

CDI Framework 2021

The purpose of the Framework

'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their *career development skills* throughout their lives.

The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

The Career Development Framework

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.



These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.

Learning areas break-down by key stage

Grow throughout life (1,2,3,8,10)

Key Stage 3

- a. being aware of the sources of help and support available and responding positively to feedback
- b. being aware that learning, skills and qualifications are important for career
- c. being willing to challenge themselves and try new things
- d. recording achievements
- e. being aware of heritage, identity and values

Key Stage 4

- a. responding positively to help, support and feedback
- b. positively engaging in learning and taking action to achieve good outcomes
- c. recognising the value of challenging themselves and trying new things
- d. reflecting on and recording achievements, experiences and learning
- e. considering what learning pathway they should pursue next
- f. reflecting on their heritage, identity and values



Explore possibilities (7,10,16)

Key Stage 3

- a. being aware of the range of possible jobs
- b. identifying common sources of information about the labour market education system
- c. being aware of the main learning pathways (e.g. university, college and apprenticeships)
- d. being aware that many jobs require learning, skills and minimum qualifications
- e. being aware of the range of different sectors and organisations where they can work
- f. being aware of the range of ways that organisations undertake recruitment and selection

Key Stage 4

- a. considering what jobs and roles are interesting
- b. researching the labour market and the education system
- c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it
- d. researching the learning and qualification requirements for jobs and careers that they are interested in
- e. researching the range of workplaces and what it is like to work there
- f. researching how recruitment and selection processes work and what they need to do to succeed in them



Manage Career (4,11,15,17)

Key Stage 3

- a. being aware that career describes their journey through life, learning and work
- b. looking forward to the future
- c. imagining a range of possibilities for themselves in their career
- d. being aware that different jobs and careers bring different challenges and rewards
- e. managing the transition into secondary school and preparing for choosing their GCSEs
- f. learning from setbacks and challenges



Key Stage 4

- a. recognising the different ways in which people talk about career and reflecting on its meaning to them
- b. building their confidence and optimism about their future
- c. making plans and developing a pathway into their future
- d. considering the risks and rewards associated with different pathways and careers
- e. taking steps to achieve in their GCSEs and make a decision about their post-16 pathway
- f. thinking about how they deal with and learn from challenges and setbacks

Create opportunities (12,14)



Key Stage 3

- a. developing friendships and relationships with others
- b. being aware that it is important to take initiative in their learning and life
- c. being aware that building a career will require them to be imaginative and flexible
- d. developing the ability to communicate their needs and wants
- e. being able to identify a role model and being aware of the value of leadership
- f. being aware of the concept of entrepreneurialism and self-employment

Key Stage 4

- a. developing friendships and relationships and reflecting on their relationship to their career
- b. starting to take responsibility for making things happen in their career
- c. being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them
- d. being willing to speak up for themselves and others
- e. being able to discuss roles models and reflect on leadership
- f. researching entrepreneurialism and self-employment

Balance life and work (9,13)



Key Stage 3

- a. being aware of the concept of work-life balance
- b. being aware that physical and mental wellbeing are important
- c. being aware of money and that individuals and families have to actively manage their finances
- d. being aware of the ways that they can be involved in their family and community
- e. being aware of different life stages and life roles
- f. being aware of rights and responsibilities in the workplace and in society
- g. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

Key Stage 4

- a. reflecting on the different ways in which people balance their work and life
- b. reflecting on their physical and mental wellbeing and considering how they can improve these
- c. recognising the role that money and finances will play, in the decisions that they make and, in their life and career
- d. recognising the role that they play in their family and community and considering how that might shape their career

- e. considering how they want to move through different life stages and manage different life roles
- f. developing knowledge of rights and responsibilities in the workplace and in society
- g. identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

See the big picture (5,6)

Key Stage 3

- a. being aware of a range of different media, information sources and viewpoints
- b. being aware that there are trends in local and national labour markets
- c. being aware that trends in technology and science have implications for career
- d. being aware of the relationship between career and the natural environment
- e. being aware of the relationship between career, community and society
- f. being aware of the relationship between career, politics and the economy

Key Stage 4

- a. evaluating different media, information sources and viewpoints
- b. exploring local and national labour market trends
- c. exploring trends in technology and science
- d. exploring the relationship between career and the environment
- e. exploring the relationship between career, community and society
- f. exploring the relationship between career, politics and the economy



CDI suggested activities and resources

Grow throughout life (1,2,3,8,10)



Looking at information about learning pathways

Amazing apprenticeships (<https://amazingapprenticeships.com/>)

Find an apprenticeship (<https://www.gov.uk/apply-apprenticeship>)

SACU (https://sacu-student.com/?page_id=5821)

Unifrog (<https://www.unifrog.org/>)

UCAS (<https://www.ucas.com/>)

Discussing what skills are needed in life and work.

Barclays Life Skills (<https://barclayslifeskills.com/young-people/>)

Skillsbuilder Hub (<https://www.skillsbuilder.org/>)

Career Kickstart (<https://careerkickstart.natwestgroup.com/>)

Career assessments, psychometric tests and other tools for self-reflection can be useful aids to support pupils in thinking about themselves, their strengths and their aspirations.

16 personalities (<https://www.16personalities.com/>)

Buzz quiz (<https://icould.com/buzz-quiz/>)

Kudos (<https://kudos.cascaid.co.uk/>)

Morrisby (<https://www.morrisby.com/>)

What's your strength (<https://whatsyourstrength.co.uk/>)

Recording and reflecting on achievements

PiXL Edge (<https://theedge.pixl.org.uk/>)

Explore possibilities (7,10,16)



Using career information resources.

Careercomp@nion (<https://www.careercompanion.co.uk/>)

Careerpilot (<https://www.careerpilot.org.uk/>)

Eclips online (<https://eclips-online.co.uk/>)

Fast Tomato (<https://www.fasttomato.com/>)

Job Explorer Database (<https://chas.careerssoft.co.uk/jed/>)

National Careers Service (<https://nationalcareers.service.gov.uk/>)

Prospects (<https://www.prospects.ac.uk/>)

Start Profile (<https://www.startprofile.com/>)

Success at school (<https://successatschool.org/>).

Playing career development games

Panjango (<https://panjango.com/>)

Watching videos and engaging with career stories

icould (<https://icould.com/>) National Careers Week TV (<https://www.ncwtv.co.uk/>)

Looking at company and sector specific resources

See Janet Colledge's list of occupationally focused websites

(<https://www.pinterest.co.uk/careersdefender/occupational-careerswebsites/>)

Glassdoor (<https://www.glassdoor.co.uk/index.htm>)

Jobs.ac.uk (<https://www.jobs.ac.uk/>)

Medical Mavericks (<https://www.medicalmavericks.co.uk/>)

PwC employability hub (<https://www.pwc.co.uk/careers/studentcareers/employability-hub.html>)

Step into the NHS (<https://www.stepintothenhhs.nhs.uk/>)

Exploring vacancy information

Adzuna (<https://www.adzuna.co.uk/>)

Indeed (<https://www.indeed.co.uk/>)

Jobcentre Plus (<https://www.gov.uk/contact-jobcentre-plus>)

Student Ladder (<https://www.studentladder.co.uk/>)

Manage Career (4,11,15,17)

Involving parents in helping pupils to think about and plan their career.



Engaging parents (<https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice>)

Inspired Teenager (<https://www.careeralchemy.co.uk/inspiredteenager.html>)

Reading career websites and blogs

BBC Bitesize (<https://www.bbc.co.uk/bitesize/careers>)

Bringing in employers and employees to talk to pupils

Inspiring the future (<https://www.inspiringthefuture.org/>)

Inspiring women (<https://www.inspiringthefuture.org/inspiringwomen/>)

Speakers for Schools (<https://www.speakersforschools.org/>)

Learning about project management and decision making tools that can be applied to career.

SMART goals (<https://www.mindtools.com/pages/article/smart-goals.htm>)

YEUK Young ambassador programme (<https://www.youthemployment.org.uk/ambassadors>)

Create opportunities (12,14)



Looking at networking and social capital.

LinkedIn (<https://www.linkedin.com/>)

Taking part in enterprise and social enterprise competitions, challenges and programmes.

National Citizen Service (<https://wearencs.com/>)

NatWest Dream Bigger (<https://www.business.natwest.com/business/business-services/women-in-business/dream-bigger.html>)

Princes Trust (<https://www.princes-trust.org.uk/>)

Young Enterprise (<https://www.young-enterprise.org.uk/>)

Balance life and work (9,13)



Discussing hypothetical choices and simulating adult life.

My future, my choice (<http://www.myfuturemychoice.co.uk/programmes/build-my-future>)

Real Game (<https://www.realgame.co.uk/>)

Discussing mental and physical health and wellbeing

The Psychology Mum (<https://www.instagram.com/thepsychologymum/?hl=en>)

Young Minds (<https://youngminds.org.uk/>)

Learning about rights and responsibilities

British Safety Council (<https://www.britsafe.org/campaigns-policy/speak-up-stay-safe/>)

Citizens Advice (<https://www.citizensadvice.org.uk/>)

Unions into Schools (<http://unionsintoschools.org.uk/>)

Learning about personal finances

Metro bank schools' resources (<https://www.metrobankonline.co.uk/about-us/kids-zone/>)

Money week (<https://moneyweek.com/>)

Money Saving Expert Personal Finance Textbook
(<https://www.moneysavingexpert.com/news/2018/11/financial-education-textbooksfunded-by-martin-land-in-english-s/>)

My Personal Finance Skills (<https://www.thepfs.org/about-us/initiatives/my-personal-finance-skills/>)

NatWest Money Sense (<https://natwest.mymoneysense.com/home/>)

Your Money Matters (<https://www.young-enterprise.org.uk/resources/your-money-matters-financial-education-textbook/>)

Learning about stereotypes, prejudice and discrimination

Equality and Human Rights Commission Secondary Education Resources
(<https://www.equalityhumanrights.com/en/secondaryeducation-resources>)

WISE (<https://www.wisecampaign.org.uk/what-we-do/wise-projects/>)

See the big picture (5,6)

Reading and researching issues in the labour market.

ISE: Insights (<https://insights.ise.org.uk/>) LMI for all (<https://www.lmiforall.org.uk/>) NOMIS
(<https://www.nomisweb.co.uk/>) Office for National Statistics (<https://www.ons.gov.uk/>)

Thinking about the relationship between career, politics and social issues

Broadsheet newspapers Red Cross Teaching Resources
(<https://www.redcross.org.uk/getinvolved/teaching-resources>)

UN sustainable development goals (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

