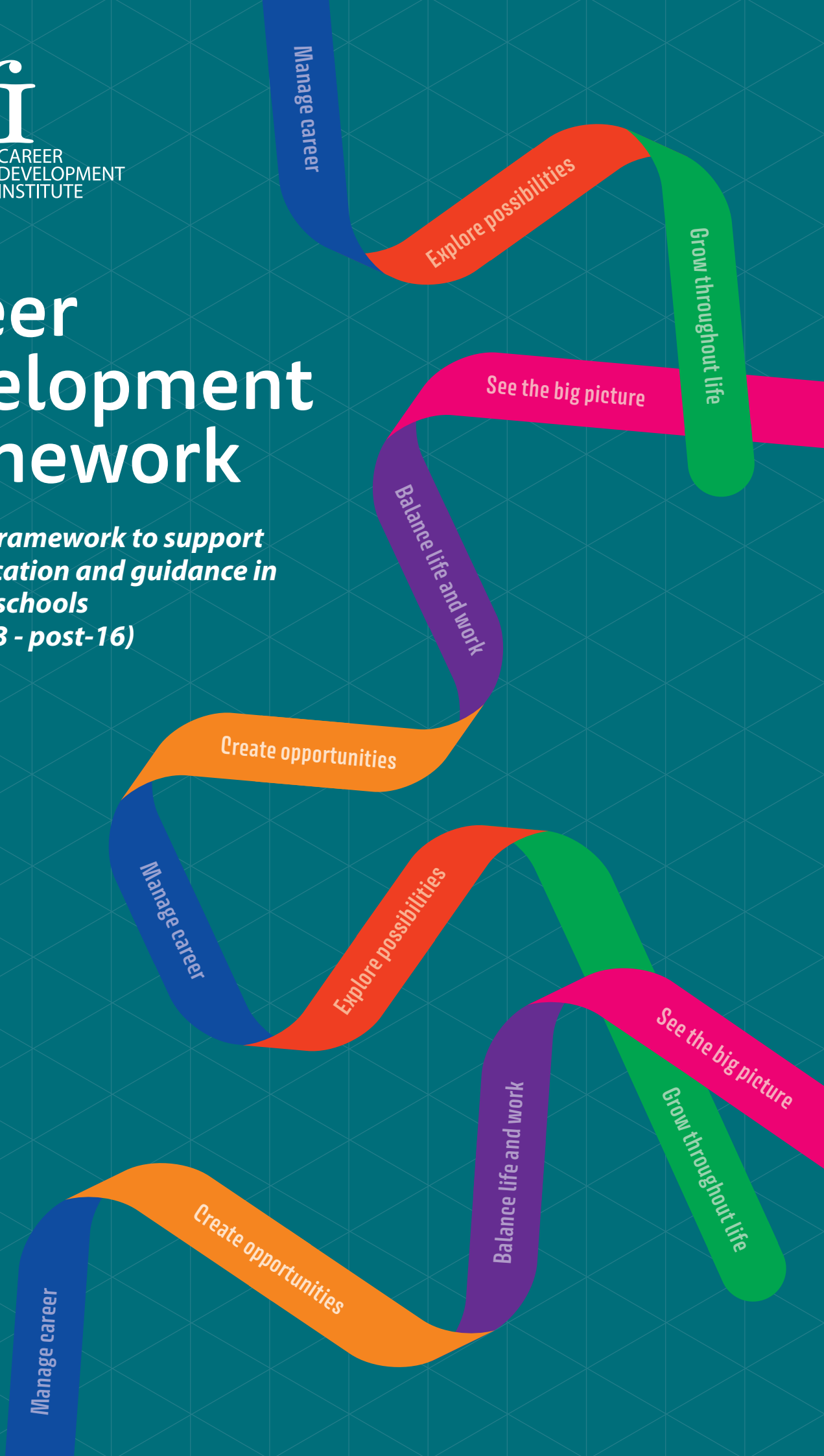


# Career Development Framework

*Using the Framework to support  
career education and guidance in  
secondary schools  
(Key stage 3 - post-16)*



# Introduction

**Career describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on career development skills throughout their lives.**



This document introduces the *CDI's Career Development Framework* for secondary schools. It clarifies the skills, knowledge and attitudes that individuals need to have a positive career and explores how secondary schools can support pupils to build their career development skills. A 'positive career' will mean something different to different people, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should bring

about. The Gatsby Benchmarks set out an evidence-based approach to designing the content and delivery of career development programmes in schools. The CDI Career Development Framework articulates what the learning aims and outcomes of these programmes should be. This is important to all of the Benchmarks, but is particularly central to Benchmark 1 which states that schools 'should have a stable, structured careers programme that has the explicit backing of the senior management team'. The articulation of a set of learning outcomes is central to this and provides the goal that the senior management can get behind.

Career development skills need to be acquired alongside academic and vocational skills and knowledge and employability skills (the skills that you need for work and employment). They can be developed through specific careers activities, within the curriculum (both through other subjects and discrete time for careers education) and during enrichment and extra-curricular activities, as well as through personal guidance.

The CDI Career Development Framework has been developed for use in England. Alternative documents and equivalent frameworks exist in the other UK nations. However the new CDI framework is available as an additional source of reference for any practitioners to use throughout the UK and beyond.

“

***We welcome the CDI's Career Development Framework. The Framework recognises the importance of high-quality, structured careers programmes and also acknowledges the value of the skills, knowledge and attitudes that individuals need to have a positive career. The Framework sets out what knowledge, skills and capabilities career learning is seeking to foster and provides a useful resource that schools and colleges can use in the design and delivery of their career development programmes.”***

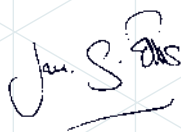
**Department for Education**

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## Acknowledgements

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Jan Ellis, Chief Executive, Career Development Institute (CDI)

# 1 The Career Development Framework

The Career Development Institute has undertaken extensive research and consulted with career development experts and practitioners to identify the six career development skills that people need to have positive careers. (Figure 1)

Schools' career development programmes support pupils to plan, prepare and move towards the rest of their lives. One of the ways in which this happens is through ensuring that pupils have acquired the skills, knowledge and attitudes that they need. Career development programmes should help pupils to learn about how careers work, what strategies are most effective and how to deal with challenges. This process of career development learning should result in pupils acquiring the collection of skills, knowledge and attitudes that are described in the CDI Career Development Framework.

The six skills are the learning aims that career development programmes and interventions in schools should focus on. Such programmes should help pupils to grow throughout life,

explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning aims.

The appendix provides more detail on the six career development learning areas and illustrates the progression in the learning aims as pupils move through key stages three and four and the post-16.

A full description of the research that underpins the CDI Career Development Framework, along with other resources to support the Framework is available on the CDI website at <https://www.thecdi.net/Careers-Framework>.



**“The Skills Builder Partnership welcomes the new CDI Framework as a clear, tangible way to ensure that students are building the career management skills that they need as part of a broad and balanced curriculum.”**

**Tom Ravenscroft (CEO),  
Skills Builder Partnership**



# For a positive career you need to...

(Figure 1)

## Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



## Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



## Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



## Create opportunities

Create opportunities by being proactive and building positive relationships with others.



## Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



## See the big picture

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



## 2 Learning career development skills

**Career development skills need to be actively built through participation in activities such as those set out in the Gatsby Benchmarks. Learning about career and acquiring career development skills is an ongoing process that takes place throughout the school and beyond. It is not just a list to be quickly reviewed and ticked off.**

The Framework supports pupils to understand that career is multifaceted and complex. It is not just a process of choosing a job early in life. It is about ongoing learning which begins at school and continues throughout life.

We can view career development learning as a spiral where learners begin by encountering the idea of career and recognising that they can influence how their career develops. They then build their career development skills by engaging with information, knowledge and experiences, reflecting on this and building a more profound understanding of their context and their career. Ultimately pupils will put the plans and strategies that have been informed by their career development learning into practice. The career development programmes that exist in schools, along with the careers leaders, careers advisers and other educators, provide a scaffold for pupils' learning and help them to move up the career development learning spiral (see Figure 2).

This model of learning is strongly linked to the spiral curriculum approach that is in use in the PSHE curriculum and in other subjects.

A spiral curriculum describes an approach to learning in which pupils revisit key topics during their time in school. So a pupil might first encounter the *exploring possibilities* learning area during a careers lesson in year 7 where they are looking at labour market data. As they move through the school, listen to employer talks, have experiences of the workplace and make educational and career choices they will repeatedly revisit this area. Each experience should build on the last progressively, deepening pupils' understanding of what is possible for them in their career.

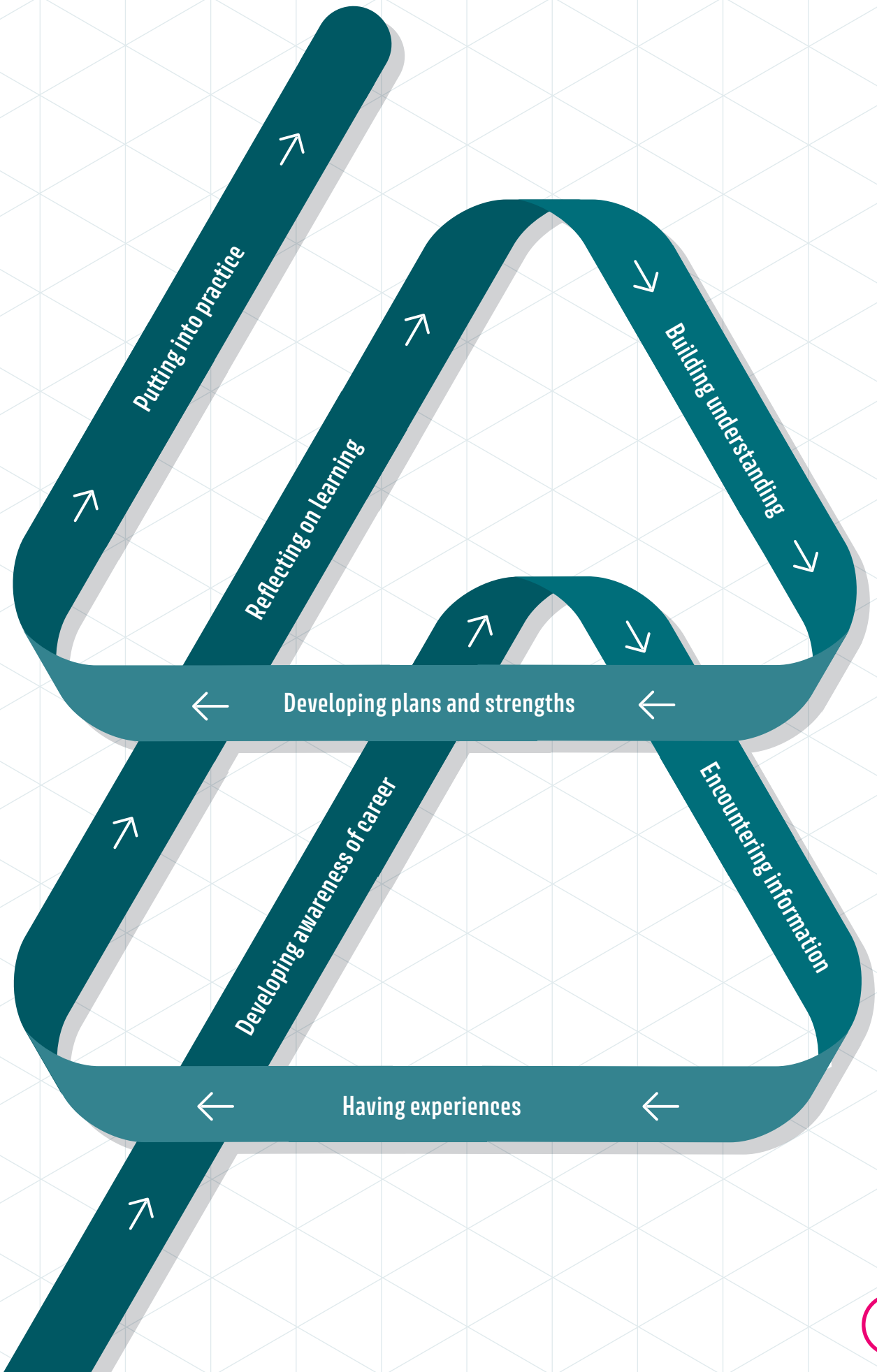
The six career development learning areas should not be 'drip-fed' to students over the course of their schooling. Rather pupils should encounter the whole framework in year 7 (if not before), and then return to it regularly, gradually deepening the knowledge and skills associated with each learning area.

Pupils will develop each of the six career development skills (grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture) at a different pace. Each skill will require its own spiral of career development learning. But, of course the six skills are also linked and so learning in one area will also support learning in another area.

Pupils are not expected to know everything about career by the time that they leave school. The career development learning spiral will continue throughout their lives. As they move into university, apprenticeships or the workplace, they will need to continue to reflect on their careers, engage with new information and contexts, and continue to work on their career development skills. However, the career education that they receive at school should provide them with a solid grounding in each of the career development learning areas and ensure that all pupils are effective independent career learners.

# The career development learning spiral

(Figure 2)



### 3 Incorporating the Framework into schools' careers programmes

There is a strong consensus about what effective careers provision in schools looks like. Provision should be based around the eight Gatsby Benchmarks (<https://www.goodcareerguidance.org.uk/>) and include a mix of information, experiences, curriculum learning and personal guidance. This activity should be embedded into the school's vision and curriculum and backed by the school's leadership, including a careers leader who is the driving force behind the school's careers programme.



The CDI Career Development Framework complements the picture of good career guidance that is set out in the Gatsby Benchmarks. It clarifies what the learning aims for these programmes should be. The Gatsby Benchmarks tell us what a career programme should include, while the CDI Career Development Framework allows schools to define what Ofsted describes as *intent* (what the school is hoping to achieve through the programme). It also provides additional clarity about *implementation* by helping to

define the content of the programme and in the measurement of *impact* as it clarifies what pupils know and can do at the end of this process.

Many schools are also using the Quality in Careers Standard to help them to bring these elements together and quality assure their whole programme.

All eight Gatsby Benchmarks contribute to each of the Framework's six career development learning areas. This is illustrated through the examples given in Figure 3.

**“ We’ve consistently advocated the use of the CDI Framework in our national assessment and accreditation criteria for the Quality in Careers Standard.”**

**Paul A. Chubb MBE (Director),  
Quality in Careers**



# CDI Career Development Framework and the Gatsby Benchmarks


(Figure 3)

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<b>1. A stable careers programme</b>	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
<b>2. Learning from career and labour market information</b>	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
<b>3. Addressing the needs of each student</b>	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme.  Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
<b>4. Linking curriculum learning to careers</b>	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
<b>5. Encounters with employers and employees</b>	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
<b>6. Experiences of workplaces</b>	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
<b>7. Encounters with further and higher education</b>	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
<b>8. Personal guidance</b>	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

## 4 Case studies

### Grow throughout life

 Dame Allan's Schools use psychometric assessments and interest questionnaires designed to support students on their careers journey from year 10 to year 13, and beyond. Students are encouraged to complete these career assessments and then discuss their results during 1:1 personal guidance consultations. In addition, strengths, ideas and interests introduced through the career assessments and profiles are picked up in careers lessons where the students are encouraged to consider how these might inform their career planning.

The use of personalised career assessments helps students to recognise their strengths and skills, and build upon them by reflecting on, recording and articulating their experiences. While there are a range of free psychometric assessments available, Dame Allan's uses a well-established commercial product as they feel that this gives them confidence in the assessment results and makes use of the bespoke guidance profiles provided by the tool. It also allows them to track students' career choices over time. Students can also update their interest questionnaires as they develop and the lifelong log-in means that these careers resources are also available to students even once they leave school which is of great value for the young person to self-understand how they grow throughout life.

### Explore possibilities

 The Harris Church of England Academy addresses the *explore possibilities* learning area in Key Stage 4 through a mock interview activity. During careers education lessons (in PSHE) pupils are asked to identify the 'job of their dreams' and to write an application for this job. They are provided with support and guidance about preparing for an interview and invited to an interview. The school engages a wide range of employer volunteers to conduct the mock interviews. During 2020-21, when face-to-face meetings were not possible, the mock interviews took place online using platforms such as Google Meets, Microsoft Teams and Webex. This gives the students an opportunity to engage with and get feedback from actual employers.

The activity requires students to do some research and thinking about their 'dream job' and gives them direct experience of how recruitment and selection processes work and what they need to do to succeed in them. It requires time to liaise with employers and get them on board. It also requires time within the PSHE curriculum both for preparation and the delivery of the activity. Additional IT support is also valuable if it is going to be run online.



**“I’m very impressed by the new CDI Framework, the easy to understand format makes clear that good careers guidance and decision making is not a one off thing but a whole life activity that impacts on an individual’s wellbeing.”**

**Katharine Horler (CEO), Adviza**

### **Manage careers**



Heckmondwike Grammar School has developed a programme running from year 7 to year 13 which is designed to support pupils to engage with the world of work and consider how best to develop their careers within it. Key elements of this programme include a session on decision-making in year 8 which helps them to decide on their GCSEs but also engages them in wider thinking about decision-making. In year 13 a ‘future careers academy’ introduces students to LinkedIn and other career management tools and provides an opportunity to engage directly with employers.

The whole programme helps students to build their understanding the concept of career, to build a plan for their own career, make decisions and think about their consequences and begin the process of making transitions. The school has made extensive use of parents and alumni as key resources for young people’s career development. In 2020-21 a lot of the engagement with employers, parents and alumni was delivered successfully online.

### **Create opportunities**



Harton Academy organises an enterprise competition for pupils in year 7. This competition begins with 12, one-hour lessons on the future labour market and the importance of employability skills for their future careers. The pupils then complete different activities such as rock climbing, escape room challenges, fundraising projects and give a presentation on the employability skills they have developed.


In the summer term, when all students have completed their employability skills course, the students undertake an enterprise challenge that the school has developed with its Enterprise Adviser. This takes place as a one-day, drop-down event and highlights the importance of employability skills and encourages students to be creative and enterprising. As well as interviewing employers, pupils market a new product and present this to the group. This experience simulates real work experience and encourages pupils to think about how businesses win opportunities. Student presentations are judged at the end of the day and prizes are awarded for the best marketing idea and presentation as well as individual awards for excellent students.

Through this activity pupils meet a range of the outcomes set out in the *create opportunities* learning area. These include working in teams and developing working relationships, increasing their awareness of the importance of taking initiative and being imaginative and flexible, and developing their communication and leadership skills. It also links strongly to the *grow throughout life* learning area.






### **Balancing life and work**

 Nottingham High School uses labour market information and resources about money management and financial planning to deliver a lesson embedded in the year 10 maths curriculum. The lesson begins by asking pupils to use an online labour market information portal to find three jobs with a salary of between £15,000 and £25,000 and three with a salary of over £60,000. The rest of the lesson then looks at tax and pensions to help pupils to understand more about how a pay packet is put together. This also involves pupils in undertaking a range of mathematical calculations to look at things like percentages and compound interest.

This session is focused on the planning and managing of personal finances and on the rights and responsibilities of workers. It also opens up a range of other issues related to the *exploring possibilities* and the *seeing the big picture learning* areas. The lesson has proved to be an effective way to embed career learning into the curriculum as it requires pupils to demonstrate their competence in mathematics as well as addressing careers and personal finance.

### **See the big picture**

 Tendring Technology College has designed a Careers Tutor Programme to ensure students see the big picture. This is delivered during a 20 minute slot once per week across Years 7-11 using resources provided in Google Drive. An integral theme is local labour market information, including the local community and society. Students interpret statistics on the local economy, investigate community initiatives and evaluate employment opportunities in the area.

The big picture is put into perspective by showcasing their well-established alumni network. Another key focus on the programme is the impact of external influences on career management. Students investigate gender stereotypes in STEM and new careers brought about by technology. Students learn about personal finances including understanding credit, owning a property and financial survival skills. Learning is assessed through quizzes at the end of each theme.

The tutor programme provides a regular opportunity to deliver careers education. The whole programme helps to build students' knowledge of the wider world and how this might impact their career choices. The programme is shaped around key transitional phases and the wider school career development programme. In 2020-2021 this has been successfully delivered online.



## 5 Developing lessons, activities and resources

The detailed learning aims set out against the age ranges in the appendix to this document clarify what pupils should know and be able to do at the end of each key stage or phase. Careers leaders and other staff involved in careers education and guidance have a key role to play in curriculum planning, to turn these recommended outcomes into lessons, activities and resources.

The appendix breaks down the six career development areas into detailed learning aims associated with each stage. Careers leaders and other staff involved should begin by identifying the learning aim or aims that they want a lesson to focus on. From there an activity or lesson can be developed which meets that aim.

### An example of addressing a career development learning aim

At key stage three the 'grow through out life' area includes a learning aim to *develop pupils' awareness that learning and qualifications are important for career.*

As a careers leader you might decide to organise a programme of talks from employers and employees (addressing Gatsby Benchmark 5). When you invite the speakers, you can brief them that one of the things that you want them to talk about is what learning from school they use in their jobs. You can also ask them to talk about the qualifications that they need for the job that they do.

Hearing about the relationship between learning, qualifications and work from an employer will allow pupils to meet this learning aim and contribute towards them 'growing throughout life'.

When you are developing lessons and activities to meet the six career development learning areas it can be useful to make use of a range of resources and different learning approaches. The ideas for activities and associated resources presented in Figure 4 were identified during the research for the CDI Career Development Framework and may be helpful for each of the six career development learning areas. Many of the activities and resources discussed below can be used to support more than one of the career development learning areas.




### More resources

The Careers & Enterprise Company's resource directory can help you to find a wide range of resources to support your careers programme.

<https://resources.careersandenterprise.co.uk/>

# Example activities and resources to support the CDI Career Development Framework

(Figure 4)

	Activities	Resources
 <b>Grow throughout life</b>	Looking at information about learning pathways	<b>Amazing apprenticeships</b> ( <a href="https://amazingapprenticeships.com/">https://amazingapprenticeships.com/</a> ) <b>Find an apprenticeship</b> ( <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a> ) <b>SACU</b> ( <a href="https://sacu-student.com/?page_id=5821">https://sacu-student.com/?page_id=5821</a> ) <b>Unifrog</b> ( <a href="https://www.unifrog.org/">https://www.unifrog.org/</a> ) <b>UCAS</b> ( <a href="https://www.ucas.com/">https://www.ucas.com/</a> )
	Discussing what skills are needed in life and work.	<b>Barclays Life Skills</b> ( <a href="https://barclayslifeskills.com/young-people/">https://barclayslifeskills.com/young-people/</a> ) <b>Skillsbuilder Hub</b> ( <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a> ) <b>Career Kickstart</b> ( <a href="https://careerkickstart.natwestgroup.com/">https://careerkickstart.natwestgroup.com/</a> )
	Career assessments, psychometric tests and other tools for self-reflection can be useful aids to support pupils in thinking about themselves, their strengths and their aspirations.	<b>16 personalities</b> ( <a href="https://www.16personalities.com/">https://www.16personalities.com/</a> ) <b>Buzz quiz</b> ( <a href="https://icould.com/buzz-quiz/">https://icould.com/buzz-quiz/</a> ) <b>Kudos</b> ( <a href="https://kudos.cascaid.co.uk/">https://kudos.cascaid.co.uk/</a> ) <b>Morrisby</b> ( <a href="https://www.morrisby.com/">https://www.morrisby.com/</a> ) <b>What's your strength</b> ( <a href="https://whatsyourstrength.co.uk/">https://whatsyourstrength.co.uk/</a> )
	Recording and reflecting on achievements	<b>PiXL Edge</b> ( <a href="https://theedge.pixl.org.uk/">https://theedge.pixl.org.uk/</a> )
 <b>Explore possibilities</b>	Using career information resources.	<b>Careercomp@nion</b> ( <a href="https://www.careercompanion.co.uk/">https://www.careercompanion.co.uk/</a> ) <b>Careerpilot</b> ( <a href="https://www.careerpilot.org.uk/">https://www.careerpilot.org.uk/</a> ) <b>Eclips online</b> ( <a href="https://eclips-online.co.uk/">https://eclips-online.co.uk/</a> ) <b>Fast Tomato</b> ( <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> ) <b>Job Explorer Database</b> ( <a href="https://chas.careersoft.co.uk/jed/">https://chas.careersoft.co.uk/jed/</a> ) <b>National Careers Service</b> ( <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a> ) <b>Prospects</b> ( <a href="https://www.prospects.ac.uk/">https://www.prospects.ac.uk/</a> ) <b>Start Profile</b> ( <a href="https://www.startprofile.com/">https://www.startprofile.com/</a> ) <b>Success at school</b> ( <a href="https://successatschool.org/">https://successatschool.org/</a> ).
	Playing career development games	<b>Panjango</b> ( <a href="https://panjango.com/">https://panjango.com/</a> )
	Watching videos and engaging with career stories	<b>icould</b> ( <a href="https://icould.com/">https://icould.com/</a> ) <b>National Careers Week TV</b> ( <a href="https://www.ncwv.co.uk/">https://www.ncwv.co.uk/</a> )
	Looking at company and sector specific resources	<b>See Janet Colledge's list of occupationally focused websites</b> ( <a href="https://www.pinterest.co.uk/careersdefender/occupational-careers-websites/">https://www.pinterest.co.uk/careersdefender/occupational-careers-websites/</a> ) <b>Glassdoor</b> ( <a href="https://www.glassdoor.co.uk/index.htm">https://www.glassdoor.co.uk/index.htm</a> ) <b>Jobs.ac.uk</b> ( <a href="https://www.jobs.ac.uk/">https://www.jobs.ac.uk/</a> ) <b>Medical Mavericks</b> ( <a href="https://www.medicalmavericks.co.uk/">https://www.medicalmavericks.co.uk/</a> ) <b>PwC employability hub</b> ( <a href="https://www.pwc.co.uk/careers/student-careers/employability-hub.html">https://www.pwc.co.uk/careers/student-careers/employability-hub.html</a> ) <b>Step into the NHS</b> ( <a href="https://www.healthcareers.nhs.uk/career-planning/career-advisers-and-teachers/teaching-resources/step-nhs-key-stage-4">https://www.healthcareers.nhs.uk/career-planning/career-advisers-and-teachers/teaching-resources/step-nhs-key-stage-4</a> )
	Exploring vacancy information	<b>Adzuna</b> ( <a href="https://www.adzuna.co.uk/">https://www.adzuna.co.uk/</a> ) <b>Indeed</b> ( <a href="https://www.indeed.co.uk/">https://www.indeed.co.uk/</a> ) <b>Jobcentre Plus</b> ( <a href="https://www.gov.uk/contact-jobcentre-plus">https://www.gov.uk/contact-jobcentre-plus</a> ) <b>Student Ladder</b> ( <a href="https://www.studentladder.co.uk/">https://www.studentladder.co.uk/</a> )
 <b>Manage career</b>	Involving parents in helping pupils to think about and plan their career.	<b>Engaging parents</b> ( <a href="https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice">https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice</a> ) <b>Inspired Teenager</b> ( <a href="https://www.careeralchemy.co.uk/inspired-teenager.html">https://www.careeralchemy.co.uk/inspired-teenager.html</a> )
	Reading career websites and blogs	<b>BBC Bitesize</b> ( <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a> )
	Bringing in employers and employees to talk to pupils.	<b>Inspiring the future</b> ( <a href="https://www.inspiringthefuture.org/">https://www.inspiringthefuture.org/</a> ) <b>Inspiring women</b> ( <a href="https://www.inspiringthefuture.org/inspiring-women/">https://www.inspiringthefuture.org/inspiring-women/</a> ) <b>Speakers for Schools</b> ( <a href="https://www.speakersforschools.org/">https://www.speakersforschools.org/</a> )
	Learning about project management and decision making tools that can be applied to career.	<b>SMART goals</b> ( <a href="https://www.mindtools.com/pages/article/smart-goals.htm">https://www.mindtools.com/pages/article/smart-goals.htm</a> ) <b>YEUK Young ambassador programme</b> ( <a href="https://www.youthemployment.org.uk/ambassadors">https://www.youthemployment.org.uk/ambassadors</a> )

Continued...

## Activities

## Resources



### Create opportunities

Looking at networking and social capital.

Taking part in enterprise and social enterprise competitions, challenges and programmes.

**Linkedin** (<https://www.linkedin.com/>)

**National Citizen Service** (<https://wearencs.com/>)

**NatWest Dream Bigger** (<https://www.business.natwest.com/business/business-services/women-in-business/dream-bigger.html>)

**Princes Trust** (<https://www.princes-trust.org.uk/>)

**Young Enterprise** (<https://www.young-enterprise.org.uk/>)



### Balance life and work

Discussing hypothetical choices and simulating adult life.

Discussing mental and physical health and wellbeing

Learning about rights and responsibilities

Learning about personal finances

Learning about stereotypes, prejudice and discrimination

**My future, my choice** (<http://www.myfuturemychoice.co.uk/programmes/build-my-future>)

**Real Game** (<https://www.realgame.co.uk/>)

**The Psychology Mum** (<https://www.instagram.com/thepsychologymum?hl=en>)

**Young Minds** (<https://youngminds.org.uk/>)

**British Safety Council** (<https://www.britsafe.org/campaigns-policy/speak-up-stay-safe/>)

**Citizens Advice** (<https://www.citizensadvice.org.uk/>)

**Unions into Schools** (<http://unionsintoschools.org.uk/>)

**Metro bank schools' resources** (<https://www.metrobankonline.co.uk/about-us/kids-zone/>)

**Money week** (<https://moneyweek.com/>)

**Money Saving Expert Personal Finance Textbook** (<https://www.moneysavingexpert.com/news/2018/11/financial-education-textbooks-funded-by-martin-land-in-english-s/>)

**My Personal Finance Skills** (<https://www.thepfs.org/about-us/initiatives/my-personal-finance-skills/>)

**NatWest Money Sense** (<https://natwest.mymoneysense.com/home/>)

**Your Money Matters** (<https://www.young-enterprise.org.uk/resources/your-money-matters-financial-education-textbook/>)

**Equality and Human Rights Commission Secondary Education Resources** (<https://www.equalityhumanrights.com/en/secondary-education-resources>)

**WISE** (<https://www.wisecampaign.org.uk/what-we-do/wise-projects/>)



### See the big picture

Reading and researching issues in the labour market.

Thinking about the relationship between career, politics and social issues

**ISE: Insights** (<https://insights.ise.org.uk/>)

**LMI for all** (<https://www.lmiforall.org.uk/>)

**NOMIS** (<https://www.nomisweb.co.uk/>)

**Office for National Statistics** (<https://www.ons.gov.uk/>)

**Broadsheet newspapers**

**Red Cross Teaching Resources** (<https://www.redcross.org.uk/get-involved/teaching-resources>)

**UN sustainable development goals** (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

**“The new framework addresses the much wider issues young people and adults will need to navigate through life and the world of work.”**

**Kath Wright (Chair of the Career Development Institute's Community of Interest for Careers Education), CDI**

## 6 Assessing and evaluating career development programmes

Clarifying the learning aims of career development programmes helps us to be more certain about the impact of these programmes. If we know what outcomes we want to result from a career development programme it is easier to see whether these outcomes have been achieved.

### Assessing career development learning

This can be useful in developing forms of assessment as part of the delivery of career development interventions and programmes. Schools do not usually assess career development through exams and qualifications but it is still possible to use a range of formative assessments to support pupils' career development learning. This can help to clarify the aims of your programme, motivate pupils, help them to judge their progress and provide insights on how effective your programme is.

The detailed learning aims set out in the appendix can be used to develop an assessment framework for your school's career development programme. You will need to decide what you want pupils to be able to demonstrate that they know or can do at the end of the programme and think about how you are going to measure this.

**“The CDI's new Framework for career development sits alongside the Gatsby Benchmarks as an important planning document for careers leaders in schools and colleges.”**

David Andrews, co-author of The Careers Leader Handbook

### An example of an assessment

The Gatsby Benchmarks require you to organise experiences of workplaces for all pupils. These experiences can potentially support learning in all the six career development learning areas, but it will be difficult to be certain about what pupils have actually learnt without some form of assessment.

One option would be to ask pupils to keep a journal and make a presentation after they have completed their work experience detailing what they learn. You could construct the assessment to encourage them to reflect on the career development learning areas or detailed learning aims that you think are most important. This might look something like this...

*While you are undertaking work experience you should be writing a daily journal about your experiences. When you return you will submit the journal and give a five minute presentation on what you learnt. The presentation should discuss what jobs were available in the workplace you visited, what qualifications your co-workers were required to have, how long the working day was and whether people were usually working outside of this and what the purpose of the organisation is e.g. what do they make, what service do they provide and why do people need this?*





### Evaluating career development learning

The identification of detailed learning aims can also provide a basis for evaluating your career development programme. By adopting the CDI Career Development Framework you are clarifying what you are trying to achieve through your programme. These outcomes can then be used as the basis for an evaluation of the programme's effectiveness.

Gatsby Benchmark 1 requires you to evaluate your schools' careers programme. Using the learning aims from the CDI Career Development Framework provides clarity about what your pupils should know and be able to do at the end of each stage. Describing these learning aims enables you to measure them and the measurement of outcome is key to effective evaluation.

Many schools use the Quality in Careers Standard (<https://www.qualityincareers.org.uk/>) as an external assessment of the quality of their school's career development programme. The Standard requires you to demonstrate that your school is *'providing a planned programme of careers, employability and enterprise education in the curriculum, together with careers information and careers advice and guidance'*. Schools and colleges can meet part of this requirement by *'securing clearly identified and appropriate learning outcomes, referenced to a recognised framework such as the CDI framework'*.



#### More resources

The Careers & Enterprise Company has produced a helpful guide to evaluating school's careers programmes as part of its online training modules. Access it from

<https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-1-webinar-module-4>.

# 7 Appendix: Detailed learning aims for key stages three and four and post-16

The appendix provides more detail about how pupils should engage with the six broad career development learning areas (grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture) across key stages 3 and 4, and during the post-16 phase of education.

## KS3

### Career development learning aims at Key Stage 3

Key stage 3 typically runs from year 7 to year 9, when pupils are between the ages of 11 and 14. During this period most pupils will have to deal with a major transition (moving to secondary school) and make some key decisions (around which GCSEs to pursue). It is important that they understand that this phase of school provides an opportunity for them to consider what they will do after they leave school and to begin to develop their careers in the direction that they want.

If pupils have not encountered career education and the Framework before KS3 they should be introduced to them as early as possible.

During KS3 pupils should develop their knowledge, understanding and skills in the following career development learning areas. Schools may wish to develop, combine and cross-reference between these areas and may choose to connect them to the learning outcomes in other curriculum areas.

#### Grow throughout life



Pupils need to understand that they need to *grow throughout life by learning and reflecting on themselves, their background, and their strengths*. At KS3 this should include:

- 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



#### Explore possibilities



Pupils need to *explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces*. At KS3 this should include:

- being aware of the range of possible jobs
- identifying common sources of information about the labour market and the 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

### Manage career



Pupils need to *manage their career actively, make the most of opportunities and learn from setbacks*. At KS3 this should include:

- 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

### Create opportunities



Pupils need to *create opportunities by being proactive and building positive relationships with others*. At KS3 this should include:

- 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

### Balance life and work



Pupils need to *balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community*. At KS3 this should include:

- 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



***The materials are a comprehensive overview of the competences required to make and manage career decisions.***

**Nicki Moore (Senior Lecturer in Career Development), University of Derby**

- 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

### See the big picture



Pupils need to *see the big picture by paying attention to how the economy, politics and society connect with their own life and career*. At KS3 this should include:

- 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



## Career development learning aims at Key Stage 4

Key stage 4 typically runs through year 10 and 11, when pupils are between the ages of 14 and 16. During this period most pupils will be studying for the GCSEs and choosing their post 16 options. For some this may include their first move into the labour market (usually combined with further learning), but for most it is about choosing the focus of the next stage of their education. It is important that they understand that the outcomes that they achieve and the choices they make during this period will have an impact on the rest of their life. But, it is also important to remind pupils that careers are dynamic and that they will continue to develop and change direction as their lives unfold.

Pupils should be returning to the Framework during this key stage and deepening their understanding of it.

During KS4 pupils should develop their knowledge, understanding and skills in the following areas. Schools may wish to develop, combine and cross-reference between these areas and may choose to connect them to the learning outcomes in other curriculum areas.



### Grow throughout life



Pupils need to understand that they need to *grow throughout life by learning and reflecting on themselves, their background, and their strengths*. At KS4 this should include:

- 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

### Explore possibilities



Pupils need to *explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces*. At KS4 this should include:

- considering what jobs and roles are interesting
- researching the labour market and the education system
- recognising the main learning pathways and considering 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

### Manage career



Pupils need to *manage their career actively, make the most of opportunities and learn from setbacks*. At KS4 this should include:

- 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 GCSEs and make a decision about their post-16 pathway
- thinking about how they deal with and learn from challenges and setbacks

### Create opportunities



Pupils need to *create opportunities by being proactive and building positive relationships with others*. At KS4 this should include:

- 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

### Balance life and work



Pupils need to *balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community*. At KS4 this should include:

- 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



**“ I am impressed by the new CDI framework as it better reflects the complexities of the modern world and the role that career plays within it. ”**

**Matt Joyce (Regional Lead: North East Ambition), North East LEP**

- 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

### See the big picture



Pupils need to *see the big picture by paying attention to how the economy, politics and society connect with their own life and career*. At KS4 this should include:

- 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

## Career development learning aims at post-16

The post-16 phase runs through years 12 and 13, when students are typically between the ages of 16 and 19. Some young people will have left secondary school at this age and may be pursuing their education at a further education college or through an apprenticeship or other form of work-based learning. During this period students will be studying for further qualifications (e.g. A levels or T levels) and some may be repeating GCSEs or equivalent qualifications to ensure that they have the qualifications that they need to move forwards in their career.

The post-16 phase is a critical decision point for many young people as they consider whether to move to higher education (and what to study there), take a more vocational route, start work or some combination of these options. Some students will have a lot of options at this point and may feel overwhelmed by them, others may find that their options are more limited or not what they were hoping for. It is important that they understand that the outcomes that they achieve and the choices they make during this period will have an impact on the rest of their life. However, it is also important to remind students that careers are dynamic and that they will continue to develop and change direction as their lives unfold.

Students should be returning to the Framework during this phase and deepening their understanding of it.

**“The CDI framework will provide a useful toolkit to connect all elements of career learning together.”**

Siobhan Neary (Head of the International Centre for Guidance Studies), University of Derby

### Grow throughout life



Students need to understand that they need to *grow throughout life by learning and reflecting on themselves, their background, and their strengths*. In the post-16 phase this should include:

- 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 others
- planning their next steps in learning and work
- discussing and reflecting on the impact of heritage, identity and values

### Explore possibilities



Students need to *explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces*. In the post-16 phase this should include:

- developing a clear direction of travel in their career and actively pursuing this
- actively seeking out information on the labour market and education system to support their career
- 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

### Manage career




Students need to *manage their career actively, make the most of opportunities and learn from setbacks*. In the post-16 phase this should include:

- 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

### Create opportunities

 Students need to *create opportunities by being proactive and building positive relationships with others*. In the post-16 phase this should include:

- 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

### Balance life and work


 Students need to *balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community*. In the post-16 phase this should include:

- 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



### See the big picture

 Students need to *see the big picture by paying attention to how the economy, politics and society connect with their own life and career*. In the post-16 phase this should include:

- 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



