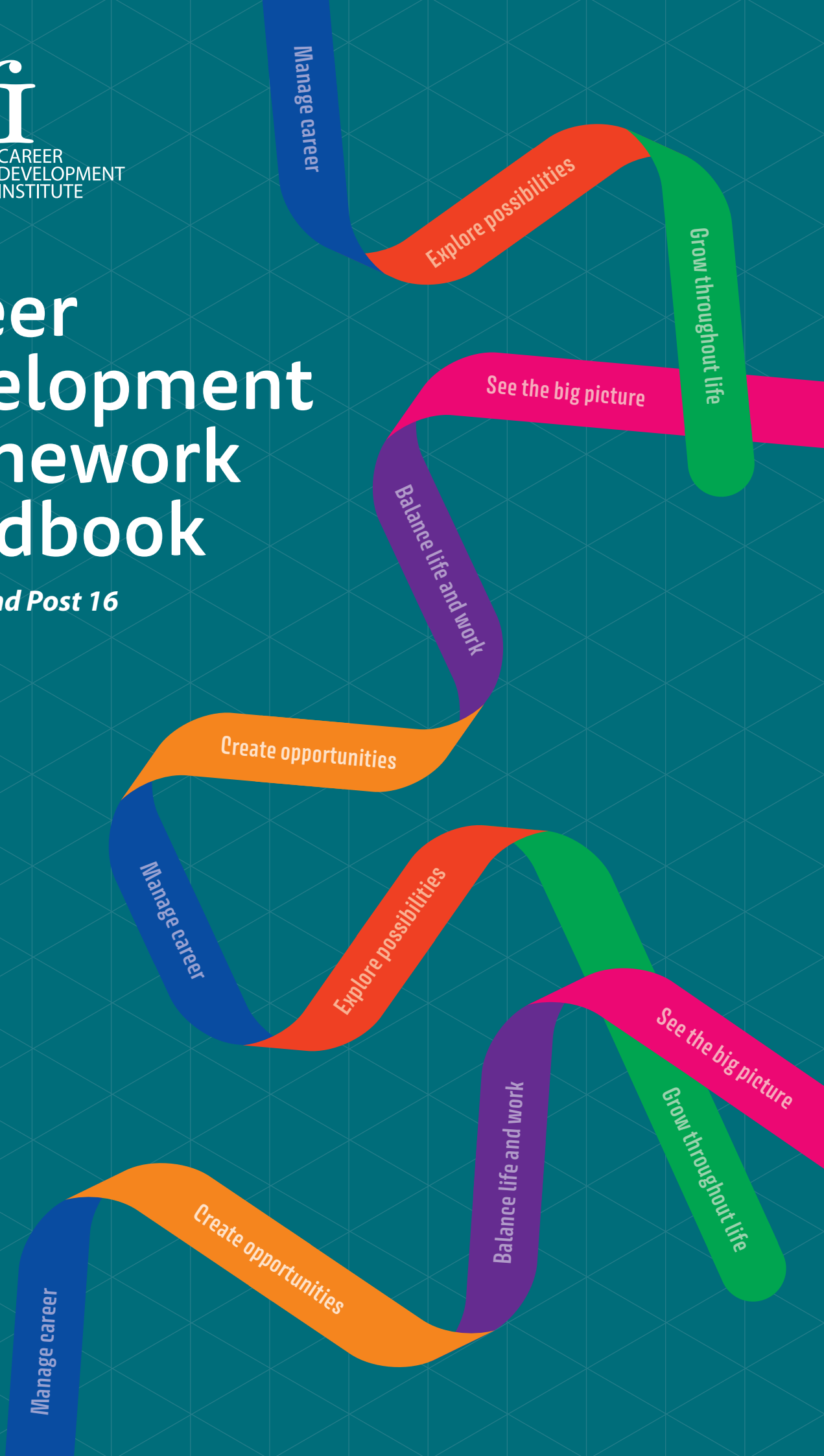
CDI
CAREER DEVELOPMENT INSTITUTE

Career Development Framework Handbook

KS3, KS4 and Post 16



Introduction

The challenges ahead

This new framework from the Career Development Institute (CDI) is the outcome of a radical rethink of the aims and intended outcomes of careers programmes in schools and colleges. It is an urgently needed response to the exceptional challenges facing us including:

- the Covid-19 pandemic which will affect the prospects of young people in the years ahead
- the climate emergency which poses pressing questions relating to sustainable living, working and economic development
- the need to continue to focus on issues of fairness, diversity and inclusion for individuals and communities
- the resetting of the UK's relationships with the European Union and other parts of the world which has implications for the education and labour market opportunities of young people.

The framework will help schools and colleges to be even more ambitious in developing and improving their careers programmes; but it also needs a strong response from government, business and key stakeholders in the education system. The CDI is delighted that so many organisations have already endorsed the new framework.

The sections of the handbook

This handbook is in three sections:

- 'The Framework' is an overview describing the six learning areas and their associated learning aims
- 'Using the framework' suggests ways of using the framework for writing learning outcomes, planning and developing the curriculum, designing teaching and learning, assessing learning and evaluating and assuring the quality of the careers programme
- 'Useful links and resources' includes examples and links to related resources.

Background to the new framework

This new framework supersedes the *CDI Framework for Careers, Employability and Enterprise Education 7-19* (2015, 2018, 2020) and its predecessor the *ACEG Framework* (2013). Users of these frameworks will find that the advice and suggestions that have continuing relevance have been incorporated in this new handbook.

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.

> ***"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

The CDI would like to thank Professor Tristram Hooley for his work on developing the new framework and the members of the Community of Interest for Careers Education (Kath Wright, Anthony Barnes, John Ambrose, David Andrews, Janet Colledge, Mark Fox, Claire Nix, Kate Owen) and Marie Jobson (Coice member) and Rachel Green from the Careers & Enterprise Company for their contributions to the writing of the handbook.

1 The Framework

1.1 Learning areas

The six learning areas for lifelong career development are:

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

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

1.2 Learning aims

Learning aims are broad constructs relating to learning intentions. The table shows learning areas and learning aims that are appropriate at Key Stage 3, Key Stage 4 and Post 16.

Grow throughout life

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

Key Stage 3

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

Key Stage 4

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

Post 16

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

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

Key Stage 3

being aware of the range of possible jobs

identifying common sources of information about the labour market education system

being aware of the main learning pathways (e.g. university, college and apprenticeships)

being aware that many jobs require learning, skills and minimum qualifications

being aware of the range of different sectors and organisations where they can work

being aware of the range of ways that organisations undertake recruitment and selection

Key Stage 4

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

Post 16

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

"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

Manage career

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

Key Stage 3

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

Key Stage 4

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

Post 16

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

Create opportunities by being proactive and building positive relationships with others

Key Stage 3

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

Key Stage 4

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

Post 16

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

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

Key Stage 3

being aware of the concept of work-life balance

being aware that physical and mental wellbeing are important

being aware of money and that individuals and families have to actively manage their finances

being aware of the ways that they can be involved in their family and community

being aware of different life stages and life roles

being aware of rights and responsibilities in the workplace and in society

recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

Key Stage 4

reflecting on the different ways in which people balance their work and life

reflecting on their physical and mental wellbeing and considering how they can improve these

recognising the role that money and finances will play, in the decisions that they make and, in their life and career

recognising the role that they play in their family and community and considering how that might shape their career

considering how they want to move through different life stages and manage different life roles

developing knowledge of rights and responsibilities in the workplace and in society

identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

Post 16

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

See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Key Stage 3

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

Key Stage 4

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

Post 16

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

1.3 Learning outcomes

What are learning outcomes for?

The learning aims in the framework will help schools and colleges to write specific learning outcomes that relate to actual learning and teaching provision, e.g. the overall programme, a scheme of work or a single activity or session. When composing learning outcome statements, it is important to remember that their purpose is to accurately describe what learners will be expected to know, understand and be able to do. Sharing the outcome statements with learners helps them to recognise what they can achieve.

Learning outcomes help schools and colleges to design appropriate forms of assessment for verifying that the desired learning has taken place. Outcomes also enable schools and colleges to evaluate and improve their careers programmes.

How to use learning outcomes

Care is needed when using learning outcomes as a measure. When choosing what outcomes to focus on, it is important to think about what really matters in careers education. Learning outcomes should be about learning, not about completing tasks! The evidence base for what is important and what works is growing all the time. The Careers & Enterprise Company's '*What Works…*' series is a good place to start.

Students' prior learning, ability and attainment need to be taken into account. End of key stage expectations illustrate the point. The national expectation that students will achieve level 2 qualifications at age 16 (e.g. GCSE grades 9-4) and level 3 qualifications at age 18 (e.g. GCE A level grades A*-E) are goals but only about 70% of 16-year-olds achieve level 2 qualifications and 60% of 19-year-olds achieve level 3 qualifications (https://www.fenews.co.uk/fevoices/42369-levelling-up-more-16-18-year-olds). So, one size does not fit all. Where necessary, learning outcomes need to be adapted for individuals with special and additional needs.

It can also be a mistake to be too prescriptive about the learning outcomes that can be achieved from a learning episode. A restricted approach to the learning goals of a session can mean that the teacher or adviser misses significant incidental and non-formal learning that is taking place. Students can record this learning for themselves and/or the teacher/adviser can adapt their assessment plans to capture it.

How to write learning outcomes

This handbook suggests a straightforward template for writing learning outcome statements that address the learner directly. Learning outcome statements should have:

- ***a stem*** giving the context, environment or focus of the learning intervention, *e.g. This Year 11 unit on options at 16+ will enable you to...'*
- ***an active verb*** expressing a cognitive or behavioural skill, *e.g. 'decide…'*
- ***an out-turn or output*** that can be assessed, *e.g. 'between the options open to you.'*

This format will help you to write learning outcomes which are 'SMART', i.e.:

- **specific** and focused on a single, clear and explicit intention or objective, *e.g. 'By the end of this Year 12 unit exploring the future of work, you will be able to discuss the potential impact of artificial intelligence (AI) on jobs in the future'.*
- observable and **measurable**. This makes it easier to recognise and collect evidence of achievement, *e.g. 'After your Y9 visit to the leisure centre, you will be able to identify five examples of skills that you need to be a successful personal trainer'.* This outcome could be measured through an assignment or report.
- challenging, but **achievable**. This makes it easier to interest students, *e.g. 'When you have interviewed three visitors to our Year 11 Careers Day, you will be able to explain their views on the importance of teamwork in organisations'* is more motivating than *'….you will be able to analyse the reasons why teamwork is important.'*
- **relevant**. This ensures that appropriate outcomes are chosen to support the student's

career development, *e.g. 'After three sessions using our virtual careers library, you will be able to carry out successful searches on your own'* is better than *'…you will be able to understand the Standard Occupational Classification system.'* Librarians and careers library monitors may be interested in this but not so much the rank and file of students!

- **time bound.** This ensures that the outcome is achievable during the time allocated to it, *e.g. 'By the end of this one-day workshop, you will know how to present yourself positively in applications and interviews'.*

Bloom's taxonomy of educational objectives provides a helpful framework for identifying useful action verbs when writing learning outcomes. The taxonomy has been adapted and updated many times. The version below shows six cognitive categories as well as a set of action words that describe attitudes. The cognitive categories are arranged in a hierarchy from simple to more complex learning. The taxonomy can be useful when writing outcomes to show progression in learning between key stages or progression in the development of knowledge and skills in a learning area.

Learning area	Action verb			
Knowledge	Define State	Recognise Write	Recall Be aware of	Underline Select
Comprehension	Identify Justify Select Indicate	Perceive Illustrate Represent Name	Formulate Explain Judge Label	Classify
Application	Predict List Find Show	Perform Choose Reproduce Compute	Use Demonstrate Construct Select	Assess Explain
Analysis	Analyse Identify Conclude	Criticise Select Separate	Compare Contrast Justify	Resolve Break down Differentiate
Synthesis	Combine Restate Summarise	Précis Argue Discuss	Organise Derive Select	Relate Generalise Conclude
Evaluation	Judge Evaluate Avoid	Recognise Support Validate	Determine Criticise Identify	Defend Attack Choose
Attitude	Prefer Relate to	Be aware of Recognise	Accept Be motivated to	Be committed to Identify with

2 Using the framework

2.1 Creative curriculum planning and development

Curriculum planning principles

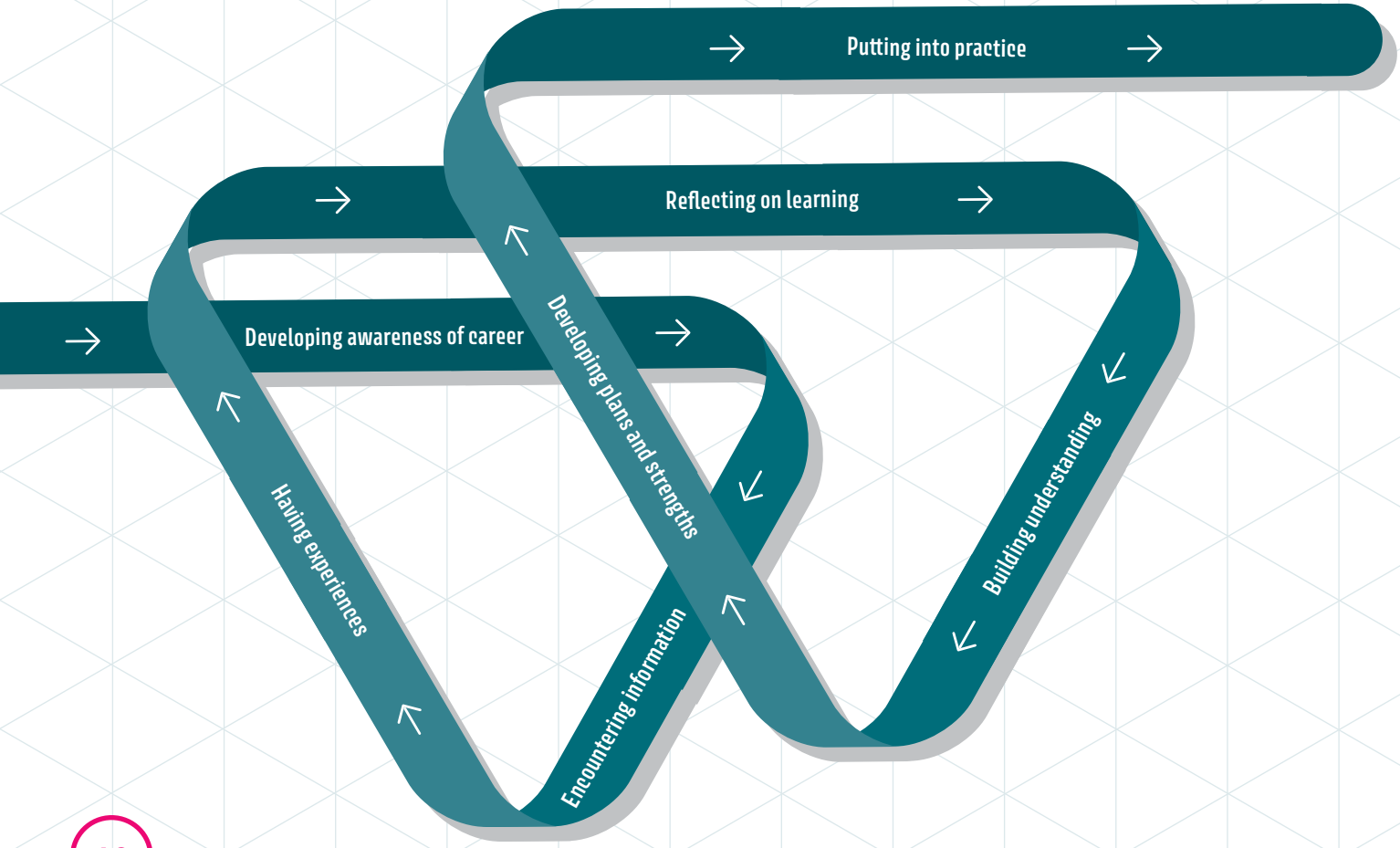
The curriculum is made up of the knowledge, skills and experiences which the school intends learners to benefit from. The career development framework is designed to support schools and colleges in designing a more ambitious careers programme embedded in the whole curriculum taking into account:

- the context of the school
- the vision and values of the school, e.g. fairness, diversity and inclusion; sustainable development
- the proposed entitlement or offer that has been developed with the active involvement of learners themselves and school stakeholders
- curriculum principles such as breadth and balance, coherence and continuity, sequencing and progression
- authentic, relevant and compelling learning and teaching
- self-evaluation and continuous improvement.

The planning of the proposed entitlement or offer in the careers curriculum needs to start with the six learning areas which are interlinked and need to be revisited in a spiral curriculum at each key stage and post 16.

The model below shows that career learning is triggered by sensory inputs, information and first-hand experiences. These are the building blocks of deeper understanding. Reflecting on learning helps learners to question, analyse and critique what they know and think. Thinking about their thinking is a valuable metacognitive skill. It enables learners to apply what they have learnt to new situations, develop plans and strategies and take action.

The box opposite shows how transition skills and confidence can be developed each time the topic is revisited.



Transition skills and confidence – an example

Transition points are built into the education system in England at 11, 14, 16 and 18.

Understanding how to build transition confidence by preparing well and managing the psychological changes during a transition in order to get through it and grow as a person is a vital life skill. Learners will need to cope with numerous transitions in their lives. In their careers, they may experience many changes of roles and status from starting a new job, getting promoted, being made redundant and taking retirement.

In Year 7, teachers will help learners to reflect on the transition they have just made from primary to secondary school and what they learnt about their experience and their ability to leave their old school behind and respond positively to a change in their lives.

At age 14 learners have the option to select some subjects to study and/or to change schools. When the transition theme is revisited in Year 9, the teacher needs to check what learners remember about the work they did on transitions in Year 7. Parents and carers probably played a large role in the transition to a new school, but now is the time to reinforce learners' growing autonomy and responsibility for their own decisions.

Even more is at stake in the transition at 16. At 14, learners had a limited choice of 2-3 subjects and were probably guided by the school. Now they must make significant, long-term decisions that will affect their career trajectories, for example, whether to choose academic or technical education and training pathways. This is an opportunity to step up the teaching of information-handling, financial capability, wellbeing, self-reliance, decision-making and resilience skills.

At 18, focused work on transitions will need to re-contextualise and strengthen previous skills teaching but also cover new topics such as moving away from home and forging new relationships (personal and with new work colleagues).

Four elements of curriculum provision

It can be useful to think of the school's careers education and support programme as having four interlinked elements:

1. Separate provision

This is for the parts of the careers programme that can be delivered more effectively to groups, virtually or face-to-face, through discrete or stand-alone activities such as:

- career-related learning, information and support activities at decision and transition points in the education system, e.g. options at 16+
- large-scale career learning events and experiences which are often provided by suspending the usual timetable, e.g. careers days
- synoptic and review activities helping students to make sense of often disparate and diffuse previous learning experiences, e.g. updating their careers portfolio and talking about it with their tutor or careers adviser

Separate provision can be delivered through careers lessons and sessions, composite courses (e.g. careers units in a PSHE programme), assemblies and tutor time.

2. Integrated provision

This is for cross-curricular or integrated learning activities which benefit groups of learners by enabling them to relate their general, academic or technical education to their life education (i.e. their learning about well-being, life roles, values and their spiritual, moral, social and cultural development). This approach can improve students' engagement in their education by providing career-related relevance and real-life contexts to illuminate the subjects and courses they are taking. The reciprocal benefit is that it introduces rigour into career learning from harnessing the methods, perspectives and forms of explanation of different subjects. Using history as an example, the box below shows three ways of linking career and subject learning.

History and Careers Education

The subject's organising concepts

Thinking about continuity and change when studying any period in the past develops students' historical literacy. The employment of women in domestic service in the nineteenth century, for example, illustrates well the complex mix of continuity (domestic service throughout the period offered girls decent if demanding careers) and change (alternative opportunities opened up for women in teaching and shopwork as the century progressed). Exploring continuity and change in labour market trends is part of 'see the big picture' in the career development framework. Making comparisons between opportunities for women in the nineteenth century and now benefits students in two ways. Not only does it help them to evaluate and judge continuity and change then but it also gives them tools to critically understand what is happening in the current labour market.

The subject's skills

The skills acquired by history students – sequencing, empathising, questioning, researching, handling different kinds of data, analysing, decision-making, interpreting, presenting – enable them to manage complex information, handle multiple perspectives and develop their own understanding of people and events. These skills help students to become critical consumers of careers information, more aware of their own career story and better manager of their choices and decisions. These are also valuable enterprise and employability skills.

The subject's content

Creating links between historical and careers topics makes historical learning more accessible to students. A local area study, for example, looking into how work and employment have changed in the locality in the past can provide insights into current employment opportunities. Similarly, when students are studying the lives of individuals or groups they can create more insightful narratives and explanations using the language and concepts that they would use to describe their own and contemporary career patterns and structures.

> ***"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**

The chart below suggests planning tips to help departments link curriculum learning to careers:

Linking curriculum learning to careers – a guide for departments

Inputs	Tips
Lessons e.g.: • Lesson starters • Lesson plenaries • Main activities	• Spot news items that relate to careers using your subject and turn them into short, motivational lesson starters • Bring out the career relevance of what students have been learning in plenaries, e.g. explain the industrial or business application of a scientific process • Humanise your subject teaching, e.g. emphasise the individuals behind the discoveries and development in your subject as well as the discoveries and development themselves; but don't just focus on the 'greats' in your subject as this can make students feel that they are not good enough to go further. Provide a range of role models • Share information about your own career experiences appropriately • Tell them about the transferable, employability and industry/technical skills they can develop through your subject • Be specific in your planning where career learning outcomes are going to feature in order to avoid overloading students with too many learning objectives
Schemes of work e.g.: • the introductory unit/ module • the final unit/module • a whole unit/module within the scheme of work	• The careers dimension contextualises subject disciplines and makes them more accessible and relevant, e.g. creating a unit or module to show how engineers in the different branches use scientific knowledge in their work • The introductory session/unit/module is an opportunity to explain the skills that will be developed through the scheme of work and their relevance to everyday life and careers. It needs to be followed up with a reflection/evaluation of the skills learned at the end
Careers-related resources	• Before buying textbooks or online resources, review the publishing field and identify those that bring out career relevance well • Work with departmental colleagues and careers staff to develop your own careers-related resources
Careers-related displays	• Refresh displays regularly (unchanged permanent displays lose impact!) • Make displays interactive (e.g. pose questions as captions) • Use TV loops in the school/college foyer • Link displays to annual awareness events that celebrate careers, e.g. National Apprenticeships Week, National Careers Week, Children's Art Week • Involve your students in creating displays • Create playlists and SWAYS to post on your department's web page
Options booklets e.g.: • Year 9 options • Year 11 options	• Departments should deliver a session on taking the subject further and careers using the subject at each decision point (e.g. options and choices at 13+, 16+ and 18+). Timing is critical, i.e. when students are preparing to make the decision such as choices at 16+ either at the end of Year 10 or the beginning of Year 11 • Go beyond simply listing jobs that use the content of your subject. Show the interdependence of jobs, e.g. historians with archaeologists, archivists, museum curators. Home in on the transferable skills that your subject teaches • Avoid making exaggerated claims about the career value of your subject!
Visitors e.g.: • Alumni • Guest speakers	• Use virtual meetings platforms to enable you to access a wider range of speakers • Monitor the range of visitors who contribute to the curriculum to ensure diversity • Ask visitors to provide an article about their contribution to the careers programme for the school's newsletter • Use social media to promote and extend access to visitor events
Social media	• Develop a social media strategy with the support of the member of staff who manages your school's social media accounts (e.g. on Twitter and Facebook)
Progress and review	• Be a first-in-line helper, i.e. answering questions, feeding back, challenging, advocating, referring them to sources of more specialist help and promoting realistically high aspirations (as appropriate) • Know how to refer students to specialised advice and guidance

3. Personalised provision

This type of provision refers to individualised learning and support activities such as one-to-one meetings with a tutor, mentor or careers adviser; but also personalised help given in a group setting. Personalised provision enables students to meet their own needs and wants, take control of their learning and career journeys and to tell their own career story. It helps individuals to feel valued, confident and engaged in their own learning. School staff and careers advisers use their knowledge of learners as individuals to provide learning and support tailored to how they learn and respond best. Personalised provision also requires and benefits from close co-operation with parents and carers. Approaches related to personalising learning and support include:

- careers interviews
- small group guidance work
- action plan and individual learning plan meetings
- target-setting and reviews
- career development portfolio work
- experience of work visits
- mentor visits
- parents' evenings

The CDI provides a range of resources and training to assist school staff and advisers in developing their practice including adherence to the Institute's Code of Ethics and advice on safeguarding.

4. Opt-in provision

Opt-in provision refers to the enrichment programme which make up part of the learning offer. It includes the co-curricular and extra-curricular activities which students choose on the basis of a personal interest such as joining school clubs and societies or taking part in sports, drama and musical activities. It also includes the school's digital and social media activities such as emails, Facebook, Twitter, blogs, online learning materials, webinars, etc.

2.2 Inspiring teaching and learning

The learning aims focus on what really matters in career learning and development. It is important, therefore, to create powerful and compelling career learning environments that will enable learners to realise these aims. The box below shows four inspiring teaching and learning approaches.

Practice and experience-based learning	Constructing or making meaning from first-hand activities and experiences offers an authentic and relevant approach to career learning. The emphasis is on active, participative and experiential learning includes role plays, games, simulations, interacting with visitors, visits, work experience and work shadowing. Some activities can be organised virtually or remotely.
Dialogic teaching	Dialogic teaching promotes higher-level learning and thinking through collaborative talk. Dialogic techniques focus on teachers and students using open questions, answers, feedback, discussion and open-minded listening to complete a learning task together. The emphasis is on shared exploration in small groups and whole-class settings. It is not about competitive, individual debating or the teacher leading students towards the right answers. Methods include Socratic questioning, co-operative learning and the jigsaw classroom.
Enquiry and problem-based learning	Enquiry and problem-based approaches refer to students, individually or in small groups, designing, planning, and carrying out extended projects that lead to a publicly exhibited output such as a product, publication or presentation. The emphasis is on students answering a fundamental question that is important to them such as 'How can we improve job satisfaction at work?' 'See the Big Picture' is the key area of the framework that is concerned with asking challenging questions.
Portfolio-based learning	A careers portfolio is a collection of work completed by a student to support their career learning and development. It can take multiple forms with some documents, statements, reports, presentations, photos and video clips stored digitally (e.g. in an e-portfolio) and some stored physically in a card folder or ring file. The emphasis is on student-led developmental learning processes. These processes include planning (e.g. creating a careers action plan), collecting and recording (e.g. careers information, results of questionnaires, drafts of CVs and personal statements, exam certificates), selecting (e.g. what information to take to a careers interview) reviewing and reflecting (e.g. assessing progress and setting new goals). Portfolio-based learning has many applications. Students who need additional support, for example, can develop their portfolio with the assistance of staff and use it to prepare for meetings where their future will be discussed.

Annual Careers Plan – Overview of provision

Separate provision		
For	When	Additional notes
Focus	Where	

Integrated provision		
For	When	Additional notes
Focus	Where	

Personalised provision		
For	When	Additional notes
Focus	Where	

Opt-in provision		
For	When	Additional notes
Focus	Where	

2.3 Assessing for learning

Assessment is an integral part of the career learning and development process. Its purpose is to check whether learning outcomes have been achieved. We can distinguish between assessment 'for' learning which is formative and diagnostic and assessment 'of' learning which is summative. Assessment for learning is particularly beneficial as it promotes students' skills of learning how to learn and taking responsibility for their own learning. It is also a non-threatening way of helping students to recognise where they are in their learning, where they need to go, and how best to get there.

Practical tips for teachers include:

- identify how you will assess the outcomes from learning at the planning stage
- check that your approach to assessment is consistent with the overall school policy on assessment
- document your approach to assessment for the benefit of all staff involved in the careers programme. Address issues such as 'Why should we assess?', 'What should we assess?', 'How should we assess?', 'How should we record and/or report the results?', and 'How should we use the results?' Build up a bank of exemplification material to show assessment and standards in practice
- Use aggregated evidence from assessments to inform your evaluation and quality assurance of the careers programme.

Classroom approaches to assessment for learning

The ESRC TLRP *Learning how to learn* project (2001-2005) identified four key approaches:

Eliciting information

'Rich questioning' is an important way of finding out where students are in their learning. 'Open' questions give students the opportunity to think and reflect, e.g. 'What would you do differently or better next time? What else?' 'High-order' questions encourage thinking and reasoning, e.g. 'Why would an employer reject a CV out of hand? 'Hot Seat' questioning (i.e. an extended interaction with one student) is a way of scaffolding learning for the student in the hot seat and it enables the teacher to ask others in the class what they have learned from the exchange.

Other ways of eliciting information include:

- Brainstorming what students know already
- Training students to pose questions
- Using polls to review what students are • thinking
- Holding structured discussions
- Getting students to make mind maps
- Using questionnaires and inventories, e.g. psychometric tests, multiple choice quizzes
- Asking students to complete sentences, e.g. 'The most important part of the lesson for me was…'
- Role playing
- Making a presentation or giving a performance of understanding
- Holding focus groups and one-to-one discussions
- Observing students
- Scrutinising course work
- Structuring reflection, e.g. 'two stars and a wish' (This means reviewing two things that went well and one thing that could be improved)

Giving appropriate feedback

Feedback has a positive impact on performance when it is focused on what needs to be done to improve, and particularly when it gives specific details about how to improve. Students need to act on the feedback in order to benefit so giving students just enough help to take the next step in their learning (i.e. 'scaffolding') is important.

Appropriate feedback has been shown to be much more effective than just giving marks and even more effective than giving marks alongside comments.

'SIR' is a useful mnemonic for structuring feedback to students. Start with the student's 'strengths', suggest how the student can 'improve' and finally ask the student for their 'response' to the feedback and the actions they are going to take.

Ensuring students understand quality

Explaining the assessment criteria to students helps them to understand what you mean by quality. The learning outcomes can be displayed on the whiteboard and explained at the start of a session and reviewed at the end. Using planning/writing frames provides a structure to help students develop their responses.

Carrying out peer and self-assessment

Students who are taught over a period of time about how to assess their own progress make bigger improvements than those who lack this reflective skill. The 'traffic lights' system is a way of enabling learners to assess their own level of confidence/uncertainty. Towards the end of the lesson, learners can be asked to indicate their understanding of their learning by holding up a green, yellow or red circle, according to whether they feel they have achieved the intended outcomes fully (green), partially (amber) or not at all (red). The teacher can see if there are parts of the lesson that it would be worth going over again or asking students who have achieved the outcomes to help those who are less sure. Another technique is to use 'end-of-lesson students' review'. The idea here is that at the beginning of the lesson, one student is appointed as a 'rapporteur' for the lesson. The rapporteur gives a summary of what they have learned in the lesson and answers any questions that learners in the class may have.

Other self-assessment exercises include:

- Profiling, e.g. I did this with a lot of help / with a little help / on my own
- Graded statements
- Rating scales (such as RSMA – rarely, sometimes, mostly, always)
- Ranking exercises
- Third-party assessment, e.g. work experience students rate their employability skills and compare their ratings with those given to them by their work experience provider
- An autograph/affirmations book.

Assessment of learning

Accreditation of learning serves a useful purpose by providing objective, external evidence of achievement. A number of awarding organisations have designed careers and work-related programmes and qualifications for secondary and special schools and colleges including:

Ascentis (https://www.ascentis.co.uk/)

ASDAN (https://www.asdan.org.uk/)

City & Guilds Digital Credentials (https://www.cityandguilds.com/digital-credentials)

ETCAL (https://www.eta-awards.com/what-we-do/qualifications/)

IBO (https://www.ibo.org/programmes/career-related-programme/)

LASER (https://www.laser-awards.org.uk/)

Open Awards (https://openawards.org.uk/)

Pearson (https://www.pearson.com/uk/)

You can search for relevant qualifications on the Register of Official Qualifications (https://register.ofqual.gov.uk/).

> ***"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**

2.4 Meaningful audits

This handbook offers a template for auditing your careers programme based on the six learning areas of the framework. Auditing the careers programme is a process of accurately analysing and taking stock of existing provision. It is useful for:

- checking implementation against intentions, especially in relation to what students are learning
- dentifying gaps in the programme and areas for improvement
- finding out if resources are sufficient and if they are being well-used.

Auditing can be time-consuming so it is important to avoid pitfalls such as:

- making it too complicated
- failing to complete it
- turning it into a tick-box exercise
- omitting to involve colleagues whose support you need to implement changes.

To get the most out of auditing your careers programme, you could consider:

- working with an external expert or consultant who can give you advice on how to make judgements about the programme, e.g. if you have the support of an awarding body for the Quality in Careers Standard
- setting up a small team of staff to assist you in gathering evidence, making judgements and deciding how to follow up the audit
- identifying possible weaknesses in the evidence base and cost-effective ways of plugging any gaps, e.g. by organising questionnaires, interviews, focus groups and scrutiny of documents
- auditing your provision in stages so that you can focus on one or two learning areas at a time
- sharing the headline results with end-beneficiaries of the programme (i.e. students, parents/carers, employers, associate education/training providers) to show your commitment to improvement

The partial template below shows a possible way of auditing your careers programme based on the learning areas and aims in the framework.

The grids have a four-point rating scale which can be applied to each learning aim. The scale has only one position to denote 'unsatisfactory' whilst offering you three positions to indicate where the school or college is in its improvement journey. The resulting profile will enable the school or college to see which learning areas it is strong on and which need more attention. The rating scale is explained below:

4=	All or nearly all students would be able to recognise that they have learnt this (in line with their level of achievement). All or nearly all relevant staff feel confident that they had a high level of expertise in facilitating the learning of this. The programme is very well developed to deliver this outcome. Evidence of students' achievement in learning this is obtained from very well-developed assessment and evaluation.
3=	Most students would be able to recognise that they have learnt this (in line with their level of achievement) Most relevant staff feel confident that they had a high level of expertise in facilitating the learning of this The programme is well developed to deliver this outcome. Evidence of students' achievement in learning this is obtained from well-developed assessment and evaluation.
2=	Many students would be able to recognise that they have learnt this (in line with their level of achievement. Many relevant staf feel confident that they had a fairly high level of expertise in facilitating the learning of this. The programme is fairly well developed to deliver this outcome. Evidence of students' achievement in learning this is obtained from fairly well-developed assessment and evaluation.
1=	No or few students would be able to recognise that they have learnt this (in line with their level of achievement). No or few relevant staff feel confident that they had a fairly high level of expertise in facilitating the learning of this. The programme is not developed enough to deliver this outcome. Evidence of students' achievement in learning has not been obtained from assessment and evaluation.

Key Stage 3

Grow throughout life	1	2	3	4
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				

Explain how these ratings were determined ***(Impact)***

Indicate the immediate priorities for development/improvement ***(Implement)***

Indicate longer term plans ***(Intention)***

2.5 Evaluating and assuring quality

What is evaluation?

> "Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions" (M.Patton, 1987).

Having made the decision to use the CDI Framework as the bedrock of the design and delivery of your careers programme, it is important that you evaluate its effectiveness.

There are different levels of evaluation and the process should be targeted to specific areas of the programme that you – or others – feel should be addressed. An evaluation process need not be seen as an arduous process which 'has to be done', more as a vital component of your school's careers offer and something that drives improvement.

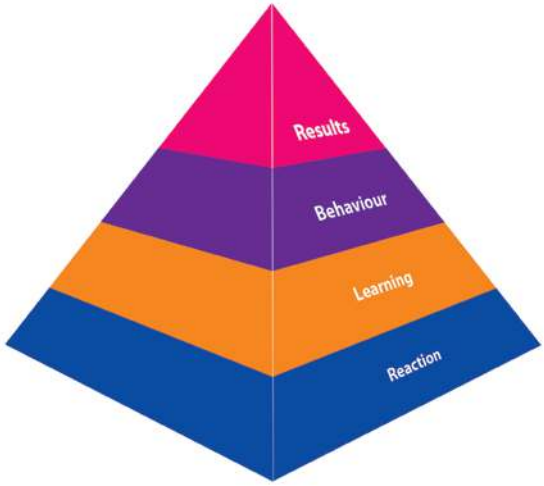
Evaluation can take different forms and the skill of the evaluator will be in using a combination of methods to produce the most effective and useful result. So, whether it is a student ticking a smiley face after a lesson or a teacher completing an annual online careers questionnaire the responses can be pulled together to provide comprehensive evidence for what is working well and how the school can innovate and change.

The Kirkpatrick Model of Evaluation (1959) identifies four levels of impact from training and education programmes. Careers Leaders can use this model to plan their evaluation process.

Why evaluate?

This may seem an obvious question, but it is important to clarify the purposes of the evaluation. Without effective evaluation how do schools know that what they are doing is not only fulfilling its function but also that it is as good as it could be? Evaluation meets two needs of the education system: the demand for accountability and the demand for improvement. It can be used to celebrate achievement and generate publicity for positive work. It is important to align our evaluation with those processes in place in schools and colleges to ensure professionalism and credibility.

Kirkpatrick's model



Evaluation level	Questions
1. Reaction	What are participants' reactions? Were they *happy* with the intervention/programme?
2. Learning	What did the participants *learn*? Where the learning objectives achieved?
3. Behaviour	Has performance changed? Did the participants change their *behaviour* based on what was learned?
4. Results	Did the behaviour change have a positive *effect* on the organisation?

When we evaluate, we can also share findings with our community of practice in order to support and inspire others.

How do you evaluate the Framework?

Using a methodical approach to the evaluation process is likely to lead to the most accurate and successful results. For a simple approach to this question, follow these steps, adapted from the NHS Cambridgeshire Evaluation Toolkit (https://clahrc-cp.nihr.ac.uk/wp-content/uploads/2012/07/Full_Evaluation_Toolkit.pdf):

1. Do you really need to conduct an evaluation?

2. Decide if there are others who can support you in your evaluation

3. Select the participants

4. Define your questions

5. Clarify the resources available to you

6. Ensure you have taken into account any ethical considerations

7. Check the expectations of the audience for the evaluation

8. Select the time for the evaluation to take place

9. Select the methods

10. Consider how the results are to be shared and who with

11. Ensure the outcomes feed into next year's careers plan.

Before you begin, it is important to explore the existing methods of evaluation in your school that you can use to support and quantify aspects of the careers programme (e.g. parental surveys).

It is also worth considering linking evaluation with key points in the year so that the exercise is given heightened prominence amongst other staff, e.g. during an internal process such as GCSE options time or an external event such as National Careers Week.

When we begin to think about how to measure impact it is important to understand what we know at the start of the process in order to be able to quantify what has been achieved. For example, simply evaluating students' knowledge of the labour market at the end of Year 10 would not yield meaningful data if their starting point at the beginning of the year was not known.

What are the essentials of a good evaluation of the Framework?

The evaluation of the CDI Framework should not be seen as an isolated activity within the school. Rather it should be treated as an integral part of the holistic preparation of students for the world of work, making a positive contribution to their education, personal development and career planning. As such, the mission statement, values and overall direction of the school needs to be integral to the design and execution of the evaluation.

A simple checklist can support this aim by ensuring that:

1. the evaluation sits within the wider strategic aims of the school

2. there is a defined reporting mechanism through to decision-maker

3. results are shared with participants and stakeholders

4. the evaluation has the support of all those involved

5. a 'do no harm' approach to evaluation covers confidentiality, consent and data-sharing

6. the evaluation is designed to lead to recommendations for action.

What methods should be used to evaluate the Framework?

There are a number of standard methods that can be used to evaluate elements of the Framework. The key is to identify the most appropriate method for the specific learning area, or outcomes, being evaluated.

The most common methods of primary data collection are

- Interviews (structured, semi-structured, unstructured)
- Focus groups
- Questionnaires
- Observations

The most common methods of secondary data collection are mainly via scrutiny of documentation, e.g.:

- Student work
- Educator feedback
- Publications, newsletters and social media
- Public records and accounts.

A common practice is to combine two or more methods of evaluation when more certainty is required over an issue. This process is called triangulation and can improve the accuracy of the evaluation.

How do you make the process as easy as possible?

Perhaps the most useful advice is to try to maintain a self-evaluation mindset! This needn't be an onerous task – simply using a physical or online folder of evidence can support the evaluation process. It is only a short step from this to making the decision to opt for a full-scale external evaluation of the school's careers provision by registering for the Quality in Careers Standard.

The process should also be something that is discussed with a line manager to ensure a good return on investment.

What else could you consider?

Evaluation is not only extremely revealing about a school or college's provision, but it can also be thought-provoking and fun! Think about involving other key people in the evaluation who can provide a different slant to the process and enable fresh thinking. As well as students, teachers and other staff, how about involving the following groups of people:

- Parents and carers: Do they notice career maturation in their children?
- Governors: Are they aware of what is happening in the careers space?
- Employers: What do they want to see from young workers in the area?
- Alumni: What careers experiences do former students feel they 'should' have had?

Getting started

The following are examples of elements of a careers programme that could be evaluated using the new CDI Framework. First look at the six learning areas then cross-reference them with the activities, processes and features shown in the box below:

Learning areas

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

Examples of activities, processes and features

Activities	Processes	Features
Careers lesson	Careers topic or module	Careers noticeboards
Assembly	Series of assemblies	School website
Tutor period	Tutorial programme	Careers software programs
Employer presentation	Employer engagement	Departmental displays
Careers within a subject	Careers in the curriculum	School planner
Options lesson	Options process	Options booklets
Parents evening	Parental engagement	Social media
Careers fair	Careers events	Newsletters
Higher Education visit	HE awareness	Prospectus
Apprenticeship presentation	Technical education	Banner stands
Work experience	Workplace experiences	Volunteering/ social action

2.6 Professional learning

Planned professional learning activities will support the successful implementation of the career development framework. The Careers Leader is best placed to negotiate and organise a multi-stranded professional learning strategy which comprises some or all of the following elements:

- High-level inputs for senior leaders and governors, e.g. succinct, bullet-pointed presentations at senior leadership team meeting and governing body meetings focusing on the impact and outcomes for students of implementing the framework well
- Awareness-raising activities for all teaching and teaching support staff to include internal communications, briefings at staff meetings and one-to-one discussions. These activities will help to promote understanding of the new framework as well as begin to influence the perceptions of staff about the importance of linking curriculum learning to careers and their roles in facilitating students' career development

- Creating opportunities for close professional collaboration focusing on developing and improving practice, e.g. team-teaching in lessons, setting up working groups to run projects and co-operating with external education partners
- Encouraging staff to reflect on their practice in embedding career development learning in the curriculum
- Creating an online professional library with examples of projects and resources to promote students' career development which have been completed by staff themselves. Examples work best when they show the professional learning journey from the design stage to evaluation
- Encouraging staff to attend face-to-face and virtual training events, where appropriate, such as those organised by the CDI. This can also include supporting staff who are interested in gaining accredited qualifications. Many post-graduate teaching and leadership qualifications provide scope for participants to undertake small-scale research projects which provides scope for them to investigate specific aspects of students' career development

3 Useful links and resources

Visit the Career Development Framework page on the CDI website (https://www.thecdi.net/Home) to access the latest supplementary resources to accompany the handbook. The CPD Resources section in the members area of the CDI website also includes a wide range of useful resources.

The CEC Resource Directory provides a detailed list of resources to assist schools in implementing their careers programmes (https://resources.careersandenterprise.co.uk/)

The Careers section of the Greater London Authority website provides some useful ideas and resources (https://www.london.gov.uk/what-we-do/education-and-youth/preparing-young-people-workplace).

Chapter 5 of *London Ambitions: Shaping a successful careers offer for all young Londoners* (2015) offers a framework of learning outcomes for 7-18-year-olds. It can be downloaded at https://www.researchgate.net/publication/280153211_London_Ambitions_Shaping_a_Successful_Careers_Offer_for_all_Young_Londoners

The career management skills framework developed by the LEADER project is grouped around five main areas: personal effectiveness, managing relationships, finding and accessing work, managing life and career, and understanding the world (http://www.leaderproject.eu/)

The Blueprint for Careers: a guide for users published by the Learning and Skills Improvement Service (LSIS) in 2012 provides a framework of career competencies for England derived from earlier versions in North America and Australia. (https://repository.excellencegateway.org.uk/LSIS2013-04a-BlueprintForCareersUserGuide.pdf).

The Welsh Government is introducing a new curriculum for 3-16-year-olds in which Careers and Work-related Experiences (CWRE) is a cross-cutting theme. Visit the Careers Wales website to find out more about their range of professional and classroom resources (https://careerswales.gov.wales/)

Skills Development Scotland: My World of Work https://www.myworldofwork.co.uk/ includes lesson plans, articles and resources for teachers https://www.myworldofwork.co.uk/partner-resources

CAREER DEVELOPMENT INSTITUTE

Ground Floor,
Copthall House,
1 New Road,
Stourbridge,
West Midlands
DY8 1PH

Tel: 01384 376464
Email: hq@thecdi.net
www.thecdi.net