





The Booklet

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This Unbox Your Future workbook will support you before, during and after the placement to learn from the business volunteers and demonstrate your knowledge, skills and behaviours. This will boost your CV and future applications, helping to show employers examples of real life work experience and employability skills.

To make the most of this experience, spend time completing this booklet and getting support from the volunteers and school staff around you.





Before your
Unbox Your Future
experience

My aspirations

Create a vision board (draw, write or stick pictures in) about what you want your future to look like; this may include employment, friendships, relationships, independence, community participation, activism or travel.



Before your
Unbox Your Future
experience

My skills and interests

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Using the knowledge, skills and behaviours listed on pages 6 and 7, create a vision board (draw, write or stick images) about what you are good at and enjoy doing in and out of school.

Remember, this will be used with business volunteers so how do those things connect to the workplace?





The Local Skills Improvement Plan (LSIP) has developed a series of KSBs or Knowledge, Skills and Behaviours.

These are the employability skills that are important to businesses in Leicester, Leicestershire and beyond.

Look through these lists, the business you will be working with on Unbox Your Future will be identifying which of these are most important to their business for entry level jobs (jobs you can get straight out of education and training).

Which of these can you already demonstrate?

Which of these do you need to practise?

Knowledge

LSIP

- a. Technical and Vocational Knowledge
- b. Knowledge of Health and Safety
- c. Financial Knowledge
- d. Basic Literacy Communication
- e. Basic Numeracy
- f. Marketing Theory
- g. Social Media understanding Technology – social
- h. Leadership and Management Theory
- i. Sustainability and Environmental Practice
- j. Basic IT Technology – administrative
- k. Advanced IT
- l. Employment rights, law and practice (e.g. EDI) Reasonable adjustments



Skills

LSIP

- | | |
|--|--|
| a. Communication – Verbal | Speaking in front of people.
Listening well |
| b. Communication – Written | |
| c. Team Working | Working together with others |
| d. Customer Service/Support | |
| e. Office Administration | |
| d. Management and Leadership | Being a leader |
| e. Sales | |
| f. General Employability | Following an instruction |
| g. Standard Industry Software | Technology – administrative |
| h. Coding and Programming | Technology – administrative |
| i. Time Management | |
| j. Project Planning and Project Management | Setting a goal |
| k. Occupational or Vocational skills | |

Behaviours

LSIP

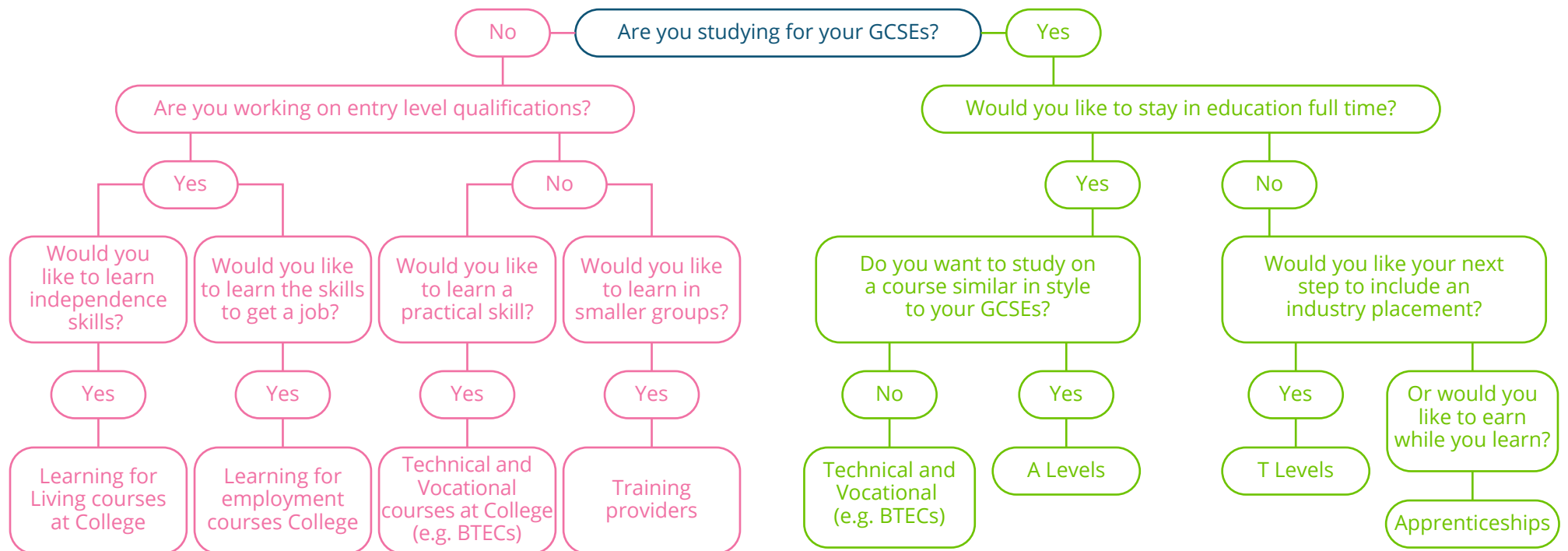
- | | |
|--|--------------------------|
| a. Polite and Courteous | Being polite |
| b. Hard Working | |
| c. A team player and collaborative | Working well with others |
| d. Self-motivated | Working well on my own |
| e. Resilient and adaptable | Staying positive |
| f. Innovative | Being creative |
| g. Eager to learn | |
| h. Smart and well presented | Looking smart |
| h. Ethical and Honest | |
| i. Reliable | Being on time |
| j. Assertive and Confident | |
| k. Quality focussed and results driven | |



My Post-16 options

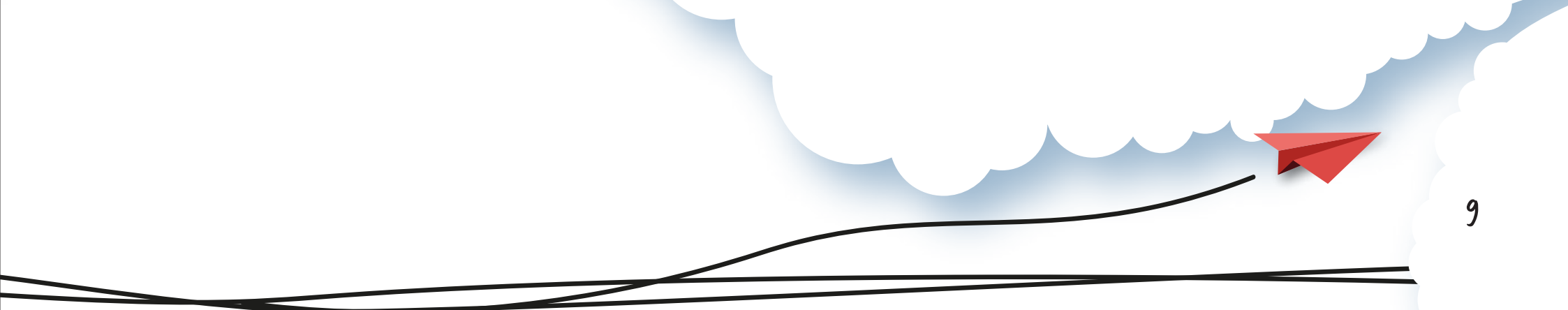
Before your
Unbox Your Future
experience

Try this flow chart to help you think about your options for Post-16. When you have discovered an option, take a look at the Options grid to find out more information.



These are some of your options. Remember, your journey might not follow a straight line, you might turn back and try something else while you Discover what you enjoy.

Take a look at the next page to find out a little bit more about all of these options plus others. Don't forget to speak to your family, your teacher and your Careers Adviser about what you are interested in.



Destination	Description
Entry Level Courses	These transition courses help you start your journey into further education, focusing on helping you transition into FE confidently. The aim is to support you to progress to vocational courses, training or employment.
Apprenticeships	A real job with training and a salary. A typical Apprenticeship is a level 2/3 qualification with the possibility to progress to higher and degree apprenticeships; but Supported Apprenticeships can start from Entry 3. The minimum apprenticeship study time is 1 year.
Technical/Vocational (e.g. BTECs)	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in.
Study Programmes	Centred on a range of vocational courses, independent training providers offer study programmes, which provide the opportunity to study different courses practically while also working towards your English and Maths qualifications. Study groups tend to be small and supportive, preparing students to progress to the next level of qualification.
T Levels	A technical study programme similar to 3 A levels, with an industry placement which takes up 20% of the course. Designed to give you the skills that employers need. It is a level 3 qualification and typically takes 2 years to complete.
A Levels	An academic qualification similar in style to GCSEs because you study different subjects, it prepares you for further study. It is a level 3 qualification and typically takes 2 years to complete.
University	Courses including different types of degree, including degree apprenticeships. It typically takes 3-5 years to complete a degree qualification.
Supported Internships	A structured study programme/partnership based mostly with an employer. There are no formal entry requirements, it is up to the employer and the college.
Paid Employment	Working in a job that you are paid to do.
Entrepreneurship	Setting up your own business as either a freelance service, a sole trader or a registered company.
Volunteering	Working in the community or with a charity as a regular volunteer.



Occupational Culture

Take a moment to think about what is important to you in the workplace. What do you care about?

For example, creating something new, looking after the environment, working with children? What type of environment will you thrive in? For example, do you prefer spending time with lots of people or a few? Do you like being indoors or outdoors mostly?

Thinking about these questions is important because having a job is about so much more than money (although that can be something you care about and need to factor into your decisions). It is about feeling valued, becoming independent and personally fulfilled.

In the box below, write down some examples of things that are important to you in the workplace.





Before your
Unbox Your Future
experience

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In the UK, 1 in 5 people have a disability, 80 per cent of which have a hidden disability. These can range from reduced sight to depression to autism, and there are many others.

The Equality Act 2010 means that employers must make 'reasonable adjustments' so disabled people can work. A reasonable adjustment is something that will help you do your work; for example, specific chairs, or keyboards, using natural daylight bulbs, changing entrances, or changing working patterns (e.g. home working or part-time working).

You can ask for a reasonable adjustment when you apply for a job or once you have started work. These adjustments will help you do your job better.

Even if you don't have a disability, use this space to think about what support helps you to thrive:

The condition/s I have are...

This means...

To help me, I use...



Employer introduction session

Complete this page after the first session with your employer.

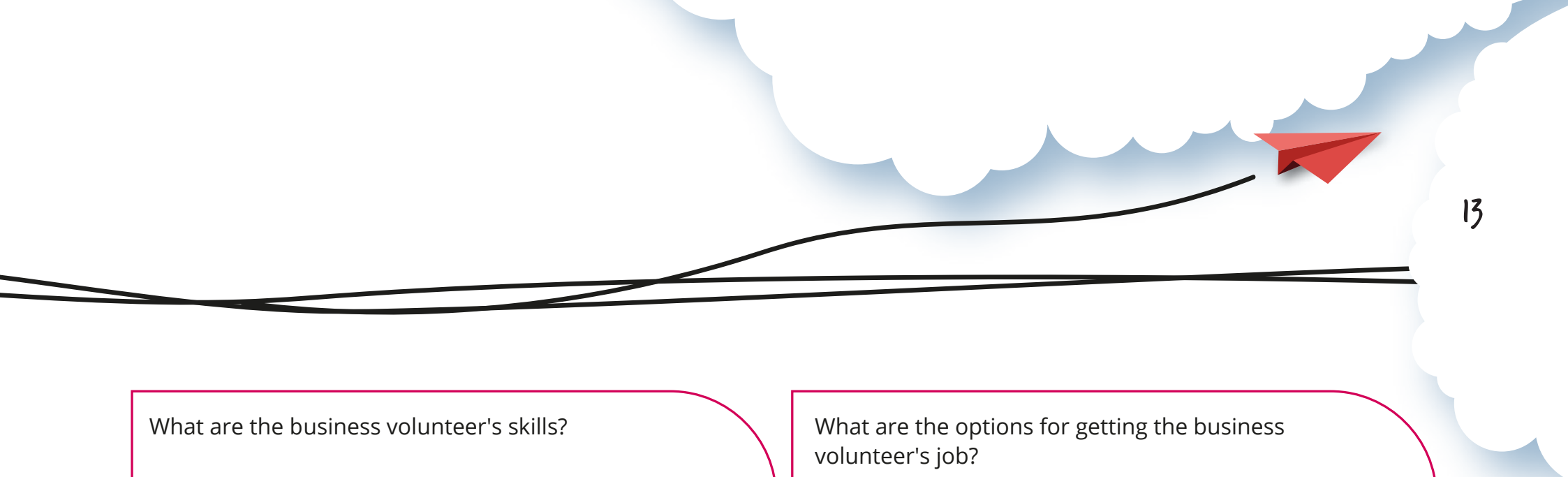
Business name:

What does the business do?

Business volunteer's name:

What does the business volunteer like about their job?

Business volunteer's job:



What are the business volunteer's skills?

What are the options for getting the business volunteer's job?



Project briefing session

What project will you be doing?
Please write an overview.



What is your role?
Why is this role important to the overall task?

Take a look at the KSBs on pages 6 and 7, circle the ones you will be using in this task.



Feedback

In the workplace, employees regularly sit with their manager and talk about their performance. A big part of that conversation is self-reflection; looking back on how you did, if you need any help and support, and what you want to focus on going forward.

Use these pages to reflect on your workplace experience, make sure to ask for help from school staff.

Wellbeing

Reviewing performance provides the opportunity to reflect on what you did, how you did it and if you felt supported enough to succeed; as well as anything you would do differently or need further support to develop. Use this time to think about your wellbeing during the project and explore these questions with school staff.

	Answer: Yes, A little, No
I had a clear sense of purpose and understand my role	
I had good relationships with my colleagues	
I felt fulfilled in my role	
I had appropriate adjustments in place	

Looking back

Reflect on the achievements and successes you've had or been part of during this project. Think about the challenges and obstacles you've faced, and what you've done to overcome them. Think also about what you've learned and how you've developed, personally and professionally.

Objectives	Achievements	Lessons learnt
Get involved and try something new		
Ask lots of questions		
Develop your knowledge, skills and behaviours		
Highlight the link between curriculum learning in school and working life		



There are a wide range of opportunities across Leicester and Leicestershire. The Leicester and Leicestershire Careers Hub have created some information to help you to learn what you are interested in for your future.

Take a look through our local labour market information website at lep.yourfutures.uk or look through our World of Work booklet and sector videos at lbsp.org.uk/wow.

Looking forward

This is an opportunity to consider your goals and objectives for what comes next. Take a look at the Knowledge, Skills and Behaviours on pages 6 and 7, pick some out that you would like to develop, explore and demonstrate in school.

After your placement



Use this space to ask the business volunteers and school staff for their feedback on your project and your performance.

Employer feedback

School feedback

Leicester &
Leicestershire
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

ean@llep.org.uk



#UBYF