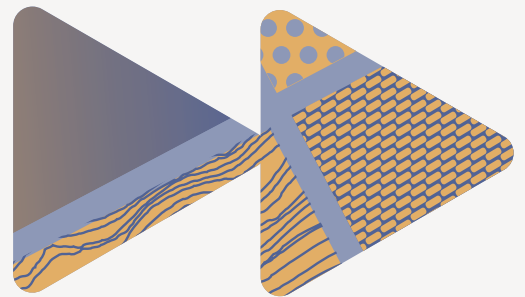




My Learning, My Future



Where can studying Product Design take you?

Introduction

At The Careers & Enterprise Company, our mission is to help schools and colleges to inspire and prepare young people for the fast-changing world of work.

My Learning, My Future is a suite of resources that has been developed by The Careers & Enterprise Company in partnership with Skills Builder to help you speak confidently about the careers related to your subject as well as the various pathways and skills needed by employers.

Benchmark 4

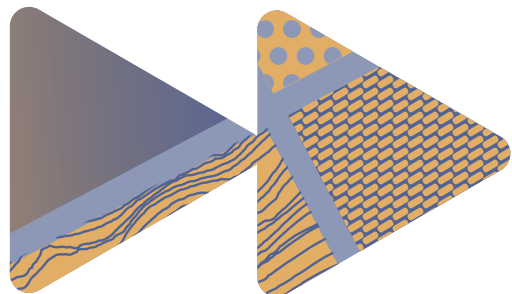
Linking curriculum learning to careers. Bring your subject to life by providing real-life examples from the world of work to help motivate and inspire students.

[Learn more](#)



Contents

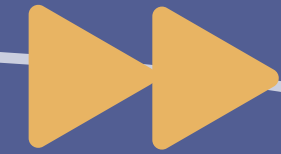
<u>How to use this guide</u>	1
<u>Why study Product Design?</u>	2-6
<u>Essential Skills</u>	7-8
<u>Careers in the Curriculum</u>	9-10
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How to use this guide

In this guide and supporting documents, you'll find resources to engage your students in curriculum learning, supporting work towards Benchmark 4, by highlighting the relevance of your subject to future careers and opportunities.

Explore the four key areas of the guide to inspire your students about where your subject can take them in the future.

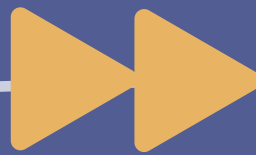


Why study Product Design?

Access key resources that link to your subject area that can be used in your lessons to help your students explore future careers.

Essential Skills

Learn how you can engage with Skills Builder to help students identify and develop essential skills linked to your subject.

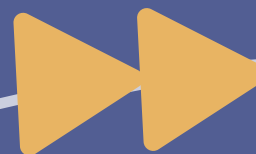


Careers in the Curriculum

Discover resources and inspiration to link careers to the curriculum, employer engagement and extra-curricular opportunities.

Pathways

Take a look at a wide variety of resources that focus on the pathways a young person can follow to a career linked to the subject.



The background is a circular composition of layered geometric shapes. At the top left, there's a section with a repeating pattern of blue circles on an orange background. Below this is a blue band with a repeating pattern of orange rounded rectangles. The bottom right portion features a stylized pencil with a blue body and an orange eraser, pointing towards the center. The pencil is layered over a blue band with a repeating pattern of orange rounded rectangles, which is itself layered over a solid blue band. The entire graphic is set against a white background.

**Why study
Product Design?**

Why Study Product Design?

There is a wealth of resource to support you in raising opportunity awareness as you highlight the relevance of your subject to future careers.

This section will connect you with key resources and links for students to explore opportunities linked to your subject area with the aim of motivating and inspiring your students about the world of work and pathways to a career using Product Design.

There are a number of examples of roles and activities to support student opportunity exploration.



Activity Ideas

1|



[Click here to access a KS3 My Learning, My Future homework task](#) you can set for your students, which encourages them to research and explore roles linked to your subject.

2|



Encourage students to research and present on roles of interest to them linked to your subject.

3|



[Click here to access a student facing PowerPoint slide deck](#), which will support you in highlighting the relevance of your subject with content taken from this guide.



Resources to highlight the relevance of your subject

- [Linking Careers to STEM Curriculum Guide for Teachers](#) (Strategy 1 “Help students to recognise the importance of STEM in their lives and the lives of others” & Strategy 2 “Challenge the Perception that STEM isn’t for me”).

Other key Resources:

- [Jobs that use Design and Technology](#) on BBC Bitesize Careers.



Labour Market Information

- The [LMI for All](#) portal provides high-quality, reliable labour market information (LMI) to inform careers decisions.
- Help your students to find out what a job involves and if it is right for them with [National Careers Service](#).
- National Careers Week [Future of Work Guide](#).
- [Labour market information and study routes into STEM careers](#).

Explore a career as a...

There are many more roles and careers linked to STEM and this guide contains the resource and support to explore many more opportunities. A small selection highlighted below and more information can be found via [STEM Learning’s careers resources](#).



Electrical Engineer

Electrical engineers design, build and maintain electrical systems, machinery and equipment.

[See Case study](#)

[Visit National Careers Service to learn more](#)



Product Designer

Industrial designer, 3D designer,
prototype designer, inventor.

[See Case study](#)

[Visit National Careers
Service to learn more](#)

Wood Worker/ Furniture Maker

Furniture makers make and restore items like
chairs, tables, beds and display cabinets.

[See Case study 1](#)

[See Case study 2](#)

[Visit National Careers
Service to learn more](#)





Architectural Assistant/ Technologist

Architectural technologists manage all stages of the technical design and planning process of building projects.

[See Case study](#)

[Visit National Careers
Service to learn more](#)

Steel Fixer

Steel fixers install and tie together the steel bars and mesh used to strengthen concrete on construction projects.

[See Case study](#)

[Visit National Careers
Service to learn more](#)





Essential Skills

Essential Skills



A critical part of effective careers provision is building students' essential skills. These are the skills that underpin success in the classroom and the world of work such as Teamwork, Problem Solving, Speaking and Listening. Students need to be able to recognise their skillset and talk about it confidently too. They will probably be using them already in your lessons, but this can be a confusing space, with lots of overlapping terminology.

The Skills Builder Universal Framework has been developed by The Careers & Enterprise Company, [Skills Builder Partnership](#), Gatsby Foundation and others to address this problem.

The Framework breaks down eight essential skills into 16 teachable steps. It outlines a roadmap for progress, giving educators and employers a common language for talking about the skills that are essential for employment. [You can explore the Interactive Framework here.](#)

As a teacher, you can also create a free account on the [Skills Builder Hub here.](#) There's over 300 short lessons and a suite of other resources too. We have picked three essential skills that are likely to come up in your lessons. These short lessons are perfect for pastoral time and starters/plenaries.

Key Skill



The oral transmission of information or ideas.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



The use of imagination and the generation of new ideas.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



The ability to find a solution to a situation or challenge

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)

Overview

Resources

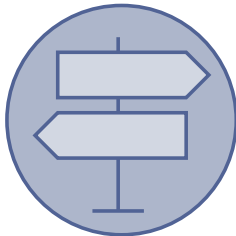
The background is a circular graphic divided into several sections. The top-left section has a pattern of blue dots on an orange background. The middle section has a pattern of blue and orange diagonal lines. The bottom section features a blue pencil with an orange eraser and a blue body, pointing towards the right. The pencil is set against a background of blue and orange diagonal lines. The entire graphic is set against a white background.

Careers in the curriculum

Careers in the Curriculum

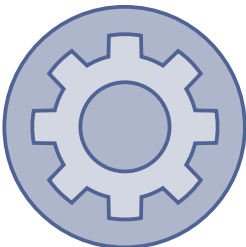
Young people critically need support to see and understand their future and ensuring that careers learning is delivered in all subjects has benefits clearly aligned to the priorities of schools and colleges and to positive outcomes for students. There are three different approaches to careers in the curriculum to consider:

1|



Highlight the relevance of your subject to future careers and opportunities.

2|



Set curriculum learning within the context of careers and the world of work.

3|



Deliver curriculum learning through employer encounters, experiences of work and/or extra-curricular opportunities.

Embed careers in curriculum teaching and learning

There are some excellent examples of how curriculum teaching can be put into the context of careers and the world of work. Here are some examples of resources linked to your subject for inspiration:



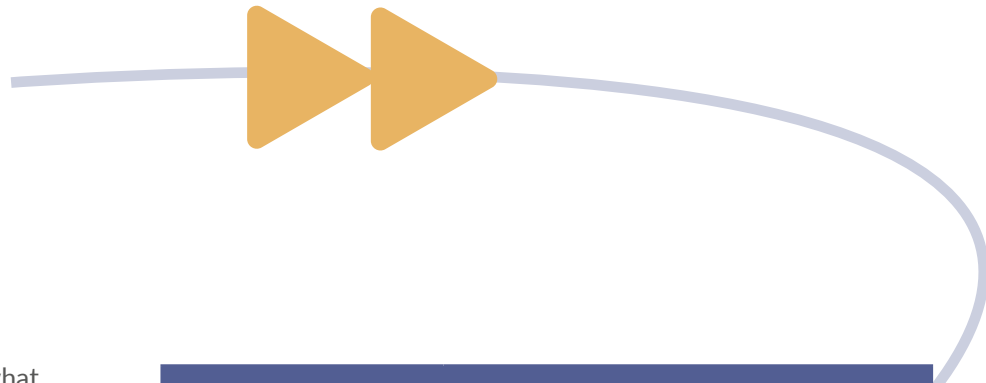
- [Discover how to adapt your curriculum to link to careers.](#)
- [STEM Learning Secondary and A-Level Design and Technology Resources.](#)
- [STEM Ambassadors](#) increase your awareness of STEM-related careers and employability skills, helping you to embed this information into your teaching.
- Forum Talent Potential is a tried-and-tested CPD process that builds the capacity of teaching professionals to create meaningful learning experiences in partnership with local employers and equip young people for life beyond school. It helps fulfil Gatsby benchmarks for 'Good Career Guidance' and Ofsted requirements for a 'Rich Curriculum' and each child's 'Personal Development', contributing to school improvement strategies. Find out more with the ['Getting Started Pack'](#).
- Case studies linked to your subject: Year 9 ['Designing and creating a mobile phone stand'](#).





Pathways




Pathways



When it comes to the question of what to do at key decision points, there are a lot of options to consider. Therefore, the Department for Education has put together a couple of simple and handy guides to inform young people and their parents about the options available to them. These include:

- A [route comparison grid](#) which shows all of the routes available after GCSEs, along with additional information on each one, such as the level of study, entry requirements, duration of the course, and where it can lead.
- A [2-minute animation](#) showcasing and explaining each choice in a simple, dynamic and visual manner.

The Department for Education T Levels team has created a helpful [T Level Guide for Teachers and Careers Advisers](#), giving a comprehensive oversight of this exciting qualification.

Pathway options	
 <p>Example Post 16 Routes</p>	<p>A-Level Product Design</p> <p>A-Level Design & Technology</p> <p>BTEC Engineering</p> <p>T-Level Design, Surveying and Planning for Construction</p> <p>T-Level Building Services Engineering for Construction</p> <p>T-Level Onsite Construction</p>
 <p>Degree Ideas</p> <p>Explore options</p>	<p>Product Design</p> <p>Product Design and Technology</p> <p>Engineering</p>
 <p>Apprenticeship Ideas</p>	<p>Furniture Design Technician</p> <p>Puppet Maker</p> <p>Construction</p>

Activity Ideas

1|



[Click here to access a KS3 My Learning, My Future homework task](#) you can set for your students, which encourages them to research and explore roles linked to your subject.

2|



Encourage students to identify a job related to your subject that they will be doing in ten years' time and ask them to present the pathway they took to that role.

3|



Encourage students to research local options at 16/18 in pathways related to your subject that interest them.



Resources to highlight pathways from your subject

- [Download My Learning, My Future Key Student facing presentation deck.](#)
- [Posters and flyers promoting careers in STEM.](#)
- [Linking Careers to STEM Curriculum Guide for Teachers, Strategy 6](#) "Provide information on STEM-specific further study routes, careers and the labour market".

Extension and Employer Engagement Opportunities linked to your subject

Here is some inspiration to enhance student engagement in your subject:

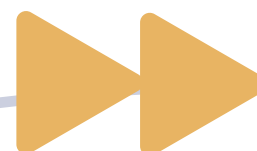
- [Linking Careers to the STEM Curriculum Guide for Teachers: Resource and support for STEM Competitions, Trips, Activity Days and Meaningful Employer Engagement activities.](#)
- [Celebration events that promote STEM Careers.](#)
- [STEM Clubs](#) are an enjoyable way to engage young people with STEM subjects and careers.
- [STEM Ambassadors](#) increase your awareness of STEM-related careers and employability skills, helping you to embed this information into your teaching.
- [STEM Careers Toolkit: Careers Leader Guide BM4.](#)
- [Linking Careers to the STEM Curriculum: Teachers Guide.](#)
- [Catalyst](#) is a free online magazine aimed at young people and educators that provides articles and career stories linked to cutting edge STEM research.
- [Forum Talent Potential](#) is a tried-and-tested CPD process that builds the capacity of teaching professionals to create meaningful learning experiences in partnership with local employers and equip young people for life beyond school. It helps fulfil Gatsby benchmarks for 'Good Career Guidance' and Ofsted requirements for a 'Rich Curriculum' and each child's 'Personal Development', contributing to school improvement strategies. Find out more with the '[Getting Started Pack](#)'.
- [Case studies linked to your subject: Year 9 'Designing and creating a mobile phone stand'.](#)

- [Neon](#) brings together the UK's best engineering experiences and inspiring careers resources to help teachers bring STEM to life with real-world examples of engineering.

- [STEMettes](#): Showing the next generation that girls do Science, Technology, Engineering & Maths (STEM) too at our free, fun, food-filled experiences.

[Stemillions: Bring a Stemettes-style experience to your community via a club run by young women](#)

[The Stemetette Society](#): A closed social network for young women aged 13 to 25: An opportunity for students to connect with like-minded young women and nonbinary young people in a safe and moderated online space. Discuss things you've seen in the Zine, experienced at school or have learnt from STEM events like the ones run by the Stemettes. A global network to help you learn and get into the STEM industry – chat with your peers and get advice direct from TeamStemetette.



Employer engagement

You may wish to invite someone from the world of work in to support you in highlighting the relevance of your subject to careers. Use the below guidance to help you.

Key Questions	Guidance
<p>What are you are looking to achieve?</p> <p>Try and be as clear and purposeful as possible when framing an 'ask' of employers</p>	<p>What are the planned outcome(s)? i.e.</p> <ul style="list-style-type: none"> • For students and parents/carers to understand the relevance of your subject to careers. • To encourage students to consider pursuing your subject to GCSE level. • For students to have an insight into <u>key labour market information</u>.
<p>What benefits would there be to the employer for supporting?</p>	<p>For emotional reasons:</p> <ul style="list-style-type: none"> • Personal connection, e.g. they have family at the school or a relative works at the school or college. • History, e.g. they are an alumni of the school or college. • Locality, a local employer wants to give something back to the local area. <p>For commercial reasons:</p> <ul style="list-style-type: none"> • Skills shortages – to attract young people into their industry. • To help change perceptions of certain industries. • Corporate Social Responsibility (CSR) positioning – being seen to give something back.
<p>How to engage an employer?</p>	<p>Speak to your Careers Leader to access contacts that already exist in the school. Try:</p> <ul style="list-style-type: none"> • Staff networks (e.g. family, friends, Governors). • Student networks (parents, relatives). • Alumni network. • Supply chains (IT, Catering, Maintenance). • If your school or college has an Enterprise Adviser, they may have wider employer links or suggestions. • Social media appeal with a clear ask.
<p>Format</p>	<p>Articulate where, when and how the encounter will take place.</p> <p>Would you like someone to create a video/take part in a recorded Q&A or is this a physical invitation into a lesson?</p>
<p>Recording and Evaluation</p>	<p>How will you evaluate the session and get a temperature check of value from students and the employer?</p> <p>Remember to communicate activity and student register to Careers Leader as this supports Gatsby Benchmark 4 and potentially 5/6.</p>

Acknowledgements



With special thanks to the following organisations for their support and insight into developing the My Learning, My Future resources:

Amazing Apprenticeships

BBC Bitesize

Education & Employers, icould

Forum Talent Potential

LMI for All

National Careers Service

National Careers Week

Skills Builder Partnership

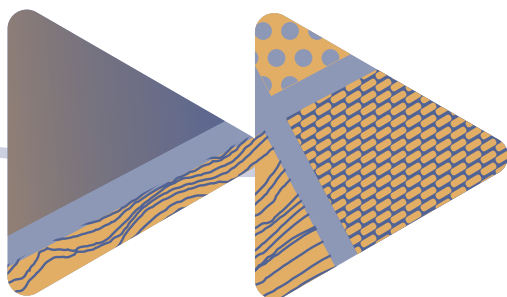


STEM Learning Ltd

STEM Learning Ltd operates the National STEM Learning Centre and Network; providing support locally, through Science Learning Partnerships across England, and partners in Scotland, Wales and Northern Ireland; alongside a range of other projects supporting STEM education.

This is made possible by the generous support of the Wellcome Trust, Gatsby Foundation, Department for Education, our partners in Project ENTHUSE and other funders of related STEM projects.

STEM Learning is an initiative of the White Rose University Consortium (comprising the Universities of Leeds, Sheffield and York) and Sheffield Hallam University.



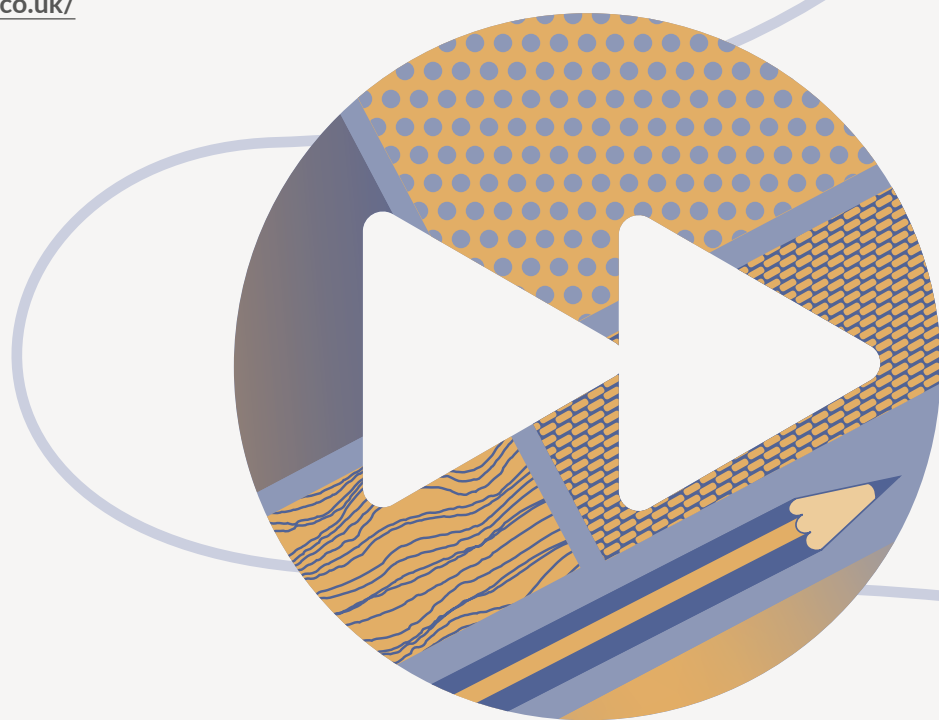
My Learning, My Future

If you have any questions about this guide,
contact us at:

education@careersandenterprise.co.uk

Access all resources at:

[resources.careersandenterprise.co.uk/
my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)



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