

Economic wellbeing 11–19: career, work-related learning and enterprise

Elements of provision for all learners	Suggested minimum provision at each key stage	Through this provision learners can:
1. Recognise, develop and apply their skills for enterprise and employability.	Learners have the opportunity to develop and apply their skills in two work-related activities.  Learners have one discussion about the skills they have developed.	<ul style="list-style-type: none"> <li>understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world</li> <li>evaluate the usefulness of a range of skills for gaining and sustaining employment and self-employment</li> <li>manage their continuing career development, including transitions</li> <li>take risks and learn from mistakes</li> <li>apply their functional skills and personal, learning and thinking skills.</li> </ul>
2. Relate their own abilities, attributes and achievements to career intentions, and make informed choices based on an understanding of available options.	Learners undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.	<ul style="list-style-type: none"> <li>demonstrate an understanding of the concept of 'career'</li> <li>recognise and respond appropriately to the main influences in career choice</li> <li>identify, select and use a range of information sources to research, clarify and review career options and choices, including financial support for post-16 and higher education</li> <li>assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise, and use this process to make creative and realistic choices for progression</li> <li>access and use an interview with a career guidance specialist to progress their plans</li> <li>make, review and adapt their individual learning plan for transition into, through and beyond the 14–19 phase</li> <li>complete application procedures for their next steps, including a CV, personal statement and preparation for interview.</li> </ul>
3. Develop awareness of the extent and diversity of opportunities in learning and work.	Learners undertake two tasks that investigate opportunities in learning and work, and the changing patterns of employment.	<ul style="list-style-type: none"> <li>understand the range of opportunities in learning and work (local, national, European and global), and the changing patterns of employment</li> <li>understand the significance of the changes happening in the world of work and relate them to their career plans</li> <li>explain the chief characteristics of employment, self-employment and voluntary work</li> <li>recognise and challenge stereotypical views of opportunities in learning and work.</li> </ul>
4. Use their experiences of work to extend their understanding of careers and work.	Learners have two experiences of work.  14–19 learners have the equivalent of half a day of preparation and half a day of debriefing and follow-up of their work experience and/or part-time work.	<ul style="list-style-type: none"> <li>identify what they have learned about work from their experiences</li> <li>understand what motivates people to work</li> <li>identify the qualities and skills needed for enterprise and employability</li> <li>understand the importance of lifelong learning to employability and progression.</li> <li>apply learning gained from their experiences of work to their curriculum and to their career planning.</li> </ul>
5. Learn from contact with people who work.	Learners have contact with two people from different occupational sectors.	<ul style="list-style-type: none"> <li>understand the career motivations and pathways taken by individuals</li> <li>understand the importance to employers of skills, attitudes and qualifications</li> <li>appreciate the benefit of further learning and personal development.</li> </ul>
6. Learn about how and why businesses operate.	Learners undertake two curriculum activities that develop their understanding of work and enterprise.	<ul style="list-style-type: none"> <li>outline the main types of business and what motivates them</li> <li>understand how different businesses are organised and structured</li> <li>give examples of rights and responsibilities at work, work roles and identities, and attitudes and values in relation to work and enterprise</li> <li>demonstrate a basic knowledge and understanding of a range of economic and business concepts and terms, including the connections between markets, competition, price and profit.</li> </ul>
7. Learn about working practices and environments.	Learners have two opportunities to use work practices or environments as contexts for learning.	<ul style="list-style-type: none"> <li>understand how and why working practices and environments differ</li> <li>understand the main hazards associated with particular types of workplace and how these hazards are minimised</li> <li>relate knowledge about work to their learning and career development.</li> </ul>
8. Undertake tasks and activities set in work contexts.	Learners have two opportunities to use work as a context for learning within the curriculum and record evidence of their learning.	<ul style="list-style-type: none"> <li>understand the relevance of curriculum subjects to the world of work and to their own career development</li> <li>demonstrate an understanding of economic and business terms</li> <li>analyse how examples of learning within the curriculum can be applied to work contexts</li> <li>evaluate their experiences and learning to inform future progress and career plan.</li> </ul>
9. Engage with ideas, challenges and applications from the business world.	Learners undertake one business challenge, problem-solving or enterprise activity.	<ul style="list-style-type: none"> <li>know and understand important enterprise concepts</li> <li>demonstrate enterprise skills, including decision making, leadership, risk management and presentation</li> <li>demonstrate enterprise attitudes, including a willingness to take on new challenges, self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference</li> <li>demonstrate enterprising qualities, including adaptability, perseverance, determination, flexibility, creativity, ability to improvise, confidence, initiative, self-confidence, autonomy and the drive to make things happen.</li> </ul>