

ASPIRE TO HE



Higher Education for all



YEAR 9 RESOURCE BOOKLET

Knowledge Curriculum

YEAR 9 SESSION OBJECTIVES

SESSION 1: WHAT IS LEARNING?

1. To understand the different types of learning
2. To understand the different levels of learning and various qualifications

SESSION 2: WHAT DOES HE STUDY ENTAIL?

1. To look at lifelong learning and personal development
2. To gain an understanding of which careers need professional qualifications
3. To understand the different types of learning at university

SESSION 3: WHAT ARE THE BENEFITS OF HE?

1. To look at personal learning styles and consider the impact of different salaries
2. To be aware of some of the benefits of higher education
3. To explore personal and professional development by looking at transferable skills

SESSION 4: WHAT ARE MY CHOICES?

1. To explore unfamiliar careers
2. To think about your passion in life
3. To understand the term 'opportunity cost' and how it can be implemented in your life

SESSION 5: WHAT ARE MY OPPORTUNITIES?

1. To understand what extra-curricular activities are, and what a CV is
2. To understand how extra-curricular activities, volunteering and work experience can enhance your CV

SESSION 6: WHAT ARE THE COSTS?

1. To understand the costs of higher education
2. To understand how to budget when studying at higher education
3. To understand other ways to gain financial support

SESSION 1 - WHAT IS LEARNING?

1.1 Learning Terminology

Match the term to the definition.

Further Education

Education below degree level for people aged 16 and over

Academic

Involves studying rather than technical skills

Higher Education

Education at a college or university where subjects are studied at an advanced level

SESSION 1 - WHAT IS LEARNING?

1.1 Learning Terminology (Continued)

Match the term to the definition.

Post-Compulsory

**Education pursued
after the age of 18**

Vocational

**Education that is related
to a specific trade
or occupation**

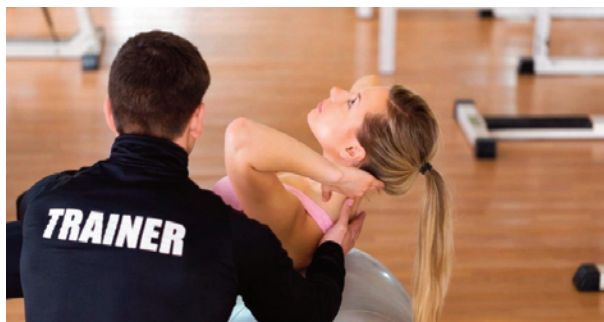
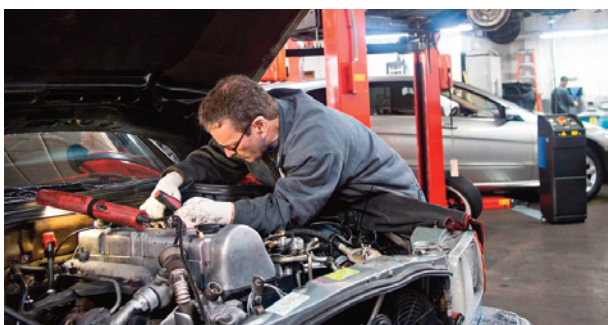
Compulsory

**Education (or training)
that by law you have to
take part in until 18**

SESSION 1 - WHAT IS LEARNING?

1.1 Vocational vs Academic

VOCATIONAL



ACADEMIC



SESSION 1 - WHAT IS LEARNING?

1.2 Higher Education

CELEBRITY DEGREE QUIZ

Qu.	Celebrity	My Guess	Correct Answer	Points
1	Meghan Markle			
2	Donald Trump			
3	Selena Gomez			
4	Will Ferrell			
5	Emma Watson			
6	Dwayne Johnson			
7	Kate Middleton			
8	Arsene Wenger			
9	Rebel Wilson			
10	Stormzy			
Total Points				

SESSION 1 - WHAT IS LEARNING?

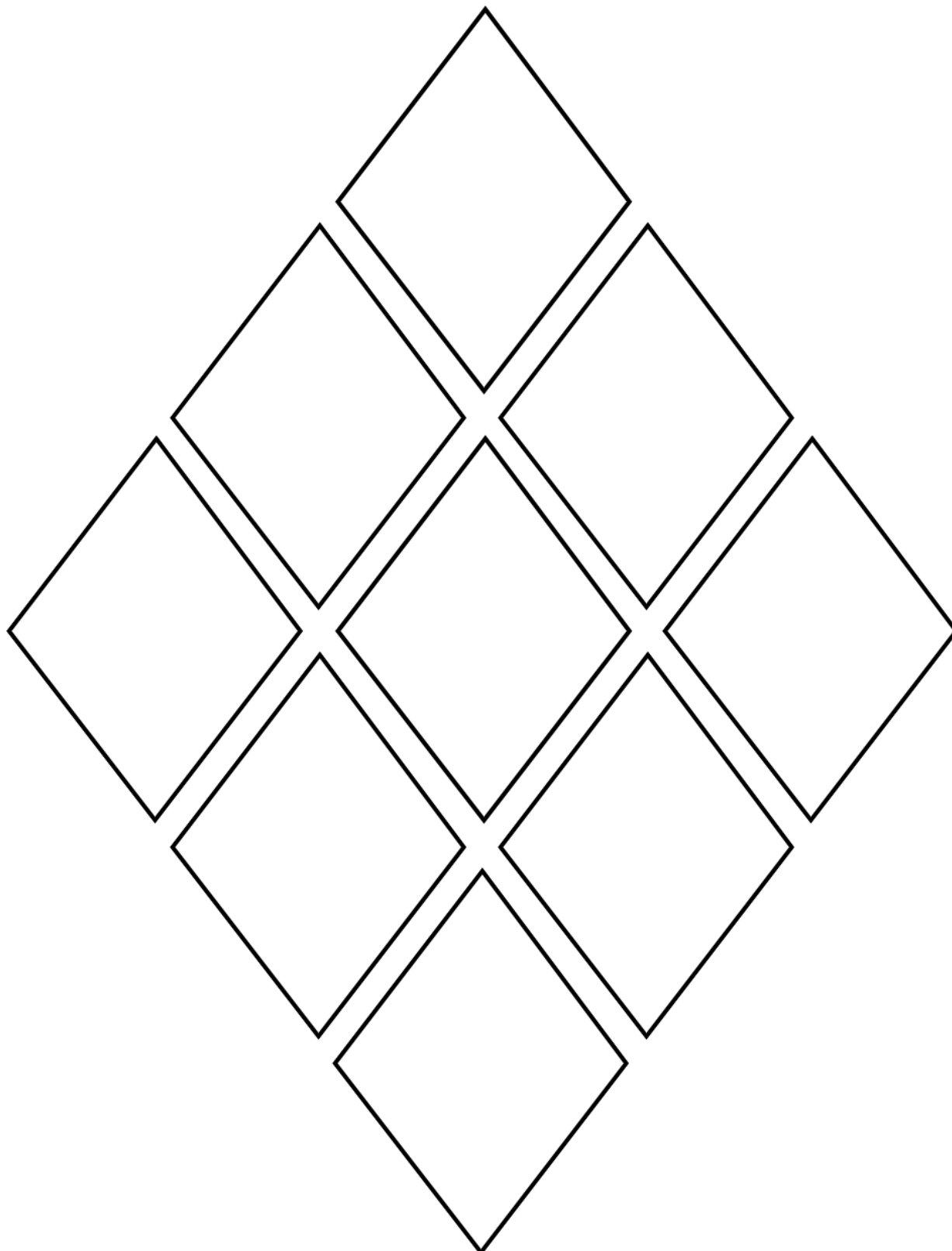
1.3 - The learner's individual journey

DIAMOND 9

Write your current GCSE subjects in the diamonds on the paper in front of you, cut them out with scissors and order them with your favourite subjects at the top and least favourite at the bottom.

Which do you value most and why?

Now rearrange the subjects into the order that you think your school values the most. What's the difference and why?



SESSION 2 - WHAT DOES HE STUDY ENTAIL?

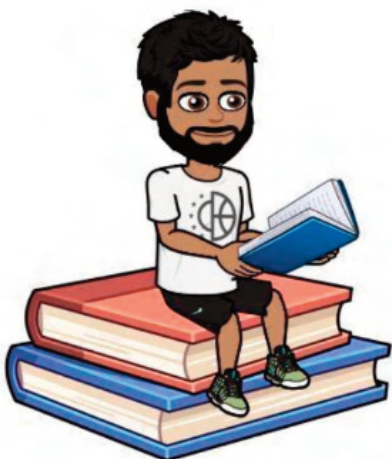
2.3 - University Life

This is Sam, he really wants to go to the University of Wolverhampton and study something to do with Maths. He is also concerned and would like information on disability support such as allowances and general advice.



This is Vera, she really wants to go to Staffordshire University and study something in Forensics. She would like information on the child support and welfare support.

This is Anita, she really wants to go to Birmingham City University and study something in Textiles. She would like information on if she could have help with her finances and how to cope with conflict with others if it occurs.



This is Raj, he really wants to go to Harper Adams University and study something in Food technology. He would like information on the academic support he could receive due to his Dyslexia. Also help with his studying.

SESSION 3 - WHAT ARE THE BENEFITS OF HE?

3.1 - Learning Styles

LEARNING STYLES QUESTIONNAIRE

Put a ring around the numbers of the statements you agree with. There are no 'right' or 'wrong' answers. Don't spend too long on the statements.

- | | |
|--|--|
| 1. I enjoy doing new things. | 13. I like people who think before they act. |
| 2. I like to do a job well. | 14. I like things to be done well. |
| 3. I think carefully before making my mind up. | 15. I enjoy group work. |
| 4. I make decisions quickly. | 16. I can upset people. |
| 5. I enjoy a challenge. | 17. I enjoy practical activities. |
| 6. I like out-going, lively people. | 18. I am calm in discussions. |
| 7. I don't act straight away. | 19. I can get cross with people. |
| 8. It takes me a while to make up my mind. | 20. I don't think about other people. |
| 9. I like people to take things seriously. | 21. I have firm views about what is right and wrong. |
| 10. I listen before I speak. | 22. I do things without thinking. |
| 11. I don't usually hide my feelings. | 23. I speak my mind. |
| 12. I don't like people who rush things. | 24. I like to work carefully. |

LEARNING STYLES QUESTIONNAIRE - SCORING

Ring the numbers below if you agreed with the statements in the questionnaire. Add up the totals in each column. Which column contains the most ringed numbers? Are you a Doer, a Thinker, a Theorist or a Practical Person? This will affect your learning style.

	1	2	7	4
	5	3	9	15
	6	8	14	16
	11	10	18	17
	12	13	19	20
	22	24	21	23
Totals				
	Activist	Reflector	Theorist	Pragmatist

SESSION 3 - WHAT ARE THE BENEFITS OF HE?

3.1 - Learning Styles (Continued)

Learning Styles	Attributes	Activities
Activists	Activists are those people who learn by doing. They enjoy the here and now. Their philosophy is to try anything once. They have an open-minded approach to learning, involving themselves fully and without bias in new experiences.	<ul style="list-style-type: none"> > puzzle > competitions > role-play > brainstorming > problem solving
Theorist	These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. They think problems through in a step-by-step logical manner. They prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.	<ul style="list-style-type: none"> > models > statistics > stories > quotes > background information > applying theories
Pragmatist	These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. They are keen on trying out new ideas, theories and techniques to see if they work. They see problems and opportunities as a challenge.	<ul style="list-style-type: none"> > time to think about how to apply learning in reality > case studies > problem solving > discussion
Reflector	These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the side-lines. They stand back and ponder and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion. They tend to have a low profile and appear distant and 'unruffled.'	<ul style="list-style-type: none"> > paired discussions > self-analysis questionnaires > personality questionnaires > time out > observing activities > feedback from others > coaching > interviews

SESSION 3 - WHAT ARE THE BENEFITS OF HE?

3.2 Volunteering

NATIONAL VOLUNTARY ORGANISATIONS - LOGO QUIZ



British Heart Foundation

The British Heart Foundation (BHF) is a charity organisation in the United Kingdom. It funds research to beat heartbreak from heart and circulatory diseases and their risk factors.

There are opportunities in fundraising, helping out in charity shops and other various support roles.



Student's Union

All universities have a student's union, which is an organisation of students that provide a range of services such as health, accommodation and social events.

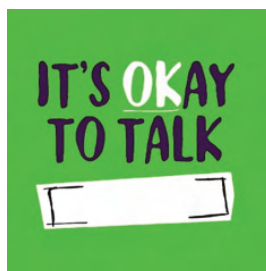
You can be part of the university community. Make a difference to someone's life, overcome your fears, boost your career prospects, gain new skills and build your confidence through many volunteering opportunities.



Football Clubs

Volunteers are essential in football. Around 400,000 people keep the game running through various club roles, such as welfare officers, club secretaries and treasurers.

By volunteering, not only are you helping others, but you are also opening up opportunities to move into full-time roles at professional football clubs or organisations in sport in the future.



Samaritans

Samaritans is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide.

You could become a listening volunteer, helping us to answer calls and messages from people who need some support. And there are a range of other opportunities available too.



Festivals

Volunteering at a music, film or art festival can mean getting free tickets, discounts or 'crew' perks, as well as gaining an insight into how major events are put together.

Most festivals get their volunteers to help out with tasks such as giving out wristbands, car parking, monitoring gates, litter picking or just keeping an eye on things.



National Trust

The National Trust, is an independent charity and membership organisation for environmental and heritage conservation in England, Wales and Northern Ireland.

Many of our places also have opportunities for one off involvement whether that's with your family or a group of work colleagues.

SESSION 3 - WHAT ARE THE BENEFITS OF HE?

3.3 - Transferable skills

Tick which activities you have done. Identify which skills you have used during these activities. There are some examples of skills at the end of this worksheet.

TRANSFERABLE SKILLS CHECKLIST

	Have you ever....	✓	Skills used?
1	Been on time for school every day for at least a week?		
2	Helped to move large objects?		
3	Babysat for a day or evening?		
4	Looked after a pet?		
5	Made something you can use?		
6	Got better at a hobby?		
7	Attended a club regularly?		
8	Looked on a volunteering website?		
9	Cooked a meal?		
10	Saved up for something?		
11	Fixed something?		
12	Cleaned a room?		
13	Helped someone with homework?		
14	Finished a task within a set time?		
15	Made a gift for someone?		
16	Done something good without being asked?		
17	Worked with a group of people?		
18	Made a to do list and stuck to it?		
19	Won a trophy or award?		
20	Read a whole book?		

SESSION 3 - WHAT ARE THE BENEFITS OF HE?

3.3 - Transferable skills (Continued)

TRANSFERABLE SKILLS CHECKLIST

	Have you ever....	✓	Skills used?
21	Volunteered to help out at an event?		
22	Finished a drawing/sculpture?		
23	Been a good listener to a friend or family member?		
24	Finished a whole computer game?		
25	Worn a uniform?		
26	Attended something at school other than lessons?		
27	Borrowed something and given it back?		
28	Ridden a bike?		
29	Gone a whole term with 100% attendance?		
30	Performed on stage?		

EXAMPLES OF SKILLS

- > Punctuality
- > Reliability
- > Honesty
- > Team work
- > Communication
- > Using Initiative
- > Literacy
- > Numeracy
- > ICT
- > Listening skills
- > Confidence
- > Motivation
- > Research
- > Loyalty
- > Confidence
- > Work ethic
- > Willingness to learn
- > Ability to work with little or no supervision
- > Flexibility/adaptability

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers

PROSPECTS

Job profile

ANIMAL PHYSIOTHERAPIST

Animals, like people, respond to physiotherapy, and a growing number of physiotherapists now work with animals.

The purpose of physiotherapy is to restore and maintain mobility, function, independence and performance. Animal physiotherapy is now considered an essential addition to medical and surgical treatment of animals and is applied in several treatments, from the management of joint or spinal problems to rehabilitation after fractures or injury.

As an animal physiotherapist you'll cover the treatment of domestic pets, farm animals and exotic pets, though horses, dogs and cats are the most common. Typical procedures include:

- > **assessment**
- > **massage**
- > **ultrasound**
- > **electrotherapy**
- > **exercise**
- > **owner education and advice.**

Animal physiotherapy is also sometimes referred to as veterinary physiotherapy.

TYPES OF ANIMAL PHYSIOTHERAPY

You may specialise in one area of animal physiotherapy, such as:

- > **hydrotherapy**
- > **small animal physiotherapy**
- > **large animal physiotherapy**
- > **horse and rider.**

However, the majority of animal physiotherapists are self-employed and decide for themselves whether they want to work across the full spectrum or specialise. Your professional qualification will prepare you equally for work with small or large animals, but you may have to undertake further courses in order to perform specialised procedures.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

RESPONSIBILITIES

As an animal therapist, you'll:

- > treat a range of complaints, including spinal problems, joint problems and injuries to muscles, ligaments and tendons
- > facilitate post-surgical rehabilitation
- > devise exercise regimes for a range of conditions, from neurological conditions, to obesity, to preventative physiotherapy.

You'll also need to:

- > provide advice on adapting an animal's living environment
- > administer patient records.

SALARY

- > Starting salaries for qualified animal physiotherapists are comparable to NHS Band 5 - ranging from £23,000 to £28,000.
- > Experienced animal therapists (with more than five years' experience) may earn between £28,000 and £33,000.
- > Very senior animal therapists with additional responsibilities may earn higher salaries, of £33,000 to £43,000.

Many animal physiotherapists are self-employed and charge per appointment, which typically lasts an hour. Rates start from around £25.00 per appointment and reach £70.00 for longer appointments or more complex procedures.

Some self-employed animal physiotherapists are also trained human physiotherapists and offer 'horse and rider' physiotherapy consultations. These generally fetch higher rates.

Self-employed animal physiotherapists will also charge extra for travel to their client's home/practice.

Income figures are intended as a guide only.

WORKING HOURS

For full-time contracts the typical working hours are 37.5 per week, Monday to Friday. Part-time contracts are also common, and hours vary depending on the needs of the practice.

WHAT TO EXPECT

- > The majority of jobs come up in London and other big cities, as well as in Gloucestershire (due to the high concentration of horse races).
- > If you decide to open your own practice, be prepared to travel often and over large distances. A driving license will be essential.
- > It's essential to establish good relationships with local veterinary practices, as you can't treat animals unless they are referred to you by a veterinary surgeon.
- > Whether you work for a practice or are self-employed, you'll need to apply for professional indemnity and public liability insurance (PLI).
- > Exercising animals and carrying equipment can be physically challenging and therefore the job requires good level of fitness.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

QUALIFICATIONS

At the moment animal physiotherapy is not a protected title, so a variety of training routes are available. Regardless of the route you take the job requires higher education training. However, you can choose what level of qualification you'd like to study for.

Make sure you check which professional bodies you would like to join, as they'll often have the minimum education prerequisites for membership. Joining organisations before completing your training is advised, as they provide excellent networking opportunities as well as advertise upcoming jobs. Many organisations offer reduced membership rates for students.

The most common routes into the profession are:

- > **completing an undergraduate degree in human physiotherapy, followed by a postgraduate training in animal/veterinary physiotherapy**
- > **completing an undergraduate degree in veterinary nursing, followed by a postgraduate training in animal/veterinary physiotherapy**
- > **completing an undergraduate degree in veterinary physiotherapy (currently only offered by Harper Adams University).**

The postgraduate training offered is typically either at MSc or PGDip level.

Opportunities for in-house animal physiotherapists appear rarely, so many animal physiotherapists choose to be self-employed. If you are thinking about starting your own business, consider taking up a business course to learn about the administrative, legislative and accounting aspects of running a business.

SKILLS

To become an animal physiotherapist, you'll need to demonstrate:

- > **a genuine concern for the wellbeing and health of animals**
- > **a real interest in anatomy and physiology.**

You'll need to have the following skills:

- > **strong interpersonal and communication skills**
- > **teamwork skills**
- > **an aptitude for problem solving**
- > **analytical skills**
- > **administrative and record-keeping skills.**

You'll also need to be:

- > **patient, sensitive, tactful and persistent**
- > **flexible and adaptable.**

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

If you're thinking about starting your own business, you'll need good entrepreneurial and enterprise skills.

WORK EXPERIENCE

Work experience is essential, not only for securing your first job, but often for being accepted onto the relevant study programmes. When checking the programme make sure you know if they require you to have prior work experience and how much they're looking for.

Your work experience is likely to be voluntary, and due to a practice's insurance policy, what you can do might be limited. However, this is an opportunity for you to watch surgeons, nurses and specialists perform their day-to-day duties. Don't be afraid to ask questions - the more you ask, the more you learn and the more likely you are to get involved with more advanced patient care procedures.

Very few structured work experience schemes exist, however contacting employers directly and networking can often lead to volunteering opportunities, as the people who run veterinary practices and other animal healthcare organisations are likely to relate to your position.

EMPLOYERS

The majority of animal physiotherapists are self-employed. They advertise their offers through social media, professional websites and professional bodies they are members of. Membership of professional bodies is also essential if you are looking for an in-house opportunity, as these will often be advertised through their websites and newsletters.

Forming and maintain positive links with your local veterinary surgeries is essential, as animals will have to be referred to you by a veterinary surgeon. Veterinary practices are also more likely to pay for your services directly to support their in-patients, if they have good relationships with you.

Opportunities don't come up often on national job sites, but keep an eye on the key, industry-specific ones:

- > **Vetclick** (<https://www.vetclick.com/>)
- > **Vet Times Jobs** (<https://jobs.vettimes.co.uk/>)
- > **VetRecord Careers** (<https://www.vetrecordjobs.com/>)

PROFESSIONAL DEVELOPMENT

Once you start working as an animal physiotherapist you're expected to keep up with the developments in animal healthcare, take part in continuing professional development (CPD), and attend conferences and seminars.

CPD training will allow you to further increase your knowledge, specialise and practice in a particular area of physiotherapy, or learn about ways of working with less common animals. Sometimes you'll have to complete CPD training in order to perform certain procedures, for example, hydrotherapy.

The most common way of learning about any upcoming CPD or further development opportunities is through membership of professional organisations. Some of the largest are as follows:

- > **The Association of Chartered Physiotherapists in Animal Therapy (ACPAT)** (<https://www.acpat.org/>) - professional network of the Chartered Society of Physiotherapy (CSP), which represents the interests of chartered physiotherapists in animal therapy
- > **The Institute of Registered Veterinary and Animal Physiotherapists (IRVAP)** (<https://www.irvap.org.uk/>) - represents a group of professionals working in animal therapy and healthcare, committed to linking a sound scientific knowledge base to current clinical practice

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

- > **International Association of Animal Therapists (IAAT)** (<http://www.iaat.org.uk/>) - an international group of therapists, run by its members for its members
- > **The National Association of Veterinary Physiotherapists (NAVVP)** (<http://www.navp.co.uk/>) - aims to link a strong foundation of scientific knowledge with clinical practice and continued research. The association played a role in developing the first direct entry routes for veterinary physiotherapy training, at both postgraduate and undergraduate level
- > **Register of Animal Musculoskeletal Practitioners (RAMP)** (<http://www.rampregister.org/>) - intended to help veterinary surgeons and animal owners choose professionals providing chiropractic, osteopathic and physiotherapy techniques.

CAREER PROSPECTS

Your career prospects and progression will depend largely on your own choices. Through CPD training you may choose to further specialise in one field of animal physiotherapy, such as neurorehabilitation or myotherapy. Once you have acquired sufficient practical and research experience in your chosen field you may wish to work as a lecturer or a consultant.

If you're employed in-house, you may find opportunities for promotion to more senior or leadership positions. At the same time, if you're self-employed and establish a successful business, you may wish to consider employing other animal physiotherapists to support your client base.

A good way to develop your professional networks and additional transferable skills is through active participation in your professional bodies, where, depending on your organisation, you may choose to take on additional responsibilities, from membership of a committee to more senior leadership roles.



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University of Bristol · September 2018

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SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

PROSPECTS

Job profile

ART THERAPIST

A career as an art therapist could be for you if you're trustworthy, have excellent observation and listening skills and like the sound of helping people express their emotions creatively.

Art therapists use visual art media to help people who may struggle to communicate verbally to express their feelings and confront difficult emotional issues.

Those who are referred to an art therapist don't need to have experience of - or be any good at - art. The aim is to use art as a medium to enable them to communicate and to help with awareness and self-development in a safe environment.

Therapy may be carried out in group or one-to-one settings and you may work closely with other healthcare professionals in a multidisciplinary team.

Art therapists may also be known as art psychotherapists and both job titles are legally protected by the Health & Care Professions Council (HCPC).

RESPONSIBILITIES

As an art therapist, you'll need to:

- > **assess the needs of the client by listening and providing guidance**
- > **work creatively with various client groups in a therapeutic setting, ensuring a safe and secure environment**
- > **enable clients to explore their artwork and the process they used to create it**
- > **assess and understand the feelings or temperament of others**
- > **constructively challenge the behaviour and attitude of your clients**
- > **attend meetings and case conferences to share ideas, expertise and good practice**
- > **keep up to date with administration tasks**
- > **maintain art therapy space and materials**
- > **receive support and discuss ideas in individual supervision**
- > **explore opportunities for work where they may not currently exist**
- > **present a case to other professionals on reasons for employing an art therapist**
- > **keep up to date with developments in the profession by attending seminars, lectures, and workshops.**

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

- > Experienced NHS art therapists can earn between £33,222 and £43,041 (band 7).
- > NHS senior and principal art therapists earn salaries of £42,414 to £49,969 (band 8a).

Salary levels outside the NHS can vary depending on your employer and whether you work part time or are self-employed.

Income figures are intended as a guide only.

WORKING HOURS

Working hours within the NHS are mainly 9am to 5pm. If you work in private practice, your hours may be more varied to fit around your clients and can involve some weekends and evenings.

Opportunities exist for part-time and portfolio working. Many art therapists are self-employed.

WHAT TO EXPECT

- > Some art therapists divide their working time between the NHS, private practice and teaching, and many combine art therapy with other types of related work.
- > London and the South East employ the greatest number of art therapists. Jobs are also concentrated in cities and towns surrounding art therapy training courses, however they're available in most parts of the UK as key employers include social services, local authorities and the NHS. Art therapists in private practice may take referrals from these organisations, although you'll also have to generate your own work through a range of activities, including networking.
- > You may have to travel between employers during the week. You may also have to travel to attend residential courses, seminars and workshops.
- > Career breaks are possible but keeping up to date with developments in the profession through attending courses and maintaining established networks is vital.

QUALIFICATIONS

To practise as an art therapist you must be registered with the Health & Care Professions Council (HCPC) (<http://www.hpc-uk.org/>). In order to register, you must successfully complete an HCPC-approved postgraduate qualification in art therapy or art psychotherapy. All UK approved courses lead to a professional qualification and eligibility to apply for registration with the HCPC and membership of the British Association of Art Therapists (BAAT) (<http://www.baat.org/>).

You'll usually need a first degree in fine art, visual arts or art and design to get a place on a postgraduate course. However, other graduates with experience of working in health, education or social care may be accepted if they have a commitment to the practice of the visual arts. Relevant degree subjects include:

- > education/teaching
- > nursing
- > occupational therapy
- > psychology
- > social work.

Applicants without a degree may be accepted by some course providers if they have significant relevant work experience. Entry requirements vary between providers so check with them individually. Search the register of approved education and training programmes (<https://www.hcpc-uk.org/education/approved-programmes/>) for an up-to-date list of course providers.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

Course providers will require you to have experience of artistic practice and will ask to see a portfolio of recent artwork.

Full-time postgraduate courses usually take two years with part-time courses lasting three years. As part of the training, you'll undertake personal therapy and a clinical placement.

There are a range of introductory and foundation courses available, aimed at those thinking about a career in art therapy. For details, see BAAT - Introduction and Foundation Courses (<http://www.baat.org/Courses-Conferences/Introduction-and-Foundation-Courses>).

All students are subject to a Disclosure and Barring Service

(<https://www.gov.uk/government/organisations/disclosure-and-barring-service>) check.

SKILLS

You'll need to have:

- > **an interest in, and commitment to, the visual arts**
- > **excellent communication skills**
- > **excellent observation and listening skills**
- > **the ability to gain your clients' trust, facilitate learning and encourage participation**
- > **the capacity to empathise with people who may have difficulties in communicating either their feelings or their pain**
- > **the ability to work effectively with individuals and in groups**
- > **creativity and imagination**
- > **an understanding of client confidentiality and dealing with sensitive issues**
- > **a flexible and resourceful approach to work**
- > **sensitivity, emotional stability and an ability to recognise your own strengths and weaknesses**
- > **business, administration and entrepreneurial skills.**

WORK EXPERIENCE

You'll need to have at least a year's relevant work experience (either paid or voluntary) for entry on to a postgraduate training course. This can include working with vulnerable people, such as children with learning or behavioural challenges, the elderly, homeless or adults with mental ill health, in a professional capacity in a variety of settings such as health, education or youth work.

Consider approaching the art therapy departments of NHS trusts, prisons and special hospitals, special needs schools and hospices to see if they provide work experience or work shadowing opportunities. Be aware, however, that art therapy is practised in a confidential setting and so work shadowing may not always be possible.

Previous experience of working on community arts projects is also useful.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

EMPLOYERS

Many art therapists start their career as self-employed and generate their own work through networking, making speculative applications, writing business proposals and giving presentations to potential employers. Find out more about self-employment ([/jobs-and-work-experience/self-employment](#)).

You may often work for more than one organisation. The availability of jobs may depend on organisations gaining funding for particular projects.

Employers include:

- > **charities**
- > **children, adolescent and adult services**
- > **community centres**
- > **drug and alcohol dependency treatment units**
- > **education services**
- > **hospices and other therapeutic centres**
- > **mental health projects**
- > **museums and galleries**
- > **the NHS and the private health sector**
- > **the prison and probation service**
- > **private practice work**
- > **schools (pre-school, primary and secondary)**
- > **school support centres (special and mainstream)**
- > **social services.**

Look for job vacancies at:

- > **BAAT (<http://www.baat.org/>) - jobs are circulated monthly to members.**
- > **Local Government Jobs (<http://www.lgjobs.com/>) and the job pages of local government websites.**
- > **NHS Jobs (<http://www.jobs.nhs.uk/>)**
- > **NHS Scotland Recruitment (<https://jobs.scot.nhs.uk/>)**

PROFESSIONAL DEVELOPMENT

Continuing professional development (CPD) is an essential part of continuing registration with the HCPC, and you must keep your professional knowledge and skills up to date. Registered art therapists must also undergo regular clinical supervision from a recognised supervisor.

Membership of the BAAT is useful for career development and networking opportunities and they offer a number of relevant CPD opportunities, including a range of psychotherapeutic training and related courses. Courses on setting up in private practice are also available.

BAAT also offers accredited post-qualification training at Level 6, in areas such as art therapy supervision and working with children in art therapy, and advertises courses run by external providers. See BAAT - Courses & Conferences (<http://www.baat.org/Courses-Conferences>).

It's also possible to undertake art therapy research at PhD level.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

CAREER PROSPECTS

Although there isn't one fixed career path within the profession, with experience you may move into a management role, leading a team of therapists or managing a therapy unit. You may also look into going into training roles alongside your usual therapy work and run short courses for other art therapists.

There are opportunities to combine work with different client groups and organisations, as well as combining art therapy with other roles such as community artist, teacher or professional artist.

Many therapists progress by developing expertise in areas such as:

- > **the autistic spectrum**
- > **children with learning difficulties**
- > **forensic medicine**
- > **palliative care**
- > **stroke and head injuries.**

You can also join regional groups of therapists, which focus on the needs of art therapy in a particular field, and exchange ideas and methods of working through peer review. It's usual to get as broad a portfolio of work experience as possible before deciding to specialise.

There are also opportunities for research and to work in higher education with trainees on one of the postgraduate training courses.



Written by AGCAS editors

June 2018

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SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

PROSPECTS

Job profile

METEOROLOGIST

Meteorologists are concerned with the weather and climate and carry out scientific analysis of data to make predictions.

As a meteorologist, you'll predict the weather and study the causes of particular weather conditions using information obtained from the land, sea and upper atmosphere.

You'll need to use computerised and mathematical models to make short and long-range forecasts concerning weather and climate patterns. A variety of organisations use meteorological forecasts, including:

- > the aviation industry
- > farmers
- > government services, e.g. for advice on climate change policy
- > health services
- > industry and retail businesses
- > insurance companies
- > public services
- > sailing organisations and offshore companies
- > the armed forces
- > the media
- > the shipping and sea fishing industries.

In addition to forecasting, you may also study the impact of weather on the environment and conduct research into weather patterns, climate change and models of weather prediction.

RESPONSIBILITIES

Your work as a meteorologist will fall into the two main categories of forecasting and research.

In weather forecasting, you'll need to:

- > collect data from satellite images, radar, remote sensors and weather stations all over the world
- > measure factors such as air pressure, temperature and humidity at various atmospheric levels
- > analyse and present this information to customers in the form of weather briefings
- > code weather reports for transmission over international networks
- > apply physical and mathematical relationships and sophisticated computer models to make short and long-range weather forecasts
- > liaise with colleagues and clients from around the country and worldwide.

In research, you'll need to:

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

- > investigate subjects such as airflow in the lowest kilometre of the atmosphere, the physics of clouds and precipitation, or global climate change
- > develop and improve numerical and computer models to predict atmospheric processes and improve the accuracy of forecasts
- > monitor climate variability and change
- > research seasonal forecasting, ocean forecasting and climate prediction
- > monitor and investigate changes in the stratosphere (ten to 50km above the Earth), including the ozone layer apply the results of research in order, for example, to give flood warnings or estimate the likely effects of global warming.

SALARY

- > Salaries for trainee operational meteorologists start at around £20,000 and rise to £23,000 once you've successfully completed the training.
- > Experienced meteorologists can expect to earn salaries in the range of £25,000 to £35,000.
- > Managerial positions attract salaries from £38,000 rising to over £60,000.

You may receive additional benefits such as a pension or shift allowance. In the academic sector, your salary will usually be set on university postdoctoral research scales. Salaries in private organisations vary.

Income figures are intended as a guide only.

WORKING HOURS

Shift work is typical at the Met Office as forecasts need to be provided around the clock. It's likely you'll be required to work 12-hour shifts covering days and nights.

If you're working in research your usual hours will be 9am to 5pm, possibly with some overtime. It's unlikely that there'll be standard hours when working in the field.

WHAT TO EXPECT

- > Most work is carried out in comfortable, spacious environments, but depending on the role you may be required to work in remote areas or on military operations, where conditions are often more basic. Instrument and measurement scientists often work in the field.
- > Many Met Office jobs are concentrated at their twin operations centres at Aberdeen and Exeter, but you may be required to move around the country to regional weather centres. Jobs with other organisations and in research may be based throughout the UK and overseas.
- > For forecasters working on television, a smart appearance is essential.
- > Travel within a typical working day is uncommon. Overnight absence from home and overseas work may be required, for example to attend conferences, depending on the post you hold.
- > Operational meteorologists working for the Mobile Met Unit (MMU) are attached to the Royal Air Force (RAF) and may be deployed around the world.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

QUALIFICATIONS

To become a meteorologist you must have a degree, although it doesn't need to be in meteorology. Other accepted subjects include:

- > **computer science/software engineering**
- > **environmental sciences**
- > **mathematics**
- > **ocean science**
- > **physical geography**
- > **physics and physical sciences.**

A list of degree courses in the UK, which have been accredited by the Royal Meteorological Society (RMetS), is available at RMetS Courses (<https://www.rmets.org/courses>). These courses meet the requirements of the Society's Chartered Meteorologist Accreditation Scheme.

The Met Office usually asks for a degree or equivalent in either meteorology, a physical science or a mathematical subject, plus an ability in maths and physics at AS-level or higher (or equivalent). You'll also need to demonstrate your interest in the weather. Other employers will look for similar qualifications and qualities.

Entry with a HND/foundation degree only is rare. However, some organisations may accept you at this level if you also have relevant A-levels in maths and/or physics.

A postgraduate degree is required for research posts and, although not essential for other types of work, may increase your chances of appointment to meteorology positions generally.

SKILLS

You'll need to show:

- > **mathematical and computing ability**
- > **good problem-solving ability**
- > **attention to detail and accuracy**
- > **ability to write scientific reports**
- > **a team-orientated approach to work**
- > **the ability to interact with a range of people - especially important in the more commercial, customer orientated environment of operational forecasting**
- > **enthusiasm and a genuine interest in meteorology and the environment.**

WORK EXPERIENCE

Relevant work experience or project work will increase your chances. The Met Office runs a summer placement scheme in areas including science and forecasting, which lasts for three months. Recent graduates and current students can apply. The scheme also offers an industrial placement for 12 months for those studying a degree which has a significant numeracy, science or IT element.

As computer modelling is a major part of a meteorologist's work, it's helpful to gain some experience of this, either through relevant work experience or by completing a degree project with computer modelling as a strong component.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

EMPLOYERS

The largest employer of meteorologists in the UK is the Met Office. It incorporates the Met Office Hadley Centre, a world-renowned centre for advanced climate modelling and monitoring.

Most employees are based at the Met Office's headquarters in Exeter, or their twin operational centre in Aberdeen, but there are many smaller offices and remote centres across the country - as well as overseas locations including Africa, the South Atlantic and the Antarctic.

A subsidiary of the Met Office is the Mobile Met Unit (MMU), whose staff are attached to Royal Air Force (RAF) units and may be employed throughout the world on both military exercises and operations.

You can also find work in research centres, such as the:

- > **Natural Environment Research Council (NERC)** (<http://www.nerc.ac.uk/>) - in its meteorological, oceanographic and hydrological institutes, e.g. the National Centre for Atmospheric Science (NCAS), Centre for Ecology & Hydrology (CEH) and British Antarctic Survey (BAS)
- > **Walker Institute for Climate System Research** (<http://www.walker-institute.ac.uk/>)

Other employers include:

- > **government departments, such as the Environment Agency (EA)**
- > **universities which offer degrees in meteorology and which typically have active research departments**
- > **the Royal Navy**
- > **agricultural and fisheries institutes**
- > **service industries, such as oil, gas and water suppliers**
- > **environmental consultancies - for a list see the ENDS Environmental Consultancy Directory** (<https://www.endsdirectory.com/>)
- > **private sector weather service providers**
- > **the insurance industry**
- > **media organisations.**

Look for job vacancies at:

- > **Earthworks Jobs** (<http://www.earthworks-jobs.com/>)
- > **Jobs.ac.uk** (<http://www.jobs.ac.uk/>) - for academic and research posts
- > **Met Office Careers** (<https://www.metoffice.gov.uk/careers>)
- > **Nature Careers** (<http://www.nature.com/naturejobs/science/>)
- > **New Scientist Jobs** (<http://jobs.newscientist.com/>)
- > **RMetS Job Vacancies** (<https://jobs.rmets.org/>)
- > **World Meteorological Organization (WMO)** (https://www.wmo.int/pages/index_en.html)
- > **websites of research centres and environmental consultancies**
- > **websites of private sector weather providers.**

Make sure you research organisations thoroughly and consider sending speculative applications where appropriate.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 Careers (Continued)

PROFESSIONAL DEVELOPMENT

You may be expected to work towards a relevant QCF Level 5 qualification, such as:

- > **Award in Meteorological Briefing**
- > **Certificate in Meteorological Broadcasting**
- > **Diploma in Meteorological Forecasting.**

Following this, ongoing training is actively encouraged and is considered to be a vital part of career development. Training might include short courses on programming, mathematical modelling, graphics and presentation skills.

The Met Office runs short training courses across the year which are open to anyone employed as a meteorologist. Areas covered include broadcasting, forecasting for particular transport sectors and climate change.

A variety of free online meteorological courses are available at MetEd (<https://www.meted.ucar.edu/>).

RMetS organises professional meetings and provides a route to Chartered Meteorologist status (CMet) for those who have reached and continue to maintain a high level of knowledge and experience.

If you work in academic research, you'll be expected to have sufficient research skills and be able to make an immediate contribution. Part of your ongoing development will be to keep up to date with advances in the field by reading the appropriate literature, attending and presenting at conferences and networking with colleagues.

CAREER PROSPECTS

Your career path may be defined by the employer you work for but it's also possible to move between employers, such as from the Met Office to a private weather forecasting company.

If employed by the Met Office, you'll be encouraged to manage your own career and to apply for posts within the organisation to broaden your experience and widen your skills and knowledge base. It's possible to move between functions, such as research, forecasting, teaching, personnel and more commercial roles.

Most positions are located at the Met Office headquarters in Exeter and Aberdeen, but when you start out in forecasting positions, you must be willing to move around the country to regional weather centres in order to progress.

With experience, you may move on to a management position, such as project or team leader, or into a training role. There are also opportunities for collaborative work with other organisations throughout the world.

In forecasting roles, you may develop your career with organisations such as commercial forecasting services in the private sector, environmental consultancies, utility companies or television or radio broadcasters.



Written by AGCAS editors

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SESSION 4 - WHAT ARE MY CHOICES?

4.2 Passion

DEFINE YOUR VALUES, SKILLS, INTERESTS AND ULTIMATELY YOUR VISION!

Values

Your values are the things that are most important to you when you make decisions about your life. For work, maybe it is important that you make lots of money, or maybe you want to do a job that helps people. Answer these questions to begin figuring out your values.

1. I feel good about myself when...
2. I like people who are able to...
3. I will feel successful in my life when I...
4. The best way I can contribute to society is by...

Interests

Your interests are the things you want to learn about and do. It's important to choose a career that has some of your interests built into your daily activities. This helps motivate you to do a good job and challenge yourself. Answer these questions to explore your interests.

1. What are your favourite subjects to study in school and why?
2. What are your favourite topics to talk about with friends?
3. What are your hobbies? What is enjoyable about them?
4. What is the coolest job you know about or can imagine?
What do you like about it?

SESSION 4 - WHAT ARE MY CHOICES?

4.2 Passion (Continued)

Skills

Answer these questions to help identify some of your skills.

- 1 Identify a person you admire. Name three qualities or characteristics in this person that you most respect or admire. Make a star next to the qualities you also have.

Person:

a.

b.

c.

- 2 Good friends count on each other for many things. What do your friends count on you for or what do they often COMPLIMENT you about? (Not counting appearance)

a.

b.

c.

Connecting your vision to your future career

List a job you are interested in pursuing (this can be your dream job or a new job you are considering):	How does this job match your values?	Which of your interests does this job match?	What skills do you need to do this job well?	List any other jobs that might also have these values, interests, and skills
Job title:	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Job title:	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

SESSION 4 - WHAT ARE MY CHOICES?

4.3 Opportunity Costs

Example:

Choices:	Option 1: Get up	Option 2: Snooze
Perceived benefits of each choice	See your friends Time for breakfast Social media check	More sleep
Explanation of decisions	I want to see my friends and eat breakfast	

Circle/highlight which option you would rather go for.

Choices:	Option 1:	Option 2:
Perceived benefits of each choice		
Explanation of decisions		

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs

Examples of good and bad CVs

Bad CV example 1

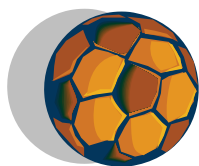
Curriculum Vitae

Name: Jonesy (Steve)

Address
99 Long Road
Chesterfield
England
CH68 1PP

Telephone: 0111 333 555
Date of Birth: 26 August 1994

Hobbies: Five a side football, GOLF and Guitar.



WORK EXPERIENCE:

2011-2013

Paper boy

Deliver newspapers

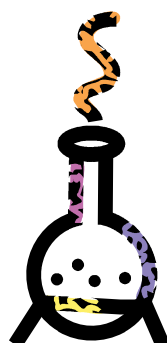


EDUCATION:::

2007-2013

SECONDARY SCHOOL

England, Maths, French, History, French, Sciences, IT, Music, Design etc.



SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

Good CV example 1

Steven Jones

99 Long Road
Chesterfield
England
CH68 1PP

Tel: 0111 333 555
E: steven.jones@gaggle.co.uk

An excellent communicator with experience in a customer service role. Proven to work well as part of a team, as well as on individual assignments. Looking to expand on these skills via a customer facing role in the retail sector.

Work experience

June 2019 – Present

Paper delivery assistant: Smith Newsagents, Chesterfield

- Bi-weekly newspaper delivery round
- Liaised with senior staff to ensure route efficiency for deliveries
- Regular face to face contact with customers
- Completed daily log of enquiries so that order information could be updated
- Updated customer details database to improve information quality

April 2020

Work experience placement: Topman, Chesterfield

- Two week work experience placement, involving customer contact and care of stock
- Greeted customers and assisted with face to face enquiries regarding sizing and availability of products
- Served customers, operating the till and handling money and card payments
- Worked with permanent members of staff on the monthly stock check, with sole responsibility for the accurate log of men's footwear.
- Assisted with the general upkeep and appearance of the store

Education

September 2016 – Present

Chesterfield Comprehensive Secondary School & Sixth Form

A-Levels: *Grades pending, August 2022*

- Business Studies, English, Maths, General Studies

GCSE's: August 2020

- English (6), English Language (4), Maths (4), Science - double award (5-5), Information Technology (7), Business Studies (7), History (4), French (6), Music (4), Graphic Design (4)

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

Key skills & achievements

- Microsoft Word, Powerpoint, Excel and Outlook
- Captain of Riverside under-18's five-a-side football team – including organising weekly team games and mentoring junior members of the team
- Achieved Grade 5 in electric guitar
- French – basic conversational

Interests

I enjoy football and as well as captaining my local five-a-side team I am a member of the School Sixth Form football team and Sheffield United supporters club. I have a keen interest in music, and as well as playing guitar, I regularly attend local concerts. I am also a member of the school music society and have participated in a number of school performances.

References

Available on request

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

Bad CV example 2

HANNAH MILLS

Dancing has been my passion for a long time, I recently achieved my grade 7 in ballet and have previously gained grade 6 in tap dancing. I enjoy dancing because it helps me get fit and allows me to hang around with my friends. I also like wearing the pretty costumes when we put on a performance. I also enjoy business administration.

Education

2000-2006: Putney Road Primary School

Here I learnt how to read and write. I also made a lot of really good friends who I am still in touch with.

2006-2011: Putney St. John's School

I really enjoyed secondary school, although I didn't always get on with the teachers and in year 8 moved into a different tutor group.

I gained my GCSE's here, my favourite subjects were business studies and drama. I got 3 A's, 2 B's and 6 C's. I was pleased with my performance as I didn't always work that hard.

2011-2013: South London College

I decided to go to College rather than stay on at school in the Sixth Form as this is what most of my friends were doing. College was great as we used to get some free periods and we could sit in the canteen and play cards.

I studied a BTEC Level 3 Diploma in Business, at times it was really difficult and I didn't do that well in some of the coursework pieces. I got a Merit in the end though, which I was glad about.

Work experience

I don't have much work experience because it's been quite hard to find much. Last summer I worked for six weeks in my mum's friend's nursery to help with holiday cover – I had quite a bit of responsibility with some of the office duties but I also really enjoyed it because during the breaks I could play with some of the kids that attended the nursery.

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

The other staff were quite nice to me and I helped them out quite a lot with talking to the parents and helping with enquires as well as updating records and files and things. The nursery is also based round the corner from me so I was always punctual which I think the other staff liked as the previous member of staff there had always been late.

Achievements

I got elected to help with the prom at college, which was great as it meant I met my boyfriend as he was also elected to help. The dancing at prom was also really good as they played all my favourite songs and I was one of the best dancers.

I got some silly award in year 11 which I have to show you if you like.

I also got my grade 7 in ballet and grade 6 in tap (I am less good at tap) when I was still at school. I don't do grades anymore because it was too expensive to take the exams but I still really enjoy dancing.

Interests

As mentioned above I really enjoy dancing and am also involved in the college dance society. Ideally I would like to be a dancer but I am also doing business administration as I also enjoy it and think it is important to have something to fall back on. Dancing also doesn't pay that well unless you get a great job going on tour with someone like Beyonce or Lady Gaga. That would be my absolute dream but in the mean time I want an office job so I can save some money to go travelling.

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

Good CV example 2

Hannah Mills
189 Chobham Gardens
Putney
London
SW19 18ZZ
Telephone: 077777722
Email: hannah.mills@gmailing.com

Profile **Administrative support professional** offering versatile office management skills and proficiency in Microsoft Office programs. Strong planner and problem solver who readily adapts to change, works independently and exceeds expectations. Able to juggle multiple priorities and meet tight deadlines without compromising quality.

Education

2011-2013

SOUTH LONDON COLLEGE: **BTEC Level 3 Diploma in Business: Merit**

Relevant Courses:

- Project Management for Executive Assistants
- MS Office for Professional Staff
- Electronic Presentations for Business Professionals
- Keyboarding and Document Formatting
- Communication Skills for Executive Assistants
- Finance for the Non-Financial Manager
- Professional Office Procedures

Professional Development:

- Microsoft Office Specialist (MOS), 2007

2006-2011

PUTNEY ST. JOHN SCHOOL: **GCSE's: 3 A's, 2 B's, 6 C's**

Relevant Courses:

- Information Technology
 - Business Studies
 - English
 - Maths
-

Key Skills

Office Skills:	<i>Office Management Records Management Database Administration 50wpm typing speed</i>	<i>Spreadsheets/Reports Event Management Calendaring</i>	<i>Front-Desk Reception Executive Support Travel Coordination</i>
Computer Skills:	<i>MS Word MS Excel MS PowerPoint</i>	<i>MS Outlook MS Access MS Project</i>	<i>MS Publisher FileMaker Pro Windows</i>

SESSION 5: WHAT ARE MY OPPORTUNITIES?

5.1 Good and bad CVs (Continued)

Work Experience

PUTNEY NURSERY SCHOOL,

Office Assistant, Summer 2012

Handled multifaceted clerical tasks (e.g., data entry, filing, records management and billing) as the summer assistant to nursery manager. Coordinated travel arrangements, maintained database and ensured the delivery of premium service to parents. Quickly became a trusted assistant known for "can-do" attitude, flexibility and high-quality work.

Highlights:

- Communicated effectively with multiple colleagues to plan meetings and prepare welcome packages for new parents. Established strong relationships to gain support and effectively achieve results.
- Helped coordinate a number of open-day events (4 events of the summer) that contributed to consistently high enrollment levels.
- Entrusted to manage office in the nursery manager's absence. Provided timely, courteous and knowledgeable response to information requests; screened and transferred calls; and prepared official nursery correspondence.
- Developed innovative PowerPoint presentation used by the nursery manager to market the nursery to potential customers (parents).
- Earned excellent feedback during performance reviews, with citations for excellence in areas including work volume, accuracy and quality; ability to learn and master new concepts; positive work ethic; and commitment to providing unsurpassed service.

Achievements

- Elected Events Secretary for the South London College Annual Prom – assisted with sourcing a venue, selecting catering and selling tickets for successful event attended by 200 students
- Awarded the Putney St. John School Year 11 Achievement Certificate for punctuality and effort at school
- Achieved Grade 7 in Ballet and Grade 6 in Tap dancing
- Selected in 2010 for the Putney Netball Club under 18's team

Interests

- Member of the South London College Dance Society
- Regularly play netball for South London College and Putney Netball Club
- Also enjoy going to the cinema, singing and swimming

SESSION 5 - WHAT ARE MY OPPORTUNITIES?

5.2 CV builder

Job:

What experiences will you be able to refer to that will make your application stand out?

Skills	Where you have demonstrated/developed them? (Eg: I volunteered for.../I worked with.../I studied.../I completed...)
Organised	
Good communicator	
Teamwork	
Technology	
Initiative	



9 IDEAS FOR JOBS WHEN YOU ARE 13 - 14

It is useful to gain **work experience** in different areas, to see which area you may want to work in, in the future.

Please see below for some ideas on work experience you could get involved in.

As well as the ideas below, there are many more areas for you to gain work experience. Think about what you are interested in and see if there are any opportunities for you to gain experience.

1

MAKING SOMETHING TO SELL—This requires you to have a level of skill as well as some business experience. If you are creative you could craft hand-made greetings cards which can be sold at school fairs or on Etsy or Ebay. Jewellery and pottery is an option too.

2

BUYING SOMETHING TO SELL— Look at pitches in local markets or boot sales or go online instead to sell our products. Pay pal is good to use for safe payments, but some parent/guardian involvement in all of this would be wise given the potential problems.

3

SPORTS COACHING AND HOLIDAY CAMPS —Many sports courses and children's activities need extra help in the holidays or after school. If you are an active sports player, you might be able to get a basic qualification and then work on a regular basis.

4

BABYSITTING—Over 16s can look to get evening work and sometimes, once children are safely in bed this can double as exam revision time.

5

DOG WALKING OR CAT SITTING— Having some experience of being around dogs or cats will be useful in these roles. This can be a flexible way to make some additional cash and should be enjoyable for animal lovers.



SESSION 5 - WHAT ARE MY OPPORTUNITIES?

5.3 Work experience (Continued)

ASPIRE
TO HE

Higher Education for all



UNIVERSITY OF
WOLVERHAMPTON

9 IDEAS FOR JOBS WHEN YOU ARE 13 - 14

6

WASHING CARS – Easy to do and especially popular over the summer when cars tend to get more dirty during dry spells.

7

VLOGGING AND BLOGGING – Revenue comes from ad sales and there's the scope for reviewing products or services once a readership has built up - although bloggers must state if they received something for free. Check out kidsblogclub.com for more advice.

8

WEBSITE DESIGN – If you're interested in computers and design, you could design websites for family friends and relatives who have small businesses'.

9

RETAIL WORK – Smaller independent shops, and particularly those owned by family or friends can be a better bet than big chains. Ask around and use Facebook or other social media platforms to see if anyone in your local area is happy to employ you.

Have a look online for more information on how to start looking for work experience and paid employment.

Your school may also have links with local employers who may be able to help you organise work experience.



SESSION 5 - WHAT ARE MY OPPORTUNITIES?

5.3 Interview feedback cards

JOB INTERVIEW - INTERVIEWER AND INTERVIEWEE CARDS

Facilitator Notes:

- > Use these cards to role play an interview.
- > Student A is the interviewer, and student B is the interviewee.
- > Talk about body language, composure, verbal expression, etc.
- > Repeat the same interview multiple times, improving it each time.
- > Challenge students to build in talking about how the job fits in with their aspirations for study and career.

INTERVIEWEE
<p>Previous Work Experience:</p> <ul style="list-style-type: none">> Owned a restaurant> Worked in a local cafe <p>Skills:</p> <ul style="list-style-type: none">> Organised> Food safety certificate <p>Other Information:</p> <ul style="list-style-type: none">> Love cooking healthy food> Can work any day/ hours

INTERVIEWER
<p>YOU NEED A CHEF</p> <p>Questions to ask:</p> <ul style="list-style-type: none">> What previous work experience do you have?> Name two of your skills> What's your favourite dish to cook? <p>Important skills:</p> <ul style="list-style-type: none">> Good at cooking> Organised> Good team leader <p>Other information:</p> <ul style="list-style-type: none">> Must be clean and smart

INTERVIEWEE
<p>Previous Work Experience:</p> <ul style="list-style-type: none">> 2 years as a teacher of young children <p>Skills:</p> <ul style="list-style-type: none">> Organised, calm, friendly> Teaching qualifications <p>Other Information:</p> <ul style="list-style-type: none">> Love working with children> Fluent speaker of German> Need to give at least 2 weeks' notice to current employer

INTERVIEWER
<p>YOU NEED A PRIMARY SCHOOL TEACHER</p> <p>Questions to ask:</p> <ul style="list-style-type: none">> What previous work experience do you have?> Why do you like working with children?> Do you have any other special talents? <p>Important skills:</p> <ul style="list-style-type: none">> Like working with children> Organised> Can speak a foreign language <p>Other information:</p> <ul style="list-style-type: none">> Job starts next month

SESSION 5 - WHAT ARE MY OPPORTUNITIES?

5.3 Interview feedback cards (Continued)

INTERVIEWEE

Previous Work Experience:

- > Secretary for 3 years
- > Receptionist at a hotel for 2 years

Skills:

- > Very organised
- > Good with computers

Other Information:

- > Likes meeting new people
- > Unemployed and need to get a job now

INTERVIEWER

YOU NEED A RECEPTIONIST**Questions to ask:**

- > What previous work exp. do you have?
- > Give me an example of when you have had to be organised?
- > When can you start?

Important skills:

- > Good people skills
- > Very organised
- > Computer-literate

Other information:

- > Must be able to start straight away

INTERVIEWEE

Previous Work Experience:

- > Shop assistant at a department store for 3 years
- > Supermarket cashier for 1 year

Skills:

- > Good customer service
- > Experience of using a till and handling money

Other Information:

- > Love fashion
- > Want a part-time job

INTERVIEWER

YOU NEED A CLOTHES SHOP ASSISTANT**Questions to ask:**

- > What previous work experience do you have?
- > What are you interested in outside of work?
- > Tell me about your skills

Important skills:

- > Good people skills
- > Be able to use a till

Other information:

- > Must be interested in fashion

INTERVIEWEE

Previous Work Experience:

- > Hospital cleaner for one year
- > Flower factory worker for 6 months

Skills:

- > Organised and hardworking
- > Food hygiene certificate

Other Information:

- > Needs transport (no car)
- > Wants night shifts

INTERVIEWER

YOU NEED A FRUIT FACTORY WORKER**Questions to ask:**

- > What previous work experience do you have?
- > What skills do you have?
- > Do you have any special requests?

Important skills:

- > Organised
- > Good at time keeping
- > Good hygiene (clean)

Other information:

- > Transport provided

SESSION 5 - WHAT ARE MY OPPORTUNITIES?

5.3 Interview feedback cards (Continued)

YOUR INTERVIEW FEEDBACK

YOUR INTERVIEW FEEDBACK
How you answered the question
Active listening skills
Overall professionalism

YOUR INTERVIEW FEEDBACK
How you answered the question
Active listening skills
Overall professionalism

YOUR INTERVIEW FEEDBACK
How you answered the question
Active listening skills
Overall professionalism

YOUR INTERVIEW FEEDBACK
How you answered the question
Active listening skills
Overall professionalism

SESSION 6 - WHAT ARE THE COSTS?

6.2 Living costs

Use the grid below and put a tick in the box of the item you would choose (either A, B or C). At the end of the activity we'll let you know the cost of the items you have chosen.

Shop Well for Less - Shopping Basket Challenge				
Product	A	B	C	Price
Baked Beans				
Milk				
Rice				
Spaghetti				
Carrots				
Cereal				
Pizza				
Toilet Rolls				
Crisps				
Cola				
Chocolate				
Bread				
			Total	



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