CORE PROGRAMME

# Designing Career Learning Programmes

THEORY

LMI

PARTNERSHIPS

## Day 2

Building on your understanding of the Careers Leader role from Day 1

# Designing Careers Programmes

## Welcome to Day 2

Focuses on designing an effective careers learning programme.
Building on your understanding of the Careers Leader role from Day 1

# Learning Outcomes

**Apply career learning theories**

**Understand professional responsibilities**

**Design career learning**

**Plan progression**

**Integrate Labour Market Information**

**Develop partnerships**

# What have you changed

## Complete the sentence "Since Day One I have..."

Teams Poll

# Professional Practice Challenge

## What happened after your discussion with your senior leader?

# Professional Standards


CAREER DEVELOPMENT INSTITUTE
CODE OF ETHICS

Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI members adhere.

The CDI, whilst recognising the diversity of backgrounds and work contexts of its members, requires all members to be just and fair to all, to respect human rights and dignity and to adhere to legal requirements and obligations. All members are required to uphold the highest standards of professional behaviour as set out in the principles below.

1. Accessibility
2. Accountability
3. Autonomy
4. Competence
5. Confidentiality
6. Continuous Professional Development
7. Duty of Care – to Clients, Colleagues, Organisations and Self
8. Equality
9. Impartiality
10. Transparency
11. Trustworthiness

GATSBY BENCHMARKS

matrix®

Ofsted
raising standards
improving lives

Department for Education

Statutory guidance
**Careers guidance and access for education and training providers**
Updated 8 May 2025

QUALITY IN CAREERS STANDARD

# Professional Standards and Ethics - Activity

## Professional Standards in Education

Uphold high-quality teaching, learning & assessment

Maintain evidence-based practice

Commit to CPD (Continuing Professional Development)

Promote inclusivity, equality & safeguarding

Collaborate across schools, colleges, employers & agencies

## CDI Code of Ethics – Key Principles

Client-centred practice → act in the best interests of learners

Impartiality → provide unbiased, balanced guidance

Confidentiality → respect privacy and data protection

Transparency → be open about boundaries and limitations

Professional Integrity → honest, accountable, evidence-led

Respect & Equality → promote diversity, fairness and inclusion

# Reflection

## Complete Professional Standards self-audit

# Career Learning Theories

Key theories that inform career learning and development

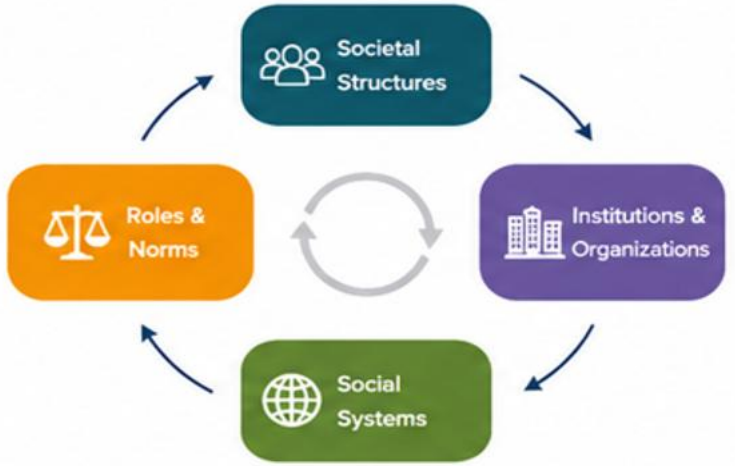
## Differentialism – Trait & Factor Theory



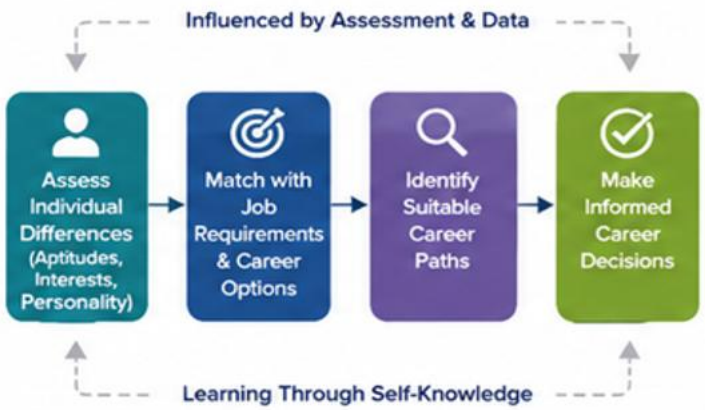

## Developmentalism – Lifespan Development Theory




## Structuralism – Systems Theory




## Differentialism in Career Learning




## Developmentalism in Career Learning




Adapting Across Life Stages and Transitions

## Structuralism in Career Learning




Context • Systems • Opportunities • Outcomes

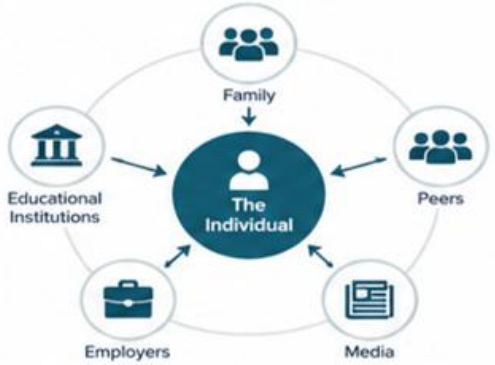
# Career Learning Theories

Key theories that inform career learning and development

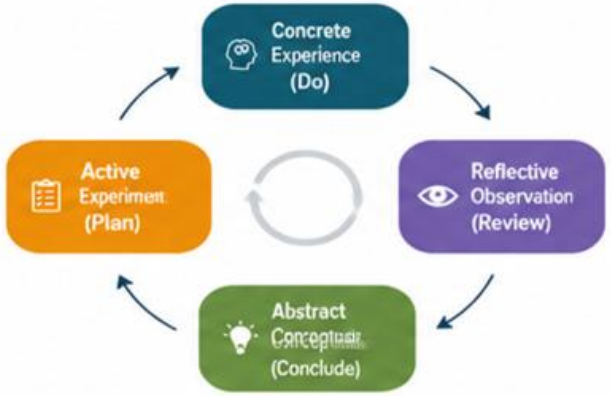
## Law & Watts – DOTS Model




## Bill Law – Community Interaction Theory




## Kolb – Experiential Learning Cycle




## Social Cognitive Career Theory (SCCT) Lent, Brown & Hackett




## Savickas – Career Construction Theory




Building a life story and adapting to change

## Krumboltz – Planned Happenstance Theory




Chance events + Prepared mind = Opportunity

# Career in Action Theory

*(Developed by Mark L. Savickas)*




**Building a life story and adapting to change**

| | |
|---|---|
| **What is it?** | A theory that focuses on developing adaptive resources (adapt-abilities) to manage career tasks, transitions and change. |
| **Key idea** | Individuals construct their careers by building the four adapt-abilities to deal with current and future career development tasks. |
| **Why it is important** | • Helps individuals prepare for the future.<br>• Supports proactive career planning and decision-making.<br>• Builds resilience and adaptability in a changing world of work. |
| **Implications for career learning** | Career learning should provide opportunities and experiences that develop all four adapt-abilities across different stages of a learner's journey. |

**Key idea:**

Career success depends on how well individuals adapt to change by using the four adapt-abilities of concern, control, curiosity and confidence.

# Social Emancipatory Theory

*(Developed by Freire, 1970s; applied to career learning)*




**Career learning is a tool for personal empowerment and social change.**

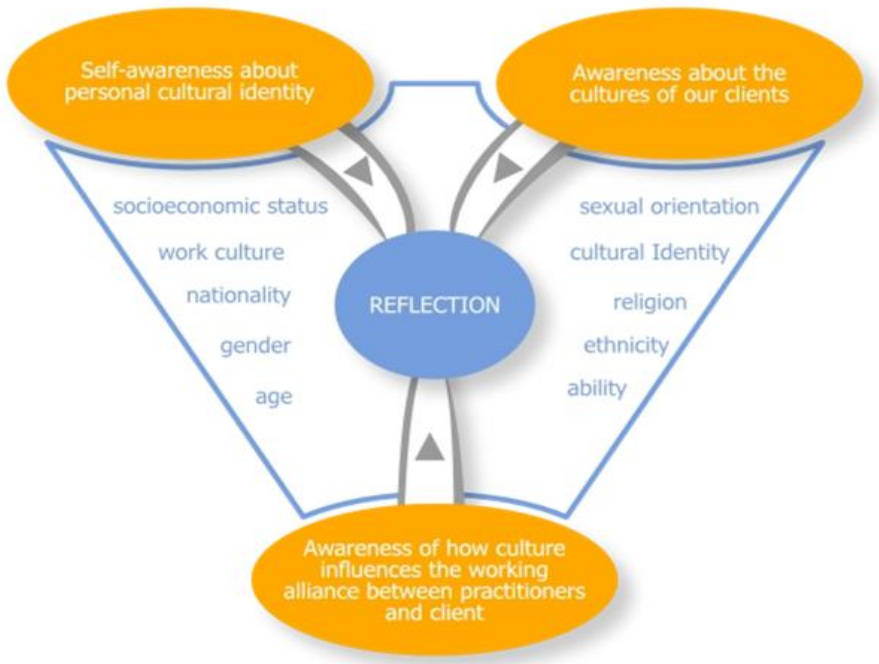
| | |
|---|---|
| **What is it?** | A theory that sees career learning as a means of promoting social justice and equity, by challenging oppression and empowering individuals and communities. |
| **Key idea** | Learners develop critical awareness and take action to transform their own lives and the systems that create inequality. |
| **Why it is important** | • Helps challenge stereotypes, discrimination and barriers.<br>• Promotes inclusion, equality and diversity.<br>• Empowers learners to shape their own futures and communities. |
| **Implications for career learning** | Career learning should be inclusive, culturally responsive and empowering. It should encourage learners to question, reflect and act, and support them to overcome barriers and create opportunities for themselves and others. |

**Key idea:**

Social emancipation in career learning means empowering individuals to challenge inequality and work toward a more just and inclusive society.

# Modern Career Development Theory

Culture-Infused Career Counselling Model (CICC)
Nancy Arthur 2013




The WOOP Model
Gabriele Oettingen, 2014

Positive thinking and Oettingen's critique

Figure A




The WOOP Model - theory

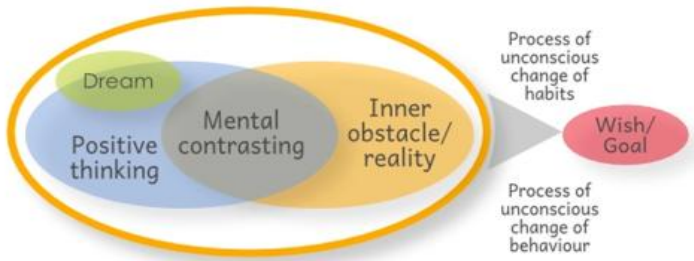



Figure B

# Theory into Practice



# Reflection

## Which theory best supports your current programme?

# Labour Market Information

## Why does it matter?

# Understanding the full range of pathways

- Education
- Training
- Employment
- Self-Employment
- Volunteering
- Gap Year

**Where and when do learners encounter these pathways within your programme?**
**Are there any gaps or points where one route is given greater prominence than another?**

# LMI in your Programme

1

Where is LMI currently incorporated?

2

Is it current?

3

local, regional and national?

4

accessible to different learners?

5

used progressively across year groups?

6

linked to curriculum learning?

7

used to challenge assumptions and stereotypes?

8

What would you improve?

# LMI Activity

## I want to be .....

# Partnerships

THE CAREERS & ENTERPRISE COMPANY




SLT, Teaching & Support Staff

## *Nobody Delivers Careers Alone*









# Partnerships in Practice – Activity

**A local employer offers to come into school and give a general presentation to**

**Year 10 about their company.**

- **Purpose?**
- **Learner need?**
- **Preparation?**
- **Follow-up?**

**Jordan's Employer Offer**

1

2

3

4

## Different Views in School



When I mention the offer to colleagues, I get mixed reactions.

One teacher says we should say yes straight away because students need to hear from employers.

Another colleague says a large talk could work well in assembly time and would be easy to organise.

But someone else questions whether a one-off presentation to the whole year group would really engage students.

The SENDCO asks how accessible the session would be for students with additional needs, and whether the employer would be able to adapt their approach.

A subject teacher suggests that, instead of a general talk, the employer might support a more interactive session or link their input to curriculum learning.

It becomes clear that this is not just about fitting something into the calendar. I need to think about quality, relevance and purpose.

# Power-Interest Grid

| | | |
|---|---|---|
| | **KEEP SATISFIED** | **MANAGE CLOSELY** |
| **HIGH POWER** | Add stakeholders here:<br>•<br>•<br>• | Add stakeholders here:<br>•<br>•<br>• |
| | **MONITOR** | **KEEP INFORMED** |
| **LOW POWER** | Add stakeholders here:<br>•<br>•<br>• | Add stakeholders here:<br>•<br>•<br>• |
| | **LOW INTEREST** | **HIGH INTEREST** |

# Negotiating Partnerships



# Reflection & Challenge

## Key Learning

**Three biggest takeaways.**

# Questions – Now that you have completed Day 2

## Question 1

1. What's the most important thing you've learned from the session and your discussions today? Is there something you'd like to celebrate or recognise in your practice?

## Question 2

2. Has today highlighted a gap or something you'd like to put in place? What, when and how?

## Question 3

3. What support do you need from leadership or others to address immediate priorities? What discussions should you have with your line manager to move forward?

# Next steps and moving forward

- How can you harness these ideas and make them part of your strategic careers plan?
- Now consider three strategic aims (you may want to create more) for planning your careers development programme.

# Accreditation & Assessment

- Unit 18 Assessment Criteria - 18.2.1 / 18.2.2 https://youtu.be/xnb5vY-4NLw
- Unit 19 Assessment Criteria - 19.1.1 / 19.1.2 - https://youtu.be/57j17Gdwgh8
- Unit 19 Assessment Criteria - 19.5.1 - https://youtu.be/tRenBz1Sg9E
- Unit 19 Assessment Criteria - 19.5.2 - https://youtu.be/y1mFsnxFpWo