

CDI 16-19 Learning Outcomes - students

Area of learning		Learning outcome statement	Things you know that work
Developing yourself through careers, employability and enterprise education	1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	
	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	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	
Learning about careers and the world of work	4	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	
	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	
	6	explain the main reasons why business organisations change their structures	
	7	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	
	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	

	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	
Developing your career management and employability skills	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	
	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	
	12	develop and apply enterprise qualities and skills in your approach to learning, work and career planning	
	13	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	
	14	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	
	15	know how to make career enhancing plans and decisions including developing the resilience required to sustain them	
	16	know how to prepare for, perform well and learn from participating in selection processes	
	17	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	

1. Attitude. Skills and experience. Personal achievements.
2. Improved attendance. Work experience or academic achievement. Volunteering such as National Citizen Service, local youth groups. Part time work.
3. Skills, references, open evenings, events, presentations to younger students. Young Enterprise Business Challenge.
4. Career websites e.g. i-could, Start. Interviews, talking to family and employers. Work experience.
5. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts. Voluntary sector. Travel. Working away from home.
6. Shareholders any current value, do they pay dividends? Goodwill. Profit margins. Downsizing, Technology, Trends. Expansion. Rates.
7. Being able to understand LMI and labour intelligence data of future requirements both locally and regionally, e.g. how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time. Which jobs are likely to decrease and which sectors are likely to expand. Students research the different websites – local LEP, National Careers Service, LMI for All, Start, iCould, university websites, apprenticeships
8. Race, religion, age, disabilities and any other barriers to equality and inclusion
9. Health and safety at work, risk assessment, hazard awareness. Employer liability. Trade unions.
10. Talking to employers, college interviews, part time jobs, careers interviews, university visits, Alumni, mentors
11. Work experience, improved attendance, college course, employability passport, digital badges
12. Careers action plan. Critical thinking, NCS programme
13. Part time work or savings. Young Money website. Barclays LifeSkills. Bank websites. Knowledge of ISA. Renting property and landlord responsibilities
14. Open evenings, taster days, Company websites. Following an Apprenticeship against attending an HEI. Attending a local university and staying at home. Greater awareness of qualifications and earning more over their working life.
15. How are you making decisions and plans? How do family and friends networks support you? Have you had to solve any problems?
16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing. Skype and phone interviewing skills
17. Update CV. Improve Personal Statement. Reference, include taster day visits. How to deal with set-backs.