

Suffolk Sectors

Activity 1 : Insights into industry

Time: 5-10 mins for both steps 1 & 2
20 mins for the diamond 9 activity

Age Group: All key stages

Gatsby Benchmark 2

CDI Learning outcomes: 6, 7

Students can:

- describe the organisation, size and structure of different businesses in the local area
- describe what is meant by the term industry/sector
- explain how work and working life is changing and how this may impact on your own and other people's career satisfaction

Resources: Sector cards, 'Diamond nine' grid (*Activity 1: Insights into industry*), Post-its and paper

Step 1.

Ask students to list the types of businesses or services operating in a 2-5 mile radius of the school

Step 2.

What do we mean by the term 'industry' / 'sector'? Using paired or table discussion ask students to explore the question. (the question could be put on the board, as part of a PPT or on a card for each table) Feedback/answers could be by using 'Post-it' notes or use another method of collecting the students' thoughts.

Step 3.

Ask the students to list which are the strong industries/sectors in the Norfolk and Suffolk area. Record their answers. Using a 'Diamond nine' activity hand out the sector cards to the groups. (*find further information about the Diamond 9 ranking strategy on the general teachers notes*)

There are 9 sectors for the groups to choose from. The students need to rank the order as they have discussed with '1' being the strongest and '9' not so strong.

Answer - energy, ports and logistics, life sciences and biotechnology and information and communications technology.

Inform them that the following sectors offer major growth potential

Answer - food, drink and agriculture, tourism, advanced manufacturing, financial services and the digital and cultural creative industries.

Together, the nine sectors account for 37% of employment in the two counties, representing a total of 236,916 jobs at 19,988 businesses. Measures proposed include supporting supply chain development in the energy sector, improving skills provision in agriculture, promoting a life sciences triangle linking Norwich, Cambridge and Ipswich, and encouraging more cluster development and pilot innovation in advanced manufacturing. (NALEP Sector growth plan)

Supply chain: Supply chain management (SCM) is the management of the flow of goods and services and includes all processes that transform raw materials into final products. It involves the active streamlining of a business's supply-side activities to maximize customer value and gain a competitive advantage in the marketplace. SCM represents an effort by suppliers to develop and implement supply chains that are as efficient and economical as possible. Supply chains cover everything from production to product development to the information systems needed to direct these undertakings. The supply chain consists of five parts:

- 1) the plan or strategy*
- 2) the source (of raw materials or services)*
- 3) manufacturing (focused on productivity and efficiency)*
- 4) delivery and logistics*
- 5) the return system (for defective or unwanted products)*

Step 4.

Group session. Out of the 9 sectors discussed today which ones appeal to you and why?

Activity 2 : An introduction to LMI

Time: 30 – 45 mins

Age Group: Year 8 upward and key transition points

Gatsby Benchmark 2

CDI Learning outcomes 4, 5, 6, 7, 10

Learning outcomes:

- To understand the range of opportunities in learning and work locally and regionally
- be able to find relevant labour market information (LMI) and know how to use it in your career planning
- To understand the different qualifications and levels that exist
- To understand how different qualifications might help them in the future

- To identify the best sources of information on qualifications

Labour Market Information or LMI is any quantitative or qualitative data about the nature and operation of the labour market (*Further information about LMI can be found on the general teachers notes*)

Two key types of LMI are:

- **Quantitative** information is usually numerical and based on rigorous research methodologies (e.g. studies such as the Census of Population)
- **Qualitative** information is usually extracted from interviews or structured discussions. It can also be anecdotal, coming from sources such as press reports, local employers or personal networks

Warwick Institute of Employment Research (IER), found that people seeking careers advice want to understand:

- The competition they will face—" How easy is it to get into?"
- Entry and progression routes—" How do I get into it?"
- The rewards available—" What's the pay like?"
- The availability of jobs in their 'travel to work area'—" Can I travel to this work easily?"
- Recruitment and selection and the prospects of securing employment in a particular job—" Could I get into this type of work?"
- The value of particular qualifications, experience or training—" Do employers accept this qualification?"

Resources:

- Work & Skills in Suffolk (PowerPoint)
- Activity 2: Introduction to LMI
- Access to:
 - **icanbea** <https://www.icanbea.org.uk/>
 - **National Careers Service** <https://nationalcareersservice.direct.gov.uk/>
 - **icould** <http://icould.com/>

For more information on the routes Post 16 -18: (slide 2)

<https://www.gov.uk/courses-qualifications>

<https://www.gov.uk/what-different-qualification-levels-mean>

<https://nationalcareersservice.direct.gov.uk/course-directory/home>

<https://www.ucas.com/file/142366/download?token=R2fL4jzO>

<https://www.ucas.com/further-education/post-16-qualifications/post-16-qualifications-you-can-take>

<http://www.parentalguidance.org.uk/making-choices>

Step 1.

Using 'Activity 2: Introduction to LMI' ask students to answer the questions using the 'Work & Skills in Suffolk' (PowerPoint Presentation) to help them. (you may need to run through the ppt twice or show slides 5-9 again)

Step 2.

Ask students to consider

- a) What are the key messages?
- b) How does this link to their studies/subjects?
- c) How can this information be shared with their parents/carers?
- d) Where the information could be shared across the school/college