CDI CAREER DEVELOPMENT INSTITUTE

Framework for careers, employability and enterprise education

March 2018

Foreword

President, Career Development Institute

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The publication of the careers strategy for England (December 2017) and the new statutory guidance for schools and colleges on careers guidance and access for education and training providers (January 2018) is the right time to update the CDI framework for careers, employability and enterprise education.

The framework has an important contribution to make to achieving the vision and practical goals of the government's policy agenda and taking it further. By focusing on the acquisition of knowledge, skills, attitudes and values, the framework seeks to ensure that children and young people are prepared and empowered to face the challenges and opportunities of learning, working and living that lie ahead of them.

The framework also provides schools and colleges with a structure for identifying needs, designing and delivering learning and assessing the immediate impact of their careers, employability and enterprise education programmes.

The Career Development Institute is the UK-wide professional body for the career development sector. With a strong focus on improving outcomes for all young people and professionalising the sector, we are committed to working with schools and colleges, higher education, learning providers and employers and careers sector partners, to embed and share the richness of this framework. Schools and individual careers professionals are encouraged to join the CDI to keep up to date with careers policy and practice.

Laura Bell
President of the Career Development Institute

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Introduction to the CDI Careers Framework

This voluntary framework meets the need in England for a framework of desirable learning outcomes from careers, employability and enterprise education; but it could also be useful to schools and colleges in other parts of the UK. It has a practical contribution to make to people in the variety of roles and tasks outlined in the table below.

Who the framework is for				
Are you a senior leader or governor?	**Are you a careers leader and/or careers adviser?**	**Are you an enterprise adviser?**	**Are you a member of staff?**	**Are you a volunteer?**
Do you… • fulfil your statutory duties regarding the provision of impartial careers guidance • track and record participation and outcomes for individuals centrally • ensure that information on the full range of education or training options, including apprenticeships and other vocational pathways, is offered to all students • monitor the benefits and value of the guidance commissioned or provided • harness the contribution of your careers provision to school effectiveness and improvement?	Do you… • lead the development of a stable careers programme • build on what works in careers, employability and enterprise education • value learning outcomes as an important measure of impact alongside practical outcomes such as reaching a personally-valued destination • use destination and post-16 activity data to inform your careers, employability and enterprise provision • use local and national labour market information to help students improve their decision making • help school and college staff to develop their skills and keep their knowledge up to date • plan schemes of work for careers education • work with subject leaders to link their teaching to careers?	Do you… • provide more detailed information to schools, colleges and career guidance professionals on local job options, business developments and local skills shortages • contribute to developing the school's or college's careers and enterprise strategy by using the Compass and Tracker tools • help the school or college to ensure that all young people have an encounter with the world of work each year?	Do you… • understand what provision is in place for careers, employability and enterprise education • know how to embed careers learning in your subject • know where to access career-related information and resources to support your subject area • know what support vulnerable students need to receive in terms of careers, employability and enterprise education?	Do you… • provide students with insights into lots of different jobs and sectors so that they make informed choices and start to build a foundation for their future careers • contribute to the development of the school's or college's careers and enterprise programme e.g. by challenging stereotypical thinking • talk to students about your job and how the subjects you studied helped you in your career • act as a mentor or a sounding board to students to help them develop their plans for their future careers?

The structure of the framework

The framework presents end of key stage learning outcome statements for learners across 17 important areas of careers, employability and enterprise education grouped under three headings:

Developing yourself through careers, employability and enterprise education	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work
Learning about careers and the world of work	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development
Developing your career management, employability and enterprise skills	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

The 17 areas of learning for careers, employability and enterprise education are:

Developing yourself through careers, employability and enterprise education

1. Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
2. Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
3. Self-improvement as a learner	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.

Learning about careers and the world of work

4. Exploring careers and career development	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.
5. Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
6. Understanding business and industry	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.
7. Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.

8. Valuing equality, diversity and inclusion	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
9. Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

Developing your career management and employability skills	
10. Making the most of careers information, advice and guidance	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.
11. Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.
12. Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.
13. Developing personal financial capability	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
14. Identifying choices and opportunities	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.
15. Planning and deciding	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
16. Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
17 Managing changes and transitions	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

Underpinning theory

The structure of the framework can, at one level, be viewed as a straightforward matching process: if individuals understand themselves and their opportunities, and have developed the right skill set, they will be able to take their next steps; but real life is rarely as simple as this. So the framework is also rooted in learning theory emphasising the development of autonomy, personal agency, self-efficacy beliefs and cognitive understanding through constructed experiences and social interactions. It recognises the importance of enabling children and young people to create a personal narrative that locates their career wellbeing in the wider context of their personal, social, political, economic and environmental wellbeing. The framework is also strongly influenced by our contemporary understanding of issues such as chaos, change and unpredictability in future working lives, the need for adaptability and resilience, the urgency of sustainable living and the importance of cultivating hope, optimism and happiness so that individuals and communities can flourish.

The CDI Framework for Careers, Employability and Enterprise Education

For each of the 17 areas, end of key stage learning outcomes are identified for KS2, KS3, KS4 and 16-19. The statements are illustrated by suggested activities, presented in italics,that will help children and young people to achieve the learning outcomes.

Developing yourself through careers, employability and enterprise education

Area of learning	KS2	KS3	KS4	16-19
1. Self-awareness	describe what you are like, what you are good at and what you enjoy doing *Children describe themselves to their e-pen pals, keep learning diaries and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')*	describe yourself, your strengths and preferences *Pupils complete a range of self-assessment exercises and record the results in an (e-) portfolio.*	recognise how you are changing, what you have to offer and what's important to you *Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult.*	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work *Students write a statement of their career values for their personal career (e-)portfolio.*
2. Self-determination	explain how to get what you want *Children draw up a list of rules that they would like everyone to follow when holding class discussions.*	be able to focus on the positive aspects of your wellbeing, progress and achievements *Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.*	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way *Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.*	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements *Students co-construct a personal statement for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story.*
3. Self-improvement as a learner	identify what you are learning from careers, employability and enterprise activities and experiences *Children talk and write about what they have gained from going on a visit or engaging with a visitor.*	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.*	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.*	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences *Students take part in a group activity and complete a questionnaire to assess their contribution to the work of the group and what they would do differently or better next time.*

Learning about careers and the world of work

Area of learning	KS2	KS3	KS4	16-19
4. Exploring careers and career development	give examples of what it means to have a career *'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures.*	describe different explanations of what careers are and how they can be developed *Pupils discuss different metaphors for career such as career as a journey and career as a race.* *Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.*	discuss the skills involved in managing your own career *Pupils investigate career development in organisations by interviewing HR managers.* *Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers.* *This could be through a series of careers talks presented in a 'speed dating' exercise.*	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development *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.*
5. Investigating work and working life	give examples of what people like and dislike about the work they do *Children draw pictures and write about the things they would use or wear in a job they would like to do.* *Children interview visitors about what they like most and what they like least about their jobs.* *A themed set of careers talks is arranged for them e.g. a series of talks given by members of the medical profession*	give examples of different kinds of work and why people's satisfaction with their working lives can change *Pupils explore the similarities and differences between paid work, gift work and work in the home.* *Pupils explore the purpose of work clothes/ uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day).* *Pupils use comprehensive website video clips to support a teacher/employer led discussion*	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction *Pupils debate the pros and cons of introducing a universal basic income.* *Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years.* *Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.*	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 *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 Critical Thinking programme*
6. Understanding business and industry	describe a local business, how it is run and the products and/or services it provides *Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them.* *Pupils explore businesses that exist in the local area – for example on the journey to school*	give examples of different business organisational structures *Pupils investigate different types of organisational structure and consider their fitness for purpose.* *Pupils create a visual aid that shows the contractors and suppliers linked to their own school.* *Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.*	explain different types of business organisational structures, how they operate and how they measure success *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.* *Pupils reflect on what organisational structure appeals most to them and why*	explain the main reasons why business organisations change their structures *Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends.* *Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's.* *Year 12 students considering further studies and a career in STEM subjects work alongside professional scientists and engineers to solve real-life problems in industry.*

7. Investigating jobs and labour market information (LMI)	describe the main types of employment in your area: past, present and emerging *Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.*	be aware of what labour market information (LMI) is and how it can be useful to you *Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.* *Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, NCS and data from LMI for All*	be able to find relevant labour market information (LMI) and know how to use it in your career planning *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 identify appropriate ways of interrogating the data.*	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans *Students investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans.* *Students access HE/ Careers/ Skills Fairs to gather further information about the different pathways available.*
8. Valuing equality, diversity and inclusion	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly *Children write their own accounts of news stories about discrimination and exploitation at work*	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you *Pupils role play incidents at work involving bullying and discrimination* *Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination*	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues *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'.*	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 *An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace.* *Students give talks and lead the follow-up discussion on equality, diversity and inclusion issues trending on social media.*
9. Learning about safe working practices and environments	be aware of how to keep yourself safe and well when you are learning and playing *Children run a 'safety in the classroom' or 'safe travel to school' campaign.*	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you *Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school-age children.* *A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.*	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices *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*	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 *A trade unionist explains the role of trade unions in helping to make work places healthier and safer.* *An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement*

Developing your career management, employability and enterprise skills

Area of learning	KS2	KS3	KS4	16-19
10. Making the most of careers information, advice and guidance	be aware of where to get impartial information and support when you need it and how to make good use of it *Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them.* *Year 7 pupils tell Year 6 children in a class blog about life in secondary school*	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services *Pupils create a visual diagram to show their personal networks of support.* *Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.*	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services *Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.* *Pupils use their careers plan to record their thinking*	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 *Students brainstorm 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.*
11. Preparing for employability	identify key qualities and skills that employers are looking for *Children write a job description for a babysitter and hold mock interviews.*	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable *Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability.* *Employers provide an introduction to employability skills.*	show how you are developing the qualities and skills which will help you to improve your employability *Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the 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.* *Pupils who have part-time jobs talk about the skills they need.*	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 *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*

12. Showing initiative and enterprise	show that you can use your initiative and be enterprising *Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions*	recognise when you are using qualities and skills that entrepreneurs demonstrate *Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign.* *Short-term enterprise activities are delivered and supported by local employers.*	show that you can be enterprising in the way you learn, work and manage your career *Working with local employers, pupils attend a session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.* *Local employers provide longer-term business competitions to develop enterprise and entrepreneurial skills*	develop and apply enterprise qualities and skills in your approach to learning, work and career planning *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 to develop their enterprise and employability qualities and skills.*
13. Developing personal financial capability	show that you can make considered decisions about saving, spending and giving *Children compare terms and conditions on a range of children's savings products*	show that you can manage your own budget and contribute to household and school budgets *Pupils take part in a simulation that challenges them to manage a household budget.* *Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages.*	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you *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.*	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work *Students interview a small business adviser to explore the start- up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.*
14. Identifying choices and opportunities	be able to compare information about the secondary education choices open to you *Children make a podcast of their impressions of secondary school after attending a 'taster day'.*	know how to identify and systematically explore the options open to you at a decision point *Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.*	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals *Pupils draw up a list of questions that they want to ask 'stallholders' who they can meet at a forthcoming careers fair/skills show.*	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 *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 employers, FE, HE and the voluntary sector.*

15. Planning and deciding	know how to make plans and decisions carefully *Children make a T-chart listing pros and cons of a choice they are considering.*	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need *Pupils engage in target-setting and review activities with their tutors and subject teachers*	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you *Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision-making.*	know how to make career enhancing plans and decisions including developing the resilience required to sustain them *Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy.*
16. Handling applications and selection	know how to make a good impression on other people *Children write a personal manifesto as a candidate in a mock election.*	know how to prepare and present yourself well when going through a selection process *Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.* *Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In.*	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success *Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.* *Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.* *Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement*	know how to prepare for, perform well and learn from participating in selection processes *Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take part in a skype interview session and are linked to a mentor to prepare them for their next steps.*
17. Managing changes and transitions	identify ways of making successful transitions such as the move from primary to secondary school *Children use 'Google maps – street view' to trace their journey from home to their new school*	show that you can be positive, flexible and well-prepared at transition points in your life *Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school*	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment *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*	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions *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.*

How the framework can be used

By focusing on outcomes for learners, schools and colleges can answer important questions about impact and practice. Learning outcomes are important intermediate outcomes which help young people achieve better practical outcomes such as sustained destinations.

Meeting learners' needs

- Use the framework to map and audit the overall provision of careers, employability and enterprise learning in the curriculum

- Define learners' entitlement, e.g. publish statements of entitlement for each year or key stage compiled from the framework and adapted where necessary

- Create a learner record for tracking and, where appropriate, assessing children and young people's participation in careers, employability and enterprise activities and events.

Management and staffing of careers, employability and enterprise education

- Use the framework to define responsibilities for careers, employability and enterprise education e.g. careers adviser, subject staff, careers leader, etc.

- Manage partnerships and resource deployment, e.g. decide what physical and human resources are required and where they can be used to best effect; and to plan employer engagement.

School and college accountability and improvement

- Use the framework to help identify what needs to put in place to meet Ofsted requirements, achieve Gatsby benchmarks and work towards the Quality in Careers Standard

- Decide the outcomes which need to be prioritised to help the organisation achieve the goals in its development plan, e.g. prioritising the first three areas of learning if raising aspirations has been identified as a priority.

Curriculum planning and development

- Use the framework to re-think breadth, balance and coherence when planning and developing the careers, employability and enterprise education programme

- Choose which activities to prioritise in order to have the most impact on children and young people's careers, employability and enterprise learning.

> Learning outcomes are important intermediate outcomes which help young people achieve better practical outcomes such as sustained destinations.
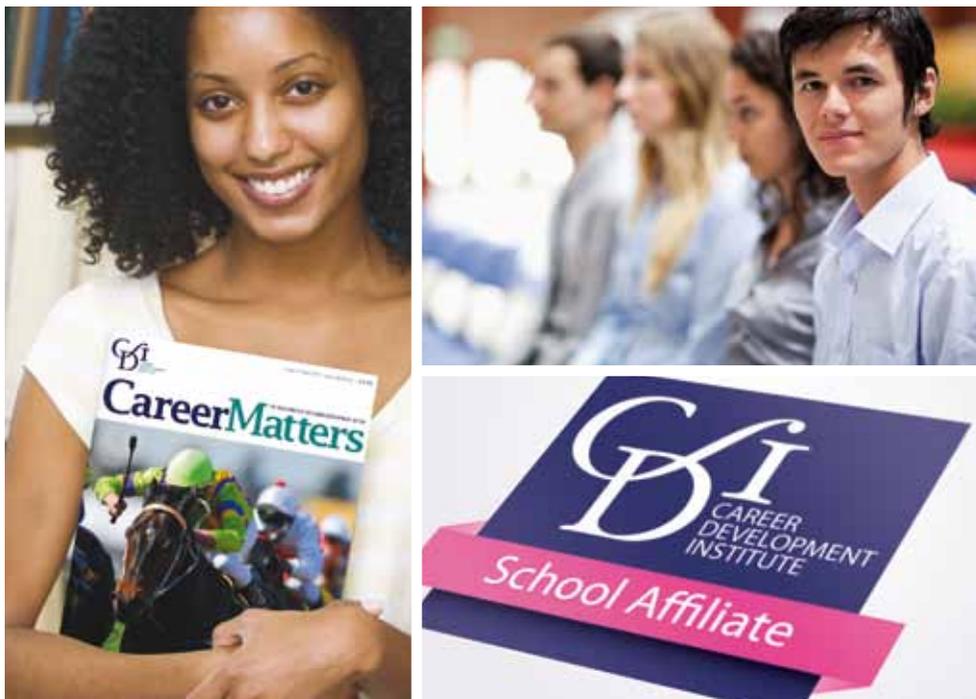

Planning learning

Each statement in the framework aims to describe the outcome of two or three years' learning. For the more detailed planning of the smaller learning steps that can be achieved in a single lesson or unit of work, it is helpful to use a writing model which sets out:

- the input and/or process, e.g. 'At the end of this unit on options at 16+, you will be able to...'

- the level of cognitive understanding or competency, e.g. '...identify...'

- the outcome, e.g. '...the options open to you'.

Embedding careers in subject learning

- Use the framework to help subject teachers understand the scope that careers and work provide for motivating, engaging and providing relevant contexts and resources for children and young people in their subject learning

- Identify which outcomes to prioritise when designing thematic learning, e.g. prioritising the six areas of learning about careers and the world of work when planning a week of activities on promoting careers in STEM

as English and maths, PSHE and citizenship, enrichment activities, national awareness events, assemblies and the everyday life of the school. The CDI hopes that the framework will make a positive contribution to the 'early careers activities in primary schools' initiatives announced in the 2017 careers strategy, including £2 million to test new programmes.

Secondary schools

Most secondary schools facilitate their programme of careers, employability and enterprise education through a combination of separate provision (e.g. as part of careers and/or PSHE education), integrated provision (e.g. delivered through subjects) and co-curricular activities (including experience of work). The framework enables careers leaders to check that the school's provision is planned, coherent, comprehensive and incremental. Even so, great care is needed to ensure that provision is not marginalised and that young people experience programmes of consistent quality.

Careers, employability and enterprise education can be enriched through activities that bring employers into schools, such as talks, CV writing sessions and employability workshops, and through activities that take pupils out into the world of work, such as workplace visits and work experience on employers' premises. To be effective such activities should be fully integrated into the programme of careers, employability and enterprise education, with clear learning outcomes and careful planning. Detailed advice for schools on managing employer activities can be found in the CDI booklet *Why Does Employer Engagement Matter?* (2014)

Sixth forms, sixth form colleges and FE colleges

Evaluations have shown that tutorial approaches are more effective in the post-16 sector and for students studying 'A' level courses an approach that combines work in the tutoring programme with a series of other activities such as talks, conventions and supported independent study provides an effective way of organising careers employability and enterprise education in the curriculum. For students working towards vocational qualifications and the new Technical Levels, careers, employability and enterprise education outcomes can be integrated into their main course programme. Careers, employability and enterprise education in post-16 education can also be enriched by links with the world of work, through activities that bring employers into schools and colleges, such as talks, mock interviews and enterprise workshops, and through activities that take students out into the world of work, such as work shadowing and work-based projects.

Assessment and evaluation

• Decide on the criteria or measures to assess whether a learning outcome had been achieved or not

• Use the framework when planning and carrying out an evaluation of the worthwhileness of the current programme.

Using the framework in different settings

The aims of careers education are the same for children and young people with special educational needs and disabilities (SEND).

Primary schools

The rationale for raising aspirations, challenging stereotyping and broadening horizons in primary education is compelling. Children form ideas about learning and work at an early age and it is important for schools to provide activities and experiences that will strengthen their engagement in learning, improve their chances of social mobility and inspire them to enter the world of work of the future and not the world of work as it is now or has been in the past.

The framework enables schools to focus on what matters most. It is flexible so that schools can integrate careers, employability and enterprise learning into National Curriculum subjects such

Special schools

The aims of careers education are the same for children and young people with special educational needs and disabilities (SEND). What may differ is the rate of progress they can make, how they make progress and how far they can progress. Staff in special schools will need to adapt the framework to meet the needs of their learners. One way is to adapt the language of the learning outcome statements to make them more accessible. This can be a matter of

looking at the wording of the statements for older and younger learners to see if they are more suitable. The learning outcome statements might also need to be broken down into more stages to capture smaller gains in learning. Additionally it may be a good idea to prioritise the areas of learning you will focus on to meet the specific needs of individuals rather than to tackle all of them at the same time. Further ideas on how to deliver a programme that meets the Gatsby benchmarks can be found in the SEND Gatsby Benchmark Toolkit for special schools published by the Careers & Enterprise Company.

Work-based learning providers

Young people opting for work-based training still need help with understanding the world of work and developing the skills to secure and succeed in work. The selected learning outcomes from the careers, employability and enterprise education framework can be integrated into their training programmes.

The framework and national initiatives

The Statutory Duty on Careers Guidance and Access for Education and Training Providers (Department for Education)

The framework is listed as a recommended useful resource in the 2018 statutory guidance for governors, school leaders and school staff. The relationship between careers education and careers guidance is a symbiotic one. Careers education can help young people to benefit more from guidance activities while careers guidance can provide personalised support to help them think more deeply about what they have learned in their careers education activities.

The emphasis in the statutory guidance is on schools and colleges using the Gatsby benchmarks as the driver for improving their careers provision. The learning outcomes in the CDI framework can contribute both directly and indirectly to schools achieving all eight benchmarks (see the section on 'assessment of impact' below).

The expectation is that all schools will appoint a careers leader and publish their careers programmes on their websites by September 2018. The CDI commends the framework as a resource to enable career leaders to design the school's careers programme and to publicise its benefits to young people and their parents/carers.

School performance (Ofsted)

Ofsted has been asked to review its approach to assessing careers provision with effect from September 2019. The CDI framework can help schools and colleges meet the current expectations as set out in the 2015 Common Inspection Framework. Inspectors will make judgements on the extent to which:

The framework is a practical resource which can be interpreted flexibly by schools and colleges according to the particular needs of their learners.

- leaders, managers and governors meet the needs and interests of employers, nationally and in the local community; and successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

- the provision is successfully promoting and supporting children's and other learners' choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance; and, where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

- children and learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

Assessment of impact (The Gatsby Foundation and the Careers & Enterprise Company)

The Gatsby Foundation has identified eight benchmarks of good career guidance made up of 16 benchmark performance indicators (Gatsby, 2014). An analysis shows that focusing on the 17 areas of learning in the CDI framework can help schools and colleges to achieve the Gatsby benchmarks:

The Gatsby benchmarks	The CDI framework
1. A Stable Careers Programme	The framework will help schools and colleges to develop the careers education aspects of the programme and a planned and progressive overall programme of careers support. The accessible language of the framework is useful for making the programme known and understood by pupils, teachers, governors and employers.
2. Learning from Career and Labour Market Information	Much of 'Learning about careers and the world of work', especially 'investigating jobs and labour market information', will help schools and colleges to achieve the 'learning from' element of benchmark 2 which is about ensuring that every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. Benchmark 2 also states that pupils and their parents will need the support of an informed adviser to make best use of available information. 'Making the most of careers information, advice and guidance' references the need for young people to have access to have access to trusted sources and support; but also puts the onus on schools and colleges to teach young people how to make the most of the help available.
3. Addressing the Needs of Each Pupil	This benchmark is primarily about tailoring advice and guidance to meet the career guidance needs of each pupil; but it also states that a school's careers programme should embed equality and diversity considerations throughout. The CDI framework explicitly emphasises that children and young people should learn about their rights and responsibilities in relation to equality, diversity and inclusion ('Valuing equality, diversity and inclusion').
4. Linking Curriculum Learning to Careers	This benchmark states that all teachers should link curriculum learning with careers and STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths. The learning outcomes in all 17 areas of the CDI framework can be delivered, as appropriate, through careers as a subject, through other subjects and through co-curricular activities.
5. Encounters with Employers and Employees	This benchmark states that every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace from an early age, e.g. through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Several areas of the CDI framework provide learning objectives for such encounters including 'investigating work and working life', 'understanding business and industry', 'learning about safe working practices and environments', 'preparing for employability' and 'showing initiative and enterprise'.
6. Experiences of Workplaces	This benchmark states that every pupil should have first-hand experience of the workplace through a number of work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. Several areas of learning in the CDI framework will help schools and colleges to achieve this benchmark, notably the areas of leaning under 'Learning about careers and the world of work'. 'Making the most of careers information, advice and guidance' covers building personal networks of support.
7. Encounters with Further and Higher Education	This benchmark states that all pupils should understand the full range of learning opportunities that are available to them, including both academic and vocational routes and learning in schools, colleges, universities and in the workplace. Several areas of learning in the CDI framework cover the outcomes Gatsby is seeking from such encounters especially 'identifying choices and opportunities'.
8. Personal Guidance	This benchmark states that every pupil should have opportunities for guidance interviews with a qualified career adviser. The CDI framework emphasises that young people need to learn how to make effective use of personal guidance as well as the relationship between personal guidance and other strands of the careers programme.

The Careers & Enterprise Company is developing its support for schools and colleges in achieving the benchmarks through the Enterprise Adviser network, the online Compass Tool (for schools to self-evaluate their progress in achieving the Gatsby Benchmarks) and Tracker (for schools to record the number and type of employer engagement activities across the year groups). Schools and colleges can use these tools to connect up their use of the CDI framework as evidence of working towards and achieving the Gatsby benchmarks.

Quality assurance (The Quality in Careers Standard)

The Quality in Careers Standard, awarded by 12 licensed awarding bodies, is the national quality standard for careers education, information, advice and guidance. Schools and colleges must show that they are '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'. Producing the evidence to show that this requirement has been met is of benefit to the institution as it shows where a provider is doing well and also where provision can be improved. For individuals leading this process who are also undertaking the CDI Certificate in Careers Leadership, the production of evidence can serve a dual purpose as much of the evidence needed for the CEIAG Quality Award can also be used as evidence for achieving the criteria set out in the CDI Certificate in Careers Leadership.

> The Careers & Enterprise Company is developing its support for schools and colleges in achieving the benchmarks through the Enterprise Adviser network

Useful resources

Careers & Enterprise Company https://www.careersandenterprise.co.uk/research/publications The publications section of the website provides reports and insights into what works in careers provision

Careers & Enterprise Company (2018) The SEND Gatsby Benchmark Toolkit

CDI framework for careers, employability and enterprise education http://www.thecdi.net/New-Careers-Framework-2015 Career Development Institute webpage with supporting resources

CDI (2014) *Why does employer engagement matter?* http://www.thecdi.net/write/Why_Does_Employer_Engagement_Matter_A_Toolkit_for_Managing_Employer_Activities_in_Schools_and_Colleges.pdf

DfE. (2017) *Careers Strategy: Making the most of everyone's talents.* https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents. Policy paper from the DfE

DfE. (2018) Careers guidance and access for education and training providers - Statutory guidance for schools on providing careers guidance. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

DfE. (2018) Careers Guidance - Guidance for further education colleges and sixth form colleges. www.gov.uk/government/publications/careers-guidance-for-colleges--2

Gatsby (2014). *Good Career Guidance* http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf Report detailing the eight benchmarks associated with good career guidance

Gatsby (2018). Good Career Guidance - benchmarks for colleges http://www.gatsby.www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf Report detailing the eight benchmarks associated with good career guidance

Ofsted (2018) *The Common Inspection Framework for Education, Skills and Early Years* https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015 Framework outlining inspection requirements in relation to careers provision

Quality in Careers Standard (2017). *The Guide to the Standard.* http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard-october-2017.pdf Guide explaining the seven national criteria for assessing and accrediting schools and colleges. The website also has good practice case studies

TeachFirst (2017). *Impossible? Improving careers provision in schools.* https://www.teachfirst.org.uk/sites/default/files/2017-10/Careers-policy-report.pdf Policy report on the impact trained careers leaders in schools could have on social mobility

Appendix – Gatsby benchmark – CDI framework mapping tool

The Gatsby Benchmarks	Benchmark performance indicators	In place	Working towards	Not started	CDI Framework areas of learning linked to the achievement of the benchmark performance indicators
1.A stable careers programme Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.				1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 ,17
	• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.				10, 11
	• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.				3, 10
2.Learning from career and labour market information Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.				4, 5, 6, 7, 9, 10, 11, 12, 14, 15
	• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children				10, 14, 15
3.Addressing the needs of each student Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.				1, 2, 3, 8
	• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.				10, 15
	• All pupils should have access to these records to support their career development.				1, 2, 3, 10, 15
	• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.				14, 15, 16, 17
4.Linking curriculum learning to careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future paths.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.				7, 11, 16

5. Encounters with employers and employees Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	• Every year, from the age of 11, pupils should participate in at least one meaning encounter* with an employer				3, 5, 6, 7, 9, 11, 12, 17
	• A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace				
6. Experiences of workplaces Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.				3, 5, 6, 7, 9, 11, 13, 17
	• By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.				3, 5, 6, 7, 9, 11, 13, 17
7. Encounters with further and higher education All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.				3, 13, 14, 17
	• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.				3, 14, 17
8. Personal guidance Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.				10, 14, 15, 17

Notes