

Mapping the two frameworks

The learning outcomes and activities are suggestions and depend on the setting, the delivery and resources available for your careers programme. The numbers in the Learning Area refer to the 17 learning outcomes from the CDI Framework for Careers, Employability and Enterprise Education 2020.

Learning Area	Key Stage 3 Learning Aims	Activities to support the learning area	Examples of Learning Outcomes related to Key Stage 3 Learning Aims – Pupils will be able to
 <p>Grow throughout life</p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p>1,2,3,8,10</p>	<ul style="list-style-type: none"> being aware of the sources of help and support available and responding positively to feedback being aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things recording achievements being aware of heritage, identity and values 	<ul style="list-style-type: none"> Pupils identify who is part of their personal network and create a guide to 'Making the most of information, advice and guidance' in their school to support their thinking and decision making especially at transition points Pupils use computer-aided programmes to explore the subjects being offered at KS4 and post 16 during the school's Option process Pupils use the school's 'Learner Journey' as part of an introduction to school life 'This is me' activity where pupils are given a set of questions to answer. Pupils are encouraged to talk to their peers Pupils complete a range of self-assessment exercises and record the results in their career action plan/e-portfolio Provide anti-stereotype activities such as '10 minute scenario cards' to raise awareness and discussion in tutor time 	<ul style="list-style-type: none"> Access an appropriate range of sources for help, support and advice within defined contexts Look at all possibilities for identifying the skills and qualifications required to progress either into employment opportunities or to continue into further and higher education Tell their own story, how they are making progress and what they need to do to raise their achievement and improve their wellbeing Describe their strengths and what their personal likes are and complete the first stage of their career action plan/e-portfolio Understand the issues of protected characteristics including, race, religion, gender, disability and identify how to stand up to stereotyping and discrimination that is damaging to them and those around them
 <p>Explore Possibilities</p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p>7,10,16</p>	<ul style="list-style-type: none"> being aware of the range of possible jobs identifying common sources of information about the labour market education system being aware of the main learning pathways (e.g. university, college and apprenticeships) being aware that many jobs require learning, skills and minimum qualifications being aware of the range of different sectors and organisations where they can work being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> Say what is LMI including SIC & SOC and why they need to be aware of it for making future decisions Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, National Careers Service Provide a flowchart to 'making the most of information, advice and guidance' in our school to support their thinking and decision making especially the end of 'Key stage 3 Pupils can access events such as careers speed networking events or 'business safaris' to hear from a range of employers about opportunities linked to regional LMI Pupils are reflected on and share back what they learn about cultures of the workplaces they visit or hear about from employers 	<ul style="list-style-type: none"> Identify the people able to provide informed advice and guidance on subject choices/ career ideas and understand the implications of the possible pathways ahead for you Show an awareness of what labour market information (LMI) is and how it can be useful to them Develop the necessary skills to complete job application procedures Understand how to prepare for interview practice that may cover roles of responsibility in school, the local community for a part time job, baby-sitting, or work experience and into Further Education or the world of work
 <p>Manage Career</p> <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p>4,11,15,17</p>	<ul style="list-style-type: none"> being aware that career describes their journey through life, learning and work looking forward to the future imagining a range of possibilities for themselves in their career being aware that different jobs and careers bring different challenges and rewards managing the transition into secondary school and preparing for choosing their GCSEs learning from setbacks and challenges 	<ul style="list-style-type: none"> Explain what the term 'career' means to them Pupils can quiz employers they meet through employer encounters to find out how they have managed opportunities and set back Keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability in their career action plan/e-portfolio Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school Engage in target-setting and review activities with their tutor and subject teachers Discuss their options with a Careers adviser as part of a careers interview Be positive, flexible and well prepared for their move into key stage 4 through completing and reflecting on their career action plan setting new personal goals if necessary 	<ul style="list-style-type: none"> Understand how the process of action planning gives them the chance to think about how their studies will prepare them for the future, whether it is for Options, exams or for work-related experiences Understand which skills are necessary skills required to prepare them for their career destination Develop their knowledge and skills in drawing up a realistic action plan that can be regularly reviewed Understand how to negotiate and make plans and decisions as part of their Options at Key Stage 3 to help them get the qualifications, skills and experiences they need
 <p>Create opportunities</p> <p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</p>	<ul style="list-style-type: none"> developing friendships and relationships with others being aware that it is important to take initiative in their learning and life being aware that building a career will require them to be imaginative and flexible developing the ability to communicate their needs and wants being able to identify a role model and being aware of the value of leadership being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> Create a visual diagram to show their personal networks of support – family and friends, the groups to which they belong, teachers and they can identify the role of impartiality and the sources of partiality from the network State what are the qualities and skills needed to be an entrepreneur Show how they use the qualities and skills when being enterprising as part of 'drop-down days', challenges, through subjects Pupils can design their own questions for an employer encounter to better understand employers' employees' career paths and choices Record and maintain their career action plan etc recording when they have demonstrated the qualities and skills of being enterprising 	<ul style="list-style-type: none"> See how parents, families and friends have a considerable influence but teachers, advisers, employers and the voluntary sector have an important role to play too Identify the people able to provide informed advice and guidance on subject choices/ career ideas and understand the implications of the possible pathways ahead Identify an obstacle to future plans and decide how this might be overcome Recognise when they are using entrepreneurial qualities and skills in their subjects
 <p>Balance life and work</p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<ul style="list-style-type: none"> being aware of the concept of work-life balance being aware that physical and mental wellbeing are important being aware of money and that individuals and families have to actively manage their finances being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles being aware of rights and responsibilities in the workplace and in society recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> Identify what are the health & safety risks to themselves and others as they move around the school and use different subject rooms and know how to minimise the risks Show how to get the most from a personal budget, understand and use financial words Work as part of a team and within a set budget to raise funds for the school/ academy's chosen local charity saying how I contributed to the outcome Pupils can quiz family or employers they meet through employer encounters & experiences about how they manage work/life balance Pupils use the information from the local authority to write a 'true or false' quiz to test other pupils' knowledge of the laws and by-laws relating to employment of school-age children Identify and show how to stand up to stereotyping and discrimination that is damaging to them and those around them 	<ul style="list-style-type: none"> Recognise the relevance and importance of personal safety and the safety of those around them in the workplace Show that they can manage your own budget and contribute to household and school budgets Know about the laws and by-laws relating to permitted hours and types of employment; and know how to minimise health & safety risks Know that their contributions to school life will be valued and they will be respected in line with the principles of British values
 <p>See the big picture</p> <p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career</p> <p>5,6</p>	<ul style="list-style-type: none"> being aware of a range of different media, information sources and viewpoints being aware that there are trends in local and national labour markets being aware that trends in technology and science have implications for career being aware of the relationship between career and the natural environment being aware of the relationship between career, community and society being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> Select the relevant careers information and say which one's interest them Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change Consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions Pupils use website video clips to support a teacher/employer led discussion on a series of career related issues 	<ul style="list-style-type: none"> Use a range of different media to explore and gain an understanding of business and industry Give examples of different kinds of work and why people's satisfaction with their working lives can change Find out about the different types of work available and how work patterns are changing Describe the organisation and structure of different types of business

Learning Area	Key Stage 4 Learning Aims	Activities to support the learning area	Examples of Learning Outcomes related to Key Stage 4 Learning Aims – Pupils will be able to
 <p>Grow throughout life</p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p>1,2,3,8,10</p>	<ul style="list-style-type: none"> responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things reflecting on and recording achievements, experiences and learning considering what learning pathway they should pursue next reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> Pupils revisit the school's Learner Journey or their career plan to reflect on achievements so far and plan for KS4 as part of tutor time. Using paired discussion, they talk about their expectations from their subjects Pupils complete an occupational Interests questionnaire and discuss the results with their mentor/tutor/coach Pupils set personal and learning targets to build on their strengths Pupils who have had placements in similar working environments compare and contrast what they learnt from their work experience Pupils discuss their options with family friends/social network, school staff and career specialists and carefully weigh up the advice received Pupils are introduced to employers through facilitated network meetings 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' 	<ul style="list-style-type: none"> Recognise how they are changing, what they have to offer and what's important to them Explain how they use positive versions of their own skills, interests and values to progress and achievement Review and reflect upon how they have benefitted from careers education Build and make the most of their 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 Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues
 <p>Explore Possibilities</p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p>7,10,16</p>	<ul style="list-style-type: none"> which one they want to follow and how they will access and succeed in it researching the learning and qualification requirements for jobs and careers that they are interested in researching the range of workplaces and what it is like to work there researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans Pupils use comprehensive websites to research local LMI and use this information when considering part time work Employers are engaged in supporting teachers to highlight the relevance of their subject and curriculum to future careers and opportunities Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates Students identify what they are looking for from an employer in terms of workplace culture Students take part in a mock interview in preparation for their forthcoming work experience interview and placement 	<ul style="list-style-type: none"> Find relevant labour market information (LMI) and know how to use it in their career planning Know their rights and responsibilities in a selection process and strategies to use to improve their chances of being chosen Research their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Build and make the most of their 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>Manage Career</p> <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p>4,11,15,17</p>	<ul style="list-style-type: none"> recognising the different ways in which people talk about career and reflecting on its meaning to them building their confidence and optimism about their future making plans and developing a pathway into their future considering the risks and rewards associated with different pathways and careers taking steps to achieve in their GCSE-16 pathway and make a decision about their post-16 pathway thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> Pupils weigh up the pros and cons of single-career, serial careers, portfolio careers and lifestyle careers. This could be through a series of careers talks presented in a 'speed dating' exercise Pupils practise filling out the sections on sample application forms that ask them to provide evidence of skills and qualities that they have demonstrated Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept Employers are involved with the work experience programme, preparation, placement and debrief Some pupils have part-time jobs, they identify their personal and employability skills that they have been developing and talk about the challenges and setbacks they have encountered Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) 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 	<ul style="list-style-type: none"> Explain key ideas about career and career development Show they are continuing to develop the qualities and skills they will need to improve their employability Make plans and decisions carefully including how to solve problems and deal appropriately with influences on them Review and reflect on previous transitions to help them improve their preparation for future moves in education, training and employment
 <p>Create opportunities</p> <p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</p>	<ul style="list-style-type: none"> developing friendships and relationships and reflecting on their relationship to their career starting to take responsibility for making things happen in their career being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them being willing to speak up for themselves and others being able to discuss roles models and reflect on leadership researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> Working with local employers, pupils attend a session on techniques to successful marketing. Pupils are set the challenge of developing themselves as a brand or to write an elevator pitch etc Local employers provide longer-term business competitions to develop enterprising and entrepreneurial skills Through an experience of the workplace students set a task by the employer focused on developing entrepreneurial skills Pupils draw up a list of questions to ask 'stallholders' that they want to meet at a forthcoming careers fair/skills show 	<ul style="list-style-type: none"> Show that they can be enterprising in the way they learn, work and manage their careers Research their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues
 <p>Balance life and work</p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<ul style="list-style-type: none"> reflecting on the different ways in which people balance their work and life reflecting on their physical and mental wellbeing and considering how they can improve these recognising the role that money and finances will play in the decisions that they make and, in their life and career recognising the role that they play in their family and community and considering how that might shape their career considering how they want to move through different life stages and manage different life roles developing knowledge of rights and responsibilities in the workplace and in society identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<ul style="list-style-type: none"> 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 An HR consultant provides a talk on rights and responsibilities at work 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 As part of an experience of the workplace students can present to employers recommendations for improving work/life balance for their employees 	<ul style="list-style-type: none"> Be aware of their responsibilities and rights as a student, trainee or employee for following safe working practices Show that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training Show they understand the underpinning principles of British Values; Democracy, the rule of law, individual liberty and mutual respect and tolerance
 <p>See the big picture</p> <p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career</p> <p>5,6</p>	<ul style="list-style-type: none"> evaluating different media, information sources and viewpoints exploring local and national labour market trends exploring trends in technology and science exploring the relationship between career and the environment exploring the relationship between career, community and society exploring the relationship between career, politics and the economy 	<ul style="list-style-type: none"> Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years. employers are invited in to discuss local changes to work and the impact on society 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 An employee from both models prepares and delivers a talk and question session with the teacher 	<ul style="list-style-type: none"> Explain how work is changing and how this may impact on people's satisfaction with their working lives Explain different types of businesses, how they operate and how they measure success

Learning Area	Post 16 Learning Aims	Activities to support the learning area	Examples of Learning Outcomes related to Post 16 Learning Aims – Pupils will be able to
 <p>Grow throughout life</p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p>1,2,3,8,10</p>	<ul style="list-style-type: none"> actively seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to their others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values 	<ul style="list-style-type: none"> Students write a statement of their career and their personal e-portfolio they are keeping Students co-construct a personal statement or an application they are making (e.g. through UCAS) with the aid of a trusted adult Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers, employability and enterprise activities An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace Employer led career learning activity as part of preparation for a work placement. 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 Students as part of an aspirations programme are linked with a business mentor to support them Students practise how to perform well when completing a group problem-solving exercise as part of a selection process Students present to peers recruitment processes for 2 local/national businesses highlighting the different approaches and expectations 	<ul style="list-style-type: none"> Assess how they are changing and be able to match their interests and values to requirements and opportunities in learning and work Reflect on the positive elements in their career story to show the responsibility they are taking for managing their own progress, achievement and wellbeing Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to them as learners Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for their behaviour and others Develop and make the most of their personal networks of support and show that they are a proactive and discerning user of careers information, advice and guidance
 <p>Explore Possibilities</p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p>7,10,16</p>	<ul style="list-style-type: none"> having a clear understanding of the learning pathways and qualifications that they will need to pursue their career actively researching and reflecting on workplaces, workplace culture and expectations analysing and preparing for recruitment and selection processes 	<ul style="list-style-type: none"> Students investigate trends in HE admissions and consider possible implications for their own plans Students access HEI 'Careers' Skills Fairs to gather further information about the different pathways available 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 Students as part of an aspirations programme are linked with a business mentor to support them Students practise how to perform well when completing a group problem-solving exercise as part of a selection process Students present to peers recruitment processes for 2 local/national businesses highlighting the different approaches and expectations 	<ul style="list-style-type: none"> Draw conclusions from researching and evaluating relevant labour market information (LMI) to support their future plans Develop and make the most of their personal networks of support and show that they are a proactive and discerning user of careers information, advice and guidance Prepare for, perform well and learn from participating in selection processes
 <p>Manage Career</p> <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p>4,11,15,17</p>	<ul style="list-style-type: none"> being able to describe the concept of career and say what it means to them building their confidence and optimism about their future and acting on it actively planning, prioritising and setting targets for their future considering the risks and rewards of different pathways and career and deciding between them managing the transition into the post-16 learning context and preparing for post-18 transitions being proactive about being resilient and learning from setbacks 	<ul style="list-style-type: none"> 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. This may be through inspirational career talks Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work. Employer mentors support students in reviewing and reflecting on the development of employability skills. Employers offer part time jobs or work shadowing to support the development of employability skills Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy 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. 	<ul style="list-style-type: none"> Reflect on changing career processes and structures and their effects on people's lives and management of their own career development Explain how they are developing their employability skills to meet their own expectations and the expectations of employers and co-workers Know how to make career enhancing plans and decisions Know how to develop and use strategies which will help them to deal with the challenges of managing their career transitions
 <p>Create opportunities</p> <p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</p>	<ul style="list-style-type: none"> building and maintaining relationships and networks within and beyond the school being proactive about their life, learning and career being creative and agile as they develop their career pathway representing themselves and others acting as a leader, role model or example to others considering entrepreneurialism and self-employment as a career pathway 	<ul style="list-style-type: none"> 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. Students seek volunteering opportunities help to develop enterprise and employability qualities and skills 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 enterprises, FE, HE and the voluntary sector A trade unionist explains the role of trade unions in helping to make work places safer. An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement Students investigate the personal financial implications of working for themselves Students act as mentors and advocates to younger pupils as part of the school/college wellbeing Students demonstrate how democracy works in leading and managing the School/College Students take part in elections for posts of responsibility demonstrating how to argue and defend points of view 	<ul style="list-style-type: none"> Develop and apply enterprise qualities and skills in their approach to learning, work and career planning 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 them
 <p>Balance life and work</p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<ul style="list-style-type: none"> planning for the kind of balance of work and life that they want taking action to improve their physical and mental wellbeing beginning to manage their own money and plan their finances (e.g. thinking about student loans) actively shaping their involvement in their family and community as part of their career planning planning for different life stages and considering the different life roles that they want to play being aware of their role in ensuring rights and responsibilities in the workplace and in society taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them 	<ul style="list-style-type: none"> A trade unionist explains the role of trade unions in helping to make work places safer. An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement Students investigate the personal financial implications of working for themselves Students act as mentors and advocates to younger pupils as part of the school/college wellbeing Students demonstrate how democracy works in leading and managing the School/College Students take part in elections for posts of responsibility demonstrating how to argue and defend points of view 	<ul style="list-style-type: none"> Recognise different levels of risks and rights as a student, trainee or employee for observing safe working practices Show how they have developed their personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work Show they understand and apply the underpinning principles of British Values; Democracy, the rule of law, individual liberty and mutual respect and tolerance
 <p>See the big picture</p> <p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career</p> <p>5,6</p>	<ul style="list-style-type: none"> evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career exploring and responding to local and national labour market trends exploring and responding to trends in technology and science exploring and responding to the relationship between career and the environment exploring and responding to the relationship between career, community and society exploring and responding to the relationship between career, politics and the economy 	<ul style="list-style-type: none"> Students interrogate the key ideas coming out of think tanks such as the Future Work Forum Employers are invited in to debate the topic 'life-work balance' as part of the tutorial programme Through an experience of the workplace students reflect on the impact of the organisational structure and compare their findings with peers 	<ul style="list-style-type: none"> 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 Explain how what businesses do, the way they operate and the way they measure success affects us, including it