

PRO
3

learning outcomes

HELPING YOU TO

get to grips with a comprehensive range of learning outcomes for careers work
organise your 'classroom' programme around appropriate learning outcomes
sharpen those outcomes into a useable form
create 'lesson' plans and schemes to enable your learners to reach these outcomes

► INFORMATION

► RESOURCES

► ACTIVITIES

► THEORY

► SUPPORT

► REVIEW

► QUALITY



*what are we going to do
about careers?*

learning outcomes and their frameworks

Bill Law
The Career-learning Café

connexions

Essex, Southend & Thurrock
with

The Career-learning NETWORK
www.hihohiho.com



**what are we going to do
about careers?**

PRO-3

**learning outcomes
and their frameworks**

PRO-3 is part of a series of practical guides to...

PRO: programme development
ORG: organisation development
HUM: human-resource development

The underpinning thinking for PRO-1 is set out in:

CPI-a: 'what are we going to do about careers? - getting to know CPI'

A list of what is available is on the last page of this document. All is free of charge from:

The Career-learning Café
www.hihohiho.com

where are we going with this?

Careers work helps people effectively to manage their careers. This is a general statement of where we want to go with careers work - an aim. Aims give you compass points for your work – a sense of direction. But the work also needs signposts, pointing the way forward for each leg of the journey. Learning outcomes are signposts, indicating point-to-point forward movement.

The Real Game is directed to learning outcomes. For example, the opening lesson for KS3 says that, if people are ever effectively to manage their own careers, then part of that journey will mean being able to...

- ... demonstrate their knowledge of the foundation concepts: 'job', 'occupation', and 'career';
- ... identify the 'High Five' guiding principles; *
- ... define 'access', 'allies', 'focus', 'principles', 'role playing' and 'survey'.

* the 'High Five' principles of *The Real Game* are:

1. 'change is constant'
2. 'learning is ongoing'
3. 'focus on the journey'
4. 'follow your heart'
- 5 'access your allies'

But there is actually more than one compass point here: these learning outcomes can be framed by three broad aims for the learner, who needs to know...

■ 'who am I?'	knowing what is going on - in here - in my own life;
■ 'where am I?'	knowing what is going on - out there - in the working world;
■ 'what will I do?'	knowing how to deal with decision-making and problem-solving.

You can sort any learning outcomes out like this. *The Real Game* outcomes would look like this...

<i>being able to do this means...</i>	<i>... progress towards saying</i>
<ul style="list-style-type: none"> > say what it means to 'follow my heart' > say how 'change is constant in my life' 	who I am
<ul style="list-style-type: none"> > give an account of the meaning of 'job', 'occupation' and 'career' > say what is meant by 'change is constant in the working world' 	where I am
<ul style="list-style-type: none"> > say what I could do to 'access my allies' > say how a person can 'focus on the journey' 	what I will do

Aims are the compass points which give you an all-round sense of direction. Learning outcomes mark out step-by-step progress in making those journeys.

You can make more sense of learning outcomes by examining them in a framework of aims. That doesn't mean that you must pursue every aim in every piece of work; but you do need to know whether you are covering well enough the aims that are appropriate to any piece of work.

That's why the Qualifications and Curriculum Authority talks about a framework of learning outcomes. The framework on the left is similar to the QCA's.

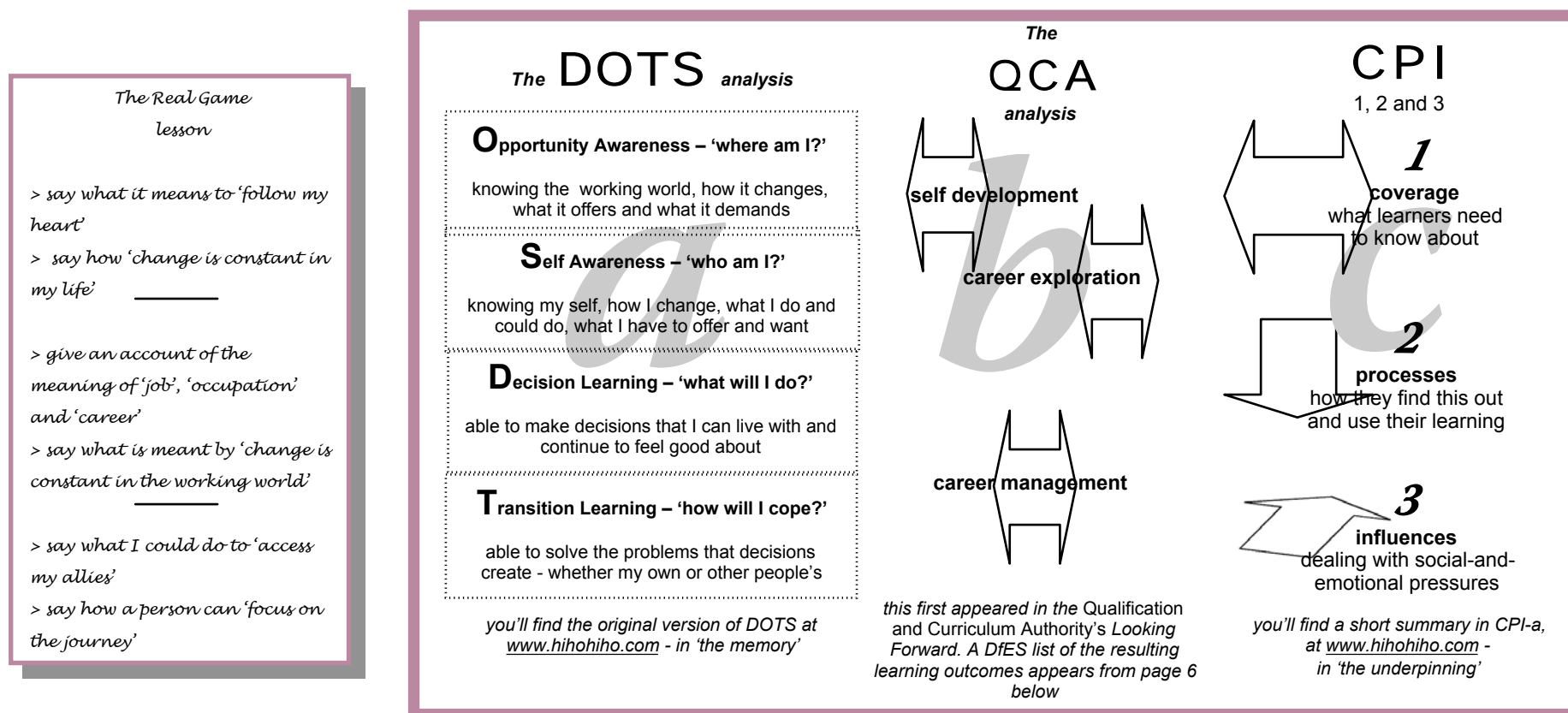
The secret life of the reforming coordinator (the slotreco)

! that's simple enough - but life gets more interesting when you realise that there is more than one framework

frameworks for careers work

Other frameworks are set out below. The closest to the 'who-where-what' analysis is QCA (b). It is a simplification of the earlier DOTS (a). You can see how they cover much the same 'who-where-what' ground – mainly on what is to be known about. But in CPI (c) what is to be known *about* is only part of the story. There are another two dimensions: processes - how learners *find out and get to grips* with what they know; and influences - how they deal with the *social and emotional pressures* that always crop up. DOTS got us started on this kind of thinking. Without DOTS there would be no QCA or CPI framework – you'll find an account of how that is so, and why it is important, in CPI-z (see page 39).

What you think about all of this will shape your programme. It is a big part of your careers-work professional thinking. The rest of this pack will show you how and why that is so. It will lead you to the possibility of adapting existing material - like *The Real Game*.



The slotreco

! the art of the coordinator is to shape real complexity into useable simplicity – heaven help me!

the sharp end of learning outcomes

To be useful learning outcomes point precisely to what is to be learned. There are two aspects to this sharpness:

learning-outcome 'must-haves'

■ be immediate	learning outcomes must be pretty-immediately foreseeable: they say what can be learned soon – usually by the end of the lesson, no later than by the end of a scheme of work;
■ be observable	everybody must be able to see for themselves when the learning outcome has been achieved – what has been learned is observably learned.

There are degrees of sharpness; but learning outcomes must be sharp enough that both you and your learner can know two things: when you start, you can know that this is achievable; and when you have done the work, you can know that it has - or has not - been successful. Well-written learning outcomes therefore help everybody to recognise learning effectiveness.

Getting from general aims to sharp learning needs work. What the QCA and *The Learning Game* give you may not be sharp enough - for you or for your learners. You should not allow ready-made frameworks to script your work. And sharpening learning outcomes is an aspect of programme development that lets in your creativity.

You don't need to draw the following diagram every time you think this through, but your thinking can be charted.

getting to the sharp end of learning outcomes

<i>what's the overall aim?</i>	<i>what are they going to learn?</i>	<i>how will you know they've learned it</i>	<i>specifically?</i>	<i>any sharper?</i>
for knowing 'where am I?' - 'career exploration' in QCA frame	to explain the term 'career' and its relevance to their own lives' – DfES learning outcome	demonstrate knowledge of the foundation concepts 'job', 'occupation' and 'career' – <i>The Real Game</i> learning outcome	correctly identify and describe the difference between 'job', 'occupation' and 'career' – <i>The Real Game</i> learning indicator	use 'career' to talk about their future differently from just 'finding a job' or 'having an occupation'

Pages 6-14 have all the DfES-QCA learning outcomes. You can use them for practice in this process. The following page suggests how.

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! A clear and sharp statement of what a person can learn is a useful start-up for any lesson'

sharpening learning outcomes

You haven't time to go through this procedure whenever you set down a learning outcome. But sometimes you need to think hard about it. With practice, sharpening learning outcomes becomes second nature. This page offers you * practice on DfES-QCA outcomes. The work here becomes more demanding as it relies less on published ideas. it means you must think for yourself.

[illegible]

1. it is immediate - learners can learn with the time and resources allocated;
2. it is observable - both you and they will know when they've learned it;
3. it will take your learners on a clear step in the direction of the overall aim.

what's the overall aim?	what are they going to learn?	how will you know?	specifically?	really sharp?
self development – knowing 'who am I?'	undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format	produce a personal advert or statement	draw a mind-map of the people they know best, with themselves in it showing a list of 'the most interesting things about me'	
career exploration – knowing 'where am I?'	identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers	draw a mind-map with themselves in it - showing 'all the people that might have a say in what I do'		
career management – knowing 'what will I do?'	draw a mind-map with directions for 'two different career-things I might do now'			
other				
learning process - getting enough to go on	know how to reflect on emotional reactions to working life - expressed as 'wants' and 'needs'			

* you can work on this activity by yourself. But, here and below, you'll get more out of this in discussion with team members - comparing, explaining and adapting different ideas.

Your ability to do this means that you can write a single QCA learning outcome into your programme more than once. No QCA outcome can equal one lesson. But, each time you use it, any QCA outcome must be sharpened into a different aspect of how it can help your learners. Your creativity here means that you can give more depth, breadth and interest in the way you use QCA outcomes. The following pages say more about how that procedure can work.

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! Clear is good - but it still doesn't answer the learners' question 'why do we need to learn this anyway?'

programme design for 'The Real Game'

The way *The Real Game* develops a lesson for learning outcomes on page 1 is set out below. (You would need to get hold of *The Real Game* pack fully to appreciate all the details *.)

A statement of the 'who-where-what' learning outcomes is set out on the left. But a useful scheme of work ** needs more than a list of learning outcomes. That is why this scheme also sets out learning resources (what learners will use in their learning) and methods (how they will use them).

scheme for *The Real Game*'s 'Starting Out' **

learning outcome what are learners expected to learn?	resources what resources will learners draw on?	methods how will learners draw on the resources?	outcomes for life *** how will this help them in their lives?
<p>learners will be able to:</p> <ul style="list-style-type: none"> > say what it means to 'follow my heart' > say how 'change is constant in my life' > give an account of the meaning of 'job', 'occupation' and 'career' > say what is meant by 'change is constant in the working world' > say what I could do to 'access my allies' > say how a person can 'focus on the journey' 	<p>questionnaire entitled 'my ideas about the world of work' (20 'right-answer' questions, ranging from 'dreaming is important...' to 'I will have to learn and build skills all of my life...' - giving before-and-after scores)</p> <p>'High Five' poster - urging 'change is constant', 'learning is on going', 'focus on the journey', 'follow your heart', and 'access your allies'</p> <p>'Real Key Words' chart - listing all the key words that are going to crop up in this programme</p> <p>classroom</p> <p>teacher to manage materials and discussion</p> <p>30-40 minutes</p>	<p>teacher explains how this session introduces the whole programme.</p> <p>learners complete the 20-item questionnaire - scored by teacher</p> <p>teacher introduces 'job', 'occupation' and 'career'</p> <p>also introduces the 'High Five' poster</p> <p>teacher displays 'Real Key Words' chart</p> <p>learners discuss:</p> <ul style="list-style-type: none"> > change in the neighbourhood > decisions I've made > people at work I know > unexpected happenings in my life 	<p>nothing yet in answer to the question...</p> <p>'why do we need to learn this?'</p>

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! seems to me like a lot to do in 40 minutes

* the detail is the *Facilitators Guide to The Real Game* -Years 7,8 and 9, pages 29-39

** why and how to use this scheme format is explained in PRO - 1, pp. 9-14

*** you'll find why and how to extend your design work to take account of 'outcomes for life' in PRO-1, pp. 1-8

using the QCA framework

The learning outcomes in *The Real Game* scheme can be sorted into the 'who-where-what' framework. As you can see on page 2, these three headings closely parallel the three in the QCA framework*.

But there is plenty of room for more thinking – both inside the framework and outside. You can do that in two ways:

- add further learning outcomes to the QCA framework;
- identify useful learning outcomes that won't fit to this framework.

If you are already familiar with the QCA framework, and need to think outside that box go to page 16. You'll find a more comprehensive framework. You won't miss anything – the DfES-QCA outcomes are included. But 'more comprehensive' means more demanding - of your time and your thinking.

But if you're not familiar with the DfES-QCA framework* you should give it some time. As a source of ideas it is well worth just browsing – search for leads to the improvement of your programme. You can also work on it more systematically. The columns on the following pages are designed to help you do that. They pose five sets of issues...

1. **we do this** – well-enough for now anyway, this column shows how fully you are covering the QCA ground;
2. **we don't do this** – not well enough anyway, this column finds possibilities for programme improvement;
3. **should do this** – this column identifies priorities for development;
4. **sharpen this** – this area is where you can work on priority learning outcomes (see pages 3-4)
5. **implications** – this area is to note how resources allocation (time, space, materials) can be better used to enable the learning outcomes.

* The DfES outline of learning outcomes is based on the QCA framework. It also lists activities in which the learning outcomes can be achieved. These ideas often suggest a useful sharpening of the corresponding learning outcome. You can get the original document *Careers Education and Guidance in England* from www.dfes.gov.uk.

** KS3 starts on page 7 / KS4 starts on page 10 / Post-16 starts on page 13

The slotreco

*! there are things that I hunch that I should be working on with my learners that are not in the QCA framework
– I suppose that means that I must find time to think 'outside the box'*

start of the QCA framework – KS3

(a) understanding themselves and the influences on them – self development

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't X</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
1 undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format	<ul style="list-style-type: none"> > reviewing achievements, skills and qualities > producing a personal advert or statement > drafting a personal statement for Progress File 					
2 use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image	<ul style="list-style-type: none"> > defining current aspirations > generating ideas to improve self image and self esteem 					
3 use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals	<ul style="list-style-type: none"> > using a portfolio approach for target setting > using information communications technology (ICT) to keep a personal record > preparing an individual learning plan 					
4 recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making	<ul style="list-style-type: none"> > collecting and analysing images of people in work > debating views on 'men's jobs' and 'women's jobs' 					
5 recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity	<ul style="list-style-type: none"> > negotiating ground rules for group work > developing a strategy for organising their time > identifying ways to challenge stereotyping 					
other						
other						

more of the QCA framework – KS3

(b) investigate opportunities in learning and work – career exploration

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
6 recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work	<ul style="list-style-type: none"> > defining the term 'work' > investigating people's feelings about work > researching different people's career paths 					
7 describe how the world of work is changing and the skills that promote employability	<ul style="list-style-type: none"> > identifying jobs for life - or not > exploring home-working, self employment and globalisation > work shadowing a parent or family friend 					
8 identify and use a variety of sources of careers information, including ICT	<ul style="list-style-type: none"> > using libraries, careers software, the Internet, visitors and course descriptions 					
9 use appropriate vocabulary and organise information about work into standard and personally devised groupings	<ul style="list-style-type: none"> > researching the language used in different jobs and workplaces > identifying job families and qualification levels 					
10 use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs	<ul style="list-style-type: none"> > using the careers library classification index (CLCI) and careers libraries/Connexions Resource Centres > exploring and explaining generic, vocational, technical and job specific skills 					
11. demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options	<ul style="list-style-type: none"> > explaining possible progression routes 14-19 > investigating content, methods and means of assessment for courses offered at Key Stage 4 > describing what is meant by higher education (HE) and the benefits it offers 					
other						

more of the QCA framework – KS3

(c) make and adjust plans to manage change and transition – career management

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
12 see a straightforward decision-making technique	> looking at models of decision making that require careful thinking - what's important? what are the choices? what are the consequences?					
13 identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers	> identifying a list of people who can help them > weighing up and responding to advice and information					
14 manage change and transition giving consideration to the longer term implications and the potential progression opportunities	> reviewing case studies of former students > identifying the benefits and drawbacks of different opportunities > discussing the difference between the outcomes of chance and planned events					
15 make realistic and informed choices of options available post-14	> linking learning to career ideas and goals > producing a timeline for choosing Key Stage 4 options					
16 organise and present personal information in an appropriate format	> drafting a personal statement for use in an options guidance interview					
17 consider alternatives and make changes in response to their successes and failures	> reviewing, explaining and forming conclusions about previous transitions and identifying lessons for the future					
other						

start of the QCA framework – KS4

(a) understanding themselves and the influences on them – self development

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
1. use self-assessments and career-related questionnaires to help identify and set short and medium term goals, and career and learning targets	> matching interests and abilities > listing common skills groupings and completing a skills checklist to identify personal skill levels					
2. review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans	> recording and commenting on how work experience has helped to develop their employability > writing a reflective account of their work experience					
3. use review, reflection and action planning to make progress and support career development	> using marks/test grades to check progress on targets and career plans > reviewing and updating their learning plan					
4. explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this	> completing an in-tray exercise on harassment > examining an organisation's equal opportunities policy					
5. use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work	> identifying and reviewing their responses to influences and pressures such as the media, peers, friends and relatives					
other	other					
other	other					

more of the QCA framework – KS4

(b) investigate opportunities in learning and work – career exploration

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
6. explain the term 'career' and its relevance to their own lives	> discussing perceptions of the term 'career' in relation to different age groups and contexts					
7. describe employment trends and associated learning opportunities at different levels	> using work experience to find out how jobs have changed over a five year period > completing labour market quizzes					
8. identify, select and use a wide range of careers information and distinguish between objectivity and bias	> making independent use of the careers library and other information sources to follow up a guidance session > comparing promotional materials and impartial careers information					
9. understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training	> researching post-16 options through use of booklets and open evenings					
10. use work-related learning and direct experience of work to improve their chances	> setting personal objectives for work experience > reviewing the effect of work experience on their career plans					
11. understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering	> interviewing a sixth form student, an FE student and a Modern Apprentice > producing a career chart showing what they want to do and why					
other						

more of the QCA framework – KS4

(c) make and adjust plans to manage change and transition – career management

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
12. select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies	<ul style="list-style-type: none"> > identifying questions they need to answer to help them make decisions > setting targets and drafting an action plan for their top two progression goals/choices 					
13. compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance	<ul style="list-style-type: none"> > discussing flexible career routes and listing factors to take into account when choosing options 					
14. take finance and other factors into account when making decisions about the future	<ul style="list-style-type: none"> > calculating budgets > investigating funding sources to support learning 					
15. understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios	<ul style="list-style-type: none"> > producing an applications calendar and action plan > investigating application procedures in learning and work and practising different responses > compiling a CV and producing a word processed personal statement/application letter 					
16. understand the purpose of interviews and select and present personal information to make targeted applications	<ul style="list-style-type: none"> > producing an interview checklist > practising responses to potentially difficult questions > using an analysis of vacancy, recruitment and selection information to identify relevant information and prepare an application 					
17. understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help	<ul style="list-style-type: none"> > completing a true/false quiz about rights and responsibilities at work > investigating health and safety at work > researching the role of student support and human resource staff 					
other						

start of the QCA framework – post-16

(a) understanding themselves and the influences on them – self development

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
1 undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets	<ul style="list-style-type: none"> > identifying their highest rated qualities, skills, interests, attitudes and values and analysing the match between these and their career plans > identifying additional training to enhance their career prospects 					
2 assess their career exploration and management skills and identify areas for development	<ul style="list-style-type: none"> > reviewing the success or otherwise of speculative and targeted applications for opportunities in learning and work 					
3 take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements	<ul style="list-style-type: none"> > considering experiences and achievements that are significant factors in helping them reach their goals > presenting a portfolio of the key skills they have developed > developing thinking about gaps in their experience 					
4 describe and evaluate personal action to promote equal opportunities and respect for diversity	<ul style="list-style-type: none"> > producing a checklist of desirable actions that reflect personal values and reviewing performance against it 					
5 evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately	<ul style="list-style-type: none"> > reviewing their performance against personal value judgements concerning family ethos > discussing the influence of family and friends on career choices 					
other						
other						

more of the QCA framework – post-16

(b) investigate opportunities in learning and work – career exploration

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
6 identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development	> using data on labour market trends, structural changes and occupational trends to review career plans					
7 make critical use of a range of information sources to explain how careers are changing	> assessing the likely impact of changes on their career goals and plans					
8 obtain careers information relevant to personal needs and process it effectively	> using different sources of careers information to identify and discuss issues affecting the application process					
9 describe different routes through to their career goals and the similarities and differences between higher education and employment with training	> investigating post-18 pathways and researching thoroughly the options they are considering > attending HE open days and reviewing University and College Admissions Service (UCAS) and university websites > undertaking work shadowing					
10 make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans	> organising their own work placements > discussing how to use networking, negotiation and self-marketing skills					
11 justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business.	> producing a personal statement or completing a UCAS form > considering opportunities for enterprise development					
other						

more of the QCA framework – post-16

(c) make and adjust plans to manage change and transition – career management

<i>learning outcome</i>	<i>sharper activity</i>	<i>we do ✓</i>	<i>we don't x</i>	<i>we should !</i>	<i>sharpening (write in)</i>	<i>implications (write in)</i>
12 take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future	<ul style="list-style-type: none"> > identifying goals for three to five years ahead > identifying the strengths and weaknesses of previous transitions and producing a checklist to support future action 					
13 evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance	<ul style="list-style-type: none"> > identifying the criteria for deciding what and where to study in higher education > identify the financial implications of higher education 					
14 consider the possible implications of changes in learning and work for their own career goals and plans including financial options	<ul style="list-style-type: none"> > critically reviewing current ideas about the importance of lifelong learning and employability skills 					
15 follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose	<ul style="list-style-type: none"> > evaluating past performance and acting to overcome any weaknesses identified > writing targeted CVs and application letters 					
16 present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level	<ul style="list-style-type: none"> > preparing for and having a mock interview using personal networks and negotiating skills to obtain and organise an interview 					
17 obtain and manage sources of financial support	<ul style="list-style-type: none"> > researching sources of financial support. > preparing a budgeting exercise. 					
other						

thinking outside the box

The QCA framework is useful and robust. It sets out what your learners most generally need to cover. And a quick browse of the previous pages will show how it does so in a simple three-heading analysis.

But as any society - and its economy - changes learning needs also to change. Nowhere is this more so than in learning for career. The reasons why this is so are set out in CPI-a (see page 39). And the consequences of that reasoning are set out in the CPI framework * that appears on the following pages. The framework poses three sets of questions for career planning...

■ CPI-1	-	working with coverage	...what do learners need to know about?
■ CPI-2	-	working with processes	...how do they get that learning and turn it into something that they can act upon
■ CPI-3	-	working with influences	...what are the social and emotional pressures that they must learn to deal with

CPI-1 cover similar ground to QCA. But CPI-2 learning processes point to a new direction for learning – concerned with learning-to-learn rather than just with learning coverage. And CPI-3 sets the learning venture in a context which acknowledges much more of the dynamics of learning. It is not that the QCA framework entirely ignores these other concerns – a careful examination of its learning outcomes shows that it doesn't. But, in contemporary conditions, these other processes and dynamics for learning deserve more attention than the one-dimensional QCA framework gives them.

And all of this applies at least as much to citizenship as it does to career. Actually, it pretty-much applies to all the life roles for which the personal-development curriculum is concerned. It includes all of the learning outcomes based on QCA frameworks for both careers and citizenship.

Pages 20-36 show how the CPI framework - here applied to KS4 - can generate learning outcomes which reach deeper, wider and more dynamically than even the QCA-frameworks.

But first, on the following page, there is an example of how a reforming careers coordinator can use the CPI analysis. The example is based around learning processes (from page 25). The coordinator uses the thinking zone * to rough out ideas – including some for *The Real Game* scheme on page 4. The consequences of applying a new framework to an existing scheme can be radical.

* you'll find a detailed explanation of the whole CPI framework at www.hihohiho.com in the 'moving on' section.

** the citizenship learning outcomes are set out in progressively in *Citizenship at Key Stages 1-4* available from www.qca.org.uk

*** The thinking zone is left blank so that you can use it for whatever new learning outcomes, frameworks, columns and notes best suit your outside-the-box thinking.

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! we have teachers and advisers who know how to cover LM and self-assessment – but we need to do a lot more about the processes and dynamics of learning

rough notes for a revised scheme for *The Real Game's* 'Starting Out' *

learning outcomes for careers work	learning outcomes for citizenship	thinking zone								
		<div>'facts and opinions' - focused down to the 'follow-my-heart' and 'access-my-allies' issue (learning to learn)</div> <table><tr><th>learning outcomes</th><th>resources</th><th>methods</th><th>outcomes for life</th></tr><tr><td><div>know when to trust 'my heart' and 'my allies'</div><div>difference between 'fact' and 'opinion'</div></td><td><div>newspaper headlines and a careers story both with facts and opinions</div><div>questionnaire as checklist of facts and opinions</div><div>discuss - how do you know who to trust?</div></td><td><div>> examine stories - ask 'who's right?', > discuss 'what's going on here?'</div><div>> get clear on what's facts, opinions, pressure</div></td><td><div>something about 'when it comes to real life you need to know who and what to pay attention to' - illustrate this for career and citizenship</div></td></tr></table>	learning outcomes	resources	methods	outcomes for life	<div>know when to trust 'my heart' and 'my allies'</div> <div>difference between 'fact' and 'opinion'</div>	<div>newspaper headlines and a careers story both with facts and opinions</div> <div>questionnaire as checklist of facts and opinions</div> <div>discuss - how do you know who to trust?</div>	<div>> examine stories - ask 'who's right?', > discuss 'what's going on here?'</div> <div>> get clear on what's facts, opinions, pressure</div>	<div>something about 'when it comes to real life you need to know who and what to pay attention to' - illustrate this for career and citizenship</div>
learning outcomes	resources	methods	outcomes for life							
<div>know when to trust 'my heart' and 'my allies'</div> <div>difference between 'fact' and 'opinion'</div>	<div>newspaper headlines and a careers story both with facts and opinions</div> <div>questionnaire as checklist of facts and opinions</div> <div>discuss - how do you know who to trust?</div>	<div>> examine stories - ask 'who's right?', > discuss 'what's going on here?'</div> <div>> get clear on what's facts, opinions, pressure</div>	<div>something about 'when it comes to real life you need to know who and what to pay attention to' - illustrate this for career and citizenship</div>							
	use their imagination to consider the experiences and views of others and express and evaluate									
be able to recognise different points-of-view on work, and differences between their own and other viewpoints – both valuing other view points and acknowledging their own										
know how to identify – among the influences and pressures - which they will probe, and be able to say why they will do so	know how to identify – among the influences and pressures - which they will probe – be able to say why they will do so	<div>> everybody write two lists: 1. 'big things in my heart' and 2. 'strong allies for me' - for either career and citizenship</div> <div>> compare with a friend - adapt discuss</div> <div>> put a version in portfolio</div> <div>> use the other RG stuff as summary</div> <div>> take-away questionnaire to complete - 'a way of checking the usefulness of this work. so we need it filled in!'</div> <div>will need at least two 40-minute slots / also teachers who can enable open discussion on topics like this - do I need to involve more main-stream teachers? Who?</div>								
see how there is an issue about recognising facts and opinions - and being able to tell the difference										

* you'll find a tidied-up version of the scheme on page 37

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! needs a teacher who can think on her feet - surprise, surprise!

using the CPI framework

The most straightforward way to use the CPI framework would be still just to browse it - with an alert professional eye for ideas that you can usefully build into your programme. But, if you have the time and the drive, you can be more systematic.

find your way about learning outcomes

<i>dimension</i>	<i>framework *</i>	<i>pages</i>	<i>thinking zone</i>
CPI-1 - coverage	(a) 'who am I?'	20	<ol style="list-style-type: none"> 1. note learning outcomes which are right for your learners 2. locate outcomes in your programme where they make sense 3. sharpen them to where they can be immediately achieved and where that achievement can be observed 4. face up to other changes that this means to your programme 5. rough-out scheme notes to get programme changes to where they will be useful to your learners 6. say how the whole thing will fire-up your learners
	(b) "where am I?'	21	
	(c) 'what will I do?'	22	
CPI-2 - processes	(a) getting enough to go on	23-24	
	(b) sorting things into useful order	25-26	
	(c) getting a fix on what is important	27	
	(d) seeing how one thing leads to another	28-29	
CPI-3 - influences	(a) working with feelings	30-31	
	(b) dealing with other people	32	
	(c) getting to grips with upbringing and background	33-34	
	(d) finding meaning and purpose	35-36	

Key: **normal:** learning outcomes are taken from DfES-QCA frameworks - you'll find them in government publications

italics: not taken from DfES or QCA frameworks - you will not find them in government publications.

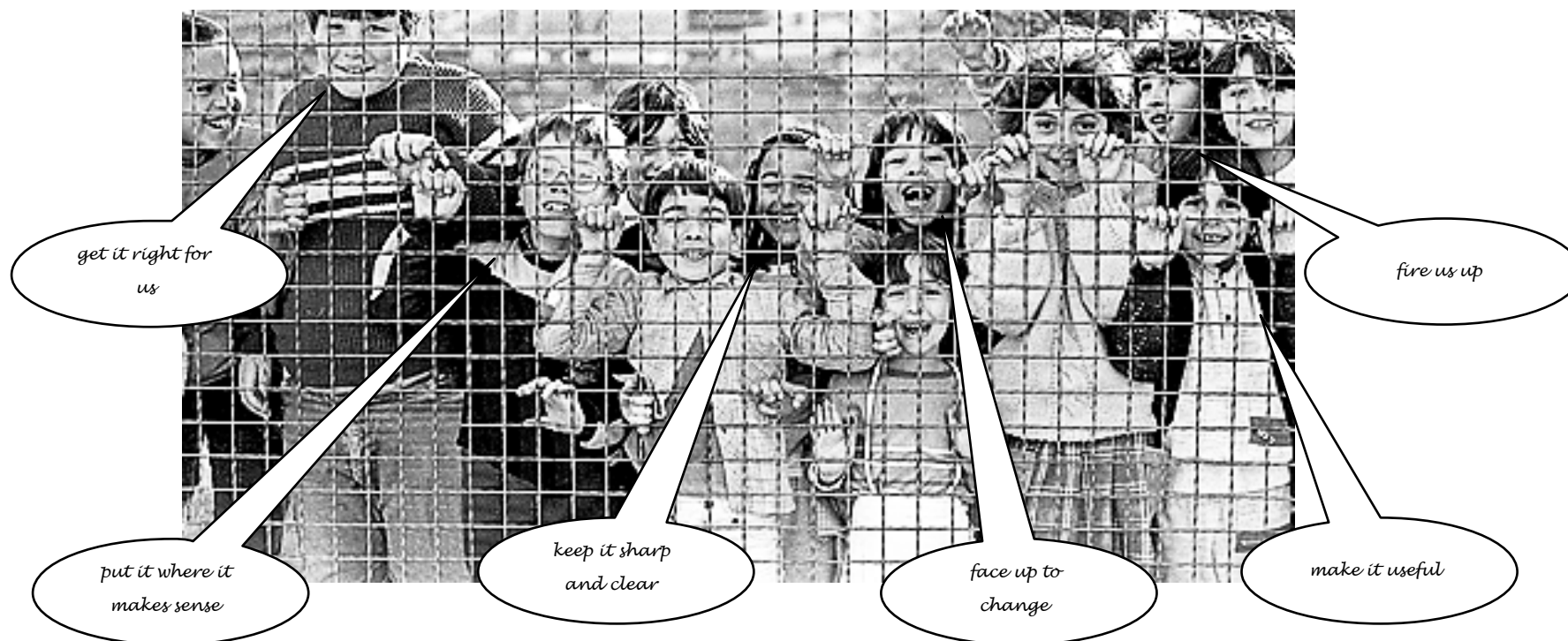
* the headings are explained in detail in CPI-1, 2 and 3 (see page 39)

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! so it turns out that the framework is at least as important as the learning outcomes - the framework I use correlates with the learning outcomes I think important

so, now where are we going with this?

This is not a doddle; it is professional thinking, with your learners in mind. There are lots of issues at stake for them.



The following page illustrates what the introduction to *The Real Game* lesson might look like, if these issues were thoroughly addressed.

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! I suppose it's possible to see learning outcomes as targets: a policy measure of value-for-money gains - but they're more important than that

1: start of coverage – KS 4

(a) about 'who am I?'

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets		
<i>say what their own experience has taught them about themselves as working people – expressed as 'I have done...', 'I can do...', 'I like...', 'I am like...'</i>	<i>say what their own experience has taught them about themselves as citizens – expressed for as 'I have done...', 'I can do...', 'I like...', 'I am like...'</i>	
<i>see and say how they have changed, and are continuing to change, and how those changes influence their approach to working life</i>	<i>see and say how they have changed and are continuing to change, and how those changes influence their approach to citizenship</i>	
other	other	
other	other	

1: more of coverage – KS 4

(b) about ‘where am I?’

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
describe employment trends and associated learning opportunities at different levels	demonstrate a sound knowledge and understanding of the topics they have explored	
<i>appreciate ways in which changes in working life has global origins and personal and social consequences</i>	<i>appreciate ways in which changes in citizenship has global origins and personal and social consequences</i>	
<i>map where different kinds of work and training can be found – e.g. locally, regionally, nationally and globally</i>	<i>map where different kinds of volunteering, citizenship and political opportunity can be found – e.g. locally, regionally, nationally and globally</i>	
other	other	
other	other	

1: more of coverage – KS 4

(c) about ‘what will I do?’

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
<i>recognise the range of settings in which work is undertaken – such as commercial, domestic and voluntary settings</i>	<i>recognise the range of settings in which citizenship is exercised – such as commercial, domestic and voluntary settings</i>	
<i>say what people do in a range of working roles, and what those experiences are like – in terms of demands and rewards</i>	<i>say what people do in a range of volunteering, citizenship and political roles, and what those experiences are like – in terms of demands and rewards</i>	
other	other	
other	other	

2: start of processes – KS 4

(a) for getting enough to go on

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
identify, select and use a wide range of careers information and distinguish between objectivity and bias	through research and investigation of topical issues, problems and events, analyse and evaluate different sources of information, including through ICT and from the media	
	appreciate the important role and responsibility of the media in presenting information to the public and appreciate that information can be presented and interpreted in different ways	
review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans		
<i>know how to gather useful accounts of experience in working life - and be able to say how impressions, feelings points-of-view, personalities, communication and meaning feature</i>	<i>know how to gather useful accounts of experience in social and political life - and be able to say how impressions, feelings points-of-view, personalities, communication and meaning feature</i>	
<i>in gathering information and impressions to inform career action, be able to assess when they have enough to go on</i>	<i>in gathering information and impression to inform social or political action, be able to assess when they have enough to go on</i>	

continued/...

.../continued

<i>be able to express what they believe and value concerning working life - constructively drawing upon information, impression and intuition</i>	<i>be able to express what they believe and value concerning citizenship - constructively drawing upon information, impressions and intuition</i>	
<i>know how to reflect on emotional reactions to working life - expressed as 'wants' and 'needs'</i>	<i>know how to reflect on emotional reactions to experience in social and political life - expressed as 'wants' and 'needs'</i>	

2: more of processes – KS 4
(b) for sorting things into useful order

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training		
	identify and develop questions, consider and discuss issues, problems and events taking account of a range of views and making appropriate use of surveys and statistics and draw conclusions	
understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering	develop and structure ideas referring to citizenship concepts and values, express, justify and defend personal opinions and contribute and respond to group and class discussions and debate	
	appreciate the important role and responsibility of the media in presenting information to the public and appreciate that information can be presented and interpreted in different ways	

continued/...

.../continued

<p><i>be able to use a range of ways for sorting impressions of work into useful order – as local, distant, well paid, essential, on-the-rise, in decline – developing bases for comparisons</i></p>	<p><i>be able to use a range of ways for sorting impressions of citizenship into useful order – as local, distant, voluntary, on whose behalf, parliamentary, on-the-rise, in decline - developing bases for comparisons</i></p>	

2: more of processes – KS 4

(c) for getting a fix on what is important

for careers work

for citizenship

thinking zone

	use their imagination to consider the experiences and views of others and express and evaluate views that are not their own	
<i>be able to recognise different points-of-view on work, and differences between their own and other viewpoints – both valuing other view points and acknowledging their own</i>		
<i>know how to identify – among the influences and pressures - which they will probe, and be able to say why they will do so</i>	<i>know how to identify – among the influences and pressures - which they will probe, and be able to say why they will do so</i>	

2: more of processes – KS 4

(d) for seeing how one thing leads to another

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies		
understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios	negotiate, decide and take part responsibly in school and community-based activities and reflect on and critically evaluate the process of participation	
understand the purpose of interviews and select and present personal information to make targeted applications	take part in group and decision making activities demonstrating responsibility in their attitudes to themselves and others	
understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help		
	communicate their findings and experiences and make suggestions for improvements and-for changes	

continued/...

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<i>know how to weigh the impact of influences and pressures on their working lives – taking account of information, feelings, attachments and upbringing</i>	<i>know how to weigh the impact of influences and pressures on their social and political lives - taking account of information, feelings, attachments and upbringing</i>	
<i>as moving-on in career comes into view, know how to explain things, what they will do about them, and what they expect to be the consequences</i>	<i>as moving-on in social and political life comes into view, know how to explain things, what they will do about them, and what they expect to be the consequences</i>	
<i>express how they intend to develop their careers, by showing how this is - or is not – a plan, decision, intuition or impulse</i>	<i>express how they intend to develop their life as a citizen, by showing how this is - or is not – a plan, decision, intuition or impulse</i>	
<i>know how to express their career intentions to people who are important to them</i>	<i>know how to express their intentions as volunteer, neighbour or citizen to people who are important to them</i>	
<i>know how usefully to set down what they learn about career, so that they can see what more needs to be learned, and see what they must say to others whose support and help they need</i>	<i>know how usefully to set down what they learn about citizenship, so that they can see what more needs to be learned, and see what they must say to others whose support and help they need</i>	
<i>reach a useful cause-and-effect understanding of key career concepts – equal opportunity, worker representation, flexible working, work-life balance, and values - enterprise, self-reliance, service to others and colleagueship</i>	<i>demonstrate understanding of key citizenship concepts e.g. rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority etc. and values e.g. honesty, tolerance, respect and concern for others</i>	

3: start of influences – KS 4
(a) on dealing with feelings

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance		
<i>express feelings concerning working life, clearly and honestly – whether as preferences, wishes, interests, values, motivations or meaning</i>	<i>express feelings concerning citizenship, clearly and honestly – whether as preferences, wishes, values, interests, motivations or meaning</i>	
<i>recognise different ways in which feelings shape what people do in their working lives – for good and ill</i>	<i>recognise different ways in which - feelings shape what people do in their social and political lives – for good and ill</i>	

continued/...

.../continued

<i>learn to manage their own feelings and how those feelings influence their approach to working roles</i>	<i>learn to manage their own feelings, and how those feelings influence their approach to social and political roles</i>	

3: more of influences – KS 4

(b) on dealing with other people

*for careers work**for citizenship**thinking zone*

use work-related learning and direct experience of work to improve their chances		
<i>recognise ways in which other people – family, peer group, teachers, advisers, work contacts, recruiters, media figures - influence their approach to working life</i>	<i>recognise ways in which other people – family, peer group, teachers, neighbourhood contacts, political heroes, media figures - influence their approach to social and political life</i>	
<i>know how to widen the range of contacts they make in working life and how to observe and talk with people about these things</i>	<i>know how to widen the range of contacts they make in social and political life and to observe and talk with people about these things</i>	

3: more of influences – KS 4
(c) on dealing with upbringing and background

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this		
use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work		
<i>recognise the work-related beliefs, values and allegiances of their own upbringing</i>	<i>recognise the social, political and religious beliefs, values and allegiances of their own upbringing</i>	
<i>understand how other people's backgrounds are different from their own – with different work-related beliefs, values and allegiances</i>	<i>understand how other people's backgrounds are different from their own – with different social, political and religious beliefs, values and allegiances</i>	

continued/...

.../continued

<p><i>know how to manage ways in which they will hold to the beliefs, values and allegiances of their own background in their working roles – and ways in which they will move on</i></p>	<p><i>know how to manage ways in which they will hold to the beliefs, values and allegiances of their own background in their social and political roles – and ways in which they will move on</i></p>	

3: more on influences – KS 4
(d) on finding meaning an purpose

<i>for careers work</i>	<i>for citizenship</i>	<i>thinking zone</i>
use review, reflection and action planning to make progress and support career development		
take finance and other factors into account when making decisions about the future		
explain the term 'career' and its relevance to their own lives	<i>explain the term 'politics' and its relevance to their own lives</i>	
<i>see how action they take on career, will have consequences in other ways - e.g. in their lives as consumer, householder, partner and citizen</i>	<i>see how action they take as citizen, will have consequences in other ways - e.g. in their lives as consumer, householder, partner and worker</i>	

continued/...

.../continued

<i>recognise where and how in their careers they will be able to use this learning</i>	<i>recognise where and how in their lives as citizens they will be able to use this learning</i>	
<i>be practiced in how to identify useful learning for different sorts of career-planning situations</i>	<i>be practiced in how to identify useful learning for different sorts of social- and political-planning situations</i>	
<i>recall useful career learning when it is needed, adapt it when it is necessary, add to it when required, and value it as resource for living</i>	<i>be able to recall useful social- and political-planning learning when it is needed, adapt it when it is necessary, add to it when required, and value it as resource for living</i>	

redesigning 'The Real Game'

Work like this needs the CPI framework. You might need it for every piece of revision you do; but this coordinator has decided that this group of learners - in KS4 - need these kinds of developments. This revised scheme is based on the rough notes on page 18 - where the CPI learning outcomes are set out.

The coordinator has focused on processes – about how learners learn. It is a useful way to begin work on this *Real Game* sequence. The coordinators has sharpened these learning outcomes into a focus on how anybody knows whether to trust a source of learning.

revised scheme for *The Real Game's* 'Starting Out'
1. reasons to trust

learning outcome <i>what are learners expected to learn?</i>	resources <i>what resources will learners draw on?</i>	methods <i>how will learners draw on the resources?</i>	outcomes for life *** <i>how will this help them in their lives?</i>
<p>learners will be able to:</p> <p>> list three reasons for trusting somebody</p>	<p>local newspaper-stories and -quotes - telling of action by workers and citizens</p> <p>questionnaire 'my ideas about the world of work'</p> <p>classroom</p> <p>teacher to manage materials and open discussion</p> <p>40-minute lesson</p>	<p>teacher explains how this session will help - see right</p> <p>learners</p> <p>> examine stories - ask 'where are the disagreements', 'who's right?'</p> <p>> 'discuss 'what's going on here?'</p> <p>> pick up on what's 'fact' and what's 'opinion'</p> <p>learners complete questionnaire as checklist of facts <u>and</u> opinions</p> <p>whole group discusses 'how do you know who you can trust?' about things like this - the teacher makes a poster of useful ideas - pointing to how these reasons might be important in becoming a successful worker or being a good citizen</p> <p>learners write what they now see are their own three most important reasons to trust somebody - for their portfolio</p>	<p>being where? while you're just hanging...</p> <p>with who? ...with your mates</p> <p>doing what? ...you'll talk of enjoying things, and getting things - but then there's also <u>changing</u> things... like when you are a successful worker or a citizen who helps to makes things happen</p> <p>that's how this learning will help you in your life</p>

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! some of the questionnaire items depend as much on subjective opinion as on verifiable fact... I'd take scissors-and-paste to it... I can change it so the questionnaire would still work in the before-and-after mode

revised scheme for *The Real Game's* 'Starting Out'
2. facts, points-of-view and opinions

learning outcome what are learners expected to learn?	resources what resources will learners draw on?	methods how will learners draw on the resources?	outcomes for life *** how will this help them in their lives?
<p>learners will be able to:</p> <ul style="list-style-type: none"> > ask questions which will reveal the difference between a fact and an opinion > say when they are voicing a fact and when they are voicing a point-of-view 	<p>postit pads</p> <p>'how do you know who you can trust?' poster - developed from learners' ideas - see above</p> <p>'High Five' poster</p> <p>'Real Key Words' chart</p> <p>a classroom where learners can walk about</p> <p>teacher to manage the process - especially open small-group discussion</p> <p>40-minute lesson</p>	<ul style="list-style-type: none"> > teacher shows the learners' own 'trust' poster > group discusses whether trust is more important in career or citizenship - everybody decides which for today <p>they each write two lists - 'when it comes to career/citizenship...</p> <ol style="list-style-type: none"> 1. 'the biggest things in my heart are' - ideas I believe in 2 'my strongest allies are' - other people with ideas I trust <p>in groups:</p> <ul style="list-style-type: none"> > compare ideas from 1 and 2 - each asks the others 'how do you know this for sure?' > they write 'how I know' answers on postits for walk-round display to everybody <p>whole group discusses 'who do we trust - and why?' and 'is that different in careers and citizenship?'</p> <p>each lists for their portfolio 'when it comes to career/citizenship...</p> <ul style="list-style-type: none"> ...'things I know for sure' - could be facts ...'things I believe but can't prove' - might be opinions ...'things I take into account anyway' - could be your own point-of-view <p>teacher introduces how we will continue to work on these ideas:</p> <ul style="list-style-type: none"> > 'job', 'occupation' and 'career' > the 'High Five' poster - we've started with 'allies' and 'hearts' > the 'Real Key Words' chart 	<p>being where? in the polling booth or the job centre</p> <p>with who? ...thinking about how other people want you to vote or who have got career ideas for you...</p> <p>doing what? you're wondering... > like a good citizen - how does that help anybody? > like a successful worker - how do get a job that makes my life better?</p> <p>...it all means knowing the difference between facts, opinions and points-of-view</p> <p>that's how this learning will help you in your life</p>

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! a lot of the words we use don't have the same meaning for everybody... KS4 needs grown-up use of these words

project map

	the thinking	programme development	organisation development	human-resource development
new thinking	CPI-a: getting to know CPI	DVT: finding the best next thing to do	DVT: making it happen	DVT: Getting what you need from the Career-learning Café – PowerPoint intro HUM-3: CPI - three dimensions for effective career planning - PowerPoint intro PLA: evaluation - finding the value in your work – interactive 'game'
on coverage	CPI-1: the coverage - opportunity, role and self	PRO-1: relevance – earning respect for learning	PLA: enabling access to information	PLA: working with 'academic' subjects PLA: working with stakeholders PLA: being relevant - PowerPoint intro
on processes	CPI-2: the processes – learning verbs	PRO-2: progression – stepping stones to learning DVT: planning for progression DVT: developing profiles PLA: enabling learning-to-learn	PLA: scheduling & timetabling options	PLA: working with mentors, coaches & other volunteer helpers PLA: getting progression - PowerPoint intro
on influences	CPI-3: the influences – inner life and other people	DVT: uses of narrative DVT: learning needs & face-to-face work PLA: improvement - materials & methods PLA: experience-based learning	DVT: community networks for learning needs PLA: managing a network	DVT: diagnosing career learning needs - backup material PLA: getting to grips with careers-work priorities - backup material PLA: network management - PowerPoint intro
thinking ahead	CPI-z: why we now need a new model	PRO-3: learning outcomes and their frameworks PLA: a design-frame for curriculum	DVT: planning your action PLA: evaluation - finding the value in your work	HUM-1: diagnosing career-learning needs – interactive HUM-2: getting to grips with careers-work priorities - interactive DVT: planning your action PLA: working with learning outcomes - PowerPoint intro



material prefixed 'CPI', 'PRO', 'ORG' & 'HUM' is available now
 'DVT' is in development, with a version available now
 'PLA' is in development or planned
 all free-of-charge at www.hihohiho.com in 'moving on'

material prefixed 'CPI', 'PRO', 'HUM' & 'ORG' is supported by EST Connexions

