



Careers, Employability and Enterprise Audit against the CDI Framework

(Please enlarge to A3 when looking to complete)

Developing yourself through careers, employability and enterprise education						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Self-awareness (1)	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work	3				
		4				
		16-19				
Self-determination (2)	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development	3				
		4				
		16-19				
Self-improvement as a learner (3)	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change	3				
		4				
		16-19				

Learning about careers and the world of work

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Exploring careers and career development (4)	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.	3				
		4				
		16-19				
Investigating work and working life (5)	Investigating people's changing 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.	3				
		4				
		16-19				
Understanding business and industry (6)	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	3				
		4				
		16-19				
Investigating jobs and labour	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information	3				

market information (LMI) (7)	when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	4				
		16-19				
Valuing equality, diversity and inclusion (8)	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.	3				
		4				
		16-19				
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	3				
		4				
		16-19				

Developing your career management and employability skills						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Making the most of careers information,	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance	3				

advice and guidance (CEIAG) (10)	which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	4				
		16-19				
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	3				
		4				
		16-19				
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	3				
		4				
		16-19				
Developing personal financial capability (13)	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.	3				
		4				
		16-19				

Identifying choices and opportunities (14)	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	3				
		4				
		16-19				
Planning and deciding (15)	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.	3				
		4				
		16-19				
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.	3				
		4				
		16-19				
Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	3				
		4				
		16-19				

