

Careers education in Post -16 learning

The Careers Education Framework 7-19 – Statutory Guidance: Impartial Careers Education aims to provide post-16 education providers with a structure to help them develop careers education programmes.

To help Careers Advisers and Teachers working with post-16 students to deliver the framework and develop their students' career planning abilities, we have provided a summary of how Kudos/Adult Directions and Careerscape deliver elements of the framework.

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

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
1.1	research and interpret information about their personal, learning and work options	<p>Careerscape provides information on 1800 career titles, the details of 47,000 HE courses supplied by UCAS plus information on options at 18 including education, training and work.</p> <p>Adult Directions/Kudos match the student's own interests and aspirations (and skills in Adult Directions) to careers which may be suited to them. The transparent matching system used enables students to explore and interpret their results and understand why each career has or has not been suggested for them.</p> <p>Career information illustrates the routes into the career including the education, training and experience required.</p>
1.2	evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work	<p>All of the information that is presented within our programs is independently researched and is unbiased.</p> <p>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>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
1.3	know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals	<p>Kudos/Adult Directions produces personalised results based on the individual student, their interests and aspirations (and skills in Adult Directions). Their career suggestions along with information on other careers provided by the programs enable students to make informed choices about their future career path.</p> <p>Careerscape provides information on HE courses enabling students who are considering HE to plan a route through study into their chosen career.</p> <p>All of the programs illustrate entry routes and training for each career.</p> <p>Students can use the information that they find within the programs to contribute towards completing the Kudos/Adult Directions Action Plan which encourages them to set goals towards achieving their learning and career ambitions.</p>
1.4	recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them	<p>Within all of our programs, the career information includes details of the personal qualities and skills required.</p> <p>Careerscape also provides information and advice on a range of learning, training and employment options including what young people require for each option.</p> <p>The action plan available within Kudos/Adult Directions provides a medium for students to record their ideas and plan their personal development. It also encourages them to chart their progress towards achieving their targets.</p>
1.5	develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances	Kudos/Adult Directions promotes the development of self-awareness. Students get results based on their own interests and aspirations (and skills in Adult Directions). This encourages students to consider their own thoughts and feelings towards different work aspects.

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
		<p>The transparent nature of the matching means that students can easily see how their own preferences and aspirations (and skills in Adult Directions) compare to the widest possible range of career options.</p> <p>Students see how their career options change if they achieve different qualification/occupational levels by adjusting the level they have entered. This motivates students to achieve as they can clearly see the link between educational achievement and improved career options including the benefits attached to the careers suggested like salary and development opportunities.</p> <p>Adult Directions also enables students to refine lists of careers by employment style criteria including self-employment, part-time working and flexible working hours.</p> <p>The nature of our programs is that they expand horizons. They introduce careers that the young person may not have thought of previously.</p>
1.6	feed back that they have the skills that they need to plan, manage and develop their careers	<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 19 students:	How Kudos/Adult Directions and Careerscape support this:
2.1	review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes	<p>Kudos/Adult Directions enable students to understand how their personal preferences and interests relate to different career opportunities enabling them to easily review different options in relation to themselves. Adult Directions also enables them to evaluate their skills in relation to the skills required by different careers.</p> <p>Both programs enable young people to review their responses and change them as their interests, attitudes and aspirations develop. They can instantly see any changes that they make reflected within their results.</p> <p>The action plan provides the opportunity for students to record their thoughts and goals.</p> <p>Careerscape includes an article on learning styles which helps young people understand differing approaches and learning motivations.</p> <p>Careerscape also enables students to explore higher education options and filter learning opportunities according to their personal preferences.</p>
2.2	know how to be a discerning user of formal and informal information, advice and guidance (IAG) to help them with decisions at age 17 and beyond, including higher education and adult career guidance services	<p>Kudos/Adult Directions 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</p>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
		printed leaflets of career information in different styles if they prefer hard copy information.
2.3	identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them	<p>All of our programs illustrate the skills and qualifications required by different careers. Students can explore easily.</p> <p>Career suggestions generated by Kudos/Adult Directions are based upon the qualification/occupation level entered by the student.</p> <p>The action plan in Kudos/Adult Directions encourages students to set goals towards achieving their targets.</p>
2.4	develop individual learning and career plans to support their further progression in learning and work	<p>Kudos/Adult Directions provides highly personalised results based on the student's own preferences and aspirations (and skills in Adult Directions). They encourage the young person to develop a greater awareness of how their preferences can influence their future plans.</p> <p>The action plan provides a useful reference point for recording personal development plans.</p> <p>Students can use their results from Kudos/Adult Directions 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	evaluate the support they received with individual learning and career planning, making recommendations for improving the quality of services to young people	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 with their individual learning and career planning	The action plan within Kudos/Adult Directions 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 19 students:	How Kudos/Adult Directions and Careerscape support this:
3.1	access and use the full range of information sources on opportunities in learning and work post 17	Whilst our programs provide comprehensive, impartial information on all post 17 options, they also reference other sources of useful information including materials and contact details for relevant organisations.
3.2	evaluate the full range of information about higher and further education, training and employment opportunities open to them including taking a Gap year	Careerscape provides impartial information on careers, learning options (including FE and HE), WBL, volunteering and gap years.
3.3	evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships, self-employment and employment with professional training	<p>Careerscape provides impartial information on all of these topics. This enables young people to evaluate the facts and supports them with making decisions.</p> <p>The results from Kudos/Adult Directions are truly personalised and allows the young person to see which progressions routes are most appropriate to their long term ambitions.</p> <p>Within Adult Directions it is possible to filter careers to identify opportunities relating to self-employment.</p>
3.4	evaluate the opportunities, benefits and drawbacks of choosing different forms of work such as employment, self-employment and voluntary work in their next career move	Careerscape provides impartial information on each option enabling students to understand the positives and negatives of each option.
3.5	evaluate the opportunities afforded by self-employment in specific sectors	<p>Our programs reference self-employment for careers where it is commonly an option, in the Pay and Opportunities section.</p> <p>Within Adult Directions it is possible to filter careers to identify opportunities relating to self-employment.</p> <p>Careerscape includes Self-Employment as a topic in its bank of general</p>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
		information articles.
3.6	evaluate the opportunities, benefits and drawbacks of participating in different forms of voluntary work and community activities for individuals and society	Careerscape information on Volunteering and Voluntary Work as a topic in its bank of general information articles.
3.7	know how to manage their own money and, where appropriate, how to apply for financial support for higher education and other options	Careerscape includes articles on Money Management, Finance for Study and Sponsorship and Scholarships. These articles provide impartial information plus signposting to sources of further advice.
3.8	analyse and interpret labour market trends in the economic sectors that interest them	Kudos/Adult Directions 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.
3.9	are aware of opportunities within European and international labour markets in the economic sectors that interest them	Careerscape includes articles on Working Overseas and Higher Education in Europe.
3.10	observe their responsibilities and rights in relation to health and safety and terms and conditions of employment	Careerscape provides information articles which describe the rights and responsibilities of young workers, including health and safety.
3.11	feed back that they have had the information and advice they have needed to make their choices of what to do next	Young people can be encouraged to comment on this within their Kudos/Adult Directions action plan ahead of a discussion with a teacher/adviser.

Principle 4 - Raises aspirations

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
4.1	evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations	<p>Careerscape includes case studies which show interviews with people in a wide range of roles discussing the positive and negative aspects of their career.</p> <p>Careerscape also includes videos showing a range of careers and workplaces. These enable young people to see the challenges of different work options.</p> <p>There are also videos with young people discussing their learning choices including gap years and higher education.</p>
4.2	develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others	<p>Kudos/Adult Directions provide personalised results and show young people what they need to achieve in order to reach different career goals.</p> <p>By amending the qualification/occupational level that they are aiming for the program highlights career opportunities relevant to that level. This helps to raised aspirations and students awareness of the impact of their own achievement.</p> <p>The action plan in Kudos/Adult Directions provides a useful resource for recording achievement goals. It also prompts discussion with a teacher/adviser.</p>
4.3	explain what achieving economic independence means to them	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	explain how they will realise their positive expectations of	All of our programs present factual information on careers, enabling

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
	work	<p>young people to understand what would be expected of them in each career.</p> <p>The case studies and videos within Careerscape provide positive, but realistic, viewpoints from people working in the role.</p>
4.5	recognise the need for and be committed to investing in lifelong learning	<p>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.</p> <p>The career information also illustrates progression and development opportunities within each role.</p> <p>Careerscape also provides information on adult learning.</p>
4.6	recognise when advice provided from informal sources may be inaccurate or incomplete	<p>All of our information is independently written, industry verified and our programs are updated at least three times per year (online versions). In addition to our own information we signpost other resources and sources of information which a young person may find relevant.</p>
4.7	feed back that they are excited by, and committed to, achieving all that they can in their future learning and careers	<p>The action plan can be used to prompt discussion between a young person and their teacher/adviser about their future learning and career plans.</p>

Principle 5 - Actively promotes equality of opportunity and challenges stereotypes

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
5.1	apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people	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	consider the financial implications of stereotypical decision making for their own lives	All of our programs illustrate the financial impact of choosing certain careers in terms of salary.
5.3	consider learning and work options that meet their needs rather than the needs of the school	<p>Kudos/Adult Directions 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/adult Directions 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	evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	<p>The unbiased, transparent approach that Kudos/Adult Directions uses, means that young people could get (with the exception of talent careers) a wide range of careers suggested for them. Kudos/Adult Directions 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/Adult Directions 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/Adult Directions remove the career from their suggestions.</p> <p>Even where a career is not suggested, young people can still explore it</p>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
		as an option and assess its suitability to their interests and aspirations.
5.5	evaluate different strategies for managing transitions to 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 resist 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 19 students:	How Kudos/Adult Directions and Careerscape support this:
6.1	assess the usefulness for their career progression and future employability of the knowledge, skills and attitudes they are acquiring from the courses and work they are doing	<p>Careerscape Subject Links show 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>The career information within all of our programs shows if there are subjects of particular relevance or importance enabling students to link their current study to future career options.</p>
6.2	evaluate the benefit for their progression opportunities of different parts of their 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	recognise the need to manage and invest in their own learning in order to improve their work and career options	<p>Kudos/Adult Directions provide personalised results and show young people what they need to achieve in order to reach different career goals.</p> <p>By amending the qualification/occupational level that they are aiming for the program highlights career opportunities relevant to that level. This helps to raised aspirations and students' awareness of the impact of their own achievement.</p> <p>The Kudos/Adult Directions Action Plan provides a valuable tool for planning.</p>
6.4	are able to promote a positive view of themselves through networking, negotiation and self-presentation to improve their chances of success in selection and recruitment	<p>Careerscape provides information on applications and interviews for both higher education and jobs.</p>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
	processes	The career information in our programs illustrates the personal qualities that a person needs in order to succeed. This enables students to understand the skills, abilities and qualities that they will need to demonstrate or present in order to be successful.
6.5	are able to manage the systems, procedures and timescales for choosing and applying for higher or further education, training or employment	<p>Careerscape provides a selection of information which focuses on applying for HE courses. This includes how to apply, routes into HE, the process after you apply, what happens after exam results, the UCAS system and more.</p> <p>There is also information on further education and training including the ways of getting into these options.</p> <p>There are also articles on applying for jobs and interviews.</p>
6.6	are able to create and use opportunities to develop skills for enterprise, self-employment, employability and independent living	<p>Our career information includes details on the skills students will need to develop in order to take advantage of different options.</p> <p>The results from Kudos/Adult Directions enable students to plan what skills they need to develop in order to achieve their career goals.</p>
6.7	understand and use the application processes that will give them access to opportunities	<p>Careerscape provides detailed information on the UCAS process.</p> <p>It is also possible to link any of our programs to local application information.</p>
6.8	know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress	<p>The results from Kudos/Adult Directions are personalised and help students to make decisions based on their own aspirations, achievements, interest and skills (in Adult Directions).</p> <p>By enabling students to clearly see the link between their own preferences and the aspects of different careers, they can make better informed choices which benefit their long term progression.</p>

	By the age of 19 students:	How Kudos/Adult Directions and Careerscape support this:
		The action plan is a useful tool to help students evaluate different options and set goals for achievement.
6.9	feed back, after leaving school, that the decisions they have made have enabled them to make progress	The action plan can be used to help facilitate this discussion.