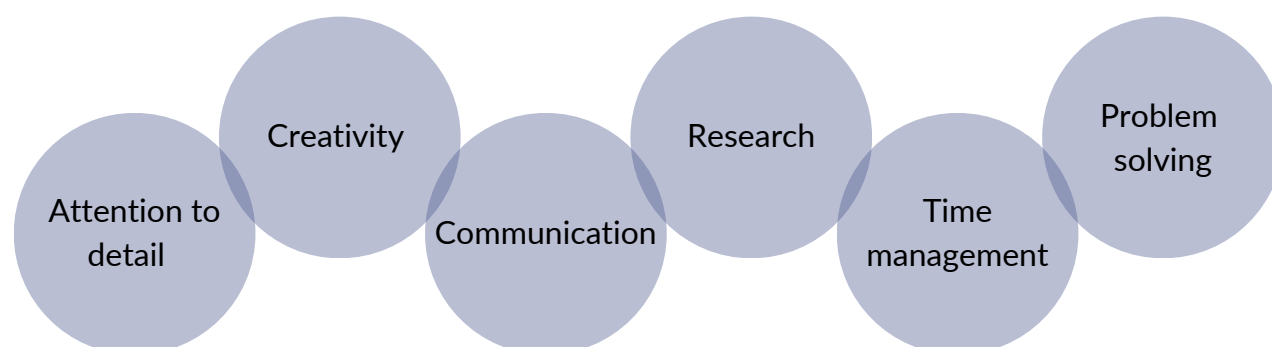


Art and Design (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Costume and prop design • Fashion • Graphic design • Commercial and living space design • Heritage crafts • Precision manufacturing crafts • Museum, archive and heritage • Illustration | <ul style="list-style-type: none"> • Hair, beauty and aesthetics • Jewellery making • Animation • Audiovisual • Photography • Special effects • Live events • Marketing |
|---|---|

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

Turning design ideas into real products

New product ideas require extensive design time to turn them into real products which are ready for sale. **Product design and development engineers** help turn these ideas into a reality. They occupy roles across the design and development process, from creative and aesthetic design focused on how products look to their technical development. More technical roles often require maths and physics skills as well as art, but some roles may be open based solely on artistic skills.

Creativity: thinking about how creative choices about product appearance fit with the product's use and audience. For instance, a car marketed towards families might need to make it clear that it has extensive storage space.

Attention to detail: paying close attention to the technical properties of the products being designing. For instance, products designed to be used overhead, like kites, need to be light enough to be practically useful.

Communication: working as part of a larger design team. Almost all products are designed by large teams which work on different aspects of them. Clear communication skills are important to ensure the different elements of the project work well together.

Problem solving: overcoming technical challenges by finding new solutions to problems. For instance, bagless vacuum cleaners are a good example of design innovation.

Example progression route:



Working with diverse materials to produce specific appearances

Beauty and aesthetics is an industry focused on helping people achieve the facial or bodily appearance they want. **Beauty therapists** deliver a variety of treatments and procedures which make small, usually temporary, changes to a person's appearance, or help them relax. This could include hand, nail or foot treatments, facial skin care, eyelash and eyebrow treatments, or make-up application, among other services.

Attention to detail: ensuring that close, precise details are properly completed within beauty therapy. This could include matching make-up shades properly, shaping eyebrows, or ensuring nail treatments are accurately applied.

Communication: ensuring a clear agreement with the customer about the treatment they want. For instance, this might mean outlining the different options available to them and explaining the pros and cons fully.

Problem solving: ensuring that all treatments are safe and appropriate for the individual customer. For instance, a beauty therapist might need to check if a customer is allergic to any ingredients in a treatment and find an alternative where needed.

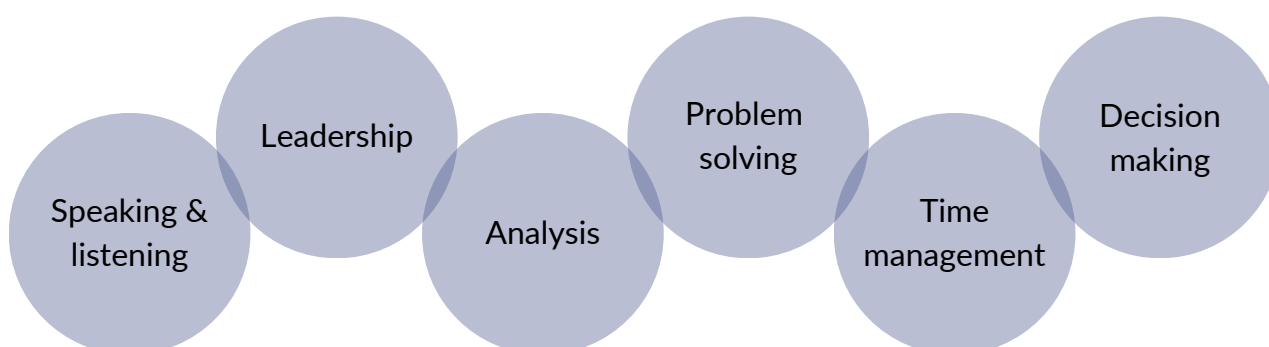
Time management: ensuring sufficient time to deliver a safe and pleasant service to the customer. This could include not scheduling too much work on one day, particular around complex or difficult treatments.

Example progression route:



Business Studies (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Accounting • Housing and property • Project management • Travel • Entrepreneurship • Bookkeeping • Finance • Administration | <ul style="list-style-type: none"> • 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 **accountant** needs to understand how businesses work and what impacts them. 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 completing tax returns, checking for suspicious activities (like money laundering), financial forecasting, giving revenue generation advice and using digital systems safely.

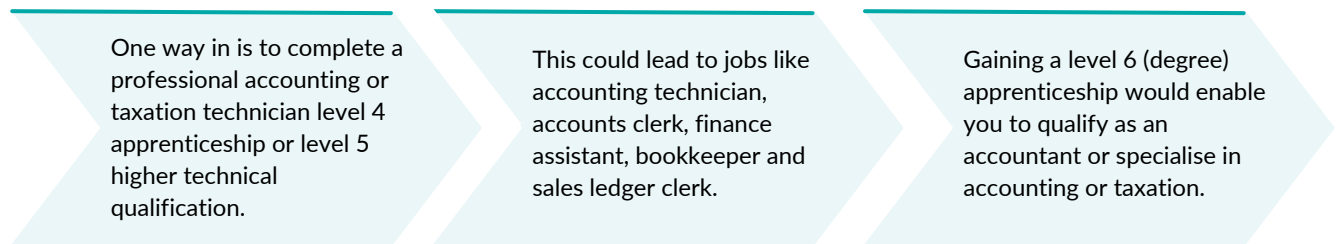
Decision making: deciding how to organise financial data or prioritise tasks to meet deadlines. They may also need to identify and report any unusual or suspicious financial activity such as recognising changes to someone's patterns of spending.

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:



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.

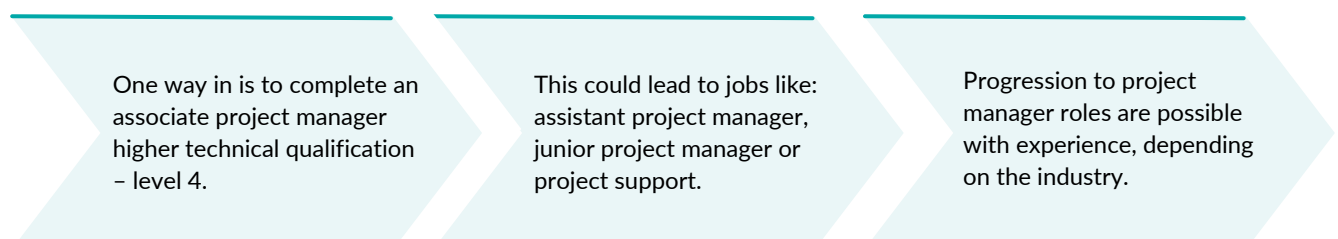
Speaking and listening: effective communication is vital; project managers must clearly speak about project objectives and listen to others to address concerns and get feedback.

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 and ensuring that the event happens successfully without problems.

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.

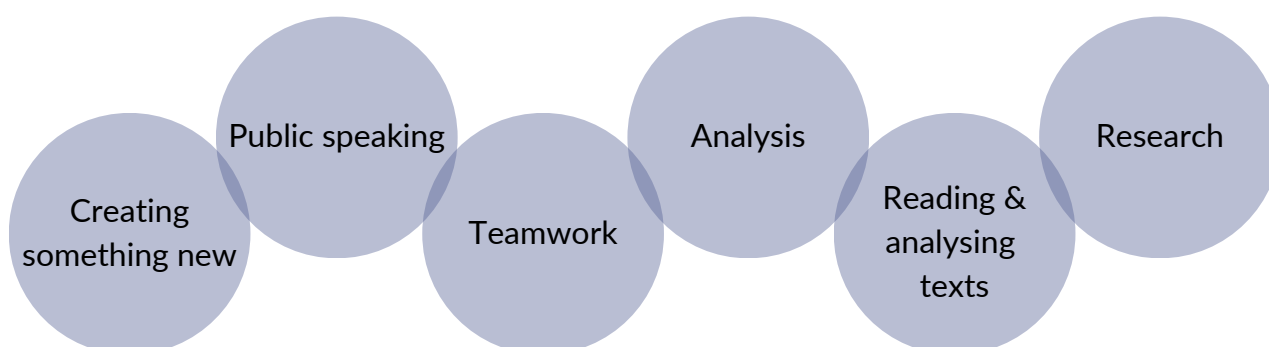
Time management: managing multiple tasks and deadlines is really important; project managers prioritise activities and allocate time effectively to ensure projects are delivered on time. For example, if a company is developing a new smartphone, the project manager makes sure each part of the process—like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

Example progression route:



Drama (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Journalism • Public Relations • Project management • Content creation • Consulting • Marketing and advertising • Entrepreneurship • Sales | <ul style="list-style-type: none"> • 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, speaking clearly and confidently to inspire and guide them.

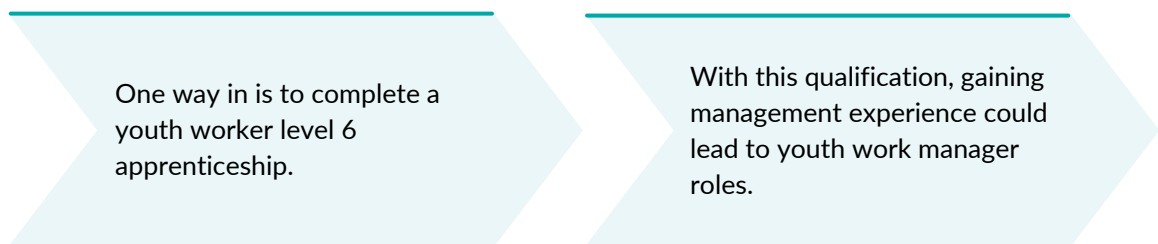
Teamwork: collaborating with other professionals, like teachers, social workers, and volunteers, to create support systems for young people. For instance, setting up tutoring to help with school work or counselling to support their emotional needs.

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 to figure out how to support them.

Research: exploring new techniques, programmes, or resources that could help the young people they work with. This might involve, for example, researching mental health strategies for teenagers and then creating a peer support group where young people can learn coping mechanisms and share experiences.

Example progression route:



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.

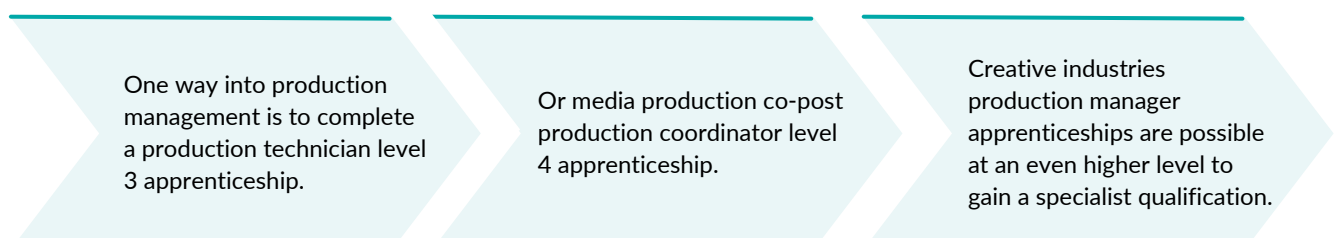
Public speaking: pitching new projects to studios and networks involve speaking at press events and interviews. For instance, explaining why their new play about climate change will resonate with young audiences and that it's worth funding or booking for a theatre run.

Teamwork: 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: 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.

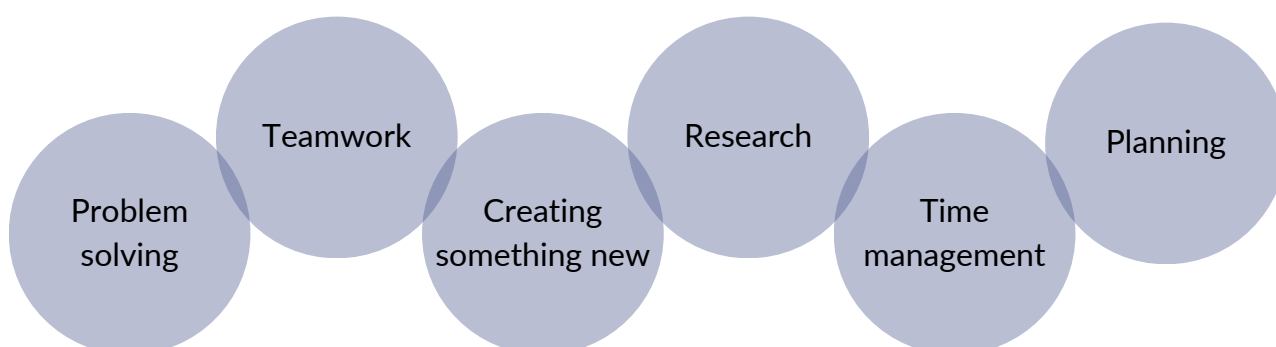
Reading and analysing texts: producers, directors, and production managers read and analyse scripts to determine the scope of the project, including casting, locations, props, special effects, and other logistical needs.

Example progression route:



Design Technology (DT) (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Project management • Software development • Marketing management • Architecture • Design engineering • Graphic design • Event planning • Bricklaying | <ul style="list-style-type: none"> • 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:

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: design engineers fix issues in products. For instance, if a phone overheats, they might redesign its layout or choose different materials to improve cooling and performance.

Teamwork: design engineers collaborate closely with specialists. For example, in creating a bicycle, they work with materials experts and manufacturers to ensure the bike is strong, light, and easy to produce.

Creating something new: design engineers bring new ideas to life. They might create a recyclable water bottle that keeps drinks cool, using both creativity and technical skills to make unique products.

Research: design engineers research to keep designs safe and efficient. For example, designing a fitness tracker might involve finding the latest battery tech to ensure it lasts longer.

Planning: design engineers organise each project step-by-step. When designing an electric scooter, they plan timelines for testing and part selection, ensuring everything runs smoothly.

Example progression route:



Building structures using bricks

A **bricklayer** builds walls and structures using bricks and blocks. They work on different projects, from small repairs to large buildings like houses or offices. Bricklayers use tools like trowels and hammers to set bricks, check the building's alignment, and ensure everything is built to design standards. They work outdoors, often with other trades like carpenters and roofers.

Problem-solving: solving issues like fixing misaligned bricks or making quick adjustments if materials don't fit properly. They also handle unexpected problems, such as weather delays or material shortages, by finding alternative solutions to keep the project on track.

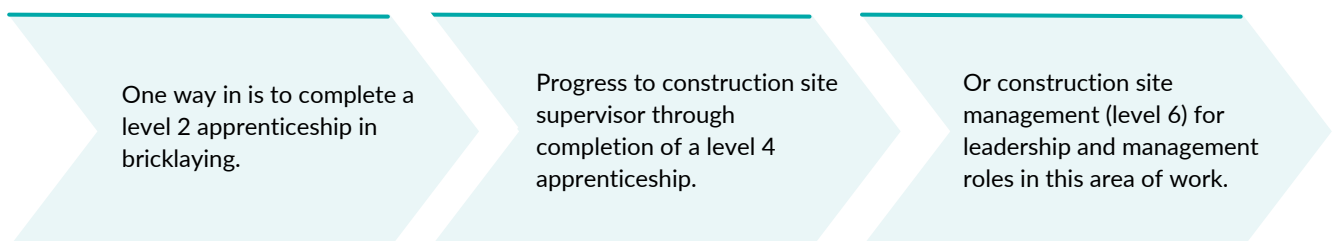
Teamwork: collaborating with other construction workers, such as carpenters and roofers, to complete the project smoothly. They also communicate with site managers and clients to ensure everyone is working towards the same goal.

Time management: managing their time to meet deadlines, ensuring task completion like preparing materials, laying bricks, and finishing the project while adapting to any schedule changes.

Creating something new: creating new structures by laying bricks and blocks according to design plans. This could be anything from a garden wall to a large office building, transforming materials into finished, functional projects.

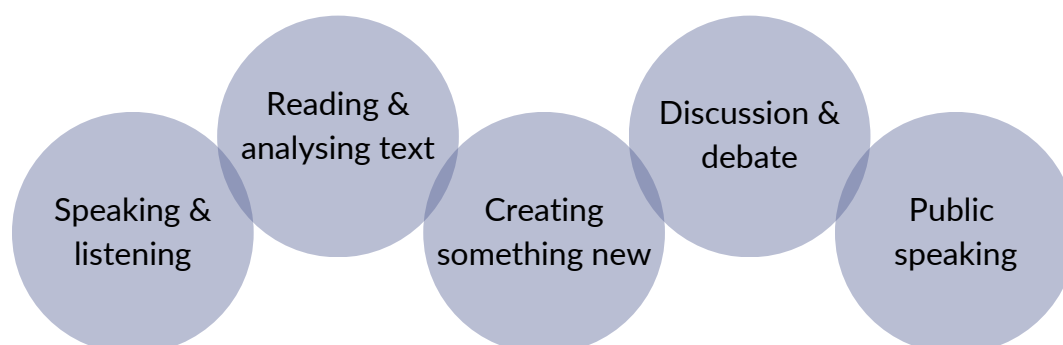
Planning: planning how to set up the worksite, selecting materials and tools, and organising the workflow. They also carefully follow building plans to ensure everything is built correctly and safely.

Example progression route:



English (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Sales • Digital marketing • Media, broadcast and production • Legal • Marketing • Journalism • Culture and heritage roles • Public relations and communications | <ul style="list-style-type: none"> • 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:

Creating effective online learning opportunities

Digital learning designers help create learning opportunities which involve educational technology. This can mean learning in lots of different situations. They might help companies deliver inclusivity training for their staff, design specialist technical courses to help people learn a specific skill like coding, or even help large educational organisations like universities improve their digital learning opportunities for students.

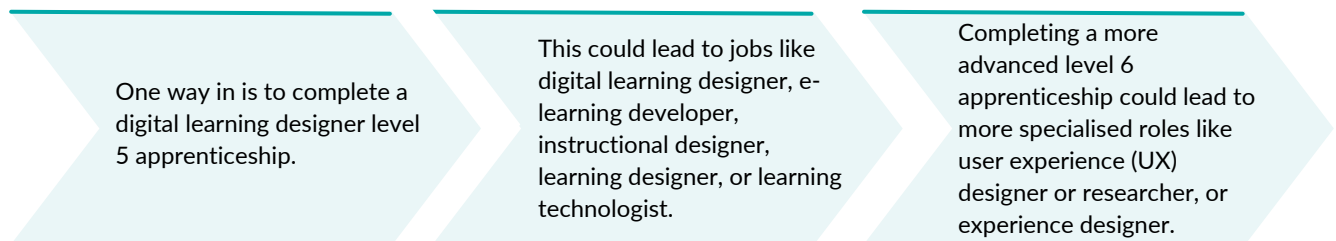
Speaking and listening: digital learning designers often have to work with clients to understand how the material which learners need to master must be understood, how it fits together, and how it will be assessed. For instance, they might need to understand how a particular lecture links to reading materials.

Reading and analysing text: a key part of this role is turning large amounts of written information into accessible digital learning – and so knowing how to read and analyse text is important. For instance, a digital learning designer might have to ensure that the slides produced for a course match up to its assessment criteria.

Creating something new: new courses or topics delivered digitally need teaching and learning materials produced for it. For instance, this could include slides, multimedia animations, interactive learning like quizzes, or new ways to present the information.

Discussion and debate: digital learning is often produced in teams, and there may be different ways to teach the same material. Being able to discuss how to design learning materials most effectively is therefore important to this role.

Example progression route:



Winning legal arguments

The law covers criminal acts – but it’s also at the heart of most of the rules which help businesses run, protect people’s rights, and determine how we live in all sorts of ways. Almost everything we do day-to-day has some form of legal work attached to it.

Solicitors act for a client to represent them on legal issues. Sometimes this might just be through providing advice – for instance, on what a business can or cannot do when employing somebody. On other occasions, they might be involved in legal cases, where a person or organisation might have broken the law. Here, the solicitor will help prepare the case either for or against this person or organisation.

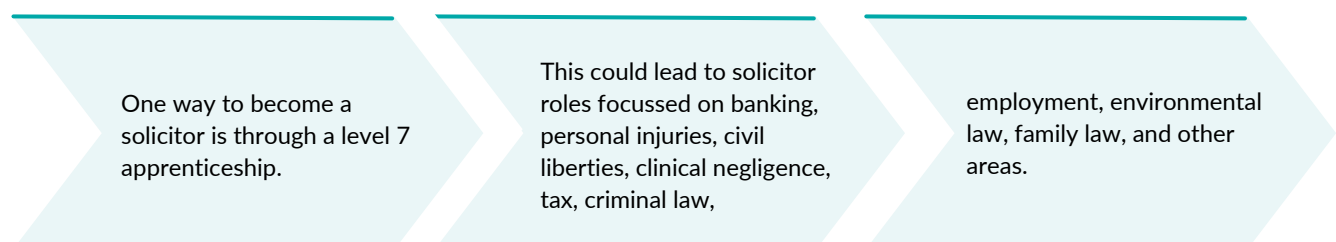
Speaking and listening: working with clients to work out what they want to happen and any legal rules there might be. For instance, if a client wanted to make a will to divide their possessions in a complex way, a solicitor would advise them on how to do this.

Reading and analysing text: understanding large amounts of complex rules and how they apply to specific situations. For instance, the laws which apply to a specific kind of advertising might be several hundred pages long – so the ability to analyse them effectively is important.

Discussion and debate: working out what kind of legal argument has the best chance of being successful with other solicitors often happens through discussions and debates within their team.

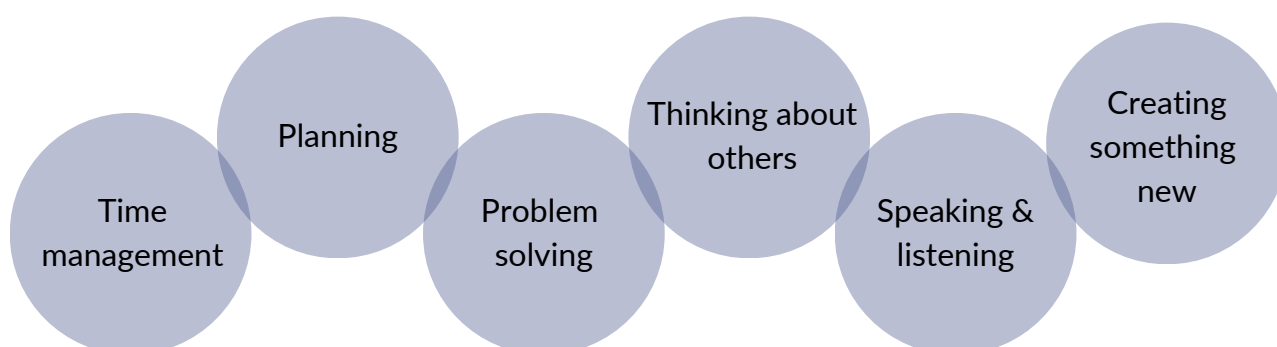
Public speaking: although barristers are the only type of lawyer who speaks in court, solicitors may often have to speak in front of large groups of people – for instance, their colleagues in large meetings, or large groups of clients in some circumstances.

Example progression route:



Food Technology (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Creative arts • Events • Healthcare • Catering • Product development • Quality assurance • Scientific research • Nutritional consulting | <ul style="list-style-type: none"> • 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:

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.

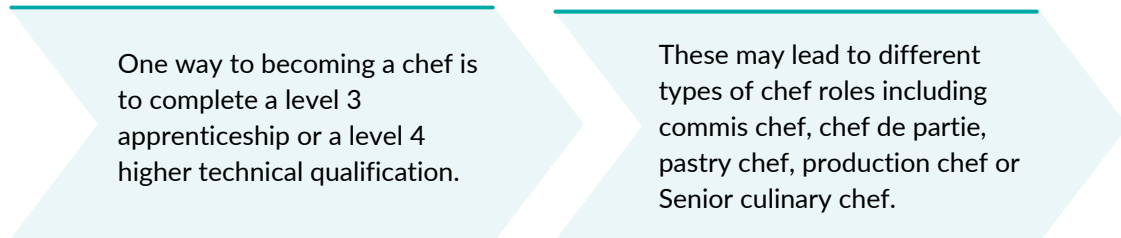
Planning: there is a lot of planning involved to ensure that things run smoothly during busy periods. This might include deciding which dishes to make for each day, ordering ingredients ahead of time, and preparing parts of recipes to save time.

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 is happy, and dishes served look appetising.

Example progression route:



Designing balanced diets

Nutritional planning is the process of designing a balanced diet and meal strategies tailored to individual dietary needs and health goals, ensuring optimal nutrition and well-being.

A **dietitian** is a healthcare professional who specialises in nutrition, providing expert advice on dietary practices to promote health, manage illnesses, and improve overall well-being.

Planning: developing personalised meal plans based on individual health needs, preferences, and dietary restrictions to ensure clients receive balanced nutrition. Working with a diabetic patient would mean planning meals to help control blood sugar levels.

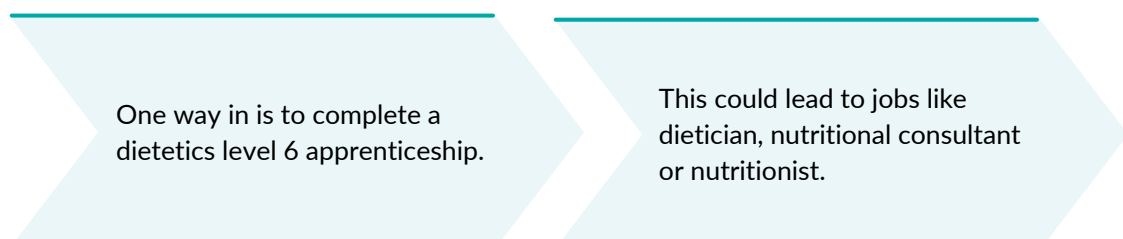
Communication: strong communication skills are essential for effectively giving nutritional information and guidance to clients, healthcare teams, and the public. When working in a hospital, a dietitian must clearly communicate with patients and their families about dietary changes.

Problem solving: encountering challenges related to dietary habits and health conditions, require practical solutions to help clients achieve their nutrition goals. If a client is struggling with weight loss but dislikes most vegetables, the dietitian needs to find creative ways to introduce nutrient-dense foods they will enjoy.

Thinking about others: considering dietary preferences when working with clients from different cultural backgrounds. For example, if a client observes a vegetarian diet for religious reasons, the dietitian might create a meal plan rich in plant-based proteins like lentils and tofu to ensure they get enough nutrients while respecting their beliefs.

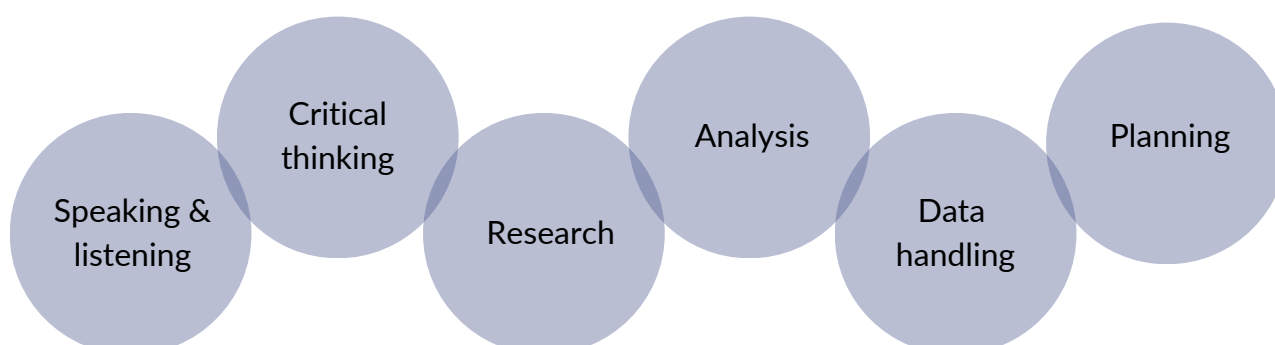
Creating something new: developing innovative recipes or meal programs to make healthy eating enjoyable and accessible. For instance, healthy versions of popular recipes for a client who loves fast food might mean creating a nutritious homemade burger using lean turkey, whole-grain buns, and plenty of vegetables.

Example progression route:



Geography (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Business analysis • Digital marketing • Renewable energies • Project management • Cyber security • Journalism • Paralegal • Forestry | <ul style="list-style-type: none"> • 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:

Planning something new

A **town planner** is responsible for managing land use and development within a town, city, or region to create sustainable, efficient, and well-designed communities. They work with local governments, developers, and the public to balance economic, environmental, and social factors in planning new developments or redevelopment.

Data handling and analysis: receive, read and interpret survey data to produce technical drawings or digital models of buildings and roads. For example, using digital mapping software to determine the best location for a playground and walking paths, ensuring the park is safe and easily accessible without causing traffic congestion.

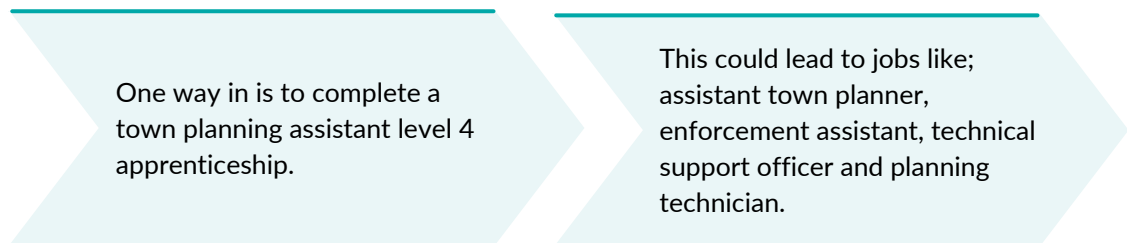
Planning: plan and prepare a geospatial project brief to show how information could be used to make improvements. For example, in the new park, planning eco-friendly features like rain gardens to help with water drainage.

Research: research and gather information about the environment or site where new buildings are planned. This includes working on world-class projects or building things like hospitals, skyscrapers or renewable energy power plants.

Problem solving: providing support to solve disaster issues involving search and rescue such as providing mapping help to find out where people may be trapped.

Speaking and listening: discussing and exploring the project brief with clients and communicating plans with a wide range of people.

Example progression route:



Managing woodlands and forests

A **forester** manages and conserves forests, balancing environmental health with the needs of industries that depend on forest resources. Their role spans science, management, creativity and policy to ensure sustainable forest use. Key elements of the role might include assessing woodlands, planning forest regeneration, timber harvesting, invasive species control and woodland management planning.

Speaking and listening: communicating with a wide range of people like the forestry workforce, contractors, government bodies and landowners. For example, awarding and managing contracts with contractors to harvest timber.

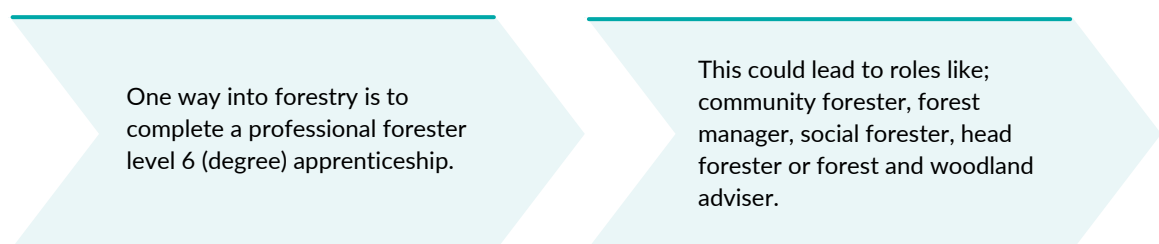
Critical thinking: exploring how to make a woodland more resilient. For example, considering different species in relation to future markets and climates.

Analysis: carrying out data analysis from ecological surveys or tree and timber measurements. For example, to decide how much timber to fell (cut down) and its value.

Problem solving: if numbers of species are declining or pests increasing, action must be taken. For example, tackling damage to trees caused by grey squirrels.

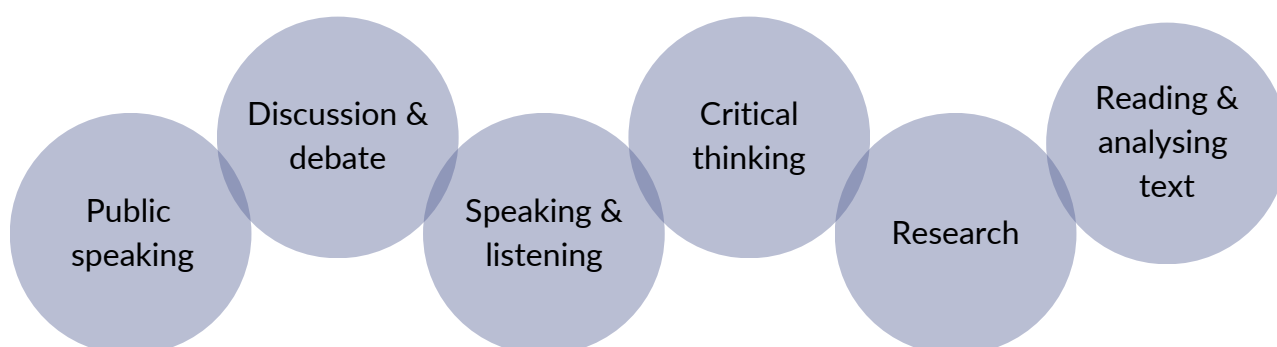
Planning: writing a management plan incorporating how to meet a range of objectives set by the woodland owner. For example, how to improve biodiversity values or when trees should be felled or replanted.

Example progression route:



History (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Law • Teaching and academia • Journalism • Politics • Consulting • Marketing and advertising • Archaeology • Creative arts | <ul style="list-style-type: none"> • 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 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.

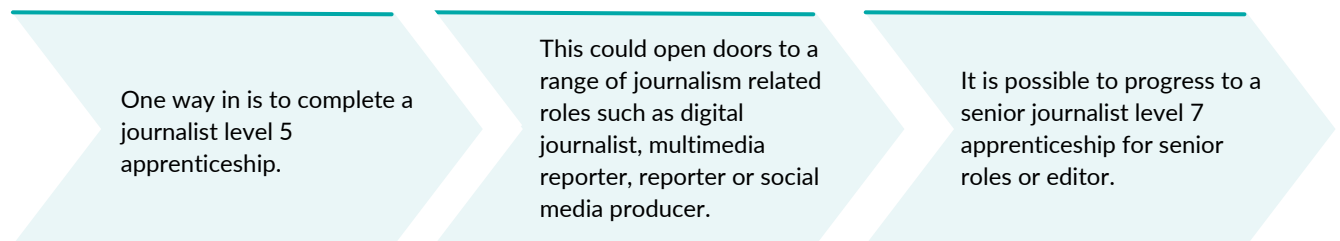
Speaking and listening: effective speaking and listening are crucial when interviewing people. Journalists must ask clear questions and listen carefully to capture accurate information.

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 or reports.

Example progression route:



Assessing the value of land, buildings and properties

A **chartered surveyor** is a professional who helps figure out the value, condition and best use of land, buildings or other properties. They play a key role in real estate, construction and land management. Chartered surveyors help people to make smart decisions about buying, selling, building or managing property, making sure everything is done safely, legally and in the best way possible.

Speaking and listening: explaining what the project involves to local councils or community groups, answering any questions that people may have. They talk to clients who are buying property and explain the outcome of an inspection to architects and to builders about which materials to use.

Discussion and debate: resolving property disputes between property owners. For example, settling arguments between neighbours about property boundaries. They might also be involved in land use decisions, for instance, whether it is suitable for a school or shopping centre.

Critical thinking and analysis: assessing property value by looking at the condition, location and current market trends to figure out its real value. If an issue with a building is found, like structural damage or outdated electrical systems, surveyors think through the best solutions considering cost and safety.

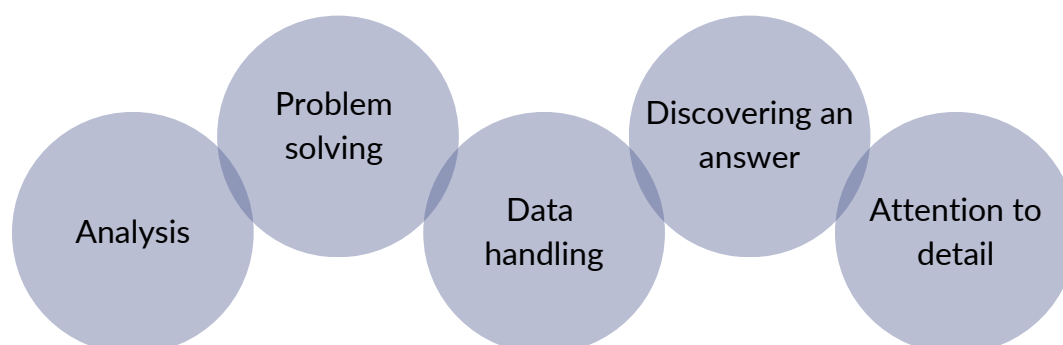
Research: researching the history of a building helps to uncover previous damage or legal issues. This helps buyers avoid unexpected problems.

Example progression route:



IT/Computing (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Journalism • Cyber Security • Travel writing/blogging • Archaeology • Detective work • Air industry • Personal assistance • Business | <ul style="list-style-type: none"> • 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:

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.

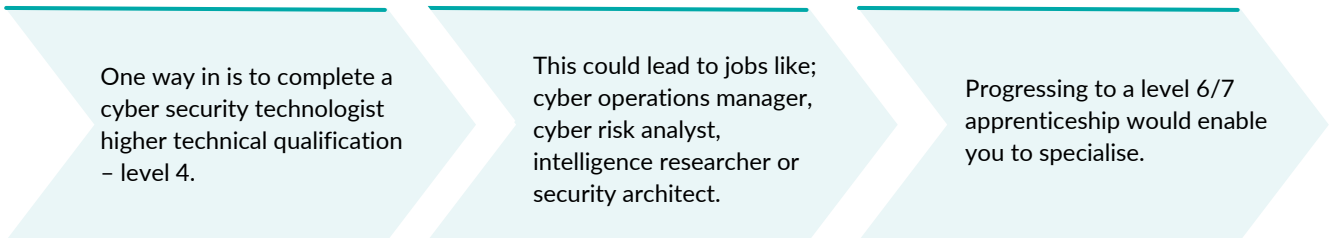
Problem solving and critical thinking: if a virus gets into a computer system, working out how to remove it without damaging important files. They might need to consider different solutions and the benefits and limitations of each to make the best choice.

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.

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 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:



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 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 or effects to achieve the required outcome may also require working with colleagues to solve challenging animation tasks.

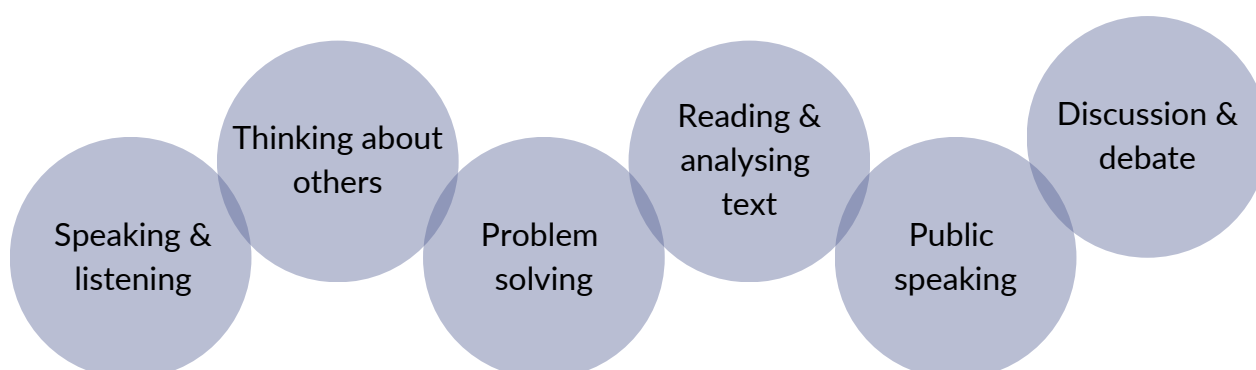
Attention to detail: when creating a piece of animation, it is important that timing and character movement are precise, and that facial expressions and body language are consistent.

Example progression route:



Languages (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Sales and retail • Marketing and advertising • Customer services • Project management • Journalism • Law • Teaching • Local government | <ul style="list-style-type: none"> • 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:

Making sure a small business runs smoothly

A job in business management, such as 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:



Helping others improve their speech and language

Speech and language therapists provide speech, language, communication and eating, drinking and swallowing therapies. They work in many settings, including hospitals, nursing homes, in the community, within charities, schools, and people's homes. In their daily work, a speech and language therapist may interact with babies, infants, children, young people and adults.

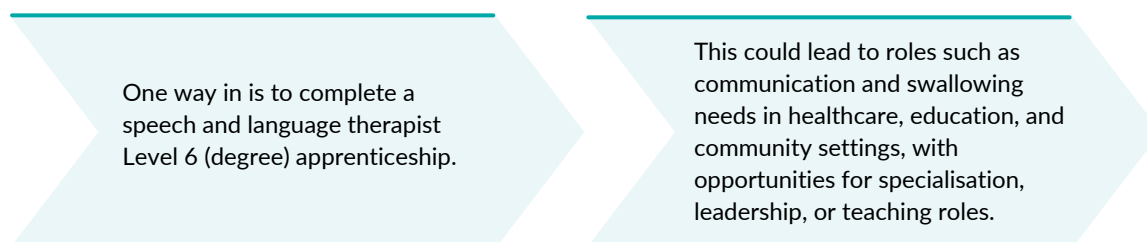
Speaking and listening: understanding the needs of different groups and individuals. For example, a young child who stutters needs to be listened to carefully to identify patterns in their speech and the triggers that cause stuttering. When explaining techniques to help the child, the therapist must use simple, clear language that the child can easily understand.

Thinking about others: a key skill is to be responsive and empathetic to the individual context of each person and their family. For example, a therapist working with an adult who has suffered a stroke must be sensitive to the emotional and physical challenges the person is facing.

Problem solving: when working with individuals where the root cause of the speech and/or language issue is not known. For example, a child who has delayed speech development, but the reason for the delay isn't immediately clear. Through observation, testing, and discussions with the child's family and teachers, the therapist pieces together information and create a treatment plan.

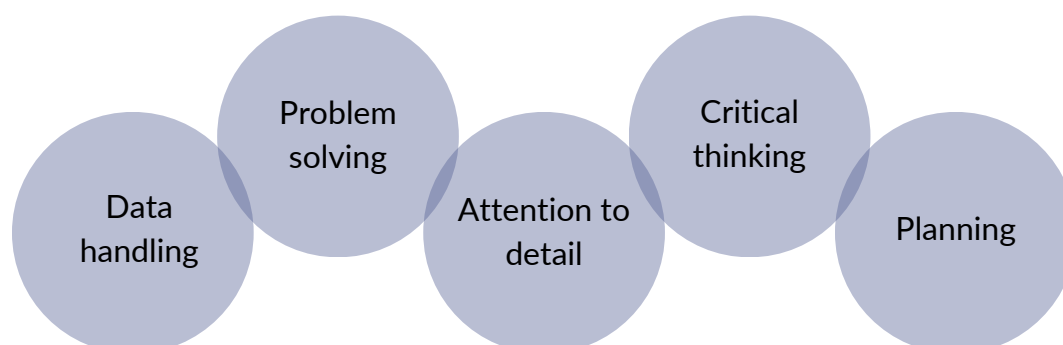
Reading and analysing text: reading and interpreting clinical reports, research papers, and case studies to make informed decisions about treatment plans. For example, when treating a child with a rare speech disorder, a therapist may need to read recent research studies on treatment methods for similar cases.

Example progression route:



Maths (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Business operations • Supply chain management • Market research • Computer programming • Emergency services • Accountancy • Teaching • Photography | <ul style="list-style-type: none"> • Pharmacy • Psychology/therapy • Healthcare • Journalism • Trades e.g. plasterer, carpenter • Engineering • Data processing and analysis • 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.

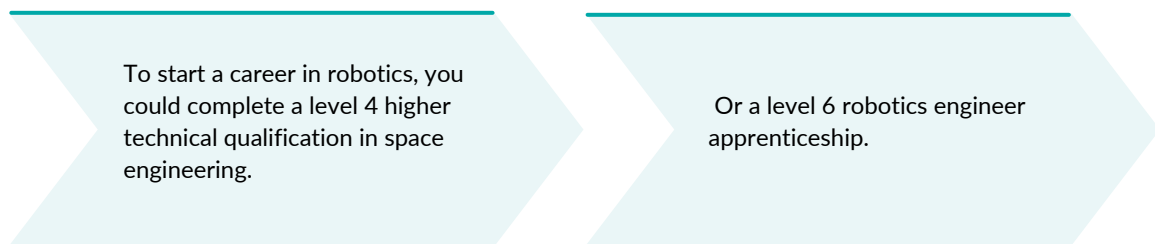
Problem-solving: when software issues arise, it is important to be able to troubleshoot and develop innovative solutions. If a robot in a factory breaks down, a robotics engineer figures out why. They may check if a part is faulty or if the software has a glitch, then fix it to keep production going.

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:



Detecting suspicious financial activity

An **accountant** needs to understand how businesses work and what impacts them. 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 completing tax returns, checking for suspicious activities (like money laundering), financial forecasting, giving revenue generation advice and using digital systems safely.

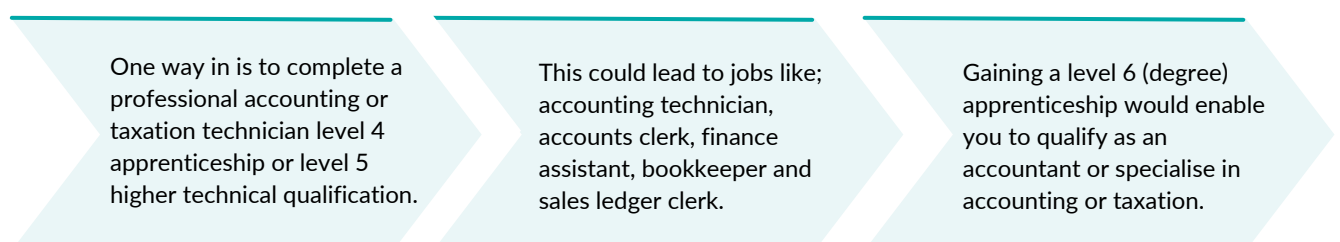
Decision making: deciding how to organise financial data or prioritise tasks to meet deadlines. They may also need to identify and report any unusual or suspicious financial activity such as recognising changes to someone's patterns of spending.

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.

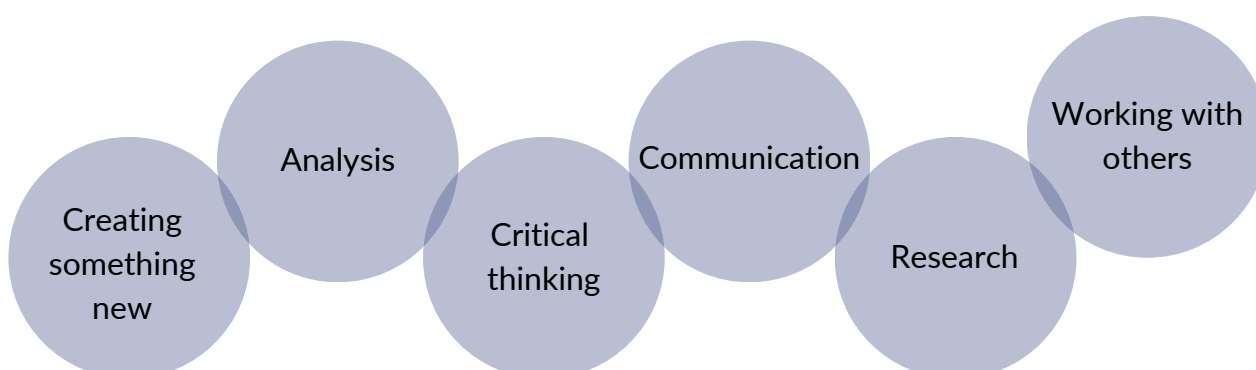
Time Management: assistant accountants must handle multiple tasks, like preparing financial reports and meeting deadlines, while balancing both routine and unexpected work efficiently.

Example progression route:



Media Studies (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Media, broadcast and production • Digital marketing • Human resources • Project management • Management and administration • Journalism • Care services professional • Advice, guidance and advocacy | <ul style="list-style-type: none"> • 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.

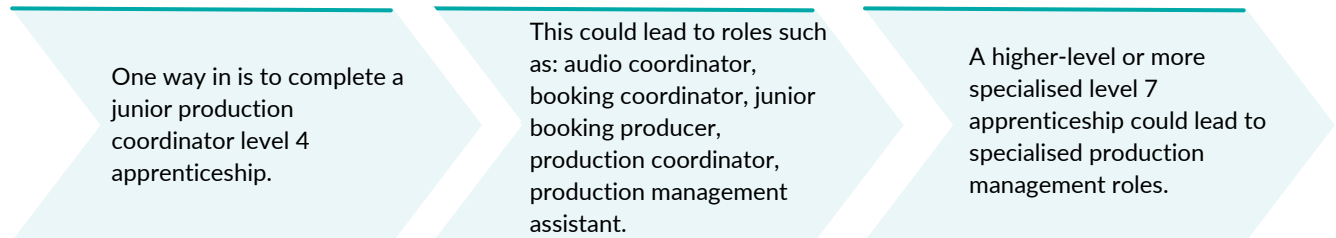
Creating something new: helping create new media, such as new television programmes. For instance, post-production specialists are part of the team which turn new filming into a finished product by managing the work which needs to happen.

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:



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.

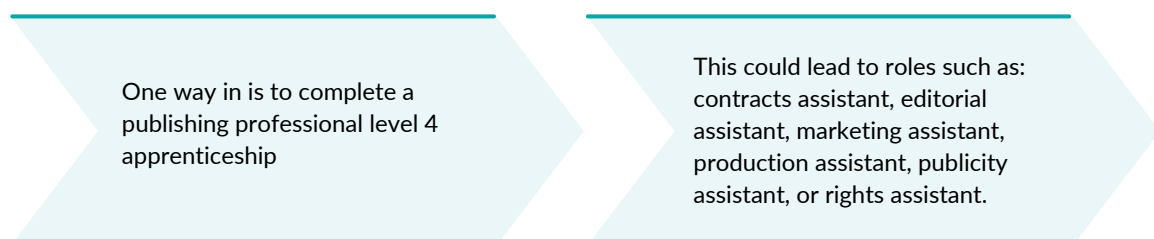
Creating something new: lots of writing which is published is new work. Publishing professionals help make choices about how this work is presented – from the fonts which are used and how the text is organised, to the art which is used on the cover.

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.

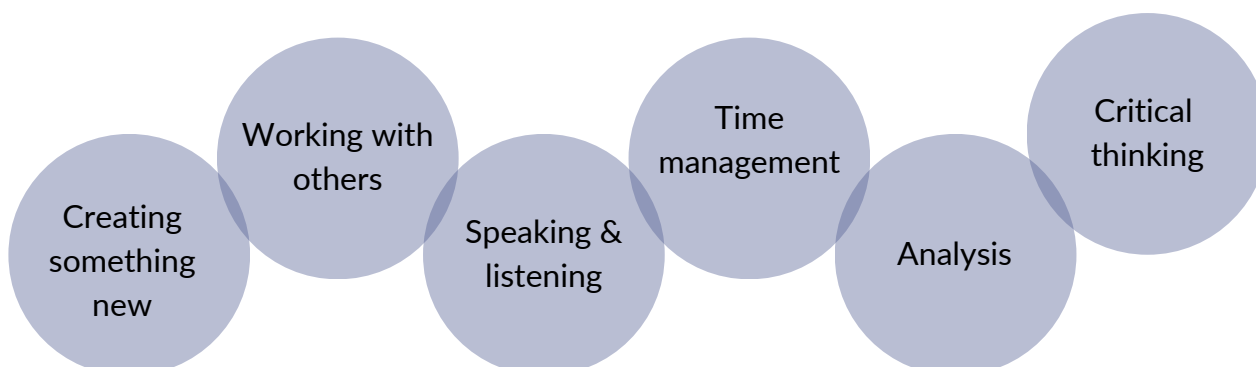
Research: the data which publishers use to make choices about what to publish is complicated. Using research skills helps publishing professionals understand this data properly.

Example progression route:



Music (Level 3/A Level)

Key transferable skills:



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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Software development • Marketing • Product design • Project management • Research and development • Education and training • Sales • Entertainment | <ul style="list-style-type: none"> • 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:

Putting on a concert

Creative technicians help set up lights, sound, and equipment for events like concerts, theatre shows, or film shoots. They work in teams and across different locations, making sure everything works perfectly. Their job involves creating new setups, teamwork, managing time, analysing technical problems, and critical thinking to ensure smooth performances or recordings. For example, they may set up the lighting for a movie scene, adjust sound for a concert, or troubleshoot equipment during a live event.

Creating something new: designing unique sounds, developing new methods or approaches for recording, mixing, or mastering audio. A technician designs a unique light setup for a theatre play to create different moods, like suspense or excitement, during the performance.

Teamwork: creative technicians need to work closely with musicians, directors, and producers. They also coordinate with other technicians, for example lighting designers and stage managers in live settings. At a concert, technicians work together to set up speakers, lights, and microphones so the band can perform without any technical issues.

Time management: prioritising tasks before a live event starts, like setting up lights and sound, to ensure everything is ready before the audience arrives.

Analysis: if the audio during a live event suddenly cuts out, analysing the equipment to find and fix the problem quickly, without stopping the show.

Critical Thinking: improving the sound quality during recordings or live performances and fixing problems like the lighting plan for a movie scene doesn't match the director's vision. The technician comes up with a new solution on the spot to get the perfect shot.

Example progression route:



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.

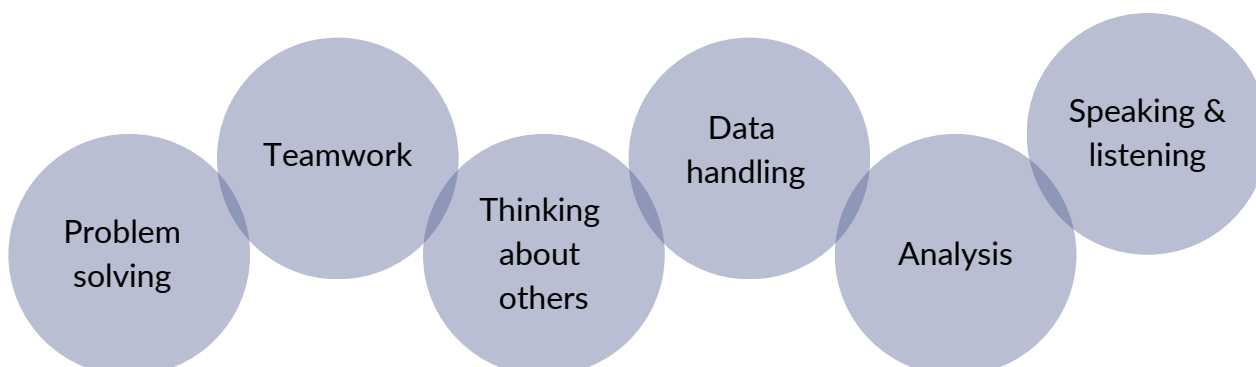
Working with others: managing the process of how information is communicated to the public and other organisations. This involves making sure everyone involved in a process knows the right information to communicate and what their role in the communications plan is.

Example progression route:



Physical Education (PE) (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Physical therapy • Personal training • Business • Software development • Marketing • Finance • Social work • Healthcare | <ul style="list-style-type: none"> • Advice, guidance and advocacy • Public relations • Complimentary therapy • Sales • Teaching • Customer Service • Coaching • Human resources |
|--|--|

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

Developing sports at all levels

A **sports coach** helps people, from children to athletes, to get better at sports. They can work with professional athletes, people in the community, or students in schools. High-performance coaches train athletes for big competitions, community coaches motivate people to stay active, and school coaches help students improve physical skills.

Coaches create plans to help their players get better and stay healthy. They work with different people like players, parents, teachers, and doctors to make sure their training is the best it can be. Coaches help people reach their goals, whether that's winning a medal or just staying active.

Problem-solving: identifying and addressing issues within the team, resolving conflicts between players and tactical adjustments. For example, if a player gets injured before a big game, changing the strategy or focus on other players' strengths to ensure the team still has a chance to win.

Teamwork: creating a sense of unity and cooperation among team members, ensuring that everyone works together towards common objectives. For example, a school sports coach works closely with teachers, assistant coaches, and parents to make sure a student who struggles with sports can still improve and enjoy playing.

Thinking about others: considering individual needs, strengths, and weaknesses of players. Coaches provide personalised feedback and support, ensuring each player feels valued and motivated.

Data handling: analysing performance data, such as statistics from games and training sessions, to make informed decisions about tactics, player development, and training.

Analysis: reviewing game footage, opponent strategies, and team performance to develop effective game plans and training plans.

Speaking and listening: effective communication is essential for giving instructions, providing constructive feedback, and motivating players.

Example progression route:



Helping communities to stay healthy

Public Health Practitioners (PHPs) help communities stay healthy by preventing disease and promoting well-being. They create programs like healthy eating campaigns or infection control plans. PHPs work with different people, from doctors to community leaders, to make sure everyone has a fair chance at good health. They assess risks, monitor public health, and design plans to keep people safe from things like pollution or infections.

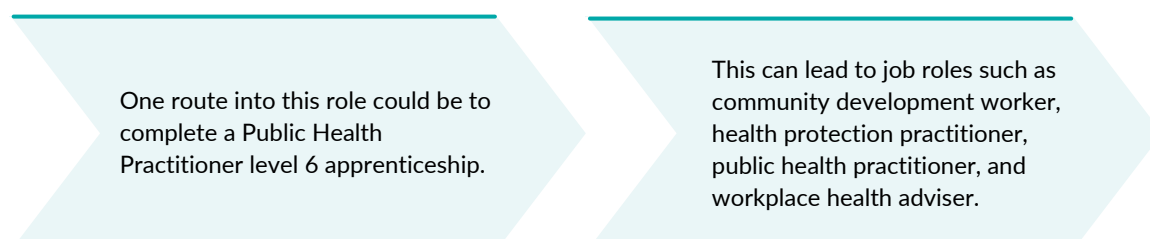
Problem-solving: dealing with difficult health issues such as disease outbreaks or environmental hazards. For example, when a flu outbreak happens, they organise vaccination programs to prevent it from spreading further in the community.

Teamwork: collaborating with schools, hospitals, and local governments to run health awareness campaigns, like promoting healthy eating in schools. During a public health emergency, a team effort ensures a joint response and efficient use of resources.

Thinking about others: empathy and understanding are essential when addressing the needs of different populations. PHPs design programs to make sure everyone, including poorer communities, can access healthcare and stay healthy.

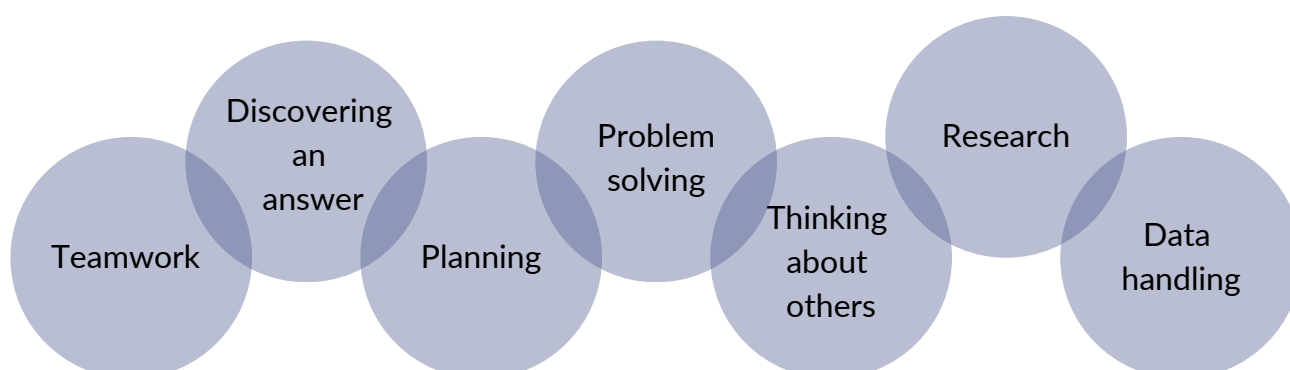
Data handling: accurate data collection and management are really important to public health. Practitioners gather data from places like hospital records or surveys, to monitor health trends. They use health data (like infection rates) to identify areas most at risk and create prevention programs targeting those communities.

Example progression route:



Science (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Healthcare • Optometry • Pharmacology • Business or project management • Trades e.g. plumber • Social work or psychology • Ecology • Psychology | <ul style="list-style-type: none"> • Teaching/lecturing • Forensics • Marketing • Environmental science • Design • Armed forces • Law • Engineering |
|--|---|

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

Tackling environmental issues

Ecology is the scientific study of interactions among organisms and their environment, focusing on how these relationships shape ecosystems and influence biodiversity. An **ecologist** studies ecosystems, organisms, and their interactions with the environment to understand biodiversity and the impact of human activities on natural habitats.

Planning: designing research projects and field studies to collect data on ecosystems, ensuring that objectives align with conservation goals and research methodologies. For example, they might design a project to monitor pollution in rivers by deciding which areas to test, what kind of water samples to take, and how often they need to gather information.

Teamwork: collaboration with other scientists, environmentalists, and stakeholders is crucial, as ecologists often work in interdisciplinary teams to address complex environmental issues. For example, if they're studying how to save endangered species, they'll collaborate with wildlife experts, community leaders, and local authorities to come up with solutions that benefit both people and nature.

Discovering an answer: ecologists ask important questions, like why certain animal species are disappearing or how forests recover after wildfires. They then conduct research—such as observing animal behaviours or testing soil samples—to find out what's causing these changes and what we can do to protect these ecosystems.

Problem solving: facing challenges such as habitat degradation and climate change, requires innovative solutions to mitigate negative impacts and promote ecosystem resilience. For example, if logging is damaging a forest, ecologists might work on creating protected areas or restoring the environment with tree planting projects to help the ecosystem recover.

Data handling: gathering and analysing large datasets from fieldwork, using statistical tools and software to interpret results and draw meaningful conclusions about ecological health. For instance, they might analyse how a decline in fish populations affects water quality, helping them make predictions for future conservation efforts.

Example progression route:



Helping people stay healthy

Nurses are healthcare professionals who help people stay healthy or recover after illness or an accident. They work in hospitals, clinics, schools or people's homes. They care for patients, carry out health checks, administer medicines, teach people about health, provide emotional support to patients and their families and work closely with doctors and other health professionals within a care team.

Planning: patient care needs careful planning, especially if their needs are complex. This ensures a smooth recovery.

Teamwork: working effectively with doctors, nurses and other healthcare professionals is very important in providing good quality patient care.

Discovering an answer/problem solving: constant monitoring of patients is required to spot any problems in patient recovery. Nurses may need to investigate further to gather information to resolve issues. For example, a patient may develop an increased temperature. Asking questions, reviewing patient history, and checking for other signs can help discover the cause or with deciding whether support from other health professionals or a doctor is needed. Quick thinking in emergency situations can be life-saving.

Thinking about others: showing compassion, dignity and respect regardless of patient or family background is vital in this role. If a patient is anxious about a procedure, spending extra time explaining and reassuring them can make a big difference.

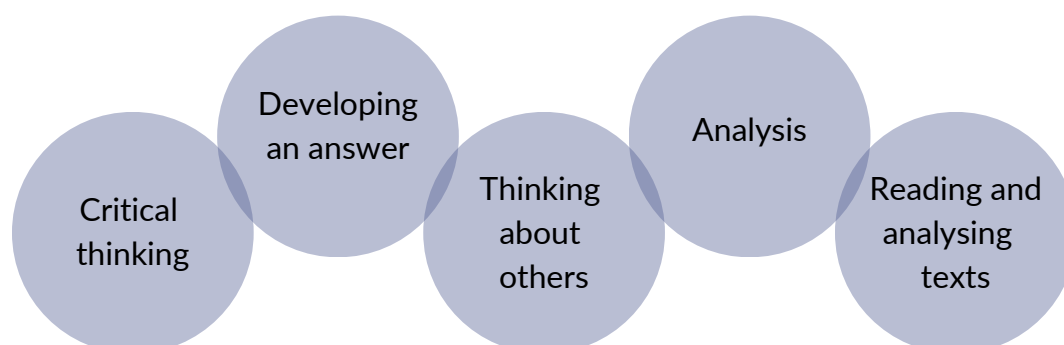
Data handling: recording important patient information like blood pressure, temperature and medicine dosage is essential for monitoring patient progress.

Example progression route:



Religious Studies (RS) (Level 3/A Level)

Key transferable skills:



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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Community health and wellbeing • Human resources • Social work • Project management • Journalism • Legal services • Marketing • Charity | <ul style="list-style-type: none"> • 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:

Helping employers and employees work well together

All organisations sometimes face difficulties managing gaps between what their staff and 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.

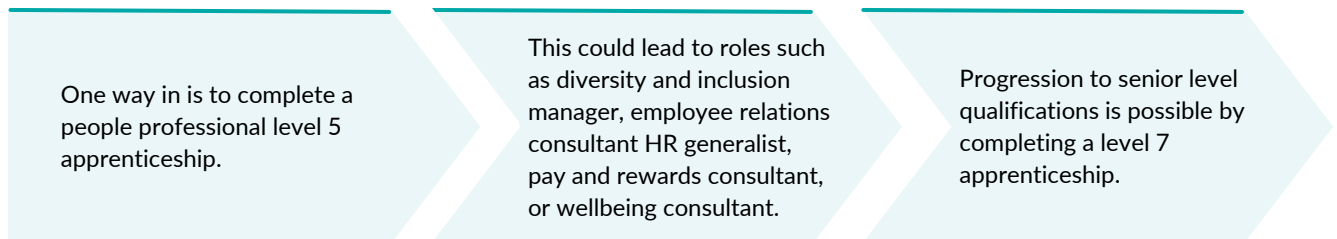
Developing an answer: working out how general rules apply to specific situations. For instance, this might include thinking about how complex employment laws apply to the specific nature of one business or employee's situation.

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:



Protecting the most vulnerable in society

Vulnerable children and adults often require organisations like local councils to look out for them and safeguard their wellbeing. **Social workers** protect vulnerable children and adults from harm and abuse and help vulnerable adults to live independently where possible. They deal with a variety of complex situations and needs, assessing what is in the best interest of the vulnerable person involved. They make referrals to other services such as schools, the NHS, housing and care providers, and the police and probation services as necessary, working within legal frameworks to guide their decisions.

Critical thinking: not everything about the situations social workers deal with is immediately obvious. They may need to think carefully about a situation, including what they don't know about it, to work out what to do.

Developing an answer: coming up with a plan to improve or maintain the situation they are working with. For instance, this might involve deciding which other professionals to bring in and how to combine them.

Thinking about others: keeping the best interests of the service user in mind. This means thinking about what is best for the vulnerable person in question, rather than simply what the social worker would want for themselves.

Reading and analysing texts: working within complex legal frameworks. This might include reading lengthy guidance documents and understanding how they apply to different real-life situations.

Example progression route:

