



# **The ACEG Framework**



**A framework for careers and  
work-related education**

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## **Careers and work-related education in England for 7 to 19 year olds**

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## Introduction

The ACEG Framework is a new framework and guidance for careers and work-related education (CWRE) in England. At its heart is a set of recommended learning outcomes for key stage 2, key stage 3, key stage 4 and post-16 education and training. The guidance includes advice on the organisation, leadership and management of CWRE.

### What is careers and work-related education?

The widely accepted definitions of career and work-related learning emphasise that:

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

**Work-related learning** provides opportunities for young people to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

The ACEG Framework brings these two descriptions together in a single definition:

**Careers and work-related education (CWRE)** describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

### Rationale for a new framework

Young people in our schools and colleges today face a future that will be very different from that experienced by their parents and teachers. As the statutory age for participating in learning is raised to 17 in 2013 and to 18 in 2015, the initial phase of education and training will last for more years. Opportunities in higher education and apprenticeships are changing rapidly. Individuals must expect to experience further periods of learning and updating of their skills on a lifelong basis. Working life will involve more moves from one job to another than happened in previous generations, and will extend to a later pensionable age. Careers in the 21<sup>st</sup> century will be quite different from those in the 20<sup>th</sup> century. Finding 'the right job' will be replaced by the need for young people to be equipped with the knowledge,

understanding, skills and personal qualities to plan and manage their progression through learning and work. Access to expert and timely careers guidance will be important but providing support for choices and transitions through individual discussions alone is neither effective nor efficient. Young people also need the knowledge and skills developed through careers and work-related education to make good use of the guidance provided and to plan and manage their own careers. Effective careers and work-related education contributes also to raising aspirations, supporting achievement, increasing participation and improving social mobility for disadvantaged young people.

Until now these aspects of the curriculum have been described, organised and delivered in different ways depending on the perspectives and priorities of policy-makers at national, local and school level. QCDA brought the two together, alongside enterprise and personal finance education, within the economic wellbeing strand of the non-statutory programme of study for personal, social, health and economic (PSHE) education. The ACEG framework continues this approach. In fact, in many schools these areas of the curriculum have already been integrated and are managed by the same curriculum leader. Where several members of staff are involved it is hoped that the framework will support a more holistic approach. The framework brings the two areas of the curriculum together, into 'careers and work-related education', and combines the three aims of careers education (self-development, career exploration and career management) with the three strands of work-related learning (learning about work, learning for work and learning through work). The framework includes recommended learning outcomes for key stage 2, key stage 3, key stage 4 and 16-19 learning. 'Career and work-related learning' starts in primary schools and continues throughout all years of secondary and tertiary education and training. The skills required to make choices and manage transitions are developed across the same time-span.

### **The relationship to careers guidance**

From September 2012, schools have a statutory duty to secure independent and impartial careers guidance for their pupils in Years 9 to 11 from a source external to the school. The government is considering extending this duty to Years 8-13.

Careers guidance plays a vital role in helping individuals make the decisions about learning and work that are right for them, but for it to be effective, young people need to have the knowledge and skills to access and make good use of the information, advice and guidance. They also need the skills of career management to seek out opportunities, make successful applications and manage transitions. This is why schools, colleges and other learning providers need to complement the provision of careers guidance with careers and work-related education planned within the curriculum.

### **Who the framework is for**

The framework has been produced to support schools, colleges and work-based learning providers in planning and reviewing their provision of careers and work-related education in

the curriculum. It has been written principally for careers and work-related education leaders and other curriculum leaders but it will also be helpful to careers advisers, education-business partners and providers of professional development.

### **How the framework was developed**

Development of the framework has been led by the Association for Careers Education and Guidance (ACEG) and has been subject to extensive consultation with practitioners. The framework draws heavily on previous frameworks and guidelines in England and other parts of the UK.

### **The ACEG Framework**

#### **Getting started**

The framework of learning outcomes is presented as a tool to support curriculum auditing, planning and review. It is not intended to be prescriptive. The suggested outcomes are offered as a starting point for schools, colleges and work-based learning providers to help them develop the content of their programmes of careers and work-related education. A useful first step is to highlight those outcomes that providers consider are priorities for their students. The outcomes may be selected from the section of the framework that relates to the age range of the students, but it may be more appropriate in some cases to select outcomes from an earlier, or later, key stage. The statements can also be re-phrased where necessary to aid students' understanding of them. The customised list of learning outcomes can then be used as the basis for reviewing existing programmes and planning what to include and where to locate the learning in the curriculum.

#### **Essentials of the Framework**

The framework is constructed around three main areas of career and work-related learning:

- Self-development through careers and work-related education
- Finding out about careers and the world of work
- Developing skills for career wellbeing and employability

The rationale for this is to enable schools to design and deliver a broad, balanced and connected CWRE curriculum that addresses young people's entitlement and makes a difference to their lives (See Box 1).

### **Box 1: Areas of career and work-related learning**

The three main areas are:

- **Self-development through careers and work-related education**  
Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. They can also discover what inspires them, how they can be successful and what they can contribute. Well-chosen and well-designed activities enable individuals to become more motivated and to take greater responsibility for their own learning, development and wellbeing.
- **Finding out about careers and the world of work**  
Self-examination and exploration of careers and the world of work are two sides of the same coin. Looking inwards and looking outwards are central to the matching process when individuals weigh up where they could fit in, what the world of work has to offer them and what they have to offer in return. Looking outwards encompasses understanding careers and career progression, gaining useful insights into work and working life, understanding business and industry, knowing about the rights and responsibilities of workers and investigating opportunities.
- **Developing skills for career wellbeing and employability**  
Individuals need to acquire and develop a range of skills to manage their own careers and to prepare themselves for employment and/or self-employment. They must, for example, know how to access and make use sources of information and advice, be able to make plans and decisions and know how to follow them through. Individuals also need to be able to acquire and demonstrate the skills which will add value to an employer's business (or their own business if they are self-employed) while at the same time enabling them to release their own potential and to achieve satisfaction and success in their working lives. Knowing when and how to invest in their own learning throughout their lives can help them achieve their goals.

The three areas can be further sub-divided into 17 specific elements of learning. You can read about these in Box 2. This gives us a matrix of 17 learning outcome statements for career and work-related learning across each stage of education (KS2, KS3, KS4 and Post 16). The factors which governed the choice of which elements to focus on are:

- the opportunity to highlight important elements of career and work-related learning that do not always get the attention they deserve
- the evidence of what works and can improve young people's progress, achievement and eventual destinations
- the importance of keeping the framework to a manageable size
- the need to provide curriculum 'hooks' to enable all areas of the curriculum to facilitate young people's career and work-related learning and to contextualise their subject learning.

<b>Box 2: Elements of career and work-related learning</b>		
<b>CWRE elements</b>	<b>What this is about</b>	<b>Why we know this is important</b>
<b>Self-development through careers and work-related education</b>		
Self-awareness	<ul style="list-style-type: none"> <li>• qualities, skills, attitudes and values, needs and interests, aptitudes and achievements</li> <li>• self-image and identity</li> <li>• confidence and self-esteem</li> <li>• self-understanding</li> <li>• structured review and reflection</li> <li>• Personal constructs</li> <li>• Life roles</li> </ul>	<ul style="list-style-type: none"> <li>• supported by theory: career development theory (Donald Super), social cognitive career theory (Lent, Hackett and Brown), social constructivism and careers information processing theory (emphasis on metacognition), life-work design and narrative approaches</li> <li>• low self-understanding affects quality of decisions, CVs</li> </ul>
Self-determination	<ul style="list-style-type: none"> <li>• self-efficacy</li> <li>• self-regulation</li> <li>• intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• supported by social cognitive career theory (emphasis on self-efficacy), narrative approaches</li> <li>• backed up by research into emotional intelligence, motivational styles</li> </ul>
Self-improvement as a learner	<ul style="list-style-type: none"> <li>• Awareness of learning style preferences</li> <li>• Ability to learn in different ways and in different settings</li> <li>• Equipping young people for lifelong learning</li> <li>• Engaging in reflection and review</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Raising achievement</li> <li>• General learning theory</li> <li>• Experiential learning theory (Kolb)</li> </ul>
<b>Finding out about careers and the world of work</b>		
Exploring careers and career development	<ul style="list-style-type: none"> <li>• Concept of career</li> <li>• Career metaphors (Inkson)</li> <li>• Career patterns (Hopson)</li> <li>• Career development processes, including career development in employment</li> <li>• ‘Career’ as a dimension of citizenship/volunteering</li> <li>• Interrelatedness of life roles</li> <li>• Developing personal points of view about challenging and controversial issues relating to careers</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals see the relevance of their studies to their lives and work now and in the future</li> <li>• People can expect to have many more changes of career direction in their lifetimes than hitherto</li> </ul>



Investigating work and working life	<ul style="list-style-type: none"> <li>• Economic and gift work</li> <li>• How labour market works</li> <li>• Benefits of work</li> <li>• Job satisfaction</li> <li>• Life-work balance</li> <li>• full-time, part-time, flexi-time, shift, night work</li> <li>• Hot-desking</li> <li>• Working from home</li> <li>• Consultancy, freelance and working for yourself</li> <li>• Organisational cultures</li> <li>• Work roles</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of employer surveys on the work readiness of young people</li> <li>• Changing technologies are transforming existing work activities, creating new ones and making others redundant</li> <li>• Young people need to be aware of different ways of working</li> </ul>
Understanding business and industry	<ul style="list-style-type: none"> <li>• How businesses operate</li> <li>• Functional areas, e.g. marketing, HR</li> <li>• Social responsibility of business</li> <li>• Economic concepts, e.g. supply and demand</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals need to understand the role of business and industry in the country's wealth creation</li> <li>• Individuals need to be aware of the thrust towards sustainable economic development</li> </ul>
Investigating jobs and labour market information (LMI)	<ul style="list-style-type: none"> <li>• Occupations</li> <li>• Occupational sectors/job families</li> <li>• Entry requirements</li> <li>• Job vacancies</li> <li>• Local and regional labour market</li> <li>• Trends, e.g. the global market, new technology, environmental protection</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of information a key determinant of young people's career choices</li> </ul>
Valuing equality, diversity and inclusion (EDI)	<ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Gender issues and other issues related to the protected characteristics</li> <li>• Differences in employment and earnings</li> <li>• Techniques for challenging unfairness</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of impact of differences in economic, social and cultural capital</li> <li>• Harmful effects of stereotyping and discrimination</li> <li>• Continuing evidence of persistent discrimination in the workplace</li> <li>• Social mobility and social justice</li> <li>• Business case for EDI</li> </ul>
Learning about safe working practices and environments	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Ergonomics</li> <li>• Job design</li> <li>• Rights and responsibilities at work</li> <li>• Preventing exploitation at work</li> </ul>	<ul style="list-style-type: none"> <li>• Accidents and injuries at work</li> </ul>

<b>Developing skills for career wellbeing and employability</b>		
Making the most of careers information, advice and guidance (IAG)	<ul style="list-style-type: none"> <li>• Information skills, e.g. find, select, organise, present, evaluate</li> <li>• ICT skills, e.g. search, storage, privacy</li> <li>• Factual/impartial –v– promotional/biased information</li> <li>• Find and evaluate sources of IAG before using them</li> <li>• Preparing for and following up careers interviews/small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of information, institutional barriers to information and individual vacillation inhibit choice</li> <li>• Data from YELLIS indicates there has been a move away from formal sources of information towards more informal sources since 1997. Challenge is for young people to use these sources effectively</li> </ul>
Preparing for employability	<ul style="list-style-type: none"> <li>• Basic skills: literacy, numeracy and ICT</li> <li>• Soft skills, e.g. customer care, teamwork, time management, personal organisation</li> <li>• Attitudes, e.g. business awareness, working to a high standard, global mind-set</li> <li>• Work experience and volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• Supported by work adjustment theory</li> <li>• Government strategy for employment and skills</li> </ul>
Showing initiative and enterprise	<ul style="list-style-type: none"> <li>• Being enterprising in employment and self-employment</li> <li>• Social enterprises</li> <li>• Enterprise skills, e.g. decision-making, leadership, risk management</li> <li>• Enterprise qualities and attitudes, e.g. openness to new challenges, self-reliance, adaptability, perseverance, drive and determination, flexibility, creativity, ability to improvise, confidence, initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Young people need to be more entrepreneurial in managing their own careers</li> <li>• Contribution of SMEs to economic growth</li> </ul>
Developing personal financial capability	<ul style="list-style-type: none"> <li>• Functions and use of money</li> <li>• Manage money and personal finances</li> <li>• Tax, National Insurance, pensions and pay slips</li> <li>• Be critical consumers of goods and services</li> <li>• Manage financial risk</li> <li>• Public funding for learning</li> <li>• Return on investment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased cost of higher education</li> <li>• Need for financial literacy in modern world, especially carrying out transactions online</li> </ul>

Identifying choices and opportunities	<ul style="list-style-type: none"> <li>• Knowledge of qualifications, routes and pathways</li> <li>• Networking</li> <li>• Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Insights from careership, opportunity structure and happenstance theories</li> </ul>
Planning and deciding	<ul style="list-style-type: none"> <li>• Goal/target-setting</li> <li>• Action planning</li> <li>• Decision-making styles and strategies</li> <li>• Problem-solving</li> <li>• Influences/networks of support</li> </ul>	<ul style="list-style-type: none"> <li>• Students need skills to make sense of the main factors they consider when choosing AS/A level subjects, namely, usefulness for future career, interest/enjoyment and perceptions of their ability in the subject.</li> <li>• Importance of 'realistically high' aspirations</li> <li>• Important to have a good planning process and an actual plan</li> </ul>
Handling applications and selection	<ul style="list-style-type: none"> <li>• CVs, application forms, letters of application</li> <li>• Self-marketing and applying online</li> <li>• Interviews</li> <li>• 'second stage' selection methods</li> <li>• Record-keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Employers' reports on unpreparedness of young people</li> </ul>
Managing changes and transitions	<ul style="list-style-type: none"> <li>• Strategies for making effective transitions</li> <li>• Types of transitions, e.g. changing school, starting an apprenticeship/job, going to uni, job change, redundancy/unemployment, retirement</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of decision and transition points throughout life</li> </ul>

You can see the complete set of learning outcomes for each phase in the sections which follow.

## Key Stage 2 learning outcomes

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
1	describe what you are like, what you are good at and what you enjoy doing	•
2	talk positively about what you would like to do	•
3	identify what you like about learning from careers and work-related activities and experiences	•
4	be aware of different ways of looking at people's careers and how they develop	•
5	be aware that people feel differently about the kinds of work they do	•
6	describe a local business, how it is run and the products and/or services it provides	•
7	describe the main types of employment in your area now and in the past	•
8	be aware that you have the same rights to opportunities in learning and work as other people	•
9	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	•
10	be aware of the help that is there for you and how to make good use of it	•
11	identify key qualities and skills that employers are looking for	•
12	show that you can be enterprising	•
13	show that you can make sensible decisions about saving, spending and giving	•
14	make good use of information about secondary school options for you	•
15	know how to make important plans and decisions carefully	•
16	know how to make a good impression when you apply to do things	•
17	know how to handle transitions that are challenging	•

## Key Stage 3 learning outcomes

	Learning outcome statement	Things you know that work
1	describe yourself, your strengths and preferences	•
2	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	•
3	explain how you have benefited as a learner from career and work-related learning activities and experiences	•
4	describe different ways of looking at people's careers and how they develop	•
5	identify different kinds of work and why people's satisfaction with their working lives varies	•
6	describe the organisation and structure of different types of businesses	•
7	be aware of what job and labour market information (LMI) is and what it can do for you	•
8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	•
9	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	•
10	identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need	•
11	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	•
12	recognise when you are using the qualities and skills you need to be enterprising	•
13	show that you can manage a personal budget and contribute to household and school budgets	•
14	look systematically at the choices and opportunities open to you when you reach a decision point	•
15	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	•
16	know how to prepare and present yourself well when going through a selection process	•
17	show that you can be positive, flexible and well-prepared at transition points in your life	•

## Key Stage 4 learning outcomes

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
1	recognise how you are changing, what you have to offer and what's important to you	•
2	be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	•
3	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	•
4	explain key ideas about career and career development	•
5	explain how work is changing and how this impacts on people's satisfaction with their working lives	•
6	explain different types of businesses, how they operate and how they measure success	•
7	find relevant job and labour market information (LMI) and know how to use it in your career planning	•
8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	•
9	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	•
10	build and make the most of your personal network of support including making effective use of impartial carers information, advice and guidance	•
11	show that you have acquired and developed qualities and skills to improve your employability	•
12	show that you can be enterprising in the way you learn, carry out work and plan your career	•
13	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	•
14	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	•
15	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	•
16	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	•
17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	•

## Post 16 learning outcomes

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	•
2	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing	•
3	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner	•
4	explain the impact of changing career processes and structures on people's experience and management of their own career development	•
5	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work	•
6	explain how what businesses do, the way they operate and the way they measure success is changing	•
7	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans	•
8	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	•
9	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	•
10	develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance	•
11	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers	•
12	develop and apply enterprising qualities and skills in your approach to learning, work and career planning	•
13	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work	•
14	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	•
15	know how to make career enhancing plans and decisions	•
16	know how to prepare for, perform well and learn from your participation in selection processes	•
17	know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions	•

**Progression - This chart shows progression in the aspects of career and work-related learning from Key Stage 2 to post 16.**

**Self-development through careers and work-related education**

Elements of learning	KS2	KS3	KS4	P16
Self-awareness	describe what you are like, what you are good at and what you enjoy doing	describe yourself, your strengths and preferences	recognise how you are changing, what you have to offer and what's important to you	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
Self-determination	talk positively about what you would like to do	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
Self-improvement as a learner	identify what you like about learning from careers and work-related activities and experiences	explain how you have benefited as a learner from career and work-related learning activities and experiences	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner

**Finding out about careers and the world of work**

Exploring careers and career development	be aware of different ways of looking at people's careers and how they develop	describe different ways of looking at people's careers and how they develop	explain key ideas about career and career development	explain the impact of changing career processes and structures on people's experience and management of their own career development
Investigating work and working life	be aware that people feel differently about the kinds of work they do	identify different kinds of work and why people's satisfaction with their working lives varies	explain how work is changing and how this impacts on people's satisfaction with their working lives	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
Understanding business and industry	describe a local business, how it is run and the products and/or services it provides	describe the organisation and structure of different types of businesses	explain different types of businesses, how they operate and how they measure success	explain how what businesses do, the way they operate and the way they measure success is changing



Elements of learning	KS2	KS3	KS4	P16
Investigating jobs and labour market information (LMI)	describe the main types of employment in your area now and in the past	be aware of what job and labour market information (LMI) is and what it can do for you	find relevant job and labour market information (LMI) and know how to use it in your career planning	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
Valuing equality, diversity and inclusion	be aware that you have the same rights to opportunities in learning and work as other people	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
Learning about safe working practices and environments	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices

#### Developing skills for career management and employability

Making the most of careers information, advice and guidance (IAG)	be aware of the help that is there for you and how to make good use of it	identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need	build and make the most of your personal network of support including making effective use of impartial careers information, advice and guidance	develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
Preparing for employability	identify key qualities and skills that employers are looking for	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	show that you have acquired and developed qualities and skills to improve your employability	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
Showing initiative and enterprise	show that you can be enterprising	recognise when you are using the qualities and skills you need to be enterprising	show that you can be enterprising in the way you learn, carry out work and plan your career	develop and apply enterprising qualities and skills in your approach to learning, work and career planning

Elements of learning	KS2	KS3	KS4	P16
Developing personal financial capability	show that you can make sensible decisions about saving, spending and giving	show that you can manage a personal budget and contribute to household and school budgets	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
Identifying choices and opportunities	make good use of information about secondary school options for you	look systematically at the choices and opportunities open to you when you reach a decision point	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
Planning and deciding	know how to make important plans and decisions carefully	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	know how to make career enhancing plans and decisions
Handling applications and selection	know how to make a good impression when you apply to do things	know how to prepare and present yourself well when going through a selection process	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	know how to prepare for, perform well and learn from your participation in selection processes
Managing changes and transitions	know how to handle transitions that are challenging	show that you can be positive, flexible and well-prepared at transition points in your life	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions

## Guidance on using the ACEG Framework

### About learning outcomes

The weight of evidence confirms that the quality of the teacher and the quality of the pedagogy are major factors in how well learners build up their understanding and ability to do things.

### Good practice tips

1. combine and sequence theoretical and practice elements carefully. Curriculum coherence is crucial
2. differentiate between individual learners to meet their needs
3. extended practice is needed to inculcate values, e.g. the values associated with employability
4. transferable learning skills are best acquired in expansive learning environments (e.g. on work experience)
5. identify locally relevant contexts for framing the core concepts and principles of career learning and development.

The learning outcomes in this framework aim to describe what a student can achieve as a result of two or three years' learning. For the more detailed planning that goes into short-term schemes of work and lesson plans, you will need to identify specific learning outcomes that are steps on the way to achieving the bigger learning outcomes in the framework. This is worth doing with the caveat to avoid the 'tyranny' of learning outcomes! Too many learning outcomes can be a burden and a barrier to discovery in learning – the unintended and unexpected benefits that can come from a learning event.

A straightforward model for writing a learning outcome is to identify what the learner will know and/or be able to do at the end of a learning process. For this, you need to state:

- the input and process, e.g. 'At the end of this unit on options at 16+'
- the level and type of learning, e.g. 'explain' is a higher level of learning than 'identify'
- the outcome, e.g. 'the options open to you'

The outcomes in the framework are permissive rather than prescriptive. Schools and colleges should use them as a foundation on which to build a robust CEG provision that fulfils their duties and responsibilities at the heart of which are the needs of their learners.

Remember that learning outcomes are not the only measures of effective CWRE provision. Destination outcomes are important too!

## **Managing the curriculum**

It is for schools, colleges and other learning providers to decide how to manage careers and work-related education. Some institutions will have one middle leader who has subject leadership responsibility for careers and work-related education; others will have separate leaders for careers education and work-related education. Where the latter situation applies, the senior leader with overall responsibility for careers and work-related education will need to ensure that systems are in place to enable the two curriculum leaders to work together.

More than one in four secondary schools have appointed individuals from professional backgrounds other than teaching to the role of curriculum leader for careers and work-related education and some have opted to commission the service from a careers guidance company or education business partnership. These new models can work very effectively, provided that due attention is given to professional development and management support for the individual.

### *Primary schools*

Many primary schools plan learning about work and career-related learning in their curricula, particularly at Key Stage 2. They are unlikely to make separate provision for such elements of learning, adopting instead the approach of integrating the learning outcomes selected as priorities for their pupils into different aspects of the curriculum.

### *Secondary schools*

Most secondary schools organise careers and work-related education as a combination of discrete provision and elements integrated into the schemes of work for other subjects. Inspection and monitoring evidence suggests that the most effective model for delivering the separately timetabled element is to organise the careers and work-related education outcomes within an integrated course of personal, social, health and economic (PSHE) education, taught by a team of specialist PSHE education teachers, and supplemented by some suspended timetable activities such as curriculum days. Relying on curriculum days alone is inadequate and attempts to teach careers and work-related education through tutorial programmes can result in pupils experiencing programmes of inconsistent quality.

### *Sixth forms, sixth form colleges and FE colleges*

Evaluations have shown that tutorial approaches are more effective in the post-16 sector and for students studying A level courses an approach that combines work in the tutoring programme with a series of other activities such as talks, conventions and independent study provides an effective way of organising careers and work-related education in the curriculum. For students working towards vocational qualifications, careers and work-related education outcomes can be integrated into their main course programme.

### *Work-based learning providers*

Young people opting for work-based training still need help with understanding the world of work and developing the skills to secure and succeed in work. The selected learning outcomes from the careers and work-related education framework can be integrated into their training programmes.

Use the framework to help with these curriculum leadership and management tasks:

- Meeting learners' needs, e.g. How could you use the framework to map and audit your provision?
- Learners' entitlement, e.g. How can you use the framework to help you define student entitlement?
- School improvement, e.g. What outcomes would you prioritise if raising aspirations was identified as a priority in your school improvement plan?
- Curriculum development, e.g. How would you use the framework to re-think breadth, balance and coherence when revising your CWRE programme?
- Contextualisation of learning, e.g. How would you use the framework to help subject teachers understand the scope that careers and work provide for contextualising subject-based learning?
- Thematic learning, e.g. What learning outcomes would you prioritise if you wanted to contribute to a week of activities on the theme of 'green and sustainable development'?
- Selection of activities, e.g. When designing the CWRE programme, which activities would you prioritise to have the most impact on young people's career and work related learning?
- Assessing learning, e.g. What criteria or measures would you use to decide whether a learning outcome had been achieved?
- Partnerships and resource deployment, e.g. What physical and human resources do you need and where can you use them to best effect?
- Evaluation, e.g. How could you use the framework in making judgements about the worthwhileness of your current programme?