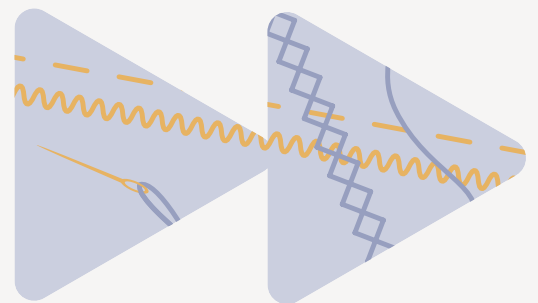


My Learning, My Future



Where can studying Textiles 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

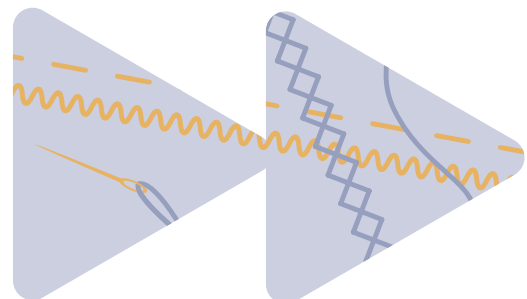
Linking curriculum learning to careers. Bring your subject to life by providing real-life examples from the world of work to help motivate and inspire students.

[Learn more](#)



Contents

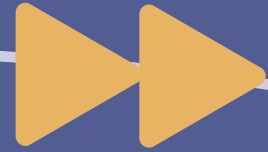
<u>How to use this guide</u>	<u>1</u>
<u>Why study Textiles?</u>	<u>2-6</u>
<u>Essential Skills</u>	<u>7-8</u>
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<u>Pathways</u>	<u>11-15</u>



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.

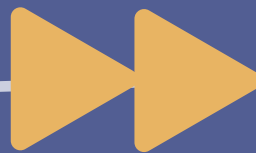


Why study Textiles?

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.

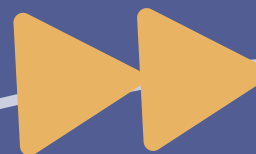


Careers in the Curriculum

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.



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Why study Textiles?

Why Study Textiles?

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 Textiles.

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

- [Download Where Can Art & Design Take You](#) Poster by National Apprenticeship Service
- [Jobs that use Design Technology](#): 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](#)

Explore a career as a...



Garment Technologist

Garment technologists choose the right fabrics and designs for manufacturers to make clothes at a set cost.

[See Case study](#)

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



Textile Designer

Textile designers create fabric designs and patterns for woven, knitted and printed materials for clothes and interior furnishings.

[See Case study](#)

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

Retail Buyer/ Wholesaler

Retail buyers choose products for shops to sell, like clothing, toys, electrical goods and food. See case studies

[See Case study](#)

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





Costume Design

Costume designers are responsible for the overall look of the clothes and costumes in theatre, film or television productions.

[See Case study 1](#)

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

Textiles Operative

Textile operatives spin natural and synthetic material into yarns and fabrics for use in clothing, furnishings and industrial products.

[See Case study](#)

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



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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 set clear, tangible goals and devise a robust route to achieving them.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)

Overview

Resources

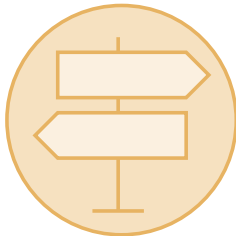
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Careers in the curriculum

Careers in the Curriculum

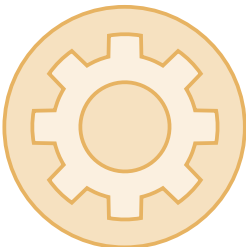
Young people critically need support to see and understand their future and ensuring that careers learning is delivered in all subjects has benefits clearly aligned to the priorities of schools and colleges and to positive outcomes for students. There are three different approaches to careers in the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

1|



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

2|

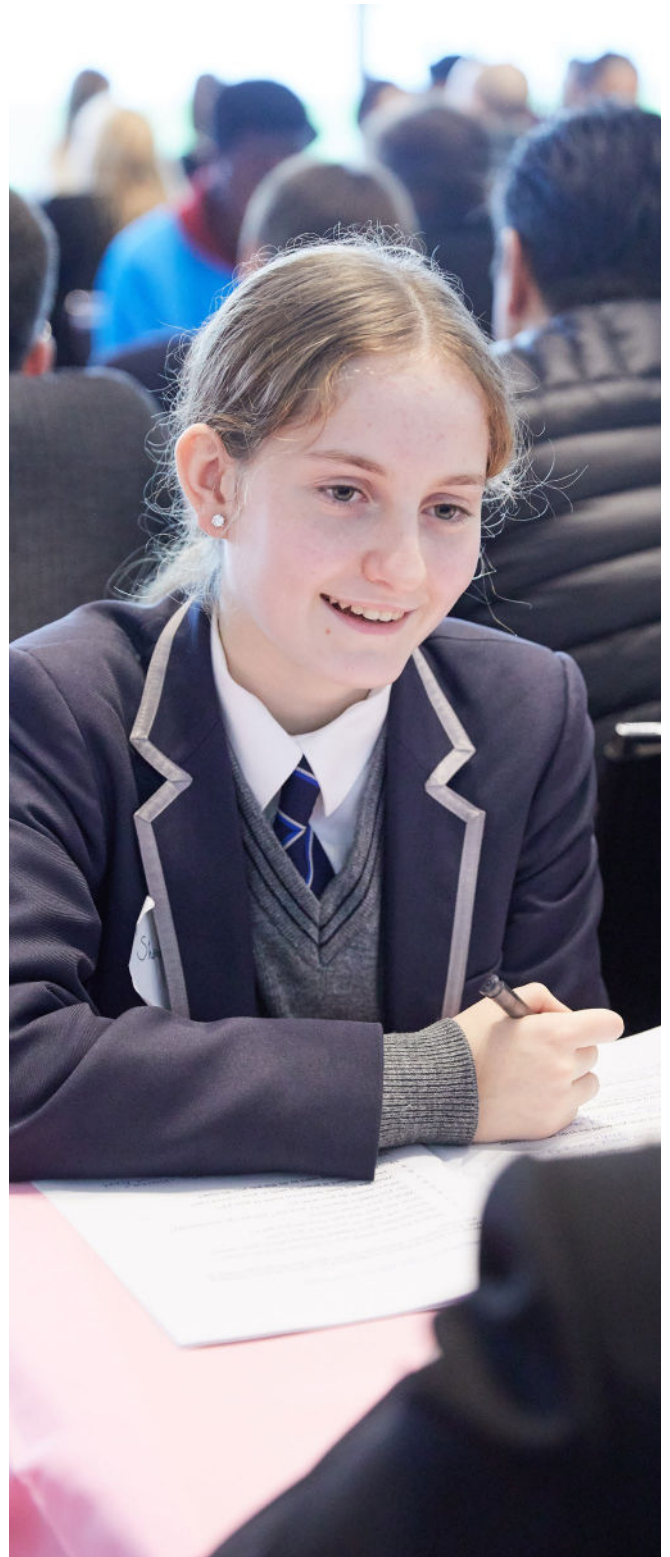


Set curriculum learning within the context of careers and the world of work.

3|



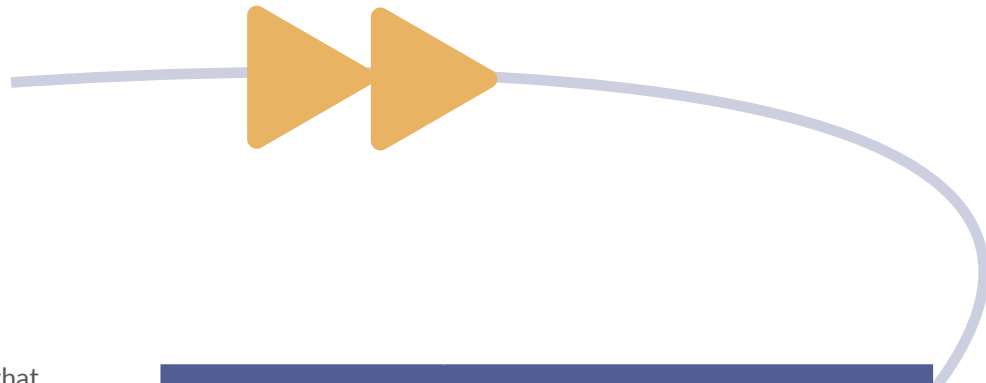
Deliver curriculum learning through employer encounters, experiences of work and/or extra-curricular opportunities.



The image features a large, light blue arrow pointing to the right, which serves as a background for the text. The arrow is set against a white background with various abstract shapes in shades of blue and orange. A prominent zigzag line in a darker blue color runs diagonally across the upper right portion of the image. In the bottom left corner, there are some overlapping circular and curved lines in blue and orange.

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 Textiles A-Level Design & Technology BTEC Fashion and Textiles</p>
 <p><u>Degree Ideas</u> <u>Explore options</u></p>	<p>Textile Design Costume with Textiles Fashion Design Fashion Styling and Creative Direction Fashion Pattern Cutting Footwear Design</p>
 <p><u>Apprenticeship Ideas</u></p>	<p>Fashion Studio Assistant Fashion Marketing and Communication Product Development and design Sales and Operation</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 student facing presentation deck.](#)

[Why it Matters: Creative Arts: The Why It Matters](#) resources have been designed by Loughborough University to help students to understand where studying different subjects (both post 16 and post 18) might lead.

[Download Where Can Art & Design Take You Poster](#) by National Apprenticeship Service.



Extension and Employer Engagement Opportunities linked to your subject

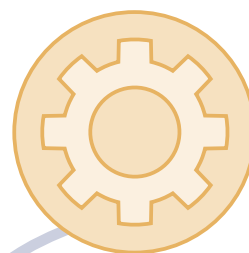
▶▶ Here is some inspiration to enhance student engagement in your subject:

Why it Matters: Creative Arts: The Why It Matters resources have been designed by Loughborough University to help students to understand where studying different subjects (both post 16 and post 18) might lead.

National Saturday Club

Fashion & Business: Run in association with the British Fashion Council, the Fashion & Business Saturday Clubs offer a broad and up-to-the-minute view of the global fashion industry, from materials technology and trend forecasting to fashion journalism and retail management

*NB – there may be costs associated with some of these resource inspiration ideas



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

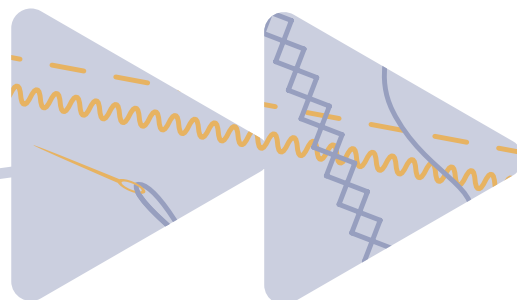
LMI for All

Loughborough University

National Careers Service

National Careers Week

Skills Builder Partnership



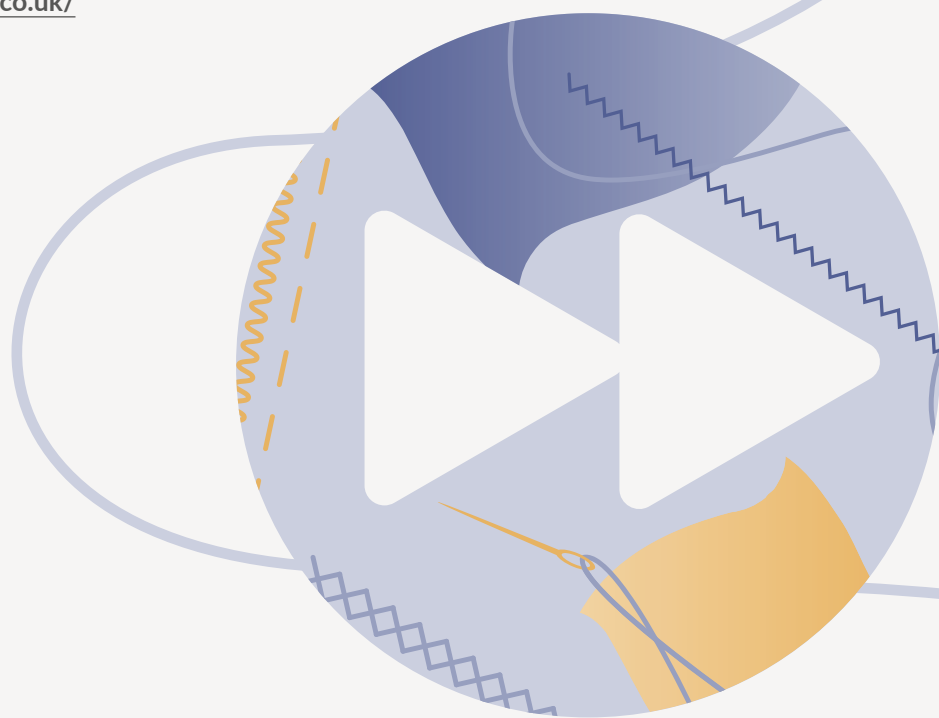
My Learning, My Future

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)



The Careers & Enterprise Company
2-7 Clerkenwell Green
Clerkenwell
London EC1R 0DE

careersandenterprise.co.uk



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