

KS5 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	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	Attitude, skills and experience, qualifications, Career choices; values, money, time, travel etc. Personal Achievements.	(CT3) L17: Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals, balance ambition with realism.
	2	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement	Improved behaviour, attendance, work experience, academic achievements, Volunteering on NCS, Part time work, Local Youth Groups.	(CT3) L24: Produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references
	3	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	Skills, MTA/MOS Awards, Mentoring/ Presenting to younger students, Enrichment, Open Evenings, Volunteering, Young Enterprise.	(CT3) L18. Be enterprising in life and work
Learning about careers and the world of work	4	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	Using career websites e.g. I- Could, Start. Talking to Family/Friends, Destinations Coordinator or Adviza, Work Experience Opportunities.	(CT3) L17: Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals, balance ambition with realism.
	5	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	Working hours, working from home, travelling, zero hour contracts, job requirements in the market, volunteer work.	(CT3) L23: recognise the different roles of HR Departments, trade unions, professional organisations.
	6	explain the main reasons why business organisations change their structures	Large businesses vs SME's, e.g. Banks, Builders, Fashion shops, working to commission etc. Profit Margins, Downsizing, Technology, Trends, Expansion	(CT3) L23: recognise the different roles of HR Departments, trade unions, professional organisations.

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	7	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Website 'LMI for all' How many Engineers & Comp Sci employers needed in the next 5 years? Gaps in the market; which sectors will increase/ decrease?	
	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	Race, religion, age, disabilities and other barriers to equality and inclusion; how are employers addressing this?	(CT3) L8: Recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion.
	9	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	Health and Safety at work, Risk Assessment, Employer Liability, Trade Unions.	(CT3) L20. Understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols.
Developing your career management and employability skills	10	develop and make the most of your personal networks of support and show that you are a proactive and discerning user 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, University Visits, Alumni, Mentors, 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. KS5 students will also be part of a 'Pipeline programme' being mentored by industry professionals.</i>
	11	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	Work experience, qualifications e.g. MTA/ MOS, Improved attendance, courses, Employability passport, Digital 'badges'	(CT3) L18. Be enterprising in life and work (CT3) L17: Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals, balance ambition with realism.
	12	develop and apply enterprise qualities and skills in your approach to learning, work and career planning	Additional responsibilities e.g. Cadets, Sports Captain, Leading a Team, Careers Action Plan, NCS Programme or Similar	(CT3) L18. Be enterprising in life and work
	13	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	Barclays money skills, Finance required for university vs. apprenticeship, managing	(CT3) L11: Plan their budget, especially when living away from home for the first time.

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			money e.g. NatWest, Cost of Renting/Living whilst at University etc.	(CT3) L12: Understand and manage taxation and national insurance. (CT3) L14: Understand savings options; know where to save, when to save and why. (CT3) L15: Understand and manage debt, loans etc.
14	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	Open evenings, taster days, company websites, Adviza, Destinations coordinator, talks from Apprenticeships and Universities, Qualifications available, earnings over working life.		(CT3) L3. Plan a 'Gap Year' (CT3) L19: Understand and be able to access further and high education options and training, including apprenticeships.
15	know how to make career enhancing plans and decisions including developing the resilience required to sustain them	Problem solving drop down days, enrichments, how do you make a decision? Career Action Plans.		<i>Provided through additional learning time during Enrichment and Drop Down Days; students are involved in problem solving activities. Students may also develop these skills through volunteering activities or personal part time jobs they may have.</i>
16	know how to prepare for, perform well and learn from participating in selection processes	Know that interviewers cannot ask age, sex, ethnicity, etc. Good CV Writing practice, Mock interviews, Skype and Phone interviewing Skills.		(CT3) L24: Apply for future roles; 'market' themselves by promoting their personal 'brand'; identify their skills and talents, identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers e.g. team working. (CT3) L24: Produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references
17	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	Updating CV, improving personal statements, references, including engagement with employers, Taster Day visits, developing Resilience.		(CT3) L24: Apply for future roles; 'market' themselves by promoting their personal 'brand'; identify their skills and talents, identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers e.g. team working. (CT3) L24: Produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references

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Suggested KS5 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)
- 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
- Attending University and Apprenticeship Open Days
- 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)
- Preparing and reflecting on mentoring from industry professionals as part of the Pipeline Programme (as part of the Careers Programme)
- Barclays money skills resources; understanding how to finance, and finance required for life after UTC or NatWest.
- Budgeting when at University/Apprenticeship, living at home options etc.
- 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
- Mock Interview techniques, Mock interview practise etc.
- Students can reflect on their progress towards meeting the CDI Learning Outcomes through GroFar