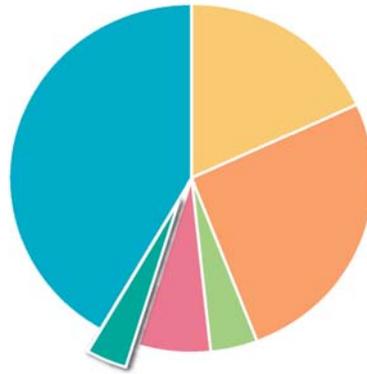


# Employment



# Introduction

**Employment spending includes support for new business from helping create new jobs and training opportunities.**



**Budget 2013-14: £16 billion**  
(Source: HM Treasury March 2013)

## Learning objectives

- To understand how types of employment change over time;
- To understand how these changes affect employees and employers.

## Learning outcomes

- **All must** know some skills that will be needed for employment now and in the future;
- **Most will** understand different ways employment skills can be developed;
- **Some could** compare and contrast different approaches to skills development taking account of factors such as cost, responsibility and effectiveness.

## Curricula references at Key Stage 4

**Citizenship:** 1.1 b; 1.2 a, b, c; 2.1 a, b, c, d; 2.2 a, b, c; 3 b, g, j, k,; 4 a, b, c, g, h.

**PSHEe (EWFC):** 1.1 c; 1.2 d; 1.3 a; 1.4 a, b; 2.2 c; 2.3 a; 2.4 b, d d; 3 j, k.

## Resources

Item	PDF	Presentation slides
Changing Jobs	Page 4	✓
Towards 2050: Research Findings	Page 5	✓
Towards 2050: Making Skills Work	Pages 6-7	
Towards 2050: Policy Recommendations	Pages 8	✓
Cost or Benefit?	Page 9	

# Lesson Sequence

## Starter (10 mins)

- Ask the students what types of jobs people had 100 years ago. Then do the same for jobs the students imagine they will do in the future. This can be done as a whole class, or students can use the **Changing Jobs worksheet** (p 4) to note down their ideas, or you can use the images on the lesson plan presentation slides;
- The following videos, which feature in the lesson plan presentation slides, can be used to give students ideas for jobs in the future:
  - 10 Future Technologies that already exist:  
<http://www.youtube.com/watch?v=imbFjtXOGcO&feature=related>  
 This video features 10 new technologies that are being developed now for use in the near future including thought controlled robotic limbs and force fields;
  - Shift happens:  
[http://www.youtube.com/watch?v=lg27w\\_Ylx0s&feature=related](http://www.youtube.com/watch?v=lg27w_Ylx0s&feature=related)  
 This short video gives some thought provoking statistics about change around the world, technological advances and the kinds of jobs that will be available in the future;

## Main (35 mins)

In this activity students consider the way industry and employment is likely to change during their working lives and debate different ways of supporting employees and employers.

- Set the scene for the students by asking them to imagine that the Government has commissioned some research into the types of jobs that will need to be filled over the next 40 years and the skills that employees will need.

The research has been carried out by 'The Centre for Business, Employment and Skills' which specialises in identifying the views of businesses and employers in the UK;

- Organise the students to work in pairs and give each pair a copy of **Towards 2050 – Research Findings** (p 5 and in the slides). You can also run through the findings using the lesson plan presentation slides. Their task is to read through the information and highlight the key facts, by underlining them or using a highlighter pen. Do not give them any further instruction at this stage. The task is designed to help the students to become familiar with the contents.

When they have identified some key facts, give each pair a copy of **Towards 2050: Making Skills Work** (pg 6-7) and ask them to use the template to summarise the three biggest challenges that businesses are facing, including their reasons why;

- When they have completed their summaries, give each pair of students a copy of **Towards 2050: Policy Recommendations** (p 8 and in the slides) which The Centre for Business, Employment and Skills has provided for the Government. The policy recommendations will have to be paid for either by central government or by businesses. They cannot afford to fund them all. The students' task is to select the three they think will be most effective in addressing the challenges they have identified.

# Lesson Sequence (cont..)

It is important to wait until the students have summarised the challenges, before giving them the policy recommendations, otherwise students may choose the ones they like the most rather than those that will tackle the problems they have identified.

You can vary the number of policy recommendations you give to the students according to the level of challenge they need.

## Plenary (10 mins)

- Ask each pair of students to join up with another pair and compare their proposals:
  - *Did they identify the same challenges?*
  - *Did they recommend the same policies?*
  - *If not, why not?*
- Question a few of the students about what others put in their proposals and how they differed from their own.
- Use the lesson plan presentation slides to give an example of a policy recommendation that could be used to meet each of the challenges and the advantages and disadvantages of the policies.

## Further/additional activities

- Ask the students to consider how costly the policy recommendations will be to implement:
  - *How many people will be involved?*
  - *Over what time period?*
  - *Who will pay? Employers or government?*

They can note this down in 'Other factors' on **Towards 2050: Making Skills Work** (pg 6-7)

- Ask the students to change the policies to make them more effective, fairer, or less costly, eg only people who are made redundant and haven't got a degree should be funded to go to university.
- Students consider the statements in **Cost or Benefit** (p 8 and in the slides) the statements contain current information about the economy and employment. Ask the students to place the statements on a spectrum with 'Cost' at one end and 'Benefit' at the other. You can decide the context of the spectrum, eg:
  - *Cost or benefit to the working population*
  - *Cost or benefit to society in general (individuals, workers, businesses and government)*
  - *Cost or benefit to businesses*
  - *Cost or benefit to the economy*
- The information in **Towards 2050: Policy Recommendations** (p 9) is based on the views of businesses and employers. Ask your students whether they have different views and priorities in terms of qualifications, training and support in employment from the employers. For example, should schools do more to help young people develop employability skills or is this the role of business?

# Changing Jobs

List all the jobs you can think of that people did a 100 years ago, and the jobs you think will be available in the future. Match up the jobs with the sectors by drawing a line between them.

**1900**  
eg Coal miner

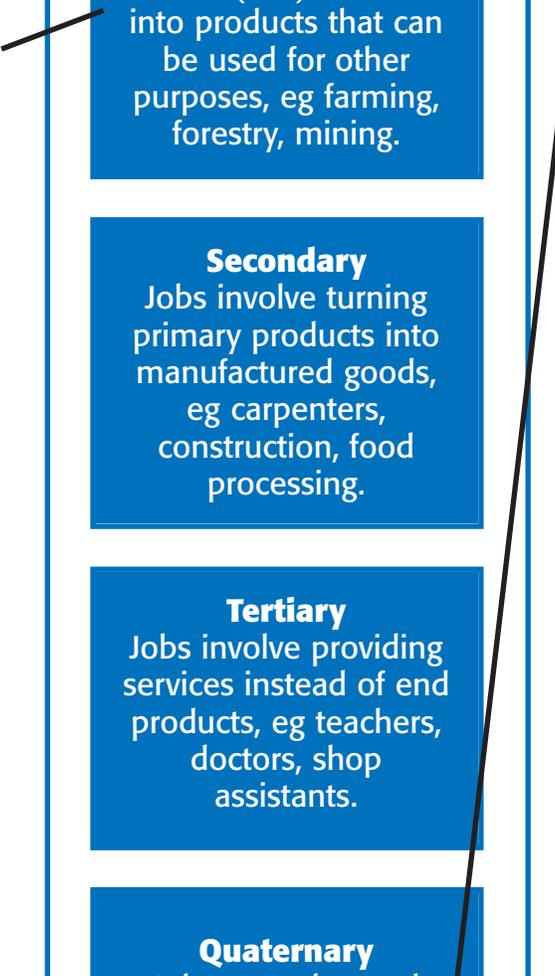
**Primary sector**  
Jobs involve changing natural (raw) materials into products that can be used for other purposes, eg farming, forestry, mining.

**Secondary**  
Jobs involve turning primary products into manufactured goods, eg carpenters, construction, food processing.

**Tertiary**  
Jobs involve providing services instead of end products, eg teachers, doctors, shop assistants.

**Quaternary**  
Jobs use advanced technology and specialist knowledge and skills, eg data analyst, bio-chemist, market researcher.

**Jobs in the future**  
eg Computer animation designer



# Towards 2050: Research Findings



## More highly skilled workers

There has been a decline in recent years in the number of low skilled jobs and this trend is set to continue. Increasingly businesses need workers who are more highly skilled and have specialist knowledge that will help the business expand in the future. 78 per cent of businesses expect an increase in the number of jobs that require people who have innovative ideas, can work out how to cut costs, tap into new markets, and create new production and manufacturing processes.

## Ageing workforce

The over 50s will make up an increasingly large proportion of the workforce and they will need to retrain several times in their working life in line with types of jobs that are on offer. By 2020 the number of people over 50 will have increased by two million and those under 50 will have dropped by two million. Improved health care, increased life expectancy and the removal of the retirement age mean that the over 50s will work for longer than ever before.

## STEM skills and qualifications

There is a growing demand for science, technology, engineering and maths skills (STEM), particularly in green technologies, pharmaceuticals and digital media. 44 per cent of employers want to recruit graduates with STEM degrees but the proportion of students taking STEM degrees has declined in the last decade.

## Literacy and numeracy

Almost half of employers report problems with literacy and numeracy skills in the workforce. They report that workers have difficulty meeting the required standards for writing emails and reports, and handling numbers in budgets. 65 per cent of employers want to raise standards of literacy and numeracy amongst 14-19 year olds.

## Foreign languages

56 per cent of businesses are not satisfied with the level of foreign language skills in their workforce. Most want employees to speak a second European language but many also require languages from major emerging economies like China.

## Employability skills

Team working, self-management and problem solving are the most important factors taken into account when businesses recruit employees. 71 per cent of businesses want to see these skills in the school curriculum and taught as part of degree courses.

## Apprenticeships

Over 82 per cent of employers' report that apprenticeships have helped raise the overall productivity of their business and 87 per cent of apprentices have found employment (or self-employment) immediately after their training ends. As employees, apprentices earn a wage and work alongside experienced staff and study for nationally recognised qualifications up to degree level. The cost of the training is funded through central government.

## The three biggest challenges that businesses are facing

1.

2.

3.

## Policy 1

**Advantages**

**Disadvantages**

**Other Factors**

# Towards 2050: Making Skills Work



## Policy 2

**Advantages**

**Disadvantages**

**Other factors**

## Policy 3

**Advantages**

**Disadvantages**

**Other factors**

# Towards 2050: Policy Recommendations



## Careers advice

A free, national service for anyone who wants advice and guidance about the full range of training and employment opportunities. The service will be funded by the business community and staffed by their employees.

## Leave school at 21

Raise the school leaving age so young people have more opportunity to achieve the right qualifications.

## English & maths GCSE

Everyone must achieve a grade C in English and maths GCSE, either at school or through continuing to study once they have left school.

## Innovation bank

Business and government jointly fund grants for people that have innovative ideas. The grants enable people to take a year off work so they can dedicate their time and energy to being creative.

## STEM degrees

Anyone who is made redundant from a job can study for a STEM degree. Their fees and living costs will be paid by the government.

## School-business links

Every school student works with a business mentor during Year 10 to help them develop the right employability skills to be a success in any workplace.

## Up-skilling

Any employee who has been working for five years or more can return to college to study a level 3 qualification (A-level or equivalent) or above. They will be given paid leave from work and be guaranteed a job when they have completed their studies.

## World languages

Employers are required to allow employees to attend free languages courses at local colleges, even if the course runs during working hours.

## Apprentice loans

The government offers apprentice loans (similar to student loans) so apprentices pay for their own training when the amount they earn reaches a certain level.

## ICT training

All businesses have a statutory duty to train their employees on the latest ICT developments (like social media and cloud technology) throughout their working lives so their skills don't get out of date.

## Employee benefits

Employees can reclaim the cost of travelling to work if their employer is in the green technology, pharmaceutical or digital media industries.

## Modern foreign languages

All degree students must study a language alongside the main discipline of their course.

# Cost or Benefit?

**People have more leisure time and disposable income than 50 years ago**

**Traditional industries, such as coal and ship building, have disappeared**

**The maximum working week is 48 hours in the UK. It is 35 hours in France**

**The minimum amount workers aged 21 and over must receive by law is £6.31 (October 2013)**

**The UK is increasingly dependent on goods produced by other countries**

**Employers cannot take an applicant's gender or race into account when deciding whether or not to give them a job**

**People generally work five days per week and are entitled to 28 days leave per year (including bank holidays)**

**People are less likely to have a job for life - most people will do a number of different jobs and even change their career during their working life**

**Jobs have become less physically demanding with the majority being office based**

**The UK is increasingly becoming a knowledge based economy selling know-how and expertise rather than manufactured goods**

**Men and woman doing the same job must be paid the same amount**

**Young people aged 13 can work part time as long as the local by-laws allow it and the job only involves 'light' work**

**When children leave school they are less likely to have the same local job that their parents or grandparents may have done**

**Before 1 October 2011 people had to retire at 65, unless their employer agreed they could continue. But now employers aren't allowed to set a default retirement age for their employees**