

Exploring job sectors and preparing for work – educator guidance

Introduction

Work experience, whether face to face or virtual, is a valuable addition to support any CV and can support young people understand the skills needed for the world of work. We have developed this guidance to help you provide feedback on the [Exploring job sectors and preparing for work](#) independent learning activity worksheet.



As indicated within the worksheet, students should start by watching this [short animation](#) which explains the core transferable skills many employers look for when recruiting for a role. While they watch, get students to start thinking about which of these skills they already have and which they might need more work developing.

Here are the core transferable skills mentioned in the film and their definitions:

Core transferable skills



Problem solving skills are about the ability to find a solution to a complex situation or challenge, often using analytical thinking to come up with a methodical approach or break a problem down into parts



Creativity is the use of imagination and the generation of new ideas, and building the confidence to improve these ideas on your own and by collaborating with others



Listening and speaking (communication) is about receiving and retaining information, persuading and influencing others, and using critical thinking skills to evaluate different perspectives



Leadership is about recognising your own strengths in order to best support, encourage and motivate others to achieve a shared goal



Aiming high (being proactive) is the ability to set clear goals and prioritise tasks to achieve them, as well identifying when to take the initiative instead of reacting to external events



Staying positive (resilience) is about the ability to use tactics and strategies to overcome setbacks and achieve goals



Adaptability is having the skills to cope and thrive in response to changes and challenge



Teamwork is an important skill used when working with another person, or people in a group

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Activity one: Identifying core transferable skills

BBC Bitesize has created a series of career case study films following individuals in different job roles. Below is a sample of films where students can explore day-to-day tasks as well as how they got into the job.

This activity asks students to watch at least two of the films and identify which core transferable skills are used in each – you could encourage them to choose a job role they are immediately drawn to and one they don't know much about. They are then required to note down which core transferable skills are used within the roles as well as any other skills they feel are relevant. Below are examples of the core transferable and other technical skills shown in each film.



How to become a farmer:

[Aimee's story](#)

- **Staying positive (resilience)** when dealing with the impact of challenging weather
- **Adaptability** and **problem solving** skills to overcome high transport costs
- **Communication** when talking to neighbours and the wider community
- **Research** and maths skills when doing the accounts



How to become an apprentice site engineer: [Zoe's story](#)

- **Leadership** and **communication** when managing different teams and contractors
- **Problem solving** skills when dealing with challenges and meeting deadlines
- **Analysis** skills when marking where walls and concrete should go



How to become a primary school teacher: [Toby's story](#)

- **Leadership** skills when teaching a class of pupils
- **Creativity** to make the lessons as visual and engaging as possible
- **Organisation** when balancing lesson planning, marking work and delivering lessons



How to become an air ambulance doctor: [Matt's story](#)

- **Adaptability** to adjust to the situation and ensure the best care is given
- **Communication** skills with the victim and other air paramedic
- A degree in medicine



How to become a graphic designer: [Ste's story](#)

- **Creativity, listening** and **presenting** skills when designing and sharing new ideas with clients
- **Staying positive (resilience)** when receiving feedback on designs
- **IT** skills, especially in editing and design software



How to become a festival build manager: [Willy's story](#)

- **Creativity** when turning stage designs into drawings for scaffolding companies
- **Leadership** and **communication** skills when instructing designers and builders what to do
- **Health and safety** skills to ensure everyone onsite is safe

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Activity one: Identifying core transferable skills (cont'd)



How to become a mental health nurse: [Jake's story](#)

- **Listening** skills to understand how the patient is feeling and make them feel heard
- **Problem solving** and **communication** skills when dispatching the relevant teams to visit a patient
- **Mental health nursing** skills gained through a university degree



How to become an apprentice engineer: [Jasmine's story](#)

- **Aiming high (proactivity)** when deciding to leave university and start an apprenticeship instead
- **Creativity** and **attention to detail** when working on drawings for projects



How to become an ambulance dispatcher: [Emily's story](#)

- **Leadership** when monitoring and looking after over 20 ambulances at a time
- **Communication** skills with the general public, colleagues and ambulance teams
- **Problem solving** skills to come up with solutions under pressure
- **IT** skills in the software used to speak to the public and dispatch ambulances

Activity two: Researching the role

Activity two asks students to choose one of the films they have just watched, or a new one, and research the role further online and/or by speaking to those around them, answering the below questions as they go. Use these prompts to help provide feedback.

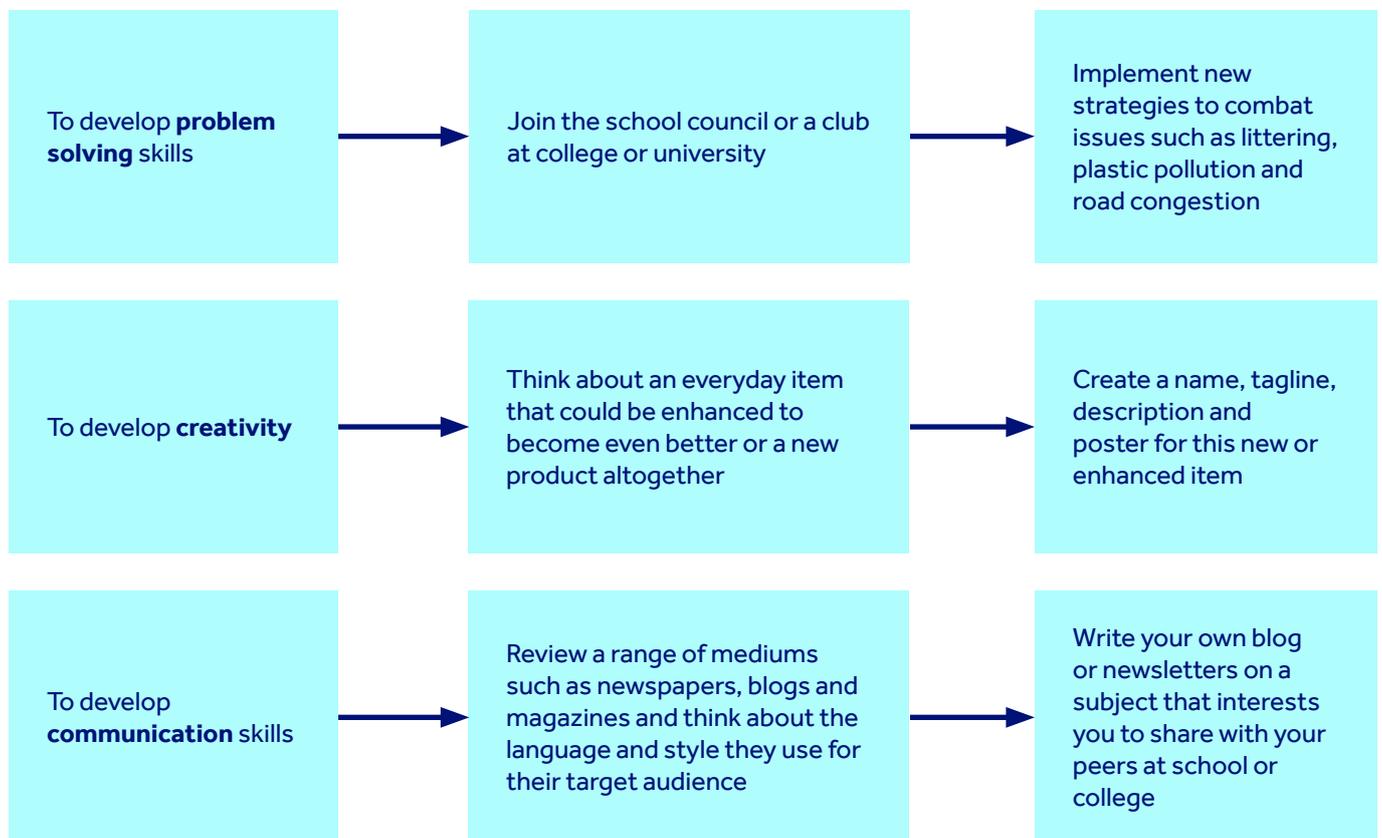
1. Find a job advert for one or more of the roles. Which of the core transferable skills do employers ask for?
2. Research an issue that could arise in that job/industry and highlight any of the core transferable skills that you think would be important to develop and why?
3. What training or qualifications are needed for this role?
 - GCSEs, A levels or BTEC, apprenticeships, university degree, online training, work experience
4. Are there different pathways that can be taken to get into this industry? For example:
 - Apprenticeships, internship programmes, online courses, graduate schemes
5. If you were interested in the role, what could be done before applying to build some relevant skills? For example:
 - Work experience, volunteering, a part-time job in the relevant field
6. How could you start to understand more about the industry? For example:
 - Going to events/company open days, following relevant organisations on social media

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Activity three: Creating an action plan

In this activity, students are asked to think about a job role that they have an interest in; this could be in an industry included in the films, the other ones featured on [BBC Bitesize](#), or something else. Using what they already know about the role, or by researching it further, they're asked to create an action plan of how they can develop and put into practice the skills required. Encourage them to get creative; their action plan can be a flow diagram, poster or timeline.

They will reflect on whether they already have these skills and, if not, what they could do to develop these to showcase to an employer. The student worksheet provides the below examples to help them think about ways to develop these skills in their everyday life:



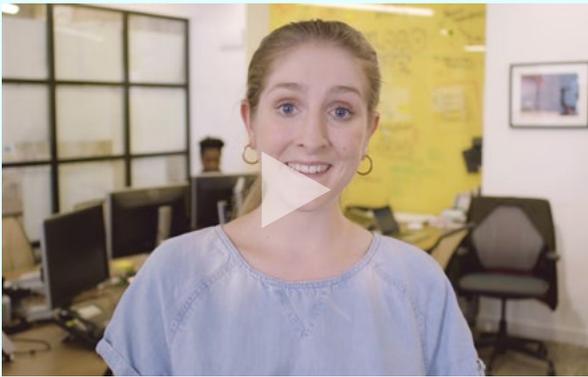
If not already included, you could provide the below the below suggestions to help students consider these practical steps for their action plans:

- Who they could talk to for more information about the industry, for example:
 - School career advisors
 - Friends and family members in the industry
 - Trade press and magazines
 - HR and recruitment specialists from companies they're interested in
- Where they could look for work experience, for example:
 - Social media platforms
 - Company websites
 - Recruitment/careers events
 - Local volunteering organisations

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Further activities to build their work experience skills

Why not point students towards the below activities to further build their work experience skills



Try the [Virtual Work Experience Tool](#) where students can put themselves in some different scenarios in an office, such as meeting colleagues and solving problems



Use the [Virtual Interview Practice Tool](#) where they can try responding to common questions employers might ask when in an interview for a placement or job



Explore the [Advice Map](#) to understand where students can look for information about jobs and preparing for work experience



Complete the [Wheel of Strengths](#) to identify the skills they have and look at job roles that might suit their interests