

DOCUMENT RESUME

ED 464 289

CG 031 709

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TITLE Better Practice: Practical Strategies for Developing Excellence in Careers Education.
INSTITUTION National Association of Careers and Guidance Teachers (England).
SPONS AGENCY Department for Education and Employment, London (England).
PUB DATE 2000-00-00
NOTE 100p.; Other contributors include Advisers and Inspectors from Careers Education (AICE), The Careers Forum, and Association for Careers Training (ACT). Project managed by Andrew Walking.
AVAILABLE FROM National Association of Careers and Guidance Teachers, 9 Lawrence Leys, Bloxham, Banbury, Oxon, OX15 4NU, UK. Web site: <http://www.nacgt.org.uk>.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *British National Curriculum; *Career Education; Career Guidance; Counselor Role; *Curriculum Development; Foreign Countries; Secondary Education; Teaching Methods
IDENTIFIERS *England

ABSTRACT

With new demands and expectations being placed on careers work, the role of careers service is changing to focus on those most at risk of dropping out of education. Recent research has been used to show how careers education has improved since the mid-1980s, but there is still much work to be done. New challenges must be met by those responsible for planning and delivering careers education if students are to be well prepared for making informed and realistic career decisions. These materials are intended to support staff with these responsibilities. Model schemes of work, assessments of learning, teaching and learning styles, and evaluation have rarely been considered in specific careers education and guidance context. The purpose of this information packet is to examine in depth those areas of careers curriculum planning that have had little previous attention. The packet is divided into seven sections focusing on: introduction, background and purpose of the packet; the national framework for careers education; curriculum models and the delivery of careers education; teaching and learning strategies; schemes of work and lesson plans; assessing students career learning; and evaluating the effectiveness of careers programs. (Contains 22 references.) (GCP)

Better Practice

Practical Strategies for Developing Excellence in Careers Education

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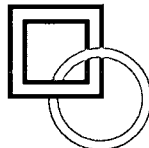
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NACGT



The Careers Forum



Better Practice:

Practical Strategies for Developing Excellence in Careers Education

The following organisations are thanked for their contribution to this collaborative project, either through the writing of materials or through financial support.



Association for
Careers Training



Advisers and Inspectors
for Careers Education



The National Association of
Careers and Guidance Teachers



Department for
Education and Employment

Acknowledgements

The members of each of the organisations involved are thanked for their contributions. These include:

Members of NACGT Executive Council
Members of the Careers Forum
Members of AICE
Teachers representing both secondary and post 16 sectors
The Qualifications and Curriculum Authority (QCA)
Christine Thomas in particular, for her contribution of materials on assessment and evaluation

Project managed by Andrew Walkling
Materials edited by Liz Reece

Note

At the time of writing these materials, many changes are being considered for the range of professional services that schools and young people use to enhance career learning and to access career information. References to the 'Careers Service' and the 'Education Business Partnership' (EBP) will need in the future to reflect any new titles that appear within the ConneXions strategy and the review of the EBP network. Readers will also need to take into account references to the Learning and Skills Councils to be introduced in April 2001.

Contents

Chapter	Page
1. Introduction, background and purpose to the pack An explanation of the key to symbols used, suggestions on how to use the materials and an explanation of why the materials have been written, who wrote them, and who they are for.	3
2. A National Framework The NACGT framework for careers education.	7
3. Curriculum Models Explanations, examples and guidance on curriculum models and how careers education can be delivered.	11
4. Teaching and Learning Strategies Practical guidance and examples on teaching techniques and methods.	17
5. Schemes of Work and Lesson Plans A detailed scheme of work for Key Stages 3 and 4, with sample lesson plans to support stated learning outcomes.	29
6. Assessing Students' Career Learning Explanations, guidance on and examples of assessment, recording and reporting of career learning.	53
7. Evaluating the Effectiveness of the Careers Programme Practical guidance and a range of examples to use in the planning and execution of the evaluation of careers work.	75
8. References	87

How is the text set out?

The text is set out in a question and answer style. A summary sentence relating to each concept or section is given on the right of the margin to help the reader scan the materials quickly.

Symbols have been used to indicate how to use the materials. These are as follows in the margin:

Writing in italics provides a summary of the concept or section



this should be read by
e.g.....Senior Managers,
Careers Adviser,
Curriculum Co-ordinator,
Careers Co-ordinator



Take action or follow up questions!



Reference to other documents, with a letter indicating which part of the text is being referred to




Ideas to try out

Who should use the materials?

The  symbol indicates the target audience.

How should the materials be used?

It is up to you! You could:

 work your way through all the chapters, taking action and answering the questions to help you audit your current provision and then develop or plan to develop your careers programme;

or you could

 refer to the section that helps your identified development needs, as and when you need to.

Do involve others – it makes the decisions easier, and the process even more effective when you can discuss ideas.



Senior managers,
Careers/PSHE/
Citizenship/
Curriculum
Co-ordinators

a) Careers
Education in the
New Curriculum:
its relationship to
PSHE &
Citizenship at key
stages 3 & 4

b) The
Contribution of
CEG to School
Effectiveness in
Partnership
Schools DfEE,
RR198

c) 1999
NACGT survey of
CEG in British
schools and
DfEE/OFSTED
surveys of CEG

*Emphasis on
curriculum
materials*

*AICE, Careers
Forum, NACGT
developed the
materials*

Why have these materials been produced?

New demands and expectations are being placed on careers work - national changes affect careers staff in every school:

The role of the careers service and link careers adviser is changing to focus on those most at risk of dropping out of education;

- There is a statutory duty on schools to provide careers education in Years 9 – 11 through a planned programme of careers education, but unlike other statutory elements of the curriculum, schools have complete professional freedom to decide what to teach. These materials help teachers to decide what to teach, where to teach it and how to teach it;
- The National Curriculum provides a framework for Personal Social and Health Education (PSHE) and a compulsory programme of study for Citizenship – both of which are linked to QCA learning outcomes for Careers Education and can therefore be used as a means to enhance the status and delivery of a careers programme a);
- Key Skills are now being presented as integral to a whole range of programmes and qualifications, including the National Curriculum. There are opportunities to deliver them in careers education and work-related learning;
- Evidence shows that careers education and guidance is an effective tool that can play a significant contributory part in influencing specific aspects of school effectiveness b).

Recent research c) has been used to show how Careers Education has improved since the mid-1980s, 'but there is a long way to go before we achieve the vision of world class targets we aspire to in careers education and guidance'. New challenges like those above must be met by those responsible for planning and delivering careers education if students are to be well prepared for making informed and realistic career decisions. These materials are intended to support staff with these responsibilities.

What is the purpose of these materials?

The purpose of these materials is to examine in depth those areas of careers curriculum planning that have had little previous attention. Model schemes of work, assessment of learning, teaching and learning styles and evaluation have rarely been considered in a specific careers education and guidance context. In addition to this there has been a growing demand for help in these areas from both schools and careers service companies. It was from this background that the work began.

Who has written the materials?

The work has been developed and produced by teaching and careers education professionals in the field, representing the following bodies:

- AICE (Advisers and Inspectors of Careers Education);
- The Careers Forum (A partnership of LEAs, EBPs and careers services based on the Government Office of the South East region);
- The NACGT (The National Association of Careers and Guidance Teachers).

These organisations aim to support careers staff in their planning and delivery of high quality careers education.

Who are these materials for?

It is intended that these materials will be of use to those with a responsibility for managing and developing CEG, including:

- careers co-ordinators
- senior managers in schools
- careers service managers with responsibility for curriculum support
- careers advisers who wish to enhance and deepen their understanding of curriculum
- planning issues
- careers co-ordinators, other teachers and careers advisers who are following accredited training courses in careers education and guidance
- providers of initial teacher training and continuing professional development.

Materials for a range of staff

How do they link with other similar materials?

In producing these materials, care has been taken to build on a number of existing documents that provide guidance on the effective management of the careers curriculum (d). Inevitably there are some areas of overlap with these, particularly with regard to curriculum planning, models and schemes of work and lesson plans. This overlap has been created in order to aid understanding and provide a context for the sections that follow.

(d) see the reference section for details

What is the National Framework?

As a contribution to the development of the new framework for the school curriculum the National Association of Careers and Guidance Teachers (NACGT) have designed a curriculum framework for careers education and guidance (CEG). This describes the nature of the subject in terms similar to other elements of the new school curriculum. It is recommended to schools and other parties involved in pre-16 careers work. The National Framework provides the basis for these materials. ***The thinking outlined in the framework is exemplified in the detailed sections on schemes of work and lesson plans.***

☺
Senior managers, Careers/PSHE/ Citizenship/ Curriculum Co-ordinators, link careers advisers

The framework may be used in a variety of ways to support development work.

- It may be used as a tool to review the range of coverage of your careers programme. Use a highlighter to mark those elements that are in place and with which you are satisfied, use a different colour to mark those which need development work and a further colour for those that are non-existent. This will help inform your development thinking.
- You could use it to illustrate to your school leadership team, the range of activity that should be in place to provide a universal quality careers programme for students.
- It may also be helpful in working with colleagues in identifying teaching and learning for CEG through an integrated approach using elements from the programme of study of other subjects.

Meeting the statutory requirement and curriculum 2000

This framework for careers education and guidance at Key Stages 3 and 4 will help schools to meet the statutory requirement to provide a planned programme of careers education for years 9-11 (1997 Education Act). It will also help schools to prepare students for the opportunities, responsibilities and experiences of life (The revised Framework for the school curriculum, QCA 2000).

Outcomes from career learning

The importance of careers education and guidance

Careers education and guidance (CEG) gives students the skills, knowledge and understanding to manage their own lifelong learning and career development. The learning outcomes from careers education and guidance prepare students for the opportunities, responsibilities and experiences of education, training and employment.

Through careers education and guidance, students are able to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their career plans. They match themselves to courses and kinds of work that will suit them and they investigate changing opportunities in the world of work. They recognise the importance of equality of opportunity and of valuing difference and diversity between people.

Positive effects on students

Skills developed

Careers education and guidance helps students to set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills, and cope with transitions. Careers education and guidance complements the distinctive contributions of citizenship and personal, social and health education (PSHE) and builds on career-related learning at Key Stages 1 and 2.

Links with PSHE and Citizenship

Key Stage 3

Skills, knowledge and understanding

1. Self-development

Students should be taught:

- a) to review their transition from Key Stage 2 to 3 and plan for the next transition to Key Stage 4;
- b) how to build and maintain a positive view of themselves;
- c) to describe their experiences and achievements in and out of school;
- d) to recognise their personal interests, qualities and skills, values and attitudes in relation to learning and work;
- e) how to get on well with others and contribute to the work of a team;
- f) that concern for equality of opportunity and respect for diversity are part of people's responsibilities towards each other at work.

2. Career exploration

Students should be taught:

- a) to explain the concept of 'career' and its relevance to their own lives;
- b) to describe the main features of the national qualifications framework;
- c) about the courses at Key Stage 4 and the process and timescale for choosing them;
- d) about the range of courses and progression routes beyond Key Stage 4;
- e) to describe the four broad sectors of the economy and give examples of occupations in each;
- f) that work includes employment, self-employment, voluntary work and work in the home;
- g) that work and leisure are inter-related;
- h) how to describe different work organisations and environments;
- i) about changes in the world of work at different times and in different places;
- j) to describe the main qualities and key skills needed for working life;
- k) to identify and use appropriate sources of careers information, including ICT-based resources;
- l) to recognise stereotyped and misrepresentative images of people, careers and work.

3. Career management

Students should be taught:

- a) to develop greater self-reliance in managing their own learning and career development;
- b) to set realistic personal goals and targets, to review progress and present their achievements;
- c) to realise the importance of gaining relevant experience and broadening their achievement in and out of school;
- d) to consider the implications for their futures of the courses they are choosing at Key Stage 4;
- e) to match their knowledge and understanding of themselves to the choices they are considering;
- f) to prepare for, participate in and follow-up guidance and support from the careers adviser, school staff and others;
- g) how to make realistic career decisions based on their own research;
- h) to develop self-presentation skills;
- i) to use personal financial planning.

4. Breadth of opportunities

Over the course of the Key Stage, students should be taught the skills, knowledge and understanding through opportunities to:

- a) test reality and take risks in a supportive environment - *for example, by taking part in a business simulation, role play or creative fiction*
- b) develop self-reliance and control - *for example, by setting their own goals and targets*
- c) work on their own and with others - *for example, by working effectively both as an individual and in a group on a careers investigation*

- d) research a range of information - *for example, by using the careers library classification index (CLCI)*
- e) use ICT - *for example, by using a database of careers information*
- f) use guidance - *for example, by discussing their plans with a tutor*
- g) learn from adults-other-than-teachers - *for example, by working with a visitor*
- h) respond flexibly and positively to change - *for example, by changing their option choices if the school cannot provide their first choice*
- i) develop the confidence and capacity to take decisions - *for example, by reaching a decision about Key Stage 4 options*
- j) view work within the context of the community which it serves, *for example, investigate the meaning of work from a range of starting points including their own families and neighbours;*
- k) participate in a work-related teaching and learning activity - *for example, by taking part in a business game*
- l) participate in a process of planning and recording their achievements - *for example, by maintaining a record of achievement*
- m) express and discuss personal feelings and ideas about careers and work - *for example, by participating in circle time discussions*
- n) use the methods, perspectives and explanations of school subjects to promote their career-related learning - *for example, by discussing the meaning of work in religious education lessons.*

Key Stage 4

Skills, knowledge and understanding

1. Self-development

Students should be taught:

- a) to review their transition from Key Stage 3 to 4 and plan for the next transition;
- b) the importance of self-esteem and self-determination in personal career planning;
- c) how to relate their experiences and achievements in and out of school to their ideas about career;
- d) to assess and develop their personal interests, qualities and skills, values and attitudes in relation to learning and work;
- e) how to work co-operatively and contribute in different roles to the effectiveness of teams;
- f) that promotion of equality of opportunity and respect for diversity are part of people's responsibilities to each other at work.

2. Career exploration

Students should be taught:

- a) to develop their understanding of the concept of 'career' and its relevance to their own lives;
- b) to use the national qualifications framework to plan possible learning pathways for themselves;
- c) about the full range of opportunities available to them at 16+ and beyond in education, training and work; and the process and timescale for applying for them;
- d) to recognise the main occupational groupings and to investigate some in more detail;
- e) to explain why people engage in different kinds of work throughout their lives and how it affects their life-roles, lifestyles and quality of life;
- f) that the relationship between work and leisure is complex and affects the well-being of individuals;
- g) how to compare and contrast different work organisations and environments;
- h) to explain the contribution of business and industry to the country's economic prosperity;
- i) to analyse and explain general labour market trends and opportunities: locally, nationally and internationally;
- j) to research careers information, using a variety of media including ICT;
- k) to recognise changes in the world of work and how they affect people's lives;
- l) to recognise the main qualities and skills, including Key Skills, which employers find useful;
- m) how to reduce the risks to the health and safety of themselves and others at work;

- n) the main rights and responsibilities of employees and employers;
- o) to plan for and review learning from work experience and other work-related activities.
- p) to challenge stereotyped and misrepresentative images of people, careers and work.

3. Career management

Students should be taught:

- a) to take responsibility for managing their own learning and career development;
- b) how to use action planning and recording of achievement to set challenging goals, monitor and review progress and present their achievements;
- c) to gain experiences of work related to their career plans in order to demonstrate a track-record;
- d) to consider the implications for post-16 and post-18 options of their achievements at Key Stage 4;
- e) to apply their knowledge and understanding of themselves when evaluating the suitability of different learning and work opportunities;
- f) to prepare for, participate in and follow up guidance from the careers adviser, school staff and others to support their own career research;
- g) the principles and techniques of effective career decision-making;
- h) to present themselves well when making applications and attending interviews;
- i) to consider personal financial matters when making career plans;
- j) how to deal with unpredictable and unplanned career events.

4. Breadth of opportunities

Over the course of the Key Stage, students should be taught the skills, knowledge and understanding through opportunities to:

- a) test reality and take risks in a supportive environment- *for example, by taking part in work experience*
- b) develop self-reliance and control - *for example, by taking responsibility for their option choices at 16+*
- c) work on their own and with others - *for example, by participating in a group discussion with a careers adviser and following up suggestions individually, or by working co-operatively in the tutor group to develop each other's National Record of Achievement/Progress File*
- d) research a range of information - *for example, by interviewing visitors to the school's careers day*
- e) use ICT - *for example, by developing an electronic portfolio*
- f) use guidance - *for example, by preparing for and participating in a careers interview*
- g) learn from adults-other-than-teachers - *for example, by working with a mentor*
- h) respond flexibly and positively to change - *for example, by adjusting their career ideas in response to changing circumstances*
- i) develop the confidence and capacity to take decisions - *for example, by making a career plan which keeps their options open*
- j) view work within the context of the community which it serves, *for example, by involvement in a community-related project*
- k) participate in a work-related teaching and learning activity - *for example, by taking part in work experience*
- l) participate in a process of planning and recording their achievements - *for example, by continuing to maintain a record of achievement*
- m) express and discuss personal feelings and ideas about careers and work - *for example, by discussing their needs with a careers adviser*
- n) use the methods, perspectives and explanations of school subjects to promote their career-related learning - *for example, by improving their understanding of salary information in maths lessons.*

The Framework provides the basis for identifying criteria to help in the development of the various components of a careers programme. The next section considers the implications of a range of curriculum models that a school uses to deliver career-related learning opportunities.

What do we mean by 'curriculum models'?

The term 'curriculum model' applies to arrangements a school makes for providing structured opportunities for learning about a particular area of the curriculum. The structure in each school will be different and it is about how curriculum managers ensure students have the opportunities to achieve the intended learning outcomes that is important, rather than how it is done.

It is more helpful if schools start with the intended learning outcomes before considering the most appropriate curriculum model for careers education and guidance at different key stages. Focusing on learning outcomes means that appropriate curriculum activities can be chosen to give the best opportunity for achieving the planned learning outcomes.

'Looking Forward' (e) identified three broad ways of providing time for career learning:

- separate provision – lessons in careers, PSHE or tutorial time
- integrated provision – taught through other subjects
- extended provision – off-timetable events and extra-curricular provision.

In what ways other than lessons can career learning take place?

It is important to remember that career learning occurs in many settings other than discrete careers lessons. The following list, adapted from the chapter on 'Careers Education in Schools' by Bill Law (f) from 'Rethinking Careers Education and Guidance' considers the range of learning locations that need to be taken into account:

- resource centre work, including ICT-based learning
- face to face work
- recording, action planning and portfolio work
- tutorial work
- personal, social and health education and citizenship
- specialist careers education classroom work
- integrated work, including delivery through National Curriculum subjects
- business and community-linked work.

Successful career planning and employability are also promoted through the ethos and culture of the school. Extra curricular activities also facilitate important aspects of career learning.

Whilst greater opportunities to achieve flexibility within the key stage 4 curriculum are now available there is still a need for discrete lesson input to cover the distinctive nature of careers education - other types of provision are not likely to be fully effective on their own.

Deciding on a curriculum model is a balancing act between:

- the needs of students at different stages
- the aims, values and priorities of the school and the curriculum ethos
- external requirements and guidance
- practicality and staffing
- the best match between activities and learning outcomes.



Careers/PSHE/
Citizenship/
Curriculum Co-
ordinators, link
careers adviser

Curriculum
models
explained

(e) SCAA
Looking Forward

The need for
learning
outcomes

Ways of
providing time
for career
learning

(f) Rethinking
Careers
Education and
Guidance, AG
Watts et al
NICEC

Settings for
career learning

Flexibility in KS4
curriculum

What is the most common curriculum model?

☞c) 1999
NACGT survey of
CEG in British
schools and
DfEE/OFSTED
surveys of CEG

The 1999 NACGT survey ☞c) showed that PSHE is the most common framework for providing careers work at Key Stages 3 and 4, closely followed by careers lessons, tutor periods and events such as work experience. Subject based work is used very little as an approach. However, the OFSTED survey was critical of any approach that uses non-specialist teachers. It found that there is a slow but noticeable trend towards having a small team of 'volunteer' specialists in careers and PSHE. The benefits of this approach are the added status it gives, the enthusiasm of staff delivery and the raising of standards.

What other activities can be used for career learning?

Other ways of giving time for careers learning include:

- assembly time
- work experience – which should be linked closely to the chosen curriculum model with briefing and debriefing for students
- suspended timetable events, including visits, conferences and activity days
- group sessions where students are withdrawn from lessons
- individual interviews where students are withdrawn from lessons
- mentoring for individuals, who are withdrawn from lessons
- lunch time activities which are voluntary e.g. use of the careers library
- voluntary information evenings, inviting students and parents to attend
- special courses for certain groups of students e.g. college links, basic skills courses
- extra-curricular activities e.g. Young Enterprise.

*Activities that can
be used for
career learning*

How do we know what is best for our students?

☞g) The
Contribution of
CEG to School
Effectiveness in
Partnership
Schools DfEE,
RR198
*Guidance
communities
support effective
careers
programmes and
effective schools*

Research ☞g) indicates that schools are more likely to provide a careers programme that supports career planning and enhances the effectiveness of the school where:

- staff in schools understand the importance of CEG in preparing students for the future; i.e. is there a common underlying philosophy
- the schools have good links with outside agencies, the community and employers. i.e. there are good external links.
- communication and the flow of information internally is good. i.e. there are good internal links between significant people.

When students' views on the delivery mechanisms for careers programmes were sought ☞h), they said that they would like the careers programme to be more coherent, better organised and integrated with other learning experiences. They also want it to be made clear when they are having careers lessons – and preferably they should be made distinct from PSHE.

How much time should be allocated for careers education?

☞h) Talking
about 'Careers' –
young people's
views of CEG at
school
*Students want
more clarity*

The average allocation of annual curriculum time for careers work, including work-related activities was found by the NACGT Survey to be:

*Average time for
careers work*

- 6-7 hours for Years 7-8
- 13-14 hours for Year 9
- 20-22 hours for Years 10-11
- 14-17 hours for Years 12-13.

- ✍ How does your school's provision compare with the national average?
Is the time allocation sufficient to meet the needs of your students?

Where can time be found to deliver the programme?

The following illustrations demonstrate the range of ways in which time can be given for career learning.

Lessons which focus on career learning can be provided in a number of ways:

CURRICULUM MODEL	ADVANTAGES	DISADVANTAGES	IMPLICATIONS
Careers lessons taught by a single specialist in a separately timetabled slot	<ul style="list-style-type: none"> • students aware of careers lessons • CEG has separate identity • more expert input is possible • able to plan progression through years & key stages • programme can be monitored & evaluated effectively 	<ul style="list-style-type: none"> • lacks the strength of a team approach • teacher isolation • expertise for careers seen as the responsibility of only one person 	<ul style="list-style-type: none"> • training need for specialists • vulnerability of careers programme – expertise invested in one person • need for good senior management support & communication for CEG to make wider contribution to developing school effectiveness
Careers lessons taught as part of a pastoral or tutorial group activity in tutorial time	<ul style="list-style-type: none"> • effective links to other areas of personal development • builds relationship between tutor & student • strengthens tutor role as first-in-line helper • tutor overview/knowledge of students – building on existing relationships 	<ul style="list-style-type: none"> • reluctant tutors • lack of specialist knowledge • risk of dilution with other issues taking over e.g. tutor admin, discipline issues • lack of time • low status (both staff & students) if there is a lack of time & resources 	<ul style="list-style-type: none"> • delivery strategies • training for NQTs • annual training for tutors if they move through the key stage • careers co-ordinator should not be a tutor – to lead, monitor, support tutors • consistency & entitlement could be affected if tutors do not deliver planned programme • monitoring & ensuring consistent delivery • difficult to evaluate the impact on students
A short module of careers lessons taught by a specialist as part of separately timetabled PSHE	<ul style="list-style-type: none"> • higher level of knowledge & expertise • credibility with students • support for teachers through team approach • specialist planning & development of programme • careers co-ordinator available for leading & monitoring 	<ul style="list-style-type: none"> • may not see students on a regular basis • may not know personal aspirations of students • often seen as separate from other personal development activities 	<ul style="list-style-type: none"> • liaison time needed between specialists & tutor/pastoral team • problem of timing for when activities take place • careers co-ordinator needs to be able to monitor programme & take part in team teaching etc.
Careers lessons within other subjects e.g. English, IT integrated within the whole curriculum	<ul style="list-style-type: none"> • provides a context for career learning within other areas of the curriculum • powerful message through an integrated approach, reinforces career learning & gives relevance for areas of learning in the subject 	<ul style="list-style-type: none"> • not all students get the same opportunities unless the subject is part of the core curriculum • danger of 'tokenism' • staff may use out of date information • lack of consistency in approach 	<ul style="list-style-type: none"> • ensure subject teachers are up to date • liaison to provide informed support for subject specialist • needs careful monitoring • this is harder to plan, monitor & evaluate to gauge its effectiveness

How have other schools used their curriculum time for careers education?

Examples of curriculum models, for both Key Stages 3 & 4, are shown below for three schools. The purpose is to illustrate how different types of curriculum time can be secured using different combinations of components. Any of the models would provide sufficient time and a range of suitable components for an effective and stimulating careers programme. Each case study makes some general assumptions about lesson length and the time available from other activities.

KEY STAGE 3

School A:

Year	Type of provision or component	Hours provided
7	PSHE taught by form tutors – 7 lessons covering topics such as roles, transitions, self assessment	7
8	PSHE taught by form tutors – broadening horizons	7
8	Two subjects contribute to careers education	6
9	Industry day	5
9	PSHE taught by form tutors - decision making and using information	7
9	Assemblies during the year – on option choices	1
Total		33 hours

School B:

Year	Type of provision or component	Hours provided
7	Equal opportunities day	5
8	Personal skills day - to launch personal effectiveness programme	5
8	Tutor time taught by form tutors – personal effectiveness programme focusing on a different aspect each half term across the year, 25% directly career related (assume half an hour per session)	5
9	Taught by small team of trained specialists - with careers as module within PSHE	7
9	Subject lessons - science at work, IT for the future	6
Total		28 hours

School C:

Year	Type of provision or component	Hours provided
8	Tutor time taught by form tutors - recording achievements, target setting, action planning (Personal Learning Planning)	6
8	Small group and 1:1 interviews with tutor to update personal action plans	12
8	PSHE taught by form tutors – The Real Game	20
9	Tutor time taught by form tutors – recording achievements, target setting, action planning (Personal Learning Planning)	6
9	Small group and 1:1 interviews with tutor to update personal action plans	12
9	PSHE with specialist team – careers module	6
9	Careers adviser group work, 1:1 interviews, drop-in sessions *	25
Total		87 hours

✍ Look at schools A, B and C –

- ⇒ What advantages and disadvantages seem apparent in the three models?
- ⇒ How does provision in these schools compare with the national average shown on page 12? Can you suggest an explanation for the differences you find?
- ⇒ Which is closest to provision in your school?
- ⇒ Which is your preferred model between schools A, B,C and your own?

✍ Move on to the Key Stage 4 models with similar questions in mind.

KEY STAGE 4

School A:

Year	Type of provision or component	Hours provided
10	Assemblies - on work experience (3)	1
10	PSHE taught by trained specialists - mainly work experience preparation	7
10	Industry day – aimed at broadening horizons	5
10	Work experience	70
11	Assemblies - overview of options choices post 16	1
11	English - work experience debrief	3
11	PSHE taught by trained team – mainly post 16 options	7
11	Industry day - on application skills	5
11	Careers adviser sessions – group talk, interviews, lunch time sessions	2
	Disapplied group – weekly college course	Extra
	Total	101 hours

School B:

Year	Type of provision or component	Hours provided
10	Work experience	35
10/11	Whole cohort follow GNVQ Part one – estimate 25% of content is careers related	60
11	Tutor time - post 16 options and Record of Achievement	5
11	Assemblies – 3 during Year 11	1
11	Careers adviser sessions – group talk, interviews, lunch time sessions	2
	Total	103 hours

School C:

Year	Type of provision or component	Hours provided
10	Tutor time taught by form tutors – recording achievements and action planning (Progress File)	6
10	Tutor led - small group and 1:1 interviews to update personal action plans	12
10	PSHE with specialist team – JIIG-CAL Pathfinder module	5
10	Work experience	50
10	Tutor led - Work experience briefing and debriefing	4
10	GCSE English - coursework assignment using learning from work experience	4
10	Careers adviser - groupwork, 1:1 interviews, drop-in sessions *	40
11	Tutor time taught by form tutors – recording achievements and action planning (Progress File)	2
11	Tutor led - 1:1 interviews to update personal action plans	10
11	PSHE with specialist team – CVs applications, interviews etc	4
11	Post-16 education fair or visit to local college	2
11	Tutor time taught by form tutors to prepare applications for Post-16 courses	4
11	Careers adviser group work, 1:1 interviews, drop-in sessions *	75
	Total	218 hours

* The time shown here is the total time available to the year group not individual students.

✍ Look at schools A, B and C for Key Stage 4 –

⇒ What are the main differences in approach?

⇒ Take whichever you think is best and make any alterations that would make it an ideal provision for your school.

✍ Show your ideal provision to your line manager and discuss how the school could move towards this.

How can your current curriculum models be reviewed?

- ✍ Look at your list of learning outcomes for Years 7 and 8, Year 9 and Key Stage 4 (See section 5 of these materials).
- ✍ Code each learning outcome for easy identification and carry out an audit of the type of opportunities provided for achieving or practising them.
- ✍ Look at the pattern produced. What does it show about the way in which you organise the careers programme across different year groups? To what extent does the provision reflect the different learning needs and learning styles of students?
- ✍ How could this be better?
- ✍ Mark in red any proposed changes and refer back to this section when you have looked at following sections, particularly on schemes of work.

What is meant by teaching and learning strategies?

'Teaching and learning strategies' describe the methods and approaches by which students achieve specific learning outcomes i.e. particular skills, knowledge and understanding. As with other subjects, the way in which students learn is of central importance, not just because the method will affect the extent of learning, but because using certain techniques will enable students to practise transferable skills that are essential for future career progression.



careers co-ordinators and advisers

Definition

Career learning has often been criticised for its over dependence on a small range of techniques, in particular lessons based on work sheets that expect students to come to pre-set or 'closed' conclusions. Although there is a place for such methods, this chapter encourages teachers to consider a wider and more creative approach and one that is likely to give students the best possible support for learning.

Encouraging more creative approach than worksheets

Students need the opportunity to develop skills that are transferable across subjects and essential for modern life including:

- managing their own learning
- action planning
- decision making
- enterprise
- problem solving
- creative and lateral thinking
- communication
- negotiation
- networking
- team work
- research
- time management
- personal presentation
- giving presentations/speaking in public
- transition
- using guidance.

A range of transferable skills for education and employment

The importance of such skills become evident when it is realised that in the future, security for the individual lies not in employment but in employability.

How is it possible to improve career learning through developing different types of intelligence?

Howard Gardner's theory of multiple intelligence has a particular significance for careers teachers. In their careers education, and through their education as a whole, pupils need opportunities to develop all the seven areas of intelligence identified by Gardner (1983). They need additional opportunities to develop whichever types of intelligence are their particular strengths. This will improve their career chances in the occupations to which they are attracted. The following chart illustrates the link between different types of intelligence and particular occupations:

Howard Gardner's theory of multiple intelligence (1983)

Types of intelligence:

Linguistic intelligence
 Logical-mathematical intelligence
 Visual-spatial intelligence
 Bodily-kinaesthetic intelligence
 Musical intelligence
 Interpersonal intelligence
 Intra-personal intelligence

Found in:

Journalists, broadcasters, etc.
 Scientists, engineers, accountants, etc.
 Architects, artists, etc.
 Athletes, dancers, etc.
 Musicians, recording technicians, etc.
 Sales people, personnel workers, etc.
 Philosophers, theologians, etc.

Emotional intelligence.
 Daniel Goleman
 (r)

The ability to handle relationships and situations at work requires emotional intelligence. Gardner talks about emotional issues within his two personal intelligences, but Daniel Goleman (r) has specifically identified emotional intelligence as a focus of learning to develop pupils' capacities to understand and manage their emotions and to relate well to other people. Much of the National Curriculum is concerned with a narrow range of intelligence, but careers education and PSHE can help to develop pupils' emotional intelligence by improving their self-awareness and their awareness of others.

How is it possible to improve the career learning process?

Jennifer Moon
 Reflection in Learning and Professional Development
 (s)

The current interest in using neuro-linguistic programming (NLP) and accelerated learning techniques to improve pupils' learning is relevant to careers education. Some pupils are 'surface' learners mainly responding to the directives of their teachers. By improving the learning process, we can help more pupils to become 'deep' and 'strategic' learners. Jennifer Moon (s) (1999) describes the stages of learning from simple to higher level learning:

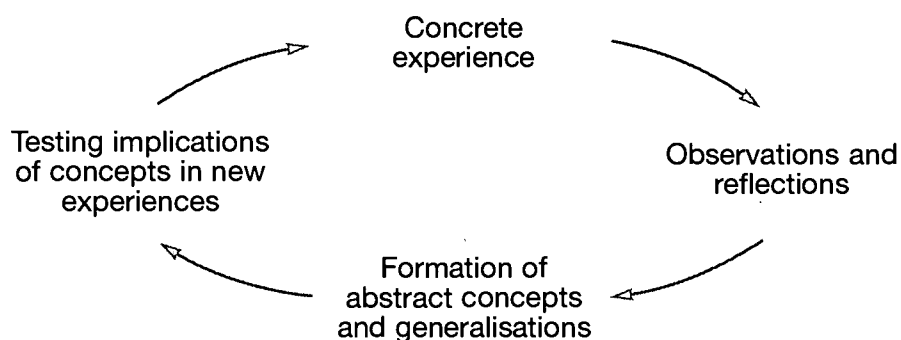
- **Noticing** - This is the stage of sensory awareness, perception and interest, e.g. pupils describe what they saw on a visit to a bakery.
- **Making sense** - Learners carry out simple processing of ideas, e.g. pupils organise, order and re-arrange occupational information downloaded from a web-site.
- **Making meaning** - New material is assimilated and accommodated, e.g. pupils add to their understanding of communication skills that some jobs require good oral communication skills while other jobs need good written communication skills.
- **Working with meaning** - Reflection after the original learning helps the learner to develop further understanding, e.g. pupils re-interpret the way they were treated by different people on their work experience in the light of a class discussion about power, status and authority in organisations.
- **Transformative learning** - Learners gain substantial new understanding after persistent effort or a sudden insight. It is often accompanied by emotional and intellectual excitement, e.g. pupils reach a decision which they can justify about what they want to do post 16.

Insights into the learning process in careers education can be gleaned from Kolb's experiential learning cycle.

What is a learning cycle - and why is it relevant?

Kolb developed the 'Experiential Learning Cycle', which is illustrated by the diagram below. It suggests that simply participating in an experience does not produce maximum learning – the learning process is most effective when time is given to reflection, processing of events, and applying what has been learned in new situations.

Kolb's Learning Cycle



need to reflect on and apply learning

The insights of Jennifer Moon and David Kolb into the general learning process can be applied to careers education; but Bill Law has developed a career learning theory which specifically tries to explain how students learn about and for career.

How can learning cycles be applied to career learning?

It is possible to see how aspects of Bill Law's 'New DOTS' theory can be applied to the learning cycle. This theory provides a basis for building progression into the careers programme. It shows the learning tasks and learning skills that are important at each stage of the learning process.

(f) Rethinking Careers Education and Guidance

An extract from Bill Law's 'New DOTS' theory

Students are learning how to:	learning tasks	learning skills
get enough information to go on. Sensing	<i>gathering a range of images and information</i>	<i>enquire, look, listen, locate, look-up, notice, observe, read, survey, seek, watch</i>
	<i>embedding the information and images in a personal model</i>	<i>assemble, clarify, communicate, draw, express, record, recount, say, write</i>
sort things into order. Sifting	<i>making comparisons in the data, setting it in order</i>	<i>arrange, chart, classify, compare, count, group, list, map, measure, sort, tabulate</i>
	<i>forming constructs and using concepts which show similarities and differences</i>	<i>calculate, characterise, consider, define, disentangle, estimate, organise, systematise</i>
know what and who to pay attention to. Focusing	<i>accommodating points-of-view-of others</i>	<i>absorb, appreciate, balance, encounter, harmonise, incorporate, reconcile/share</i>
	<i>assimilating information to one's own view - articulating an inner life</i>	<i>assess, adjust, assert, confront, dissent, highlight, prioritise, review, select</i>

new DOTS within the learning cycle

know how things work and what action is likely to lead to what.	<i>explaining past causes of present effects – understanding that action has causes</i>	<i>digest, explain, investigate, probe, reflect on, research, study, try out</i>
Understanding	<i>anticipating future effects of present causes – in own and other people's actions</i>	<i>adapt, convince, create, design, develop, experiment, imagine, make, plan, use</i>

How do people learn best?

The learning process in careers education and guidance is no different from any other kind of learning. You can help your pupils to learn best by:

How to help pupils learn most effectively

- linking today's lesson to the previous one
- appealing to all the senses
- getting them to work in short bursts of concentration
- demonstrating the relevance of what they are learning to themselves
- using novel or unusual materials and approaches
- building in peer or self review and evaluation.

Effective Teaching and Learning in the Primary Classroom, Sara Shaw & Trevor Hawes

It is useful to recognise that, although we use both sides of our brain all the time, some pupils are left-brain dominant learners (i.e. analytical) and some are right-brain learners (i.e. intuitive). Careers teaching should include a balance of left and right brain approaches. According to Shaw and Hawes (1998), (t) the most effective learning takes place when the whole brain is stimulated and communication between the two hemispheres is flowing freely.

Different ways of learning

Similarly, although we use all of our senses all of the time, some pupils are visual learners (i.e. respond to words and pictures), some are auditory learners (i.e. respond to the spoken word and sounds) and some are kinaesthetic learners (i.e. respond to hands-on activities and role play).

(i) Honey and Mumford, The Manual of Learning styles

People have different strengths and weaknesses in terms of the way in which they learn best. There are different theories on how people learn - and a range of different classifications of learning style. Honey and Mumford's (i) analysis of learning styles is well known:

- activists – who like to learn by doing things
- pragmatists – who are practical and good at solving problems
- theorists – who learn best from theories, models and concepts
- reflectors – who need to think through information before applying what they have learned.

Using different teaching styles for different learning styles

It is obvious that in order to tap into the learning styles of all the students in a group, (assuming that all types of style are represented in it) a range of teaching styles should be used. This is well known to teachers, but it may help to be reminded of some teaching techniques which are well suited to careers education and that will complement the range of learning styles described above if used together.

Teaching style	Description	Examples and techniques
Didactic	Very strong input from the teacher with little participation on the part of the student, other than relatively passive activity such as note taking, listening and question and answer on points of clarification. e.g. watching a video or listening to a presentation	<input type="checkbox"/> Teacher talk or presentation with whole group discussion <input type="checkbox"/> Showing videos or clips from TV programmes <input type="checkbox"/> A visitor giving a talk followed by question and answer
Active & Participative	Students work on a practical task and are required to think for themselves, make decisions or discuss/justify a point of view. In order to complete the task, students must have been through a cognitive thought process. e.g. quiz or paired discussion	<input type="checkbox"/> Research projects – group or paired (e.g. Transition Teams) <input type="checkbox"/> Research projects - individual <input type="checkbox"/> Active writing for a purpose e.g. letters <input type="checkbox"/> Self assessment sheets shared with a partner <input type="checkbox"/> Card matching in pairs or groups <input type="checkbox"/> Define the following terms <input type="checkbox"/> List of controversial statements to discuss <input type="checkbox"/> Designing and carrying out an attitudinal survey in pairs/groups <input type="checkbox"/> Looking at 'good' and 'poor' examples of something e.g. CV, to choose the best and say why <input type="checkbox"/> Group or individual presentation <input type="checkbox"/> Paired discussion using stimulus material or structured questions <input type="checkbox"/> Games <input type="checkbox"/> Quiz in pairs or groups <input type="checkbox"/> Drawing a spider diagram or bullet point chart to show the 'pros' and 'cons', dos and don'ts, or issues to do with a topic <input type="checkbox"/> Designing posters in groups <input type="checkbox"/> Preparing a creative presentation such as a script or dialogue <input type="checkbox"/> 'Brainstorming' in a group <input type="checkbox"/> Ranking ideas then discussing this in a group <input type="checkbox"/> Using computer programmes <input type="checkbox"/> Interviewing a partner about a topic <input type="checkbox"/> Interviewing 'real' people e.g. 'What's my line?' activity with visitors to the school
Experiential	Learning from a first hand experience which has a transforming impact on the individual. Some element of 'feeling', thought or taking on a role is involved. e.g. role play, work experience interviews, or a 'hands-on' workshop.	<input type="checkbox"/> Group task/problem to solve, taken from real life where each student has a task (e.g. The Real Game) <input type="checkbox"/> What would you do if ... scenarios <input type="checkbox"/> Using computer programmes. e.g. a work simulation. <input type="checkbox"/> Role play/simulation <input type="checkbox"/> Hands-on workshop <input type="checkbox"/> Work-based assignments <input type="checkbox"/> Experiencing real life e.g. work experience, community service, volunteering <input type="checkbox"/> Interactive theatre groups

This list is not intended to be exhaustive but rather to illustrate the very wide range of teaching techniques available. A look through a good careers education resource pack will give ideas for interesting approaches and materials – you might like to consider which are frequently used techniques in your own careers programme and those which hardly feature at all.

Use careers education resources for more ideas

✍ Look at the teaching techniques described in the right hand column –

Consider your school's techniques

- ⇒ Could the range you currently use be extended?
- ⇒ Which new techniques could you introduce with most likelihood of success?
- ⇒ Would any students with special needs require extra support with such activities or techniques?

What are the benefits of using a wide range of teaching and learning styles?

The following four reasons are just a start....

*Benefits of
different
teaching styles*

1. The variety makes learning more interesting and therefore more likely to motivate students.
2. Different aspects of the programme benefit from being taught in different teaching and learning styles using a range of techniques.
3. Students have different learning styles and by varying the approach it offers the opportunity for all to succeed.
4. Students can achieve higher levels of career-related learning from teaching which uses a wide range of approaches.

What are the best circumstances for promoting learning?

The best circumstances for promoting students learning might be when:

*Ways to promote
learning*

- there is a problem to solve
- they are actively involved in doing something
- the learning is relevant to their lives
- there is a challenge
- there is a chance to reflect on what has taken place
- the learning is shared
- learning is enjoyed

How do some of these techniques work in practice?

The next few pages are illustrations of a few of the techniques suggested previously:

Changing employment card game – card matching

- A series of cards are produced with the following terms on
 - Tele-working
 - Portfolio working
 - Part-time
 - Short term contract
 - Freelance
 - Agency work
 - ‘Hot desking’
- A second set of cards has photographs or cartoons of people at work with a description of an average week
- Students are asked to match the sets of cards together and write an explanation of each of the terms
- Whole class feedback is undertaken to check understanding
- In pairs students choose one of the above and produce a poster to show the pros and cons of this style of working

NB The card matching technique can be used for many different learning topics. However, it is vital to extend these exercise into something more challenging as matching can be done quite quickly without requiring a deep understanding

Taboo – a game or ice-breaker

- A series of cards on each of which are a job title and a list of words that are 'taboo' i.e. cannot be used. No personal names of people known to them or references to TV programmes, actors, magazines can be used. For example:

Police officer

Uniform
Arrest
Criminals
Police station
Handcuffs
Law
Helmet
Dye
Perm

Hairdresser

Scissors
Salon
Hair dryer
Shampoo
Hair spray
Mousse
Gel

- Cards are shared out randomly so there are at least two each and students take it in turns to try to describe their jobs. The first correct guess from the rest of the group keeps the card.
- The winner is the one with most cards

NB This is suitable for an ice-breaker as part of an activity day or at the beginning of a new module of work.
It works better if a range of less common jobs are included to try to broaden horizons.

What's my line – interviewing real people?

- A group of visitors who act as positive role models. Important to have a range of backgrounds but they do not all have to be high-flyers. What is more important is that they all enjoy their jobs and there are at least some who have challenged stereotyping. It is helpful if some unusual jobs can be represented.
- This activity can take place in a classroom with the visitors rotating around different small groups in turn.
- Visitors are asked up to 20 questions by the students to try to guess the job. The visitors can only answer 'yes' and 'no'. After 10 questions the visitor can give clues such as a mime or an artefact, e.g. hat
- A time limit must be given for the groups. Timing is crucial to keep the momentum. Don't let any group or visitor talk for too long.
- After they have found out the job the students can interview the person about their work using a pre-agreed list of questions
- At the end, each visitor briefly describes to the whole group what the job is like, an average day, how they got there and what they like and dislike about it.

NB This also works well as an activity day type exercise for a whole year group/half year group. Students and visitors need to be well briefed.

Lucky dip – a game and paired discussion

- A series of job titles are put in a hat or box for students to choose by lucky dip.
 - Each student reads the title and decides whether or not they would like this job.
 - If they do like it they go to the left-hand side of the classroom and if they don't, to the right.
 - There are usually more who say they would not like it which makes a visual impact in the classroom
 - Students are asked to say to a partner why they said 'yes' or 'no' and to write down as much as they know about the job
 - Feedback to whole group to see how much they knew, particularly those who said they did not want the job. Discuss the issue of stereotyped images of jobs.
 - To follow on, ask students to use the careers library to find out more.
 - When they report back see if any have changed their minds about the job.
- NB The lucky dip technique can also be used to share out discussion questions and research Topics. The opposite technique asks students to put items into a hat, e.g. questions they have for a speaker, their opinion about an issues or suggestion box type comments for evaluation.

Problems at work – paired or class discussion

- Students are asked to bring in articles from magazines/newspapers or a video clip from a TV programme, depicting a problem to do with work.
 - In pairs, students explain the main issue in the example they have chosen and between them make a list of suggestions for the individual or group of people to cope/deal with this.
 - Two or three of the pairs can be asked to report back.
- NB The teacher should have a bank of these ready to use and at least 2 video clips to show, preferably from soap operas, to promote discussion as a whole class.

How can a number of different techniques be used to teach the same topic?

The overarching principle in choosing teaching techniques is 'fitness for purpose'. There is not usually just one best way to teach a topic but a range of possibilities depending on factors such as student characteristics, available time and resources, settings and teacher skill. The following example shows the different ways in which a teacher could tackle the topic of how to give the best possible impression at interview. The idea is adapted from Bill Rogers' work on teaching techniques (p).

p) Careers Education and guidance, Bill Rogers CRAC 1984.

A range of teaching techniques to support the learning outcome for KS4: 'Students should be able to present themselves well when making job applications and attending interviews'

- **A lecture** – by a personnel officer or other employer to whole class
- **A small group talk** – led by personnel officer/employer/admissions tutor, to a small group of ten or less, encouraging questions
- **A discussion** – in small group possibly with an outsider to act as facilitator to brainstorm 'dos and don'ts'
- **An exercise** – students complete a checklist of suggestions of how to prepare, how to behave and what questions to ask for a given interview situation
- **A project** – in pairs look at a job advertisement and person specification/job description and agree a list of likely questions for the interviewer. Then discuss how the interviewee would respond
- **Skills coaching** – a practical demonstration of aspects such as body language, handshaking and dress. Facilitator acts out the behaviour then asks students to practise. Individual feedback and advice is given
- **A game** – a snakes and ladders game depicting 'dos and don'ts'
- **A role play** – students take the role of interviewee and interviewer illustrated with role cards
- **A video** – the video shows 'excellent' and 'terrible' interviews. Students have to spot the good and poor practice
- **A simulation** – students undertake mock interviews with visiting employers, or between themselves set up a selection panel for applicants for a stated position. The applications could be completed by the students themselves or be provided
- **Direct experience** – pre-placement interview with work experience employer followed by class discussion and feedback

None of the above methods taken in isolation would give adequate coverage of a topic. A combination of two or three of these activities would give the maximum learning opportunity, but some will be more effective than others. If at all possible it is preferable to give students actual interview practice, whether real or simulated, following on from some clear information.

What group-work techniques can be used?

Practical ideas

1. Techniques for getting students into groups include:
 - 'Turn to the person next to you and ...'
 - 'Stand up and walk towards someone that you have not worked with before. ...'
 - The 1,2,3,4,5 technique, i.e. to get a group of 30 into new pairs give each student a number 1-15, do this twice with both halves of the class then ask each number 1 to work together, each number 2 to work together and so on. To get bigger groups the numbers need to be repeated more often.
 - 'On this table is material on Quickly choose a topic and move to that table'.
 - Pre-organised groups shown on the board or OHP. These may be in mixed ability or other groups depending on the nature of the students, their needs, whether other help is available and to what extent the task enables a wide range of abilities to work on the same task.
2. Setting tight time limits. State these clearly at the beginning and regularly remind groups how much time is left. Do not wait until everyone has finished before explaining the next step or taking feedback.
3. Dividing the task into short, clear chunks. Explain each task in turn.
4. Making learning outcomes clear at the outset, review these at the end if possible.
5. Telling the students what skills they are using - not just the knowledge and understanding, e.g. giving feedback to a group or whole class, working in teams not with friends.
6. Where possible ensure there is a task for all group members so that all are encouraged to speak. The smaller the size of the group the greater the expectation for each student to participate.
7. Varying the spokesperson within groups.
8. Ensuring feedback is for one/two most important points at most.
9. Including some element of challenge, questioning students views and values not just fact finding.
10. Looking for ways for students to record and extend their learning

What is the best way to develop existing careers lessons?

- ✈ Start with one module or set of lesson plans for a particular year group. For each lesson make a note of the techniques being used with reference to the table on page 18-19. This will enable you to see at a glance, which ones are regularly used and those that are rarely used.
- ✈ Make a note of any lessons that could be taught using a different technique, that would be an improvement to the overall range and be appropriate for the intended learning outcome.
- ✈ To ensure progression in your strategies and outcomes, refer to the 'New DOTS' table (page 19) for ideas on how you could build in new tasks to develop increased levels of understanding.

How can the tutors and teachers feel at ease with careers materials?

Careers education lessons and other activities are often led by non-specialists who may not be skilled or feel comfortable enough to use the full range of teaching techniques. There are no magic solutions to this issue but the following tips may help:

- the careers co-ordinator team teaching or taking a lesson with the other teacher observing;
- teachers being paired up to observe each other;
- teachers taking part in careers days, industry days and other 'off-timetable' events where active and experiential learning is taking place;
- taking teachers through the lessons exactly as they are intended to be taught. Teachers try out the exercises as if they were the students;
- using materials that can only be used in the way they are intended. For example a card exercise rather than information handouts or worksheets that could just be given out with no discussion;
- allowing certain staff to shadow a student or form group for the day to see the range of techniques used across the school. (As long as you are confident that this would show what you intend it to);
- training sessions using some of the ideas in these materials to explore the idea of how students learn, based on ideas such as those of Honey and Mumford and Bill Law.

Supporting non-specialists in their delivery of careers education

What should be considered for successful careers curriculum planning?

Best practice in planning schemes of work

In planning schemes of work and lessons the key questions are:

- What do we want students to learn (learning outcomes)?
- Which teaching and learning activities will best meet these (content and method)?
- What resources will be needed (resource planning)?
- How can I check that learning is taking place (assessment)?
- How can I judge the general effectiveness of the scheme of work (evaluation)?

☞ j) Careers Work DfEE 1999.

Whilst planning a scheme of work a number of other considerations need to be taken into account. The following list is adapted from ideas in 'Careers Work' ☞ j) and Better Choices 9 ☞ k)

☞ k) Better Choices 9 Developing the Careers Education Curriculum in Schools

Schemes of work Considerations:**Intended learning outcomes****What this means in practice:**

- for the particular year group or key stage.
- ✍ Do all activities (lessons, events, library sessions, visits etc) within the careers programme meet some of the intended learning outcomes?
- ✍ Are the learning outcomes in language that students can understand?
- ✍ Do the outcomes describe what students need to know and understand, and be able to do as a result of the careers programme?
- ✍ Are the outcomes **SMART** i.e. **Specific** and clear?
Measurable and assessable?
Achievable by all students?
Realistic within the resources available?
Time bound within a stated period or term?

Examples and good practice:

- ❖ Try this to develop suitable learning outcomes:
 - i) starting with one Year group, consider the overall aims for your careers programme;
 - ii) look at existing frameworks, such as that included here, or the QCA Learning Outcomes and decide which are appropriate for your students;
 - iii) consult with a range of colleagues in order to reach a consensus that they are relevant and appropriate;
 - iv) where certain outcomes are not being delivered, add them to development plans!
- ❖ Refer to Better Choices 9 (p15 for more detailed guidance).

Time

- available per session and in total - to be established with curriculum/ PSHE/ Citizenship co-ordinators.
- ✍ How can a variety of forms of provision be used to increase the time available for careers work?

- ❖ See chapter on curriculum models, and section on resources below.

Ordering and linking topics

- linking relevant aspects of the programme, and co-ordinating with other areas of the curriculum.
- ✍ What needs to come first or at a particular time to suit the students and the aims of the careers programme?
- ✍ What links could be made with other curriculum areas?

- ❖ Explaining the purpose of career planning and engaging students in the ideas before starting careers work;
- ❖ Involving the Maths department in examining destinations of past students when the careers programme covers options beyond school;
- ❖ Involving the English department in descriptive and analytical writing on work experience

Progression

- providing opportunities for students to develop their understanding or ability – such as between key stages 3 and 4, and key stage 4 and post 16. Care should be taken when using similar activities with different year groups so as not to duplicate learning opportunities.
 - ❖ Identify the progression needed between application skills work at key stage 4 and then at post 16;
 - ❖ Using more self-directed tasks to tackle values and opinions, not just facts;
 - ❖ Expecting students to transfer learning to new contexts;
 - ❖ Setting individual targets for improvement;
 - ❖ Introducing students to more adult concepts.
- ✓ How does each session build on previous work?
 - ✓ Who do you need to talk to in order to check whether there is repetition in other areas of the curriculum?
 - ✓ What else will be covered in future years?

Differentiation

- enabling all students to access the core curriculum.
 - ❖ Identifying the minimum standard but expecting more;
 - ❖ Setting a series of small tasks so that all students can achieve something;
 - ❖ Using more closed exercises for students with learning difficulties;
 - ❖ Using extension work;
 - ❖ Avoiding different materials but starting with activities that all students can manage leading to more complex or open ended work;
 - ❖ Using relevant teaching and learning methods;
 - ❖ Providing individual help during and after the lesson;
 - ❖ Giving similar attention to all students in the class, relevant to their needs.
- Differentiation needs further development in CEG and an aura of mystery surrounds it, yet the process is readily exemplified through good practice in other curriculum areas.
- ✓ How will you meet the needs of all students?
 - ✓ How is the Special Needs/Learning support team involved in adapting ways of learning?

Staffing

- staff experience, allocation, attitudes, level of training, succession planning.
 - ❖ Negotiate how the careers adviser can support the programme through the Partnership Agreement with the Careers Service;
 - ❖ Use Education Business Partnerships to support aspects of work-related learning;
 - ❖ Involve parents and governors in the programme – send out a list of activities you would like help with.
- ✓ Who should teach careers education?
 - ✓ Who can be involved from the community?

Acceptability and image

- to staff, students and others
 - ❖ Use evidence from recent surveys to show how careers education supports school effectiveness;
 - ❖ Hold a parents' information evening with workshops;
 - ❖ Keep colleagues informed through updates at meetings or through a newsletter;
 - ❖ Give careers education a name and logo, using it on your posters and correspondence.
- ✓ What do colleagues, senior managers, students and parents understand about the purpose and aims of careers education?
 - ✓ Is it necessary to raise the profile of careers education in the school?

Resources

- materials, equipment, time, people, space.
 - ❖ Work through 'Careers Education in the New Curriculum its relationship to PSHE and Citizenship at KS3 and 4' jointly with relevant colleagues and decide how outcomes can be met with joint resources; See 'Staffing' box above.
- ✓ Have you visited the careers service resources centre to look at new resources recently?
 - ✓ Can you work with the co-ordinators for other curriculum areas to jointly meet their and your objectives – using specified resources such as Standards Fund money for PSHE and Citizenship?


A scheme of work for careers education and guidance

What is the purpose of a scheme of work?

A scheme of work allows all teachers to understand what constitutes a careers education programme and to see how they may already be contributing to it in other subject areas. It allows parents, students, other staff and governors to be aware of what is in the programme.

This particular scheme of work was developed to reflect the NACGT National Framework for Key Stages 3 & 4. **It establishes a minimum core that all schools should aspire to. In many cases users will add their own learning outcomes to extend the CEG provision.**

The structure of the scheme of work set out on the following pages is explained below:

 careers co-ordinators, careers advisers and all those involved in planning the careers scheme of work

Learning outcomes	Possible methods of delivery (curriculum links)	Resources available	Evidence (How we know this has been achieved)
These link to the National Framework in section 2 of this book.	This indicates a range of teaching and learning strategies, together with where in the curriculum the particular outcome could be delivered. Individuals need to decide what is most appropriate in their school.	This column has been left blank to allow the user to add details of materials that they have found which deliver particular outcomes. Differentiated activities should be included for the range of students in the group.	This column gives some examples of how the user would be able to assess student achievement.

Better Practice is a set of materials based on a collaborative project involving a number of different organisations, to provide ideas for careers education that include a scheme of work and lesson plans. You are offered an opportunity to contribute to these materials by providing further lesson plans. How you may do this is shown on the next page.

The Lesson Plan Collection ~ 2000 lessons in 2000

An opportunity
to contribute
further ideas

You are invited to supply three lesson plans for CEG, related to the following scheme of work. You will then have the opportunity to access the lesson plans and ideas of others also contributing activities.

What are you being asked to do?

Select a learning outcome or a set of learning outcomes from the scheme of work under each of the three aims: self-development; career exploration; career management, for any year group or key stage.

Use the blank proforma (see page 45) to write your plan ensuring you include all details to enable someone else to use it. Some examples are given immediately after the schemes of work in this section. When completed submit an electronic version of the lesson plans as a rich text file (rtf) attachment to lesson plan ideas on the NACGT website. These will then be added to a lesson bank on the NACGT website so that others may access your ideas and you are able to access theirs.

The success of this depends on individuals taking action to contribute their ideas. 2000 lessons in 2000? This is a possibility but only if you make a contribution. All contributions will be acknowledged as to the source of the plans.

Careers Education and Guidance Scheme of Work: Year 7 Key Stage 3

AIM: Self Development

Learning Outcomes	Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
Students should be able to:			
1. Describe themselves in positive terms, say what they are good at and what they need to improve on;	Class discussions/Written work/ Visual Presentations (PSHE, RE, Tutor period, English)		Written or visual presentation of their qualities/ Personal statement in ROA//Progress File
2. Describe their previous achievements in and out of school;	Group Work/Use of Concept Map (PSHE, English)		Some form of group presentation/ Use of ROA//Progress File
3. Identify how school can support and contribute to their development;	Use of Concept Map (PSHE, English)		Diagrammatic presentation/mapping/ use of ROA//Progress File
4. Identify how they can contribute to school life;	Cross-reference to 1. (PSHE, RE, English)		Written or visual presentation of their qualities/ Personal statement in ROA//Progress File
5. Identify positive ways of contributing to groups to which they belong;	Brainstorm and role play (PSHE, English)		Observation of Role Play
6. Identify and recognise the importance of different roles in a team.	Video clip from current TV programmes/ Discussions/ role play (English, PSHE)		Diagrammatic representation of roles/ Goldfish Bowl exercise- groups observing other groups- written or verbal.

Careers Education and Guidance Scheme of Work: Year 7 Key Stage 3

AIM: Career Exploration

Learning Outcomes

Students should be able to:

Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
<ol style="list-style-type: none"> 1. Reflect on what career, work, job, occupation and labour market mean; 2. Identify the range of work-roles in the school and how they enable the school to function; 3. Describe the main types of work available locally; 4. Explain the reasons why people enter paid employment and how choice of work affects lifestyle; 5. Identify how learning carries on throughout life; 6. Show that work habits developed in school are relevant to future employment; 7. Recognise stereotypical images and be able to question them; 8. Know where in the school to find out about careers. 	<p>Card game/ Broken information, Video/Newspaper media (PSHE)</p> <p>Brainstorm/Research/Survey/ Discussion/Visual presentation (PSHE, Geography)</p> <p>Research-Newspapers/Interview parents/family/Work on a presentation (Geography, History)</p> <p>Video, poetry, interview - biographies and role-play (English, PSHE, RE, History). Group discussion</p> <p>Role model/ Case studies/ Guided fantasy/ Interviews - Link with research about school roles</p> <p>Discuss links with work (PSHE)/ Examples from school</p> <p>Media – Television, Magazines, Newspapers/Music/ adverts/ Cartoon work / Role play / Discussion</p> <p>Lesson in careers Library (PSHE/Tutor Period)</p>	<p>Sample written work</p> <p>Collage/diagram/poster</p> <p>Produce oral/visual/ written evidence</p> <p>Written work/ teacher observation of discussion and written work e.g. Diary Entry</p> <p>'Life Map'</p> <p>Discussion and written work/cartoon strip</p> <p>Group presentations and observations of role plays / script writing</p> <p>Students have been to careers library</p>

Careers Education and Guidance Scheme of Work: Year 7 Key Stage 3

AIM: Career Management

Learning Outcomes	Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
Students should be able to:			
1. Reflect on the recent transition to secondary school and identify factors that help them to cope;	Group/paired "sharing" Teacher led/Worksheet activity (PSHE)		Discussion and written work, Progress File
2. Apply these factors to future change;	Discussion/ Guided fantasy		"Story board" (projection), Progress File
3. Understand the concept of time-management;	"A day in the life of". Discuss use of homework diary		Effective use of homework diary
4. Say what they hope to achieve in Year 8;	Discuss Year 7 experience, discuss hopes for Year 8 (PSHE, English).		ROA/Progress File
5. Develop simple strategies for managing their money.	Mini-business activity or subject/Jobs and income session in (PSHE).		Observed student behaviour in sessions/ completed observation sheets by teachers/peers.

Careers Education and Guidance Scheme of Work: Year 8 Key Stage 3

AIM: Self Development

Learning Outcomes

Possible Methods of Delivery (curriculum links)

Resources

Evidence (How we know this has been achieved)

Students should be able to:

1. Describe their personal qualities, aptitudes and skills;	Via PSHE Joint Review Meetings/pictures of them with skill labels etc	Outcomes of activities/ Classroom observation Joint review statements/Progress File/annotated pictures
2. Identify their achievements so far;	Joint review meetings Student logs/planners/diaries	Written evidence ROA/Progress File/Review statements
3. Demonstrate self confidence and self-esteem;	Industry Projects/Industry Days/ Mini-business simulations/ Production Line Activity/ Careers presentation within PSHE	Observed student behaviour – willingness to discuss and present ideas
4. Understand their role within family and school;	Changing roles of children in History/ books about children (English)	Written work from subjects (English, History etc.)/ results of PSHE activities
5. Appreciate the importance of listening to other people's points of view;	Class debates in a range of subjects (English, Humanities, Science)/Role Plays/ scenarios	Observation of group discussions and audio/video recordings of students/ feedback from subject teachers
6. Carry out different roles within a team;	Presentation from business or armed services/ Teamwork exercises and simulations.	Group observation/ ROA/Progress File/ Student observation sheets/ Results of peer observation
7. Plan personal targets for the year ahead;	As above Action plans	Action plans/Progress File
8. Investigate Key Skills and their relevance to life at school and beyond.	Via activities within PSHE/ Industry project/day/ Key skills profile in student planner/ ROA/Progress File etc. (All subjects)	Teacher observation of activities and student discussions/ feedback from employers/ student evaluation sheets/ individual student portfolios/ ROA/Progress File/ Student Planners/ Homework Diaries and school award schemes.

Careers Education and Guidance Scheme of Work: Year 8 Key Stage 3

AIM: Career Exploration

Learning Outcomes

Students should be able to:

Possible Methods of Delivery (curriculum links) Resources Evidence (How we know this has been achieved)

1. Describe different types of work (e.g. employment, self-employment, flexible work, voluntary work, work in the home);	Job research activities within PSHE/ Activities within subjects e.g. Geography	Outcomes of job investigations/ student presentations/reports/posters/ project outcomes from other subject areas
2. Identify job families and features of jobs within them;	Card matching within PSHE	Outcomes of job-matching activities
3. Describe the main qualities and skills needed for working life;	PSHE sessions/ Industry Day Visitors/ interviews etc.	Written evidence from other subjects/ student presentations/feedback from case study activities
4. Recognise how people manage career changes throughout life;	Case studies used in PSHE/English.	Student presentations/ outcomes of job research/ observation of discussions
5. Explore and challenge stereotyping in relation to careers;	Conventions on equal opportunities/what's my line with visitors in non-stereotypical jobs (PSHE, Humanities, English, History)	Observation of student discussions/debates/ outcomes of projects - e.g. report, posters, presentations/ completed student materials from conventions etc.
6. Describe laws affecting part-time employment;	Inputs to PSHE/Tutor programme.	Observation of class discussions and student behaviour/student diaries/logs for reference to part-time employment
7. Carry out a simple information search	Library introduction session (English or PSHE) use careers software and visit careers sites on the internet	Observed usage of library/computer counter
8. Identify sources of support available to help with career planning;	Via PSHE/Tutorial sessions	Verbal discussions with students and observed behaviour
9. Use sources of information available about part-time employment.	Visiting speakers from Education Welfare Service.	Verbal discussions with students and observed behaviour.

Careers Education and Guidance Scheme of Work: Year 8 Key Stage 3

AIM: Career Management

Learning Outcomes	Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
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Students should be able to:

- | | | | |
|--|--|--|--|
| 1. Recognise the importance of their Record of Achievement/Progress File; | Employer contributions/ PSHE sessions | | High standard of presentation of ROA/Progress File |
| 2. Manage their time effectively between work and leisure; | PSHE/Tutorial sessions/Real Game | | Observed student discussions/outcomes of PSHE/tutorial sessions e.g. Written comments on case studies/verbal responses in older students |
| 3. Review previous targets, set realistic targets for the current year, and identify goals for the year ahead; | Joint review sessions (PSHE) | | Joint Review documents of activities through PSHE e.g. Achievement sheet/Progress File |
| 4. Describe the ways open to them of earning money. | Brainstorming/ case studies/ input from entrepreneur or enterprise agency/information on employment laws | | Written work. |

Careers Education and Guidance Scheme of Work: Year 9 Key Stage 3

AIM: Self Development

Learning Outcomes	Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
Students should be able to:			
1. Explain how to use negotiation skills when making effective decisions;	Role play/drama/ groupwork activities in different contexts		Demonstrate, verbally, to the teacher their ability to use negotiating skills
2. Highlight influences on their decision-making;	Quizzes and brainstorm – multiple choice questionnaire		Produce written evidence highlighting relevant discussion points raised in a group
3. Explain how to work effectively in a group;	Design a group task (Technology, Science)/ Real Game		Review their role within a specific group task and identify their contribution (Written)
4. Reflect on their role in group work;	Self-assessment sheet after a group activity/game		Be able to say how they help the group to be able to work effectively or not, through discussion
5. Show an understanding of discrimination in the work place and ways of dealing with it.	Drama/discussions/story boarding/cartoons/scenarios		Outcome of role-play/discussion.

AIM: Career Exploration

Learning Outcomes

**Possible Methods of Delivery
(curriculum links)**

Resources

Evidence

(How we know this has been achieved)

Students should be able to:

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Show an understanding of how their Key Skills can contribute to their employability; 2. Describe the changing nature of work and work patterns and how these might influence their career choice; 3. Identify the four sectors of the economy; 4. Recognise issues at work that will affect their health and well being; 5. Recognise the relationship between work and perceived lifestyles; 6. Use a variety of careers resources to inform their career thinking; 7. Research a specific career path they have identified as important to them; 8. Select appropriate courses for Key Stage 4, which retain flexibility for future career choice. | <p>Research project looking at their Key Skills in relation to a range of career opportunities</p> <p>Labour Market Information activity/ true and false quiz/ research projects/ interviews (Geography, Maths)</p> <p>Card sort activity/photo game</p> <p>Use a problem solving activity to consider issues of bullying/ disability and health and safety/scenarios</p> <p>Use pen picture of successful people to explore the idea of potential/Real Game</p> <p>Careers library treasure hunt/quiz</p> <p>Work in groups to create a presentation about a relevant career</p> <p>Use option choice process.</p> | <p>Be able to write and say how the personal organisation skills learnt in school will be essential for work</p> <p>Through quiz and research projects, how they could be flexible about their plans if the opportunities change</p> <p>Completed activity sheet/photos illustrating sectors</p> <p>Completion of problem solving activity/collage or pictures/Work Experience diaries</p> <p>Research project</p> <p>Completion of task sheet/list of resources used</p> <p>Presentation about what needs to be done to progress their career ideas</p> <p>Be able to describe how the subjects they have chosen provide the basis for a number of different career opportunities/written evaluation sheet.</p> |
|--|---|--|

Careers Education and Guidance Scheme of Work: Year 9 Key Stage 3

AIM: Career Management

Learning Outcomes	Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
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Students should be able to:

1. Organise information that is helpful to them and others, for decision making;	Progress File and other formative recording		Progress File updated regularly
2. Use decision making skills within a careers context;	Use the option choice process		Write or describe a considered choice regarding their Key Stage 4 course
3. Identify those people who are able to offer support for career thinking;	Develop a matching exercise between individuals and the information they could offer / arrange visits to offices etc where these people work, for photos or pictures		Written evidence/pictures of where they work
4. Review previous targets and identify targets for achievement in Year 9;	Progress File / Career action plan (PSHE/Tutor period)		Action Plan/Progress File
5. Plan for an effective transition to Key Stage 4;	Progress File (PSHE/Tutor period)		Action Plan/Progress File
6. Identify responsible ways of getting and using money.	Real Game (PSHE, Religious Studies)		Written evidence

Careers Education and Guidance Scheme of Work: Key Stage 4

AIM: Self Development

Learning Outcomes

Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
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Students should be able to:

<ol style="list-style-type: none"> 1. Identify their developing personal qualities and skills, 2. Identify their developing skills needed to improve their future employability; 3. Identify their developing interests, values, beliefs and attitudes; 4. Demonstrate the use of Key Skills; 5. Recognise the importance of equality of opportunity and of valuing difference and diversity; 6. Assess how their personal strengths and interests can relate to future career choices; 7. Work effectively as a team member in a variety of roles. 	<p>Work sheet/self-assessment/Progress File sections/photos with labels (PSHE)</p> <p>Matching exercises and discussions/Work Experience report</p> <p>Listing and sharing ideas/brainstorming/using information-matching/scoring against ideas (RE)</p> <p>Matching exercise/personal explanations/ ASDAN lessons/Progress File (IT, Maths, English)</p> <p>Storyboard/Job ad review and write up (History, English)</p> <p>KUDOS/CID or similar computer interest guide/instruction and practical activity (IT)</p> <p>Role-play (English, Drama)</p>	<p>ROA/Progress File/annotated photos</p> <p>ROA/ Progress File/Action Plan/ Report</p> <p>Questionnaire/task</p> <p>ASDAN Youth Award Scheme/homework diary/ Work Experience diary/Progress File</p> <p>Booklet/ Job ads (they write one)</p> <p>Print-out/ Careers Adviser action plan</p> <p>Work experience diary (Key Skills)/ ASDAN.</p>
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Careers Education and Guidance Scheme of Work: Key Stage 4

AIM: Career Exploration

Learning Outcomes

Students should be able to:

1. Identify post-16 pathways and opportunities that fit their aspirations, aptitudes and attributes;
2. Describe different work ethics and cultures;
3. Highlight labour market trends and opportunities locally, nationally and internationally;
4. State the main rights and responsibilities of employers and employees;
5. Understand what information can do for them, how to access it and get the most from it;
6. Review what they have learned from experience of work, both in and out of school;
7. Understand the importance of health and safety at work;
8. Consider different options when making post – 16 choices.

Possible Methods of Delivery (curriculum links)

- Transition teams/matching exercises, broken info/ computer interest guides/talks
- Work Experience – local or international/ case studies/ role-play, project work/briefing and de-briefing (RE, Citizenship)
- Lesson based on Labour Market Information materials/ case studies (Maths, Geography, Economics)
- Visiting speakers/video projects/brochures/Quiz/broken information (English, Citizenship)
- Web diagram/ simulation/ structured programme of research (English, IT)
- Circle time/ Work Experience debriefing or report (English, PSHE, Modern Foreign Language)
- Video – Teacher input/hazard symbol spotting
- Visiting speaker/ workshops/ publications/posters/ brochures/ questionnaires.

Resources

Evidence (How we know this has been achieved)

- Action Plan/ print out follow up/ parents' evening/ attendance at talks
- Work Experience report/ role play/ project
- Attend session/ investigation/ analysis/quiz/questionnaire/worksheet
- Work Experience report/diary/attend talks/ Work Experience briefing/debriefing.
- Action plan/ interview with Careers Adviser/ ROA/Progress File
- Work Experience diary/de-briefing/ Careers Adviser interview/ Personal statement/ ROA/ Progress File
- Completion of Work Experience diary/ description of meaning of different hazards
- Careers service questionnaires/Progress File/action plans

Careers Education and Guidance Scheme of Work: Key Stage 4

AIM: Career Management

Learning Outcomes

Students should be able to:

Possible Methods of Delivery (curriculum links)	Resources	Evidence (How we know this has been achieved)
<ol style="list-style-type: none"> 1. Present themselves well when making job applications and attending interviews; 	Mock interviews and applications/ letter writing/ role-play/ videos/ coaching (English, Modern Foreign Languages, PSHE)	CV/Mock interviews in foreign language/ Work Experience/ application forms
<ol style="list-style-type: none"> 2. Check their progress, identify goals, set targets, and make plans to enhance their own learning and achievements; 	Portfolio approach/ROA/Progress File/ personal statements/ target setting	ROA/Progress File
<ol style="list-style-type: none"> 3. Make appropriate plans for post-16 provision; 	Action plan/ Careers Adviser interview/ group discussions/ decision-making matrix	Action plan/ Careers Adviser interview/ application form to 6th form/college
<ol style="list-style-type: none"> 4. Plan ways of coping with unforeseen changes that may affect their future careers; 	Role-play/ games/ cartoons/ case studies (Drama)	Exercise/ session in class
<ol style="list-style-type: none"> 5. Link personal financial planning with their career planning; 	Visiting speaker/ discussion/desert island activity/Real Game exercises (Maths)	Personal budget sheet
<ol style="list-style-type: none"> 6. Take responsibility for managing their career development; 	Brainstorming/ role play/ group discussion	Action Plan ROA/Progress File
<ol style="list-style-type: none"> 7. Explain how to make effective use of guidance, how to access it and benefit from it; 	Group work with guidance professionals	ROA/Progress File
<ol style="list-style-type: none"> 8. Demonstrate transition skills and confidence. 	Visits (English, Drama)	Observation of students/transition action plan

Lesson plans linked to the scheme of work

The following lesson plans have been written to this proforma in order to illustrate some ways of delivering a few of the learning outcomes specified in the scheme of work. There are many other ways of delivering such outcomes, but these may provide some ideas.

You could download this proforma from the website and overtype the instructions to input your own plan or create your version to the same model.

Title	Lesson title or module title
Aim	The purpose of the module of work described in terms of the learning outcomes from the scheme of work. e.g. Career Exploration - Year 7, Learning Outcome 4
Learning outcomes	What you expect students to know, understand and be able to do as a result of the lesson.
Preparation and resources	What is required to enable the lesson to take place. Materials, resources, information and people
Method	The process that is required to engage students and provide information for the teacher who is taking the lesson to achieve the learning outcomes.
Differentiation	Describe what will be required to ensure the match between the differing learning needs of students and the materials and approach that are being used.
Review and assessment	Provide a short description of how you will assess the level of understanding, comprehension and skill development that has taken place during the lesson and who will be involved, teachers/students.
Evaluation	Have the expectations of students and teachers been realised and to what extent? Is there anything that might be improved or done in a different way?
Name and contact information of the contributor.	Name: School:
(This section to be used if contributing to 2000 lessons in 2000. See page 32)	Contact information: Tel Fax: Email:

Lesson plans linked to the scheme of work

Title	Why do people work?
Aim	Career Exploration - Year 7, Learning Outcome 4
Learning outcomes	Students should be able to explain the reasons why people enter paid employment and how choice of work affects lifestyle.
Preparation and resources	<ul style="list-style-type: none">◦ Identify and extract six photographs from newspapers and magazines;◦ tutor prompt sheet with reasons and evidence for reasons
Method	<ol style="list-style-type: none">1. Introduction – setting the context - need to emphasise that this lesson is intended to focus on ‘paid employment’, as most people will need to do this at some point in their lives.2. Classroom discussion focusing on teacher – “Why do I do this job?” - class view.3. Class divides into 5/6 groups. Each group is given different photographs from a suggested list that includes:<ul style="list-style-type: none">◦ money◦ promotion◦ training◦ holidays◦ enjoyment◦ travel◦ matches interests◦ working in a team◦ comfortable◦ conditions◦ working outdoors◦ regular hours◦ company car◦ Sport/Entertainment/Media◦ Process/production work◦ Scientific/Technical◦ Working with people◦ Animal care◦ Armed forces◦ Environmental work4. Groups discuss why people do their jobs. Produce a list of reasons. (See some starter ideas in the left hand column)5. Class group re-convenes to share thoughts/ideas (2 or 3 key points from each group with one person reporting back)6. Individual students then write a short reflective piece on “my thoughts on reasons why people do paid work”).
Some possible reasons to help the brainstorm:	
Differentiation	Teacher supports groups and individuals as necessary to help less able and challenge the most able; Extension work: Students to complete a more considered piece of written work that identifies what they want from paid work.
Review and assessment	<ul style="list-style-type: none">◦ Teacher observation of discussion and feedback;◦ Review the quality of written work and provide feedback or an assessment to the pupil.
Evaluation	In their writing, students can identify a range of reasons why people go into paid employment Are students identifying their attitudes concerning work and realising their importance in informing career decisions.

Lesson plans linked to the scheme of work

Title	Stereotypes at work
Aim	Career Exploration - Year 8, Learning Outcome 5
Learning outcomes	Students should be able to explore and challenge stereotyping in relation to careers.
Preparation and resources	Preparation and resources Prepare enough copies of the two descriptions of Dennis and Denise. See below how this provides the same description but different names. Don't tell the students about the difference in the cards.
Method	<ol style="list-style-type: none">1. Explain that students will be working in small groups. (But don't give the purpose at the start – to explore stereotypes);2. Set some ground rules for the session e.g.:<ul style="list-style-type: none">◦ OK to talk◦ will be sharing responses at the end, etc.3. Class activity – carry out the task to answer the two questions shown on the card.4. Share responses and look at the similarities and differences the groups have arrived at for the two people.
Differentiation	Provide prompts You could add different ethnic information in the short descriptions to include racial discrimination as well as gender stereotyping.
Review and assessment	Ask each student to think/record 3 questions that they would ask of someone before making a stereotypical judgement; Teacher draws together similarities and differences.
Evaluation	During the next lesson check understanding to see if the previous learning has made a difference.

Card 1 Dennis

Dennis Johnson
Age 16

Well liked by staff and students
Good looking
Has six GCSEs grade A to C
English Maths Geography
Science PE Economics
Interested in helping people
Likes school, wants to go onto training, but would like to earn money as soon as possible.

Questions:

What will he be doing 1 year after leaving school?
What is he likely to be doing when he is 30?

Card 2 Denise

Denise Johnson
Age 16

Well liked by staff and students
Good looking
Has six GCSEs grade A to C
English Maths Geography
Science PE Economics
Interested in helping people
Likes school, wants to go onto training, but would like to earn money as soon as possible.

Questions:

What will she be doing 1 year after leaving school?
What is she likely to be doing when she is 30?

Lesson plans linked to the scheme of work

Title	Discrimination at work
Aim	Self Development - Year 9, Learning Outcome 5
Learning outcomes	Students should be able to: <ul style="list-style-type: none">◦ show an understanding of discrimination in the workplace and ways of dealing with it;◦ experience how it feels to be discriminated against;◦ explore some of the different ways we discriminate at work;◦ understand how to deal with discrimination at work.
Preparation and resources	Information on discrimination e.g. from careers service or employment services, to cover race, gender, disability. Collect media stories about discrimination. This might be short video clips or news stories. As an alternative approach use the resources and activities from the TUC 'A Better Way to Work' pack. Unit 3 Equal Opportunities at Work (y).
Method	<ol style="list-style-type: none">1. Statement of aim of lesson; (See learning outcomes)2. Straight into practical activity with explanation first;3. Whole class brainstorm– Identify specific forms of discrimination in the workplace4. In groups, improvise and role play a short scene in the workplace that shows discrimination and how you might deal with it e.g. Racial discrimination/ gender discrimination/ ageism/disability/ uniform/pay;5. Once completed, group feedback (verbal or written) on how they felt.
Differentiation	Provide scenario around which to develop a role play Extension work: Research real examples of discrimination as reported in the media.
Review and assessment	Nominate one person from each group to feedback situation and the way it was dealt with. Allow other strategies to be put forward and debated.
Homework	Research through parents/friends any experiences of discrimination at work and how they dealt with it. Have ready for next session.
Evaluation	Check by observation they have an understanding of discrimination, its effect in the workplace and methods of dealing with it. Next: To further explore how to deal with discrimination using available methods and noting their consequences.

Lesson plans linked to the scheme of work

Title	Using the careers library
Aim	Career Exploration - Year 9 , Learning Outcome 6
Learning outcomes	Students should be able to: <ul style="list-style-type: none">◦ use a variety of careers resources to inform their career thinking;◦ use the CLCI index;◦ access information in various forms i.e. computer software/written information/books/magazines;◦ complete specified tasks individually or in groups using a variety of methods;◦ feedback information to the group.
Preparation and resources	Careers library materials and computers
Method	<ol style="list-style-type: none">1. Outline purpose of lesson and how it will be achieved;2. Group discussion – Teacher led – Brainstorm their knowledge of research tools – relate this to what is available in the careers library (look around, point out, leading questions);3. Teacher identifies job e.g. Teaching (FAB) using this example the teacher shows how to get information from CLCI, I.T., Signposts, Working In, Occupations;4. Individual or group research using at least two resources to produce a short synopsis about a particular vocational area and the range of jobs available.
Differentiation	Ensure resource materials match ability and interests. Provide relevant support enabling students to complete the task. Extension work: Set students the task of designing a short quiz based on the careers library resources for use by other students. This could be in the form of an information ‘treasure hunt’.
Review and assessment	Teacher led – choose four students at random to feedback what they have found out. Teacher will pull together common elements from the feedback. Key Skills: IT, Communication
Evaluation	Assess finished work at end of lesson to check level of understanding; Use the short quiz designed by students to test comprehension of the way information is stored and retrieved in the library or by IT.

Lesson plans linked to the scheme of work

Title	Employability
Aim	Self Development - Year 10, Learning Outcomes 1 and 2
Learning outcomes	Students should be able to: <ul style="list-style-type: none">◦ identify employability skills;◦ identify those skills where they need to improve for future employability.
Preparation and resources	<ul style="list-style-type: none">◦ Video clip (e.g. Monty Python, Fawlty Towers, Cleese business training) to illustrate incompetence in the workplace;◦ The TUC resource pack, 'A Better Way to Work – Unit 5 The Future of Work. Use the section 'Skills for Work' (y).
Method	<ol style="list-style-type: none">1. Brief introduction including the idea of Key Skills.2. Play video clip, and promote discussion checking out levels of understanding and inviting views on employability of people in the video;3. Paired discussion focused on identifying definition of employability. Use mind-map approach;4. Brief review and discussion, with groups summarising their findings. Teacher to ensure value added aspect comes out;5. Introduce TUC 'Skills for Work' – Unit 5.6. Pairs or small groups to select and arrange 9 of these in prioritised diamond; (Diamond nine activity).7. Record outcomes on a group basis and ask individuals to create their personal skill profile using any number of skills from the 26 available sorted under two headings. Those things that I am good at and those things which I need to improve.
Examples of employability skills. Being: <ul style="list-style-type: none">◦ adaptable and flexible◦ able to work in teams◦ able to meet individual targets◦ able to solve problems◦ creative◦ able to take responsibility◦ able to use IT◦ able to cope with uncertainty and change◦ committed to learning throughout life◦ able to demonstrate good negotiation skills◦ aware and sensitive to other cultures.	
Differentiation	Teacher selects 9 statements from the 26 available which may be different for different groups.
Review and assessment	Recap at the end of the lesson to assess the extent to which students are able to classify the skills under the key skill headings. Key skills: Communication, Application of number, Information technology, working with others, Improving own learning and performance, Problem solving.
Evaluation	Can students identify the employability skills they prioritised for improvement and have they taken any steps to make this happen?

Lesson plans linked to the scheme of work

Title	Self presentation in writing
Aim	Career Management – Key Stage 4, Years 10 or 11, Learning Outcome 1
Learning outcomes	Students should be able to present themselves well (when making job applications by letter)
Preparation and resources	<ul style="list-style-type: none">◦ 6 or more sample letters of application (varied in presentation, grammar + spelling);◦ Copies of job advert;◦ Supply of paper/letterheads;◦ Computer network if possible.
Method (also see page 25 for further suggestions)	<ol style="list-style-type: none">1. Short teacher introduction on the purpose of letters of application and what they aim to do. Highlighting the expectation of the people receiving them and the use made of them by employers;2. Range of sample letters of application shared out to pairs (mix of presentation, accuracy, etc) plus details of job advert;3. Pairs to highlight mistakes, good points and weaknesses;4. Pairs to select and shortlist 2 candidates – justifying their choice;5. Plenary discussion to share decisions and check reasons;6. Brainstorm key points and display;7. Individuals then to write own letter of application, using IT if possible, for a specific job/training scheme/college course.
Differentiation	Teacher support to tackle issues of differentiation e.g. spelling difficulties and how to surmount them.
Review and assessment	Feedback discussion with key points annotated; Check students' understanding of what they are applying for. Key Skills: Communication, IT, Improving own learning and performance, Working with others, Problem solving.
Evaluation	Good quality letters of application; Availability of sample letter for evaluation by discussion with mentor, mock interviewer or careers adviser.

What you could do now.

- ✎ Compare your lesson plans with the format given (also found in similar format in Better Choices 9, Stage 4). Is this better than the one you use normally and would you consider changing to it?
- ✎ Using the information in the last two sections, choose one Year group to concentrate on initially, and plan an outline scheme of work with the examples given in these chapters.
- ✎ Refer to the Teaching and Learning Strategies chapter for more examples of differentiation and methodology, and to the chapters on Assessing Students' Career Learning, and Evaluating the Effectiveness of Careers Education.

What does assessment mean?

Stephen Mumby (2011) defines assessment as 'the making of a judgement, based on certain criteria, about the extent or quality of the attainment or performance that has taken place'. Assessment, therefore, involves collecting evidence and making judgements as to how well students have achieved the intended learning outcomes. This definition of assessment is used throughout this chapter. (In CEG the term is sometimes used to mean the assessment of career potential and interest through careers inventories and psychometric tests. This is not the focus here but rather the everyday assessment of learning as with any other school subject.)



careers co-ordinators, careers advisers and all those involved in planning the careers scheme of work



(2011) Assessing and recording achievement, Blackwell

What is the purpose of assessment?

1. It gives a baseline from which the learner can progress.
2. In a class, the information gathered can be aggregated to provide feedback to the teacher on the way the programme is working and to the extent to which the students are achieving worthwhile learning outcomes. Without agreeing these and ensuring they are known to teachers, students and parents, the process is unlikely to work effectively.
3. It can provide excellent information for evaluation:

Evaluation aims to find out how effective an input has been, rather than the extent to which individuals have learnt. It is about measuring the quality and value of the elements in the careers programme and looking at how they could be improved to enhance the learning process.

4. It enhances the recording and reporting processes:

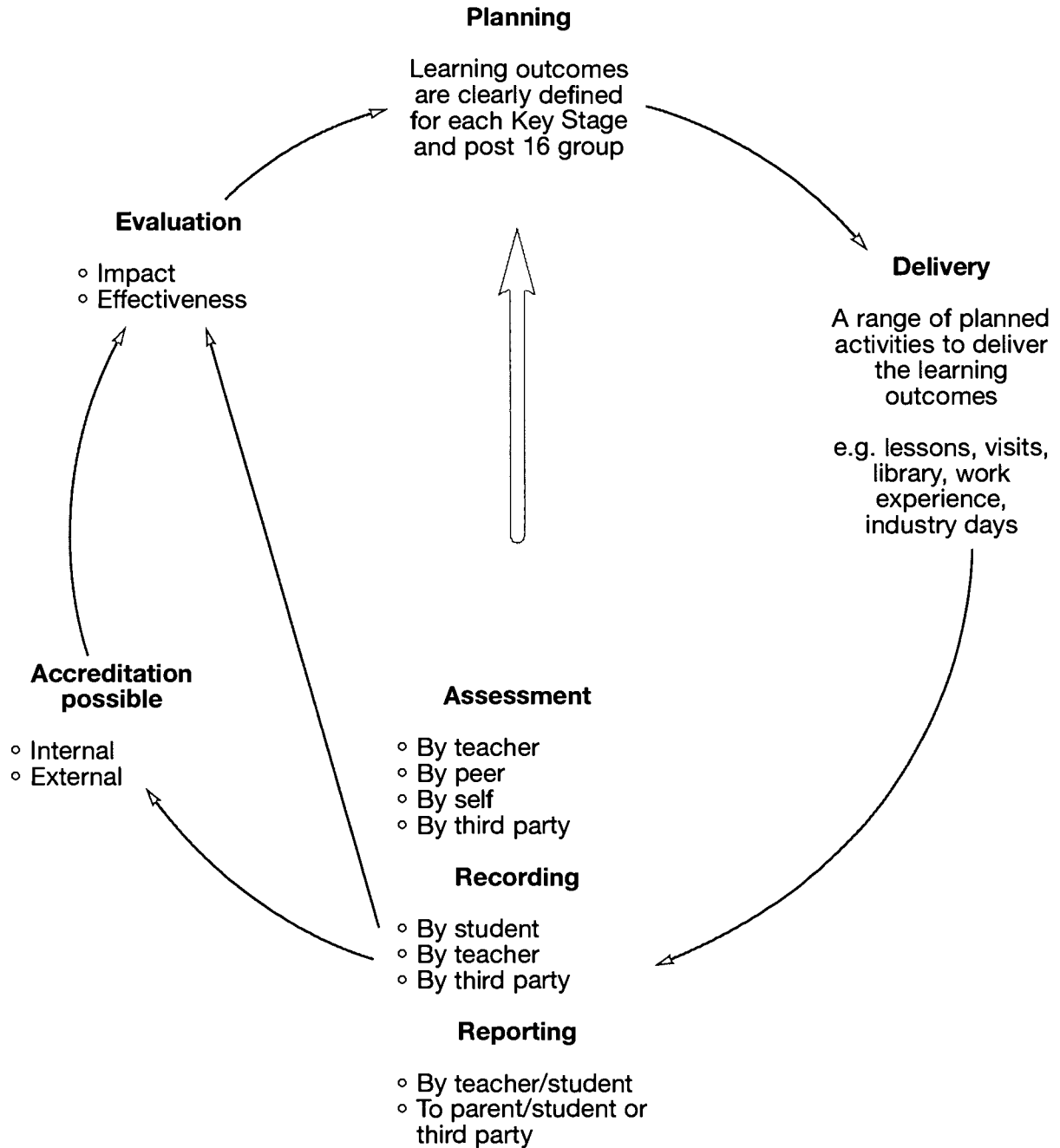
Recording and reporting are straightforward concepts, although not easy to put into practice for careers education. Both should be based on some form of assessment. Recording can be carried out by a range of people including the students and provides information that may be reported.

Provides feedback to learner and teacher

The following diagram explores the links between the main elements in curriculum planning, and demonstrates the cyclical nature of the process.

Curriculum planning as a cycle of development and linked activities

Elements affecting curriculum planning



What do most schools do regarding assessment?

Very few schools currently assess, record or report in the ways that are being described here. As the OFSTED(1998) (m) survey shows:

(m) OFSTED
survey 1998

'Unlike National Curriculum subjects, there are no statutory programmes of study or attainment targets for careers work, and teachers are not sure what is expected of them..... The procedures used to assess and record students' attainment in careers work vary considerably and many teachers are uncertain how to assess progress because they have no national benchmarks to guide them.'

Why bother to assess career learning?

There is a view that careers education should not be assessed at all, as students are already over-assessed. This depends on the type of assessment being considered. The rationale suggested here is not advocating testing, grading and pass or fail, but rather an assessment that seeks to help students show what they know, understand and can do and help them to improve.

*Views on
assessment of
careers work*

The benefits to students include:

- Helping students to know what to do next;

If a learner knows what they have already achieved, and where there are gaps in their learning, it enables them to be more effective in setting future learning targets. The discovery, through assessment, that a learner has understood the broad scope of a range of jobs but has a tendency to stereotype by gender can point to a need for further work to challenge stereotyping for this individual.

*Assessment as
an aid to student
learning and
confidence*

- To enhance the learner's sense that the learning is important, because they have received feedback. This could raise the status of the subject in the eyes of the learner;
- To help the learner to recognise their achievements and therefore promote self-esteem and enable teachers and others to give individual praise and encouragement.

Organisational benefits (these help the school, the subject teacher or careers adviser but indirectly lead to benefits for students) **include:**

- assessing careers education may improve its perceived status in the eyes of teachers which could lead to an improvement in the quality of delivery;
- teachers will also be more accountable for the quality of their careers lessons;
- assessment information can feed into evaluation and help improve the programme;
- assessment may help find gaps in career learning that will be useful information for planning school or careers service input;
- the existence of a clear assessment, recording and reporting system can put careers education on an equal footing with other subjects and bring additional resources and a sense of value.

*Assessment as
a benefit to
organisations –
status of
careers,
accountability,
planning and
evaluation*

What types of assessment are there?

Assessment can be broken down into various categories. Firstly, it is possible to look at careers assessment by purpose:

Types of assessment

- **Formative assessment** - (on going activity in order to keep a check on progress, normal classroom assessment e.g. through Progress File);
- **Diagnostic assessment** - (a subset of formative activity but more precise in order to find out where a student is finding difficulty);
- **Summative assessment** - (in order to provide end of course/year/term information for the next stage e.g. college tutors and parents. Often linked to accreditation e.g. through Key Skills, ASDAN).

Then secondly by who does the assessment:

Assessor

- teacher assessment
- external assessment if linked to accreditation
- peer assessment
- self assessment
- third party assessment e.g. work experience employer, careers adviser

What is effective practice in assessment, recording and reporting?

There are accepted features of effective practice that apply to all subjects and types of learning. Careers education assessment should meet a number of criteria in order to be effective:

Features of assessment practice

- | | |
|--------------------------|---|
| Learning outcomes | These should always be the starting point. The intended learning outcomes that are to be assessed must have been shared with students and assessors. |
| Clear criteria | These are needed for assessing a particular piece of work. These are more precise and detailed than the learning outcomes. These must be shared explicitly with students and assessors. |
| Validity | Does this method actually measure what we intend it to measure or is it really measuring something else? Is there a better way to assess students' achievement against these outcomes? |
| Reliability | Can you depend on this as an assessment method? If two different people assessed a student in the same way, would the result be similar? Do all assessors use equally high standards? |
| Fairness | Does the method used give all students an equal chance and make equal demands on them? |
| Manageability | Although it sounds like a good idea, how realistic is this method? What are the implications in terms of time commitment and resources? How will careers assessment be integrated into existing school assessment, recording and reporting systems? |
| Acceptability | Are the teachers, students and others willing to use this method? Are assessors sufficiently skilled to use this method? |
| Feedback | Are students given quick, honest and specific feedback in order to help them make progress? |

What different approaches and techniques can be used?

There are many ways to assess students' learning in careers education and the key concept is '**fitness for purpose**'. i.e. choosing a method which will give you the information you want. Much will depend on the particular type of skill, knowledge or understanding being assessed. The following approaches and techniques could be used:

*Assessment
should be fit for
purpose*

- comments and feedback which are encouraging, challenging and promote reflection;
- routine but selective marking of assignments/projects/portfolios against agreed criteria or mark schemes;
- true and false or multiple choice tests;
- unfinished sentences;
- question and answer activities undertaken verbally or on paper;
- questionnaires or self assessment tick-boxes;
- direct observation of students using a recording checklist;
- setting a problem to solve, or a practical task to complete at the end of a module;
- one-to-one or small group discussion with students.

What are the advantages and disadvantages of various assessment methods?

As the previous list shows there are a wide range of assessment methods. Four broad approaches are examined on the next page, which outline the advantages and disadvantages of each in the context of careers education.

By marking paper based work

Advantages

- provides tangible evidence which can be kept as a record
- transportable – can be marked anywhere
- easiest to do in large quantity if there is a clear mark scheme
- students and teachers are used to this method

Disadvantages

- may lead to only assessing what can be expressed on paper
- only useful if there are high quality and meaningful teacher comments
- mainly useful for knowledge and understanding, less so for skills
- disadvantages some students who have learnt but can not show this on paper

By discussion with students

Advantages

- interactive and participatory so gives more chance for students to express themselves and lead to more in-depth questioning. It may be more valid than written methods
- can also assess unintended outcomes
- peer assessment can happen at the same time
- can use the same criteria as for written work but discuss them verbally

Disadvantages

- unpredictable
- difficult to record quickly
- less reliable because it is more dependent on the individual assessor
- very time consuming
- can be difficult to stick to the main focus

By observation of students

Advantages

- a valid way to assess skills as long as assessor has clear criteria
- very direct, assessor can see strengths and weakness at first hand
- gives students with poor literacy a chance to show achievement

Disadvantages

- difficult to find time to observe all students in a class. May need to team teach
- need to be very clear what is being assessed.

By collecting evidence in a portfolio

Advantages

- can raise student self esteem by showing work that has been completed
- it is natural rather than artificially set up as it uses real work and experiences
- fits in with modern work practices and many FE courses. Portfolio development is an important transferable skill

Disadvantages

- need clear criteria to assess individual pieces just as with any written work
- keeping a portfolio can become arduous and some students will find it hard to be selective
- some portfolios are very time consuming to assess due to volume of material

What practical approaches are there to assessing careers learning outcomes?

One practical way for schools to start assessment is to choose a small number of learning outcomes on which to focus, rather than trying to assess everything. Other subjects do not assess everything but sample aspects of the programme. Here five learning outcomes have been used in order to illustrate how assessment could be organised:

Practical approaches to assessing career learning outcomes

- 1 Year 8 Career Exploration Learning outcome 2:**
Students should be able to identify job families and features of jobs within them

Criteria. Students:

1. are aware of a broad range of jobs and classification into job families;
2. understand what is entailed, on a practical level, in at least three jobs;
3. understand how qualifications affect access to jobs and can give examples.

Purpose of assessment for students

1. To check that students have enough knowledge to make future decisions relating to occupational and self awareness.
2. To challenge gender stereotyping where it occurs.

Assessment processes	Evidence	By whom
<ul style="list-style-type: none">◦ Observation of small group presentations, teacher keeps notes next to checklist◦ Students have to write a summary and say what their contribution was to the group. Teacher looks at these and compares with own notes. Then discusses with any individuals as necessary	<ul style="list-style-type: none">◦ Flipchart/posters produced by each group◦ Teacher notes/checklist◦ Individual student summary in their folders	<ul style="list-style-type: none">◦ Students◦ Teacher

Commentary

- It is important to establish what qualifications are needed, what kind of skills and qualities are needed in the workplace, including typical tasks and training needed.
- Try to ensure there is a range of jobs, include those less commonly thought about.
- Important not to address presentation skills unless this was the intention.

Practical approaches to assessing career learning outcomes

- 2 Year 9 Career Management Learning outcome 2:**
Students should be able to use decision making skills within a careers context.

Criteria. Students:

1. are able to identify the different choices;
2. realise that accurate information is vital;
3. are able to make a list of pros and cons for themselves, against the main options;
4. are able to predict the likely results of particular decisions.

Purpose of assessment for students

1. To identify where individual support is required for those who are finding it difficult to make decisions.

Assessment processes	Evidence	By whom
<ul style="list-style-type: none">◦ Students carry out a decision making exercise in pairs (e.g. choosing a holiday from a range of choices and they are given some constraints and only limited information for some of the choices)◦ Students fill in a worksheet asking them to identify the real choices, list the pros and cons of each, reach a decision and explain why, also say what helped or hindered their decision◦ Teacher collects these in to mark◦ Teacher follows up any individual concerns	<ul style="list-style-type: none">◦ Student worksheets◦ Teacher assessment grid	<ul style="list-style-type: none">◦ Students◦ Teacher

Commentary

- It is only possible to assess students understanding of and skill in making a decision, not whether a particular decision was appropriate or the right one.

Practical approaches to assessing career learning outcomes

3	Year 10/11	Career Exploration Learning outcome 6: Students should be able to review what they have learned from experience of work, both in and out of school.
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Criteria. Students:

1. are able to follow instructions;
2. are able to work in a team;
3. know how to work safely;
4. can meet deadlines and negotiate for more time if needed;
5. can work independently;
6. understand how to make a good impression though body language.

Purpose of assessment for students

1. To check that students have practised all of these skills.
2. To see which students need further help and practice.

Assessment processes	Evidence	By whom
<ul style="list-style-type: none">◦ These are all areas made explicit to students and employers before work experience. Students keep their own self assessment record against these skills◦ This is discussed with visiting teacher who keeps a record of progress◦ Employer asked to assess students by observation and giving appropriate tasks and regular feedback on the skills listed above◦ During the debrief students are asked to reflect on their self-assessment and plan ways to improve. This is discussed in pairs or small groups and observed by teacher who keeps notes◦ Teacher and student given the assessment form filled in by the visiting teacher and employer	<ul style="list-style-type: none">◦ Employer assessment form◦ Notes for employer explaining what to look for, ideas of how to assess and give feedback◦ Student self assessment sheets or diaries◦ Visiting teacher report forms◦ Class teacher notes and record grids◦ Examples of work collected by students	<ul style="list-style-type: none">◦ Employers◦ Visiting teachers◦ Careers staff◦ Students

Commentary

- The Work Experience Learning Frameworks (v) produced by the Centre for Education and Industry (SCIP) at the University of Warwick, are a simple and effective way for students and employers to record learning.
- This would normally be linked with the assessment of all the Key Skills.

Practical approaches to assessing career learning outcomes

4	Key Stage 4/ Year 11	Career Management Learning outcome 3: Students should be able to make appropriate plans for post-16 provision.
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Criteria. Students:

1. understand how to produce a plan;
2. have produced a reasoned plan;
3. know how to use their plan.

Purpose of assessment for students

1. To check that students have produced a plan that it is useful for them.
2. To ensure they have thought about their next steps and are able to make contingency plans.

Assessment processes	Evidence	By whom
<ul style="list-style-type: none">◦ Observation and discussion during lesson, with teacher keeping notes against each student. This might be a tick-sheet including 'has produced' 'needs improving' 'seems unrealistic' 'needs contingency plan' etc.◦ Peer assessment. Students have to explain and show their action plan to a partner who asks questions and gives feedback◦ Individual discussion with careers adviser◦ Individual discussion as part of general target setting meeting between teacher and student	<ul style="list-style-type: none">◦ Action plans◦ Notes kept of how action plan was produced◦ Careers adviser notes and follow-up action plan◦ Proformas used during target setting/review meeting with form tutor	<ul style="list-style-type: none">◦ Student◦ Peers – with care regarding confidentiality◦ Careers adviser◦ Teacher

Commentary

- It is important to avoid marking the 'action plan' as a piece of written work. It is the process by which the students decided to write down certain targets which is important. This is why face to face discussion is the 'fit for purpose' technique.
- All action plans should however be checked by the teacher/careers adviser to check they have been completed and to look for areas of learning need. e.g. there may be many common targets that could be dealt with as a whole group.
- Feedback must be immediate.
- Information about individual students needs to be fed back to the careers adviser and careers co-ordinator so that additional support can be given to particular students.

Practical approaches to assessing career learning outcomes

- 5 Key Career Management Learning outcome 5:**
Stage 4/ Students should be able to link personal financial planning with
Year 10/11 their career planning.

Criteria. Students:

1. can name the broad choices available including types of courses and schemes.
2. can reflect on the 'pros' and 'cons' of the available options in relation to their own plans.
3. understand the financial support available and the costs involved, including travel costs.

Purpose of assessment for students

1. To ensure that students have seriously considered the financial implications of the range of choices available.
2. To encourage students to relate this information to their own situation.

Assessment processes	Evidence	By whom
<ul style="list-style-type: none"> ◦ Following careers education lessons (and using 'its Your Choice' etc) to outline the choices, students complete a short test on their own which asks factual questions about courses, entry qualifications, financial support available, what to do if they want to apply for any of the options etc. This is marked by teacher who passes on any concerns to the careers co-ordinator and adviser and keeps a record in mark book ◦ Where there are concerns about students they are seen in small groups by the careers adviser or co-ordinator ◦ Students complete a self-assessment sheet/Progress File asking about their learning styles, personality, ability to travel, current level of attainment etc. They show this to a partner who asks whether their choice for next year seems to suit their self-assessment. Teacher observes and notes any concerns 	<ul style="list-style-type: none"> ◦ Test papers ◦ Teacher mark books or record grids ◦ Self assessment sheets ◦ Records kept from small group sessions 	<ul style="list-style-type: none"> ◦ Students ◦ Teacher ◦ Peers ◦ Careers adviser.

Commentary

- Using a test is an appropriate way to assess knowledge and understanding for most students. Any who are likely to have difficulty due to literacy problems should be given extra support including one to one discussion using the questions as a framework but adapting them to match students understanding.

Developing your own assessment criteria

- ✍ Imagine you have asked tutors to teach a lesson on CVs. They have used an exercise comparing different CVs (one very good, one average and one very poor) to bring out the major points about effective CVs. The next part of the lesson was for the students to write their own.
- ✍ Look at Siân Thomas's CV, an example of an average CV. Draw up criteria, advice and guidance for tutors in order for them to assess their class's CVs. This is the only thing you are going to ask them to assess as it is a pilot and you have never looked at assessing students' career learning before. (Ask your link careers adviser for other examples if you do not have any).
- ✍ Decide how you will record the assessment judgement.

Year _ Learning outcome:

Criteria. Students:

Purpose of assessment for students

Assessment processes

Evidence

By whom

Commentary

Name	Siân Thomas	Address	24 Cherrywood Road Warwick Warwickshire CV34 2TP
Date of Birth	23 of feb 1984	Telephone	01926 43567

Education and Qualifications

Yale School, Thorney Drive, Warwick, CV31 4RG

GCSEs to be taken – all estimated A* - C

- ⇒ Art and design
- ⇒ Double Science
- ⇒ English Language
- ⇒ English Literature
- ⇒ History
- ⇒ IT
- ⇒ Math
- ⇒ PSHE
- ⇒ Spanish

Employment and Achievements

I have got a job on Sunday afternoons helping in a café. I take orders and serve food and drink and have to wear a very clean smart uniform because it is a very posh cafe.

Also I have had two weeks work experience in Warwickshire County Council offices, in the personnel department. I learnt how to answer the telephone correctly, how to use spreadsheets and type letters and I have found out how meetings run and you takes minutes, what agendas are etc. It was really good and I would like to go into an administration type job in the future.

I have had four certificates in school so far. Two have been for 100% attendance and punctuality and the other two for IT.

Hobbies

I love canoeing and go with my Dad and brother every other weekend. I am doing a certificate at the moment. We also do mountain walking and camping in the summer which is brilliant.

Referees

Ms Williamson
Tel:
Head Teacher
Yale School
Thorney Drive
Warwick
CV31 4RG

Mr Jacobs
My canoe instructor
13 Riddton Road
Birmingham
Tel 0121 435 897

How can we undertake recording and reporting?

Recording and reporting systems to be understood by all users

Assessment outcomes should be recorded and reported in a systematic way that is understood by those who need to use it. In other subjects a range of 'frames of reference' are used:

Grades	expressed in letters, number or words e.g. A-G, 70%. 9/10
Norms	compares the student against a reference point e.g. 'above average', 'very good'
Criterion referenced	describes the students' capabilities against learning outcomes e.g. 'can use a prospectus to find out course entry requirements without help'

Marking against learning outcomes by staff

1. The most useful way for teachers to record assessment information is through normal mark books or grid sheets with the learning outcomes used as the column headings. A criterion referenced approach is recommended perhaps with agreed codes to be used by students, teachers and employers to show the level of achievement against each learning outcome - see Example 1 on page 68;

Ideally tutor records should be discussed and moderated in order to meet similar standards.

'can do' records by students

2. Students keep records through portfolios, exercise books or folders which can contain a wide range of media such as employer reports, photographs, certificates and examples of their own work. Students keep their own records against the learning outcomes using a recording grid - see Example 2 on page 69;

Reports usually describe what students have achieved or can do and are based on the recorded assessment data. They do not usually describe the source of the judgements.

Reporting to parents

3. A small minority of schools and colleges provide reports on careers learning to parents as part of the normal and regular reporting system. However the careers report does not necessarily go home at the same time as other subject reports due to the seasonal nature of careers education programmes - see Example 3 on page 70.

✍ If careers reports were produced, when would they be sent out?
Would it be:

- ⇒ at the same time as other reports?
- ⇒ at the end of each year?
- ⇒ at the end of a key module or activity or event?

✍ What practical arrangements would need to be put in place for:
⇒ writing reports?
⇒ checking reports?
⇒ sending out reports?

Recording and reporting careers education learning – a case study

A High School has been trying to introduce assessment, recording and reporting into careers education as a way of improving the quality of delivery and to involve parents more explicitly in the careers process, particularly at Key Stage 4. There are many different activities that make up the careers programme but a major input is the Year 10 module on changing work patterns. This is a four-week module taught by form teachers. In Year 11, as well as taught elements there is a major industry activity called 'Presenting Yourself', involving employers working with small groups to focus on application and presentation skills. The careers co-ordinator decides to just concentrate on these two activities as a starting point for recording and reporting.

There is some resistance from form tutors to do any of this but the careers co-ordinator has the backing of the head teacher who has introduced it in a staff meeting as a pilot. Form tutors will be asked to assess four intended learning outcomes in the module through observation in the classroom and through assessing one piece of written work. The careers co-ordinator will assess a sample from each class and two free lessons have been given to each form tutor in return for their support and co-operation.

Form tutors are issued with the recording sheet (Example 2) and clear criteria for marking the piece of work. The grid shown as Example 2 is filled in using the broad categories at the bottom. This is an example of a criteria based system. After the records have been completed they are discussed at a year team meeting. Individual students are identified by the careers co-ordinator for additional careers support and they discuss how user-friendly the process and paperwork has been.

In Year 11 the intended learning outcomes for the 'Presenting Yourself Day' are explained to students beforehand and they are given the student record grid (Example 1). This is also explained to employers who help students to complete it at the end of the event. Employers are asked to add their comments to the grids. This works well but changes are required to make the format more user friendly and include an action plan.

The careers co-ordinator feels very strongly that parents should know about the content of the careers programme and the achievements of their daughters/sons. A simple report sheet (Example 3) is produced, which is similar to other subject reports and it is sent home after the 'Presenting Yourself' activity reporting on the learning outcomes for that specific event. Reports are completed by form tutors, the head of year and careers co-ordinator, by using the record grids and allowing an opportunity for students to add comments if they wish.

Introduce assessment, recording and reporting to improve quality

Focus on two activities

Staffing issues

Assessment of a small number of outcomes

Co-ordinator sampling

Using example 2

Grids used for discussion

Involvement of employers in example 1

Reporting to parents

Example 1: Year 11 Careers Programme: Presenting Yourself Day

Name

Date

I have shown that I can:

1

2

3

4

My evidence

What can I do to improve? Employer comments

understand what a CV is and when to use it

write my own CV using the correct headings

understand how and when to complete an application form

write a letter to go with my CV or application form

understand about the importance of first impressions

understand how a poor impression is given and how to avoid this

use body language appropriately to give a good impression

understand what happens in interviews

cope with questions in an interview

ask questions in an interview

1= Completely 2= Mostly 3= A little/ I am just starting to do this 4= Not at all/ I can't do this yet

Example 2: Year 11 Careers Module: Patterns of Work

Learning outcomes

Students	Understand main types of work 'contracts'	Understand skills and abilities needed for modern working life	Understand changes in types of employment	Understand local labour market	Comments and evidence
1	2	1	2	1	
2	3	2	3	2	
3	4	3	4	3	
4	1	4	1	4	

1= Can describe this fully 2= A good idea of the broad picture 3= At a basic level 4= Not at all/no evidence of understanding

Example 3 A High School
Year 11 Careers Report to Parents/Guardians

Student's name _____ **Aspect of the careers programme** _____ **~ Application skills**

Form group _____

Explanation

Students in Year 11 have recently attended a special day with employers to teach them about how to apply for jobs and courses. It is important that your daughter/son understands how to make written applications and how to make the best possible impression in an interview. Please look at any areas of weakness below and encourage your daughter/son to work on these. Remind them that there are weekly lunch time sessions between now and Christmas to help them improve their skills. This is the first time we have given you a report on careers education and we would like to hear your views on how useful it is.

What your daughter/son should be able to do **1** **2** **3** **4** **Comment**

Understand what a CV is and when to use it

Write their own CV using the correct headings

Understand how and when to complete an application form

Write a letter to go with CV or application form

Understand how first impressions are given and their importance

Understand how a poor impression is given and how to avoid this

Use body language appropriately to give a good impression

Understand what happens in interviews

Cope with questions in an interview

Ask questions in an interview

1= Can do this or understands this fully 2= Has a good idea/can do this adequately
 3= Can do this at a basic level but will need to improve 4= cannot do this at all or this is an area for urgent attention

Teacher comments _____

Student comments _____

Signed by student _____ **Date** _____

Signed by teacher _____ **Date** _____

What is accreditation?

Accreditation means providing students with evidence about what they have achieved in a certain subject or course. This usually involves the presentation of a certificate given by an outside partner such as an awarding body, Higher Education institution or local EBP, Careers Service or LEA. Accreditation always involves assessing students learning and then having judgements validated by the awarding body.

Assessing students learning against external criteria

Schools interested in finding out more about available schemes should check QCA's section 400 list (or schedule 2a for FE colleges) or ask their careers service company for information.

National schemes

Any school considering using an accreditation scheme has to take into account the resource and time implications of doing so. As with any accreditation there will be per capita costs, as well as the cost of materials, training and staff time. Consider the issues shown on the next page before starting any scheme.

Implications


Accreditation schemes will bring real benefits to schools, students, careers advisers and the subject itself. It is never an end in itself but could be the catalyst for further improvements. Some of the benefits mentioned by schools using accreditation schemes for careers education and preparation for working life are:


Benefits

- accreditation provides an effective framework for curriculum planning, assessment and recording;
- accreditation schemes have a learning outcomes approach and built-in progression;
- accreditation helps with non-specialist teaching as content, methods and assessment procedures are more clearly defined;
- accreditation encourages higher standards and provides the basis for accountability; (e.g. teacher performance reviews)
- accreditation means time is made available to run the scheme;
- accreditation gives benefits to students as with any assessment by:
 - prioritising need
 - identifying individual help where it is most needed
 - providing individual praise and encouragement
 - checking the extent of an individual's learning
 - providing students with a clearer understanding of what they have achieved and what they have got to do
- accreditation provides written evidence to show there is an effective careers programme;
- accreditation provides useful, tangible information for parents;
- accreditation raises the status of careers education within the overall curriculum.

The success or otherwise of any accreditation scheme will depend on internal school infrastructure as directly or indirectly there must be real observable benefits for students' learning.

Success relies on infrastructure of school

There are further ideas on assessment, recording and reporting in section 5 of Better Choices 9  .

 Better Choices 9

What can be done to get started?



Senior managers, Careers/PSHE/Citizenship/Curriculum Co-ordinators, link careers advisers

As reported in the 1998 OFSTED Survey, the vast majority of schools do not assess, record or report student learning related to careers education, with the exception of those using an accreditation scheme. Yet work in this area has brought significant benefits to some schools and there is a growing interest.

The sensible approach is to start small as this is a new area for most people working in careers education and the time is right for small scale pilot work. Here are some practical suggestions:

- ⚡ Look at the whole school assessment, recording and reporting policy, including the marking policy. Consider to what extent your ideas for careers assessment would match the whole school view. Write down your ideas.

- ⚡ Seek out good assessment practice in other departments particularly those that use similar teaching approaches such as religious education, physical education PSHE or drama. What did you find out?

- ⚡ Make a clear and convincing case for assessment in careers education. Communicate this to the senior management team and have a special meeting with your line manager to outline your ideas. What are you going to say?

- ⚡ Make sure you have a list of intended learning outcomes for each Year group or Key Stage and that these are cross-referenced to the activities that provide the opportunities to achieve these. Do not start assessing career learning without a clear sense of the intended learning outcomes.

- ⚡ Use some of the practical ideas described in these materials and try them out with a colleague, or a class you teach. It is helpful to start with a friend or sympathetic teacher of careers lessons to pilot the assessment of a specific outcome, then build on this.

- ✦ Try to get a small group of teachers to help you. The assessment co-ordinator and special needs co-ordinator could be interested. Show them your ideas and ask for their advice and feedback. What did they suggest?

- ✦ Start with student self assessment against the intended learning outcomes. Try this over the course of a careers module with one group. What year group and which outcomes would work well?


- ✦ Begin with one year group and work with the Head of Year to introduce an assessment of just one aspect of a careers/PSHE module. Run a training session on how to teach the module and explain how you want the teachers to assess the outcomes. Choose something tangible and relatively easy to assess to get started. Explain the method you want them to use but encourage their suggestions. They will need a recording grid with the learning outcomes on and written guidelines. What are the main action points to follow up?

- ✦ Discuss with senior management the possibility of some time for teachers to do the assessment. This is likely to be insufficient, but will be a useful gesture.

- ✦ Design a format for a report to parents for just one year group. Show this to others and compare/consider what would be needed to be able to send these to parents at an appropriate time.

- ✦ Update the whole school careers policy to include assessment, recording and reporting. Present this at a governor's meeting. What will need to be included?

- ✦ Involve other partners such as employers and careers advisers to seek support. Ask them to try out some assessment techniques on your behalf and give you feedback. Your local careers service company, EBP or LEA may be able to give you advice, support, development funding or training, or there may be another school interested in working with you. Who can best help you?


 Senior managers,
 Careers/PSHE/
 Citizenship/
 Curriculum
 Co-ordinators,
 link careers
 advisers

Don't despair if this all seems impossible and progress is slow. Make a plan of what you want to achieve and have a go.

What is evaluation of careers education and guidance?

There is often confusion about the different terms that are used to mean similar things. Evaluation is confused with assessment, review or monitoring but as explained in the previous chapter, evaluation and assessment are quite different processes.



careers co-ordinators and advisers in consultation with others

Evaluation is used to:

- ascertain the quality and value of the processes and outcomes of career-related learning;
- judge the effectiveness of events, activities and lessons.

Different processes of evaluation, assessment, review and monitoring

Review (internal with tutors and a partnership review with the careers service) **is used to:**


- generally consider the overall programme to promote improvement;
- check progress against set targets in a careers department plan.


Monitoring is used to:

- check, supervise or keep an eye on the quality and nature of planned activities, to make sure something is happening. The careers co-ordinator will need to gain the support of the line manager of those teaching careers, to enable this to be carried out effectively.

Assessment is used to:

- measure a student's progress against intended learning outcomes.

Paul Davies, of the Centre for the Study of Education and Training (CSET) at Lancaster University  gives a helpful and comprehensive definition of evaluation:

 Centre for the Study of Education and Training

'Evaluation is the purposeful gathering, analysis and discussion of evidence from relevant sources about the quality and impact of provision'.

Evaluation is not easy and needs to be well planned with reference to when career learning takes place rather than simply undertaken regularly. It will be necessary to identify the key elements of the programme and to devise user-friendly assessment methods which can be used each time these activities occur.

Link evaluation with events

Obvious examples are work experience, modules of work and key careers events. In addition, it is advisable to select one or two extra areas to evaluate each year. These should be areas which are giving concern or which perhaps have not been evaluated before or for some time. It is important to be selective in what it is intended to evaluate and to do this in depth rather than a light touch across everything.

Focus on major events and areas of concern

Evaluating is much more of an art than a science and there are no magic formulas to follow. You need to know why you are evaluating in the first place and a clear sense of the intended learning outcomes for the chosen activity.

Be clear about reasons

Why evaluate?

Planning to evaluate

Planning a logical process for evaluation is vital as it is a key management task and without it we would not know:

- what we are doing well
- what we could do better
- our next best action.

o) Managing Careers Education and Guidance, 1999

In a booklet written for the Secondary Heads Association (o), Graham Robb points out that *'a Quality Assurance system is an integral part of successful schools'*.

What would be a good way to evaluate?

n) Centre for the Study of Education and Training

In order to evaluate a particular aspect of the careers programme the following process provides a basis for development. This is based on ideas from Paul Davies (n).

a) Background details

Describe briefly the activity, event or programme including details such as year group and student numbers, rationale, date and timings, employer involvement.

b) Intended learning outcomes

List the learning outcomes that students should have achieved through the activity.

c) Focus/other issues

Which is the main area to be evaluated? Why are you evaluating this? Do not attempt to evaluate every aspect. Are there areas of particular concern?

d) Methods of data collection

Consider the most effective, and most user-friendly, method of collecting the data. This does not always need to be an evaluation form. There are many other techniques. The key consideration is 'fitness for purpose'.

e) Analysis and report

The data collected should be used to make general conclusions about the effectiveness of the activity being evaluated. Look for common themes rather than try to include everything. If dealing with large numbers, use percentages to indicate the significance of particular responses. Representative quotes, particularly from students, can be very effective.

f) Discussion

The evaluation report should be circulated to all relevant parties with a request for comments by a deadline. A useful technique is to attach a few questions to the report for readers to respond to. This makes it much more likely that it will be read.

g) Best next action

The evaluation report should lead to some points of action. Write these as an action plan with deadlines and names next to each task. There should be a clear link between evaluation and development planning.

The example on the next page shows how a school has used the evaluation planning grid to evaluate the role of parents in careers education

✍ Use the proforma on page 77 and 78 to plan your next evaluation.

An Example of an evaluation plan

Evaluation Plan for investigating the role of parents in careers education at KS4

a) Background details

- 8 parents have contacted the school this term with queries about either work experience or post 16 options

b) Intended outcomes

- That parents are well informed about the purpose of work experience and have a broad understanding of options Post 16

c) Focus/other issues

- Whether parents are receiving information sent by hand with pupils
- Whether parents understand the role of work experience
- Whether parents have an idea of the range of options available post 16
- Whether parents feel that they need more information
- How this might best be provided

d) Methods of data collection

- Questionnaire sent to all Year 11 parents (use Royal Mail)
- Accompanying letter inviting parents to a special focus group to discuss these issues
- Face to face or telephone interviews with the 8 parents who have contacted the school

e) Analysis and report

- Collation of responses
- Quantify responses where possible
- Summarise main comments under headings for a written report
- Include any representative quotes

f) Discussion

- With SMT, governors, colleagues, careers service and the PTA

g) Best next action

- To be decided

Evaluation Plan for:

a) Background details

b) Intended learning outcomes

c) Focus/other issues

d) Methods of data collection

e) Analysis and report

f) Discussion

g) Best next action

What are the different ways of collecting data for evaluation?

As with assessment there are many different ways to evaluate an activity. The most commonly used is an evaluation form. Next time you undertake an evaluation try a new method:

1. Questionnaire survey of students' careers education experiences and learning.
2. Face to face discussion/focus group with selected students about a particular scheme of work.
3. Evaluation form for tutors/students at the end of a careers module.
4. Discussions at meetings with staff to gather feedback on a module.
5. Sampling and marking students' work.
6. Observation of students using the careers library, in lessons or during an event, and use of computer counters.
7. Exit poll at the end of an event.
8. Careers adviser's feedback from interviews on how prepared students seem to be.
9. Self-evaluation checklists against agreed learning outcomes.
10. Yellow post-its given out at the end of an activity. Ask each person to write 4 bullet points to say the main thing they have learned and two best things about the activity and one thing to improve. Everyone leaves their post-it notes on the flipchart before leaving.
11. A suggestion box used in the careers library or at the end of an event

What else should be considered regarding evaluation?

- Secure agreement of those whose work is to be evaluated;
- Pilot your evaluation methods;
- Show the questions to someone else for feedback prior to their use;
- Use a sample no need to involve whole cohort;
- Plan to collect evidence from more than one source – this is called triangulation;
- On evaluation forms use an even number of tick boxes to force an opinion;
- Ask questions against learning and effectiveness, not enjoyment;
- Consider the merits of open and closed questions;
- Check: Is it valid? Does it measure what you want it to?;
- Check: Is it reliable? If someone else carried it out would they collect the same information?;
- Use a tape recorder for interviews;
- Use a structured interview schedule/list of questions;
- Use careers service local quality standards for a framework;
- Identify audience for your evaluation report;
- Plan how evaluation outcomes will be used to influence future decisions.

Examples of evaluation forms and interview questions

Example 1 (See page 81)

- The objectives would have been explained at the beginning of the day and clearly shown on the programme.
- Always use an even number of tick boxes to avoid respondents repeatedly choosing the middle option. This forces an opinion one way or another.
- Even with older students the evaluation form should be explained, preferably in small groups.
- A reminder should be given, of the content of the individual sessions.
- For events spanning more than one day, it is better to evaluate at the end of each session or day rather than leave it until the end of the whole programme.
- With adults and older students, asking how they might use what they have learnt, is a valid method of gauging the likely long-term impact.
- Always invite people to make suggestions for improvement.
- Generally do not ask people to rate items such as venue and food. This is only relevant if it directly impacts on learning. People will comment on this, in the free spaces, if they feel strongly about it.

Example 2 (See page 82)

- Another good way to try to evaluate effectiveness is to actually test or assess learning. True and false, multiple choice and open-ended questions can be used to find out the extent of learning. Although students can guess, as long as there is a reasonably large sample, such as the whole cohort, this will be valid. Only factual knowledge can be assessed in this way.
- This could be followed by more in-depth, small-group interviews.
- It would be supplemented with an employer evaluation form. This could ask about practical arrangements as well as their perceptions of student learning.
- During whole day events, a non-participant observer can be used to evaluate the way in which students work.

Example 3 (See page 83)

- Interview schedules are useful for group discussions or one-to-one interviews, especially for students who find it difficult to complete evaluation forms.
- Questions should be asked using student-friendly language.
- If a student does not understand a question, give examples or prompts. Don't worry about sticking rigidly to the interview questions.
- If possible, interviews and group discussions should be taped. This makes recording and analysing the data much easier.

Example 1 A student evaluation form for a sixth form induction day

1

1. To what extent have the objectives for today been met?

	Totally	Mostly	Partly	Hardly at all
To provide an introduction to sixth form life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To help you to plan to make the best of your time here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To explore ways of enhancing your skills for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve your assertiveness and positive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful were the three sessions, for you personally?

	Very useful	Mostly useful	A bit useful	Not at all useful
Session 1: The challenge of the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Session 2: Opportunities and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Session 3: Assertiveness and positive communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What was the most useful part of today and why?

4. How could the day be improved to enable you to learn more about the four items listed at 1?

5. What else, if anything, would you have liked to have learnt about? Give clear examples.

6. In what ways will you use the information and ideas gained from today?

7. Do you have any ideas for future sessions?

Thank you for answering these questions

Example 2 A student evaluation form for an application skills day

2

1. Which of the following is true and false?

True False

A CV is an application form

Four names should be given as referees on a CV

Application forms must always be word-processed

It is what you say, not how you look, that matters in an interview

You should never smile during an interview

You should always look at the person who asked the question, when giving an answer in an interview

It is best to give quick, one-word answers in interviews

2. How useful has today been in teaching you the following:

Very useful Mostly useful A bit useful Not at all useful

What to write in a CV and how to make it look professional

How to use body language to make a good impression

How to answer and ask questions at an interview

How to match my skills and abilities to a job or course

What employers and colleges are looking for in young people

3. What was it about the way that the day was organised that made it useful to you?

4. Was there anything about the day which could be changed to make it more useful for you? Explain this.

Thank you for answering these questions

Suggested structure for an evaluation report

Remember:

- look for significant features, don't include everything;
- if possible have a full report and a separate summary;
- don't use complicated statistical analysis or presentation methods – stick to bar charts, pie charts and percentages;
- use quotes but not too many and make sure they really are representative.

The structure of the report

1. Introduction

- What were the topics to be evaluated?
- Any learning outcomes?
- Any key issues/problems being considered? Why it is important to evaluate
- Background facts and figures

2. Methods used

- How did you collect the data?
- Who was involved?
- Size of sample?
- Any problems?

3. Main findings

- Use numbered list
- Use headings
- Representative quotes
- Graphs and charts

4. Key issues

- Positive and negative outcomes
- Use numbered list
- In summary only, don't repeat from above

5. Recommendations

- List of action points leading to development/action plan with tasks and deadlines

NB Give copies of the report to key people with a request for comments



Senior managers, Careers/PSHE/Citizenship/Curriculum Co-ordinators, link careers advisers

References

The references in the text of these materials, marked '☞', are as follows:

- a) Careers Education in the New Curriculum: its relationship to PSHE & Citizenship at key stages 3 & 4 – DfEE 2000
- b) The Contribution of CEG to School Effectiveness in Partnership Schools DfEE, RR198 – DfEE 1998
- c) NACGT survey of CEG in British schools – NACGT 1999 (DfEE/OFSTED surveys of CEG, DfEE/OFSTED)
- d) For an up-to-date list of useful documents and references, please see the NACGT website at www.nacgt.org.uk in the resources page, under Guide to Key Publications
- e) Looking Forward SCAA 1995
- f) Rethinking Careers Education and Guidance – AG Watts et al NICEC, Routledge 1996
- g) The Contribution of CEG to School Effectiveness in Partnership Schools DfEE, RR198
- h) Talking about 'Careers' – young people's views of CEG at school DfEE RD18
- i) The Manual of Learning styles - Honey and Mumford, 1982
- j) Careers Work - DFEE 1999
- k) Better Choices 9: Developing the Careers Education Curriculum in Schools DfEE 1999
- l) Assessing and recording achievement – Stephen Mumby et al, Blackwell 1989
- m) OFSTED survey 1998
- n) Centre for the Study of Education and Training – Lancaster University
- o) Managing Careers Education and Guidance – Secondary Heads Association, 1999
- p) Careers Education and Guidance – Bill Rogers – CRAC/Hobsons, 1984
- q) Frames of Mind - Howard Gardner. - New York, Basic Books, 1983
- r) Emotional Intelligence – Daniel Goleman – New York, Bantam Books, 1995
- s) Reflection in Learning and Professional Development – Theory and Practice. Jennifer Moon. London, Kogan Page 1996
- t) Effective Teaching and Learning in the Primary Classroom – Sara Shaw & Trevor Hawes. Optimal Learning 1998
- u) A Better Way to Work – Trades Union Congress, 1997
- v) Work Experience Learning Frameworks – SCIP, University of Warwick 1999

A copy of this publication is available on the NACGT website: www.nacgt.org.uk

It has also been distributed to schools through the organisations that contributed to the writing project that produced this booklet:

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