EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can

Year 10

Careers Booklet

Name:

Tutor Group:

Tenacity
Integrity
Compassion
Knowledge

WESTCOUNTRY
SCHOOLS TRUST

WELCOME TO YEAR 10 CAREERS

Why is this year important?

You are now studying for the qualifications that will appear on your CV for the rest of your life. Employers, colleges, sixth forms and apprenticeship providers will all look at what you do over these two years. From now on, careers is about showing people who you are and what you can do.

What will you do this year?

You will start an evidence bank of examples you can use in personal statements and applications. You will think about work-related learning, prepare for your careers interview and get ready for post-16 applications in Year 11. Treat this booklet as a working document that you will keep adding to.

BY THE END OF YEAR 10 YOU SHOULD HAVE

A first draft of your CV, an evidence bank of skill examples written using STAR, a clearer idea of which post-16 route suits you, and an online presence that helps you rather than harms you.

What you will do in this booklet

Every two weeks your tutor will introduce a new session. You will then complete the activity on your own. By the end of Year 10 you will have:

- built an evidence bank of skill examples for personal statements and applications
- prepared questions for your careers interview
- drafted a profile headline and a "Why you?" paragraph, and learned what makes a strong CV
- compared the costs of university and apprenticeship routes.

From now on, careers is less about exploring and more about choosing. Take your time and make your choices on purpose rather than letting things drift.

MY YEAR 10 LEARNING JOURNEY

By the end of Year 10 I will be able to do all 18 things below. Tick each one off when you have completed it.

Tick	Session	I can...
☐	Session 1	I can record concrete evidence of my best use of key employability skills.
☐	Session 2	I can take part in clubs, charity work and extracurricular activities to build skills.
☐	Session 3	I can analyse local job vacancies and trends.
☐	Session 4	I can use comprehensive websites that combine LMI with student destinations.
☐	Session 5	I can recognise different work environments suit different people.
☐	Session 6	I can prepare for a careers conversation with my Careers Adviser.
☐	Session 7	I can reflect on work experience or work-related learning.
☐	Session 8	I can match my skills and abilities to potential occupations.
☐	Session 9	I can prepare for selection processes for jobs and courses.
☐	Session 10	I can prepare a CV.
☐	Session 11	I can present myself professionally online.
☐	Session 12	I can identify communication styles for the world of work.
☐	Session 13	I can carry out a risk assessment of a typical workplace setting.
☐	Session 14	I can identify health and safety risks at workplaces.
☐	Session 15	I understand the protected characteristics and reasonable adjustments at work.
☐	Session 16	I understand my rights at work and in selection processes.
☐	Session 17	I can present myself professionally online.
☐	Session 18	I can compare different post-18 routes financially.

THE SIX AREAS OF LEARNING

Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture.

SESSION 1: GROW THROUGHOUT LIFE
Evidence Bank Set-up

I CAN...
I can record concrete evidence of my best use of key employability skills.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
From now until you finish education, you will need examples of your skills for personal statements, applications and interviews. Today you will start your evidence bank.

WHAT TO DO ON YOUR OWN

1. Choose four of the employability skills below.
2. On your work page, write one strong STAR example for each skill.
3. Use real examples from Years 7 to 9 or this term. Do not make them up.
4. Tick your strongest example.
5. Keep this booklet safe. You will add to your evidence bank during the year.

CHOOSE FOUR OF THESE SKILLS
Teamwork, communication, resilience, problem solving, organisation, leadership, initiative, digital skills, working under pressure, adapting to change, negotiation, self-management

STAR REMINDER
Situation, **T**ask, **A**ction, **R**esult. Most of your writing should be in the Action section.

Tip: Be specific. "Ran a four-stall bake sale that raised £180" is better than "I was creative."

WHY THIS MATTERS
Personal statements are usually written under deadline pressure in Year 11 and Year 13. Students who have collected their evidence in advance find them much quicker to write.

SESSION 1: EVIDENCE BANK SET-UP (MY WORK)

☐ **Skill 1: _____**

STAR (Situation, Task, Action, Result)

☐ **Skill 2: _____**

STAR (Situation, Task, Action, Result)

☐ **Skill 3: _____**

STAR (Situation, Task, Action, Result)

☐ **Skill 4: _____**

STAR (Situation, Task, Action, Result)

SESSION 2: GROW THROUGHOUT LIFE
KS4 Opportunity Map

I CAN...
I can take part in clubs, charity work and extracurricular activities to build skills.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
What you do outside lessons in KS4 will appear on every personal statement you write. Today you will map what you already do and choose two new things to add.

WHAT TO DO ON YOUR OWN

1. Read the five categories below.
2. On your work page, write what you currently do in each category.
3. Look for gaps. Which categories are empty?
4. Choose two new things to add this term. Make them specific and realistic.
5. Plan the first step for each one and when you will do it.

FIVE CATEGORIES THAT APPEAR ON APPLICATIONS
Leadership or responsibility: prefect, team captain, peer mentor.
Service or charity: volunteering, fundraising, community work.
Sport or physical activity: team sport, individual sport, coaching.
Creative or cultural: music, drama, art, writing, making content.
Academic enrichment: competitions, talks, free online courses, reading.

Tip: Doing one thing well is better than signing up for five things you rarely attend. Choose carefully and stick with it.

SESSION 2: KS4 OPPORTUNITY MAP (MY WORK)

Category	What I do now
Leadership or responsibility	
Service or charity	
Sport or physical activity	
Creative or cultural	
Academic enrichment	

New thing 1

First step and when I will do it

New thing 2

First step and when I will do it

SESSION 3: EXPLORE POSSIBILITIES
5-Year Trend Hunt

I CAN...
I can analyse local job vacancies and trends.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
The jobs market is changing quickly, and some of the jobs you do in your twenties may look very different from today. You will pick out five trends and decide whether each area is growing, declining or shifting.

WHAT TO DO ON YOUR OWN

1. Read the ten trends below.
2. On your work page, choose five trends and write what is causing each one.
3. For each trend, write Growing, Declining or Shifting.
4. Choose the trend that matters most for what you might do.
5. Write down a skill that would be useful in that area.

TEN UK TRENDS

1. AI is being used more in law, HR, marketing and design.
2. Demand for care workers is rising because people are living longer.
3. Net zero jobs are growing, such as fitting insulation and installing renewable energy.
4. High street retail jobs are shrinking, while jobs in delivery and logistics are growing.
5. Mental health roles are growing in schools and online services.
6. Demand for cyber security workers is greater than the number of trained people.
7. There is a shortage of construction skills because many workers are close to retiring.
8. Hybrid working (part home, part office) is now normal for many office jobs.
9. More degree-level jobs, such as accountancy and law, can now be reached through apprenticeships.
10. Self-employed and freelance work is growing in creative industries.

WHY THIS MATTERS
The jobs market in 2030 will look different from today. Spotting trends now can help you build skills that will stay in demand.

SESSION 3: 5-YEAR TREND HUNT (MY WORK)

No.	Trend	Growing, Declining or Shifting	What is causing it
1			
2			
3			
4			
5			

The trend that matters most for what I might do and why

A skill that would be useful in that area

SESSION 4: EXPLORE POSSIBILITIES
Where Did They Go?

I CAN...
I can use comprehensive websites that combine LMI with student destinations.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Schools publish destination data, which shows where Year 11 leavers went next. Today you will read example data from a school with 200 leavers and look for patterns.

WHAT TO DO ON YOUR OWN

1. Read the destination data below. It is from a made-up school with 200 Year 11 leavers.
2. On your work page, work out the percentage for each destination and fill in the table.
3. Write down the most common destination.
4. Write down anything that surprised you.
5. Write which destination feels right for you today and why.

DESTINATIONS OF 200 YEAR 11 LEAVERS
Stayed at school sixth form: **60**
College (A levels): **50**
College (BTEC or vocational): **40**
Apprenticeship: **25**
Job with no further study: **10**
Retaking GCSEs or other: **10**
Not in education, employment or training (NEET): **5**

Tip: To work out a percentage, divide the number by 200 and multiply by 100. For example, 80 out of 200 is 40%.

COMPARE WITH NATIONAL DATA
Nationally, only around 4 to 5% of Year 11 leavers start an apprenticeship. This school has a much higher figure. What might that suggest about the school or the local area?

SESSION 4: WHERE DID THEY GO? (MY WORK)

Destination	Number	% of total
Stayed at school sixth form	80	
College (A levels)	30	
College (BTEC or vocational)	40	
Apprenticeship	25	
Job with no further study	10	
Retaking GCSEs or other	10	
Not in education, employment or training (NEET)	5	
Total	**200**	**100%**

The most common destination

Something that surprised me

Why this school might have more apprentices than the national figure

The destination that feels right for me today and why

SESSION 5: EXPLORE POSSIBILITIES
Career Type Speed-Sort

I CAN...
I can recognise different work environments suit different people.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are six scales below, each with two opposite types of work. You will mark where you sit on each one. There is no right answer, only your answer.

WHAT TO DO ON YOUR OWN

1. Read each scale below.
2. On your work page, circle the number that shows where you sit on each scale.
3. Look for patterns. Are you mostly on one side?
4. Choose the two scales you feel most strongly about.
5. Write what this suggests about workplaces that would suit you.

THE SIX SCALES

1. Working with people or Working with things or data
2. Big organisation or Small team or on my own
3. Predictable routine or Lots of variety
4. Indoors or desk-based or Outdoors or on the move
5. Clear rules or Working it out as I go
6. One deep skill or Lots of different skills

Tip: Sitting in the middle is fine. It means a job would need to give you some of both.

SESSION 5: CAREER TYPE SPEED-SORT (MY WORK)

Circle the number that shows where you sit. 1 means you strongly prefer the left side and 5 means you strongly prefer the right side.

Working with people	1 2 3 4 5	**Working with things or data**
Big organisation	1 2 3 4 5	**Small team or on my own**
Predictable routine	1 2 3 4 5	**Lots of variety**
Indoors or desk-based	1 2 3 4 5	**Outdoors or on the move**
Clear rules	1 2 3 4 5	**Working it out as I go**
One deep skill	1 2 3 4 5	**Lots of different skills**

The two scales I feel most strongly about

Patterns I noticed

What this suggests about workplaces that would suit me

SESSION 6: EXPLORE POSSIBILITIES
Pre-Interview Question Prep

I CAN...
I can prepare for a careers conversation with my Careers Adviser.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will have a one-to-one careers interview during KS4. Students who arrive with good questions get much more out of it. Today you will prepare your questions.

WHAT TO DO ON YOUR OWN

1. Read the question categories and examples below.
2. On your work page, write six specific questions you would ask.
3. Check that at least two are about post-16 options.
4. Rank your three strongest questions.
5. Keep this page and take it to your careers interview.

QUESTION CATEGORIES

Self: "From what I have told you, what kind of work might suit me?"

Routes: "If I want to become a ..., what is the difference between the apprenticeship route and the degree route?"

Subjects: "Are my GCSE choices limiting any post-16 options?"

Local picture: "Which sectors are growing fastest in our area?"

Decisions: "How do I choose between two routes that both look good?"

Action: "What is one thing I should do before our next meeting?"

Tip: Avoid questions they cannot answer, such as "Will I be happy?" Ask questions their training helps them to answer.

WHY THIS MATTERS
A careers interview is one of the few times a trained adult spends time focusing only on your future. Make the most of it.

SESSION 6: PRE-INTERVIEW QUESTION PREP (MY WORK)

No.	My question	Category
1		
2		
3		
4		
5		
6		

My strongest three questions, ranked

1.

2.

3.

SESSION 7: MANAGE CAREER
Work-Related Reflection

I CAN...
I can reflect on work experience or work-related learning.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Whether or not you have done work experience yet, today is about turning something real you have done into evidence. Choose a recent task, big or small.

WHAT TO DO ON YOUR OWN

1. Choose a piece of work-related learning from the list below.
2. On your work page, write about it using STAR.
3. Add two transferable skills it helped you build.
4. Add one thing it confirmed or changed about your career thinking.
5. Check your Action section. Does it say exactly what you did?

WHAT COUNTS AS WORK-RELATED LEARNING
Work experience
A Saturday or holiday job
Volunteering with a charity
A school project with a real outcome, such as running an event
Helping in a family business
Paid work from a hobby, such as babysitting, tutoring or selling things you have made

Tip: This counts as another entry for your evidence bank from Session 1.

SESSION 7: WORK-RELATED REFLECTION (MY WORK)

What I did

S: Situation

T: Task

A: Action

R: Result

Two transferable skills it helped me build

One thing it confirmed or changed about my career thinking

SESSION 8: MANAGE CAREER
Reverse-Engineer a Job

I CAN...
I can match my skills and abilities to potential occupations.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Today you will look at what a real type of job asks for and compare it with where you are now. You will use the example advert for a trainee paramedic below.

WHAT TO DO ON YOUR OWN

1. Read the job advert below.
2. On your work page, look at each of the five requirements.
3. For each one, write Strong, Some or Need to build.
4. For each "Need to build", write one action you could take.
5. Write down the requirement that is furthest from where you are now.

JOB ADVERT: TRAINEE PARAMEDIC (AMBULANCE SERVICE)
Requirement 1: GCSE English and Maths at grade 4 or above
Requirement 2: Calm under pressure, including making decisions when others are panicking
Requirement 3: Physical fitness, including lifting up to 40kg
Requirement 4: Communication with patients, families and colleagues
Requirement 5: A full UK driving licence

Tip: "Need to build" is good news. It means you have found something to work on with a clear purpose.

SESSION 8: REVERSE-ENGINEER A JOB (MY WORK)

Requirement	Strong, Some or Need to build	Action if I need to build it
GCSE English and Maths at grade 4 or above		
Calm under pressure, including making decisions when others are panicking		
Physical fitness, including lifting up to 40kg		
Communication with patients, families and colleagues		
A full UK driving licence		

The requirement that is furthest from where I am now and why

Would this job suit me? Why or why not?

SESSION 9: CREATE OPPORTUNITIES
"Why You?" Paragraph

I CAN...
I can prepare for selection processes for jobs and courses.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
"Why should we choose you?" is a question every selection panel asks. Today you will write a 120 to 150-word answer using STAR.

WHAT TO DO ON YOUR OWN

1. Choose a real or imagined post-16 opportunity, such as a sixth form course, an apprenticeship or a college course.
2. On your work page, write a "Why You?" paragraph using STAR.
3. Aim for 120 to 150 words.
4. Read it back and cut anything that is vague or repeated.
5. Use the check on your work page to decide if you would choose yourself.

EXAMPLE: APPLYING FOR AN ENGINEERING APPRENTICESHIP
"In Year 10 I led a team of four in the Greenpower electric car challenge. Two weeks before the race, our motor controller kept overheating. I tested three different cooling set-ups, found one that worked, and we finished fourth out of 18 schools. The project showed me I work best when I am solving a real problem with my hands and to a deadline. That is why I want this apprenticeship rather than an A level route."

Tip: Finish by linking your example to why you want this particular opportunity. Many students forget this part.

SESSION 9: "WHY YOU?" PARAGRAPH (MY WORK)

The opportunity I am applying for

My "Why You?" paragraph (120 to 150 words)

If I were choosing, would I pick me based on this paragraph?

☐ Yes ☐ Maybe ☐ Not yet, I need a stronger example

SESSION 10: CREATE OPPORTUNITIES
CV Spot the Errors

I CAN...
I can prepare a CV.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are at least eight errors in the example CV below. You will find as many as you can, then list what makes a CV strong.

WHAT TO DO ON YOUR OWN

1. Read the example CV below carefully.
2. On your work page, list every error you can find.
3. Aim to find at least eight.
4. List five things that make a CV strong.
5. Write down which of these you would need to work on for your own CV.

EXAMPLE CV: SPOT THE ERRORS

Name: Sam smith. **Date of birth:** 15/11/2008. **Mobile:** 0779x xxxxxx. **Email:** party.princess.sam@hotmail.com

Profile: I'm a hard-working person who is always on time and works well in a team. I am good at lots of things and ready for a challange.

Education: Y11, Stoneacre High. Predicted Maths grade 5, English 5. Did GSCE Drama, got distinction.

Experience: Helped my dads shop sometimes. Babysat my cousin (age 4). Did work experience at a hairdressers in 2024.

Skills: microsoft word, communication, leadership, multitasking, attention to detail.

Hobbies: TikTok, gaming, hanging out with friends.

References: available on request

Tip: Look for spelling mistakes, an unprofessional email address, vague claims with no examples, missing dates or details, and hobbies that do not show any skills.

SESSION 10: CV SPOT THE ERRORS (MY WORK)

No.	Error
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Five things that make a CV strong

1.

2.

3.

4.

5.

What I would need to work on for my own CV

SESSION 11: CREATE OPPORTUNITIES
Headline and Hook

I CAN...
I can present myself professionally online.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
On a professional profile such as LinkedIn, or on an application form, the first line under your name is the first thing people read. It needs to be short and specific.

WHAT TO DO ON YOUR OWN

1. Read the weak and strong examples below.
2. On your work page, write three versions of your own headline.
3. Write a short "About me" paragraph of around 100 words in plain language.
4. Read it back and cut anything that could describe anyone.
5. Choose your strongest headline and explain why.

WEAK AND STRONG HEADLINES
Weak: "Student looking for opportunities."
Strong: "Year 10 student | Engineering apprenticeship hopeful | Greenpower team lead"
Weak: "Hard-working student passionate about helping others."
Strong: "Year 10 | Aspiring paramedic | First aid certificate | Cadet for 2 years"
Weak: "Hi I'm Sam, looking forward to my future!"
Strong: "Year 10 | Future creative director | School magazine editor"

Tip: Three short sections separated by | works well. Specific facts are better than enthusiasm.

WHY THIS MATTERS
From 16 onwards, the first impression you make is often an online profile rather than meeting in person. Check and edit it as carefully as a CV.

SESSION 11: HEADLINE AND HOOK (MY WORK)

Headline draft 1

Headline draft 2

Headline draft 3

My "About me" paragraph (around 100 words)

My strongest headline and why

SESSION 12: BALANCE LIFE AND WORK
Communication Styles

I CAN...
I can identify communication styles for the world of work.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are three communication styles: passive, assertive and aggressive. Today you will write what each style might sound like in four work situations and work out what assertive sounds like.

WHAT TO DO ON YOUR OWN

1. Read the three styles below.
2. On your work page, write what each style might say in the four work scenarios.
3. Write down the style you tend to use when you are under pressure.
4. Read your assertive answers quietly to yourself. Do they sound calm and respectful?
5. Write what you find hardest about being assertive.

THE THREE STYLES
Passive: does not say what they think and goes along with things. This can lead to resentment.
Aggressive: says what they think but does not respect the other person.
Assertive: says what they think calmly and respectfully. This is the style to aim for at work.

THE FOUR SCENARIOS
1. You are asked to stay late again.
2. Someone else is given credit for your work.
3. You disagree with your manager in a meeting.
4. A colleague keeps interrupting you.

Tip: Assertive statements often start with "I", for example "I feel..." or "I would like...".

SESSION 12: COMMUNICATION STYLES (MY WORK)

Scenario	Passive	Aggressive	Assertive
1			
2			
3			
4			

The style I tend to use under pressure

What I find hardest about being assertive

SESSION 13: BALANCE LIFE AND WORK
Workplace Risk Assessment

I CAN...
I can carry out a risk assessment of a typical workplace setting.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Today you will risk assess the room you are in, as if it were a workplace. Without leaving your seat, find five hazards. For each one you will score the severity and likelihood and suggest a control measure.

WHAT TO DO ON YOUR OWN

1. Stay in your seat and look carefully around the room: up, down, behind doors and under desks.
2. On your work page, list five hazards.
3. Score each one for severity (S) and likelihood (L) from 1 to 3.
4. Multiply S by L to get a risk score from 1 to 9.
5. Write a control measure for each hazard and circle the highest score.

RISK SCORE GUIDE
Severity: 1 = minor (small bruise), 2 = moderate (sprain or cut), 3 = major (hospital or time off school).
Likelihood: 1 = rare, 2 = possible, 3 = likely or already happening.
Score 1 to 3: low. Note it, no action needed.
Score 4 to 6: medium. Add a control measure.
Score 7 to 9: high. Stop and fix it.

Tip: If your control measure is "be careful", you have not finished. What change would actually reduce the risk?

SESSION 13: WORKPLACE RISK ASSESSMENT (MY WORK)

No.	Hazard	S	L	S x L	Control measure
1					
2					
3					
4					
5					

The highest scoring hazard and what would actually fix it

Who would be responsible for fixing it in a real workplace?

SESSION 14: BALANCE LIFE AND WORK
Day-One Safety Briefing

I CAN...
I can identify health and safety risks at workplaces.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Imagine you are starting a new job tomorrow. Today you will write five safety questions you would ask your manager on your first day.

WHAT TO DO ON YOUR OWN

1. Choose one of the workplaces below.
2. On your work page, write five safety questions you would ask your manager on day one.
3. Make at least two of them specific to that workplace.
4. Write down the question that would feel most awkward to ask and why.
5. Rewrite that question so it feels easier to ask.

CHOOSE ONE WORKPLACE
A pub or restaurant kitchen
A construction site (first day as an apprentice)
A care home for older people
A primary school classroom (as a teaching assistant or volunteer)
A garage or mechanic workshop
An office with a shared kitchen and equipment

WHAT YOU ARE ENTITLED TO KNOW
By law, your employer must give you training on the hazards in your role, the fire procedures and who the first aider is. "Where is the fire exit?" is a sensible question to ask.

SESSION 14: DAY-ONE SAFETY BRIEFING (MY WORK)

My workplace

No.	My safety question
1	
2	
3	
4	
5	

The question that would feel most awkward to ask and why

The same question, rewritten so it is easier to ask

SESSION 15: SEE THE BIG PICTURE
Adjustments Case Studies

I CAN...
I understand the protected characteristics and reasonable adjustments at work.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Under the Equality Act 2010, employers must make 'reasonable adjustments' for disabled workers. Today you will look at four case studies and suggest an adjustment for each.

WHAT TO DO ON YOUR OWN

1. Read what a reasonable adjustment is.
2. Read the four case studies.
3. On your work page, suggest an adjustment for each person.
4. Decide whether you think each adjustment is reasonable.
5. Explain who you think should decide what is reasonable: the employee or the employer.

WHAT IS A REASONABLE ADJUSTMENT?
A change an employer must make so that a disabled employee can do their job. It could be physical (such as a ramp), a change to how things are done (such as different shifts), equipment (such as a screen reader) or working from home. The cost and how practical it is affect what counts as reasonable for that employer.

FOUR CASE STUDIES

1. Aisha has dyslexia and applies for an admin job with lots of paperwork to read.

2. Marcus uses a wheelchair and starts work in a four-storey office with one slow lift.

3. Priya has anxiety and finds open-plan offices overwhelming. Her job involves answering customer calls.

4. Tom is autistic and finds team meetings where people talk over each other very difficult. His job involves a team meeting every day.

SESSION 15: ADJUSTMENTS CASE STUDIES (MY WORK)

Person	My suggested adjustment	Reasonable?
Aisha		☐ Yes ☐ No ☐ Not sure
Marcus		☐ Yes ☐ No ☐ Not sure
Priya		☐ Yes ☐ No ☐ Not sure
Tom		☐ Yes ☐ No ☐ Not sure

Who should decide what is reasonable: the employee or the employer? Why?

SESSION 16: SEE THE BIG PICTURE
Spot the Illegal Question

I CAN...
I understand my rights at work and in selection processes.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Some interview questions should not be asked because they link to protected characteristics, and making a decision based on the answers would be discrimination. Today you will decide whether eight questions are OK or Not OK.

WHAT TO DO ON YOUR OWN

1. Read the eight interview questions below.
2. On your work page, mark each one OK or Not OK.
3. For each Not OK, write which protected characteristic it links to.
4. Write what you would do if you were asked one of these in a real interview.
5. Write the words you would use to respond politely.

EIGHT INTERVIEW QUESTIONS

1. "How old are you?"
2. "Tell me about a time you missed a deadline."
3. "Do you plan to have children in the next few years?"
4. "What are your strengths?"
5. "Where are you originally from?"
6. "How would you handle a difficult customer?"
7. "Do you have any disabilities we should know about?"
8. "Are you in a relationship?"

WHAT YOU CAN DO
If you are asked one of these questions, you can politely decline ("I would prefer to talk about my experience") or answer the reason behind it ("I am committed to this role for the long term"). You can also report it to the company's HR department or to the Equality Advisory Support Service.

SESSION 16: SPOT THE ILLEGAL QUESTION (MY WORK)

No.	OK or Not OK	If Not OK, which protected characteristic?
1		
2		
3		
4		
5		
6		
7		
8		

What I would do if I was asked one of these in a real interview

The words I would use to respond politely

SESSION 17: SEE THE BIG PICTURE
Self-Search Audit

I CAN...
I can present myself professionally online.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Employers and admissions staff may search for you online. Today you will audit what people could find about you. You will not need a phone or computer.

WHAT TO DO ON YOUR OWN

1. Without using a device, list everything you can remember that is publicly visible under your name, such as social media, school news or sport results.
2. On your work page, fill in the table.
3. For each item, mark whether it Helps me, is Neutral or is a Risk.
4. Plan one thing you will change this week.
5. Write what you would like people to find first if they searched for you.

WHAT EMPLOYERS OR ADMISSIONS STAFF MIGHT FIND
Public Instagram, TikTok or X accounts
Public usernames on Discord, Reddit or gaming sites
School news such as sport reports, awards and achievements
Local news such as community projects, charity work or performances
LinkedIn or similar professional profiles
A personal website, portfolio or blog

Tip: Private accounts are not completely private. Screenshots can be shared. Assume anything you post could be seen by anyone.

WHY THIS MATTERS
Many employers check candidates online before an interview. Whatever they find becomes part of your application, whether you meant it to or not.

SESSION 17: SELF-SEARCH AUDIT (MY WORK)

What is visible about me online	Helps me, Neutral or Risk

One thing I will change this week

What I would like people to find first if they searched for me

SESSION 18: BALANCE LIFE AND WORK
3-Year Cost Comparison

I CAN...
I can compare different post-18 routes financially.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are two common ways to spend the years from 18 to 21: university or a degree apprenticeship. Many students never compare the money side. Today you will.

WHAT TO DO ON YOUR OWN

1. Read the figures below.
2. On your work page, fill in the comparison table using rough figures for three years.
3. Work out the overall position for each route.
4. Write down the financial difference after three years.
5. Think beyond money. Write what you would gain and lose with each route.

ROUGH FIGURES FOR ONE YEAR

University: tuition fees of around £9,500 a year, paid with a loan. Maintenance loan of £9,000 to £13,000 a year for living costs. Part-time earnings of around £3,000 a year. Total debt after three years is usually £50,000 to £60,000.

Degree apprenticeship: salary of £18,000 to £25,000 a year, usually rising each year. No tuition fees. You still pay living costs such as rent and transport. No student debt. Usually takes four years rather than three.

Tip: Money is not everything, but working out the figures shows you the trade-offs. Over a whole career, earnings from the two routes can end up closer than you might expect.

SESSION 18: 3-YEAR COST COMPARISON (MY WORK)

Item (over 3 years)	University (£)	Apprenticeship (£)
Tuition fees		
Debt taken on		
Earnings		
Living costs		
Overall position after 3 years		

The financial difference after three years

What I would gain and lose with university

What I would gain and lose with an apprenticeship

Well done for completing your Year 10 Careers Booklet. Please hand it to your tutor at the end of Year 10. You will use your evidence bank again when you start your post-16 applications in Year 11.