

CDI Career Development Framework and the Gatsby Benchmarks

(Figure 3)

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

