

Career-related learning at Key Stage 4

The Careers Education Framework 7-19 – Statutory Guidance: Impartial Careers Education aims to provide Key Stage 4 education providers with a structure to help them deliver the statutory requirement for a careers education programme.

To help Careers Advisers and Teachers working with Key Stage 4 students to deliver the framework and develop their students' career planning abilities, we have provided a summary of how Kudos and Careerscape deliver elements of the framework. Please note that the features described are in the online versions.

Principle 1 - Empowers young people to plan and manage their own futures

	By the age of 16 students:	How Kudos and Careerscape support this:
1.1	are able to investigate opportunities for learning and work on their own	<p>Kudos and Careerscape both promote independent investigation and learning.</p> <p>Young people can use the online versions from anywhere with internet access.</p> <p>Kudos allows young people to explore over 1,700 career titles, including how well they match their own interests and aspirations. It also illustrates the routes into each career, highlighting appropriate learning and training options.</p> <p>With the addition of Careerscape, young people can also investigate HE course options and look at specific study options for relevant careers.</p> <p>Support resources such as user guides and interactive on-screen help, enable young people to explore all of this information independently in advance of discussion with a teacher or adviser.</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
1.2	are able to interpret information and to identify partiality and bias	<p>Information in each of our programs is specifically written with the target audience in mind to ensure that they can interpret what is presented to them.</p> <p>All of the information that is presented within our programs is independently researched and is unbiased.</p> <p>In Kudos and Careerscape, sources of further information are presented as external links which allow young people to carry out further research with sources of information which may be more partial.</p>
1.3	make challenging but realistic plans for their future learning and work	<p>All of our products set out to support young people in planning their future.</p> <p>Kudos includes an action plan. This encourages young people to use their results to develop a plan to support their next steps in learning/training and their longer term education and career aspirations.</p> <p>Kudos enables young people to identify the qualifications and experience that they will need to succeed in each career. This provides them with the base knowledge to develop a step-by-step plan which supports the achievement of their aspirations.</p>
1.4	recognise barriers to the achievement of their plans and understand how these can be overcome	<p>Kudos helps young people to see what they need to achieve in terms of learning, training and skills development in order to develop a successful route into different careers. With the help of the action plan they can identify what challenges they may face along the way and plan how these can be overcome.</p>
1.5	are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances	<p>The action plan within Kudos encourages young people to revisit their plans as their circumstances and aspirations change. They can always find the most up-to-date factual information within the programs to</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
		<p>support them when changing their plans.</p> <p>Kudos also allows young people to review their results and change their preferences and answers as their opinions and ideas develop.</p>
1.6	<p>feed back that they have the skills that they need to plan and manage their careers</p>	<p>All of our programs illustrate the skills needed for different careers and learning options.</p> <p>Young people can refer to these in their action plan and use this to support discussion with a teacher/adviser.</p>

Principle 2 - Responds to the needs of each learner

	By the age of 16 students:	How Kudos and Careerscape support this:
2.1	understand what motivates them, their strengths and their learning/work preferences	<p>Within Kudos, results are based on a young person's own interests and motivations. Their results come from their personal responses.</p> <p>The transparent matching system allows young people to easily see how each response that they give influences their results. This develops their awareness of how their preferences impact on their learning and career choices.</p>
2.2	know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs	<p>Kudos produces results which are highly personalised to the individual young person. Their results are based on their own responses and input.</p> <p>All of the programs can be accessed at any time via the internet, enabling young people to review their results and explore information at any time.</p> <p>With the addition of Careerscape, young people can also generate printed leaflets of career information in different styles if they prefer hard copy information.</p> <p>Kudos is also fully accessible and can be used with assistive technologies.</p>
2.3	understand the skills and qualifications that they need to pursue their ambitions	<p>All of our programs illustrate the qualifications, training, skills and experiences required to succeed in each career.</p> <p>In Kudos, the Entry Routes and Training, Personal Qualities and Skills and Qualifications sections provide comprehensive information.</p> <p>Young people can use this information to set goals within their action</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
		<p>plan.</p> <p>Career suggestions generated by Kudos are based on the qualification level/s that a young person selects. It is easy for them to see how their suggestions are impacted by selecting different qualification levels.</p> <p>With the addition of Careerscape, young people can see individual UCAS HE courses that are relevant to each career. This enables them to plan a route through study to achieve their career ambitions</p>
2.4	have an individual learning plan (ILP) that they keep under review and update as they approach each transition	<p>All of our programs offer information that young people can use within their ILP.</p> <p>They can use their results from Kudos to set objectives within their ILP and use the information within the programs to develop their knowledge about opportunities.</p> <p>With Careerscape, young people can generate electronic leaflets of career information which they can attach to their ILP.</p>
2.5	influence the design and delivery of careers education/information and advice services	All of our programs are continually developed with input from young people.
2.6	feed back that they have received personalised support that they have needed to make informed choices	The action plan within Kudos records results and enables young people to comment on their ideas and thoughts. This can be used to prompt discussions with teachers and advisers.

Principle 3 - Provides comprehensive information and advice

	By the age of 16 students:	How Kudos and Careerscape support this:
3.1	<p>understand the opportunities afforded by, and are provided with easy access to:</p> <ul style="list-style-type: none"> • the Connexions service • Connexions Direct • the local 14-19 prospectus • Apprenticeship Vacancy Matching Service • other information sources used locally • the transition support team (for young people with special educational needs and disabilities) • Business Link • UCAS and Unistats 	<p>Careerscape provides general information articles on a vast array of topics relating to education, training, employment and lifestyle choices and provides links to reputable sources of further support.</p> <p>Careerscape also provides direct access to UCAS information on HE courses.</p>
3.2	<p>understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)</p>	<p>Our programs present a completely unbiased view of all of opportunities.</p> <p>It is possible to add links to Kudos and Careerscape which point to sources of local information e.g. local area prospectus.</p>
3.3	<p>understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education</p>	<p>Kudos illustrates the entry routes and qualifications needed for each career.</p> <p>With the addition of Careerscape, young people can see the HE courses that are relevant to each higher level career.</p>
3.4	<p>understand the work opportunities and rewards afforded by each course/pathway</p>	<p>Within Kudos and Careerscape, each career includes information on salary and other common benefits.</p> <p>Careerscape shows careers that different subjects can lead to</p>
3.5	<p>understand the opportunities afforded by self-employment</p>	<p>Kudos and Careerscape reference self-employment for careers where it is commonly an option, in the Pay and Opportunities section.</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
		Careerscape includes Self-Employment as a topic in its bank of general information articles.
3.6	know how to access information about community and voluntary opportunities	Careerscape includes articles on volunteering.
3.7	understand, and are able to claim, the financial support that they are eligible to receive to support their learning	<p>Careerscape includes advice articles about financial support for learning and training.</p> <p>Careerscape is also a valuable tool for supporting personal finance education/wellbeing. For more information visit our website.</p> <p>There is also an article on Money Management.</p>
3.8	understand the concept of labour markets	<p>Careerscape includes an information article on labour market information.</p> <p>Kudos and Careerscape include labour market information within the Pay and Opportunities section. This highlights changes in demand in the sector, competition and which types of organisations offer the role.</p>
3.9	are aware of opportunities within local, regional and national labour markets	In addition to the national overview provided by the programs, it is possible to add a link to local information.
3.10	understand their rights and responsibilities at work	Careerscape includes a general information article covering this subject.
3.11	feedback that they have had the information and advice that they have needed to make informed choices	Young people can be encouraged to comment on this within their action plan ahead of a discussion with a teacher/adviser.

Principle 4 - Raises aspirations

	By the age of 16 students:	How Kudos and Careerscape support this:
4.1	have been positively challenged to consider opportunities that they might not otherwise have considered (e.g.by experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.)	<p>Kudos suggests careers which young people may not be familiar with, encouraging them to explore a range of opportunities.</p> <p>Careerscape includes videos which illustrate a wide range of workplaces. Case study interviews are also available where people share their experiences of their career.</p> <p>Careerscape also includes videos showing young people discussing their learning and training choices including; Apprenticeships, HE, post-16 choices and work experience.</p>
4.2	set challenging but realistic learning and work goals	All of the programs show young people what they need to do in order to achieve their ambitions. The action plan encourages them to break down these ambitions and set short, medium and long-term goals which can be reviewed with support from teachers/advisers.
4.3	understand the benefits of economic independence	All of the programs include salary information. By linking learning achievement to careers and careers to salaries, young people can see how their achievement will support their long-term economic wellbeing.
4.4	have positive expectations of work	<p>All of our programs present factual information on careers, enabling young people to understand what would be expected of them in each career.</p> <p>Case studies and videos available in Careerscape provide positive, but realistic, viewpoints from people working in the role.</p>
4.5	understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)	Each career shows the qualifications and training required. Young people can easily see what they need to achieve in terms of learning and training if they are aiming for a certain career.

	By the age of 16 students:	How Kudos and Careerscape support this:
		In addition, Careerscape illustrates positive examples of young people who have undertaken post-16 and 18 learning and training via the general information section. Videos show different young people discussing their choices.
4.6	recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete	Videos and case studies within Careerscape include individuals' own opinions of their career. This is contrasted with factual, independently researched information included in each program.
4.7	feed back that they are excited by, and committed to, further learning	The action plan can be used to prompt discussion between a young person and their teacher/adviser about their future learning and career plans.

Principle 5 - Actively promotes equality of opportunity and challenges stereotypes

	By the age of 16 students:	How Kudos and Careerscape support this:
5.1	are able to recognise and challenge stereotypical views of opportunities in learning and work	All of our programs include photographs which challenge stereotypes. This is also the case with a number of the videos and case studies within Careerscape.
5.2	understand that stereotypical decision-making can have financial implications	All of our programs illustrate the financial impact of choosing certain careers in terms of salary.
5.3	consider learning and work options that are not generally associated with their school	<p>Kudos and Careerscape present information without bias so a young person can explore a wide range of career opportunities and the learning options which lead to them.</p> <p>By its nature, Kudos is very likely to suggest careers, and thus learning and training options, which the young person may not have come across previously.</p>
5.4	consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	<p>Again, the unbiased, transparent approach that Kudos uses, means that young people could get (with the exception of talent careers) a wide range of careers suggested for them. Kudos doesn't know their background and therefore does not use this to influence the suggestions that it presents.</p> <p>Young people have the option to advise Kudos of any health issues which affect them. The program will include a guidance note within careers which may impact that health condition. Only where there is a legal restriction which prevents a person with that health condition from doing a certain career, will Kudos remove the career from their suggestions.</p> <p>Even where a career is not suggested, young people can still explore it as an option and assess its suitability to their interests and aspirations.</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
5.5	make successful transitions when they choose non traditional opportunities	The action plans encourage young people to identify the support that they may need as they progress through learning. This can be used to prompt discussion with a teacher/adviser.
5.6	feed back that they recognise, and reject, learning and work stereotypes	The action plans are useful tools to prompt discussion.

Principle 6 - Helps young people to progress

	By the age of 16 students:	How Kudos and Careerscape support this:
6.1	understand the relevance to their future lives of each part of the curriculum	<p>Careerscape shows the career opportunities which are supported by different subjects. They link the skills and knowledge developed by each subject to careers that young people could consider in the future.</p> <p>CASCAiD also provides suggestions for using the programs to support specific curriculum initiatives such as STEM. Further information can be found on our website www.cascaid.co.uk/stem</p>
6.2	understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum	<p>Careerscape links relevant careers to a list of HE courses which would support entry to the career.</p> <p>Careerscape also provides Subject Links which show the careers that different subjects can lead to.</p>
6.3	understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options	<p>Kudos and Careerscape show the qualifications and subjects required for each career.</p> <p>Careerscape also shows the careers that different subjects can lead to.</p>
6.4	can follow applications procedures and prepare for interviews	Careerscape provides advice articles on these topics.
6.5	understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer	<p>Careerscape provides advice articles on these topics.</p> <p>A link to local information can also be added to our programs.</p>
6.6	understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living	<p>Every career within Kudos and Careerscape includes a breakdown of the personal qualities and skills required for the career.</p> <p>Young people can set goals to support the development of these skills in their action plan.</p>

	By the age of 16 students:	How Kudos and Careerscape support this:
		Careerscape includes general information on lifestyle choices, providing support on a range of issues which may affect a young person's attitude and aspirations.
6.7	understand the Common Application Process and are able to use it as required when applying for post-16 provision	A link can be included within the programs.
6.8	progress smoothly into further education/training or employment after leaving school	Kudos and Careerscape provide extensive information which, when supported with advice and guidance from teachers, advisers and parents, can help young people to make constructive choices. The action plan can be used to set goals and help them prepare for a successful transition.
6.9	feed back, after leaving school, that they are satisfied with the decisions that they have made	The action plan can be used to help facilitate this discussion.