

GATSBY BENCHMARK 1



How to achieve Benchmark 1





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How to achieve GATSBY BENCHMARK 1



The purpose of this guide, is to support the achievement of Gatsby Benchmark 1, this is the benchmark that provides the strategic and operational overview of an institution's careers programme.

All schools and colleges should have a careers programme in place, that is embedded into the ethos and is understood by teachers, pupils, parents and parents.

The careers programme should be strategic, linking to improvement plans and priorities to ensure that careers education is threaded throughout the curriculum.

Gatsby Benchmark 1 is the benchmark that focuses on a stable careers programme and the elements that are required to ensure that the programme is effective.

This particular benchmark focuses on the strategic programme being implemented and evaluated, as well as having the support of the senior leadership and the board of governors.

This should support with whole school/college buy-in, as the purpose of education is to prepare young people for the world of work.

Within Gatsby Benchmark 1, the school/college website should host information to ensure that teachers, pupils, parents and employers are informed of the careers programme and can gather information on a wide range of careers information such as: labour market information, pathways and activities/encounters that are facilitated by the school/college.

A STABLE CAREERS PROGRAMME



Careers Education with a Purpose

INTERPRETING THE SUB-BENCHMARKS

Sub-benchmark	Interpretation
Careers Programme:	
Is written down?	Careers Programme published on the website inclusive of strategic elements and the statutory Impact statement
Is approved by the board of governors?	Programme and policy is reviewed annually by governors and is logged in the minutes.
Has the explicit backing of senior leadership?	A member of SLT has oversight of careers and is aware of the programme in place, supports CL when prompted
Has resources allocated?	Time, staff, budget
Has systematic & operational elements?	It links to the school's strategic plan or recovery plan, but also outlines operational delivery such as specific activities/key encounters taking place.
Is published on your website?	Programme uploaded to website





STRATEGIC PLAN

The strategic plan enables the Careers Leader to implement the careers programme, identifying clear methods to evaluate and measure the impact. This will increase the outcomes for all students and support a shared vision across the school/college linked to the improvement plan.

Your strategic plan should include:

- **Careers Vision:** this should link clearly to the school's/college's vision and ethos, clearly identifying the desired impact that the careers programme aims to have on students.
- **Biography of the institution,** any areas of specialism and insight into the institution and the ethos. Identifying key strengths and any areas of focus.
- **Key Strategic Objectives:** these should link directly to the institution's improvement plan and clearly identify the intent, impact and implementation of the strategy.
- **Action Plan:** how the strategic objectives and careers vision are going to be met. Time frames, key actions and evaluation processes are to be included.

A STABLE CAREERS PROGRAMME

A careers programme is the spiral curriculum in place to meet the key strategic objectives of your strategic plan. All activities within your careers programme should be linked to the desired learning outcomes of your strategic plan.

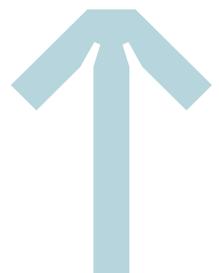
Learning objectives will enable you to ensure that a progressive spiral curriculum is in place. Resulting in students developing their employability skills and career readiness throughout their time within your institution and having the skills required to make informed decisions at key transition points about their next steps. [The Careers Development Institute](#) (CDI - professional body for Careers) has mapped out learning outcomes for careers education, identifying suggested activity to support.

Your careers programme will help to support staff members in understanding the strategic plan and make clear links to the ways in which it links to the institution's improvement plan and their subject areas. This is key, as in order for careers to be embedded within the curriculum and school ethos, a whole school approach is required.

Resources

The Careers & Enterprise Company (CEC) has developed three modules that directly support with the creation and implementation of a strategic careers programme:

- [Creating a strategic careers plan](#)
- [Building a progressive careers programme](#)
- [Impact Evaluation](#)





CHECKLIST

The careers section on your school website should sit under its own tab where possible, as DFE and OFSTED do look at school websites for this information (the four clicks rule is utilised here). To ensure that this section of your website is engaging please utilise widgets for the links provided or any that you wish to include. Your careers website will be a vital source of information for your students and their parents, therefore it needs to be accessible. Ensure that all widgets are labelled appropriately.



HOME PAGE

- Overview of the careers vision & intent
- Meet the Careers Team: Overview of key individuals (Providing a short overview of the role they carry out) Careers Leader, Enterprise Adviser, Careers Adviser, Link Governor etc (photos will enhance this)
- Links to the Careers Programme, Careers Policy & Provider Access Policy should be held on this page.



STUDENT INFORMATION

Content aimed at students includes the careers education, opportunities and activities they can expect to receive and when, with links to relevant Gatsby Benchmarks, whilst ensuring that there is information about the labour market and transition pathways.



LINKING CAREERS TO CURRICULUM

Specific section linking curriculum areas to careers. This should include resources designed to demonstrate how subjects link to career pathways. You may also mention here if any platforms such as Unifrog, Xudos or START are being utilised at the subject level.

There should also be a statement aimed at teachers, stating that there is an expectation that they will draw links from their subject to careers and where to go for resources and support.



EMPLOYERS

Information covering how you currently engage with employers, this may include specific events. You should also include information aimed at employers who may want to engage with the school/college who are not already doing so. Ideally this page would tell the new employer who they can contact to work with the school and specific opportunities they can support with.



PARENTS

Content aimed at parents includes the careers education, opportunities and activities their children/young people can expect to receive and when, with links to relevant Gatsby Benchmarks.

Parents / Carers should be encouraged here to use the START /Xello / Unifrog programme with their children /young people.



PARENT INFORMATION

The parent section of your website should provide key information to facilitate understanding of the local labour market, pathways and your careers programme. As well as providing the opportunity for parents to provide feedback on your programme via a digital form.

The links provided below can be used to populate this section of your website

CAREER ALCH Σ MY





EMPLOYER SECTION

- Overview of opportunities available for employers to support careers activities.
- Contact form
- Brief of employers already supporting the programme
- Message from your Enterprise Adviser to inspire other businesses to support careers events and activities
- Link to Evaluation form for employers / businesses who have taken part in careers events / activities.



LABOUR MARKET INFORMATION

This section of the website should contain links and information on the labour market sectors within The Marches area (Shropshire, Herefordshire and Telford & Wrekin). This can currently be achieved through posters and information from the National Careers Service.

Labour Market Information

The Marches

Employment¹

75.8%

West Midlands: 73.6%
UK: **74.5%**

Unemployment rate¹

3%

West Midlands: 5.1%
UK: **4.8%**

Self-employment¹

12.4%

57,700 people are self-employed

Salary²

The average gross income is **£29,425** a year

Working hours²

On average people work **37.5** hours a week

Working patterns¹

33.2% Part-time 66.8% Full-time

Top Vacancies in 2021³

- Care workers/home carers
- Nurses
- Administrative occupations
- Sales related occupations
- Programmers/software developers
- Customer service occupations

Job growth³

+7,790
employee jobs
by 2030

Sectors set to grow³

- Professional services
- Admin and support services
- Retail and wholesale
- ICT services

Where are the most jobs now?⁴

Retail and wholesale

Health and social care

Manufacturing

Education

Administration

Accommodation and food

☎ 0800 100 900
 🌐 nationalcareers.service.gov.uk
 March 2022

Sources: 1. ONS Annual Population Survey (OAS) 2020-Sept 2021; 2. ONS Annual Survey for Hours and Earnings (ASHE) 2021; 3. ONS Future Jobs Centre (FJC) 2021; 4. ONS Future Jobs Centre (FJC) 2021



APPRENTICESHIPS & TRAINING

This section of the website should contain links and information about apprenticeships and training. This will be useful to all stakeholders, students, teachers, employers and parents.



Find a traineeship



Apprenticeship via Industry Sector



Become an Apprentice



Careers Helpline



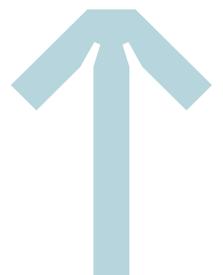


WORK EXPERIENCE

Identify what the work experience provision is and useful information around the process such as how to apply and etiquette when approaching employers. You can also provide links to virtual work experience opportunities.



VIRTUAL WORK EXPERIENCE OPPORTUNITIES





FURTHER & HIGHER EDUCATION

Within this section of the website, you can provide links to local further and higher education providers.





ALTERNATIVE OPTIONS

Within this section of the website, you can provide links and information to local training providers and careers pathway such as the Army etc.





LINKING CAREERS TO THE CURRICULUM

This particular area of the website, is where you can identify how careers is linked to subject areas. As well as providing links to information & websites that will support stakeholders to understand how subjects link to careers and the world of work



ART



Biology



Business Studies



Chemistry



Computing



Dance



Drama



English



Food



Geography



History



Languages



Maths



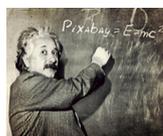
Media Studies



Music



PE



Physics



Design



Science



Textiles



EVALUATION

Evaluating your careers programme, will allow continuous improvement and ensure that you are tailoring the programme to meet the needs of your students.

However, it is important to consider any time constraints, you are not expected to evaluate everything within your careers programme.

Identify a range of areas to collect evaluation samples. Ensure that students, teachers, parents and employers have had the 'opportunity' to provide feedback on both the entire programme and individual events.

Identify the level of evaluation required. Some areas may require a deeper evaluation in the form of a survey, such as the careers programme as a whole or key events.

There are two specific areas that your evaluation process should cover:

- **Implementation:** are the careers education, interventions, activities and opportunities being delivered effectively? Have all students have the opportunities to participate? Were all stakeholders happy with the event and did it have the desired outcome?
- **Impact:** does your careers programme influence student outcomes? Have the strategic outcomes been met?

EVALUATING STUDENT OUTCOMES

When evaluating your careers programme, look at destination data to identify if there are any trends linked to the careers programme. Are there any changes in destinations? Did an increase in information about vocational & technical pathways result in an increase in students going into apprenticeships?

Are students making more informed decisions when selecting their options or courses of study? Can this be linked to any activity in the careers programme.

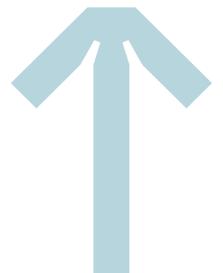
Has any gender bias in subjects/courses chosen decreased? Can this be linked to any challenging stereotypes or careers in the curriculum work that has taken place?

Within Compass+ the Future Skills survey will collect and analyse data on student knowledge, skills and attitudes to support with this.

The Careers & Enterprise Company has created [evaluation templates](#), for all stakeholders. These can be copied into a survey tool such as Microsoft forms, Google forms or survey and the link shared on your website via newsletters etc. These tools will collect the data in an Excel spreadsheet making it easier for you to analyse the data.

Useful Information

- Keep data collection proportionate: use of survey tools/small yet balanced focus groups after significant events or to give feedback on the whole programme
- Make use of existing data: including intended and published destinations data, any relevant attendance/behaviour data, etc.
- [Impact Evaluation Tool kit](#)





Insert school name & logo

Strategic Careers Programme

Amend colour to match that of the school/college

INSERT SCHOOL/COLLEGE NAME



Introduction

In this section include:

- **Careers Vision:** this should link clearly to the school's/college's vision and ethos, clearly identifying the desired impact that the careers programme aims to have on its students.
- **Biography of the institution:** any areas of specialism and insight into the institution and its ethos, identifying key strengths and any areas of focus.

INSERT SCHOOL/COLLEGE MOTO

Careers Team

	Name:
	Job Title:
	Bio

	Name:
	Job Title:
	Bio

	Name:
	Job Title:
	Bio

	Name:
	Job Title:
	Bio

INSERT SCHOOL/COLLEGE NAME

Strategic Objectives



In this section, identify:

- Key Strategic Objectives: these should link directly to the institution's improvement plan and clearly identify the intent, impact and implementation of the strategy.
- Action Plan: how the strategic objective are to be achieved.

Strategic Objectives		
Strategic Objective 1	Strategic Objective 2	Strategic Objective 3

Our strategic objectives link directly to our learning outcomes and are clearly mapped to the Gatsby Benchmarks and the CDI Framework.

For a positive career you need to...



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 careers

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.

Action Plan



Learning objectives to be selected from the CDI booklet provided

INSERT SCHOOL/COLLEGE MOTO

Year 7							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 8							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 9							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 9							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 10							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 11							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 12							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						



INSERT SCHOOL/COLLEGE MOTO

Year 13							Learning objectives					
Strategic Objective 1							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 2							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

							Learning objectives					
Strategic Objective 3							Supporting Activities					
BM2	BM3	BM4	BM5	BM6	BM7	BM8						

Vision Statement

Contact:

Email:

Telephone

Milestones and Learning Outcomes

Key Events and Experiences

Year 7

Insert desired outcomes

Year 7

Insert events & activities

Year 8

Year 8

Year 9

Year 9

Year 10

Year 10

Year 11

Year 11

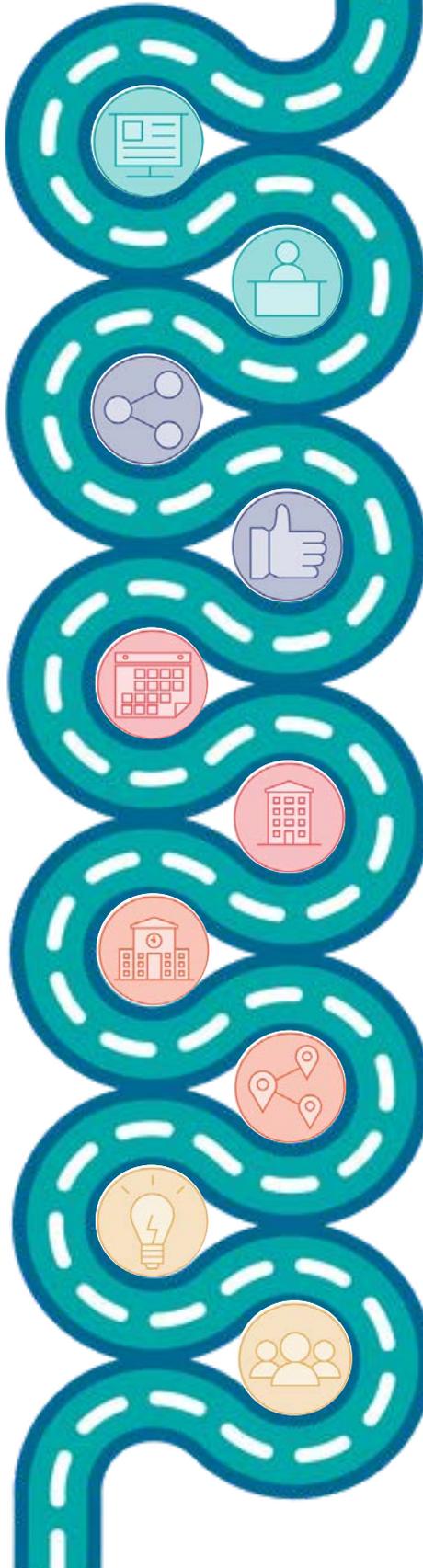
Year 12

Year 12

Year 13

Year 13

INSERT SCHOOL/COLLEGE MOTO



Inspiring and preparing young
people for the world of work.

Application for Provider Access



Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact xxxxxxxxxxxx.

Telephone:

Email:

Opportunities for Access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader so that they can be displayed in the Careers section of the school library.

The CDI Framework: Learning areas

The six learning areas for lifelong career development.

For a positive career you need to...



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 careers

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.

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	Key Stage 4	Post 16
being aware of the sources of help and support available and responding positively to feedback	responding positively to help, support and feedback	actively seeking out help, support and feedback
being aware that learning, skills and qualifications are important for career	positively engaging in learning and taking action to achieve good outcomes	taking responsibility for their learning and aiming high
being willing to challenge themselves and try new things	recognising the value of challenging themselves and trying new things	seeking out challenges and opportunities for development
recording achievements	reflecting on and recording achievements, experiences and learning	reflecting on and recording achievements, experiences and learning and communicating them to others
being aware of heritage, identity and values	considering what learning pathway they should pursue next	planning their next steps in learning and work
	reflecting on their heritage, identity and values	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	Key Stage 4	Post 16
being aware of the range of possible jobs	considering what jobs and developing a clear direction of roles are interesting	travel in their career and actively pursuing this
identifying common sources of information about the labour market education system	researching the labour market and the education system	actively seeking out information on the labour market and education system
being aware of the main learning pathways (e.g. university, college and apprenticeships)	recognising the main learning pathways and considering which one they want to follow	to support their career having a clear understanding of and how they will access and the learning pathways and succeed in it
being aware that many jobs require learning, skills and minimum qualifications	researching the learning and qualification requirements for jobs and careers that they are interested in	reflecting on workplaces, workplace culture and expectations
being aware of the range of different sectors and organisations where they can work	researching the range of workplaces and what it is like to work there	analysing and preparing for recruitment and selection processes
being aware of the range of ways that organisations undertake recruitment and selection	researching how recruitment	

	and selection processes work and what they need to do to succeed in them	
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Manage career		
Manage your career actively, make the most of opportunities and learn from setbacks		
Key Stage 3	Key Stage 4	Post 16
<p>being aware that career recognises their journey ways in which people talk through life, learning and work about career and reflecting on its meaning to them</p> <p>looking forward to the future</p> <p>imagining a range of possibilities for themselves in their career making plans and developing a pathway into their future</p> <p>being aware that different jobs and careers bring different challenges and rewards</p> <p>managing the transition into secondary school and taking steps to achieve in preparing for choosing their GCSEs and make a decision about their post-16 pathway</p> <p>learning from setbacks and challenges thinking about how they deal with and learn from challenges and setbacks</p>	<p>building their confidence and optimism about their future</p> <p>considering the risks and rewards associated with different pathways and careers</p> <p>steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>how they deal with and learn from challenges and setbacks</p>	<p>being able to describe the concept of career and say what it means to them</p> <p>building their confidence and optimism about their future and acting on it</p> <p>actively planning, prioritising and setting targets for their future</p> <p>considering the risks and rewards of different pathways and career and deciding between them</p> <p>managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>being proactive about being resilient and learning from setbacks</p>

Create opportunities		
Create opportunities by being proactive and building positive relationships with others		
Key Stage 3	Key Stage 4	Post 16
<p>developing friendships and relationships with others</p> <p>being aware that it is important to take initiative in their learning and life</p> <p>being aware that building a career will require them to be imaginative and flexible</p> <p>developing the ability to communicate their needs and wants</p> <p>being able to identify a role model and being aware of the value of leadership</p> <p>being aware of the concept of</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p>	<p>building and maintaining relationships and networks within and beyond the school</p> <p>being proactive about their life, learning and career</p> <p>being creative and agile as they develop their career pathway</p> <p>representing themselves and others</p> <p>acting as a leader, role model or example to others</p> <p>considering entrepreneurialism and self-employment as a career pathway</p>

entrepreneurialism and self-employment	researching entrepreneurialism and self-employment	
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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	Key Stage 4	Post 16
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	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	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 Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces		
Key Stage 3	Key Stage 4	Post 16
being aware of a range of different media, information sources and viewpoints	evaluating different media, information sources and viewpoints	evaluating different media, information sources and viewpoints and reflecting on the best way to get information

being aware that there are trends in local and national labour markets	exploring local and national labour market trends	for their career
being aware that trends in technology and science have implications for career	exploring trends in technology and science	exploring and responding to local and national labour market trends
being aware of the relationship between career and the natural environment	exploring the relationship between career and the environment	exploring and responding to trends in technology and science
being aware of the relationship between career, community and society	exploring the relationship between career, community and society	exploring and responding to the relationship between career and the environment
being aware of the relationship between career, politics and the economy	exploring the relationship between career, politics and the economy	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 Careers Development Institute significant incidental and non-formal learning that is taking place. April 2021