

The CDI Framework

Each Task in the student workbook is preceded by an explanation of the expected learning outcomes, and a link to the relevant learning outcomes from the national Career Development Institute's Career Development Framework, which comprises six career development skills and 36 learning objectives. These learning objectives are for students in Key Stage 3.

Career Development Framework Six career development skills

36 learning objectives

Skill 1: Students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. At KS3 this should include:

Being aware of the sources of help and support available, and responding positively to feedback

Being aware that learning, skills, and qualifications are important for career

Being willing to challenge themselves and try new things

Recording achievements

Being aware of heritage, identity, and values

Skill 2: Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. At KS3 this should include:

Being aware of the range of possible jobs

Identifying the common sources of information about the labour market and the education system

Being aware of the main learning pathways (e.g., university, college, and apprenticeships)

Being aware that many jobs require learning skills and minimum qualifications

Being aware of the range of different sectors and organisations where they could work

Being aware of the range of ways that organisations undertake recruitment and selection

Skill 3: Students need to manage their career actively, make the most of opportunities and learn from setbacks. At KS3 this should include:

Being aware that career describes their journey through life, learning, and work

Looking forward to the future

Imagining a range of opportunities for themselves in their career

Being aware that different jobs and careers bring different challenges and rewards

Managing the transition into secondary school and to preparing for choosing their GCSEs

Learning from setbacks and challenges

Skill 4: Students need to create opportunities by being proactive and building positive relationships with others. At KS3 this should include:

Developing friendships and relationships with others

Being aware that it is important to take initiative in their learning and life

Being aware that building a career will require them to be imaginative and flexible

Developing the ability to communicate their needs and wants

Being able to identify a role model and being aware of the value of leadership

Being aware of the concept of entrepreneurialism and self-employment

Skill 5: Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. At KS3 this should include:

Being aware of the concept of work-life balance

Being aware that physical and mental wellbeing are important

Being aware of money and that individuals and families have to actively manage their finances

Being aware of the ways that they can be involved in their family and community

Being aware of different life stages and life roles

Recognising the injustices caused by prejudice, stereotypes, and discrimination in learning and workplaces

Skill 6: Students need to see the big picture by paying attention to how the economy, politics and society connect with, and affect their own life and career. At KS3 this should include:

Being aware of a range of different media, information sources, and viewpoints

Being aware that there are trends in local and national labour markets

Being aware that trends in technology and science have implications for career

Being aware of the relationship between career and the natural environment

Being aware of the relationship between career, community, and society

Being aware of the relationship between career, politics, and the economy