

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"> • completing the Plan-it Skills and Qualities banks • producing a summary
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"> • adding own examples of qualities and skills to the 'banks' and use the examples in C.V.s and applications • using the results of the Skills and Qualities banks as a basis for completing the Plan-it Action Plan
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"> • completing the Plan-it Action Plan
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"> • collecting and analysing images of people in work • debating views on 'men's jobs' and 'women's jobs'
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"> • negotiating ground rules for group work • developing a strategy for organising their time • identifying ways to challenge stereotyping

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

Aim 2 - Career Exploration		
Investigate opportunities in learning and work - career exploration (KS3)	Mapped to Plan-it	Exemplar content
Learning outcomes		They could do this through:
By the age of 14 young people should have acquired the knowledge, understanding and skills to:		
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	X	<ul style="list-style-type: none"> • defining the term 'work' • investigating people's feelings about work • researching different people's career paths
7. describe how the world of work is changing and the skills that promote employability	X	<ul style="list-style-type: none"> • identifying jobs for life - or not • exploring home-working, portfolio working and globalisation • work shadowing a parent or family friend
8. identify and use a variety of sources of careers information, including ICT	✓	<ul style="list-style-type: none"> • using the Plan-it Careers Library to search for information on careers
9. use appropriate vocabulary and organise information about work into standard and personally devised groupings	X	<ul style="list-style-type: none"> • researching the language used in different jobs and workplaces • identifying job families and qualification levels
10. use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs	✓	<ul style="list-style-type: none"> • using the Plan-it Careers Library and complete careers research activity
11. demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options	✓	<ul style="list-style-type: none"> • Complete careers research activity and extract information on a range of career options

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

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

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)		
Learning outcomes	Mapped to Plan-it	Exemplar content
By the age of 16 young people should have acquired the knowledge, understanding and skills to:		They could do this through:
1. use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets	✓	<ul style="list-style-type: none"> • completing the Plan-it Skills and Qualities banks • producing a summary including Skills and Qualities banks • Identifying targets for the Plan-it Action Plan
2. review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans	✓	adding own examples to the Skills and Qualities Banks
3. use review, reflection and action planning to make progress and support career development	✓	<ul style="list-style-type: none"> • completing and reviewing the Plan-it Action Plan
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	X	<ul style="list-style-type: none"> • completing an in-tray exercise on harassment • examining an organisation's equal opportunities policy
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	X	<ul style="list-style-type: none"> • identifying and reviewing their responses to influences and pressures such as the media, peers, friends and relatives

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>Learning outcomes</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"> discussing perceptions of the term 'career' in relation to different age groups and contexts
7. describe employment trends and associated learning opportunities at different levels	X	<ul style="list-style-type: none"> using work experience to find out how jobs have changed over a five year period completing labour market quizzes
8. identify, select and use a wide range of careers information and distinguish between objectivity and bias	X	<ul style="list-style-type: none"> making independent use of the careers library and other information sources to follow up a guidance session comparing promotional materials and impartial careers information
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"> Choosing post 16 subjects shows a full range of opportunities
10. use work related learning and direct experience of work to improve their chances	X	<ul style="list-style-type: none"> setting personal objectives for work experience reviewing the effect of work experience on their career plans
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"> Choosing post 16 subjects shows a full range of opportunities

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

Aim 3 - Career Exploration		
Make and adjust plans to manage change and transition – career management (KS4)		
Learning outcomes	Mapped to Plan-it	Exemplar content
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"> • <i>Plan-it Action Plan</i>
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"> • <i>Using information researched in Careers Library</i> • <i>Plan-it Action Plan</i>
14. take finance and other factors into account when making decisions about the future	X	<ul style="list-style-type: none"> • <i>calculating budgets</i> • <i>investigating funding sources to support learning</i>
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"> • <i>Plan-it C.V builder</i>
16. understand the purpose of interviews and select and present personal information to make targeted applications	X	<ul style="list-style-type: none"> • <i>producing an interview checklist</i> • <i>practising responses to potentially difficult questions</i> • <i>using an analysis of vacancy, recruitment and selection information to identify information and prepare an application</i>
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"> • <i>completing a true/false quiz about rights and responsibilities at work</i> • <i>investigating health and safety at work</i> • <i>researching the role of student support and human resource staff</i>