



Careerscape

Professional Manual



Introduction

We have produced this manual in response to requests from career co-ordinators, tutors, Connexions personal advisers and other professional staff who want to maximise the potential of all the features and information held within Careerscape when working with their young people.

Within the manual we have included some example lesson plans and an introductory presentation. For those working in a more generic role, we have also included suggestions on how Careerscape can be used within different subject areas, general group work, parents' and open evenings, equal opportunities sessions and higher education preparation.

We believe that Careerscape is a valuable resource. Many of you working with students at Key Stages 3 and 4, are looking at new ways to implement the requirements of the National Framework of Careers Education, so that your students can achieve successful learning outcomes. Within this manual are practical solutions and activities showing how Careerscape can be utilised to achieve the requirements of the Framework, by helping young people to:

- undertake self-learning
- exercise self-development
- acquire new knowledge and skills
- explore and research the world of work
- manage their career.

Whilst this manual has been designed to be used as a stand-alone resource, we recommend that it is used in conjunction with the Careerscape User Guide.

CASCAiD is committed to the ongoing quality improvement and development of our products.

If you have any feedback on either the content of this guide or any other CASCAiD product, we would like to hear from you.

Please contact us at:

CASCAiD Ltd.
2 Oakwood Drive
Loughborough
Leics, LE11 3QF

01509 226868
enquiry@cascaid.co.uk

Careerscape - a Learning Resource

As young people progress from Years 9 to 13, Careerscape is a powerful learning tool.

By utilising the information and features available within Careerscape, all those who work with young people have a resource that can reduce the time and research needed to prepare sessions.

The Learning Resources section of this manual contains practical suggestions on how Careerscape can be used to deliver sessions covering the following issues:

- Transition Points
- Higher Education Preparation
- Curriculum Subject Links
- Video Clips
- Equal Opportunities
- Classroom Materials
- Careerscape Online.

The intention has been to show how Careerscape can help create sessions that are interesting, relevant and exciting to the young people with whom you work.

1. Transition Points

An increasing range of people help and support young people as they progress through their transition points between Years 9 -13.

Due to the annual nature of this work, staff often re-research previous information, update lesson plans and re-produce handouts. By providing articles that are regularly updated and which refer staff to both relevant websites and other Careerscape articles, this workload can be substantially reduced.

Within the General Information Section - Education and Training option - there are several articles covering different transition stage information. These can be used to research information, prepare handouts or support group/lesson delivery. Young people and their parents/carers can also

use the information to help themselves.

Try the following articles:

- Options at 16
- Options at 18
- GCSE options
- GCSEs and How You Can Use Them
- AS Level and A Level Decisions
- GNVQs
- Planning for Your Future (Making a start)
- Learning Styles.

2. Higher Education Preparation

To achieve the higher education (HE) choices that are right for them, students need to undertake extensive research and preparation. They also need to quickly understand HE terminology and the different deadlines.

The range of advisers, tutors and other professionals involved in supporting young people going through the process is broad and - for some - it will be their first time since they underwent it for themselves! Due to the annual nature of the HE process, advisers/tutors need to regularly refresh their knowledge just to do it all over again the next year!

By providing an excellent, up to date and thorough series of HE articles, Careerscape is a valuable resource for advisers, tutors and young people themselves.

Within the General Information Section - Education and Training option - there are articles on the following issues:

- Higher Education (How to Apply)
- Higher Education (Routes Into)
- Higher Education Course Decisions
- Higher Education Courses
- Higher Education in Europe
- Finance for Study for Young People.

These articles can be used to: produce an HE guide, research material for HE talks or conventions, and

to encourage students to research for themselves by using the email or website link options.

For those young people who are unclear of the impact of choosing a certain subject on their long-term career choices – the Subject Links sections and the Career Families sections are equally useful.

The Higher Education section gives access to a database of HE course information, provided by UCAS.

Students can search for HE courses by keyword, level and region. Results include information on course title, course length/type, course (JACs) code and institution details.

Alternatively, if students already know which careers they are interested in, the HE Course Information section of the Career Details screen has a pre-filtered list of courses. This is available for most level five careers.

Course titles and institution titles can also be searched in the Wordsearch.

3. Curriculum Subject Links

As students develop an interest in a specific subject, they often ask for advice and information about how the subject could influence their career or course decisions.

The types of questions young people regularly ask include:

- What careers can I enter with this subject?
- What grades will I need?
- What degree courses are available?
- What will the subject be like at a higher level?
- How much will I earn if I follow a career related to this subject?

Knowing the answers to these questions can be daunting, even for the most experienced tutor or adviser!

By using the Subject Links Section, answers and information are available in a format which will:

- Update and expand the tutor's/adviser's own information and knowledge.
- Help in the production of handouts for students and their parents/carers for open evenings/careers conventions/option choice evenings/ etc.
- Support the production of subject department wall displays.
- Enable students to research information for school/college projects or themselves.

4. Video Clips

Within the Career Families Section a number of articles include video clips. Presented by an employee from the area of work, each clip illustrates different career activities and highlights both the positive and negative aspects. The General Information section has a number of video clips as well.

These video clips can be used in a variety of ways. For example:

- To accompany and illustrate lessons or group work.
- As a multimedia display during careers conventions, parents evenings or open events.
- As a display during lunch times or themed career weeks for young people to watch.

5. Equal Opportunities

Within Careerscape, there are many articles and Career Details that can be used to support equal opportunities. There are also technical features to enhance the learning experience of young people with special needs (see the Technical Support section).

The following information articles are all contained within the General Information Section – Employment option and illustrate the range of specific information available:

- Equal Opportunities (Disability)
- Equal Opportunities for all Racial Groups
- Equal Opportunities for Women and Men

- Gender Imbalance in the Workplace
- Health, Disability and Employment
- Mental Health and Employment.

In addition to these information articles, within the Career Details and Case Study areas, care has been taken to include photographs reflecting a balance of gender, ethnicity and disability.

Staff working with young people can use these photographs to raise awareness, encourage group discussion about discrimination and debate the impact of discrimination at work or in life generally, in a non-threatening and thought-provoking way.

In addition, within the same section there are a number of articles to prepare and inform offenders of their rights and opportunities within education, employment and training.

6. Classroom Materials

Careerscape can enhance both structured and informal learning. By using all of the different sections, the opportunities for what can be achieved are endless. Here are a few examples of what Careerscape can do:

- Help young people to research their own ideas.
- Help advisers/tutors to prepare group discussion material.
- Allow young people to share information with their peers.
- Help young people to learn about careers, education and other life choices.
- Allow young people to use a resource that is enjoyable, quick and easy.

Due to the range and depth of the information available, Careerscape can support the production of sessions that can be used by all those working and supporting young people. The multimedia features offer an interactive element which will enhance many learning opportunities.

To support the delivery of Personal Social Health Education (PSHE), Careers or Citizenship this manual contains sample lesson plans (see Lesson and

Group Work Examples).

7. Careerscape Online

Not all preparation can be achieved during the day on-site! To support the undertaking of research and preparation off site or wherever they are working, Careerscape Online is now available.

To use Careerscape Online, log in to **www.careerscapeonline.co.uk** and enter your username and password. If you do not know your details please contact CASCAiD using the contact details in the introduction.

Lesson and Group Work Examples

This section includes sample lesson or group work plans which include:

- A presentation: "Introducing Careerscape".
- A research project.
- An equal opportunities session.

Session 1: Introducing Careerscape

Resource type: Group presentation.

Time: 45 minutes – 1 hour.

Target year group(s): Any.

Learning Outcomes

By the end of this session the group will:

- Understand what is available in Careerscape.
- Know how and when it can help.
- Know more about the range and types of information contained within Careerscape.
- Know what the additional features and icons can be used to do.

Equipment

During the presentation session, it is recommended to project Careerscape onto a screen. If this is not possible, use the illustrations included in this manual.

Session Plan: Introduction

- Explain purpose of the session, which is to introduce Careerscape.
- Confirm that the group will not be able to use Careerscape during this session. The presentation prepares them to do so.
- Suggest that they think of Careerscape as the careers part of the Connexions information area, but on a computer.
- Inform group how they can access Careerscape, and that wherever they have access to the Internet they can use 'Careerscape Online'.
- Careerscape will enable students to access information about education, training, learning and careers issues when they need to.

The Welcome Page

Group Leader's notes:

This is the entry page to Careerscape.

The Welcome Page also includes an Overview of Careerscape.

This informs students about what Careerscape can do and the icons/features available.

By using either the on-screen version of Careerscape OR the illustrations, lead group through the following:

- The first page is the Welcome Page.
- This includes an Overview of Careerscape.
- Click on the Where can I? button.
- You will then be given three choices:
- 'What is Careerscape?'
- 'Finding my way around Careerscape?'
- 'What next?'
- Introduce each choice - overview content.
- Explain that print options continue throughout the program. This enables them to keep copies of their research for future reference.
- Point out the Quick Tour button - a brief video overview of Careerscape.
- When you want to leave - click 'OK'.
- Once finished on Welcome Page, click on the start arrow.
- This will take you to the Main Menu.

The Main Menu

Group Leader's notes:

Before introducing the information held within the Main Menu, spend some time explaining the tool bar icons.

The Tool Bar

Group Leader's notes:

The tool bar remains in view all the time. If the young people understand the functions of each icon, they will benefit more from using the program.

Introduce the following:

- **Main Menu:** This takes users back to the Main

Menu page so they can either enter another section or leave Careerscape.

- **Back arrow:** Use this to go back through all the pages that they have visited.
- **Bookmark:** This adds an item onto their own Bookmark list, so speeding up revisiting an article or saving something they especially like.
- **Print:** This produces a paper copy of the information on screen. Remind/introduce users of the institution/organisation rules regarding printing.
- **Wordsearch:** This is useful if they are trying to find something but can't. Wordsearch can locate both words and phrases.
- **Help:** If users forget, Help reminds them what the different icons or sections are for.
- **Options:** This provides different technical options - staff only access.
- **Leave:** Click on Leave, to return to the 'Welcome Page' and exit.

The Main Menu Options

Group Leader's notes:

This is the home page of Careerscape.

Explain that if you want to leave one section and enter another, it will always be through the Main Menu.

Show one Careerscape section at a time using the following guide:

Career Selector Section

Group Leader's notes:

Before continuing ask young people for a show of hands for:

- Those who have a career idea that they know they want to follow.
- Those who can't decide which career to choose.
- Those with lots of ideas, who can't choose between them.

Explain that Career Selector will help all of them, regardless of which question they responded to.

The Career Selector section includes two choices:

- All Careers
- Multi-Selector.

All Careers

Group Leader's notes:

Introduce All Careers as an A-Z of careers and career titles.

All Careers provides:

- Information about over 700 different careers.
- The entry qualifications and skills needed.
- Opportunities to research ideas further.

Show All Careers on screen:

- Ask one of the group to share their career idea.
- Enter this onto the white bar.
- Explain how Careerscape will search on either the opening letters or the full career title.
- Show the range of information headings on the left.
- Highlight the following:

The Career Detail Icons

Group Leader's notes:

Some articles have icons next to them.

Click on a Career Detail with Case Study, Photo and Video icons (where applicable in your organisation/institution):

- **Case study:** This includes information and a photograph of an actual employee. Explain: There are also things like: 'A day in the life', routes in and other information and hints that only those working in the career would be able to pass on.
- **Photos:** This includes a series of photographs illustrating different parts of the career.
- **Video:** This shows a video clip. It will be presented by someone who does the career, explaining what is involved and showing some of their tasks.

Multi-Selector

Group Leader's notes:

Multi-Selector will help those with few, none or too

many career ideas.

Look at each of the three different function groups:

- Career Level
- Industry
- Type of Work.

Explain that as they choose a different selection within each function group, a list of career ideas matching their choice is created on the right.

Ask different members of the group to select the choices for each function group.

Lead a discussion using the following questions:

- What things in common can the group see in the articles in each of the function groups?
- What does this tell them about how the list could change?

Once the career list is created - they can research ideas in the same way as within All Careers.

Ask the group how they should leave the Career Selector section.

Click on Main Menu icon on the tool bar.

Introduce next section.

The Career Families Section

Group Leader's notes:

This section has four elements:

- Business
- Creative
- Service
- Technical.

Introduce this by brainstorming the following:

- What do they understand by the term 'Career Families'?
- What information do they think they might need to know about different career families when

making their future choices?

- When would this information be useful?

Show what information is included in each career family.

If your organisation/institution has Careerscape with the video clips, explain this feature.

The Subject Links Section

Group Leader's notes:

This section displays a list of articles about links between careers and different qualifications including A-levels, GCSEs and GNVQs:

- Subjects

Show the subject list.

Ask group: "What do you think will be included in these sections?"

Show a few sample subjects.

The Higher Education Section

Group Leader's notes:

This section enables students to search for HE course information based on specific criteria:

- Course Information

Show the three different tab options:

- Keyword
- Region
- Level.

Explain that a list of course information matching their choice is created on the right, as they choose a different selection within each tab.

Ask different members of the group to select options for each tab.

Discuss the course information provided, and ask the group "What do you think you could do next?"

Show the institution pop-up, and the links to the institution and UCAS websites.

Please note: You may wish to advise the group that as the information is provided by UCAS, it does not cover any courses which require direct application to the institution.

The General Information Section

Group Leader's notes:

This section offers help in all aspects of finding and keeping work, training and education. It includes three choices:

- Education and Training
- Employment
- Lifestyle: 13 to 19 Year Olds.

Choose an entry relevant to the year group: for example 'Year 9 Options' or 'Options at 16' and guide them through the information.

Complete the Tour of Careerscape

Conclusion of session:

Repeat/ask the group what the main advantages of using Careerscape are:

- Quality and breadth of information.
- Speed of access.
- Email and website links.
- Answers available to the issues affecting users 'when they need it'. (GCSE options, GCSE subject choice, HE research, UCAS HE course information, finding a career).

Inform group how they can access Careerscape within their institution/organisation.

- Issue passwords and username for Careerscape Online.
- Take any questions.

Close session.

Session 2 "Research a Career"

Resource type:

Session 1: Classroom session/research.

Session 2: Teamwork/research.

Session 3: Presentations

Time:

Three sessions all of between 45 minutes – 1 hour.

Group to be given an agreed period of time to complete project – approximately three weeks.

Target year group(s):

- Year 9.
- Year 10.
- Vocational course Post-16 groups.

Learning Outcomes:

By the end of this project, young people will have:

- An increased understanding about the career title they have researched.
- Presented their information to their class/group.
- Worked as members of a team.
- Knowledge about other careers - by listening to the other groups.
- Understanding of the relationship between subject and career choice.

Equipment:

Careerscape and other resources.

Young people will need access to range of presentation materials.

Lesson Plan

Session 1: Classroom session/research

Introduction:

Research is important when making career, course and subject choice.

Brainstorm 'Why is this important?'

Discuss the different research methods available.

Remind students of Careerscape and how it can aid research.

Deliver Task:

Split the group into teams of four.

Issue task:

“During the (agreed period), groups are to research and deliver a presentation to their colleagues about a career area of their choice”.

Each presentation is to be a maximum of five minutes.

All members are to be equally involved in the research and presentation.

For remainder of this session, teams to work together deciding on a career area, designing an action plan and sharing tasks.

Session 2: Teamwork/research

Use this session to get an update from each team on how they are progressing.

Invite other groups to share advice/good practice with their colleagues.

Use the remainder of this session for teams to prepare their presentations.

Session 3: Presentations

Introduce final session of project.

Presentations to take place.

After presentation use remainder of session to discuss outcomes:

- How did they feel before and during the presentations?
- What did the group learn during the research?
- How easy did they find it?
- Which research materials worked better than others, why?
- What would they change in the future?
- How has it helped them prepare for their option choices? (Year 9)
- How has it helped prepare them for after their course? (Post-16 group)

Close session.

Session 3 “Happy Families”

Resource Type: Equal Opportunities session.

Time: 35–45 minutes.

Target year group: Any.

Learning Outcomes

By the end of the session the young people will have:

- Discussed issues relating to gender, race and disability within the workplace and life.
- Worked as a team.
- Gained information about different careers.

Equipment

Prior to the session use the Career Details (All Careers Section) to print and laminate enough of one of the following from a different career title, for each member to have one each:

- A photograph.
- Description.
- Personal Qualities.
- “A Day in the Life” (within case study).
- Choose Career Details that include a Case Study icon and have photographs showing a mix of ethnicity and non-stereotypical gender breakdown.
- These following are examples:
 - Computer Systems Analyst – features a disabled employee.
 - Biology Laboratory Technician – includes employees from ethnic minorities.
 - Hotel Receptionist – has photos of a male undertaking a traditionally female role.
 - Bank Manager – shows a female doing a traditionally male role.
 - Police Officer – includes a photograph of a black officer.
- On the back of each laminate, colour code each set with a different sticker.
- Try to remove any reference to the real career title.

Lesson Plan

- Introduce the session. “Today we are going to look at what skills, qualities and tasks are involved in different careers”.

- Randomly distribute the laminates.
- Inform group that each team has four members.
- Ask group to move around to try to find the other members of their team. They should do this by asking questions and discussing the content on their own laminate.
- Once they have found their team members - invite them to turn over their card to check colour coding, to see if their teams are correct.
- Lead a discussion on the following:
 - How easy was this task?
 - Are there any members in the wrong group?
 - What was it that made them choose the group they are in?
 - Did those holding the photographs find it easy or hard to join a group? Why?
 - What have the photographs shown students about:
 - Non-stereotypical gender roles?
 - Ethnicity?
 - Disability?
 - What can the group learn from the 'A Day in the Life' examples?
 - Highlight length of day, different work aspects, shift patterns, breaks, etc.
 - Did anything surprise them?
 - What has the group learned from this exercise?

Close session.

Careerscape - a Learning Resource

As young people progress from Years 9 to 13, Careerscape is a powerful learning tool.

By utilising the information and features available within Careerscape, all those who work with young people have a resource that can reduce the time and research needed to prepare sessions.

The Learning Resources section of this manual contains practical suggestions on how Careerscape can be used to deliver sessions covering the following issues:

- Transition Points
- Higher Education Preparation
- Curriculum Subject Links
- Video Clips
- Equal Opportunities
- Classroom Materials
- Careerscape Online.

The intention has been to show how Careerscape can help create sessions that are interesting, relevant and exciting to the young people with whom you work.

Technical Support

Running Careerscape:

- Careerscape can be run directly from the DVD, or by installing onto a network or stand-alone PC.
- If maximum hard disk space is not available on the network server or stand-alone PC, there are different installation options.
- If installation is a problem on either a machine or network which also has Internet access we suggest users log on to 'Careerscape Online'.
- If this option is chosen, display the local username and password near to each machine with details of how to log on.

If you wish to run the program with the audio or video clips you will need to use a machine fitted with at least the recommended processor (Pentium II 233Mhz). If the program is to be used direct from the DVD, then a 24xDVD drive speed is required.

For other minimum/recommended specifications, refer to Careerscape Installation Instructions.

Program Settings Menu:

- This is a user-friendly menu enabling control and customisation of many Careerscape features. The menu is accessed from the 'Options' icon on the navigation bar.

Printing:

- Any article, photograph or case study can be printed.
- There are five layout printing options including three leaflet formats and a large print style.
- If required, the printing option can be disabled in program settings.

Features to support users with special needs:

- For those with visual or reading difficulties the Case Studies include sound clips of people being interviewed about their careers.
- Users with reading or visual difficulties can listen

to over 3,200 spoken photo captions.

- Articles can be printed using the large print style.
- There is a choice of 'full' or 'brief' careers information.
- There is optional speech and sound – each of the main screens has a short introductory narrative to make the program easier to use.

For any other technical queries please contact:

CASCAiD Ltd.
2 Oakwood Drive
Loughborough Park
Loughborough
Leicestershire
LE11 3QF

01509 226885
01509 226869 (fax)
support@cascaid.co.uk

The Careerscape Professional Manual was written for CASCAiD Ltd by Jan Champney of The Word Service Ltd. Updated 2009.