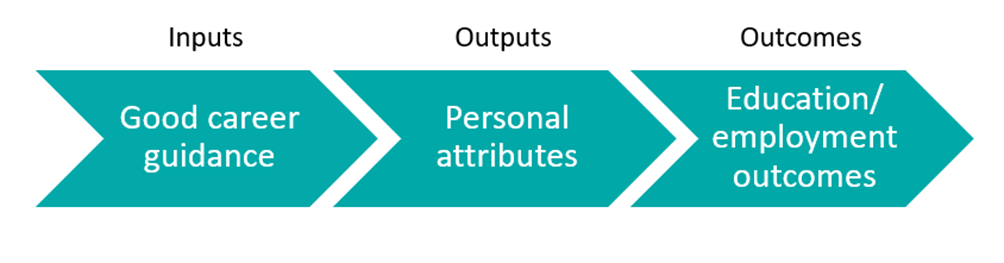
**Building a Stable and Progressive Careers Programme**

This document will provide a guide for you to support you to build a stable and progressive careers programme.

It will focus on building on the vision set within a Strategic Careers Plan. This guide encourages Careers Leaders to set progressive Learning Outcomes linked to Strategic Objectives. The Learning Outcomes will outline the key knowledge and key skills which will enable development of the desired personal attributes for your students to achieve positive outcomes in education and employment.

The guide includes prompts on how Learning Outcomes can be audited, mapped and implemented to ensure consistency of entitlement for ‘each and every’ student and aligned to support schools and colleges making progress against the Gatsby Benchmarks.

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| **Online Training**  **Explore our online short course, designed with Teach First, that provides Careers Leaders with essential knowledge and skills to improve career guidance in their school or college.**  **Take Online Course** [**here**](https://careersleadertraining.careersandenterprise.co.uk/) |

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| **Planning for Impact** | **Planning for Impact: EXAMPLE** |
| **What is the vision statement for careers?** | **Example:** |
|  | “All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work”[[1]](#footnote-1) |
| **What are your key Strategic Objectives?** | **Example:** |
|  | * Ensure that all students make effective and ambitious decisions about the full range of options available to them at key transition points * Embed a progressive programme of experiences of work for each and every student which allows students to understand the ‘ever-changing’ world of work |
| **Personal Effectiveness & Career Readiness:**  **What do you want students to know and understand?** | **Example:** |
|  | * Self-Awareness and links to LMI * Future Study Options, * Careers & World of Work * How the world of work is changing |
| **Personal Effectiveness & Career Readiness:**  **Which skills do you want students to develop?** | **Example:** |
|  | * Digital Career Management Skills * Career management skills * Coping with transitions |
| **Which key employability skills do you want students to develop?** | **Example:** |
|  | * Critical Thinking * Problem Solving * Leadership * Aiming High[[2]](#footnote-2) |
| **Personal Effectiveness & Career Readiness: Learning Outcomes** | **Example:** |
|  | KS3: Know how to identify and systematically explore the options open to you at a decision point[[3]](#footnote-3)  KS4: Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals[[4]](#footnote-4) |

**Careers Programme: Learning Outcomes**

**XXX (School/College Name)**



**Careers, Employability and Enterprise Audit against the CDI Framework**

**KEY STAGE 3 □**

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| **Developing yourself through careers, employability and enterprise education** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Self-awareness (1) | Describe yourself, your strengths and preferences | **3** | ***E.G. Year 7 MFL Introducing Yourself/Describing Yourself***  ***E.G Year 7*** | ***E.G. PSHE*** [***Buzz Quiz***](https://icould.com/buzz-quiz/) ***Lesson*** | ***E.G. Induction ‘Getting to Know You’ Booklets*** | ***E.G. Speed Dating with Employers Preparation Sharing mini CV*** |
| Self-determination  (2) | Be able to focus on the positive aspects of your wellbeing, progress and achievements | **3** |  |  |  |  |
| Self-improvement as a learner  (3) | Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences | **3** |  |  |  |  |

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| **Learning about careers and the world of work** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Exploring careers and career development  (4) | Describe different explanations of what careers are and how they can be developed | **2** |  |  |  |  |
| Investigating work and working life  (5) | Give examples of different kinds of work and why people’s satisfaction with their working lives can change | **2** |  |  |  |  |
| Understanding business and industry  (6) | Give examples of different business organisational structure | **5** |  |  |  |  |
| Investigating jobs and labour market information (LMI)  (7) | Be aware of what labour market information (LMI) is and how it can be useful to you | **5** |  |  |  |  |
| Valuing equality, diversity and inclusion  (8) | Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you | **3** |  |  |  |  |
| Learning about safe working practices and environments  (9) | Be aware of the laws and by-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 | **4** |  |  |  |  |

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| **Developing your career management and employability skills** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Making the most of careers information, advice and guidance (CEIAG)  (10) | Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service | **2** |  |  |  |  |
| Preparing for employability  (11) | Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable | **4,5,6** |  |  |  |  |
| Showing initiative and enterprise  (12) | Recognise when you are using qualities and skills that entrepreneurs demonstrate | **4,5,6** |  |  |  |  |
| Developing personal financial capability  (13) | Show that you can manage a personal budget and contribute to household and school budgets | **3** |  |  |  |  |
| Identifying choices and opportunities  (14) | Know how to identify and systematically explore the options open to you at a decision point | **2** |  |  |  |  |
| Planning and deciding  (15) | Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need | **3** |  |  |  |  |
| Handling applications and interviews  (16) | Know how to prepare and present yourself well when going through a selection process | **3** |  |  |  |  |
| Managing changes and transitions  (17) | Show that you can be positive, flexible and well-prepared at transition points in your life | **7** |  |  |  |  |

 **Careers, Employability and Enterprise Audit against the CDI Framework**

**KEY STAGE 4 □**

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| **Developing yourself through careers, employability and enterprise education** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Self-awareness (1) | Recognise how you are changing, what you have to offer and what’s important to you | **3** | ***E.G.*** | ***E.G. Preparing for Interviews in 2020 Session*** | ***E.G. Adding to Skills Records, Personal Career Guidance Interview Preparation, etc.*** | ***E.G Assessment Centre Events with CV and Interview Feedback***  ***E.G. Personal Careers Guidance Interview 1:1*** |
| Self-determination  (2) | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way | **3** |  |  |  |  |
| Self-improvement as a learner  (3) | Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences | **3** |  |  |  |  |

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| **Learning about careers and the world of work** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Exploring careers and career development  (4) | Discuss the skills involved in managing your own career | **2** |  |  |  |  |
| Investigating work and working life  (5) | Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction | **2** |  |  |  |  |
| Understanding business and industry  (6) | Explain different types of business organisational structures, how they operate and how they measure success | **5** |  |  |  |  |
| Investigating jobs and labour market information (LMI)  (7) | Be able to find relevant labour market information (LMI) and know how to use it in your career planning | **5** |  |  |  |  |
| Valuing equality, diversity and inclusion  (8) | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue | **3** |  |  |  |  |
| Learning about safe working practices and environments  (9) | Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices | **4** |  |  |  |  |

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| **Developing your career management and employability skills** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Making the most of careers information, advice and guidance (CEIAG)  (10) | Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services | **2** |  |  |  |  |
| Preparing for employability  (11) | Show how you are developing the qualities and skills which will help you to improve your employability | **4,5,6** |  |  |  |  |
| Showing initiative and enterprise  (12) | Show that you can be enterprising in the way you learn, work and manage your career | **4,5,6** |  |  |  |  |
| Developing personal financial capability  (13) | Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you | **3** |  |  |  |  |
| Identifying choices and opportunities  (14) | Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal | **2** |  |  |  |  |
| Planning and deciding  (15) | Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you | **3** |  |  |  |  |
| Handling applications and interviews  (16) | Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success | **3** |  |  |  |  |
| Managing changes and transitions  (17) | Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment | **5,7** |  |  |  |  |

 **Careers, Employability and Enterprise Audit against the CDI Framework**

**(Please enlarge to A3 when looking to complete and highlight the key stage) 16-19 □**

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| **Developing yourself through careers, employability and enterprise education** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Self-awareness (1) | Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work | **3** | ***E.G H&SC Career Analysis and Reflective Activities based on self awarenss*** | ***E.G. Understanding Recruitment Processes in 2020 Session*** | *E.G. Adding to Skills Records, Personal Career Guidance Interview Preparation, Personal Statement Prep etc.* | *E.G Assessment Centre Events with CV and Interview Feedback* |
| Self-determination  (2) | Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement | **3** |  |  |  |  |
| Self-improvement as a learner  (3) | Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences | **3** |  |  |  |  |

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| **Learning about careers and the world of work** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Exploring careers and career development  (4) | Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development | **2** |  |  |  |  |
| Investigating work and working life  (5) | Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction | **2** |  |  |  |  |
| Understanding business and industry  (6) | Explain the main reasons why business organisations change their structures | **5** |  |  |  |  |
| Investigating jobs and labour market information (LMI)  (7) | Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans | **5** |  |  |  |  |
| Valuing equality, diversity and inclusion  (8) | 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 | **3** |  |  |  |  |
| Learning about safe working practices and environments  (9) | Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices | **4** |  |  |  |  |

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| **Developing your career management and employability skills** | | | | | | |
| **Outcome** | **Element of learning** | **Gatsby**  **reference** | **Activities which meet outcomes across the curriculum** | **Activities which meet outcomes through careers / PSHE time** | **Tutor time activities which meet the outcomes** | **Events/Interventions which meet the outcomes** |
| Making the most of careers information, advice and guidance (CEIAG)  (10) | Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services | **2** |  |  |  |  |
| Preparing for employability  (11) | Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers | **4,5,6** |  |  |  |  |
| Showing initiative and enterprise  (12) | Develop and apply enterprise qualities and skills in your approach to learning, work and career planning | **4,5,6** |  |  |  |  |
| Developing personal financial capability  (13) | Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work | **3** |  |  |  |  |
| Identifying choices and opportunities  (14) | Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, 3employment and volunteering options o3pen to you | **2** |  |  |  |  |
| Planning and deciding  (15) | Kn7ow how to make career enhancing plans and decisions including developing the resilience required to sustain them | **3** |  |  |  |  |
| Handling applications and interviews  (16) | Know how to prepare for, perform well and learn from participating in selection processes | **3** |  |  |  |  |
| Managing changes and transitions  (17) | Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions | **7** |  |  |  |  |

**https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf**

1. Walker Riverside Academy <https://www.walker.academy/> [↑](#footnote-ref-1)
2. Taking from Skills Builder Framework <https://www.skillsbuilder.org/framework> [↑](#footnote-ref-2)
3. CDI Framework <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf> [↑](#footnote-ref-3)
4. CDI Framework <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf> [↑](#footnote-ref-4)