

Plug and Play Facilitator Guide

Plug and Play

This content is part of CareerSense Dream Bigger: a programme focused on developing transferable entrepreneurial skills in 16–18-year-olds across the UK. We've designed our 'plug-and-play' sessions so you can download them and use them flexibly. You won't need live support from any of NatWest's ambassadors as it's all delivered through pre-recorded video content. Each session runs for about 20 minutes and is linked to the curriculum.

How it works

- Three videos (one per module) delivered by Fay Weir, Intrapreneurship Education Manager.
- Directs and supports students through engaging activities.
- Includes personal insights from presenter and other real-life entrepreneurs.
- Helps students learn strategies to deepen their skills and understanding about entrepreneurship.
- 20-minutes for each separate session.
- 60-minutes if all three sessions are combined.
- Timings for the classroom facilitator-led activities can be adapted to suit the needs of learners.

Uses

- As a warm-up before completing Developing Your Entrepreneurial Skills (DYES) Workshop.
- To consolidate and deepen understanding after completing DYES Workshop.

Sessions:

Name	Description	Supporting Resources *
1. Find Your Why	Discover the importance of purpose.	Find Your Why Activity Sheet – 1 per student
2. #PowerUp Mindset	Explore how to approach learning and thinking differently.	#PowerUp Mindset Activity Sheet – 1 per student
3. Meet the Entrepreneurs	Learn from the experiences of others to set personal goals.	Meet the Entrepreneur Activity Sheet – 1 per student

*You should try to use the digital activity sheets which your students can fill in using a desktop or mobile. If that's not an option, just print them out instead.

Suggested timings:

- Schools can use sessions flexibly in lessons or during tutor time.
- Delivery is supported by a classroom facilitator, who can be a non-specialist, as the videos provide information and support.
- Each video has specific pause points to allow classroom teaching and learning.

Responsibilities of the classroom facilitator F

Starting and stopping the video at appropriate intervals

Organising students into groups

Supporting student discussions and task completion

Overall behaviour management of the class

Resources:

- A good, stable internet connection.
- Device/equipment that can stream or watch downloaded videos.
- Pens and paper.
- Desktop/mobile devices for the students to fill in the activity sheet *or* printed versions.

Delivery notes

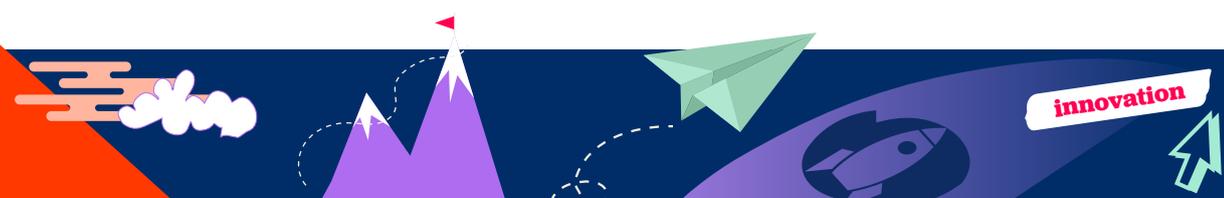
1. Find Your Why

Before the session

<p>Make sure the room is equipped with pens and paper and all necessary technology to play video.</p>	<p>Print copies of the Find Your Why Activity Sheet (1 per student). Or alternatively make sure students have devices available so they can complete it digitally.</p>	<p>Check the sound and visual quality of the video and internet connection.</p>	<p>Arrange room so students can sit in small groups for discussion: following local COVID rules.</p>	<p>Optional: watch video to familiarise self with points where footage needs pausing for student participation.</p>
---	--	---	--	---

Introduction	Presentation slides	🕒
<ul style="list-style-type: none"> • Our virtual guide, Fay, will talk you through the session. You will be prompted to press play and pause. • Please support students completing the tasks and, once complete, resume the video. 	 <p>Welcome to Find Your Why By Inspire Kids with CareerSense Dream Bigger</p>	<p>5 mins</p>
<p>1. PLAY</p>		

<p>1. PAUSE</p> <p>2. Ask students to have a think about three things that bring them joy or inspire them to get out of bed every day? Ask them to write down their answers and share their thoughts with the class.</p>		<p>5 mins contd.</p>
<p>The 'WHY' question</p>		<p>Presentation slides</p>
<p>1. PLAY</p>		<p>5 mins</p>
<p>1. PAUSE</p> <p>2. Support students answering the questions.</p> <p>3. Feedback answers:</p> <ul style="list-style-type: none"> • A person's sense of resolve or determination. • Dedicated commitment, personal meaningfulness, goal directedness, a vision bigger than self. 		<p>5 mins</p>
<p>Finding your purpose</p>		<p>Presentation slides</p>
<p>1. PLAY</p>		<p>8 mins</p>



1. **PAUSE**

2. Support students in creating their own Venn diagrams: three interconnecting circles with 'your why' at the centre.



8 mins contd.

PROMPTING QUESTIONS TO SUPPORT THE STUDENTS

1. Things you love to do:

- What activities do you find the time passes quickly?
- What activities would you do for free?
- What activities make you feel good?
- What activities can you not wait to do? (You might rush through something else so that you can do it).

2. Things that you are good at:

- What do other people say you are good at?
- Have you ever asked anyone what you are good at? (Why not try now!)

3. Things that can help others:

- What do you do to make other people feel better?
- What do you do that helps your local community?
- What activities make you feel useful?

Summary

Presentation slides



1. **PLAY**

2. **STOP**

3. Invite students to ask any questions about the session.
4. Support students in completing the 'My Why' tweet/ Hashtag (direct students to their Venn diagrams for support).
5. Invite students to share their suggestions in pairs/ small groups/whole class.



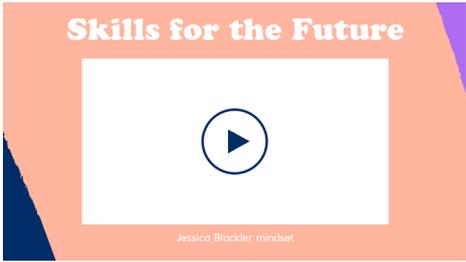
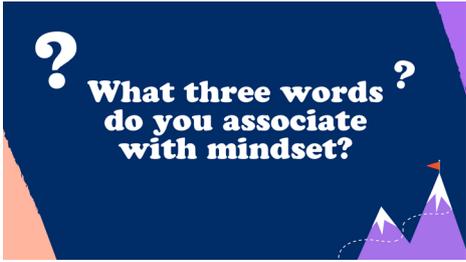
2 mins

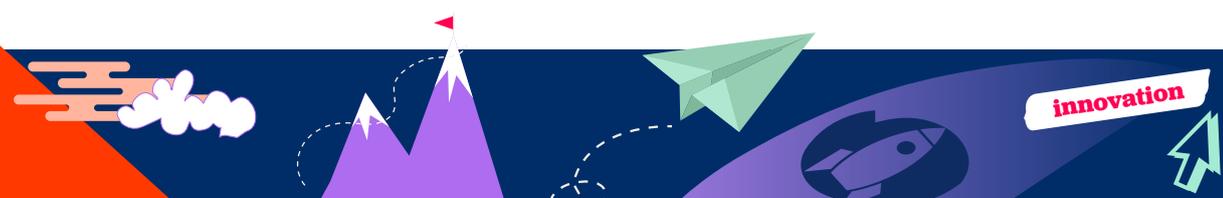


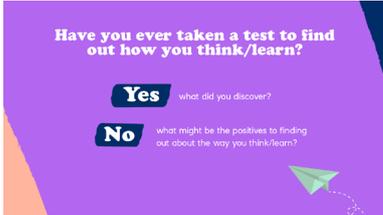
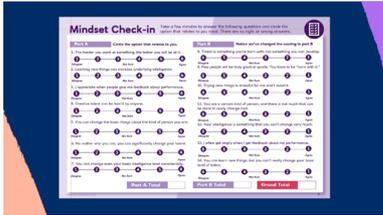
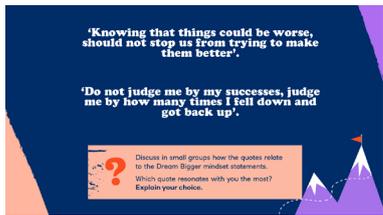
2. #PowerUp Mindset

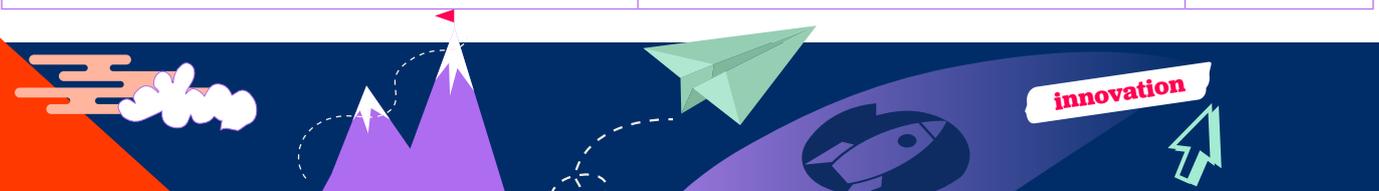
Before the session

<p>Make sure the room is equipped with pens and paper and all necessary technology to play video.</p>	<p>Print copies of the #PowerUp Mindset Activity Sheet (1 per student). Or alternatively make sure students have devices available so they can complete it digitally.</p>	<p>Check the sound and visual quality of the video and internet connection.</p>	<p>Arrange room so students can sit in small groups for discussion: following local COVID rules.</p>	<p>Optional: watch video to familiarise self with points where footage needs pausing for student participation.</p>
---	---	---	--	---

Introduction	Presentation slides	⌚
<ul style="list-style-type: none"> Our virtual guide, Fay, will talk you through the session. You will be prompted to press play and pause. Please support students completing the tasks and, once complete, resume the video. 		<p>4 mins</p>
<p>1. Talk students through the learning outcomes</p>		
		
<p>1. PAUSE</p> <p>2. Ask students to write down three words that they associate with 'mindset'.</p> <p>3. Support students with writing their answers. Ask them to discuss these with peers.</p>		



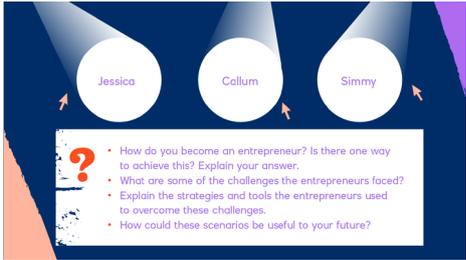
<h2>How do I think?</h2>	<h2>Presentation slides</h2>							
<ol style="list-style-type: none"> PLAY PAUSE Support student discussions 		<p>1 min</p>						
<h2>Mindset check-in</h2>	<h2>Presentation slides</h2>							
<ol style="list-style-type: none"> PLAY PAUSE Support students in completing the Mindset Check-in and personal reflections. <table border="1" data-bbox="129 611 732 967"> <thead> <tr> <th colspan="2">PROMPTING QUESTIONS TO SUPPORT THE STUDENTS</th> </tr> <tr> <th>Guidance</th> <th>Questions to help self-reflection</th> </tr> </thead> <tbody> <tr> <td>Students can share their scores from the check-in or content from their self-reflection, however they should not feel pressured to do so. Students should be given the opportunity to work on their own during this activity.</td> <td> <ul style="list-style-type: none"> What did you find easy to answer? What was challenging to answer? Were you surprised by your score? Explain. How did you feel whilst you were completing the form? Why do you think that might have been? </td> </tr> </tbody> </table>	PROMPTING QUESTIONS TO SUPPORT THE STUDENTS		Guidance	Questions to help self-reflection	Students can share their scores from the check-in or content from their self-reflection, however they should not feel pressured to do so. Students should be given the opportunity to work on their own during this activity.	<ul style="list-style-type: none"> What did you find easy to answer? What was challenging to answer? Were you surprised by your score? Explain. How did you feel whilst you were completing the form? Why do you think that might have been? 		<p>8 mins</p>
PROMPTING QUESTIONS TO SUPPORT THE STUDENTS								
Guidance	Questions to help self-reflection							
Students can share their scores from the check-in or content from their self-reflection, however they should not feel pressured to do so. Students should be given the opportunity to work on their own during this activity.	<ul style="list-style-type: none"> What did you find easy to answer? What was challenging to answer? Were you surprised by your score? Explain. How did you feel whilst you were completing the form? Why do you think that might have been? 							
<h2>Dream Bigger Mindset Statements</h2>	<h2>Presentation slides</h2>							
<ol style="list-style-type: none"> PLAY PAUSE Support students in completing the mindset statement task. Invite students to share their work with the person next to them. 		<p>3 mins</p>						
<h2>Feeling connected</h2>	<h2>Presentation slides</h2>							
<ol style="list-style-type: none"> PLAY PAUSE Lead a group discussion around how the students think these quotes relate to the Dream Bigger mindset statements. Then ask the students to choose the quote they feel more connected to and see if they can explain why this might be. 		<p>2 mins</p>						
<h2>Summary</h2>	<h2>Presentation slides</h2>							
<ol style="list-style-type: none"> PLAY STOP Invite students to ask any questions about the session. Support students with advice task. Invite students to share their suggestions in pairs/small groups/whole class.. 		<p>2 mins</p>						

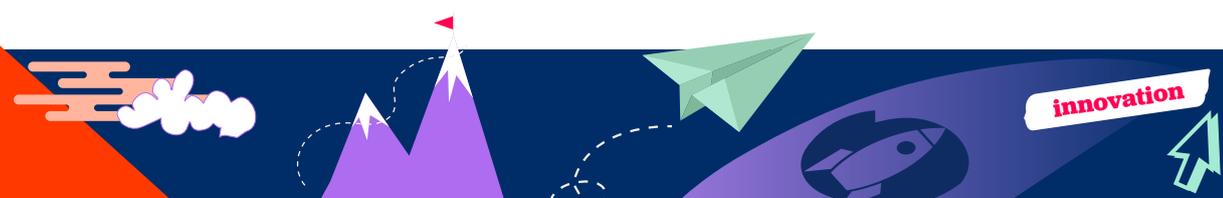


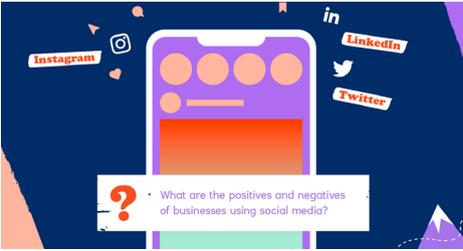
3. Meet the Entrepreneurs

Before the session

<p>Make sure the room is equipped with pens and paper and all necessary technology to play video.</p>	<p>Print copies of the Meet the Entrepreneurs Mindset Activity Sheet (1 per student). Or alternatively make sure students have devices available so they can complete it digitally.</p>	<p>Check the sound and visual quality of the video and internet connection.</p>	<p>Arrange room so students can sit in small groups for discussion: following local COVID rules.</p>	<p>Optional: watch video to familiarise self with points where footage needs pausing for student participation.</p>
---	---	---	--	---

Introduction	Presentation slides	⌚
<ul style="list-style-type: none"> Our virtual guide, Fay, will talk you through the session. You will be prompted to press play and pause. Please support students completing the tasks and, once complete, resume the video. 		<p>3 mins</p>
<p>1. PLAY</p>		
<p>1. PAUSE</p> <p>2. Support students in completing the task.</p> <p>3. Ask students to share their thoughts with the person next to them.</p>		
Jessica, Callum and Simmy	Presentation slides	⌚
<p>1. PLAY</p> <p>2. PAUSE</p> <p>3. Support the students to answer the questions.</p>		<p>8 mins</p>



<p style="text-align: center;">Networking</p> <ol style="list-style-type: none"> PLAY PAUSE Support students in completing the timed task (1 minute). Lead feedback as a class to choose 3 top networking tips. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>ANSWERS TO SUPPORT THE STUDENTS</p> <p>Possible answers for task:</p> <ul style="list-style-type: none"> • LinkedIn • Instagram • Twitter • Facebook • Writing a letter • Emailing • Phone call </div>	<p style="text-align: center;">Presentation slides</p>  <p>The slide features a purple background with white clouds and mountains. A central white box contains a question mark icon and the text: "What are the different ways young people could try and connect with entrepreneurs?"</p>	<p style="text-align: center;">⌚</p> <p style="text-align: center; font-size: 24px;">3</p> <p style="text-align: center;">mins</p>				
<p style="text-align: center;">Pros and Cons</p> <ol style="list-style-type: none"> PLAY PAUSE Support students in writing the positives and negatives of social media. Invite students to work in pairs or small groups for this activity. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>PROMPTING QUESTIONS TO SUPPORT THE STUDENTS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Positives</th> <th style="width: 50%;">Negatives</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Can connect with people all over the world. • Easy and instant communication. • High access: lots of people use it. • Some is free. • Access to other opportunities. • Can follow trends in business/companies. </td> <td> <ul style="list-style-type: none"> • Potential access to unprofessional content. • Risk of negative feedback/cyberbullying. • Pressure to create something new and exciting to stand out. • The business/company you might be interested in might not use social media. </td> </tr> </tbody> </table> </div>	Positives	Negatives	<ul style="list-style-type: none"> • Can connect with people all over the world. • Easy and instant communication. • High access: lots of people use it. • Some is free. • Access to other opportunities. • Can follow trends in business/companies. 	<ul style="list-style-type: none"> • Potential access to unprofessional content. • Risk of negative feedback/cyberbullying. • Pressure to create something new and exciting to stand out. • The business/company you might be interested in might not use social media. 	<p style="text-align: center;">Presentation slides</p>  <p>The slide features a dark blue background with social media icons for Instagram, LinkedIn, and Twitter. A central white box contains a question mark icon and the text: "What are the positives and negatives of businesses using social media?"</p>	<p style="text-align: center;">⌚</p> <p style="text-align: center; font-size: 24px;">3</p> <p style="text-align: center;">mins</p>
Positives	Negatives					
<ul style="list-style-type: none"> • Can connect with people all over the world. • Easy and instant communication. • High access: lots of people use it. • Some is free. • Access to other opportunities. • Can follow trends in business/companies. 	<ul style="list-style-type: none"> • Potential access to unprofessional content. • Risk of negative feedback/cyberbullying. • Pressure to create something new and exciting to stand out. • The business/company you might be interested in might not use social media. 					
<p style="text-align: center;">Summary</p> <ol style="list-style-type: none"> PLAY STOP Support students with goal setting. Invite students to share their goals in pairs/small groups/whole class. 	<p style="text-align: center;">Presentation slides</p>  <p>The slide features a dark blue background with white clouds and mountains. A central orange box contains the text: "Meet The Entrepreneurs". Below this, it says "by CareerSense Dream Bigger" and includes logos for Royal Bank of Scotland and a small image of two people talking.</p>	<p style="text-align: center;">⌚</p> <p style="text-align: center; font-size: 24px;">3</p> <p style="text-align: center;">mins</p>				



Find Your Why Curriculum links:

The content within the workshop is underpinned by national curricular for England, Scotland, Wales and Northern Ireland.

England	
Personal development	<p>GATSBY BENCHMARKS :</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 5. Encounters with employers and employees. <p>PHSE PROGRAMME OF STUDY :</p> <p>KS4</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L3. how their strengths, interests, skills, and qualities are changing and how these relate to future career choices and employability</p> <p>L6. about the information, advice, and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>KS5</p> <p>L1. to be enterprising in life and work</p>
Business	<p>KS4</p> <ul style="list-style-type: none"> • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <p>KS5</p> <ul style="list-style-type: none"> • promote a holistic understanding of business and enterprise • acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> Last accessed October 2021

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last accessed October 2021

<https://www.gov.uk/government/publications/gcse-business> Last accessed October 2021

<https://www.gov.uk/government/publications/gce-as-and-a-level-for-business> Last accessed October 2021

Scotland	
Personal development	<p>DEVELOPING THE YOUNG WORKFORCE(DYW)</p> <ul style="list-style-type: none"> • experience a curriculum through which they learn about the world of work and job possibilities, and which makes clear the strengths and skills needed to take advantage of these opportunities • opportunities to engage in profiling that supports learning and the development of skills for work and future career choices • develop understanding of enterprise, entrepreneurship, and self-employment as a career opportunity <p>CURRICULUM FOR EXCELLENCE</p> <p>Health and Wellbeing</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. (HWB 4-20a)</p> <p>Skills for learning, skills for life and skills for work</p> <ul style="list-style-type: none"> • Provide opportunities for learners to think and act in enterprising ways • Provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work • Promote positive attitudes • Provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks • Provide entrepreneurial experiences
Business	<p>Higher</p> <ul style="list-style-type: none"> • using initiative and innovation, and displaying creativity, flexibility, and resourcefulness, for example when developing new and enhanced products and working in groups <p>Advanced higher</p> <ul style="list-style-type: none"> • accepting personal responsibility for learning, leading to greater self-reliance and autonomy • gaining experience of the world of work, for example by interacting directly with local business organisations and becoming aware of potential career paths

Wales	
Personal development	<p>CAREERS AND WORK-RELATED EXPERIENCES</p> <ul style="list-style-type: none"> • knowledge about different career pathways and workplaces. • learning about and development of the skills to work towards careers and work pathways. • experiences to stimulate interest in different careers and work and to apply their learning in practical ways. • opportunities to benefit from links with business and/or employers. • Developing skills, attitudes and values through a range of contexts. • Describes their personal achievements, abilities and skills
Business	<p>KS5</p> <ul style="list-style-type: none"> • Gain an holistic understanding of business in a range of contexts • Acquire a range of relevant business and generic skills, including decision making, problem-solving, the challenging of assumptions and critical analysis

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> Last accessed October 2021

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last accessed October 2021

<https://www.gov.uk/government/publications/gcse-business> Last accessed October 2021

<https://www.gov.uk/government/publications/gce-as-and-a-level-for-business> Last accessed October 2021

Northern Ireland	
Personal development	<p>LEARNING FOR LIFE AND WORK:</p> <p>Employability</p> <ul style="list-style-type: none"> • Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning. • Assess personal skills and achievements to date. Identify areas of interest and set targets for self-improvement. • Explore the different ways to develop self-esteem • Engaging in the personal career planning process <p>CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)</p> <ul style="list-style-type: none"> • Making information about options available to pupils and parents in time for them to explore different pathways; • Well-planned work-based learning opportunities • Helping to prepare pupils for a culture of flexible employment and lifelong learning.
Business	<p>KS5</p> <ul style="list-style-type: none"> • Develop a lifelong interest in business; • Gain a holistic understanding of business and the international marketplace; • Generate enterprising and creative solutions to business problems and issues;



The content within the workshop is underpinned by national curricular for England, Scotland, Wales and Northern Ireland.

England	
Personal development	<p>GATSBY BENCHMARKS :</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 5. Encounters with employers and employees. <p>PHSE PROGRAMME OF STUDY :</p> <p>KS4</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>KS5</p> <p>H1. skills and strategies to confidently manage transitional life phases</p> <p>L1. to be enterprising in life and work</p>
Business	<p>KS4</p> <ul style="list-style-type: none"> • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <p>KS5</p> <ul style="list-style-type: none"> • promote a holistic understanding of business and enterprise • acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis

Scotland	
Personal development	<p>DEVELOPING THE YOUNG WORKFORCE(DYW)</p> <ul style="list-style-type: none"> • experience a curriculum through which they learn about the world of work and job possibilities, and which makes clear the strengths and skills needed to take advantage of these opportunities • opportunities to engage in profiling that supports learning and the development of skills for work and future career choices <p>CURRICULUM FOR EXCELLENCE</p> <p>Health and Wellbeing</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. (HWB 4-20a)</p> <p>Skills for learning, skills for life and skills for work</p> <ul style="list-style-type: none"> • provide opportunities for learners to think and act in enterprising ways • provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work • promote positive attitudes • provide entrepreneurial experiences
Business	<p>Higher</p> <ul style="list-style-type: none"> • using initiative and innovation, and displaying creativity, flexibility, and resourcefulness, for example when developing new and enhanced products and working in groups <p>Advanced higher</p> <ul style="list-style-type: none"> • accepting personal responsibility for learning, leading to greater self-reliance and autonomy • growing in confidence through carrying out personal research in a variety of contexts • gaining experience of the world of work, for example by interacting directly with local business organisations and becoming aware of potential career paths

Wales

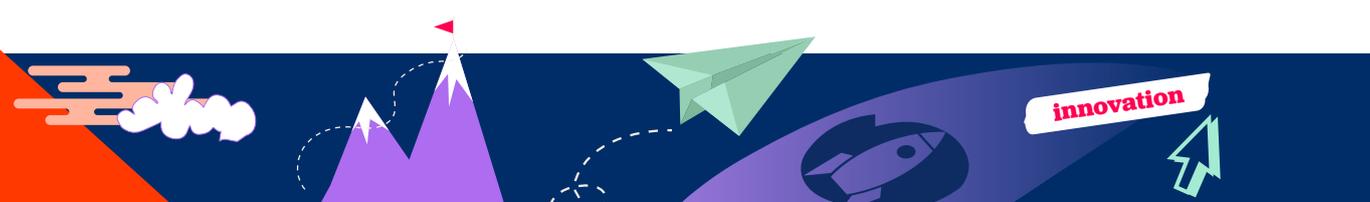
Personal development	<p>CAREERS AND WORK-RELATED EXPERIENCES</p> <ul style="list-style-type: none"> • knowledge about different career pathways and workplaces. • learning about and development of the skills to work towards careers and work pathways. • experiences to stimulate interest in different careers and work and to apply their learning in practical ways. • opportunities to benefit from links with business and/or employers.
Business	<p>KS5</p> <ul style="list-style-type: none"> • Gain an holistic understanding of business in a range of contexts • Generate enterprising and creative approaches to business opportunities, problems and issues • Acquire a range of relevant business and generic skills, including decision making, problem-solving, the challenging of assumptions and critical analysis

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> Last accessed October 2021
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last accessed October 2021
<https://www.gov.uk/government/publications/gcse-business> Last accessed October 2021
<https://www.gov.uk/government/publications/gce-as-and-a-level-for-business> Last accessed October 2021
<https://education.gov.scot/education-scotland/scottish-education-system/senior-phase-and-beyond/senior-phase/> Last accessed October 2021
 Career Education Standard (3-18) September 2015 Last accessed October 2021
<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/health-and-wellbeing/> Last accessed October 2021
<https://education.gov.scot/improvement/learning-resources/enterprise-in-education/> Last accessed October 2021
<https://www.sqa.org.uk/sqa/47919.html> Last accessed October 2021
<https://www.sqa.org.uk/sqa/48462.html> Last accessed October 2021
<https://hwb.gov.wales/curriculum-for-wales-2008/key-stages-2-to-4/careers-and-the-world-of-work-a-framework-for-11-to-19-year-olds-in-wales>

Northern Ireland

Personal development	<p>LEARNING FOR LIFE AND WORK:</p> <p>Employability</p> <ul style="list-style-type: none"> • Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning. • Assess personal skills and achievements to date. Identify areas of interest and set targets for self-improvement. • Explore the changing concept of career. • Make use of appropriate information, advice and guidance to inform career management. • Identify and practise the skills and attributes which make one enterprising • Engage in the personal career planning process to investigate and reach decisions <p>CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)</p> <ul style="list-style-type: none"> • Making information about options available to pupils and parents in time for them to explore different pathways; • Well-planned work-based learning opportunities • Helping to prepare pupils for a culture of flexible employment and lifelong learning.
Business	<p>KS5</p> <ul style="list-style-type: none"> • Develop a lifelong interest in business; • Gain a holistic understanding of business and the international marketplace; • Generate enterprising and creative solutions to business problems and issues;

<https://www.wjec.co.uk/media/qdyp1wcl/wjec-gce-as-a-level-business-specification-formatted-2.pdf>
http://www.nicurriculum.org.uk/connected_learning/thematic_units/index.asp
<https://ceea.org.uk/learning-resources/curriculum-planning-and-design/transition-points-and-careers-guidance>
<https://ceea.org.uk/downloads/docs/Specifications/GCE/GCE%20Business%20Studies%20%282016%29/GCE%20Business%20Studies%20%282016%29-specification-Standard.pdf>



Meet the Entrepreneurs

Curriculum links:

The content within the workshop is underpinned by national curricular for England, Scotland, Wales and Northern Ireland.

England	
Personal development	<p>GATSBY BENCHMARKS :</p> <ol style="list-style-type: none"> 1. A stable careers programme 5. Encounters with employers and employees. <p>PHSE PROGRAMME OF STUDY :</p> <p>KS4</p> <ol style="list-style-type: none"> L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting L3. how their strengths, interests, skills, and qualities are changing and how these relate to future career choices and employability L4. about the range of opportunities available to them for career progression, including in education, training, and employment L5. about the need to challenge stereotypes about career pathways, maintain high aspirations for their future and embrace new opportunities L11. the benefits and challenges of cultivating career opportunities online <p>KS5</p> <ol style="list-style-type: none"> L1. to be enterprising in life and work L22. to build and maintain a positive professional online presence, using a range of technologies
Business	<p>KS4</p> <ul style="list-style-type: none"> • know and understand the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business <p>KS5</p> <ul style="list-style-type: none"> • promote a holistic understanding of business and enterprise

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> Last accessed October 2021

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last accessed October 2021

<https://www.gov.uk/government/publications/gcse-business> Last accessed October 2021

<https://www.gov.uk/government/publications/gce-as-and-a-level-for-business> Last accessed October 2021

<https://education.gov.scot/education-scotland/scottish-education-system/senior-phase-and-beyond/senior-phase/> Last accessed October 2021

Career Education Standard (3-18) September 2015 Last accessed October 2021

Scotland	
Personal development	<p>CURRICULUM FOR EXCELLENCE</p> <p>Health and Wellbeing</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills, and interests to my future life. (HWB 4-20a)</p> <p>Skills for learning, skills for life and skills for work</p> <ul style="list-style-type: none"> • provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work • provide entrepreneurial experiences
Business	<p>Higher</p> <ul style="list-style-type: none"> • working with others • listening to guest speakers explain how factors have affected their businesses, for example competition, competition policy and economic policy • be aware of the impact that internal and external factors might have on organisations <p>Advanced higher</p> <ul style="list-style-type: none"> • gaining experience of the world of work, for example by interacting directly with local business organisations and becoming aware of potential career paths • using initiative to set personal targets and being proactive rather than reactive • using case studies and/or media articles to come to reasoned conclusions and develop the ability to understand alternative viewpoints



Wales	
Personal development	<p>CAREERS AND WORK-RELATED EXPERIENCES</p> <ul style="list-style-type: none"> • knowledge about different career pathways and workplaces. • learning about and development of the skills to work towards careers and work pathways. • experiences to stimulate interest in different careers and work and to apply their learning in practical ways. • opportunities to benefit from links with business and/or employers. • experiences that are inclusive, emphasising opportunities for all, challenging stereotypes and addressing underrepresentation in different careers
Business	<p>KS5</p> <ul style="list-style-type: none"> • Gain an holistic understanding of business in a range of contexts • Generate enterprising and creative approaches to business opportunities, problems and issues • Gain an holistic understanding of business in a range of contexts • Develop a critical understanding of organisations and their ability to meet society’s needs and wants • Acquire a range of relevant business and generic skills, including decision making, problem-solving, the challenging of assumptions and critical analysis <p>Enterprise</p> <ul style="list-style-type: none"> • Explain the meaning of enterprise and SMEs Explain how satisfying needs and wants can give opportunities to entrepreneurs Identify business opportunities • Explain the role of the entrepreneur in creating, setting up, running and developing a business • Explain the financial and non-financial motives of entrepreneurs • Explain the characteristics and skills of entrepreneurs

Northern Ireland	
Personal development	<p>LEARNING FOR LIFE AND WORK:</p> <p>Employability</p> <ul style="list-style-type: none"> • Explore the changing concept of career. • Investigate a variety of both familiar and unfamiliar jobs. • Identify and practise the skills and attributes which make one enterprising • Engage in the personal career planning process to investigate and reach decisions <p>CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)</p> <ul style="list-style-type: none"> • Making information about options available to pupils and parents in time for them to explore different pathways; • Well-planned work-based learning opportunities • Helping to prepare pupils for a culture of flexible employment and lifelong learning
Business	<p>KS5</p> <ul style="list-style-type: none"> • Develop a lifelong interest in business; • Gain a holistic understanding of business and the international marketplace; • Generate enterprising and creative solutions to business problems and issues; • Understand the ethical dilemmas and responsibilities faced by organisations and business decision makers <p>Enterprise and entrepreneurship</p> <ul style="list-style-type: none"> • Demonstrate and apply knowledge and understanding of what a business enterprise is and the factors of production associated with it • Analyse the range of motives an individual may have to become an entrepreneur – to make money, to take advantage of opportunities, or to create their own job • Analyse the key characteristics of the successful entrepreneur – to be determined, a calculated risk-taker or innovative.

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/health-and-wellbeing/> Last accessed October 2021

<https://education.gov.scot/improvement/learning-resources/enterprise-in-education/> Last accessed October 2021

<https://www.sqa.org.uk/sqa/47919.html> Last accessed October 2021

<https://www.sqa.org.uk/sqa/48462.html> Last accessed October 2021

<https://hwb.gov.wales/curriculum-for-wales-2008/key-stages-2-to-4/careers-and-the-world-of-work-a-framework-for-11-to-19-year-olds-in-wales>

<https://www.wjec.co.uk/media/qdyp1wcl/wjec-gce-as-a-level-business-specification-formatted-2.pdf>

http://www.nicurriculum.org.uk/connected_learning/thematic_units/index.asp

<https://ceea.org.uk/learning-resources/curriculum-planning-and-design/transition-points-and-careers-guidance>

