

KS4 CDI Learning Outcomes & PSHE Programme of Study

Area of learning		CDI Learning outcome statement	Student Example Evidence	PSHE Programme of Study
Developing yourself through careers, employability and enterprise education	1	recognise how you are changing, what you have to offer and what's important to you	Attitude, skills and experience, qualifications, Career choices; values, money, time, travel etc.	(CT3) L1. To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
	2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Improved behaviour, attendance, work experience, academic achievements	(CT3) L1. To evaluate their own personal strengths and areas for development and to use this to inform goal setting. (CT3) L19. To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.
	3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Skills, MTA/MOS Awards, Mentoring others, Enrichment, Open Evenings, Volunteering etc.	(CT3) L12. To further develop study and employability skills e.g. time management, self-organisation, presentation, project planning, online presence etc.
Learning about careers and the world of work	4	discuss the skills involved in managing your own career	Using career websites e.g. I- Could, Start. Talking to Family/Friends, Destinations Coordinator or Adviza	(CT3) L1. To evaluate their own personal strengths and areas for development and to use this to inform goal setting
	5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Working hours, working from home, travelling, zero hour contracts, job requirements in the market	(CT3) L14. About changing patterns of employment (local, national, European and global). (CT3) L14. About different types of business, how they are organised and financed
	6	explain different types of business organisational structures, how they operate and how they measure success	Large businesses vs SME's, e.g. Banks, Builders, Fashion shops, working to commission etc.	(CT3) L14. About different types of business, how they are organised and financed
	7	be able to find relevant labour market information (LMI) and know how to use it in your career planning	Website 'LMI for all' How many Engineers & Comp Sci employers needed in the	(CT3) L14. About changing patterns of employment (local, national, European and global).

KS4 CDI Learning Outcomes & PSHE Programme of Study

			next 5 years? Gaps in the market.	
	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	Race, religion, age, disabilities and other barriers to equality and inclusion; how are employers addressing this?	(CT3) L2. About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace.
	9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Health and Safety at work	(CT3) L16. About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions). (CT1) H12. How to recognise and follow health and safety procedures
Developing your career management and employability skills	10	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	Careers fair, talking to Adviza, talking to employers, mock interviews, part time jobs, Linked-in	<i>Provided through the careers programme; all students have access to Adviza, one careers fair per academic year, and up to 10 encounters with employers in one academic year.</i>
	11	show how you are developing the qualities and skills which will help you to improve your employability	Work experience, qualifications e.g. MTA/MOS, Improved attendance, courses	(CT3) L12. To further develop study and employability skills e.g. time management, self-organisation, presentation, project planning, online presence etc. (CT3) 15. To research, secure and take full advantage of any opportunities for work experience that are available.
	12	show that you can be enterprising in the way you learn, work and manage your career	Additional responsibilities e.g. Cadets, Sports Captain, Leading a Team,	(CT3) L12. To further develop study and employability skills e.g. time management, self-organisation, presentation, project planning, online presence etc.
	13	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Barclays money skills, Finance required for university vs. apprenticeship, managing money e.g. NatWest	(CT3) L20. To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure etc.)
	14	be able to research your education, training, apprenticeship, employment and volunteering options	Open evenings, taster days, company websites, Adviza, Destinations coordinator, talks	(CT3) L11. About the information, advice and guidance available to them and how to access the most appropriate support.

KS4 CDI Learning Outcomes & PSHE Programme of Study

		including information about the best progression pathways through to specific goals	from Apprenticeships and Universities etc.	(CT3) L13. About the range of opportunities available to them for career progression, including education, training and employment
15		know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	Problem solving drop down days, enrichments, how do you make a decision?	<i>Provided through additional learning time during Enrichment and Drop Down Days; students are involved in problem solving activities.</i>
16		know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know that interviewers cannot ask age, sex, ethnicity, etc. Good CV Writing practice.	(CT3) L16. About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions). (CT3) L19. To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.
17		review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Updating CV, improving personal statements, references, including engagement with employers.	(CT3) L10. How their strengths, interests, skills and qualities are changing and how these relate to future employability.

Suggested KS4 Activities to meet CDI Learning Outcomes:

- "Aspirations" – What is important to students in their life as adults? Money? Home? Cars? Etc. How much money do they need to earn to achieve this?
- Goal Setting, Strengths and Weaknesses – Using GroFar to complete 'Action Plan' and 'Goals'
- Completing Work Experience forms (prior), and completing logbooks and receiving employer feedback (post work experience) – GroFar
- Keeping track of all additional events attended and qualifications achieved – Using GroFar to log 'Activities' on their passport
- Using Career, University and Apprenticeship websites to research skills required for their future careers
- Attendance at UTC Reading annual Careers Fair (as part of the Careers Programme)
- Up to 10 encounters with employers to discuss careers, skills required etc. (as part of the Careers Programme)
- Barclays money skills resources; understanding how to finance, and finance required for life after UTC
- Barriers to equality in the workplace, ways that companies overcome this e.g. 'Blind' Interviewing, and 'Gender free' CV's etc.
- CV writing – What makes a good CV? Encouraging students to add too, update and amend CV's regularly during KS4
- Students can reflect on their progress towards meeting the CDI Learning Outcomes through GroFar