*Building the Curriculum 3 – A Framework for Learning and Teaching states:
“Learning, teaching and assessment should be designed in ways that reflect the way different learners progress to motivate and encourage their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self- and peer-evaluation and personal learning planning.”*

By talking about and planning their own learning from early years onwards, children and young people will develop the skills to:

- *identify, discuss and reflect on their own evidence of learning*
- *use appropriate language for self-evaluation*
- *take responsibility for managing their own learning*
- *help to plan their own next steps in learning and set their own learning goals*
- *make informed choices and decisions about their future learning.*

BTC4, page 13 - http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf

Programme Outline

Following the release of the Wood Commission report, in the 2014/2015 academic session a fourteen week Career Management Skills programme was developed with Primary 6 and Primary 7 learners in Lochardil Primary School, Inverness. The programme was co-ordinated by the Employer Liaison Officer from Barnardo's Works, the Literacy and Assessment Development Officer from Highland Council and practitioners from Lochardil Primary School.

This work was published on the Education Scotland website:

<https://blogs.glowscotland.org.uk/glowblogs/eslb/2015/11/24/highland-council-career-management-skills-in-primary-school-a-resource/>



Developing the Young Workforce

Career Management Skills in the Primary School

Following its success, the programme was up scaled within the Millburn Area School Group, co-ordinated by the Depute Head Teacher at Crown Primary School, the Employer Liaison Officer at Barnardo's Works and partners within SDS to encompass all 208 Primary 7 learners across the Millburn Area School Group (ASG).

The programme focused on five key industries within the local area:

- The Consumer Chain (retail)
- Hospitality (the hotel industry)
- Finance (banking and estate agency)
- Construction
- Science, Technology, Engineering and Maths (STEM)

Further information can be found on Education Scotland's National Improvement Hub:

<https://education.gov.scot/improvement/Pages/dyw9-career-management-skills.aspx>

The aims of this programme for pupils as learners were:

- To develop an awareness of the skills required to work in different industries
- To develop an awareness of the opportunities which are available in local industry
- To practise the skills of oral and written communication and presentation
- To research and experience job roles in a variety of industries
- To make connections between the skills required in industry and the skills developed across the curriculum in school.

The aims for teachers as learners were:

- To develop an awareness of the skills required to work in different industries
- To support learners in making connections between the skills in industry and skills development across learning
- To make connections with local industries, SDS and third sector organisations to support Skills for Work and Career Management Skills

Twelve Week Overview

Prior to the twelve week block of learning, the Depute Head Teacher at Crown Primary School liaised with Head Teachers and Primary 7 teachers in the Area School Group (ASG), developing communication links between schools, Skills Development Scotland (SDS) and Barnardo's Works. The nine businesses had been identified and contact had been made by the Employer Liaison Officer from Barnardo's Works. The Employer Liaison Officer worked with local businesses to design interactive workshops which complemented the learning within the classroom environment around Career Management Education. SDS designed and delivered interactive workshops for learners and support workshops for staff.

With regards to Recommendation 15 from the Wood report, if replicating this programme, schools/ Area School Groups (ASGs) could identify industries within their local area to work in partnership with, learners making contact with local businesses and SDS. Links could be made with DYW regional groups.

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See Appendix 1 for the curriculum plan used during the programme

The programme, in addition to developing Career Management Skills and Skills for Work, was designed to develop core literacy skills, including: oral and written communication, research, analysing information, evaluating sources and creating presentations.

The programme, in its design, was aligned to the Second Level 'I Can' Statements from the Career Education Standard:

Career Education Standard, page 16:

http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

By end of Second Level: to the end of P7, but earlier or later for some.

- *I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.*
- *I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.*
- *I can recognise the skills I have and need for work.*
- *I can apply my skills to get more information about jobs/careers.*
- *I can use online tools available to me.*
- *I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my families and others.*
- *I can identify people in my network who help me broaden my horizons.*
- *I believe I can maximise my potential in any type of work.*
- *I can identify different types of enterprise opportunities and engage in them.*

Week Number	Learning Activity
1	<p>➤ Writing letters of acceptance to the local businesses – written communication</p> <p>➤ Researching the values and aims of the local businesses – research, analysing and evaluating information and oral communication</p> <p><i>Learners used search engines to research the values and aims of the local businesses. These were then compared with the values and aims of the school: How are they the same? How do they differ?</i></p> <p><i>If replicating, learners may make contact with the local businesses to discuss how they can support the programme.</i></p> <p>My World of Work – P7 Teacher training – Skills Development Scotland (SDS) – SDS provided a practitioner workshop on using the resource.</p>

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Week Number	Learning Activity
1	<p>➤ Use The Buzz Test (linked to Myers-Briggs) to explore their strengths, possible career paths and leadership styles – analysing and evaluating information and sources</p> <p><i>The Buzz Test was completed online by learners and the whole group explored class trends: http://icould.com/buzz/?buzz_page=0.</i></p> <p><i>If replicating, learners could use the ‘Animal Me’ tool available from Skills Development Scotland – due for release Summer 2016.</i> https://www.myworldofwork.co.uk/</p>
2 and 3	<p>➤ Identifying core skills that apply across the world of work – research and evaluating sources</p> <p><i>Learners used My World of Work website to research different industries and identify the skills that are required across a variety of industries. In the Lochardil programme, learners made a list of thirty skills, based on the commonalities of their research, they taught each other the definition of the skills through co-operative approaches and then narrowed these down to the Top 15 World of Work skills through a class agreement.</i></p> <p>See Appendix 2 for the list of skills identified in the project</p>
3	<p>➤ Building a Survey – research, analysing information, evaluating sources and written communication</p> <p><i>P7 learners and families completed surveys to determine their knowledge and understanding of Career Education linked to the chosen industries.</i></p> <p>SEE APPENDIX 3 and APPENDIX 4 for pre/post surveys</p> <p><i>In addition to this, learners analysed survey questions, creating a survey within their own school context to develop the Data Handling skills detailed within the Numeracy and Mathematics Curriculum. Data Literacy skills were developed through the analysis and interpretation of data from the surveys conducted.</i></p> <p><i>Learners discussed the purpose and analysed examples of surveys, identifying some of the question types that are commonly asked in a survey: demographic, multiple choice, rating scale and comment box.</i></p> <p><i>If replicating, it may be appropriate for learners to create the survey that is shared with families together, modelled by the teacher, to demonstrate the survey writing process.</i></p> <p><i>Learners may use online tools, such as SurveyMonkey, to collect their survey data.</i></p>

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Week Number	Learning Activity		
4 – 8	<p>➤ Researching job roles within the five industries and identify the core skills required to work in the industry – research, analysing and evaluating information, written and oral communication and presenting ideas</p> <p><i>Learners used the My World of Work website to work collaboratively to research the job roles, identify the skills and create industry mind-maps. Each group of three/four learners created a mind-map for each of the five industries. The learning was split into five weekly blocks, each block focused on one industry. Learners were provided with example job roles within each of the industries to provide a stimulus for their research using the My World of Work website.</i></p>		
	Week	Industry	Example Job Roles
	4	Construction	Builder, Joiner, Plumber
		Construction	Electrician, Site Manager, Quantity Surveyor
	5	Finance	Bank Teller, Bank Manager, Mortgage Advisor
		Finance	Accountant, Stockbroker, Bank Security
	6	Hospitality	Reception, Waiting/Bar Staff, Chef
		Hospitality	Housekeeping, Hotel Manager, PR/Website team
	7	Consumer	Cashier/checkout, Supermarket Manager, Baker
		Consumer	Stock Control, Customer Service, Delivery Driver
8	STEM	Marine Biologist, Chemical Engineer, Statistician	
	STEM	Pharmacist, Zoologist, Design Engineer	
<p>Example industry mind-map for Hospitality</p>			
<p>See Appendix 5 for further examples of industry mind-maps</p>			

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Week Number	Learning Activity
<p>4 – 7 (cont.)</p>	<p>➤ Exploring examples of and given opportunities to practise different presentational devices – oral and written communication and presentational creation and delivery</p> <p><i>Over a four week block of learning, learners were given a piece of information from a article and explored four different presentational devices which could be used to present the information:</i></p> <ol style="list-style-type: none"> 1) <i>Poster Presentation – using images and text; supported by oral presentation</i> 2) <i>Digital Animation – using PowToon software to create a digital animation; CLICK HERE for further information</i> 3) <i>Rap – using rhyme and rhythm to present information</i> 4) <i>Drama/ Role Play – retelling information in role using props.</i>
<p>8 And 9</p>	<p>➤ Skills Development Scotland visit to the school to work with learners delivering workshops on the labour market and identifying the four themes: self, strengths, networks and horizons – analysing and evaluating information and sources</p> <p>➤ Families invited in to take part in the workshops alongside their learners – opportunity for information transfer between learners and their families to showcase the learning during the programme (<i>optional – schools may wish to develop this as a pupil event, inviting families to the learning showcase</i>)</p> <p><i>In replicating this programme, schools/ ASGs are recommended to contact Skills Development Scotland to discuss how they could best support the development of Skills for Work and Career Management Skills.</i></p> <p><i>My World of Work – http://www.myworldofwork.co.uk/</i></p> <p><i>Skills Development Scotland: Highland – https://www.skillsdevelopmentscotland.co.uk/area-info/highland/ .</i></p>
<p>10</p>	<p>➤ Employment Extravaganza: Local businesses deliver workshops to learners – each business workshop demonstrated the skills required within their own industry</p> <p><i>The P7 learners across the ASG met in the Mercure Hotel in Inverness to take part in an Employment Extravaganza, having the opportunity to take part in five workshops (one from each industry). Learners were organised within mixed groups across schools; the event also an additional transition event for the learners involved.</i></p> <p><i>The workshops had been designed by each of the businesses to demonstrate the skills required within their industries. The workshops were supported in their design by the Employer Liaison Officer for Barnardo’s Works.</i></p> <p><i>Construction Industry Training Board (CITB) were not available for the event; they supplied their materials for the workshop to be delivered by Barnardo’s Works staff.</i></p>

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Week Number	Learning Activity		
<p style="text-align: center;">10 (cont.)</p>	<p><i>Each workshop used role play where learners explored different job roles and scenarios:</i></p>		
	Company	Task Theme	Skill Focus
	Anderson, Shaw and Gilbert	Creating property schedules	Communication, budgeting, advertising and digital/ written presentation
	Bank of Scotland	Financial education and customer service	Communication and team work
	Carbon Dynamic	Product design	Communication, team work and design
	Construction Industry Training Board (CITB)	Bridge Building roles and process	Team work and communication
	Kingsmills Hotel	Role of the chef, waiter/waitress and human resources	Communication, team work and time management
	Mercure Hotel	Role of housekeeping	Communication, budgeting, team work and analysis/ evaluation
	New Look	Selling a product	Communication, team work and design
	Scottish and Southern Energy (SSE)	Renewable Energy	Communication, team work, planning, reviewing and time management
Tesco	Consumer chain: including merchandising, stock control, management and cashier	Communication, time management and team work	
<p>Event Day Programme</p>			
TIME	Schedule		
09:45 – 10:00	Welcome and Group Formations		
10:00 – 10:35	Workshop 1		
10:35 – 10:40	Workshop Changeover		
10:40 – 11:15	Workshop 2		
11:15 – 11:35	Break		
11:35 – 12:10	Workshop 3		
12:10 – 12:15	Workshop Changeover		
12:15 – 12:50	Workshop 4		
12:50 – 13:25	Lunch		
13:25 – 14:00	Workshop 5		
14:00 – 14:05	Changeover		
14:05 – 14:30	Close		

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Week Number	Learning Activity
11	<p>➤ Learners present their findings back to SDS, industry and families – oral and written presentation, creating presentations and evaluating sources</p> <p><i>Learners worked collaboratively in groups of 3 – 4 to demonstrate their learning about one of the industries using one of the presentational devices which were explored between weeks 4 – 7. Families, SDS and local businesses were invited to the showcase event.</i></p>
12	<p>➤ Making connections between the skills required in each of the five industries to their learning across the curriculum – written presentation, analysing information and evaluating sources</p> <p><i>Learners worked collaboratively to explore one industry in greater depth. After creating a large industry mind-map, adding any new skills which they learned about through the industry workshops, they made connections from the specific industry skills to aspects of their learning across the curriculum. This was then shared with all learners within the environment.</i></p> <p style="text-align: center;">Example industry mind-map for the Consumer industry</p> <div style="text-align: center;"> </div> <p>See Appendix 6 for further examples of industry mind-maps</p>

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Programme Evaluation

Throughout the programme learners demonstrated their wider understanding around the skills required to work across the world of work. Through creating industry mind-maps and presentations learners have demonstrated an understanding around the skills required in work, both industry specific and the wider labour market. Through engaging with the [My World of Work](#) tool learners were able to identify the skills which are a personal strength and make connects to where these skills feature in industry. Through engagement with businesses, learners have demonstrated their ability to transfer the skills developed within the classroom into the business environment in addition to bringing the skills from business back into the classroom.

Learners, families and teachers identify that learners have gained the following from the programme:

- An awareness of the skills needed across different industries in the world of work
- An understanding of the career choices which are available, regardless of their sex
- An understanding of the local employment opportunities
- A developing understanding of skill development across the curriculum
- An awareness of [My World of Work](#) as an information and support resource
- An awareness of the support available from Skills Development Scotland
- Confidence in creating and delivering oral and written presentations.

The programme has been the catalyst for further skills for learning, life and work opportunities across the Millburn Area School Group. The [Drakies Primary School Community Café](#) is one example of this.

Future Recommendations

To further develop the programme the following recommendations have been made by the programme's partners:

- Work with Millburn Academy to further develop the programme with the S1 pupils transitioning in August 2016 and future years
- Further develop the current programme to include partnership with High Life Highland and the University of the Highlands and Islands
- Through the Skills for learning, life and work guidance in Building the Curriculum 4, make connections with skills across all aspects of learning in each of the schools
- Make increased links with local businesses, looking for opportunities for learners to have hands-on experience in the world of work
- Further develop the partnerships between families and SDS
- Further develop the programme to include alternative recording methods, other than the industry maps
- Continue to use the Career Education Standard in the 2016/2017 programme design
- Utilise the learning facilities within the SDS Centre.

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Appendix 1 – Career Management Skills Project Plan: pg.1 of 2

Career Management Skills – Project Plan		
Class	Session	Dates Covered
<insert>	<insert>	<insert>
Context for Learning		
<p>To support Skill for Work and Career Management Skills, learners will research the opportunities available in local businesses. They will identify the skills that are crucial to the world of work and develop core literacy skills through research, presentation and higher order thinking. They will link with businesses in the local area and present findings to parents/carers.</p>		
How children will show their learning?		
SAY – MAKE – WRITE – DO		
<p>Say – Learners will share the connections they have made between skills in industry and skills developed across the curriculum with other learners, parents/carers and teachers through their learning conversations and profiles</p>		
<p>Make – Learners will research the visiting industries and make industry mind-maps linked to learning across the curriculum</p>		
<p>Do – Learners will create and share a group presentation for parents/carers and employers on their learning around skills required to work in local industry</p>		
<p>Write – Learners will develop written presentation skills through writing letters and surveys</p>		
Significant Aspects of Learning		
<p>Health and Wellbeing: Significant Aspects of Learning – Planning for choices and changes</p>		
<p>Planning for choices and changes</p> <ul style="list-style-type: none"> ➤ Learners are aware of their future choices and raise their expectations and aspirations of what will be possible. They develop the skills and attributes to secure positive destinations beyond school. 		
<p>Literacy: Significant Aspects of Learning: Listening and Talking, Reading and Writing</p>		
<p>Key Themes:</p> <ul style="list-style-type: none"> ➤ develop and apply knowledge and understanding of language ➤ find, use and organise information, including developing critical literacy skills ➤ use reading and listening strategies to understand, analyse and evaluate texts ➤ create texts of increasing complexity using more sophisticated language. 		

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Appendix 1 – Career Management Skills Project Plan: pg. 2 of 2

CfE- Experiences and Outcomes	Learning Intentions
<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>	<p>I am learning:</p> <ul style="list-style-type: none"> ➤ the skills that are needed in the World of Work ➤ about which jobs are available in my local area ➤ how to make the connections between the skills needed in the world of work to the skills I am developing in my learning ➤ how to identify and use the features of a letter ➤ how to create survey questions ➤ how to use websites to find information ➤ how to create and deliver a presentation creatively ➤ career education skills through working in partnership with local businesses ➤ to reflect on the skills that I have developed and share where these are developed across learning and the World of Work

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Appendix 2 – Skills Research: pg. 1 of 2

Skill	Description
1. VERBAL COMMUNICATION	You are able to express your ideas clearly and confidently in speech
2. TEAMWORK	You can work confidently within a group
3. COMMERCIAL AWARENESS	You are aware of the money that your business is making and spending
4. TIME MANAGEMENT	You can plan out your time to make sure that all of your work gets completed
5. GLOBAL SKILLS	You are able to speak and understand other languages and work with people from different countries and cultures.
6. NEGOTIATING & PERSUADING	You are able to influence and convince others to discuss and reach agreement.
7. STRESS TOLERANCE	You can stay calm in stressful situations
8. INTEGRITY	You follow the rules of the company
9. INDEPENDENCE	You are able to work and finish tasks on your own
10. PRESENTATION	You can share your ideas enthusiastically with others
11. ANALYSING & INVESTIGATING	You can gather information and solve problems
12. INITIATIVE	You are able to solve problems without being told what to do
13. DRIVE	You get things done and want to do well at your job
14. LEADERSHIP	You are able to motivate and support others to do their best
15. NUMERACY	You are able to add, subtract, multiply and divide in your head and using a calculator
16. IT SKILLS	You are able to use IT to type, make spreadsheets, search the internet, send emails and make websites
17. DEVELOPING PROFESSIONALISM	You work hard to do your best and help others to make the company successful
18. ACTION PLANNING	You can plan out the company's next steps
19. DECISION-MAKING	You can choose the most important jobs that need done first
20. TIME KEEPING	You are on time for work every day and only take designated breaks

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Appendix 2 – Skills Research: pg. 2 of 2

Skill	Description
21. WRITTEN COMMUNICATION	You can express yourself clearly in writing
22. PLANNING & ORGANISING	You can plan activities & carry them through effectively
23. FLEXIBILITY	You stay positive, calm and helpful when things change at the last minute
24. SELF AWARENESS	You know what you're good at and what you need to do to get better
25. CONFIDENCE	You know you can get the job done and others see you as a positive person in the company
26. LIFELONG LEARNING	You always to learn more to do improve yourself
27. INTERPERSONAL SENSITIVITY	You listen to others and support them when they need your help
28. CREATIVITY	You come up with new ideas
29. CRITICAL THINKING	You are able to decide if something is a good idea or not by looking at all of the evidence
30. LOYALTY	You work hard to make the company the best it can be

Top 30 Skills identified by learners: Top 15 Marked (X)

1. Verbal Communication	X	11. Analysing & Investigation		21. Written Communication	X
2. Teamwork	X	12. Initiative	X	22. Planning and Organising	X
3. Commercial Awareness		13. Drive	X	23. Flexibility	X
4. Time Keeping		14. Leadership	X	24. Self-Awareness	
5. Global Skills		15. Numeracy	X	25. Confidence	X
6. Negotiating & Persuading		16. IT Skills		26. Lifelong Learning	
7. Stress Tolerance		17. Developing Professionalism		27. Interpersonal Sensitivity	
8. Integrity		18. Action Planning		28. Creativity	X
9. Independence	X	19. Decision Making		29. Critical Thinking	
10. Presentation	X	20. Time Keeping	X	30. Loyalty	X

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Appendix 3a – Pre-Survey Pupil pg. 1 of 2

Employment Extravaganza - Crown SCHOOL

To help with our Employment Extravaganza we need to find out what you know about jobs and skills.

*** 1. What gender are you? (Please choose one)**

- Male Female

*** 2. Which year group are you in? (Please choose the appropriate box)**

- Primary 6 Primary 7

*** 3. Select the skills you think are needed to work in the construction industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 4. Select the skills you think are needed to work in the finance industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 5. Select the skills you think are needed to work in the hospitality industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 6. Select the skills you think are needed to work in the consumer/retail industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

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Appendix 3a – Pre-Survey Pupil pg. 2 of 2

*** 7. Select the skills you think are needed to work in the science, technology, engineering and maths (STEM) industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 8. Would you like to work in any of these industries? (Select all that apply)**

- Construction
- Finance
- Hospitality
- Consumer/ Retail
- Science, Technology, Engineering and Maths (STEM)
- None of the above

*** 9. From the list below, select the Top 5 skills that you think are needed to work in any industry.**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

Developing the Young Workforce Career Management Skills in the Primary School



Appendix 3b – Pre-Survey Family pg. 1 of 2

Employment Extravaganza - Crown HOME

To help with our Employment Extravaganza we need to find out what you know about jobs and skills.

*** 1. What gender are you? (Please choose one)**

- Male Female

*** 2. Which age group do you come under? (Please choose the appropriate box)**

- 16-25 26-35 36-50 51-64 65+

*** 3. Select the skills you think are needed to work in the construction industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 4. Select the skills you think are needed to work in the finance industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 5. Select the skills you think are needed to work in the hospitality industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 6. Select the skills you think are needed to work in the consumer/retail industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |
-

Developing the Young Workforce Career Management Skills in the Primary School



Appendix 3b – Pre-Survey Family pg. 2 of 2

*** 7. Select the skills you think are needed to work in the science, technology, engineering and maths (STEM) industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 8. Have you worked in/ Are you working in . . . any of these industries? (Select all that apply)**

- Construction
- Finance
- Hospitality
- Consumer/ Retail
- Science, technology, engineering and maths (STEM)
- None of the above

*** 9. From the list below, select the Top 5 skills that you think are needed to work in any industry.**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

Developing the Young Workforce Career Management Skills in the Primary School



Appendix 4a – Post-Survey Pupil pg. 1 of 2

POSTEmployment Extravaganza - Crown SCHOOL

To help with our Employment Extravaganza we need to find out what you know about jobs and skills.

*** 1. What sex are you? (Please choose one)**

- Male Female

*** 2. Which year group are you in? (Please choose the appropriate box)**

- Primary 6 Primary 7

*** 3. Select the skills you think are needed to work in the construction industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 4. Select the skills you think are needed to work in the finance industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 5. Select the skills you think are needed to work in the hospitality industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 6. Select the skills you think are needed to work in the consumer/retail industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

Developing the Young Workforce Career Management Skills in the Primary School



Appendix 4a – Post-Survey Pupil pg. 2 of 2

*** 7. Select the skills you think are needed to work in the science, technology, engineering and maths (STEM) industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 8. Would you like to work in any of these industries? (Select all that apply)**

- Construction
- Finance
- Hospitality
- Consumer/ Retail
- Science, Technology, Engineering and Maths (STEM)
- None of the above

*** 9. From the list below, select the Top 5 skills that you think are needed to work in any industry.**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 10. From the list below, select the skills below which you think are personal strengths.**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

Developing the Young Workforce Career Management Skills in the Primary School



Appendix 4b – Post-Survey Family pg. 1 of 2

POST Employment Extravaganza - Crown HOME

To help with our Employment Extravaganza we need to find out what you know about jobs and skills.

*** 1. What sex are you? (Please choose one)**

- Male
 Prefer not to say
 Female

*** 2. Which age group do you come under? (Please choose the appropriate box)**

- 16-25
 26-35
 36-50
 51-64
 65+
 Prefer not to say

*** 3. Select the skills you think are needed to work in the construction industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 4. Select the skills you think are needed to work in the finance industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 5. Select the skills you think are needed to work in the hospitality industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 6. Select the skills you think are needed to work in the consumer/retail industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

Developing the Young Workforce

Career Management Skills in the Primary School

Appendix 4b – Post-Survey Family pg. 2 of 2



*** 7. Select the skills you think are needed to work in the science, technology, engineering and maths (STEM) industry. (Select all that apply)**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

*** 8. From the list below, select the Top 5 skills that you think are needed to work in any industry.**

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Team Work | <input type="checkbox"/> Leadership | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Drive |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Planning and organising |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Written Communication | <input type="checkbox"/> Time Keeping |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Verbal Communication | <input type="checkbox"/> Creativity |

9. From the list below, please rate the skills in order of importance (1 being the most important) to be developed in your child's curriculum.

⋮	<input type="text"/>	Team Work
⋮	<input type="text"/>	Leadership
⋮	<input type="text"/>	Initiative
⋮	<input type="text"/>	Numeracy
⋮	<input type="text"/>	Flexibility
⋮	<input type="text"/>	Drive
⋮	<input type="text"/>	Confidence
⋮	<input type="text"/>	Loyalty
⋮	<input type="text"/>	Planning and Organising
⋮	<input type="text"/>	Independence
⋮	<input type="text"/>	Written Communication
⋮	<input type="text"/>	Time Keeping
⋮	<input type="text"/>	Presentation
⋮	<input type="text"/>	Verbal Communication
⋮	<input type="text"/>	Creativity

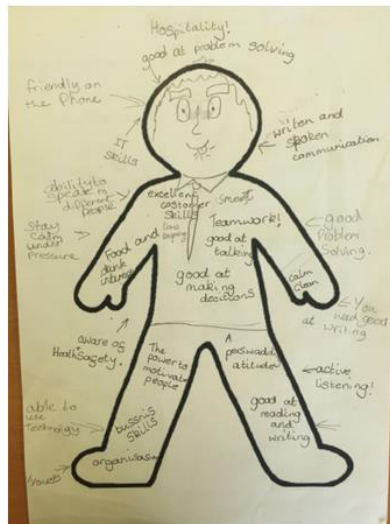
10. Please share how you feel your child benefited from developing their knowledge and skills through developing their Career Management Skills.

Developing the Young Workforce Career Management Skills in the Primary School

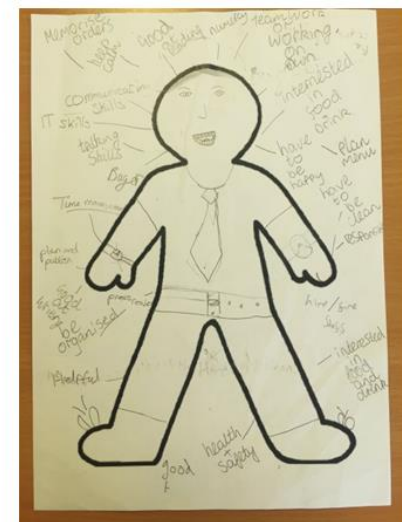


Appendix 5 – Industry mind-maps: Pupil research pg. 1 of 2

Hospitality Skills mind-maps



Finance Skills mind-maps



Developing the Young Workforce Career Management Skills in the Primary School

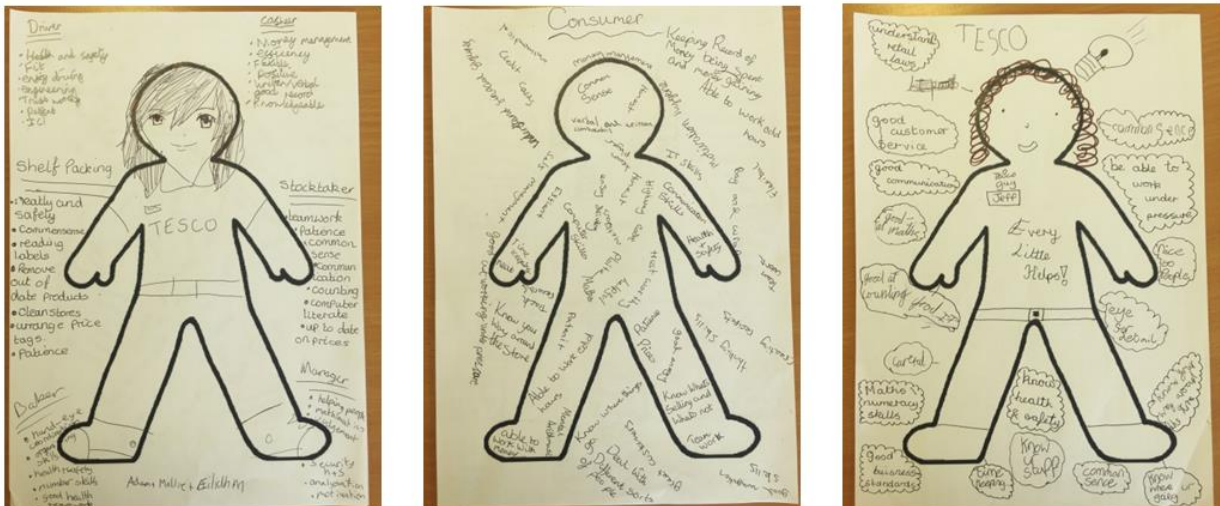


Appendix 5 – Industry mind-maps: Pupil research pg. 2 of 2

Construction Skills mind-maps



Consumer Skills mind-maps

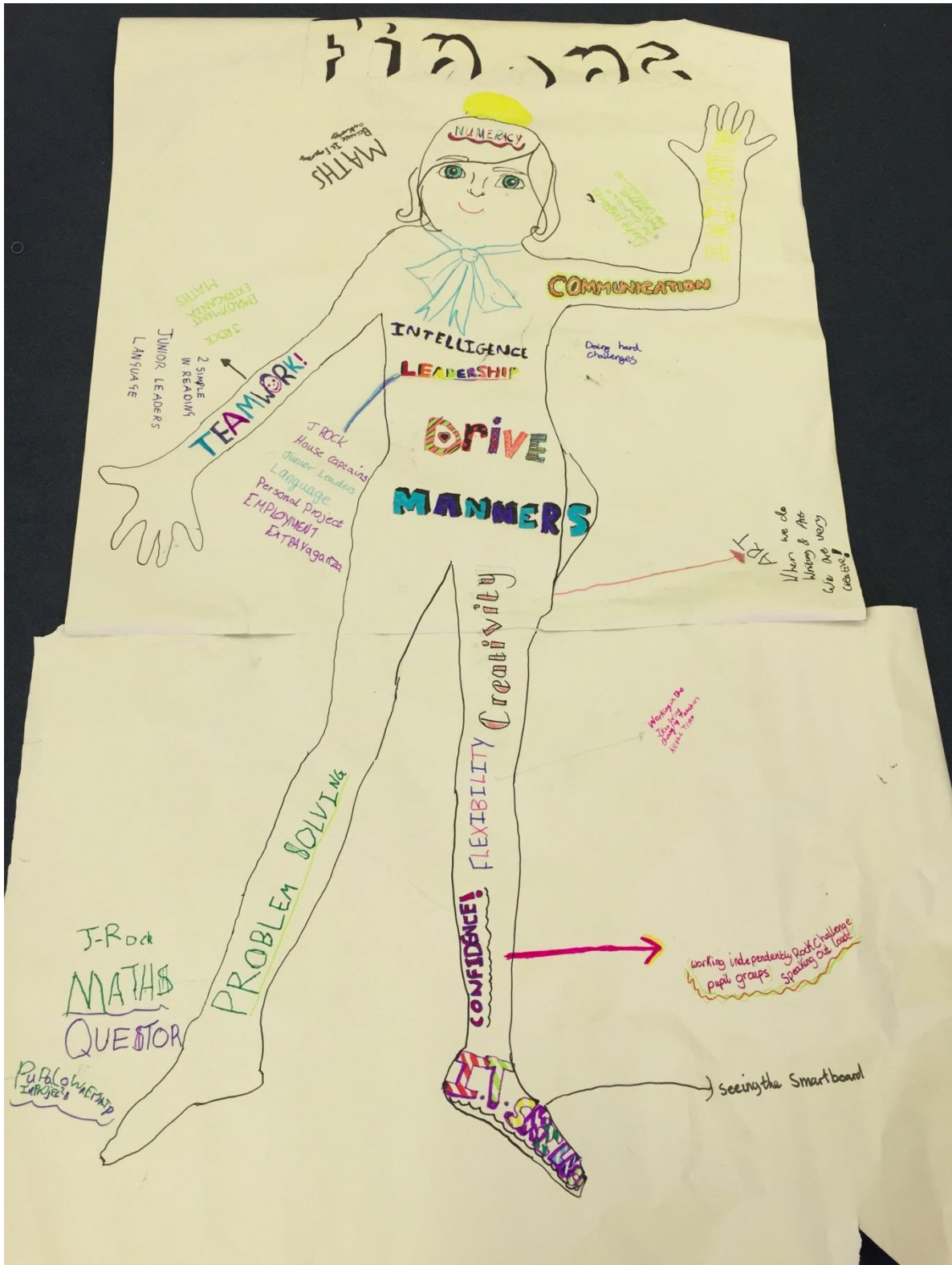


Developing the Young Workforce Career Management Skills in the Primary School



Appendix 6 – Industry mind-maps linked to learning pg. 2 of 4

Finance Skills mind-map linked to learning

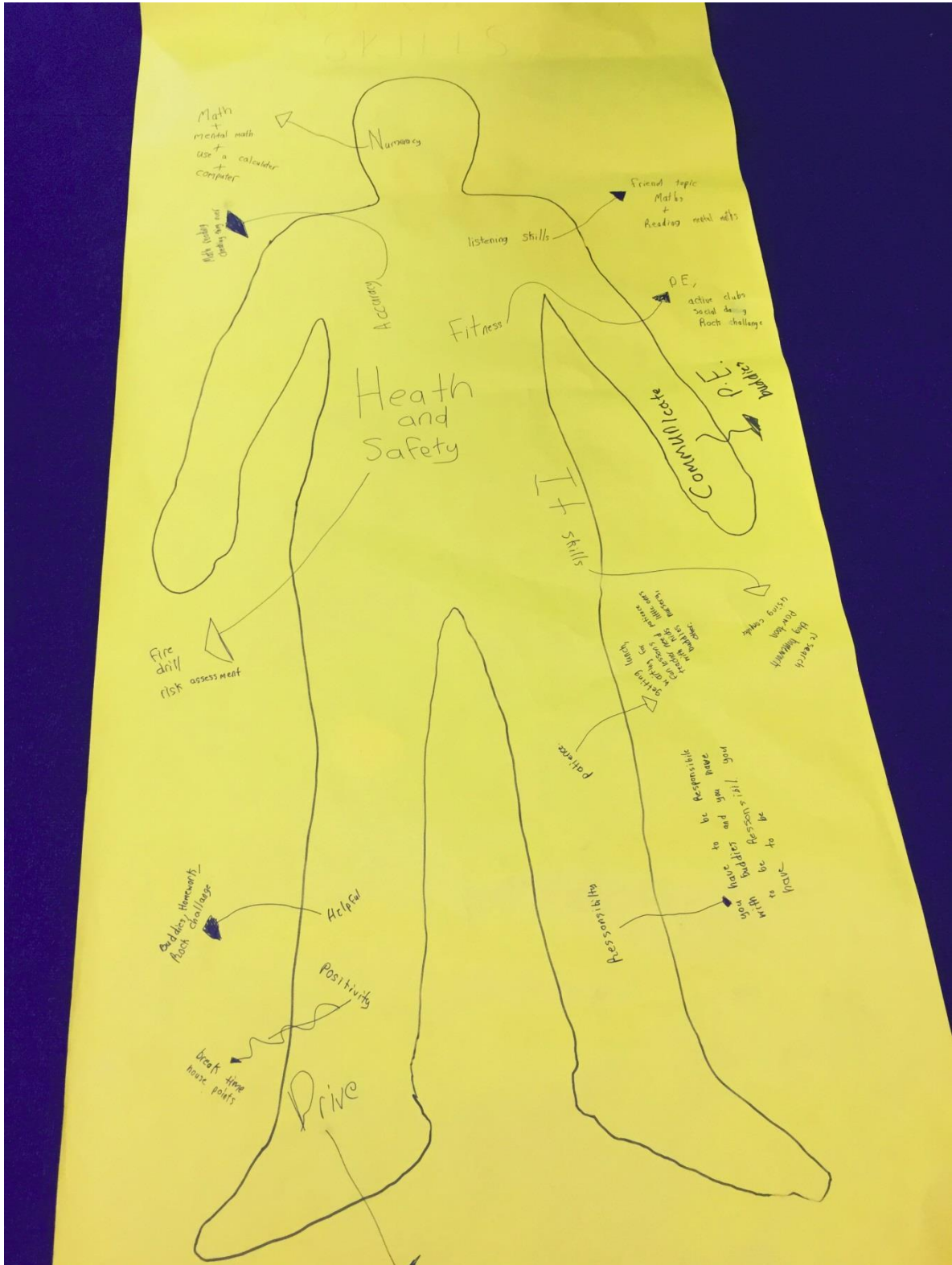


Developing the Young Workforce Career Management Skills in the Primary School



Appendix 6 – Industry mind-maps linked to learning pg. 3 of 4

Construction Skills mind-map linked to learning



Developing the Young Workforce Career Management Skills in the Primary School



Appendix 6 – Industry mind-maps linked to learning pg. 4 of 4

Consumer Skills mind-map linked to learning

