



2. The ACEG Framework

8	be aware that you have the same rights to opportunities in learning and work as other people	<ul style="list-style-type: none"> • Children write their own accounts of news stories about discrimination and exploitation at work • Children find out about the work and values of a charity that tackles social deprivation • Children run a campaign to promote awareness of the UN Convention on the Rights of the Child
9	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	<ul style="list-style-type: none"> • Children find out the local by-laws on working hours and restricted occupations relating to children and young people • Children run a 'safety in the classroom' campaign
10	be aware of the help that is there for you and how to make good use of it	<ul style="list-style-type: none"> • Year 7s tell Year 6s in a class blog about life in secondary school • Children take part in a 'people who help us' class project
11	identify key qualities and skills that employers are looking for	<ul style="list-style-type: none"> • Children play a careers discussion game using work problem cards, e.g. 'What would happen if a bus driver turned up late for work?' • Children write a job description for a babysitter and hold mock interviews
12	show that you can be enterprising	<ul style="list-style-type: none"> • Children run a charity fund-raising event, e.g. a pet show or a plant stall • Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions
13	show that you can make sensible decisions about saving, spending and giving	<ul style="list-style-type: none"> • Children keep a pocket book with details of all their income and outgoings • Children compare terms and conditions on a range of children's savings products
14	make good use of information about secondary-school options for you	<ul style="list-style-type: none"> • Children make a 'To do' list of things they want to find out and tick them off after they've done them • Children make a podcast of their impressions of secondary school after attending a 'taster day'
15	know how to make important plans and decisions carefully	<ul style="list-style-type: none"> • Children make a T-chart and list the pros and cons of a choice they are considering • Children have a discussion using two piles of cards: one pile with examples of decisions that they might be faced with and another pile with examples of different styles of making decisions. They turn up one card from each pile and discuss the consequences of making that particular decision in that way
16	know how to make a good impression when you apply to do things	<ul style="list-style-type: none"> • Children interview other children for positions on the School Council • Children write a personal manifesto for a mock election
17	know how to handle transitions that are challenging	<ul style="list-style-type: none"> • In circle time, children discuss their feelings as they prepare to leave their present school and move to a new one • Children use 'Google maps – street view' to trace their journey from home to their new school

Key Stage 3

	Learning outcome statement	Activities
1	describe yourself, your strengths and preferences	<ul style="list-style-type: none"> • Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners • Pupils complete a range of self-assessment exercises and record the results in their e-portfolios



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2	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	<ul style="list-style-type: none"> • Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today • As in medieval times, pupils use pictures and symbols on a personal shield to identify who they are and tell others about themselves
3	explain how you have benefited as a learner from career and work-related learning activities and experiences	<ul style="list-style-type: none"> • In their small group, pupils review their experience of taking responsibility for interviewing a visitor • Pupils keep a skills log
4	describe different ways of looking at people's careers and how they develop	<ul style="list-style-type: none"> • Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and differences between them • Pupils create career timelines to summarise the career of someone they admire
5	identify different kinds of work and why people's satisfaction with their working lives varies	<ul style="list-style-type: none"> • In small groups, pupils research a job family and give 'table presentations' at their own careers fair • Pupils find out the purpose of work clothes/uniforms and whether people like or dislike wearing them (linked to a school non-uniform day) • Pupils read and discuss poems about work and working life
6	describe the organisation and structure of different types of businesses	<ul style="list-style-type: none"> • Pupils investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product • Pupils list the jobs involved in getting an everyday item such as a tin of beans to consumers • Pupils make a spider diagram of the contractors and suppliers linked to their own school
7	be aware of what job and labour market information (LMI) is and what it can do for you	<ul style="list-style-type: none"> • Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries • Pupils analyse local job vacancies using job vacancy websites/apps and newspapers • Pupils investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers)
8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<ul style="list-style-type: none"> • Pupils ask their alumni mentors for advice on how to combat stereotyping and discrimination • Pupils plan a programme of activities for Black History Month focusing on landmark workplace discrimination cases
9	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<ul style="list-style-type: none"> • Pupils write a true or false quiz to test other pupils' knowledge of the laws and by-laws relating to the employment of school-age children • Pupils discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace
10	identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need	<ul style="list-style-type: none"> • Pupils create a mind map or visual representation of their networks of careers influencers and supporters • Pupils produce a guide to 'making the most of information, advice and guidance' in their school
11	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	<ul style="list-style-type: none"> • Pupils watch short video clips and identify the qualities and skills that support employability • Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability



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12	recognise when you are using the qualities and skills you need to be enterprising	<ul style="list-style-type: none"> • Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability • Pupils gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture • Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign
13	show that you can manage a personal budget and contribute to household and school budgets	<ul style="list-style-type: none"> • Pupils take part in a simulation that challenges them to manage a household budget • Pupils use a personal budget planner to work out a budget for the summer holidays
14	look systematically at the choices and opportunities open to you when you reach a decision point	<ul style="list-style-type: none"> • Pupils brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4 • Pupils produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects
15	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	<ul style="list-style-type: none"> • Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign • Pupils engage in target-setting and review activities with their tutors and subject teachers
16	know how to prepare and present yourself well when going through a selection process	<ul style="list-style-type: none"> • Pupils apply for leadership roles in the school, e.g. as School Council representatives, peer mentors • Pupils role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers
17	show that you can be positive, flexible and well-prepared at transition points in your life	<ul style="list-style-type: none"> • Y8/9 pupils have back-up plans in case they cannot have all their first-choice options • Pupils write a guide for Year 6 pupils on how to make a success of the move from primary to secondary school

Key Stage 4

	Learning outcome statement	Activities
1	recognise how you are changing, what you have to offer and what's important to you	<ul style="list-style-type: none"> • Pupils complete an occupational interests questionnaire and discuss the results with their mentor • Pupils describe what they like about how they have changed since Year 7
2	be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing	<ul style="list-style-type: none"> • Pupils write a chapter of their 'career story' about a recent success and talk to a partner about how that episode has influenced the way they think about themselves • Pupils set personal and learning targets to build on their strengths rather than eradicate their weaknesses
3	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	<ul style="list-style-type: none"> • Pupils choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity after a period of time to see if their perspective has changed • Students who have had placements in similar working environments compare and contrast what they learnt from their work experience
4	explain key ideas about career and career development	<ul style="list-style-type: none"> • Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers • Pupils explore the dynamics of 'occupational' careers (e.g. teaching), 'organisational' careers (e.g. in the Army) and 'boundaryless' careers characterised by frequent job switching

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5	explain how work is changing and how this impacts on people's satisfaction with their working lives	<ul style="list-style-type: none"> • Pupils analyse stories in the news about the factors that affect the mental health of workers • Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years
6	explain different types of businesses, how they operate and how they measure success	<ul style="list-style-type: none"> • Pupils look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector • Pupils compare and contrast their experience of taking part in two different enterprise simulations – one based on a share-holder model and the other based on a co-operative model
7	find relevant job and labour market information (LMI) and know how to use it in your career planning	<ul style="list-style-type: none"> • Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans • Specially trained pupils show their peers how to use online LMI sources
8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	<ul style="list-style-type: none"> • Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' • Pupils investigate progress in tackling 'the glass ceiling' in the leading professions, e.g. engineering, architecture, law, medicine, accountancy
9	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	<ul style="list-style-type: none"> • Pupils carry out a risk assessment of an indoor space at school, e.g. a laboratory, classroom, dining hall, cloakroom • Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, machine tools in the Design and Technology workshop
10	build and make the most of your personal networks of support including making effective use of impartial careers information, advice and guidance	<ul style="list-style-type: none"> • Pupils discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received • Pupils examine through case studies what impartiality means when it is applied to careers guidance practice
11	show that you have acquired and developed qualities and skills to improve your employability	<ul style="list-style-type: none"> • Pupils use the Centre for Education and Industry (CEI) Learning Frameworks to record key skills and plan and carry out work experience tasks • Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated
12	show that you can be enterprising in the way you learn, carry out work and plan your career	<ul style="list-style-type: none"> • Local employers run a session on techniques of successful marketing and then set a marketing challenge such as how to promote healthy eating • Pupils assess themselves on the career adaptability scale and discuss with their tutor how they are going to follow up the results
13	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	<ul style="list-style-type: none"> • Pupils calculate the cost of higher education and how the return on their investment can be managed • Pupils complete online modules explaining tax and national insurance matters
14	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	<ul style="list-style-type: none"> • Pupils draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair • Pupils watch a theatre group production on 'Your Choices at 16+' and then participate in a discussion workshop about what it means to them
15	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	<ul style="list-style-type: none"> • Pupils learn how to weigh up different factors affecting their decisions by using the decision matrix method • Pupils take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)



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16	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	<ul style="list-style-type: none"> • Pupils take part in a mock interview for a suitable position (e.g. an apprenticeship, a college place or a job) and prepare a CV beforehand • Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates
17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	<ul style="list-style-type: none"> • Pupils recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+ • Pupils say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship

Post 16

	Learning outcome statement	Activities
1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	<ul style="list-style-type: none"> • Students complete a personal skills audit and review • Students write a statement of their career values for the personal portfolio they are keeping
2	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing	<ul style="list-style-type: none"> • Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story' • Students co-construct a personal statement for an application they are making (e.g. through UCAS) with the aid of a trusted adult
3	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner	<ul style="list-style-type: none"> • Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications • Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work-related activities • Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle
4	explain the impact of changing career processes and structures on people's experience and management of their own career development	<ul style="list-style-type: none"> • Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sportspeople and instant-fame TV talent competitions • Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development
5	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work	<ul style="list-style-type: none"> • Students interrogate the key ideas coming out of think tanks such as the FutureWork Forum • Students invite a guest speaker to talk about the meaning of work in the teachings of the great world religions
6	explain how what businesses do, the way they operate and the way they measure success is changing	<ul style="list-style-type: none"> • Students undertake investigations for the Extended Project Qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation • Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends
7	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans	<ul style="list-style-type: none"> • Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job • Students investigate trends in HE admissions and consider possible implications for their own plans

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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	<ul style="list-style-type: none"> • Students debate the motion that "In too many companies the 'business case for diversity' is still only skin deep" • An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace
9	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	<ul style="list-style-type: none"> • Students investigate a range of health and safety issues, e.g. lone working, working at height, working time • A trade unionist explains the role of trade unions in helping to make work places safer
10	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance	<ul style="list-style-type: none"> • Students find out the strategies self-employed people use to market themselves safely online using networking tools such as LinkedIn and Twitter • Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview
11	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers	<ul style="list-style-type: none"> • Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work • Students evaluate their contribution to the work of a team
12	develop and apply enterprising qualities and skills in your approach to learning, work and career planning	<ul style="list-style-type: none"> • Students design two revision timetables for themselves – one taking up 15 per cent less time than the other. They carry out a risk assessment of cutting down on the time available. • Students take part in a reality-show type of competition to win a young entrepreneur of the year award
13	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work	<ul style="list-style-type: none"> • Students investigate the personal financial implications of working for themselves • Students work out the cost of higher education and compare the likely return on investment for different subjects studied
14	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	<ul style="list-style-type: none"> • Students make plans beforehand to get the most out of a careers and opportunities fair • Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution
15	know how to make career enhancing plans and decisions	<ul style="list-style-type: none"> • Students work in groups to design a digital decision support system to aid career choice and discuss its potential efficacy • Students create a sustainable individual learning plan
16	know how to prepare for, perform well and learn from your participation in selection processes	<ul style="list-style-type: none"> • Students explore social attitudes to variations in spoken language in interview situations • Students practise filling in and revising online application forms • Students practise how to perform well when completing a group problem-solving exercise as part of a selection process
17	know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions	<ul style="list-style-type: none"> • Students make preparations for the post-results period in the event that their exam results are not what they expected • Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions

Progression - This chart shows progression in the areas of career and work-related learning from Key Stage 2 to post 16. Developing yourself through careers and work-related education

Aspects of learning	KS2	KS3	KS4	P16
Self-awareness	describe what you are like, what you are good at and what you enjoy doing	describe yourself, your strengths and preferences	recognise how you are changing, what you have to offer and what's important to you	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
Self-determination	talk positively about what you would like to do	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
Self-improvement as a learner	identify what you like about learning from careers and work-related activities and experiences	explain how you have benefited as a learner from career and work-related learning activities and experiences	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner

Learning about careers and the world of work

Aspects of learning	KS2	KS3	KS4	P16
Exploring careers and career development	be aware of different ways of looking at people's careers and how they develop	describe different ways of looking at people's careers and how they develop	explain key ideas about career and career development	explain the impact of changing career processes and structures on people's experience and management of their own career development
Investigating work and working life	be aware that people feel differently about the kinds of work they do	identify different kinds of work and why people's satisfaction with their working lives varies	explain how work is changing and how this impacts on people's satisfaction with their working lives	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
Understanding business and industry	describe a local business, how it is run and the products and/or services it provides	describe the organisation and structure of different types of businesses	explain different types of businesses; how they operate and how they measure success	explain how what businesses do, the way they operate and the way they measure success is changing
Investigating jobs and labour market information (LMI)	describe the main types of employment in your area now and in the past	be aware of what job and labour market information (LMI) is and what it can do for you	find relevant job and labour market information (LMI) and know how to use it in your career planning	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
Valuing equality, diversity and inclusion	be aware that you have the same rights to opportunities in learning and work as other people	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	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
Learning about safe working practices and environments	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices



Developing your career management and employability skills

Aspects of learning	KS2	KS3	KS4	P16
Making the most of careers information, advice and guidance	be aware of the help that is there for you and how to make good use of it	identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need	build and make the most of your personal networks of support including making effective use of impartial careers information, advice and guidance	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
Preparing for employability	identify key qualities and skills that employers are looking for	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	show that you have acquired and developed qualities and skills to improve your employability	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
Showing initiative and enterprise	show that you can be enterprising	recognise when you are using the qualities and skills you need to be enterprising	show that you can be enterprising in the way you learn, carry out work and plan your career	develop and apply enterprising qualities and skills in your approach to learning, work and career planning
Developing personal financial capability	show that you can make sensible decisions about saving, spending and giving	show that you can manage a personal budget and contribute to household and school budgets	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
Identifying choices and opportunities	make good use of information about secondary-school options for you	look systematically at the choices and opportunities open to you when you reach a decision point	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
Planning and deciding	know how to make important plans and decisions carefully	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	know how to make career enhancing plans and decisions
Handling applications and selection	know how to make a good impression when you apply to do things	know how to prepare and present yourself well when going through a selection process	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	know how to prepare for, perform well and learn from your participation in selection processes
Managing changes and transitions	know how to handle transitions that are challenging	show that you can be positive, flexible and well-prepared at transition points in your life	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions