

## Agenda

### Tuesday 3<sup>rd</sup> February 2026 - Your Next Steps: Pathways to Possibilities

9am - 3pm - looped throughout the day appx every 45 mins

Overview of apprenticeships and T Levels	North Kent College - Apprentice/T Level student
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Amazon - T Level Student	O'Halloran & O'Brien - training operative
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### Friday 6<sup>th</sup> February 2026 - Step into Your Future: Making Informed Decisions

9am - 3pm - 1 hour loop

Amazon - Apprentice	Mid Kent College - T Level student
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Cripps - Apprentice	Pfizer - Apprentice
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Mace - 2 apprentices	RDT - Apprentices
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### What we need you to do:

- Familiarise yourself with the student Guide and Workbook, your school may have printed all or part of this.

### Please support students to:

#### 1) Look through the **Student Guide and Workbook**:

Explore some of the links before and after the Broadcast

If possible, complete the Skills in Work learning and activities before the broadcast.

Complete the comprehension questions during/after the broadcast.

Use the examples on page 1 to consider suitable questions for you to add to the Live Chat.

- The answers to the activities and comprehension questions are on the following pages.

#### 2) Complete the Reflection questions on page 8 and Feedback (if your careers team have created one) after the broadcast.

- Consider adding an incentive for completion of the workbook - i.e. house points etc. Your careers team may already have said what they would like you to do.
- Log in to the Career Friendly Programme, see page 2, to join the broadcast as directed by your careers team - one log in per school, please do not 'sign up'.
- Encourage student questions and type them into the Live Chat throughout the session.
- Encourage students to share the Guide and Workbook at home with their parents/carers.

### Students will need:

- To have access to the digital Guide & Workbook, this may be on a display at the front of the classroom or on their own devices.
- Your careers team may have printed the Workbook section, if not, you will need to work through the workbook with your students from the main display board.
- Pen and paper for **all** students - students accessing the Workbook digitally are unlikely to be able to write into the digital Workbook due to the software we have used to create it! Sorry!

Please log into the **Career friendly Programme** on the link, via copying this URL or the QR code:

<https://careerfriendlyprogramme.com/get-started/start>

**Your careers team will provide you with the email log in and password.**

**LINK**



3<sup>rd</sup> February broadcast -

*What is Flo's journey with Amazon?*

Was a T Level student, now a UX design Apprentice

*What skills have they learnt as a student and apprentice?*

Please listen carefully! We did not have the recording when sending this!



6<sup>th</sup> February broadcast -

*What apprenticeship did Kiren do with Amazon?*

A Level 6 apprenticeship in Digital Technology Solutions

*What does the application process look like?*

Expression of interest, Online application, game based assessment, recorded video interview, virtual assessment centre, virtual interview.

*How many apprenticeships programmes are available and name some?* (Full list can be found on the website)

Marketing; Cyber Security; Information Communications Technician (ICT); Chartered Management; Safety Technician; Automation (RME); Mechatronics (RME); Project Manager; DevOps Engineer; Data Centre Operations IT; Data Centre Electrical Engineer; Finance Apprentice.

*What apprenticeship is Callum doing?*

Solicitor apprenticeship



*How many stages are in the application process and what are they?*

3 stages:

1. Questions to answer through a portal
2. Interview online via video chat
3. Assessment centre

*What tip did Callum give when completing applications?*

Research the firm you are applying for to make mention of this in applications.

*Skills*

Communication - written/verbal/active listening; Professionalism and Client Care - building rapport, confidentiality and ethics; Time Management and Organisation - prioritising tasks, meeting deadlines and managing files; Critical Thinking and Problem Solving - breaking down problems into manageable steps.

*What type of apprentice is Anya?*

Planning apprentice



*Anya is planning for her next steps - what is she hoping to do?*

She is planning on becoming a full-time senior planner - there are opportunities to work abroad, with offices in Australia and throughout Europe and she wants to look into working abroad - this can be for months or a couple of years- there is flexibility.

*Who is available to support Anya?*

Skills reviewer at University

Line manager - every 3 months

She can ask colleagues for support if needed

*Skills*

Communication - written/verbal/active listening; Attention to Detail - reading drawings and plans accurately, ensuring compliance; Teamwork & Collaboration - working with different departments, being a reliable and proactive team member; Adaptability & Resilience - staying calm under pressure, dealing with last minute changes, handling disagreements professionally.

**Activity:** As you watch the broadcast, make notes here:



**Consider:** What skills do you think you could develop studying a T Level at Mid Kent College

**Activity:** As you watch the broadcast, make notes here:



**Consider:** What skills do you think you could develop studying at North Kent College

*Give an example of one of the technical qualifications offered at OHOB*



NVQ pathway qualifications; Pre-employment training course including CSCS card to access the construction industry; NVQ 2 in core field e.g. Callum is completing a level 2 in Groundworks; Level 4 and 5 NVQ tend to be supervisory roles; Level 6/7 Managerial roles

*Name some technical skills that the students could learn*

Ground works – risk assessments, materials, COSHH, ground conditions, use of materials

Carpentry

Steel fixing

*What support is available?*

Mentors on site for continual development

*Skills*

Teamwork & Collaboration - working effectively with different teams, supporting others, understanding different roles; Communication Skills - verbal/written; Problem Solving & Critical Thinking - resolving unexpected site issues, analysing how to safely complete tasks, interpreting instructions; Adaptability & Willingness to learn - flexibility when learning to use new tools or techniques, ability to adapt to different work areas, being open to feedback and willing to learn new things.

*What subjects did Lauren express an interest in at school?*

Science and business



*Why did Lauren choose the apprenticeship pathway?*

Did not know what course she wanted to do at university – her school was centred around university, and she didn't know much about apprenticeships, and it made her want to investigate the option. She also didn't want to be in full time study anymore -wants to get straight into work and start learning real life skills and start earning. Didn't feel that university was the right path.

*How many stages to her application?*

- 1 – CV and application
- 2 – video interview – 5 questions where she had to record herself answering them
- 3 – assessment centre day – whole day on site, ice breaker, prepare a presentation about herself, group lunch with all candidates. Her first proper interview and a lot less stressful than she thought it would be.

*Skills* - Independence, organisation, time management, taking responsibility, confidence, teamwork, written communication to clients, data analysis.

*Name a piece of advice that was given for anyone thinking of joining the Tech Industry.*

Look at the different opportunities/pathways in the industry

Develop your portfolio

Ensure your CV is relevant to the places you are applying for.



*What advice was given for someone who does not have any experience but is thinking of applying for an apprenticeship in the Tech Industry?*

Complete free boot camps and courses to add information to your CV

*What does the application process look like?*

1. Complete an application
2. Candidate interview
3. Assessment tests to evaluate a candidate's problem solving and coding abilities but also how the task is approached
4. Inspiration Day (This includes: teamwork activities; an individual 45-minute interview about technical ability, career aspirations, paired programming with software engineers; and opportunities to discuss AI)

*Skills*

Attention to detail; relationship building and stakeholder engagement, initiative and curiosity, problem solving, communication skills

## SKILLS IN WORK - ACTIVITY

Pages 3, 4 and 5 in the Student Workbook (not the Guide section) is Skills in Work information and activities.

### Suggestion as a pre event activity:

Talk through Page 3 with students and discuss the difference between Soft and Hard skills, this will help them complete the activities on pages 4 and 5.

### Suggestion for a post event activity:

Discuss the skills that students and apprentices develop during studying, this could help students link what they do now to their future careers.

### Information on Page 3 in the student Workbook, there are also 2 examples:

On the next page you will be asked to complete an activity about Soft Skills, also known as Employability Skills and Hard Skills, also known as Technical Skills, here is a definition about what that means:

#### Hard Skills

Hard skills are the specific, teachable abilities you can learn through lessons, training or practice. They are usually easy to measure or test.

Examples include: using computer software, writing code, solving maths problems, operating machinery, or speaking another language.

#### Soft Skills

Soft skills are the personal qualities and behaviours that help you work well with other people and succeed in different situations. They are not tied to one subject or job and are harder to measure – but they are just as important.

Examples include: communication, teamwork, problem-solving, organisation, confidence, resilience and creativity.

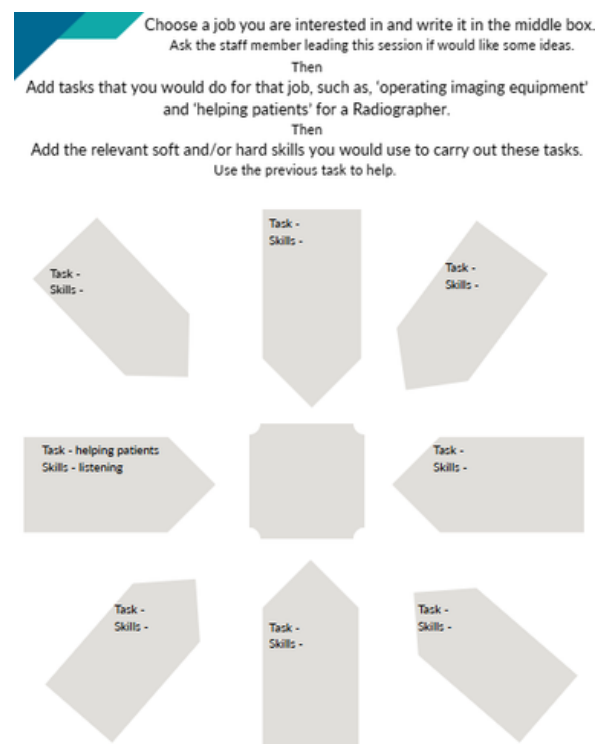
For this Skills In Work activity, on Page 5 of the Workbook (not guide), encourage and where required support students to choose a job they are interested in, or perhaps a job that someone they know does. Then use their own knowledge, the previous activities on soft and hard skills, as well as discussion and research if there is time, to complete as many tasks, and the skills used, as they can.

For example:

Job role = Teacher

Task: Planning a Lesson

Skills: Planning, time management, organisation, knowledge of the curriculum etc.



## SKILLS IN WORK ACTIVITY - ANSWERS

- S/H** **Listening** - Receiving, retaining and processing information
- S/H** **Data Skills** - Microsoft Excel, basic data analysis, data organization
- S/H** **Digital marketing** - Promoting products or services using online channels like websites, social media, search engines, and email to connect with customers, to drive sales and build brands
- S/H** **Speaking** - Transmitting information or ideas
- S/H** **Mathematical ability** - Understand, use, and think logically with numbers and patterns to solve real-world problems
- S/H** **Problem Solving** - Finding solutions to challenges
- S/H** **Creativity** - Using imagination and generating new ideas
- S/H** **Bilingual or multilingual** - The ability to communicate in two or more languages
- S/H** **Interpreting data** - Collecting data from one or more sources, analysing it using appropriate methods, & drawing conclusions
- S/H** **Adapting** - Overcoming challenges and setbacks to achieve goals
- S/H** **Planning** - Setting goals and designing routes to achieve them
- S/H** **Researching** - Ability to find, evaluate, analyse, and present reliable information to answer questions or solve problem
- S/H** **Leadership** - Supporting, encouraging and motivating others to achieve a shared goal
- S/H** **Being logical** - A systematic approach to completing tasks or breaking down complex problems
- S/H** **Teamwork** - Working cooperatively with others to achieve a shared goal
- S/H** **Time Management** - Organise and plan how to spend your time to get the most important things done efficiently
- S/H** **Writing** - The ability to be efficient at writing in different styles, such as: report writing, writing factual information for journalism, writing fictional stories
- S/H** **Attention to detail** - Carrying out the task-in-hand thoroughly and with accuracy, working with consistent high-quality and avoiding sloppy mistakes
- S/H** **Accountability** - Taking ownership of your actions, decisions, and their outcomes, being answerable for them, and following through on your commitments, even when things go wrong

Some of these skills could be seen as both Soft and Hard skills,  
this could prompt a good discussion point!

Just because a skill may be deemed as 'Soft' does not mean  
that you cannot develop it!

## QUIZ ANSWERS

If your students are using a printed version of the Workbook, the answers are provided below. The T Level answers are identical to those in the digital version, but the apprenticeship questions differ slightly, it will provide them with the correct answer if they complete it digitally on Apprenticeships (Wordwall). Students should find all the answers on pages 3-5 of the Guide.

### Apprenticeship Answers

- |  |                                 |
|--|---------------------------------|
| 1. What is an Apprenticeship?                                | 1 = B                           |
| 2. Do apprentices get paid?                                  | 2 = B                           |
| 3. Can you put these apprenticeships levels in order         | 3 = Fd, Int, Ad, Higher, Degree |
| 4. What age can you start an apprenticeship in England?      | 4 = D                           |
| 5. Where in England do employers recruit apprentices?        | 5 = A                           |
| 6. Which of the following is a common apprenticeship myth?   | 6 = A                           |
| 7. Choose the correct % to complete this sentence:           | 7 = C                           |
| 8. How many different apprenticeships 'Standards' are there? | 8 = D                           |
| 9. What is the duration of an apprenticeship?                | 9 = D                           |
| 10. Where can you search for apprenticeship vacancies?       | 10 = D                          |

### T Level Answers - T Levels Quiz

- |   |        |
|---|--------|
| 1. What are T Levels?   | 1 = B  |
| 2. When did T Levels start?   | 2 = A  |
| 3. What qualification/s is a T Level equivalent to?   | 3 = C  |
| 4. True or false? You will spend the majority of your time in the workplace when doing a T Level. | 4 = B  |
| 5. True or false? There are currently 21 T Level subjects available. (Sept 2025)                  | 5 = A  |
| 6. True or false? T Levels have a UCAS tariff point value.  | 6 = A  |
| 7. True or false? T Level students have to pay for their training.                                | 7 = B  |
| 8. True or false? T Level students receive a salary from the employer.                            | 8 = B  |
| 9. True or false? T Levels have been designed with employers.                                     | 9 = A  |
| 10. Can you still go on to achieve a degree if you complete a T Level?                            | 10 = C |

### Example discussion points

1. What skills do you think you could develop through an apprenticeship?
2. How could an apprenticeship or T Level study impact their career path and future job opportunities?
3. What industries or fields are they interested in pursuing and why?
4. How do you think employers benefit from offering apprenticeships?

## THANK YOU

The PAL Live 2026 events have been brought together by the Kent & Medway Careers Hub, and we would like to extend our sincere thanks to everyone involved, including our partners, Learn Live, for delivery of the Broadcasts.

I am sure you would like to join us in thanking all the providers, employers, apprentices and students who contributed to the three events delivered to schools across Kent and Medway during the first week of February. Their time, expertise and enthusiasm have made a real difference.

A special thank you also goes to the dedicated careers teams in our schools, who carefully planned the logistics for each event in your school, and to all staff reading this message for supporting students to attend, participate and gain valuable insights into their future education and pathway choices.

Your commitment helps ensure that every young person has the opportunity to explore their next steps with confidence. Thank you.

### Your Feedback

We hope you found this a worthwhile activity for your students.

Please could you take a couple of minutes to provide your own feedback about the session, it will really help inform other events we do.

Please complete with your feedback:  
<https://forms.gle/38Pqw32SxWq3qsJv9>

