

Creating careers programmes that achieve valuable outcomes for students

Complete Careers Conference

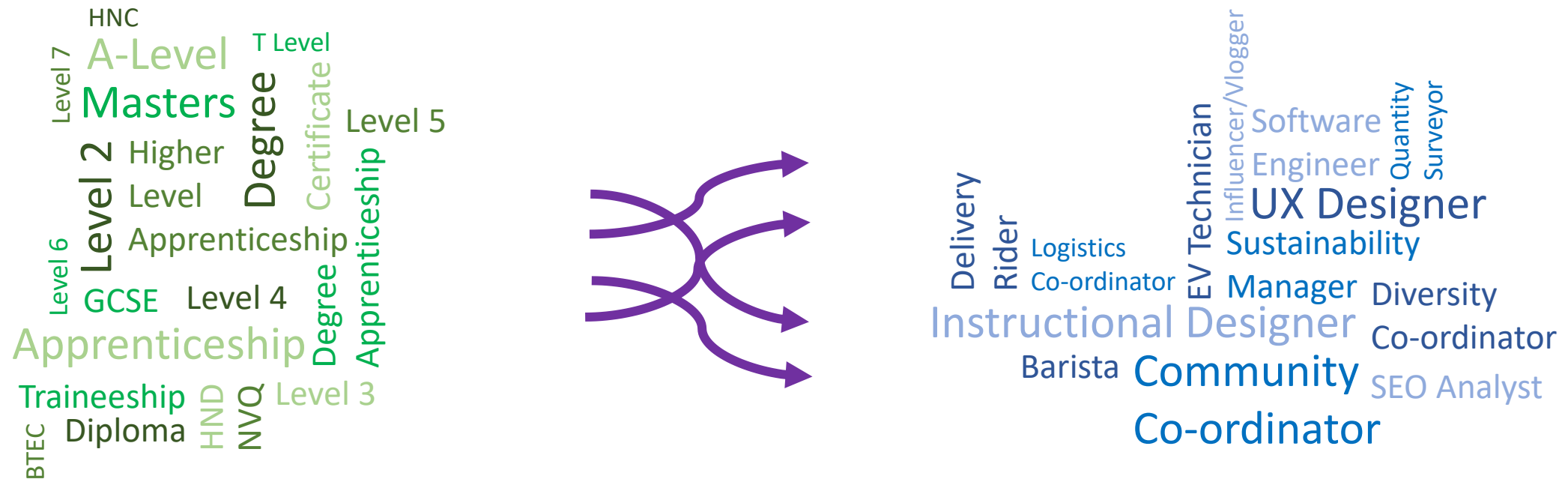
4th May 2023

David Morgan
Chief Executive

Career development plays a key role in helping people navigate complex pathways and careers

With so much change, it can be challenging for individuals to set career goals and identify the right pathway for them to make progress.

For young people, there is the added issue that their biggest influencers - parents and teachers - are also unlikely to be keeping up with employment trends and education, training and career paths.



Careers education, information, advice and guidance can benefit not just the individual, but also the wider economy and society.

Career development is beginning to get more attention

Pilot in
primary
schools

Access for
education
and training
providers

Holman
review and
Education
Select
Committee

Lifelong
learning
entitlement

1,000 additional
careers advisers
in schools –
Labour Industrial
strategy.

Skills and
learning report
informing
Labour
manifesto.

But there are still large gaps

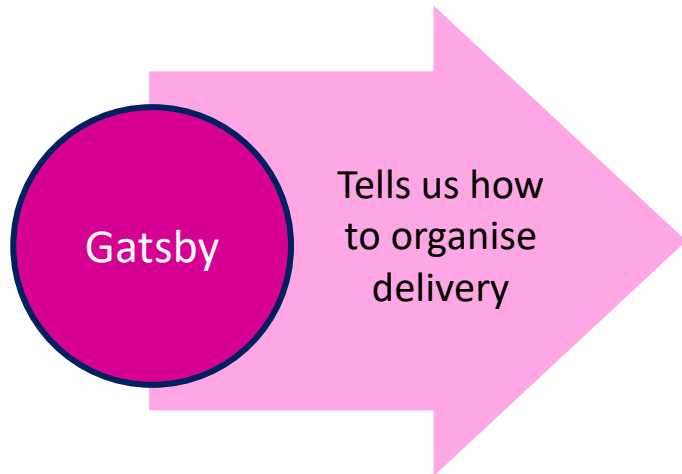
- Not all schools have a trained Careers Leader and most are still working towards the Gatsby benchmarks.
- Too many schools do not provide sufficient access to qualified Careers Advisers.
- Low pay in schools, colleges and NCS providers is contributing to a workforce shortage.
- There is limited access to adult provision and it isn't aligned to the skills system.

High quality careers support builds on three core elements

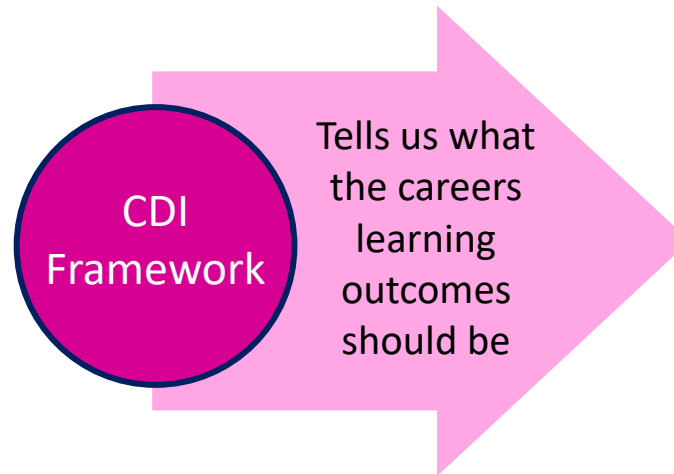
Statutory guidance

- Updated to include access for education and training providers.
- Required to provide independent careers guidance to pupils in years 7 to 13.
- Ofsted school inspection handbook updated as CEIAG is a key area of inspector judgement.

Gatsby benchmarks - actions



CDI Career Development Framework - outcomes



Quality in Careers Standard



Career Development Framework

The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career.

Statutory guidance

"Schools and colleges can consider using the Career Development Framework, published by the Career Development Institute, to shape career learning outcomes within the careers programme." Page 14

"The Career Development Institute's Career Development Framework of learning outcomes provides a useful resource that can both underpin the PSHE curriculum and support Careers Leaders to map career development outcomes across the curriculum." Page 26

- Linked to the Gatsby benchmarks since 2018.
- Launched the new framework in April 2021.
- Created in consultation with ~300 careers experts and practitioners, C&EC, PSHE Association and the DfE.
- Designed to be relevant for all practitioners, not just schools and colleges.

Primary



Secondary



Further Education



Adult services

TBC

The six learning areas

Career development isn't just there to help you decide how to use the skills and knowledge you have learned elsewhere in your education.

It is there to help you develop essential, lifelong skills that will enable to you have a positive career.



Resources to help understand the framework

- We have produced a range of materials to help launch the Framework within schools.
- From posters to guides and handbooks, including a summary of the learning areas by key stage.

	Key Stage 3	Key Stage 4	Post-16
 Grow throughout life	• 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	• 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	• 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	• being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection	• 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	• 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

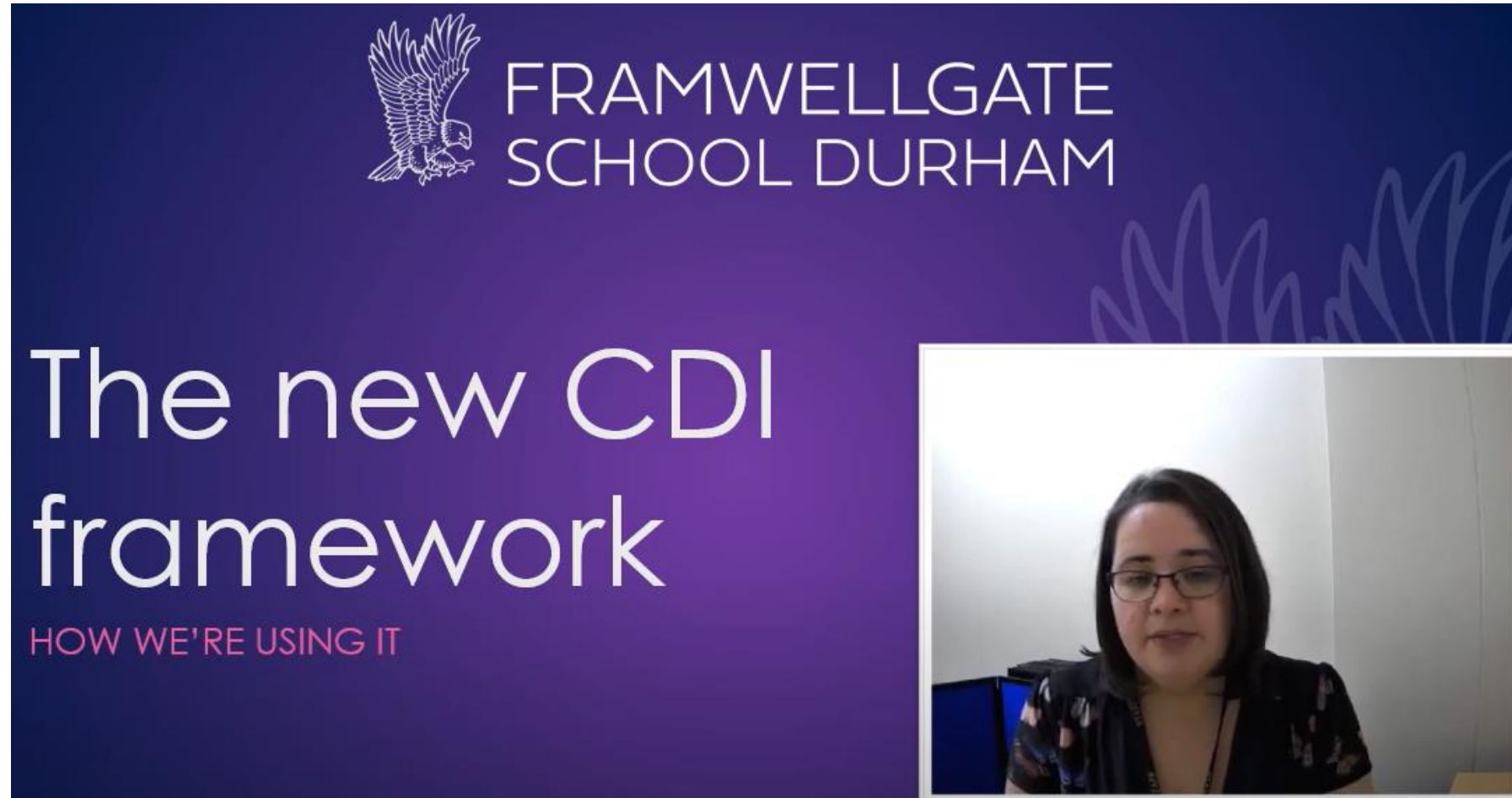
Templates to help use the framework in practice

- There are also a range of resources to support implementation, including:
 - An audit template to check existing activity against the framework learning areas.
 - A template to create a plan linked to the learning areas.

Outcome	Learning Aim	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Grow throughout life	Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths	3				
		4				
		Post 16				
Explore possibilities	Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces	3				
		4				
		Post 16				

Case studies so you can see how others have used the Framework

- Resources include case studies from primary, secondary and special schools.



The Framework is part of developing careers programmes that achieve outcomes

Establish a careers strategy and adopt a whole-school approach.



Appoint a trained Careers Leader. Use the Framework to inform the strategy outcomes.

Thank you

<https://www.thecdi.net/New-Career-Development-Framework>