

Aim 1 - Self development		
Understand themselves and the influences on them - self development (KS3)		
Learning outcomes	Mapped to Plan-it	Exemplar content
By the age of 14 young people should have acquired the knowledge, understanding and skills to:		They could do this through:
1. undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format	✓	<ul style="list-style-type: none"> <li>• completing the Plan-it Skills and Qualities banks</li> <li>• producing a summary</li> </ul>
2. use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image	✓	<ul style="list-style-type: none"> <li>• adding own examples of qualities and skills to the 'banks' and use the examples in C.V.s and applications</li> <li>• using the results of the Skills and Qualities banks as a basis for completing the Plan-it Action Plan</li> </ul>
3. use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals	✓	<ul style="list-style-type: none"> <li>• completing the Plan-it Action Plan</li> </ul>
4. recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making	X	<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>
5. recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity	X	<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>

**Key Stage 3 - Careers education programme - CEG Statutory Guidelines mapped to Plan-it**

<b>Aim 2 - Career Exploration</b>		
<b>Investigate opportunities in learning and work - career exploration (KS3)</b>	<b>Mapped to Plan-it</b>	<b>Exemplar content</b>
<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:</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>	X	<ul style="list-style-type: none"> <li>• <i>defining the term 'work'</i></li> <li>• <i>investigating people's feelings about work</i></li> <li>• <i>researching different people's career paths</i></li> </ul>
<p>7. describe how the world of work is changing and the skills that promote employability</p>	X	<ul style="list-style-type: none"> <li>• <i>identifying jobs for life - or not</i></li> <li>• <i>exploring home-working, portfolio working and globalisation</i></li> <li>• <i>work shadowing a parent or family friend</i></li> </ul>
<p>8. identify and use a variety of sources of careers information, including ICT</p>	✓	<ul style="list-style-type: none"> <li>• <i>using the Plan-it Careers Library to search for information on careers</i></li> </ul>
<p>9. use appropriate vocabulary and organise information about work into standard and personally devised groupings</p>	X	<ul style="list-style-type: none"> <li>• <i>researching the language used in different jobs and workplaces</i></li> <li>• <i>identifying job families and qualification levels</i></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>• <i>using the Plan-it Careers Library and complete careers research activity</i></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>• <i>Complete careers research activity and extract information on a range of career options</i></li> </ul>

**Key Stage 3 - Careers education programme - CEG Statutory Guidelines mapped to Plan-it**

<b>Aim 3 - Career Management</b>		
<b>Make and adjust plans to manage change and transition - career management (KS3)</b>		
<b>Learning outcomes</b>	<b>Mapped to Plan-it</b>	<b>Exemplar content</b>
By the age of 14 young people should have acquired the knowledge, understanding and skills to:		They could do this through:
12. use a straightforward decision making technique	✓	<ul style="list-style-type: none"> <li>using the results from <i>Plan-it Skills and Qualities banks to inform option and career choices</i></li> </ul>
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	✓	<ul style="list-style-type: none"> <li>as part of the <i>Plan-it Action Plan, identifying their supporters and which supporter can help them achieve different targets</i></li> </ul>
14. make realistic and informed choices of options available post-14	✓	<ul style="list-style-type: none"> <li>reviewing and revising their <i>Action Plan</i></li> <li>Redoing <i>Skills and Qualities banks</i> over time to see how their ambitions, skills and interests are developing</li> <li>linking information from the <i>Plan-it Skills and Qualities banks</i> and <i>Career Searches</i> to option choices at 14</li> </ul>
15. organise and present personal information in an appropriate format	✓	<ul style="list-style-type: none"> <li>the <i>Skills and Qualities Banks</i></li> <li>the <i>Plan-it Action Plan</i></li> <li>the <i>Plan-it electronic C.V</i></li> </ul>
16. consider alternatives and make changes in response to their successes and failures	✓	<ul style="list-style-type: none"> <li>reviewing and revising the <i>Plan-it Action Plan</i></li> <li>revisiting <i>Careers Library</i></li> </ul>

**Key Stage 4 - Careers education programme - CEG Statutory Guidelines mapped to Plan-it**

Aim 1 - Self Development		
Understand themselves and the influences on them – self development (KS4)	Mapped to Plan-it	Exemplar content
<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:</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>• completing the Plan-it Skills and Qualities banks</li> <li>• producing a summary including Skills and Qualities banks</li> <li>• Identifying targets for the Plan-it Action Plan</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>	✓	<p>adding own examples to the Skills and Qualities Banks</p>
<p>3. use review, reflection and action planning to make progress and support career development</p>	✓	<ul style="list-style-type: none"> <li>• completing and reviewing the Plan-it Action 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>	X	<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>	X	<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>

**Key Stage 4 - Careers education programme - CEG Statutory Guidelines mapped to Plan-it**

Aim 2 - Career Exploration		
Investigate opportunities in learning and work – career exploration (KS4)	Mapped to Plan-it	Exemplar content
<p><b>Learning outcomes</b></p> <p>By the age of 16 young people should have acquired the knowledge, understanding and skills to:</p>		They could do this through:
6. explain the term 'career' and its relevance to their own lives	X	<ul style="list-style-type: none"> <li>discussing perceptions of the term 'career' in relation to different age groups and contexts</li> </ul>
7. describe employment trends and associated learning opportunities at different levels	X	<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>
8. identify, select and use a wide range of careers information and distinguish between objectivity and bias	X	<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>
9. understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training	✓	<ul style="list-style-type: none"> <li>Choosing post 16 subjects shows a full range of opportunities</li> </ul>
10. use work related learning and direct experience of work to improve their chances	X	<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>
11. understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering	✓	<ul style="list-style-type: none"> <li>Choosing post 16 subjects shows a full range of opportunities</li> </ul>

**Key Stage 4 - Careers education programme - CEG Statutory Guidelines mapped to Plan-it**

<b>Aim 3 - Career Exploration</b>			
<b>Make and adjust plans to manage change and transition – career management (KS4)</b>		<b>Mapped to Plan-it</b>	<b>Exemplar content</b>
<b>Learning outcomes</b>			
By the age of 16 young people should have acquired the knowledge, understanding and skills to:			They could do this through:
12. select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies		✓	<ul style="list-style-type: none"> <li>• <i>Plan-it Action Plan</i></li> </ul>
13. compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance		✓	<ul style="list-style-type: none"> <li>• <i>Using information researched in Careers Library</i></li> <li>• <i>Plan-it Action Plan</i></li> </ul>
14. take finance and other factors into account when making decisions about the future		X	<ul style="list-style-type: none"> <li>• <i>calculating budgets</i></li> <li>• <i>investigating funding sources to support learning</i></li> </ul>
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		✓	<ul style="list-style-type: none"> <li>• <i>Plan-it C.V builder</i></li> </ul>
16. understand the purpose of interviews and select and present personal information to make targeted applications		X	<ul style="list-style-type: none"> <li>• <i>producing an interview checklist</i></li> <li>• <i>practising responses to potentially difficult questions</i></li> <li>• <i>using an analysis of vacancy, recruitment and selection information to identify information and prepare an application</i></li> </ul>
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		X	<ul style="list-style-type: none"> <li>• <i>completing a true/false quiz about rights and responsibilities at work</i></li> <li>• <i>investigating health and safety at work</i></li> <li>• <i>researching the role of student support and human resource staff</i></li> </ul>