

# LEARNING FOR LIFE AND WORK: Employability

The minimum content is set out below

The statutory requirements are set out in **bold** and additional guidance appears in plain text. *All examples are in italics.*

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## ***Work in the Local and Global Economy***

Exploring work in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.

## ***Career Management***

Exploring Career Management provides opportunities for young people to investigate the changing concept of career which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self marketing and effective personal career planning.

## ***Enterprise and Entrepreneurship***

Exploring Enterprise and Entrepreneurship provides opportunities for young people to investigate the need for creativity and enterprise, whether as an employer or employee, and to identify and practise some of the skills and develop the attributes associated with being enterprising.

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### **Pupils should have opportunities to:**

**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**, for example, *find out about the main occupational sectors in Northern Ireland and how these change over time.*

**Investigate the local impact of the global market**, for example, *explore the reasons for and benefits of workers who have come from other European states and beyond.*

**Investigate how technology is affecting life and work**, for example, *examine some of the pros and cons of technology in the workplace and how this can affect work/life balance.*

**Investigate how an employer might deal with issues affecting work**, for example, *examine why health and*

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### **Pupils should have opportunities to:**

**Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement**, for example, *consider the impact that subject choices and personal interests have on future career options.*

**Explore the changing concept of career**, for example, *find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities .*

**Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values**, for example, *consider some of the reasons why people work and the importance of fulfilment in work.*

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### **Pupils should have opportunities to:**

**Identify and practise the skills and attributes which make one enterprising**, for example, *find out how various people are enterprising in their work.*

**Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning**, for example, *explore familiar people who have had good ideas and develop strategies for generating and building upon ideas.*

**Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business**, for example, *find out about some of the factors which have encouraged entrepreneurs to realise their ideas.*

**Explore the range of small businesses in the life of the community and consider possible implications**

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*safety is so important in work.*

**Investigate how environmental considerations are affecting work and work practices**, for example, *examine how organisations need to respond to customers' increased awareness of environmental issues.*

**Investigate how work organisations contribute to the community**, for example, *examine the impact that positive contributions have on a community.*

**Practise presentational and self-marketing skills**, for example, *find out about the qualities employers look for in potential employees.*

**Investigate a variety of both familiar and unfamiliar jobs**, for example, *explore career opportunities within various employment sectors.*

**Make use of appropriate information, advice and guidance to inform career management**, for example, *explore different pathways to a range of courses and career options.*

**for career planning**, for example, *examine the importance of small businesses in an economy and the impact on career choices.*

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### Learning Outcomes

The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.

Pupils should be able to:

- research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;
  - show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
  - demonstrate enterprise, creativity and initiative when developing ideas and following them through;
  - work effectively with others;
  - demonstrate self management by working systematically, persisting with tasks, evaluating and improving own learning and performance;
  - communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.
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