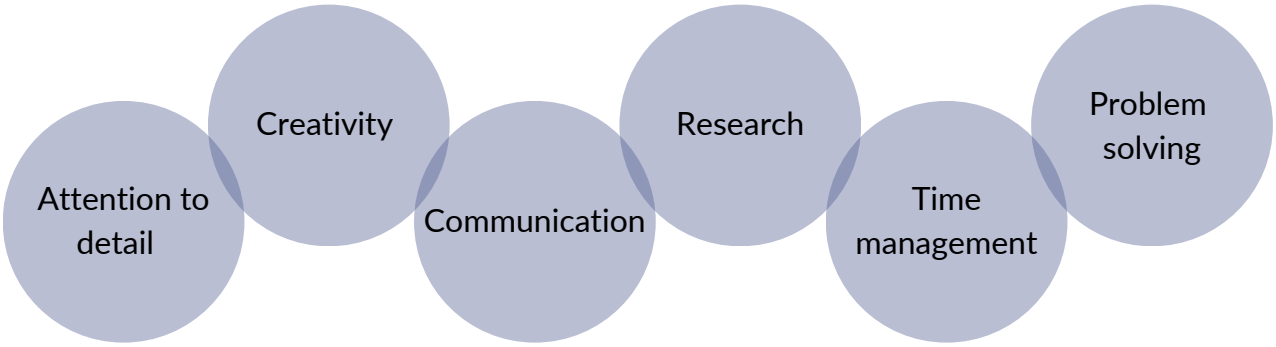
# Art and Design (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Costume and prop design
- Fashion
- Graphic design
- Commercial and living space design
- Heritage crafts
- Precision manufacturing crafts
- Museum, archive and heritage
- Illustration
- Hair, beauty and aesthetics
- Jewellery making
- Animation
- Audiovisual
- Photography
- Special effects
- Live events

Some examples of how you might use art and design skills in work are:

## Using images to communicate meaning

Marketing campaigns are deliberately produced messages which are meant to inform or influence a particular audience – often the kind of customers a business is trying to reach. Visual elements are important aspects of these campaigns, including the graphics or images which are chosen to represent the brand or product.

**Marketing executives**, particularly specialists in the creative elements of marketing, help create these campaigns. They liaise between the client, the business executives running the project, and the creative producers to ensure that the art being produced is suitable for the campaign, is delivered on time, and satisfies the client's specific requests.

**Creativity:** understanding how images fit a particular campaign. For instance, a campaign selling ice cream might want to promote either warm or cool colour tones, depending on the brand and audience of the product.

**Attention to detail:** reviewing others' work and commenting effectively on it. For instance, this might mean noticing image placements out of alignment, or font sizes which are inappropriate for the message being communicated.

**Communication:** communicating effectively between different teams. For instance, this might mean the ability to describe clearly the tone a client wants a particular campaign to set to the creative staff producing the artwork.

**Problem solving:** dealing with business-related problems as part of the creative process. For instance, this might mean dealing with work briefs which are running over schedule.

### Example progression route:

One way in is to complete an advertising and marketing executive (creative specialist) level 3 apprenticeship or T level in marketing.

This could lead to roles such as advertising and media executive, with specialisms in either the creative or the media aspects of marketing.

## Helping customers reshape their look

Hair is an important part of our identity, allowing us to help us define who we are and influencing how we feel and how others perceive us.

**Hairdressing professionals** help customers achieve the style they want for their hair, using a variety of practical techniques to change a look, improve problem areas, and maintain healthy hair.

**Creativity:** recommending styles for a customer. This might involve assessing their face shape or other aspects of their appearance to recommend a suitable style.

**Attention to detail:** ensuring care when cutting or treating a client's hair. This might include even cut lengths, avoiding irritation to their skin, or precise detail work such as foiling high/low lights.

**Communication:** making sure there is a clear plan between the hair professional and the customer about what they want. This might include looking at inspiration pictures, discussing the measurement of cuts, or looking at sample colours.

**Time management:** ensuring there is a timely service for customers and enough time to complete good work. This might mean managing daily schedules effectively to fit in longer or shorter jobs according to how much time the professional has available.

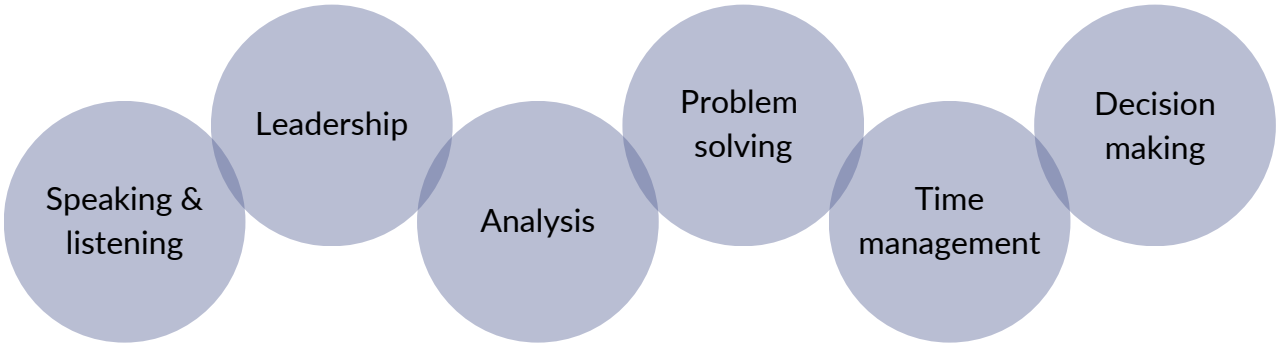
### Example progression route:

One way in is to complete a hairdressing professional level 2 apprenticeship.

This could lead to roles such as: hair professional, hair stylist, or hair colourist.

# Business Studies (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Accounting
- Housing and property
- Project management
- Travel
- Bookkeeping
- Finance
- Administration
- Events management
- Dog walking
- Sales
- Legal
- Business management
- Operations
- Marketing
- Creative arts
- Fashion

Some examples of how you might use business studies skills in work are:

## Detecting suspicious financial activity

An **assistant accountant** helps with financial tasks, like keeping records, making reports, and supporting their team in managing money. They work with both people inside and outside their company, making sure that the financial information is correct and delivered on time. Their job includes tasks like helping with tax returns, checking for suspicious activities (like money laundering), and using digital systems safely.

**Decision making:** deciding how to organise financial data or prioritise tasks to meet deadlines. They may also need to identify and report any unusual or suspicious financial activity such as recognising changes to someone's patterns of spending.

**Analysis:** helping to analyse financial data, such as company expenses and income, and prepare reports. This helps their team understand how the business is performing.

**Problem solving:** assist in fixing issues, such as finding and correcting errors in financial records or ensuring that tax returns meet the correct requirements.

**Time management:** assistant accountants must handle multiple tasks, like preparing financial reports and meeting deadlines, while balancing both routine and unexpected work efficiently.

## Example progression route:

One way in is to complete a level 3 qualification such as a T-level in accounting or an assistant accountant level 3 apprenticeship.

This could lead to jobs like accounting technician, accounts clerk, finance assistant, bookkeeper and sales ledger clerk.

Progressing to a degree apprenticeship would enable you to qualify as an accountant or specialise in accounting or taxation.

# Handling big projects

Project management is the process of planning, organising, and overseeing the delivery of a project to achieve specific goals within defined boundaries, such as time, budget, and meeting the brief given by clients.

A **project manager** is responsible for planning, carrying out, and closing projects, ensuring they are completed on time, within scope, and on budget. Assistant project managers or project officers help to achieve this.

**Decision making:** critical decisions are made about project scope, resource allocation, and risk management to ensure successful outcomes. For example, if a new skate park is being built but the team discovers that the materials for ramps are delayed, the project manager might find a new supplier or adjust the timeline to keep the project on track.

**Speaking and listening:** effective communication is vital; project managers must clearly speak about project objectives and listen to others to address concerns and get feedback.

**Leadership:** they lead cross-functional teams, motivating members, fostering collaboration, and guiding them towards achieving project milestones. If a music festival is being planned, the project manager leads the team handling sound, lighting, and performances, motivating everyone to work together.

**Problem solving:** encountering various challenge, project management involves developing effective solutions to keep things on track. For example, if the setup of a new education scheme project is delayed, the project manager must come up with a backup plan, like rescheduling certain tasks or phases of the scheme.

**Time management:** managing multiple tasks and deadlines is really important; project managers prioritise activities and allocate time effectively to ensure projects are delivered on time. For example, if a company is developing a new smartphone, the project manager makes sure each part of the process—like designing, testing, and marketing—is done on time so the phone is ready to launch as planned, without any delays.

## Example progression route:

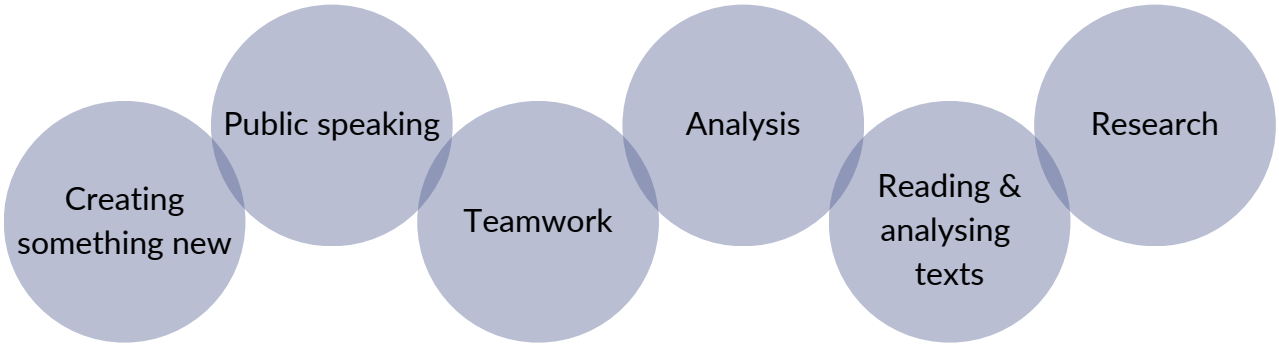
One way in is to complete a management and administration T level and then an associate project manager higher technical qualification – level 4.

This could lead to jobs like assistant project manager, junior project manager or project support.

Progression to project manager roles is possible with experience, depending on the industry.

# Drama (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Journalism
- Public Relations
- Project management
- Content creation
- Consulting
- Marketing and advertising
- Entrepreneurship
- Sales
- Teaching / lecturing
- Product design
- Policy
- Events
- Politics
- Journalism
- Entertainment
- Youth work

Some examples of how you might use drama skills in work are:

## Supporting young people to find their confidence

**Youth workers** help young people with their personal, social, and emotional development. They support them in making positive choices, finding their passions, and building confidence. They work across different settings, for example in youth clubs and community centres, charities and social services, and sometimes in schools.

**Creating something new:** coming up with creative activities and programmes to engage young people. For example, workshops, sports events, arts and crafts sessions, or community projects that build skills and confidence.

**Public speaking:** leading group sessions, giving presentations, or speaking to young people in clubs, schools, or community events. For example, giving a presentation to a group of teens about how to handle peer pressure.

**Teamwork:** collaborating with other professionals, like teachers, social workers, and volunteers, to create support systems for young people. For instance, setting up tutoring to help with schoolwork or counselling to support their emotional needs.

**Analysis:** assessing the needs and challenges of the young people they work with. This could mean analysing behaviour, understanding the root causes of issues, and figuring out the best way to support and guide each individual based on their circumstances.

**Reading and analysing texts:** reading and interpreting reports, policies, or guidelines related to youth services, safeguarding, or social care. For example, reading a case report about a young person's history with social services and analyse it.

**Research:** exploring new techniques, programmes, or resources that could help the young people they work with. This might involve researching mental health strategies for teenagers and then creating a peer support group.

### Example progression route:

One way in is to complete a level 2 playworker apprenticeship.

There are several routes from becoming a playworker to becoming a youth worker.

Alternatively, you could complete a T level in education and early years. A higher-level apprenticeship would help you qualify as a youth worker.

## Producing a stage show

Producing a show takes a very big team with different specialists. The **production manager** oversees all the different teams and is in charge of organising everything needed to make movies, TV shows, commercials, animations, or live performances. They work with creative people like directors, set designers, and camera crews to make sure everything runs smoothly.

**Creating something new:** whether developing a new TV series, film concept, radio show, or theatre performance, you need to create and develop a story or idea. For example, developing a musical about a historical event, coordinating the vision for costumes, music, and set design.

**Public speaking:** pitching new projects to studios and networks involve speaking at press events and interviews. For instance, explaining why their new play about climate change will resonate with young audiences and that it's worth funding or booking for a theatre run.

**Teamwork:** teamwork is critical in every aspect of a project which relies on collaboration between departments (e.g. directors working with actors, cinematographers, sound designers, set designers).

**Analysis:** this skill is used to manage budgets, schedules, and resources. Financial and time constraints are assessed to make informed decisions, keeping the production on track. For example, reusing set pieces from a previous production to save money.

**Reading and analysing texts:** producers, directors, and production managers read and analyse scripts to determine the scope of the project, including casting, locations, props, special effects, and other logistical needs.

### Example progression route:

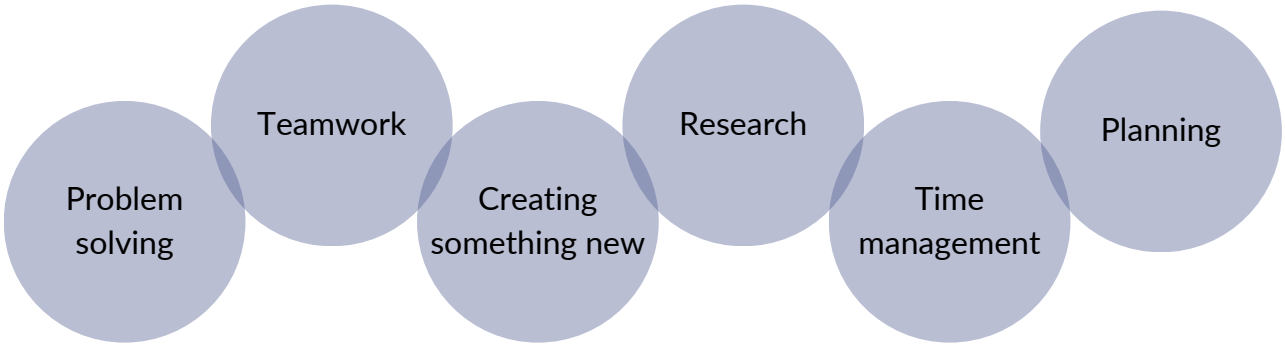
For general production management, you could work as a production assistant.

For example, by completing a production assistant (screen and audio) level 3 apprenticeship.

From there you can take further learning or training to become a production coordinator, and then a production manager.

# Design Technology (DT)  (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Project management
- Software development
- Marketing management
- Architecture
- Design engineering
- Graphic design
- Event planning
- Bricklaying
- Carpentry
- Management consulting
- Teaching
- Journalism
- Human resources management
- Environmental consulting
- Public relations
- Operations management

Some examples of how you might use design and technology skills in work are:

## Building wooden structures

A **carpenter or joiner** works with wood to create, install, or repair complex structures like doors, windows, kitchens or roofs. They can work on building sites as advanced carpenters or in workshops as advanced joiners.

Carpenters use tools to shape and cut wood, following building plans and safety rules. They also check their work to make sure it meets quality standards.

**Problem-solving:** solving issues like fitting wood pieces into tricky spaces, repairing damaged parts, or adjusting plans if materials don't work as expected.

**Teamwork:** collaborating with other construction workers, like plumbers and bricklayers, and communicating with clients to ensure the project is completed successfully.

**Time management:** carpenters must manage their time well to complete tasks, like building staircases or installing doors, while sticking to deadlines and adjusting when plans change.

**Creating something new:** crafting new structures or decorative pieces from wood, such as doors, windows, and staircases, often following detailed design plans.

**Research:** researching new construction methods, tools, and materials, as well as staying updated on building regulations and safety standards to improve their skills.

**Planning:** work is planned by selecting the right tools, materials, and methods, setting up the workspace, and organising tasks for themselves and their team to ensure everything runs smoothly.

### Example progression route:

Completing a level 2 apprenticeship in carpentry and joinery could lead to jobs like first-fix carpenters, kitchen fitters or formwork, and secondary-fix carpenters.

A level 2 qualification could also provide the entry requirements to complete level 3 in craft carpentry and joinery.

Leading to roles such as advanced architectural joiner, and advanced site carpenter.

## Bringing new ideas to life

A **design engineer** creates and improves products like cars, planes, or electronics. They use computers to design and test ideas, making sure everything is safe, works well, and meets customer needs. They work with other engineers and try to use materials that are good for the environment.

**Problem Solving:** fixing issues in products. For instance, if a phone overheats, redesigning its layout or choosing different materials to improve cooling and performance.

**Teamwork:** collaborating closely with specialists. For example, in creating a bicycle, working with materials experts and manufacturers to ensure the bike is strong, light, and easy to produce.

**Creating something new:** bringing new ideas to life. For instance, creating a recyclable water bottle that keeps drinks cool, using both creativity and technical skills to make unique products.

**Research:** researching how to improve design safety and efficiency. For example, designing a fitness tracker with the latest battery tech to ensure it lasts longer.

**Planning:** organising each project step-by-step. When designing an electric scooter, planning timelines for testing and part selection, ensuring everything runs smoothly.

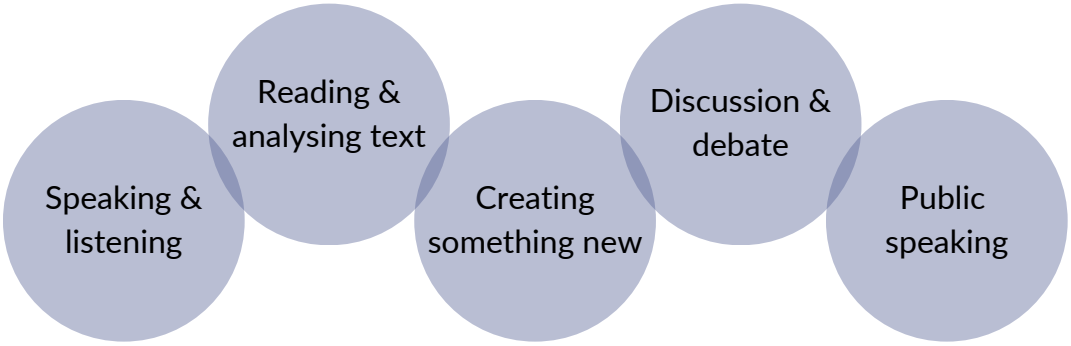
### Example progression route:

One way into design engineering is to complete a T Level in engineering and manufacturing.

You could progress to a product design engineer or robotics engineering apprenticeship (level 6).

# English (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Sales
- Digital marketing
- Media, broadcast and production
- Legal
- Marketing
- Journalism
- Culture and heritage roles
- Public relations and communications
- Financial Services
- Advice, guidance and advocacy
- Human resources
- Digital business services
- Event management
- Management and administration
- Social work
- Education and early years

Some examples of how you might use English skills in work are:

## Producing written content in digital spaces

Writing used to persuade people to take particular actions, such as buying something or joining a mailing list, is called copywriting. **Digital copywriters** use their skills in understanding how language and texts work to produce writing online which people find persuasive. This helps organisations (like businesses) fulfil their aims more effectively (for instance, selling more products).

**Speaking and listening:** working with colleagues in meetings to learn more about how customers see products or services. This helps digital copywriters understand what kinds of writing will be persuasive for a particular task.

**Reading and analysing text:** reading existing text from your organisation or competitors to understand how products or services are currently described. For instance, you might review how your company currently talks about a service they provide and analyse how it could be improved.

**Creating something new:** producing a description of a new product to persuade customers to buy it. For instance, this might be describing a new make-up item to make it sound appealing or explaining how a solar panel company's products help the transition to green energy.

**Discussion and debate:** convincing your colleagues that a particular way of presenting a product is the most effective way to sell it. This might include using language to target particular types of consumers.

### Example progression route:

One way in is to complete a content creator level 3 apprenticeship or digital T level.

This could lead to roles such as content creator, content producer, copywriter, multimedia executive.

Or, social media co-ordinator, web content technician, technical writer, or advertising and marketing executive.

## Building and managing relationships to drive sales

What we buy isn't just determined by what a company has available – most industries employ people to manage sales and ensure their products are reaching the people who want to buy them. **Salespeople** use their skills in communication and managing personal relationships to sell more products and services for the companies they work for.

**Speaking and listening:** communicating effectively with customers through conversation. This might be when introducing yourself as a sales representative or listening to their needs in order to inform your company's ideas for new products.

**Creating something new:** thinking about how to introduce your products and services to new customers. This might focus on creating a strong and memorable first impression or convincing customers that you have a solution to their problem.

**Discussion and debate:** this could involve resolving customer issues or complaints or working to persuade customers that your products are superior to your competitors. for example, why their shop should stock your lightbulbs rather than another brand.

**Public speaking:** at higher levels, sales roles can involve persuasive public speaking to larger groups, for instance at big gatherings of businesspeople called conferences or conventions.

### Example progression route:

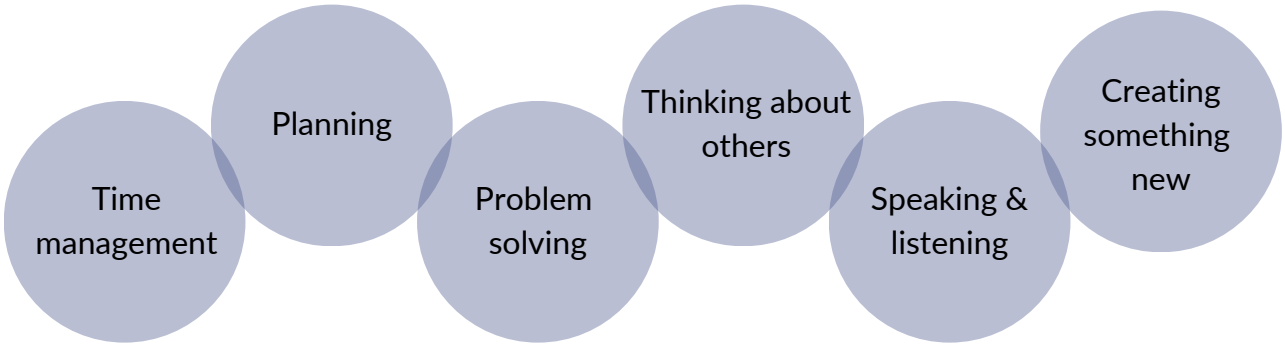
One way in is to complete a sales executive level 3 apprenticeship.

This could lead to roles such as business development executive, field sales executive, sales advisor or consultant, or sales representative.

Completing a more advanced or specialised level 6 (degree) apprenticeship such as in business to business sales could lead to more advanced and senior sales roles.

# Food Technology (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Creative arts
- Events
- Healthcare
- Catering
- Product development
- Quality assurance
- Scientific research
- Nutritional consulting

- Teaching
- Business management
- Food processing engineering
- Sales
- Food marketing
- Agriculture
- Project management

Some examples of how you might use food technology skills in work are:

## Running successful events

An **events manager** is responsible for planning, coordinating, and executing events such as conferences, weddings, and corporate gatherings, ensuring they run smoothly and meet client objectives.

**Planning:** meticulously planning every detail. An events manager organising charity gala might plan every detail months in advance. They would set a budget, book a venue, arrange catering, hire entertainment, and ensure there are enough staff for the night.

**Speaking and listening:** strong communication skills are essential for interacting with clients, vendors, and team members. For instance, if a manager is organising a school fun fair, they need to communicate with suppliers (e.g. for food stalls, games, and rides), volunteers, and the school to ensure everyone knows their role.

**Problem Solving:** events often encounter unexpected challenges, and managers must quickly devise effective solutions to keep everything on track. During an outdoor concert, the weather might suddenly change, forcing the event manager to quickly adapt.

**Time management:** managing multiple tasks and deadlines is critical. Organising a wedding involves juggling multiple tasks, such as scheduling meetings with the couple, booking venues, and coordinating with florists, caterers, and photographers.

**Thinking about others:** understanding the needs and preferences of clients and attendees is crucial for creating memorable experiences that cater to diverse audiences.

### Example progression route:

One way in is to complete an events management level 3 apprenticeship.

This could lead to jobs like events assistant, events planner or project manager.

Progress to a level 6 apprenticeship to specialise in corporate or charity events management.

## Creating a tasty menu

**Chefs** prepare and cook food in a kitchen, often creating new recipes or improving old ones. They plan menus, choose ingredients, and make sure each dish is made perfectly. Chefs also organise the kitchen, keeping it clean and making sure their team have what they need, they are well-trained and are working well together.

**Time management:** carefully timing each dish so that all the food for a meal is ready at the same time, even when it's very busy!

**Problem solving:** thinking on your feet in a pressurised environment. For example, if an ingredient runs out, the chef quickly thinks of a substitute to keep the menu on track without disappointing customers.

**Planning:** there is a lot of planning involved to ensure that things run smoothly during busy periods. This might include deciding which dishes to make for each day, ordering ingredients ahead of time, and preparing parts of recipes to save time.

**Thinking about others:** considering food allergies or special diets when creating menus is important in offering a good dining experience and a safe environment where everyone is welcome and catered for. Creating something new: experimenting with flavours and ingredients to create unique dishes is important for success in this area of work.

**Speaking and listening:** communicating clearly and calmly in a busy kitchen is essential in ensuring instructions are followed, the team are happy, and dishes served look appetising.

### Example progression route:

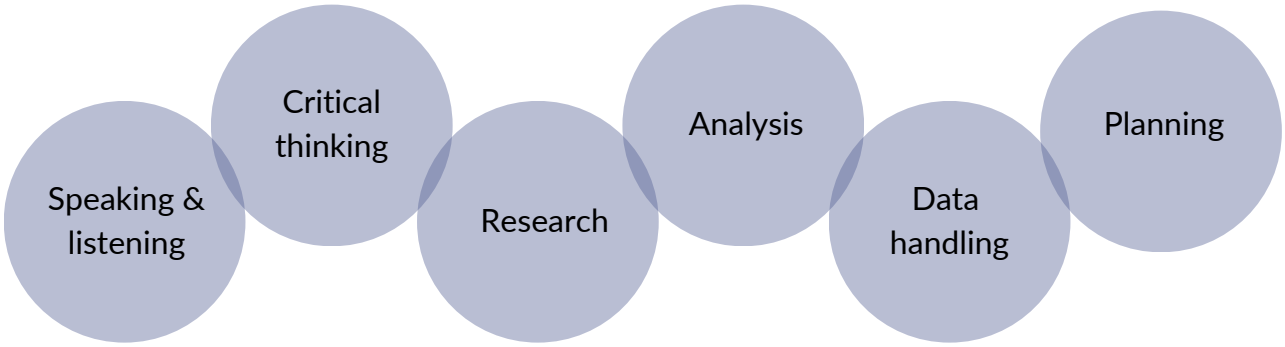
One way to becoming a chef is to complete a catering and hospitality T level or level 2 or 3 apprenticeship.

Then a level 4 higher technical qualification.

These may lead to different types of chef roles including commis chef, chef de partie, pastry chef, production chef or senior culinary chef.

# Geography (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Business analysis
- Digital marketing
- Heat pump technology
- Project management
- Cyber security
- Journalism
- Paralegal
- Forestry
- Financial services
- Software development
- Logistics and supply chains
- Civil engineering
- Event management
- Environmental consultancy
- Health and social care
- Town planning

Some examples of how you might use geography skills in work are:

## Tackling cyber threats

Cyber is anything to do with what is happening in the digital world like the internet, computers or mobile phones. A **cyber security technologist** tackles threats to the security of digital information – they try to keep it safe. As we live in a digital world, fighting cyber security threats is a multi-billion-pound industry, and continues to grow as threats increase. It affects everyone and organisations need cyber security specialists to protect information about their business.

**Speaking and listening:** clear communication is essential to explain complicated technical issues to non-experts and to work with other team members. For example, a cyber security technologist might need to explain a security breach to management.

**Problem solving and critical thinking:** if a virus gets into a computer system, working out how to remove it without damaging important files. They might need to consider different solutions and the benefits and limitations of each to make the best choice.

**Research:** this is a fast-moving area which requires keeping up with the latest information about cyber threats like new viruses, hacking techniques or new or updated security tools. Cyber security technicians need to stay one step ahead of hackers.

**Research:** this is a fast-moving area which requires keeping up with the latest information about cyber threats like new viruses, hacking techniques or new or updated security tools. Cyber security technicians need to stay one step ahead of hackers.

**Data handling and analysis**: use, analyse and interpret data to assess the risk of systems to give advice to clients who want to protect their systems and a prevent cyber-attack. They might also analyse data showing who has logged into a system or where the internet traffic is coming from, looking out for unusual activity.

**Planning:** plan, design, build and test secure networks or security products or systems, deciding what software to use or when to run security updates.

### Example progression route:

One way in is to complete a cyber security technology level 3 apprenticeship or a higher technical qualification – level 4.

This could lead to jobs like cyber operations manager, cyber risk analyst, intelligence researcher or security architect.

Progressing to a level 6/7 apprenticeship would enable you to specialise in network or software engineering.

## Improving energy efficiency

**Heat pump installers** set up systems to heat or cool a building by moving warm or cool air from one place to another. They ensure that the heat pump is in the best spot, connect it to the home's electricity supply, check that it works properly and is safe and efficient.

**Speaking and listening:** talking to homeowners about their needs and explaining clearly how the heat pump system works. Listening carefully to any problems the homeowners mention to they can help fix them.

**Analysis:** checking things like the size of the space to make sure the right pump is chosen and analysing how much energy it uses.

**Data handling:** tracking energy usage data to see if the heat pump is working efficiently and sharing this information with the homeowner.

**Problem solving:** when a heat pump isn't working, for instance, and if it isn't heating properly, thinking through the possible causes and finding a solution to get it working again.

**Planning:** installers plan where to put the heat pump, how to connect it safely and schedule their work so they have the right tools and enough time for each job. They need to ensure that installations meet the manufacturer's guidance and regulations so attention to detail in planning is vital.

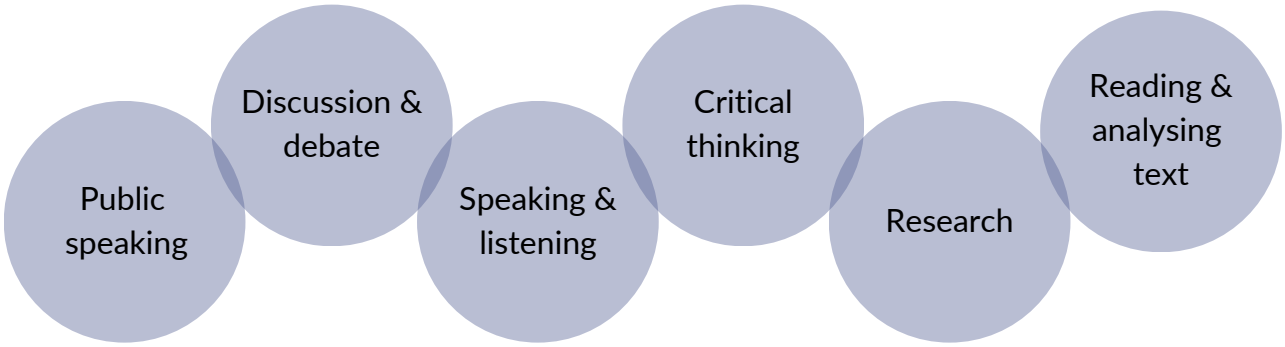
### Example progression route:

One way to becoming a heat pump installer is to complete a level 3 low carbon heating technician apprenticeship or T level in building services engineering for construction.

Thousands of heat pump installers are required to meet government renewable energy targets so they are in demand with lots of opportunities available.

# History (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Law
- Teaching and academia
- Journalism
- Politics
- Consulting
- Marketing and advertising
- Archaeology
- Creative arts
- Non-profit management
- Public relations
- Healthcare communication
- Corporate communications
- Policy analysis
- Editorial work
- Marketing
- Sales

Some examples of how you might use history skills in work are:

## Writing up legal documents

A **paralegal** assists lawyers with their work, working under a lawyer's supervision. Some of the main tasks they do involves research (looking up important information and facts related to cases); organising documents (preparing all the paperwork needed for a case) and drafting papers (writing up legal documents).

**Public speaking:** sometimes paralegals might need to speak in court to support the lawyer, especially in less formal settings. They may present case information and updates to clients in meetings, helping them understand the legal process.

**Discussion and debate:** participating in discussions with lawyers to plan how they are going to present a case. Engaging in conversations with clients to gather detailed information and discuss case progress or strategies.

**Speaking and listening:** excellent speaking and listening skills are required when interviewing clients to gather information about their cases. This involves listening carefully to witnesses' accounts and asking relevant questions.

**Critical thinking:** critical thinking is used to evaluate evidence and decide if it is reliable, and also to figure out if there are any gaps in the evidence about a case.

**Research:** conducting thorough research on laws and regulations to support the lawyer's case preparation. They gather information related to a case from various sources, including databases, public records, and legal libraries.

**Reading and analysing text:** reading and interpreting legal texts such as statutes, case law, and regulations to ensure they are preparing documents accurately. Analysing and drafting legal documents, making sure they are clear and accurate.

### Example progression route:

One way in is to complete a level 3 paralegal apprenticeship or T level. Once qualified, you could then train to become another type of legal professional, such as;

conveyancing technician (specialising in the legal transaction of properties), or a counter fraud investigator (level 4 qualifications).

## Writing news features

A **journalist** could work across many media businesses such as TV, radio, online, social media and print (newspapers, digital publishing and magazines). They are responsible for finding, researching and creating content. This content is very broad, and can include; news, features, reviews, documentaries, live events, researching, shooting, recording and editing video or audio interviews and creating podcasts.

**Public speaking:** essential in journalism, for example, presenting news, speaking at events, and participating in panels.

**Discussion and debate:** participating in meetings to discuss story ideas, and how to edit stories with colleagues and editors. They also may be involved in public debates on current issues, presenting their viewpoints and responding to opposing perspectives.

**Speaking and listening:** effective speaking and listening are crucial when interviewing people. Journalists must ask clear questions and listen carefully to capture accurate information.

**Critical thinking:** we know that there is a lot of fake news and unreliable information online. Journalists use critical thinking to assess the reliability of sources and information before publishing their work.

**Research:** carrying out thorough research to gather facts, background information, and context for stories. Fact checking very carefully requires very detailed research.

**Reading and analysing text:** journalists read and analyse various documents, such as reports, legal papers, and press releases, to extract and understand key information for their stories / reports.

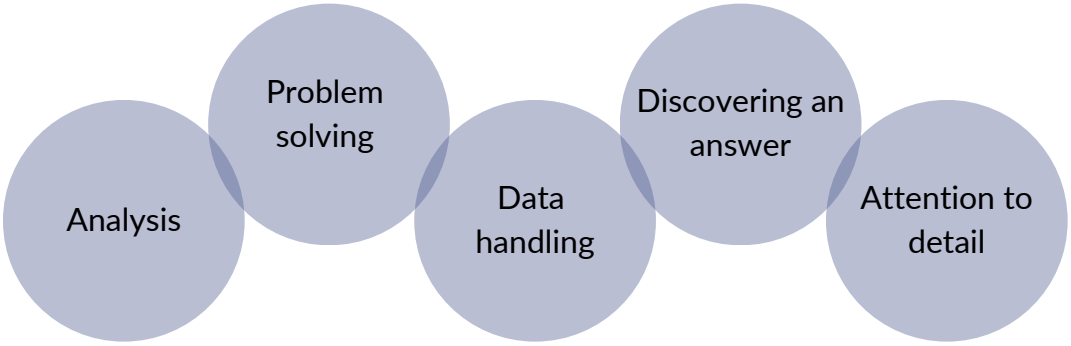
### Example progression route:

Taking a level 3 content creator apprenticeship or T level in media, broadcast and production can be a stepping stone to journalism.

Further education and training upon completion is required.

# IT/Computing (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Journalism
- Cyber Security
- Travel writing/blogging
- Archaeology
- Detective work
- Air industry
- Personal assistance
- Business
- Finance
- Management consulting
- Events
- Marketing
- Teaching
- Counselling/therapy
- Project management
- Trades e.g. electrician, plumber

Some examples of how you might use IT and computing skills in work are:

## Creating computer programs

**Software development technicians** are found in all industries, from large companies to small firms. Their job is to help build and test computer programs that meet client needs. This could involve creating apps, managing systems that control networks, or supporting websites like transport ticketing or journey planning.

They work with a team, following instructions to write and test simple code. They often assist senior developers and may interact with other professionals like designers and engineers. While mainly office-based, they may visit clients to understand their needs and ensure the software works properly.

**Analysis:** understanding the needs and drawbacks of a new software project. This may mean checking to see if the proposed software's design will work with existing systems.

**Problem-solving:** finding bugs within software that may cause it to break might require tracing back the error to its source to create a fix.

**Data handling:** managing and adjusting data within a range of software applications, for example when using a database to find user information to create a custom report.

**Discovering an answer:** using a community forum or researching solutions when working between different systems and support to create the best plan to move forward.

**Attention to detail:** using code requires attention to detail as minor mistakes can lead to major issues, for example missing a single semicolon could have a huge implication on the code outcome.

### Example progression route:

You could enter this role by completing a software technician level 3 apprenticeship or T level in digital production, design and development.

This could lead to job roles such as junior application developer, assistant programmer automated test developer, or mobile app developer.

Progression from this could include entry to an embedded electronic systems design and development engineer level 6 (degree) apprenticeship.

## Designing animated characters

**Animators** are responsible for animating characters and scenes, requiring excellent drawing skills, and knowledge of timing, spacing, and the principles of anatomy. This role demands creativity and technical proficiency, including the use of animation software and traditional techniques.

**Analysis:** analysing a design brief and creating a visual storyboard is an important part of the process in order to show understanding of the narrative and character movement. Taking feedback from directors and clients to make the necessary changes.

**Problem-solving:** from time to time, there are technical issues with the animation software and the tools used. This may mean finding creative solutions when scenes require difficult movements or background scenes.

**Discovering an answer:** experimenting with different animation styles/effects to achieve the required outcome may also require working with colleagues to solve challenging animation tasks.

**Attention to detail:** when creating a piece of animation, it is important that timing and character movement are precise, and that facial expressions and body language are consistent.

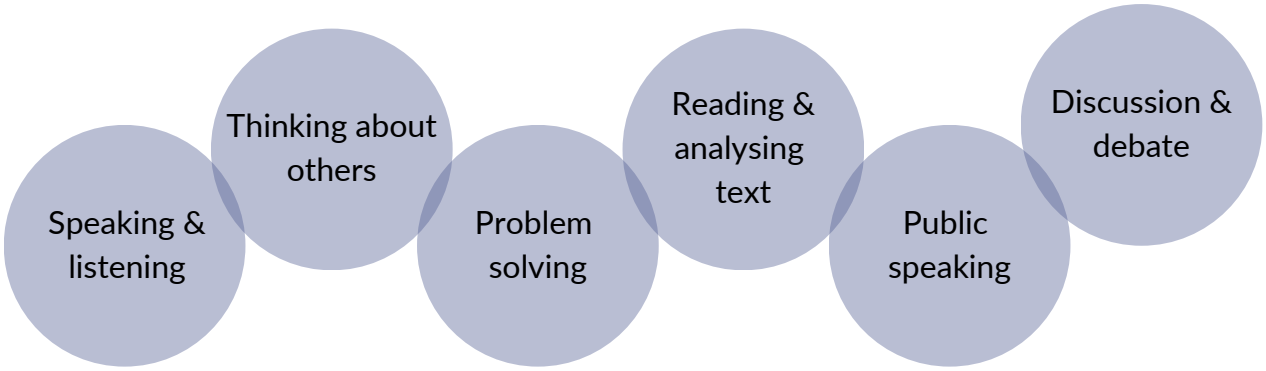
### Example progression route:

You can complete a T level in digital production, design and development followed by a level 4 higher technical qualification as a junior animator.

From here, you can gain experience and/or further qualifications to specialise or become a production manager.

# Languages (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Sales and retail
- Marketing and advertising
- Customer services
- Project management
- Journalism
- Law
- Teaching
- Local government
- Event management
- Social care
- Public relations
- Business and administration
- International politics
- Healthcare
- Armed services
- Trades e.g. builder, electrician

Some examples of how you might use language skills in work are:

## Creating content to increase brand awareness

**Content creators** develop and create written and audio-visual content. This may involve creating videos for various platforms (e.g. TikTok and YouTube); images like graphics, memes or photography; audio content like podcasts; or written works like blogs. The content they create may be used as part of media, advertising, documenting and marketing campaigns.

**Thinking about others:** thinking about how the target audience will respond to their content. For example, to get more people interested in buying skateboards, thinking about what skateboarders care about, like cool tricks or durable wheels. By thinking about what skateboarders find exciting, they can create content that grabs attention.

**Speaking and listening:** talking to different people, like the company's marketing team, to understand what they want to show in their videos or posts. For example, if they're making an Instagram story for a headphone brand, they might have a meeting with the team to discuss the key features of the headphones (like sound quality or comfort), and then create content that highlights those features.

**Reading and analysing text:** reading a detailed brief explaining the target audience and goals for the content. For example, if they're making a YouTube video for a clothing brand that targets teenagers, the brief might say the content should feel trendy and use language that young people relate to.

**Discussion and debate:** meeting with the design and social media teams to talk about different ideas. They'll need to share their ideas, listen to others, and work together to decide which type of content will connect best with the audience.

### Example progression route:

One way in is to complete a content creator level 3 apprenticeship or T level in digital production, design and development or marketing.

You could become a marketing executive, sales executive or journalist.

## Making sure a small business runs smoothly

A job in business management, such a **business manager**, is wide-ranging, it may involve working in financing the business, operations (organising or managing how the business operates), marketing or human resources (which involves recruitment, hiring, training, and firing employees).

**Discussion and debate:** deciding how to allocate the company's budget. One department might request more funds for marketing, while another might argue for investing in product development

**Speaking and listening:** teamworking means listening carefully to instructions, taking on board feedback, pitching ideas, giving updates and actively participating in discussions about projects. For example, if the operations team faces a delay in delivering products, you'll need to listen to their concerns, understand the issue, and communicate solutions to management.

**Problem solving:** challenges often arise when managing businesses (for example there may be problems with a product a business is selling), so problem-solving skills help analyse the situation and put in place effective solutions. Improving processes and products is a part of the job and finding creative ways to do this is key.

**Thinking about others:** since there is a lot of teamwork in business management, there is a need to consider colleagues' perspectives during discussions and be a good team player. You'll also need to ensure that customer feedback is heard and addressed.

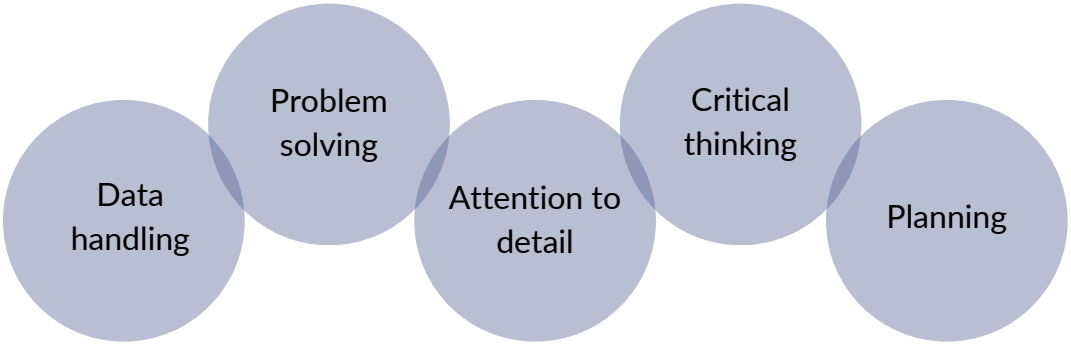
### Example progression route:

You can complete a T level in digital production, design and development followed by a level 4 higher technical qualification as a junior animator.

From here, you can gain experience and/or further qualifications to specialise or become a production manager.

# Maths (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Business operations
- Supply chain management
- Market research
- Computer programming
- Emergency services
- Accountancy
- Teaching
- Photography
- Pharmacy
- Psychology/therapy
- Healthcare
- Journalism
- Trades e.g. plasterer, carpenter
- Engineering
- Entrepreneurship
- Events

Some examples of how you might use maths skills in work are:

## Creating robots

**Robotics engineers** design, build, program, and test robots to do automated jobs in industries like healthcare, manufacturing, and aerospace.

They work with teams of other engineers and project managers to make sure robots meet safety standards and work efficiently. Their job includes handling data, solving problems, paying close attention to detail, thinking critically, and planning out each step of a project.

**Data handling:** using data to increase performance, for example, analysing sensor data to improve robotic performance. Collecting data from sensors on a robot to understand how well it's performing. If the robot moves slower than expected, the data helps the engineer adjust the programming to improve speed.

**Problem-solving:** when software issues arise, it is important to be able to troubleshoot and develop innovative solutions. If a robot in a factory breaks down, a robotics engineer figures out why. They may check if a part is faulty or if the software has a glitch, then fix it to keep production going.

**Attention to detail:** when designing a robot for surgery, a robotics engineer needs to make sure every small part, like screws and wires, is placed perfectly to avoid any mistakes during an operation. They will also have to work to code and meet safety standards.

**Critical thinking:** robotic engineers assess the impact of their design choices and make decisions about their work based on analysis of data and evaluation of new robotic technologies. For example, thinking through different ways to make a robot navigate crowded areas, like a shopping centre, without bumping into things.

**Planning:** through careful planning and managing timelines, robotic engineers coordinate with teams to put together various components, working with detailed documentation for the design process.

### Example progression route:

To start a career in robotics, you could complete a development technician level 3 apprenticeship, a T level in engineering and manufacturing.

Then a level 4 higher technical qualification in space engineering or a level 6 robotics engineer

## Helping a business become more successful

**Data analysts** collect, study, and organise information to help companies make smart decisions. They work in different industries like retail, healthcare, and finance, looking at data to solve problems and give insights.

**Data handling:** using statistical tools and software to analyse trends and patterns and data to create visualisations to share findings with important people across the business. A data analyst in a school might collect test scores and attendance data to see if there's a connection between absences and lower performance, helping the school support students better.

**Problem-solving:** the business world has lots of challenges requiring collaboration with other departments to find and implement solutions. If a business is losing customers, a data analyst could study feedback data to identify why, such as finding that long wait times are driving people away.

**Attention to detail:** being able to keep clear records and reports is fundamental to the integrity of this work. When working with thousands of customer records, a data analyst must be precise to avoid mistakes, ensuring the final report reflects accurate sales figures for better business decisions.

**Planning:** developing and planning a timeline to achieve the business objectives. If tasked with improving customer satisfaction, planning a step-by-step project.

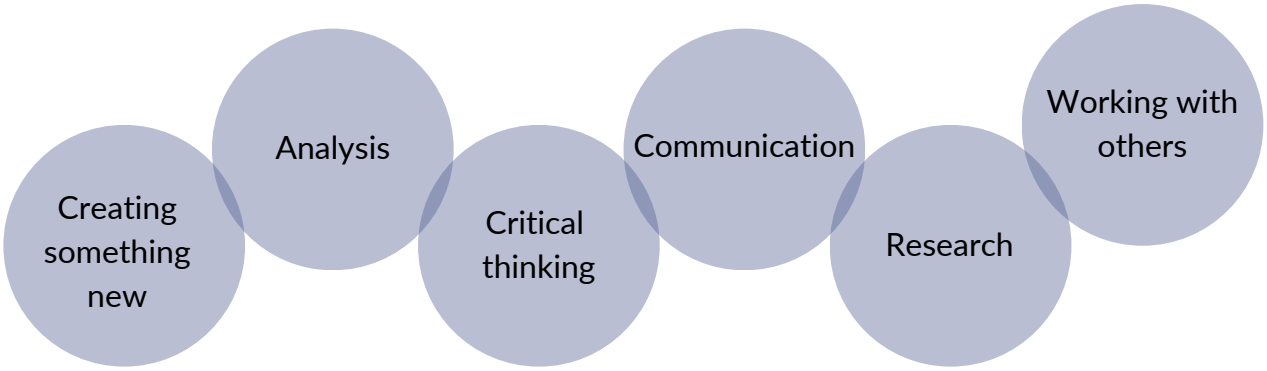
### Example progression route:

One route into this work could be to complete a T-level in digital business services.

Then a level 4 business analyst apprenticeship.

# Media Studies (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Media, broadcast and production
- Digital marketing
- Human resources
- Project management
- Management and administration
- Journalism
- Care services professional
- Advice, guidance and advocacy
- Financial services
- Business analysis
- Cultural heritage and visitor attractions
- Education and early years
- Event management
- Legal services
- Fundraising
- Public relations

Some examples of how you might use media studies skills in work are:

## Managing the creation of media content

**Media production coordinators** work in teams to manage the process of producing media. They communicate between different teams to bring together their different kinds of expertise, helping ensure production projects stay on schedule and on task. This can involve production-specific tasks such as managing how work is reviewed, or more general organising such as booking travel and accommodation for other team members involved in a production.

**Creating something new:** helping create new media, such as new television programmes. For instance, post-production specialists are part of the team which turn new filming into a finished product by managing the work which needs to happen.

**Critical thinking:** identifying potential problems with upcoming or existing projects. For instance, media production coordinators might be responsible for identifying any legal or logistical problems with creating new media in specific locations.

**Communication:** working effectively between different teams to ensure work stays on track. For instance, these roles might require managing the communication between several different teams who are all focussed on different aspects of a project.

**Research:** researching the best options to create new kinds of media output. For example, this might involve researching which locations are most suitable for television or film production.

### Example progression route:

One way in is to complete a T level in media, broadcast and production and then a junior production coordinator level 4 apprenticeship.

This could lead to roles such as: audio coordinator, booking coordinator, junior booking producer, production coordinator, production management assistant.

A higher-level or more specialised level 7 apprenticeship could lead to specialised production management roles.

## Turning ideas into published writing

The publishing industry helps writers of fiction, non-fiction and research make their work available to their readers by publishing it, both online and in hard copy (paper versions such as books).

**Publishing professionals** work across the publishing process. They might spend their time advising writers on developing their ideas into a book or an article which publishers are interested in; producing the writing by organising printing or digital publication; publicity; marketing and sales, and ensuring legal protections are in place.

**Creating something new:** lots of writing which is published is new work. Publishing professionals help make choices about how this work is presented – from the fonts which are used and how the text is organised, to the art which is used on the cover.

**Analysis:** quite few pieces of writing which are submitted to publishers actually get published. Publishing professionals will analyse the market for published writing, using data to decide which forms of writing are likely to be successful.

**Communication:** working with the author is a key aspect of publishing. For instance, explaining specific changes which need to be made to writing, responding quickly and accurately to questions, or coordinating the work of different teams.

**Research:** the data which publishers use to make choices about what to publish is complicated. Using research skills helps publishing professionals understand this data properly.

### Example progression route:

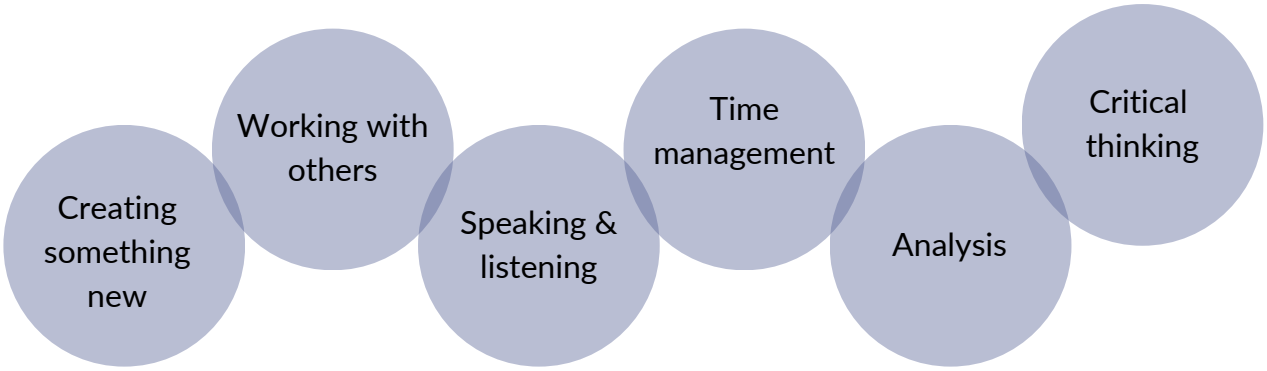
One way in is to complete a publishing assistant level 3 apprenticeship. In this role you would be supporting the publishing process.

Completing the publishing professional level 4 apprenticeship would enable you to progress and could lead to roles such as;

contracts assistant, editorial assistant, marketing assistant, production assistant, publicity assistant, or rights assistant.

# Music (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Software development
- Marketing
- Product design
- Project management
- Research and development
- Education and training
- Sales
- Entertainment
- Event management
- Content creation
- Financial planning
- Healthcare management
- Engineering
- Public relations
- Trades e.g. carpenter, plumber
- Creative arts

Some examples of how you might use music skills in work are:

## Supporting a radio show production

**Broadcast and media communications engineers** bring us our favourite TV or radio shows. They are at the heart of the process that transmits the show from the production studio through to the home screen/radio/streaming device. They work with a team to fix any technical issues and ensure broadcasts happen on time without problems. They support the production crew and engineers, often in studios or outdoor locations.

**Creating something new:** designing technical systems so that the show can be transmitted from the production studio to our screens and/or streaming devices. For example, helping to design a new setup for a podcast studio, using creative thinking to arrange the equipment for the best sound quality.

**Working with others:** working closely with producers, directors, and technical crews during live broadcasts or media production. During a live broadcast, a technical operator works with the camera crew, sound engineers, and presenters to ensure everything runs smoothly, fixing any issues quickly to avoid delays.

**Time management:** working to tight deadlines. Since faults can arise, they need to manage their time well to plan ahead so that they can deliver the show on time. When preparing for a live show, the technical operator must manage their time carefully, setting up cameras and microphones before the broadcast starts to avoid last-minute problems.

**Analysis:** constantly analysing technical systems, diagnosing issues related to audio, video, signal transmission, and IT infrastructure. If a broadcast suddenly goes off-air, the technical operator analyses the equipment to find out if it's a hardware or software issue and fixes it to get the show back on.

### Example progression route:

One way in is to complete a broadcast and media systems technical operator level 3 apprenticeship or T level in media, broadcast and production,.

This can lead to a level 4 or 5 higher technical qualification, before training to be an engineer.

## Managing public opinion and getting your message across

How an organisation is seen is crucial to how its customers think of it. **Public relations and communications professionals** are responsible for building and maintaining a positive public image for their organisation. They work with the media, other organisations in their field, and internal colleagues to make sure the messages about their organisation which they want to promote are the ones which people see and engage with.

**Analysis:** working out how an organisation is currently seen by the public and by other organisations. For instance, this might involve considering data from surveys or focus groups to see how an organisation is thought of.

**Critical thinking:** considering how future events or information might affect an organisation's image. For instance, this might involve working out which information about an organisation is likely to be seen positively or negatively by the public and making sure the right kind of information is promoted.

**Speaking and listening:** ensuring that communication with important individuals creates a positive impression of the organisation. For example, this might mean ensuring that meetings or interviews with media figures go well.

**Working with others**: managing the process of how information is communicated to the public and other organisations. This involves making sure everyone involved in a process knows the right information to communicate and what their role in the communications plan is.

### Example progression route:

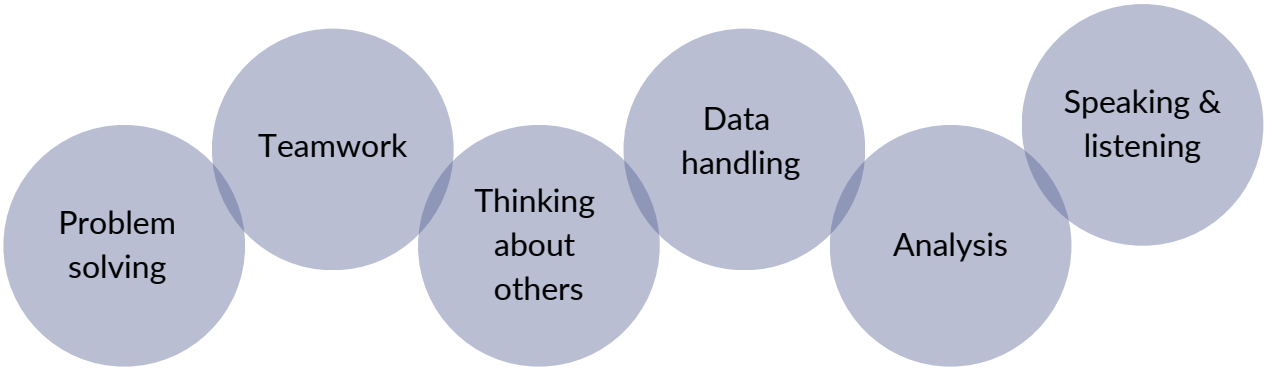
One way in is to complete an advertising and media executive or content creator level 3 apprenticeship.

Progression to a public relations and communications assistant level 4 apprenticeship would enable you to specialise in public relations.

This could lead to roles such as: campaigns assistant, communications assistant, junior press officer, public affairs assistant.

# Physical Education (PE) (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Physical therapy
- Personal training
- Business
- Software development
- Marketing
- Finance
- Social work
- Healthcare
- Public relations
- Complimentary therapy
- Sales
- Teaching
- Customer service
- Coaching
- Human resources
- Advice, guidance and advocacy

Some examples of how you might use PE skills in work are:

## Training to improve fitness

A **personal trainer** helps people achieve their fitness goals through customised workout plans, nutrition advice, and motivation. They work with individuals or small groups, teaching proper exercise techniques and supporting healthy lifestyle changes.

Trainers may work in gyms or be self-employed, often working flexible hours. For example, a personal trainer helps a client lose weight by adjusting their workout routine and giving them healthy eating tips.

**Problem-solving:** a client might hit a plateau in their fitness progress despite following their workout routine. A personal trainer will identify the issue, diet, inadequate rest, or form and then develop a revised plan with the client.

**Teamwork:** working alongside other fitness professionals like nutritionists and physiotherapists. Being able to work within a wider team is important to ensure a holistic approach to your client's wellbeing.

**Thinking about others:** personal trainers must be empathetic and considerate of their clients' needs, be sensitive to their limitations, and be focused on their goals. For example, they should modify exercises for a client with an ankle injury.

**Data handling/analysis:** tracking clients' progress, including weight, body measurements, and workout performance. Using data to assess progress is important to make informed decisions about future training.

**Speaking and listening:** Effective communication is key. Being able to explain exercises and then listen to their client's feedback to ensure the workouts are effective and enjoyable.

### Example progression route:

One way into working as a personal trainer would be to complete a level 3 personal trainer apprenticeship.

Then a level 2 fitness instructing qualification, working in industry alongside completing the qualification.

## Monitoring patient health

A **nursing associate** is a healthcare professional who provides care for people of all ages and backgrounds. They bridge the gap between healthcare assistants and registered nurses, supporting patients with physical, mental, and emotional needs in hospitals, community settings, or even at home. Nursing associates help patients take control of their health, working alongside nurses and other healthcare professionals in fast-paced, ever-changing environments.

**Problem-solving:** finding a way to help a patient with mobility issues shower safely at home. For example, arranging equipment like handrails or a shower chair.

**Teamwork:** working closely with nurses, doctors, and social workers. For example, to coordinate care for a patient being discharged from the hospital, ensuring they have everything needed at home.

**Thinking about others:** being able to demonstrate empathy is important, especially when interacting with patients and their families. Nursing associates ensure that a patient's cultural and religious beliefs are respected, such as providing meals that align with their dietary preferences.

**Analysis:** noticing a pattern in a patient's symptoms, like increasing fatigue, is reported to the nurse or doctor for further evaluation.

**Speaking and listening:** when explaining medication to a patient or listening to concerns from family members, nursing associates need clear communication to ensure everyone understands the care plan.

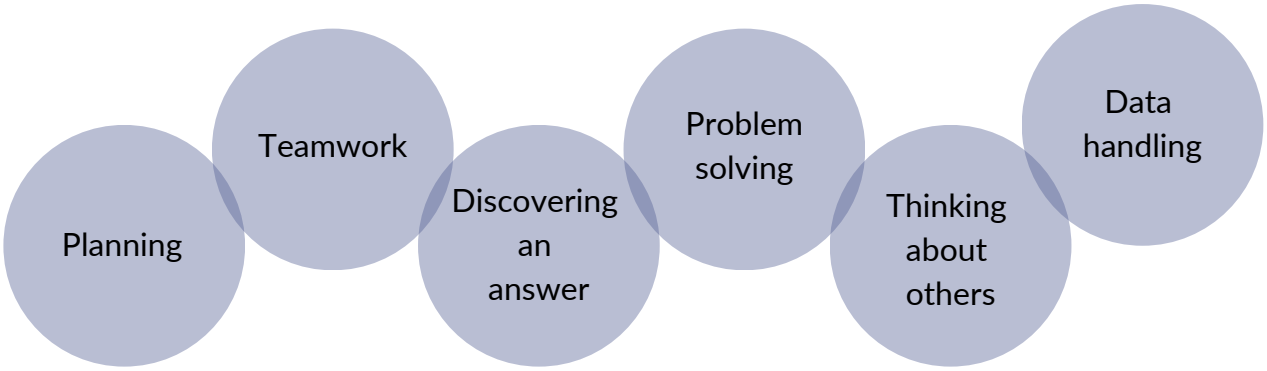
### Example progression route:

One way to become a nursing associate is to complete a T level in health (nursing) and then a nursing associate level 5 apprenticeship.

Further training is possible to become a registered nurse.

# Science (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Healthcare
- Optometry
- Pharmacology
- Business or project management
- Trades e.g. plumber
- Social work or psychology
- Ecology
- Research
- Teaching/lecturing
- Forensics
- Marketing
- Environmental science
- Design
- Armed forces
- Law
- Engineering

Some examples of how you might use science skills in work are:

## Investigating health

A **healthcare science practitioner** uses science and technology to investigate health, working behind the scenes in hospitals and laboratories to figure out what is causing health problems. They do this by, for example, analysing a wide range of tests to look for diseases, monitor health or how effective treatments are.

**Teamwork:** working within a wider team, healthcare scientists support doctors to find the best treatment and care for patients. This might involve preparing radiation therapy for cancer or ensuring the safe use of machines for breathing or dialysis.

**Discovering an answer and problem solving:** using a wide range of scientific methods like scans and blood tests to investigate health problems, healthcare scientists aim to help find underlying causes, ways of preventing illness or treating them. If a test result doesn't make sense, they will need to figure out why. Perhaps the sample was affected by something else.

**Thinking about others:** when handling patient samples or setting up a machine for a scan, strict rules to protect patient health are followed. Keeping things as safe and stress free as possible for patients is important. They also supervise training.

**Research:** healthcare science is always changing with new techniques and treatments being developed. Keeping up to date with new ways to test for diseases for example, helps to ensure high quality care.

**Data handling:** working with lots of data from tests and research, there is a need for precision and accuracy when recording and analysing information. Health decisions are made using this data.

### Example progression route:

One route in is to complete a healthcare science assistant level 2 apprenticeship, T level in healthcare science or healthcare science associate level 4 higher technical qualification.

Progression can then be made to the healthcare science practitioner level 6 apprenticeship.

## Install, repair and maintain systems

A **plumber** is a skilled professional who installs, repairs and maintains systems that involve water, gas and drainage in homes, buildings and other structures. They make sure that water flows correctly, drains work properly and pipes are safe and reliable.

**Planning:** planning the layout of pipes to and from homes and businesses. For example, in a new building a plumber might lay out the entire piping system, connecting it to the main water and sewage lines.

**Problem solving:** fixing problems like leaks in pipes, clogged drains or broken water heaters. For instance, if a kitchen sink is clogged or a bathroom pipe is leaking, specialist tools are used to clear the blockage or patch up the pipe. Emergency repairs are sometimes needed, for example, burst pipes or flooding – finding the problem and fixing it before any damage occurs requires good problem-solving skills and quick thinking.

**Thinking about others:** adhering to safety standards to ensure systems are safe for customers. For example, when installing a gas line, safety rules must be followed to prevent leaks and ensure safe usage, which includes double-checking for proper connections and ventilation.

### Example progression route:

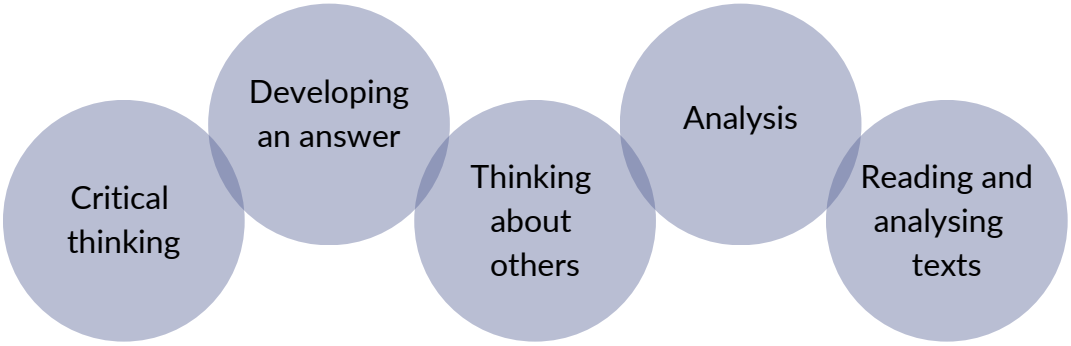
One route in is to complete a level 3 apprenticeship. These can be found covering different specialisms such as;

Heat pumps and solar thermal systems, domestic gas fired hot water heating appliances, environmental technologies, fossil fuels or non-domestic plumbing.

Alternatively, you could start with a T level in building services engineering for construction.

# Religious Studies (RS) (GCSE)

## Key transferable skills:




**If you enjoy using these skills, you could start by exploring some of these work areas:**

- Community health and wellbeing
- Human resources
- Social work
- Project management
- Journalism
- Legal services
- Marketing
- Charity
- Therapy
- Probation
- Museums, archives and cultural heritage
- Advice, guidance and advocacy
- Teaching
- Youth work
- International business

Some examples of how you might use religious studies skills in work are:

## Improving wellbeing and connections within communities

Health issues affect different communities in different ways, and have multiple complex causes which often happen far before a specific health issue arises.

**Community health and wellbeing workers** help people within their communities to deal with these causes, which include social, cultural, political, economic, commercial and environmental factors. They do not provide healthcare, but help people find the help, information, advice and guidance they need. They work with a variety of other professionals, including the NHS, charities, local councils, and businesses, to do this.

**Critical thinking:** assessing the causes of health and wellbeing issues carefully. For instance, it may not immediately be clear why a community has a particular health issue.

**Developing an answer:** using the evidence available to arrive at a conclusion and making suggestions for what to do next. This might involve a plan using many different sources of support.

**Thinking about others:** putting the needs of service users first. Community health and wellbeing workers work with communities to find out what is important to them; this is different for different communities and requires the ability to listen carefully and respectfully.

**Analysis:** working through the data available to help determine what makes a difference to health. This might include interviews, written accounts, large sets of statistics, or a mix of other kinds of data.

### Example progression route:

One way in is to complete a community health and wellbeing worker level 3 apprenticeship or T level in health.

This could lead to roles such as: care or service navigator, community connector, community health champion, health trainer, live well coach, or social prescribing link worker.

## Helping employers and employees work well together

All organisations sometimes face difficulties managing gaps between what their staff want and what the organisation needs. People professionals (sometimes called **human resources professionals**) help manage these differences. They make sure businesses operate within employment law, work with managers to design strategies for employees who are facing difficulties, and design internal processes to manage everything from parental leave to creating a positive workplace culture.

**Developing an answer:** working out how general rules apply to specific situations. For instance, this might include thinking about how complex employment laws apply to the specific nature of one business or employee's situation.

**Thinking about others:** ensuring that employees are properly treated and feel valued and included in the workplace. This sometimes involves managing disputes between colleagues or between employer and employee.

**Analysis:** looking at data from across the organisation to spot problems and find solutions. For instance, looking at the number of sick days taken across different teams could help identify stress patterns among employees.

**Reading and analysing texts:** ensuring an understanding of complex rules. This might include working through complex employer policies and helping other colleagues understand them.

### Example progression route:

One way in is to complete a HR support level 3 apprenticeship and then people professional level 5 apprenticeship.

This could lead to roles such as diversity and inclusion manager, employee relations consultant, HR business partner, pay and rewards consultant, or wellbeing consultant.

Progression to senior level qualifications is possible by completing a level 7 apprenticeship.