



Guidance

**Curriculum  
Examination  
and Assessment**

Head Teachers, Senior  
Managers, Curriculum  
Co-ordinators in Schools,  
Colleges and Work-based  
Training Organisations

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# Careers Education and Guidance in England

A National Framework 11-19

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department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

**connexions**

**"Young people who have received an effective careers education programme delivered through the curriculum, alongside impartial advice and guidance from external guidance specialists, make the best transitions at age 16 and are less likely to switch or drop out of courses in Year 12"**

**14-19: Extending Opportunities and Raising Standards DfES 2002**

Our proposals for the 14-19 phase of education provide the opportunity for young people to study more individually-tailored learning programmes, that better meet their aspirations and enable them to achieve to their full potential. Giving young people the skills to make informed choices and to manage their progression through learning - through an effective careers education programme, backed up by an integrated package of advice and support - will be essential.

This national Framework for Careers Education and Guidance in England is a key element of our overall package to support young people in making their learning and career choices for the 14-19 phase. It will provide schools, colleges and work based training providers with a significant tool to help them improve the quality of career learning opportunities they offer young people.

The need for timely advice and support to help young people make the right choices about their education and prepare them properly for working life was a key message from the 14-19 consultation. And it was backed up in the responses to the subsequent consultation and quality assurance process for the Framework itself, where a broad range of respondents, including Head Teacher Associations, welcomed the Framework and supported a proposal to introduce careers education earlier. That is why we have announced our intention to extend the statutory requirement on schools to provide a programme of careers education in Years 9-11, down to Years 7 and 8. Through this Framework, we are also encouraging all providers of post-16 learning to support young people with an appropriate programme of careers education up to age 19.

We commend this Framework to you and encourage schools, colleges and work based training providers to use it to review and develop their existing programmes of careers education and guidance from September 2003.



**DAVID MILIBAND**  
**Minister of State for School Standards**



**IVAN LEWIS**  
**Parliamentary Under Secretary of State  
for Young People and Adult Skills**

# Introduction

## OVERVIEW

**This document presents a national, non-statutory Framework for Careers Education and Guidance 11-19. The Framework offers guidance on how schools, colleges and work-based training organisations can develop improved programmes of careers education and guidance, which better prepare young people for the opportunities, responsibilities and experiences of adult life.**

It includes:

- recommended learning outcomes and suggested content for careers education programmes for young people from age 11-19;
- advice on how young people can gain maximum benefit from the guidance provided by their learning institution, the Connexions Service and their parents or carers; and
- advice on how to quality assure careers education and guidance programmes and develop a process of continuous improvement.

The Framework was trailed in the 14-19 Green Paper, '14-19: extending opportunities, raising standards' and strongly supported by respondents. The content builds on earlier work by the Qualifications and Curriculum Authority (QCA), Department for Education and Skills (DfES) and local partnerships; it has been subject to extensive consultation and a detailed quality assurance process. Its purpose is to give schools, colleges and work-based training organisations a tool that will help improve the quality of the career learning opportunities they offer young people. The aim is to raise achievement by helping individuals plan and manage their progression through learning and into work.

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# Careers

education and guidance 11-19

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers. With the introduction of more flexible routes for 14-19 year olds, it is vital that young people have the knowledge and skills they need to make informed choices. Good quality programmes are more important than ever. Continuous, progressive careers programmes, alongside other, related curriculum activities, promote personal and social development. Effective careers programmes:

- contribute to strategies for raising achievement, especially by increasing motivation
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage participation in continued learning, including higher education
- develop enterprise and employability skills
- reduce drop out from, and course switching in, education and training
- contribute to the economic prosperity of individuals and communities.

Careers programmes have two components - education and guidance. They are interrelated and depend on each other for their effectiveness. Each is required to support and complement the other.

### Careers Education

helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.

### Careers Guidance

enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.

**Guidance helps young people to focus on their own choices and careers education equips them to obtain access to, and make effective use of, the guidance provided within the organisation and from outside through Connexions.**

## The national Framework

The national Framework presented in this document is non-statutory and covers the age range 11-19. It is for schools, colleges and work-based training organisations. The national Framework draws on current good practice and sets out:

### RECOMMENDED LEARNING OUTCOMES AND SUGGESTED CONTENT FOR A CAREERS EDUCATION PROGRAMME 11-19

This supports curriculum review, evaluation, planning and development. It builds on national guidance and local action. It offers learning outcomes with exemplar content and has three sections: Key Stage 3, Key Stage 4 and post-16. (Annex C provides examples of how careers education in each Key Stage could link with personal, social and health education (PSHE), citizenship and financial capability.)

### ADVICE ON USING THE FRAMEWORK IN DIFFERENT SETTINGS

This describes the range of settings in which it is possible to use the Framework and suggests some of the applications for it in different learning settings and with learners of different levels of ability and age.

### ADVICE ON SECURING COHERENT GUIDANCE PROVISION

This offers practical ideas on how to strengthen existing arrangements so that young people gain maximum benefit from guidance provided by the organisation within which they are learning and that provided by the Connexions Service and parents or carers.

## ADVICE ON IMPROVING QUALITY

This offers practical ideas on how to ensure that quality assurance activities including Office for Standards in Education (Ofsted) inspections, support the continuous improvement of provision and practice.

Organisations will be able to use the Framework in many different ways, including as:

- a guide for planning a new programme, devising schemes of work and support arrangements
- a checklist and standard for reviewing and developing existing provision and practice
- the basis for producing a statement of entitlement for young people
- a means to help identify staff training needs
- a quality reference point for the self evaluation approaches recommended by Ofsted
- a checklist for reviewing and developing local quality standards and awards.

Organisations using the Framework should involve the following individuals:

- curriculum co-ordinators with responsibility for designing and planning careers programmes
- teachers and tutors who provide career learning opportunities for young people
- senior managers
- careers education advisers and consultants, development managers and Connexions Personal Advisers
- LEA inspectors and advisers with responsibility for helping schools to raise standards and improve careers work
- professional development co-ordinators and tutors involved in careers work
- young people and their parents or carers
- governors
- employers.

Connexions Partnerships are expected to support curriculum and staff development in careers work. Organisations using this Framework can contact their local partnerships to find out how they are able to help them use and act on the advice it contains.

# Framework for careers education at Key Stages 3 and 4, and post-16

## INTRODUCTION

The Framework builds on previous guidance, in particular:

- QCA's guidance on learning outcomes (*Learning Outcomes from Careers Education and Guidance*, 1999)
- the aims for careers education and guidance set out in *Looking Forward* (School Curriculum and Assessment Authority 1995) and *Skills for Career Management* (QCA 2001)
- local guidelines and frameworks developed by careers services and local education authorities in partnership with schools, colleges and others
- the Decision learning, opportunity awareness, transition learning and self awareness model (DOTS).

Developments in learning and work make it essential that young people take a more active role in their career learning. (It is, for example, better that young people develop the skills to investigate opportunities than that they are simply made aware of them.) Consequently, the programme emphasises individual participation. It is built on three aims. These are that young people should be able to:

- understand themselves and the influences on them
- investigate opportunities in learning and work
- make and adjust plans to manage change and transition



**Self  
Development**

**Career  
Exploration**

**Career  
Management**



## **LEARNING OUTCOMES AND CURRICULUM CONTENT**

The Framework offers recommended learning outcomes for careers education 11-19, together with examples of curriculum content linked to the suggested outcomes. Providers of learning for 11-19 year-olds should use the Framework to plan, and keep under review, their programmes of careers education. Schools, colleges and training organisations should base their planned programmes of careers education on the recommended learning outcomes but there will be occasions where it will be appropriate to modify and adapt the Framework to reflect the particular needs of the young people for whom they are responsible.

The Careers Education Support Programme (CESP) provides further guidance on planning programmes of careers education, including an example scheme of work based on the Framework. The CESP materials can be found on the website [www.cegnet.co.uk](http://www.cegnet.co.uk) along with suggested lesson plans.

The Framework has been designed to be used in a range of settings, including schools, colleges and work-based training organisations. Particular advice on using it when planning programmes for individuals with special educational needs or learning difficulties and/or disabilities, and in non-mainstream provision such as pupil referral units and young offender's institutions is given at the end of this section.

## **CURRICULUM ORGANISATION**

Curriculum organisation is a matter for schools, colleges and training organisations. An overview of the most commonly used approaches can be found in Annex A.

## **QUALIFICATIONS**

Some schools, colleges and training providers choose to offer qualifications to accredit individuals' learning in CEG. Several awarding bodies offer CEG qualifications at entry level and levels 1 and 2. Guidance on using these qualifications can be found on the QCA website [www.qca.org.uk](http://www.qca.org.uk)

## **CONNEXIONS SERVICE**

The Connexions Service aims to support every young person aged 13-19 (and up to age 25 for individuals with learning difficulties and/or disabilities) by ensuring they have access to information, advice and guidance on issues that might affect their progression through learning and towards adult and working life. The Framework aims to ensure that the content of careers education programmes helps young people to understand the support available from Connexions, for example, on learning, work, health, housing, finance and the law, and to access the Service at a level appropriate to their individual need. The careers education programme is perhaps the most important means by which young people are helped to understand the range of support available from Connexions. Help is available to the careers

co-ordinator to achieve this as Connexions Partnerships are expected to support the delivery of careers education by consultancy support on curriculum development and by teacher training. Information about this is provided for Connexions Partnerships in the annual Business Planning Guidance published by the Connexions Service National Unit (CSNU).

### USING THE FRAMEWORK

The Framework has three sections, one for each of Key Stage 3, Key Stage 4 and post-16 education and training. Each section uses a standard layout.

# Key Stage

## Aim

<p><b>Learning outcomes</b></p> <p>By the age of 'x' young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>This column contains recommended learning outcomes for use in planning schemes of work, assessing young people's career learning and evaluating careers programmes. The outcomes are numbered to allow easy referencing when considering learning progression across the age range 11-19.</p>	<p>This column gives examples of activities that will help young people achieve the learning outcomes. The ideas are not mandatory and are neither exhaustive nor prescriptive. Users should draw on existing programmes and local advice.</p>

The learning outcomes are expressed in terms of age-related achievement. Special schools and other organisations working with young people with special learning requirements may wish to work outside of these age boundaries to ensure they are meeting the individual needs of the young people they are supporting.

The learning outcomes for all three stages are summarised in Annex B to illustrate the progression in learning. The Framework will be of greatest help when curriculum managers, careers co-ordinators and personal advisers work on it together. The following questions offer a starting point for their discussions.

- **How well does your careers education programme cover the learning outcomes presented in the Framework?**
- **What could be done to create a closer match between your programme and the Framework? What action would achieve this and who should be involved?**
- **What are the management and professional development issues you need to consider?**

# Careers education programme - Key Stage 3

## Understand themselves and the influences on them - self development (KS3)

<p><b>Learning outcomes</b></p> <p>By the age of 14, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>1 undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format</p>	<ul style="list-style-type: none"> <li>■ reviewing achievements, skills and qualities</li> <li>■ producing a personal advert or statement</li> <li>■ drafting a personal statement for Progress File</li> </ul>
<p>2 use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image</p>	<ul style="list-style-type: none"> <li>■ defining current aspirations</li> <li>■ generating ideas to improve self image and self esteem</li> </ul>
<p>3 use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals</p>	<ul style="list-style-type: none"> <li>■ using a portfolio approach for target setting</li> <li>■ using information communications technology (ICT) to keep a personal record</li> <li>■ preparing an individual learning plan</li> </ul>
<p>4 recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making</p>	<ul style="list-style-type: none"> <li>■ collecting and analysing images of people in work</li> <li>■ debating views on 'men's jobs' and 'women's jobs'</li> </ul>
<p>5 recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity</p>	<ul style="list-style-type: none"> <li>■ negotiating ground rules for group work</li> <li>■ developing a strategy for organising their time</li> <li>■ identifying ways to challenge stereotyping</li> </ul>

## Investigate opportunities in learning and work - career exploration (KS3)

<p><b>Learning outcomes</b></p> <p>By the age of 14, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>6 recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work</p>	<ul style="list-style-type: none"> <li>■ defining the term 'work'</li> <li>■ investigating people's feelings about work</li> <li>■ researching different people's career paths</li> </ul>
<p>7 describe how the world of work is changing and the skills that promote employability</p>	<ul style="list-style-type: none"> <li>■ identifying jobs for life - or not</li> <li>■ exploring home-working, self employment and globalisation</li> <li>■ work shadowing a parent or family friend</li> </ul>
<p>8 identify and use a variety of sources of careers information, including ICT</p>	<ul style="list-style-type: none"> <li>■ using libraries, careers software, the Internet, visitors and course descriptions</li> </ul>
<p>9 use appropriate vocabulary and organise information about work into standard and personally devised groupings</p>	<ul style="list-style-type: none"> <li>■ researching the language used in different jobs and workplaces</li> <li>■ identifying job families and qualification levels</li> </ul>
<p>10 use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs</p>	<ul style="list-style-type: none"> <li>■ using the careers library classification index (CLCI) and careers libraries/Connexions Resource Centres</li> <li>■ exploring and explaining generic, vocational, technical and job specific skills</li> </ul>
<p>11. demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options</p>	<ul style="list-style-type: none"> <li>■ explaining possible progression routes 14-19</li> <li>■ investigating content, methods and means of assessment for courses offered at Key Stage 4</li> <li>■ describing what is meant by higher education (HE) and the benefits it offers</li> </ul>

## Make and adjust plans to manage change and transition - career management (KS3)

<p><b>Learning outcomes</b></p> <p>By the age of 14, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>12 use a straightforward decision making technique</p>	<ul style="list-style-type: none"> <li>■ looking at models of decision making that require careful thinking - What's important? What are the choices? What are the consequences?</li> </ul>
<p>13 identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers</p>	<ul style="list-style-type: none"> <li>■ identifying a list of people who can help them</li> <li>■ weighing up and responding to advice and information</li> </ul>
<p>14 manage change and transition giving consideration to the longer term implications and the potential progression opportunities</p>	<ul style="list-style-type: none"> <li>■ reviewing case studies of former students</li> <li>■ identifying the benefits and drawbacks of different opportunities</li> <li>■ discussing the difference between the outcomes of chance and planned events</li> </ul>
<p>15 make realistic and informed choices of options available post-14</p>	<ul style="list-style-type: none"> <li>■ linking learning to career ideas and goals</li> <li>■ producing a timeline for choosing Key Stage 4 options</li> </ul>
<p>16 organise and present personal information in an appropriate format</p>	<ul style="list-style-type: none"> <li>■ drafting a personal statement for use in an options guidance interview</li> </ul>
<p>17 consider alternatives and make changes in response to their successes and failures</p>	<ul style="list-style-type: none"> <li>■ reviewing, explaining and forming conclusions about previous transitions and identifying lessons for the future</li> </ul>

# Careers education programme - Key Stage 4

## Understand themselves and the influences on them – self development (KS4)

<p><b>Learning outcomes</b></p> <p>By the age of 16, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>1 use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets</p>	<ul style="list-style-type: none"> <li>■ matching interests and abilities</li> <li>■ listing common skills groupings and completing a skills checklist to identify personal skill levels</li> </ul>
<p>2 review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans</p>	<ul style="list-style-type: none"> <li>■ recording and commenting on how work experience has helped to develop their employability</li> <li>■ writing a reflective account of their work experience</li> </ul>
<p>3 use review, reflection and action planning to make progress and support career development</p>	<ul style="list-style-type: none"> <li>■ using marks/test grades to check progress on targets and career plans</li> <li>■ reviewing and updating their learning plan</li> </ul>
<p>4 explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this</p>	<ul style="list-style-type: none"> <li>■ completing an in-tray exercise on harassment</li> <li>■ examining an organisation's equal opportunities policy</li> </ul>
<p>5 use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work</p>	<ul style="list-style-type: none"> <li>■ identifying and reviewing their responses to influences and pressures such as the media, peers, friends and relatives</li> </ul>

## Investigate opportunities in learning and work – career exploration (KS4)

<p><b>Learning outcomes</b></p> <p>By the age of 16, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>6 explain the term ‘career’ and its relevance to their own lives</p>	<ul style="list-style-type: none"> <li>■ discussing perceptions of the term ‘career’ in relation to different age groups and contexts</li> </ul>
<p>7 describe employment trends and associated learning opportunities at different levels</p>	<ul style="list-style-type: none"> <li>■ using work experience to find out how jobs have changed over a five year period</li> <li>■ completing labour market quizzes</li> </ul>
<p>8 identify, select and use a wide range of careers information and distinguish between objectivity and bias</p>	<ul style="list-style-type: none"> <li>■ making independent use of the careers library and other information sources to follow up a guidance session</li> <li>■ comparing promotional materials and impartial careers information</li> </ul>
<p>9 understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training</p>	<ul style="list-style-type: none"> <li>■ researching post-16 options through use of booklets and open evenings</li> </ul>
<p>10 use work-related learning and direct experience of work to improve their chances</p>	<ul style="list-style-type: none"> <li>■ setting personal objectives for work experience</li> <li>■ reviewing the effect of work experience on their career plans</li> </ul>
<p>11 understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering</p>	<ul style="list-style-type: none"> <li>■ interviewing a sixth form student, an FE student and a Modern Apprentice</li> <li>■ producing a career chart showing what they want to do and why</li> </ul>



## Make and adjust plans to manage change and transition – career management (KS4)

<p><b>Learning outcomes</b></p> <p>By the age of 16, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>12 select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies</p>	<ul style="list-style-type: none"> <li>■ identifying questions they need to answer to help them make decisions</li> <li>■ setting targets and drafting an action plan for their top two progression goals/choices</li> </ul>
<p>13 compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance</p>	<ul style="list-style-type: none"> <li>■ discussing flexible career routes and listing factors to take into account when choosing options</li> </ul>
<p>14 take finance and other factors into account when making decisions about the future</p>	<ul style="list-style-type: none"> <li>■ calculating budgets</li> <li>■ investigating funding sources to support learning</li> </ul>
<p>15 understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios</p>	<ul style="list-style-type: none"> <li>■ producing an applications calendar and action plan</li> <li>■ investigating application procedures in learning and work and practising different responses</li> <li>■ compiling a CV and producing a word processed personal statement/application letter</li> </ul>
<p>16 understand the purpose of interviews and select and present personal information to make targeted applications</p>	<ul style="list-style-type: none"> <li>■ producing an interview checklist</li> <li>■ practising responses to potentially difficult questions</li> <li>■ using an analysis of vacancy, recruitment and selection information to identify relevant information and prepare an application</li> </ul>
<p>17 understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help</p>	<ul style="list-style-type: none"> <li>■ completing a true/false quiz about rights and responsibilities at work</li> <li>■ investigating health and safety at work</li> <li>■ researching the role of student support and human resource staff</li> </ul>

# Careers education programme - Post-16

## Understand themselves and the influences on them – self development (Post-16)

<p><b>Learning outcomes</b></p> <p>By the age of 19, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>1 undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets</p>	<ul style="list-style-type: none"> <li>■ identifying their highest rated qualities, skills, interests, attitudes and values and analysing the match between these and their career plans</li> <li>■ identifying additional training to enhance their career prospects</li> </ul>
<p>2 assess their career exploration and management skills and identify areas for development</p>	<ul style="list-style-type: none"> <li>■ reviewing the success or otherwise of speculative and targeted applications for opportunities in learning and work</li> </ul>
<p>3 take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements</p>	<ul style="list-style-type: none"> <li>■ considering experiences and achievements that are significant factors in helping them reach their goals</li> <li>■ presenting a portfolio of the key skills they have developed</li> <li>■ developing thinking about gaps in their experience</li> </ul>
<p>4 describe and evaluate personal action to promote equal opportunities and respect for diversity</p>	<ul style="list-style-type: none"> <li>■ producing a checklist of desirable actions that reflect personal values and reviewing performance against it</li> </ul>
<p>5 evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately</p>	<ul style="list-style-type: none"> <li>■ reviewing their performance against personal value judgements concerning family ethos</li> <li>■ discussing the influence of family and friends on career choices</li> </ul>

## Investigate opportunities in learning and work – career exploration (Post-16)

<p><b>Learning outcomes</b></p> <p>By the age of 19, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>6 identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development</p>	<ul style="list-style-type: none"> <li>■ using data on labour market trends, structural changes and occupational trends to review career plans</li> </ul>
<p>7 make critical use of a range of information sources to explain how careers are changing</p>	<ul style="list-style-type: none"> <li>■ assessing the likely impact of changes on their career goals and plans</li> </ul>
<p>8 obtain careers information relevant to personal needs and process it effectively</p>	<ul style="list-style-type: none"> <li>■ using different sources of careers information to identify and discuss issues affecting the application process</li> </ul>
<p>9 describe different routes through to their career goals and the similarities and differences between higher education and employment with training</p>	<ul style="list-style-type: none"> <li>■ investigating post-18 pathways and researching thoroughly the options they are considering</li> <li>■ attending HE open days and reviewing University and College Admissions Service (UCAS) and university websites</li> <li>■ undertaking work shadowing</li> </ul>
<p>10 make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans</p>	<ul style="list-style-type: none"> <li>■ organising their own work placements</li> <li>■ discussing how to use networking, negotiation and self-marketing skills</li> </ul>
<p>11 justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business.</p>	<ul style="list-style-type: none"> <li>■ producing a personal statement or completing a UCAS form</li> <li>■ considering opportunities for enterprise development</li> </ul>

## Make and adjust plans to manage change and transition – career management (Post-16)

<p><b>Learning outcomes</b></p> <p>By the age of 19, young people should have acquired the knowledge, understanding and skills to:</p>	<p>They could do this through such activities as:</p>
<p>12 take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future</p>	<ul style="list-style-type: none"> <li>■ identifying goals for three to five years ahead</li> <li>■ identifying the strengths and weaknesses of previous transitions and producing a checklist to support future action</li> </ul>
<p>13 evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance</p>	<ul style="list-style-type: none"> <li>■ identifying the criteria for deciding what and where to study in higher education</li> <li>■ identify the financial implications of higher education</li> </ul>
<p>14 consider the possible implications of changes in learning and work for their own career goals and plans including financial options</p>	<ul style="list-style-type: none"> <li>■ critically reviewing current ideas about the importance of lifelong learning and employability skills</li> </ul>
<p>15 follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose</p>	<ul style="list-style-type: none"> <li>■ evaluating past performance and acting to overcome any weaknesses identified</li> <li>■ writing targeted CVs and application letters</li> </ul>
<p>16 present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level</p>	<ul style="list-style-type: none"> <li>■ preparing for and having a mock interview</li> <li>■ using personal networks and negotiating skills to obtain and organise an interview</li> </ul>
<p>17 obtain and manage sources of financial support</p>	<ul style="list-style-type: none"> <li>■ researching sources of financial support.</li> <li>■ preparing a budgeting exercise.</li> </ul>

using the

# Framework

in different settings

## **SCHOOLS**

Secondary schools should be able to use all three sections of the Framework: 11-16 schools will use the learning outcomes for Key Stages 3 and 4, those with sixth forms will also use the learning outcomes for post-16. Schools may want to modify and adapt some of the learning outcomes to meet the particular needs of their pupils and students. Special educational needs co-ordinators (SENCOs) and the co-ordinators for Gifted and Talented students have an important role to play in helping careers co-ordinators to plan for differentiation.

Staff responsible for planning programmes for Key Stage 3 should take account of any career-related learning pupils will have gained in their primary schools.

It is also anticipated that many of the learning outcomes will be covered within existing programmes of PSHE and citizenship. The Framework should help schools review their programmes of careers education, and the links with PSHE and citizenship, so that the content meets the pupils' needs and it is presented at the appropriate stage of their development. Middle schools should use the Key Stage 3 section of the Framework, and plan their

programmes for Years 7 and 8 in collaboration with staff responsible for the Year 9 programme in the local upper, or high, school.

In recent years, schools have made good use of The Real Game, particularly in Year 8. Teachers report that this highly motivating resource encourages pupils to engage in career learning from an early age. The Make It Real Game, for pupils in Years 6 and 7, has raised the awareness of primary teachers about using careers education as a context for learning.

## **SPECIAL SCHOOLS AND UNITS**

Careers education and guidance are important for all young people. Through careers education pupils and students with special educational needs, learning difficulties and/or disabilities are helped to understand themselves and the world around them, and to prepare for post-school options and independent living. Through Connexions they are provided with enhanced guidance and support for transition.

The Framework offers a progression in career learning. Much of the Framework is relevant to pupils and students with special needs and learning difficulties. With

modification it can provide stimulating and challenging learning opportunities. Teachers and others responsible for young people's futures in special schools and units will consider carefully the particular needs of their pupils and students and decide how to modify and adapt the learning outcomes to provide relevant and appropriately challenging work. Often this will involve choosing learning outcomes from an earlier section or from more than one section.

Staff in special schools and units may choose to focus on a limited number of aspects of the age-related Framework, and to include additional topics particularly relevant to their pupils' and students' needs. The content of the programme will need, for example, to reflect the diverse range of options to which individuals progress.

The Performance Descriptions ('P' levels) developed by QCA can be applied to the Framework and some examples can be found in QCA's guidance on *Planning, teaching and assessing the curriculum for pupils with learning difficulties – PSHE and citizenship*.

## **SIXTH FORM AND FE COLLEGES**

Although there is no statutory duty to provide careers education in post-compulsory education, colleges recognise the importance of continuing to support students with their progression through learning and into higher education and employment with training.

Teachers and tutors in colleges should be able to use sections of the Framework to assist the planning and review of programmes for 16-19 year old students. The post-16 section provides a basis for a careers education programme for students on Advanced (Level 3) courses, and the Key Stage 4 section can be modified for students on Intermediate and Foundation (Level 2 and Level 1) courses. In both cases, staff will need to identify and assess students' prior learning in careers education before then planning a progressive programme post-16. Often programmes of careers education for 16-19 year old students are a combination of taught elements and individualised, independent study. It is also likely that in a large FE college, programmes in different departments will be tailored for particular groups of students.

## **WORK-BASED TRAINING ORGANISATIONS**

Post-16 learners following Modern Apprenticeships and other work-based training programmes continue to need support with planning and managing their progression through training and into employment. Not everyone will have made a firm choice about their options beyond the training programme and they will certainly require help with several aspects of career management, for example, finding vacancies, making applications, presenting themselves, preparing for transition, identifying additional training or starting their own business.

Training providers will continue to make individual guidance and support available to modern apprentices and trainees, through progress reviews provided by their own staff and guidance offered by Connexions Personal Advisers. Alongside their work on key skills, staff should also decide what elements of careers education to include. The post-16 section of the Framework can be modified for 16-19 year olds on Advanced Modern Apprenticeships and the Key Stage 4 section can be

adapted for 16-19 year olds on Foundation Apprenticeships and other Level 2 and Level 1 training programmes. It will not be possible, or indeed appropriate, to cover all the learning outcomes. Providers should concentrate on those that relate particularly to the needs of post-16 learners on work-based training programmes. Typically these will be drawn mainly, but not exclusively, from aim 3, 'career management'.

Securing coherent

# Guidance

provision

## **USING THE CAREERS EDUCATION FRAMEWORK**

The careers education Framework includes learning outcomes to help young people gain the knowledge and skills they need to access and make good use of information, advice and guidance. Using the Framework will help to ensure that careers education programmes prepare young people for, and complement, the provision of careers information and careers guidance.

## **DEVELOPING EFFECTIVE RECORDING SYSTEMS**

Young people receive guidance from many different sources in schools, colleges and training organisations - tutors, teachers, mentors, learning support staff, counsellors, specialist guidance providers and others. The challenge for schools, colleges and training organisations is to pull together the different strands of guidance and support so that provision is coherent for young people. Ideally, all guidance sessions should build on previous discussions and use up-to-date information about young people's progress in learning, their personal development and their career development. At the end of each

guidance session, young people should have the opportunity to record, with support from the person giving guidance where appropriate, the main points discussed, alongside any agreed action points. These records should then be available for use in further guidance sessions. This requires an effective recording system that involves the young people themselves.

Organisations should consider using the Progress File materials published by the DfES. A particular strength of these materials is that they encourage and help young people to participate in reviewing, recording and planning. They show individuals how to build and maintain a personal portfolio covering learning, personal development and career development. This enables them to track their learning and progress, record their career learning and develop plans linked to the guidance they receive. They can use this information when preparing for and following up guidance sessions. They can also use it to prepare CVs, personal statements and applications. (Progress File materials are available from DfES Publications: tel. 0845 60 222 60.)



## SETTING UP A GUIDANCE FORUM

Young people also receive guidance from many different sources outside schools, colleges and training organisations. Foremost among these is the Connexions Service. Its provision includes, but is more extensive than, the help that careers services previously provided. It offers young people information, advice and guidance on routes through learning and into work. It also covers a range of other issues that can limit learning and progression. These include finance, health, welfare, and the need for intensive help and multi-agency support.

Connexions differentiates its service to meet individual needs so it is important that schools, colleges and training organisations can both identify and refer young people according to need. This requires organisations to work with Connexions locally to develop means of assessing young people's guidance needs and appropriate referral systems. The foundations for these arrangements will be coherent support within the organisations themselves, and efficient recording systems.

Many schools, colleges and training providers will have a management grouping in place to bring coherence to the guidance and support offered to their learners. Organisations that have not yet integrated their guidance provision should consider setting up an appropriate management forum. A guidance forum brings together all staff with management responsibility for guidance. It enables them to meet regularly,

agree how to integrate their work, set up coherent recording and referral systems and monitor practice to check that things are going as planned. The result is better integrated and more coherent provision for both young people and those working with and/or supporting them. The forum will also have a key role in ensuring that the guidance that is provided to young people is impartial and free from institutional bias.

The person best placed to convene a guidance forum is the senior manager with oversight of student support: frequently this individual will be the designated co-ordinator for Connexions in the organisation. Membership can include:

- the careers co-ordinator
- the PSHE/citizenship co-ordinator
- the records of achievement/Progress File co-ordinator
- managers responsible for student support and guidance, including tutoring and mentoring
- managers responsible for supporting individuals with additional needs (e.g. SENCO, the head of learning support, the co-ordinator with responsibility for gifted and talented young people)
- Connexions Personal Adviser(s)
- learning mentors
- the librarian
- the ICT co-ordinator

The forum will also want to consult with

young people about the provision of guidance and one option would be to include a young persons' representative on the forum.

### **INVOLVING PARENTS OR CARERS**

Parents and carers will continue to play a crucial role in helping their children make successful choices. They can only do this if schools, colleges and training organisations tell them how their children are progressing and involve them in decisions and plans. This means letting parents and carers know what help their children are getting with their career development (e.g. the careers programme, work experience and target setting), what options are available and what these might mean in

practice. Parents and carers should also be given advice on how they can support their children's plans, including having the opportunity to attend their children's career guidance interviews and receiving a summary of the outcomes.

### **USING THIS ADVICE**

This advice will be of greatest help when considered jointly by curriculum managers, co-ordinators and other staff. The following questions offer a starting point for their discussions.

**How do you organise tutoring, mentoring and guidance? How do you help young people and staff to recognise the links between both the activities and their outcomes?**

**How do you record the outcomes of these activities? Who has access to these records and how do they use them?**

**How do you use Progress File to support your careers provision? How could you develop its role and what would be the benefit?**

**How do you refer individuals to the Connexions Service? How could you strengthen these arrangements?**

**How could a guidance forum enhance your guidance provision? Which staff could or should be members of a guidance forum?**

**How could your guidance provision be more coherent and effective? What action will achieve this? How will you persuade senior managers and/or governors to support such action?**

Improving

# Quality

## **NATIONAL INSPECTION FRAMEWORKS**

Careers education and guidance features in Ofsted inspections of individual schools and colleges, in Adult Learning Inspectorate (ALI) inspections of training providers, in area inspections of 14-19 education and training, and in Connexions inspections.

In *Inspecting Schools: The Framework* (Ofsted 2000) key question 4 asks 'How good are the curricular and other opportunities offered to pupils or students?' and inspectors are required to judge the extent to which the school provides effective CEG for secondary age pupils.

In *The Common Inspection Framework for Inspecting Post-16 Education and Training* (ALI & Ofsted 2001) key question 6 asks 'How well are learners guided and supported?' and inspectors are required to judge the extent to which careers education and guidance are effective.

In *Connexions Partnerships: A Framework for Inspection* (Ofsted 2002) key question 5 asks 'How well do programmes and activities meet the needs and interests of young people and satisfy national requirements?' and inspectors are required to judge the extent to which programmes and activities contribute effectively to careers education. Ofsted has published guidance on inspecting CEG pre- and post-16, with guidance on self-evaluation (ref. HMI 731).

## **LOCAL STANDARDS AND QUALITY AWARDS**

In many areas of the country local quality standards for careers education and guidance have been developed in collaboration with schools, colleges and others. The standards reflect good practice and support self-evaluation. In most cases, organisations can apply for external assessment, leading to accreditation and a quality award. This provides an added incentive to improve quality.

## **BALANCING SELF-EVALUATION AND EXTERNAL ASSESSMENT**

Quality standards aid self-evaluation - a process recommended by both Ofsted and ALI - and support internal quality assurance systems. Policy and practice improve when organisations ask themselves challenging questions. For some, the availability of a quality award provides an added incentive to assess and develop provision.

There is no plan to introduce a national quality award. Local awards should continue to be available and all schools, colleges and training providers should have access to them. Achieving a local quality award will not exempt an organisation from external inspection.

However, it will demonstrate commitment to assuring quality and securing continuous improvement. Organisations gaining local awards should be well placed when their careers provision is inspected. It is therefore important that local quality standards are consistent with current inspection frameworks.

## **NATIONAL CRITERIA FOR LOCAL STANDARDS**

Although there is no plan to introduce a national quality award, there is value in having a framework of national criteria to support further developments. There is also value in being able to confirm that local standards meet national criteria. The criteria set out below build on earlier work done by the then DfEE. They aim to help all those involved work together to improve the quality of career learning opportunities and outcomes for young people.

## **USING NATIONAL CRITERIA, LOCAL STANDARDS AND QUALITY AWARDS**

This advice will be of greatest help when considered jointly by curriculum managers, co-ordinators and other staff. The questions at the end of this section offer a starting point for their discussions.

# National criteria for local quality standards and awards

## LOCAL QUALITY STANDARDS AND CAREERS EDUCATION AND GUIDANCE AWARDS SHOULD INCLUDE:

<p><b>INPUTS</b></p>	<ul style="list-style-type: none"> <li>■ policies</li> <li>■ entitlement statements</li> <li>■ statements of learning outcomes</li> <li>■ planned programmes of careers education, based on the National Framework</li> <li>■ staffing, including administrative support</li> <li>■ curriculum time</li> <li>■ accommodation</li> <li>■ budgets</li> <li>■ professional development</li> </ul>
<p><b>PROCESSES</b></p>	<ul style="list-style-type: none"> <li>■ leadership and management arrangements, including liaison between relevant co-ordinators and links with senior managers and governors</li> <li>■ teaching and learning approaches, including planning for differentiation</li> <li>■ arrangements for those individuals with special needs or learning difficulties and/or disabilities</li> <li>■ procedures for assessing learning and progress in CEG</li> <li>■ quality assurance arrangements, including monitoring, review, evaluation and development planning</li> <li>■ involving young people in reviewing, evaluating and developing programmes and activities</li> <li>■ using tracking data and the experiences of leavers to inform the future development of CEG</li> <li>■ working arrangements with external agencies, including the Connexions Service</li> <li>■ ensuring the impartiality of information and guidance and that advice is free from institutional bias</li> <li>■ equal opportunities and respect for diversity</li> <li>■ work with parents or carers</li> <li>■ work with business partners</li> </ul>
<p><b>OUTCOMES</b></p>	<ul style="list-style-type: none"> <li>■ performance measures/success criteria</li> <li>■ reporting arrangements</li> <li>■ accountability arrangements</li> </ul>

## LOCAL QUALITY STANDARDS AND CAREERS EDUCATION AND GUIDANCE AWARDS SHOULD:

- focus primarily on the use of self review and evaluation to improve the careers education and guidance experienced by young people
- be developed by the accrediting body in partnership with schools, colleges and training organisations
- provide clear criteria for each aspect of policy and practice, with examples of the appropriate evidence to demonstrate achievement
- include careers education, careers guidance, careers information and experience of work
- cover all young people aged 11-19, regardless of ability
- involve rigorous assessment by a trained, external assessor and include effective moderation arrangements
- require re-assessment every 3-5 years
- provide support for organisations working towards an award from someone other than the organisation's assessor
- be consistent with current Ofsted and ALL inspection frameworks and guidance
- demonstrate the links with evaluative frameworks for related curriculum areas (e.g. the National Healthy Schools Standard)
- be reviewed at least once every three years to ensure that they remain effective and continue to fit national and local contexts
- be sufficiently rigorous to challenge practice and promote improvement but not so burdensome that they take careers co-ordinators away from their main task of leading and managing careers work
- require schools, colleges and training organisations to draw up an action plan to guide the further development of policy and practice.

**How do you currently review and evaluate careers education and guidance policy and practice in your organisation? What standards and checklists do you use?**

**Does your area have local quality standards and a local quality award?**

**How do local arrangements match the national criteria for quality standards and awards?**

**How could you use local arrangements to improve the careers education and guidance your learners receive?**

# Curriculum organisation for careers education and guidance CEG

## PRIMARY SCHOOLS

Many primary schools include aspects of careers education and guidance in the curriculum although it is rarely labelled as such. The DfES publication *First Impressions: Career related learning in primary schools* (2001) offers guidance on career-related learning in primary schools.

## SECONDARY SCHOOLS

In most schools, careers programmes for young people aged 11-16 feature a combination of the following:

- **Discrete Careers Education** - often as part of PSHE and citizenship and organised as a 'carousel' of modules, an integrated course or a tutorial programme
- **Integrated Careers Education** - taught as part of other subjects, particularly English, humanities and ICT
- **Extended Provision** - special activities such as work experience and collapsed timetable days.

Post-16 provision varies, but almost all schools with sixth forms offer careers education as part of an enrichment programme that takes place outside students' main study programmes.

## FURTHER EDUCATION AND SIXTH FORM COLLEGES

Most colleges offer careers education as part of the core curriculum for all students aged 16 -19 and use a combination of the following approaches:

- careers education as part of a separately timetabled enrichment programme
- careers education as an integral part of a wider tutorial programme
- separate, free-standing careers events
- careers education integrated in students' main learning programmes
- use of supported self study and independent work

## TRAINING ORGANISATIONS

In addition to the careers education and guidance that forms part of work based training, most organisations also offer additional opportunities for career learning. This is to help trainees explore the options available in their chosen field, develop job-seeking and application skills and prepare for the transition into working life. Careers work is usually built in to the vocational programme and/or offered in additional support sessions.



## Progression in the learning outcomes

### Understand themselves and the influences on them - Self Development

	Key Stage 3	Key Stage 4	Post-16
1	<ul style="list-style-type: none"> <li>undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format</li> </ul>	<ul style="list-style-type: none"> <li>use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets</li> </ul>	<ul style="list-style-type: none"> <li>undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets</li> </ul>
2	<ul style="list-style-type: none"> <li>use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image</li> </ul>	<ul style="list-style-type: none"> <li>review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans</li> </ul>	<ul style="list-style-type: none"> <li>assess their career exploration and management skills and identify areas for development</li> </ul>
3	<ul style="list-style-type: none"> <li>use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals</li> </ul>	<ul style="list-style-type: none"> <li>use review, reflection and action planning to make progress and support career development</li> </ul>	<ul style="list-style-type: none"> <li>take action to develop further the knowledge and skills they need to progress, identify and take advantage of opportunities for adding to their experiences and achievements</li> </ul>
4	<ul style="list-style-type: none"> <li>recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making</li> </ul>	<ul style="list-style-type: none"> <li>explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this</li> </ul>	<ul style="list-style-type: none"> <li>describe and evaluate personal action to promote equal opportunities and respect for diversity</li> </ul>
5	<ul style="list-style-type: none"> <li>recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately</li> </ul>

# Progression in the learning outcomes

## Investigate opportunities in learning and work – Career Exploration

	Key Stage 3	Key Stage 4	Post-16
6	<ul style="list-style-type: none"> <li>recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work</li> </ul>	<ul style="list-style-type: none"> <li>explain the term 'career' and its relevance to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development</li> </ul>
7	<ul style="list-style-type: none"> <li>describe how the world of work is changing and the skills that promote employability</li> </ul>	<ul style="list-style-type: none"> <li>describe employment trends and associated learning opportunities at different levels</li> </ul>	<ul style="list-style-type: none"> <li>make critical use of a range of information sources to explain how careers are changing</li> </ul>
8	<ul style="list-style-type: none"> <li>identify and use a variety of sources of careers information, including ICT</li> </ul>	<ul style="list-style-type: none"> <li>identify, select and use a wide range of careers information and distinguish between objectivity and bias</li> </ul>	<ul style="list-style-type: none"> <li>obtain careers information relevant to needs and process it effectively</li> </ul>
9	<ul style="list-style-type: none"> <li>use appropriate vocabulary and organise information about work into standard and personally devised groupings</li> </ul>	<ul style="list-style-type: none"> <li>understand the qualifications available post-16, and the similarities and differences between sixth form, FE and work-based training</li> </ul>	<ul style="list-style-type: none"> <li>describe different routes through to their career goals, and the similarities and differences between higher education and employment with training</li> </ul>
10	<ul style="list-style-type: none"> <li>use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs</li> </ul>	<ul style="list-style-type: none"> <li>use work-related learning and direct experience of work to improve their chances</li> </ul>	<ul style="list-style-type: none"> <li>make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans</li> </ul>
11	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options</li> </ul>	<ul style="list-style-type: none"> <li>understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering</li> </ul>	<ul style="list-style-type: none"> <li>justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business.</li> </ul>

# Progression in the learning outcomes

## Make and adjust plans to manage change and transition – Career Management

	Key Stage 3	Key Stage 4	Post-16
12	<ul style="list-style-type: none"> <li>use a straightforward decision making technique</li> </ul>	<ul style="list-style-type: none"> <li>select and use decision making techniques that are fit for purpose including preparing and using action plans that incorporate contingencies</li> </ul>	<ul style="list-style-type: none"> <li>take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future</li> </ul>
13	<ul style="list-style-type: none"> <li>identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers</li> </ul>	<ul style="list-style-type: none"> <li>compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance</li> </ul>
14	<ul style="list-style-type: none"> <li>manage change and transition giving consideration to the longer term implications and the potential progression opportunities</li> </ul>	<ul style="list-style-type: none"> <li>take finance and other factors into account when making decisions about the future</li> </ul>	<ul style="list-style-type: none"> <li>consider the possible implications of changes in learning and work for their own career goals and plans including financial options</li> </ul>
15	<ul style="list-style-type: none"> <li>make realistic and informed choices of options available post-14</li> </ul>	<ul style="list-style-type: none"> <li>understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios</li> </ul>	<ul style="list-style-type: none"> <li>follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose</li> </ul>
16	<ul style="list-style-type: none"> <li>organise and present personal information in an appropriate format</li> </ul>	<ul style="list-style-type: none"> <li>understand the purpose of interviews and select and present personal information to make targeted applications</li> </ul>	<ul style="list-style-type: none"> <li>present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level</li> </ul>
17	<ul style="list-style-type: none"> <li>consider alternatives and make changes in response to their successes and failures</li> </ul>	<ul style="list-style-type: none"> <li>understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help</li> </ul>	<ul style="list-style-type: none"> <li>obtain and manage sources of financial support</li> </ul>

# Links with related curriculum activities

This section illustrates the possible links between careers education and other aspects of personal development learning, in areas such as PSHE, citizenship, work-related learning and financial capability. These areas are currently undergoing development and therefore it is important to stress that the information in this annex is provided as a starter to initiate thinking for those interested in integrating these elements into an holistic programme. As it is impossible to predict how these will change, up to date information will be provided on the CEGNET website when it becomes available.

## ■ PSHE, citizenship and financial capability

Careers education, PSHE (Personal, Social and Health Education), citizenship and financial capability all deal with young people's personal development but are presented differently. This can mean that curriculum managers and co-ordinators experience difficulty when trying to identify and use the links. The Framework addresses this problem in two ways. First, the development process took national guidance and requirements into account. Second, each section of the Key Stage programme has an illustration of possible links. The aim is to help those responsible for curriculum planning and delivery to identify complementary areas of learning and strengthen integration.

## ■ Work-related learning

The term 'work-related learning' refers to curriculum activities that help young people to:

- learn about work
- learn for work
- learn through work.

Careers education contributes to work-related learning. It helps young people both to learn about opportunities in work and to acquire the knowledge and skills they need to get and stay in work. Schools, colleges and training organisations already use work-related activities (e.g. workplace visits, work shadowing, work experience, work placements, enterprise activities, talks from employers and mock interviews) to achieve the curriculum aims and objectives of careers education. The Framework aims to maintain this approach.

The illustrations provided on the next 3 pages are only indicative of some of the possibilities. Schools, colleges and work-based learning organisations will develop further ideas to ensure the effective use of time and resources to reflect the complementary nature of the different elements of those aspects of the curriculum contributing to personal development learning.

## Examples of how careers education links with PSHE, citizenship and financial capability at Key Stage 3

At Key Stage 3	Understand themselves and the influences on them	Investigate opportunities in learning and work	Make and adjust plans to manage change and transition
<p><b>PSHE will support these aims of career learning by enabling young people to:</b></p> <p>See the PSHE Framework for KS3</p>	<ul style="list-style-type: none"> <li>■ reflect on and assess their strengths in relation to personality, work and leisure (1a)</li> <li>■ prepare for change (4i)</li> <li>■ communicate confidently with their peers and adults (3k)</li> <li>■ plan realistic targets for Key Stage 4, seeking out information and asking for help with their career plans (1f)</li> </ul>	<ul style="list-style-type: none"> <li>■ relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work (1e)</li> </ul>	<ul style="list-style-type: none"> <li>■ plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans (1f)</li> <li>■ relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on their personal strengths and aptitudes, but also on the changing world of work (1e)</li> </ul>
<p><b>Citizenship will support these aims of career learning by enabling young people to:</b></p> <p>See the Citizenship Programme of Study for KS3</p>	<ul style="list-style-type: none"> <li>■ think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources including ICT-based sources (2a)</li> </ul>	<ul style="list-style-type: none"> <li>■ reflect on the process of participating (3c)</li> </ul>	<ul style="list-style-type: none"> <li>■ justify orally and in writing a personal opinion about issues, problems or events (2b)</li> <li>■ relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on their personal strengths and aptitudes, but also on the changing world of work (1e)</li> <li>■ know about the importance of resolving conflict fairly (1g)</li> </ul>
<p><b>Financial capability will support these aims of career learning by enabling young people to:</b></p> <p>See 'Financial Capability Through Personal Finance Education' (DfES 2000)</p>	<ul style="list-style-type: none"> <li>■ learn about insurance and risk</li> </ul>	<ul style="list-style-type: none"> <li>■ become competent at managing personal money in a range of situations</li> <li>■ understand how earnings and salaries are calculated</li> <li>■ understand personal expenditure and how to manage it</li> </ul>	<ul style="list-style-type: none"> <li>■ learn about financial decision making and money management</li> <li>■ know about personal financial statements and other ways of recording income and expenditure</li> <li>■ begin to understand the difference between long term and short term financial commitments and how the planning and decision making for these differ</li> <li>■ know what influences how we spend or save money and how to become competent at managing personal money</li> <li>■ begin to understand how to use budgets to plan and control personal spending</li> </ul>

N.B. It is important to note that where schools are delivering citizenship through a variety of different subject contexts, one of which might be careers education, that the learning opportunities are explicitly linked to the citizenship programme of study.

# Examples of how careers education links with PSHE, citizenship and financial capability at Key Stage 4

At Key Stage 4	Understand themselves and the influences on them	Investigate opportunities in learning and work	Make and adjust plans to manage change and transition
<p><b>PSHE will support these aims of career learning by enabling young people to:</b></p> <p>See the PSHE Framework for KS4</p>	<ul style="list-style-type: none"> <li>■ feel positive about themselves (4b)</li> <li>■ be aware of and assess their personal qualities, skills achievements and potential, so that they can set personal goals (1a)</li> <li>■ have a sense of their own identity and present themselves confidently in a range of situations (1b)</li> </ul>	<ul style="list-style-type: none"> <li>■ learn about the options open to them post-16, including employment and continuing education and training, and about their financial implications (1f)</li> </ul>	<ul style="list-style-type: none"> <li>■ learn to recognise influences, pressures and sources of help and respond to them appropriately (1d)</li> <li>■ learn to use the Connexions Service to help them choose their next steps, negotiate and plan their post-16 choices with parents or carers and others (1g)</li> <li>■ develop career management skills, and prepare and put into practice personal action plans (1g)</li> <li>■ prepare for change (4i)</li> </ul>
<p><b>Citizenship will support these aims of career learning by enabling young people to:</b></p> <p>See the Citizenship Programme of Study for KS4</p>	<ul style="list-style-type: none"> <li>■ reflect on the process of participating (3c)</li> </ul>	<ul style="list-style-type: none"> <li>■ understand the rights and responsibilities of consumers, employers and employees (1h)</li> <li>■ research a topical...issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics (2a)</li> </ul>	<ul style="list-style-type: none"> <li>■ negotiate, decide and take part responsibly in school and community-based activities (3b)</li> <li>■ understand the rights and responsibilities of consumers, employers and employees (1h)</li> </ul>
<p><b>Financial capability will support these aims of career learning by enabling young people to:</b></p> <p>See 'Financial Capability Through Personal Finance Education' (DfES 2000)</p>	<ul style="list-style-type: none"> <li>■ develop an understanding of the wider social, moral, ethical and environmental consequences of personal financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ learn about how to assess the different sources of financial help and advice available to them</li> <li>■ understand how the economy functions, including the role of business and financial services</li> </ul>	<ul style="list-style-type: none"> <li>■ learn about financial decision making and money management, including budgeting and saving, in managing personal money</li> <li>■ develop an understanding of the wider social, moral, ethical and environmental consequences of personal finance decisions</li> <li>■ understand ways in which to plan, monitor and control personal income and expenditure</li> <li>■ learn about payments, earnings and benefits specific to school-leavers including student finance</li> <li>■ understand how deductions such as tax, national insurance and pension contributions are made</li> <li>■ understanding of personal finance statements</li> </ul>

# Examples of how careers education links with PSHE, citizenship and financial capability post-16

Post - 16	Understand themselves and the influences on them	Investigate opportunities in learning and work	Make and adjust plans to manage change and transition
<p><b>PSHE</b></p>	<p>There is no published framework for PSHE post-16 and schools and colleges design, plan and deliver programmes to meet the needs of their students.</p>		
<p><b>Citizenship will support these aims of career learning by enabling young people to:</b></p> <p>See Citizenship for 16-19 Year Olds in Education and Training. (DfES/FEFC 2000)</p>	<ul style="list-style-type: none"> <li>■ apply a framework of moral values relevant to young people in education, training and employment</li> <li>■ combat prejudice and discrimination in education, training and employment</li> </ul>	<ul style="list-style-type: none"> <li>■ critically appraise information sources in relation to seeking education, training and employment</li> <li>■ how policies on taxation and economic management affect individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>■ assess risk and uncertainty when making career decisions</li> <li>■ demonstrate an understanding of the rights and responsibilities of young people in education, training and employment</li> <li>■ initiate, respond to and manage the factors involved in making career transitions</li> </ul>
<p>The suggested links used above as illustrations of possible shared areas of learning between careers and citizenship post-16, are taken from the Post-16 citizenship report. Since this time the Learning and Skills Development Agency (LSDA) has been commissioning development projects to promote citizenship for students aged 16-19 and future developments in collaborative learning activities should draw on these projects as the outcomes become available.</p>			
<p><b>Financial capability will support these aims of career learning by enabling young people to:</b></p> <p>See 'Financial Capability Through Personal Finance Education' (DfES 2000)</p>	<ul style="list-style-type: none"> <li>■ develop the ability to put a personal financial value on differing needs and wants and to prioritise these within the constraints of limited money</li> </ul>	<ul style="list-style-type: none"> <li>■ assess needs for insurance and protection</li> <li>■ make informed financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ assess the financial implications of personal life choices in terms of career choices and lifelong learning opportunities</li> <li>■ assess and compare the different sources of financial advice and information, including financial advisors, Citizens Advice Bureau, product advertising and the personal finance media</li> <li>■ understand how to manage debt</li> <li>■ understand that we have different rights and responsibilities in relation to financial products</li> </ul>

## Further reading

*Looking Forward* (SCAA 1995)

*Rethinking Careers Education and Guidance*,  
Watts, A.G. et al (Routledge 1996)

*Careers Education and Guidance in Schools*  
(DfEE 1997)

*Developing Careers Education in Colleges*  
(DfEE 1998)

*Talking About 'Careers' – Young people's  
views of CEG at School* (NFER/DfEE 1998)

*National Survey of Careers Education and  
Guidance in Secondary Schools* (OFSTED  
1998)

*National Survey of Careers Education and  
Guidance in Special Schools and Pupil  
Referral Units* (OFSTED 1998)

*Survey of CEG in British Schools*  
(NACGT 1999)

*Developing the Careers Education  
Curriculum in Schools* (DfEE 1999)

*Careers Education and Guidance in the FE  
Sector* (DfEE 1999)

*Learning Outcomes from Careers Education  
and Guidance* (QCA 1999)

*Careers Education in the New Curriculum: its  
relationship to PSHE & Citizenship at Key  
Stages 3 & 4* (DfEE 2000)

*Preparing Pupils for a Successful Future in  
Learning and Work* (DfEE 2000)

*School Improvement: how careers work can  
help* (DfEE 2000)

*Better Practice: Practical Strategies for  
Developing Excellence in Careers Education*  
(NACGT 2000)

*Developing Skills for Career Management*  
(QCA 2001)

*First Impressions: Career-related learning in  
the primary school* (DfES 2002)

*Inspecting Careers Education and Guidance  
pre- & post-16, with guidance on self-  
evaluation* (OFSTED 2001)

### USEFUL WEBSITES

[www.ali.gov.uk](http://www.ali.gov.uk)

Adult Learning Inspectorate

[www.cegnet.co.uk](http://www.cegnet.co.uk)

The Careers Education  
Support Programme

[www.connexions.gov.uk](http://www.connexions.gov.uk)

The Connexions Service National Unit

[www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)

DfES Citizenship site

[www.lsc.gov.uk](http://www.lsc.gov.uk)

Learning and Skills Council

[www.nacgt.org.uk](http://www.nacgt.org.uk)

The National Association of Careers  
and Guidance Teachers

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Office for Standards in Education

[www.pfeg.org.uk](http://www.pfeg.org.uk)

Personal Finance Education Group

[www.qca.org.uk](http://www.qca.org.uk)

Qualifications and  
Curriculum Authority

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

includes PSHE website



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Written by David Andrews and Andrew Walkling (for DfES)

If you have any comments on this publication, please direct them to:

Robert MacPherson/Clive Senior

Connexions Service National Unit

Level 2

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

email: [clive.senior@dfes.gsi.gov.uk](mailto:clive.senior@dfes.gsi.gov.uk)

Tel: 020 7925 6432

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