



Framework for careers, employability  
and enterprise education 7-19





# Foreword

**President, Career Development Institute**

November 2015

Across the education and employment sectors there is whole hearted agreement that young people need high quality careers support to help set them on the road to a fulfilling working life. Schools and colleges are at the heart of putting that into place, and rely on other partners, including employers, universities, apprenticeship providers and careers advisers, to contribute practical experiences, information, insight and inspiration.

International evidence highlights that, for all of those efforts to be fully effective, the activities need to be coherent and carefully planned and integrated into a programme of careers, employability and enterprise education, with clear and explicit learning outcomes.

The Career Development Institute, the professional body for the careers sector, is delighted to offer this framework of learning outcomes to support the shared endeavour of planning, delivering and evaluating high quality careers work.

We believe our young people deserve nothing less.

**Virginia Isaac**

President of the Career Development Institute

## Acknowledgement

The CDI wishes to thank members of the Community of Interest for Career Education for revising the ACEG/CDI Framework for careers education professionals. The framework is intended to be used to devise and develop programmes of careers, employability and enterprise education in schools and colleges, both as taught subjects and across the curriculum. We hope the framework will inspire schools and colleges to design and plan more ambitious, engaging and worthwhile programmes of careers, employability and enterprise education for their learners. Further resources to support curriculum development are available on the CDI website.

© CDI, 2015

# Contents

---

<b>Introduction to the CDI Careers Framework</b>	<b>03</b>
<b>The 17 areas of learning for careers, employability and enterprise education</b>	<b>04</b>
<b>How can the framework be used?</b>	<b>07</b>
<b>Guidance on using the CDI careers framework</b>	<b>08</b>
<b>The Framework</b>	<b>10</b>
<b>Further Information</b>	<b>15</b>

---

The CDI has an important role to play in supporting career educators and career advisers to simply do their jobs better.

# Introduction to the CDI Careers Framework

## Who is this framework for?

This framework is for:

- career leaders and other curriculum leaders responsible for planning, reviewing and developing programmes of careers, employability and enterprise education
- teachers and tutors teaching careers, employability and enterprise lessons and providing information, advice and support
- subject teachers making links between their schemes of work and careers, employability and enterprise education
- senior leaders responsible for the overall strategy for careers, employability and enterprise education
- career advisers, enterprise advisers, employers and other individuals working with schools and colleges to contribute to careers, employability and enterprise education.

## What is the purpose of the framework?

It has been developed principally for use in England where there is no longer a national curriculum framework for careers, employability and enterprise education, but it could also be a useful resource in other parts of the UK to supplement their national frameworks.

The framework of learning outcomes has been prepared by the Career Development Institute to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people, 7-19.

The framework is structured around the three core aims of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

The framework presents learning outcome statements for students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education and training. It also offers examples of suggested activities that will help students to achieve the learning outcomes.



The framework is a practical resource which can be interpreted flexibly by schools and colleges according to the particular needs of their learners. The structure builds on the ACEG Framework for careers and work-related education (CDI, 2012) so that there is continuity for practitioners and partners. It has, however, been updated to reflect key national policy developments in relation to the careers and inspiration agenda.

The framework is a practical resource which can be interpreted flexibly by schools and colleges according to the particular needs of their learners.

# The 17 areas of learning for careers, employability and enterprise education

## Developing yourself through careers, employability and enterprise education

Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.
Self-determination	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.
Self-improvement as a learner	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.

## Learning about careers and the world of work

Exploring careers and career development	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.
Investigating work and working life	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
Understanding business and industry	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.
Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.
Valuing equality, diversity and inclusion	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.
Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

## Developing your career management and employability skills

Making the most of careers information, advice and guidance (CEIAG)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.
Preparing for employability	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.
Showing initiative and enterprise	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.
Developing personal financial capability	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.
Identifying choices and opportunities	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.
Planning and deciding	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.
Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.
Managing changes and transitions	Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

## What is the policy context for this framework?

The Department for Education's Statutory Guidance issued in March 2015 identifies the need for schools to:

"Have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils."

(Para 10, p.4)

Ofsted's Common Inspection Framework identifies the following requirements:

### Effectiveness of leadership and management

28. ... the extent to which leaders, managers and governors: successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

### Personal development, behaviour and welfare

31. ... the extent to which the provision is successfully promoting and supporting children's and other learners':

- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

### Outcomes for children and other learners

32. ... the extent to which children and learners:

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs

Individuals need to be able to research and recognise suitable progression pathways and qualifications.

The Quality in Careers Standard Consortium, which validates national quality awards for careers education, information, advice and guidance, requires awards to assess learning providers' arrangements for:

- Providing a planned and progressive programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance (Criterion 1.3).
- Developing a strategic approach to the teaching, learning and assessment of careers education and work-related learning that effectively addresses the needs of all its young people and secures identified learning outcomes (Criterion 1.4)

The Careers and Enterprise Company was launched in September 2015 to connect schools more efficiently to local careers and enterprise networks, to enable them to build an effective careers and enterprise plan based on research on 'what works' and to 'help young people unleash their best possible futures.' Activities through which schools engage with employers provide an effective means of delivering several of the learning outcomes for careers, employability and enterprise education.

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

## The Framework and the Gatsby Benchmarks

In 2014 The Gatsby Charitable Foundation published a report on Good Career Guidance, based on international research. The report identifies eight benchmarks of good practice for career education, information, advice and guidance in secondary schools. The Framework of learning outcomes for careers, employability and enterprise education presented here provides practical support in relation to six of the benchmarks:

- to help careers leaders plan, review and develop schemes of work for careers education (Benchmark 1)
- to help teachers of careers education plan lessons to help pupils develop the skills of accessing, using and analysing career and labour market information (Benchmark 2)
- to help subject leaders identify opportunities to link their teaching with careers (Benchmark 4)
- to help careers leaders and employers identify aspects of careers education that



could be enriched by activities with employers and employees (Benchmark 5)

- to help careers leaders and employers identify aspects of careers education that could be most effectively achieved through direct experience of the workplace (Benchmark 6)
- to help careers leaders and providers of further and higher education and work-based training identify aspects of careers education that could be enriched by links with colleges, universities and apprenticeship providers (Benchmark 7).

Programmes of careers education in the curriculum should be complemented by access to timely and impartial career information, advice and guidance (Benchmarks 3 and 8)

In 2014 The Gatsby Charitable Foundation published a report on Good Career Guidance, based on international research.

## The Gatsby Benchmarks

<b>1. A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.
<b>2. Learning from Career and Labour Market Information</b>	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the Needs of Each Pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking Curriculum Learning to Careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
<b>5. Encounters with Employers and Employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
<b>6. Experiences of Workplaces</b>	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with Further and Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>8. Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## How can the framework be used?

By focusing on outcomes for learners, schools can ask and answer important questions about practice:

### Meeting learners' needs

- Use the framework to map and audit the school's provision
- Define learners' entitlement, e.g. publish a list of learner entitlements for each year or key stage compiled from the framework

### Management and staffing of careers, employability and enterprise education

- Use the framework to define responsibilities for careers, employability and enterprise education e.g. careers adviser, subject staff, careers leader, etc.
- Manage partnerships and resource deployment, e.g. decide what physical and human resources the school needs and where they can be used to best effect, plan employer engagement

### School Improvement

- Use the framework to help the school identify what it needs to put in place if it is working towards a Quality Award
- Decide which outcomes the school needs to prioritise for achieving the goals of the school development plan, e.g. if raising aspirations has been identified as a priority

Every pupil should have opportunities for guidance interviews with a career adviser

## Curriculum development

- Use the framework to re-think breadth, balance and coherence when revising the careers, employability and enterprise education programme
- Choose which activities to prioritise in order to have the most impact on young people's careers, employability and enterprise learning.

## Contextualisation of learning

- Use the framework to help subject teachers understand the scope that careers and work provide for contextualising subject-based learning
- Use the framework for subject teachers to identify areas of careers, employability and enterprise education that are relevant for them to incorporate into their subject schemes of work
- Design and plan thematic learning, e.g. identify which learning outcomes to prioritise to contribute to a week of activities on the theme of promoting careers in STEM

- Provide 'character' education programmes to support the development of a range of traits, attributes and behaviours (such as resilience and 'grit') that underpin success in learning and work

## Assessment and Evaluation

- Decide which criteria or measures to use to decide whether a learning outcome had been achieved or not
- Use the framework in making judgements about the worthwhileness of the current programme

# Guidance on using the CDI careers framework

## About learning outcomes

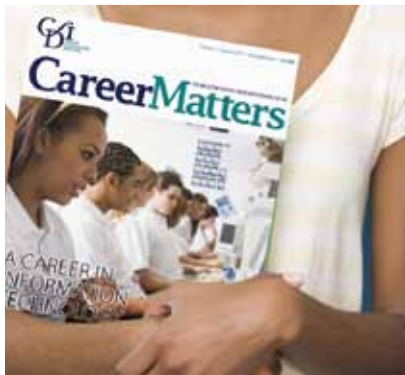
The weight of evidence confirms that the quality of teaching and the quality of the pedagogy are major factors in how well learners build up their understanding and ability to do things.

## Good practice tips

1. Combine and sequence theoretical and practical elements carefully. Curriculum coherence is crucial
2. Differentiate between individual learners to meet their needs
3. Inculcate values, e.g. the values associated with truth, honesty, justice, trust, social justice, duty, green living and working, interdependence and community
4. Facilitate learning transfer by building an expansive learning environment which includes activities such as work experience and cross curricular projects
5. Identify locally-relevant contexts for framing the core concepts and principles of career learning and development.

The learning outcomes in this framework aim to describe what a student can achieve as a result of two or three years' learning. For the more detailed planning that goes into short-term schemes of work and lesson plans, you will need to identify specific learning outcomes that are steps on the way to achieving the bigger learning outcomes in the framework. This is worth doing with the caveat to avoid the 'tyranny' of learning outcomes! Too many learning outcomes can be a burden and a barrier to discovery in learning – the unintended and unexpected benefits that can come from a learning event.

In 2014 The Gatsby Charitable Foundation published a report on Good Career Guidance, based on international research.





A straightforward model for writing a learning outcome is to identify what the learner will know and/or be able to do at the end of a learning process. For this, you need to state:

- the input and process, e.g. 'At the end of this unit on options at 16+'
- the level and type of learning, e.g. 'explain' is a higher level of learning than 'identify'
- the outcome, e.g. 'the options open to you'

The outcomes in the framework are permissive and not intended to be at all prescriptive. Schools and colleges should use them as a foundation on which to build a robust careers, enterprise and employability provision that fulfils their duties and responsibilities at the heart of which are the needs of their learners.

Remember that learning outcomes are not the only measures of effective careers, employability and enterprise provision. Destination outcomes are important too!

### Managing the curriculum

It is for schools, colleges and other learning providers to decide how to manage careers, employability and enterprise education. Some institutions will have one middle leader who has subject leadership responsibility for careers employability and enterprise education; others will have separate leaders for different aspects. Where the latter situation applies, the senior leader with overall responsibility for careers employability and enterprise education will need to ensure that systems are in place to enable the curriculum leaders to work together.

The creation of the Careers and Enterprise Company and the enhanced role of careers learning within the new Ofsted Common Inspection Framework have encouraged many secondary schools to appoint individuals from professional backgrounds other than teaching to the role of curriculum leader for careers, employability and enterprise education. Some have opted to commission the service from a careers guidance company or education business partnership. These new models can work very effectively, provided that due attention is given to professional development and management support for the individual.

### Primary schools

Many primary schools plan learning about careers and the world of work, particularly at Key Stage 2 where career learning is part of the Citizenship framework. Rather than making separate provision, they may wish to integrate careers, employability and enterprise learning into existing subjects, thematic learning, celebratory events and the everyday life of the school.

### Secondary schools

Most secondary schools organise careers, employability and enterprise programmes that combine discrete provision with other elements integrated into the schemes of work for different subjects. Inspection and monitoring evidence suggests that the most effective model for delivering the separately timetabled element is to organise the careers, employability and enterprise outcomes within an integrated course of personal, social, health and economic (PSHE) education taught by a team of specialist PSHE education teachers.

Elements of careers, employability and enterprise can be embedded within subject areas and further supplemented by enrichment activities such as curriculum days. Relying on curriculum days alone is inadequate and care is needed when teaching careers, employability and enterprise through tutorial programmes to ensure that pupils experience programmes of consistent quality. Careers, employability and enterprise education can be enriched by links with the world of work, through activities that bring employers into schools, such as talks, CV writing sessions and employability workshops, and through activities that take pupils out into the world of work, such as workplace visits and work experience on employers' premises. To be effective such activities should be fully integrated into the programme of careers, employability and enterprise education, with clear learning outcomes and careful planning. Detailed advice for schools on managing employer activities can be found in the CDI booklet *Why Does Employer Engagement Matter?* (2014)

### Sixth forms, sixth form colleges and FE colleges

Evaluations have shown that tutorial approaches are more effective in the post-16 sector and for students studying 'A' level courses an approach that combines work in the tutoring programme with a series of other activities such as talks, conventions and supported independent study provides an effective way of organising careers employability and enterprise education in the curriculum. For students working towards vocational qualifications, careers, employability and enterprise education outcomes can be integrated into their main course programme. Careers, employability and enterprise education in post-16 education can also be enriched by links with the world of work, through activities that bring employers into schools and colleges, such as talks, mock interviews and enterprise workshops, and through activities that take students out into the world of work, such as work shadowing and work-based projects.

### Work-based learning providers

Young people opting for work-based training still need help with understanding the world of work and developing the skills to secure and succeed in work. The selected learning outcomes from the careers, employability and enterprise education framework can be integrated into their training programmes.

The framework is a practical resource which can be interpreted flexibly by schools and colleges according to the particular needs of their learners.

# The Framework

For each of the 17 areas of learning, outcomes are identified for KS2, KS3, KS4 and 16-19. The learning outcomes are illustrated by sample activities, presented in italics.

Developing yourself through careers, employability and enterprise education				
Area of learning	KS2	KS3	KS4	16-19
Self-awareness	<p>describe what you are like, what you are good at and what you enjoy doing</p> <p><i>Children describe themselves to their e-pen pals, they keep learning diaries, they do card sorts to identify personal attributes that 'like me', 'not much like me'</i></p>	<p>describe yourself, your strengths and preferences</p> <p><i>Pupils complete a range of self-assessment exercises and record the results in their e-portfolios</i></p>	<p>recognise how you are changing, what you have to offer and what's important to you</p> <p><i>Pupils complete an occupational interests questionnaire and discuss the results with their mentor/tutor/coach</i></p>	<p>assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p> <p><i>Students write a statement of their career values for their personal e-portfolio they are keeping</i></p>
Self-determination	<p>talk positively about how you look after yourself and make things happen</p> <p><i>Children draw or write about the things they would use or wear in a job they would like to do and talk to someone about it</i></p>	<p>tell positive stories about your wellbeing, progress and achievement</p> <p><i>Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their stories for clues about what they like today</i></p>	<p>explain how you use positive versions of your own story to manage your wellbeing, progress and achievement</p> <p><i>Pupils set personal and learning targets to build on their strengths</i></p>	<p>reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing</p> <p><i>Students co-construct a personal statement for an application they are making (e.g. through UCAS) with the aid of a trusted adult</i></p>
Self-improvement as a learner	<p>identify what you like about learning from careers, employability and enterprise activities and experiences</p> <p><i>Using 'Circle Time' children talk about what is different about learning from a visitor rather than a teacher</i></p>	<p>explain how you have benefited as a learner from careers, employability and enterprise activities and experiences</p> <p><i>Pupils review their experience of interviewing a visitor and what they learnt from the answers to their questions</i></p>	<p>review and reflect upon how you have benefited as a learner from careers, employability and enterprise activities and experiences</p> <p><i>Pupils who have had placements in similar working environments compare and contrast what they learnt from their work experience</i></p>	<p>be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner</p> <p><i>Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers, employability and enterprise activities</i></p>

## Learning about careers and the world of work

Area of learning	KS2	KS3	KS4	16-19
Exploring careers and careers development	<p>be aware that people's careers are different and they develop in different ways</p> <p><i>'Who am I?' quiz. The teacher reveals ten clues, one at a time, about a career of someone known to the children. They discuss different career patterns and structures</i></p>	<p>describe different ways of looking at people's careers and how they develop</p> <p><i>Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them.</i></p> <p><i>Employees support the teacher in delivering traditional career learning activities</i></p>	<p>explain key ideas about career and career development</p> <p><i>Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers.</i></p> <p><i>This could be through a series of careers talks presented in a 'speed dating' exercise</i></p>	<p>reflect on changing career processes and structures and their effects on people's experience and management of their own career development</p> <p><i>Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions.</i></p> <p><i>This may be through inspirational career talks</i></p>
Investigating work and working life	<p>be aware that people feel differently about the different kinds of work they do</p> <p><i>Children interview visitors about what they like most and what they like least about their jobs.</i></p> <p><i>A themed set of careers talks e.g. given by members of the medical profession</i></p>	<p>identify different kinds of work and why people's satisfaction with their working lives can change</p> <p><i>Pupils explore the purpose of work clothes/uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day).</i></p> <p><i>Students use comprehensive website video clips to support a teacher/employer led discussion</i></p>	<p>explain how work is changing and how this may impact on people's satisfaction with their working lives</p> <p><i>Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years.</i></p> <p><i>Employers are invited in to a humanities lesson and support the teacher when discussing local changes to work and the impact on society</i></p>	<p>recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future</p> <p><i>Students interrogate the key ideas coming out of think tanks such as the Future Work Forum.</i></p> <p><i>Employers are invited in to debate the topic 'life-work balance' as part of the Critical Thinking programme</i></p>
Understanding business and industry	<p>describe a local business, how it is run and the products and/or services it provides</p> <p><i>Conduct a project on shops and businesses in the high street. A local business is invited to talk to year 6 children about their business</i></p>	<p>describe the organisation and structure of different types of businesses</p> <p><i>Pupils create a visual aid that shows the contractors and suppliers linked to their own school.</i></p> <p><i>Pupils invite the site manager in to talk about the processes involved in contracting with businesses</i></p>	<p>explain different types of businesses, how they operate and how they measure success</p> <p><i>Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model.</i></p> <p><i>An employee from both models prepares and delivers a talk and question session with the teacher</i></p>	<p>explain how what businesses do, the way they operate and the way they measure success is changing</p> <p><i>Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends.</i></p> <p><i>Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's</i></p>

Continued over ...

<p>Investigating jobs and labour market information (LMI)</p>	<p>describe the main types of employment in your area: past, present and emerging</p> <p><i>Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.</i></p>	<p>be aware of what labour market information (LMI) is and how it can be useful to you</p> <p><i>Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.</i> <i>Pupils use comprehensive websites to research local LMI</i></p>	<p>be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p><i>Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.</i> <i>Pupils use comprehensive websites to research local LMI and use this information when considering part time work</i></p>	<p>be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans</p> <p><i>Students investigate trends in HE admissions and consider possible implications for their own plans.</i> <i>Students access HE/ Careers/ Skills Fairs to gather further information about the different pathways available</i></p>
<p>Valuing equality, diversity and inclusion</p>	<p>be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly</p> <p><i>Children write their own accounts of news stories about discrimination and exploitation at work</i></p>	<p>identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p><i>Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination</i> <i>Employability workshops are delivered as part of the PSHE curriculum</i></p>	<p>recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p><i>Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'</i> <i>Careers talks are part of an employer-led curriculum learning experience</i></p>	<p>reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others</p> <p><i>An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace.</i> <i>Employer led career learning activity as part of preparation for a work placement.</i></p>
<p>Learning about safe working practices and environments</p>	<p>know how to keep yourself safe when you are working and what the law says to protect workers from being exploited</p> <p><i>Children run a 'safety in the classroom' or 'safe travel to school' campaign</i></p>	<p>be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p> <p><i>Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school-age children.</i> <i>A local employer talks about the importance of the laws and as an employer what are their responsibilities to their employees</i></p>	<p>be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices</p> <p><i>Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop.</i> <i>An HR consultant provides a talk on rights and responsibilities at work</i></p>	<p>recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices</p> <p><i>A trade unionist explains the role of trade unions in helping to make work places safer.</i> <i>An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement</i></p>

## Developing your career management, employability and enterprise skills

Area of learning	KS2	KS3	KS4	16-19
Making the most of careers information, advice and guidance	<p>be aware of the help that is there for you and how to make good use of it</p> <p><i>Year 7 pupils tell Year 6 children in a class blog about life in secondary school identify key qualities and skills that employers are looking for</i></p>	<p>identify and make the most of your personal networks of support, including how to access a wide range of careers information, advice and guidance and distinguish between objectivity and bias</p> <p><i>Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.</i> <i>Employers are invited to deliver career learning activities to get the most out of developing networking skills</i></p>	<p>build and make the most of your personal networks of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias</p> <p><i>Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.</i> <i>Pupils are introduced to employers through facilitated network meetings</i></p>	<p>develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance</p> <p><i>Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview.</i> <i>Students as part of an aspirations programme are linked with a business mentor to support them</i></p>
Preparing for employability	<p>Children write a job description for a babysitter and hold mock interviews show that you can use your initiative and be enterprising</p> <p><i>Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions</i></p>	<p>recognise the qualities and skills that help to make a young person employable and provide evidence for those you have demonstrated both in and out of school</p> <p><i>Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability.</i> <i>Employers provide an introduction to what are employability skills as part of the career-led curriculum</i> <i>Pupils are taken as a group to a workplace to see the skills in action</i></p>	<p>show how you are continuing to develop the qualities and skills you will need to improve your employability</p> <p><i>Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated.</i> <i>Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept.</i> <i>Employers are involved with the work experience programme, preparation, placement and debrief</i> <i>Some pupils have part-time jobs</i></p>	<p>explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers</p> <p><i>Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work.</i> <i>Employer mentors support students in reviewing and reflecting on the development of employability skills.</i> <i>Employers offer part time jobs or work shadowing to support the development of employability skills</i></p>
Showing initiative and enterprise	<p>show that you can use your initiative and be enterprising</p> <p><i>Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions</i></p>	<p>recognise when you are using the qualities and skills that entrepreneurs need</p> <p><i>Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign.</i> <i>Short term enterprise activities are delivered and supported by local employers</i> <i>show that you can manage a personal budget and contribute to household and school budgets</i></p>	<p>show that you can be enterprising in the way you learn, work and manage your career</p> <p><i>Working with local employers, pupils attend a session on techniques to successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.</i> <i>Local employers provide longer-term business competitions to develop enterprising and entrepreneurial skills</i></p>	<p>develop and apply enterprise qualities and skills in your approach to learning, work and career planning</p> <p><i>Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available.</i> <i>Students seek volunteering opportunities help to develop enterprise and employability qualities and skills</i></p>

Continued over ...

<p>Developing personal financial capability</p>	<p>show that you can make considered decisions about saving, spending and giving</p> <p><i>Children compare terms and conditions on a range of children's savings products</i></p>	<p>show that you can manage a personal budget and contribute to household and school budgets</p> <p><i>Pupils take part in a simulation that challenges them to manage a household budget. Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages</i></p>	<p>show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training</p> <p><i>Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Pupils attend careers fairs to research the implications of choosing one pathway over another</i></p>	<p>show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work</p> <p><i>Students investigate the personal financial implications of working for themselves</i></p>
<p>Identifying choices and opportunities</p>	<p>know how to make good use of information about post-primary options for you</p> <p><i>Children make a podcast of their impressions of secondary school after attending a 'taster day'</i></p>	<p>know how to look systematically at the choices and opportunities open to you when you reach a decision point</p> <p><i>Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects. Employers are invited in to co-deliver curriculum learning and provide an insight into their own experiences</i></p>	<p>be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p><i>Pupils draw up a list of questions to ask 'stallholders' that they want to meet at a forthcoming careers fair/skills show</i></p>	<p>be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you</p> <p><i>Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution. Using comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector</i></p>
<p>Planning and deciding</p>	<p>know how to make plans and decisions carefully</p> <p><i>Children make a T-chart listing pros and cons of a choice they are considering.</i></p>	<p>know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need</p> <p><i>Pupils engage in target-setting and review activities with their tutors and subject teachers</i></p>	<p>know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p><i>Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)</i></p>	<p>know how to make career enhancing plans and decisions</p> <p><i>Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy</i></p>
<p>Handling applications and selection</p>	<p>know how to make a good impression when you want people to choose you</p> <p><i>Children write a personal manifesto for a mock election</i></p>	<p>know how to prepare and present yourself well when going through a selection process</p> <p><i>Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors. Employers co-deliver a curriculum learning activity on presentation skills</i></p>	<p>know your rights and responsibilities in a selection process and strategies to use to improve your chances of being chosen</p> <p><i>Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates. Students take part in a mock interview in preparation for their forthcoming work experience interview and placement</i></p>	<p>know how to prepare for, perform well and learn from participating in selection processes</p> <p><i>Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take part in a mock-interview session and are linked to a mentor to prepare them for their next steps</i></p>

Continued over ...

Managing changes and transitions	<p>know how to handle transitions including those that are challenging</p> <p><i>Children use 'Google maps – street view' to trace their journey from home to their new school</i></p>	<p>show that you can be positive, flexible and well-prepared at transition points in your life</p> <p><i>Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school</i></p>	<p>review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p><i>Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</i></p>	<p>know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p> <p><i>Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions</i></p>
----------------------------------	--	--	---	--

## Further Information

### Publications

Careers guidance and inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff (DfE, March 2015)  
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

The Common Inspection Framework for Education, Skills and Early Years (Ofsted, September 2015)  
<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

Good Career Guidance (The Gatsby Charitable Foundation, 2014)  
<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Careers education in the classroom (Teach First, 2014)  
<http://www.teachfirst.org.uk/sites/default/files/Careers-in-the-classroom-report.pdf>

### Websites

[www.thecdi.net](http://www.thecdi.net)  
<http://www.qualityincareers.org.uk/>  
<http://www.careersandenterprise.co.uk/>  
[www.cegnet.co.uk/uploads/resources/Essentialreading.pdf](http://www.cegnet.co.uk/uploads/resources/Essentialreading.pdf)

For more information about the CDI, School Affiliate membership; the UK Register of Career Development Professionals; National Occupational Standards for Career Development and our programme of CPD, see [www.thecdi.net](http://www.thecdi.net)



Ground Floor,  
Cophall House,  
1 New Road,  
Stourbridge,  
West Midlands  
DY8 1PH

Tel: 01384 376464  
Fax: 01384 440830  
Email: [hq@thecdi.net](mailto:hq@thecdi.net)  
[www.thecdi.net](http://www.thecdi.net)

