



# Underley Garden

## Careers Policy

Created:	2018
Reviewed by:	Rochelle Sowden (Careers Lead)
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# Introduction

Underley Garden School is an independent school providing specialist education for children and young people aged 5 – 19 with a range of Complex Needs. All of our children and young people have significant barriers to learning due to their complex learning difficulties and disabilities in the area of autistic spectrum conditions, moderate to severe learning difficulties, associated medical and health issues and moderate mental health conditions. All of our young people are extremely vulnerable and many have experienced disruption to formal education.

At Underley Garden School, we believe all young people deserve the right to an education that will support them to become happy and confident individuals with skills, qualifications and achievements that will support them in their future. The overriding aim of our curriculum and wider work is to achieve the best possible outcomes for our young people in terms of individual learning, independence, personal growth and development and preparation for the world of work. We believe that a robust Careers program and guidance provides a major contribution in supporting them in choosing appropriate pathways that suit their interests, needs and abilities and help them to follow an appropriate career path and sustain employability throughout their working lives where possible.

At Underley Garden, the Career Development Institute (CDI) framework is the foundation of our Careers curriculum as well as following the Gatsby Benchmarks as part of the DfE Careers Strategy. (See appendix 1 and 2 for more details)

## Rationale

Underley Garden offers a broad and balanced curriculum and aims to provide Careers Guidance that:

- Is accurate and up to date
- Is presented in an impartial manner
- Contributes to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- Supports inclusion, challenge stereotyping and promote equality of opportunity
- Develops enterprise and employment skills
- Contributes to the economic prosperity of individuals and communities
- Meets the needs of all our young people through appropriate differentiation
- Focuses on young people on their future aspirations
- Involves parents and carers

At Underley Garden, we recognise and celebrate that all of our young people are different and as a result, their education and career pathways will be planned on an individualised basis, we use a holistic, person-centered approach to the development of our young people to ensure they achieve the best possible outcomes. Although we follow the CDI framework that is organised into key stages, our Careers curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group. We believe careers education should start as early as possible and so we ensure it is incorporated into the curriculum from reception upwards.

Underley Garden aims to maximise the benefits for every young person, supporting them to reach their full potential and give a sense of direction in their future life. The young people will access the possibilities and opportunities available to them in the world of work through work related learning opportunities both onsite and offsite where possible.

We aim to equip our young people with skills for working life by promoting personal development, functional skills and independence skills; which in turn will support to improve motivation and attainment, self-esteem and developing long term realistic aspirations. Thus, preparing them for adulthood and working life.

## Student Entitlement

Careers Education and guidance is an important component of the Curriculum and at Underley Garden, we fully support the statutory requirement for a programme of careers education. Young people have access to a careers programme that is delivered as a stand-alone lesson within the weekly timetable for young people following our Daisy and Sunflower pathways from KS3 onwards. For students following our Bluebell pathway or who are below KS3, Careers is delivered as part of a thematic approach and is very much individualised to each student's needs (Please see our curriculum policy for further details of our learning pathways). Our careers curriculum gives young people the opportunity to explore a range of careers possibilities, qualifications routes and learning paths. We hold an annual Careers week, liaising with a wide array of local businesses who deliver employer engagement opportunities and workshops to support our young people's interests. Our young people also have opportunities for 1:1 careers meetings with our independent careers advisor, who visits our school weekly. Where appropriate the Careers advisor attends EHCP reviews, Child looked after meetings and Personal educational planning meetings. Young people in KS4 and 5 are given the opportunity to attend off site careers events and college open evenings / events and work skill placements. Transition visits to other training providers are also supported so young people are aware of as many options available to them as possible. Where a student's next steps is to attend a provision in a different local authority, links will be made at the earliest opportunity with the relevant people and organisations to ensure a smooth transition.

## Implementation of Careers Education and advice

Careers education is delivered to all young people and provision is made to allow all young people to access the curriculum at the appropriate level. Young people are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. At Underley Garden, the CDI framework is the foundation of our Careers curriculum as well as following the Gatsby Benchmarks as part of the DfE Careers Strategy. There are six learning areas within the CDI framework that can be seen below. These are incorporated into our whole school curriculum map, one area being covered each half term.



See appendix 2 for more details

The young people at Underley Garden also have weekly access to an Independent Careers advisor from Inspira. The career advisor supports our young people with appropriate and up to date good quality personal guidance with clear links to labour market opportunities.

*‘A ‘positive career’ will mean something different to different people, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living’. (CDI framework 2021)*

## Assessment

Assessment is integral to teaching and learning within Careers and is carried out in accordance with the whole-school policy. We use the CDI Framework to help track our young people’s progress in Careers and identify areas of development. Our assessment is ongoing and is continually captured throughout the school day when our pupils are seen applying their skills and knowledge in real-life situations or to different subjects using Evidence for Learning. The style of assessment used is non-threatening and promotes the young people’s self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by the young people, where appropriate. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Young people receive regular feedback from their teachers concerning their progress and achievement and this is communicated to parents, carers and associated professionals in termly subject reports and in the statutory annual review documentation.

## Post 16

Our Post 16 provision offers a semi-formal curriculum with a holistic approach that focuses on developing Independent Life skills, Personal development and Preparing for Adulthood.

We provide a variety of vocational options that have been developed to give learners the opportunity to:

- Experience more than one vocational sector where they have not yet decided on a specific sector to follow
- Develop knowledge, understanding and skills of different vocational sectors to motivate them to progress to higher-level qualifications or employment in a specific sector.
- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Progress to employment, further education, volunteering or training

## Accreditation Opportunities

Careers Education, Personal development and Work Related Learning is well promoted throughout the curriculum and accredited in Post 16, there are several accredited courses including:

- Open Awards Entry level Award, Certificate and Diploma in Skill for further learning and Employment
- Open Awards Entry level Award and Certificate in Independent Living-Looking After Yourself and your Home

- Open Awards Entry level Award and Certificate in Independent Living-Living in the Community

These courses enables learners to gain knowledge, skills and experience in:

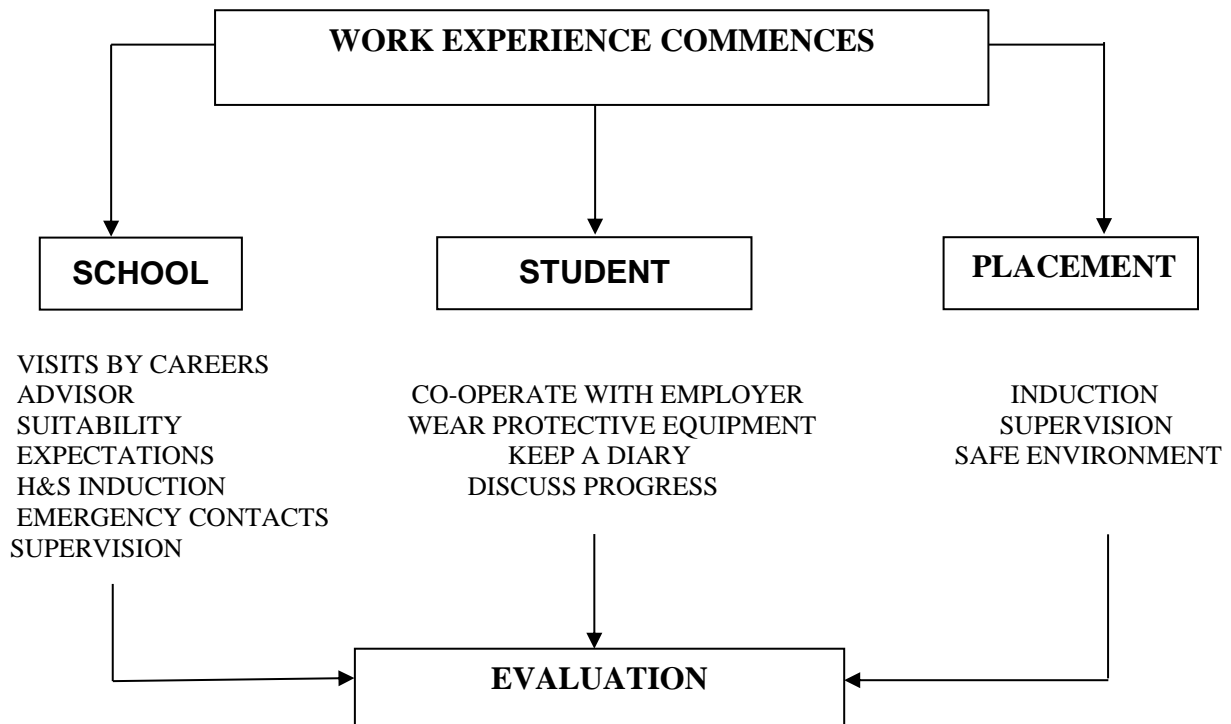
- Developing Self
- Preparation for Work
- Managing Own Money
- Career Progression
- Financial Capability
- Skills for Employment
- Opportunities for Learning and Work
- Keeping safe in the community

## Work Experience

Aim of Work Experience:

- To enable the development and learning of young people
- To provide young people with records/documents to provide evidence of their experience
- To provide young people with direct experience of the world of work
- To give young people the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare young people for adult and working life
- To encourage young people to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare young people by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for young people to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our young people are met.
- The work will be appropriate to the student's capabilities.
- There will be an appropriate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

## Supporting Young People on Work Experience



## Parents and Carers

Parental involvement is important and encouraged at all stages. Parents / carers are kept up to date with careers related information through Newsletters and our Website. They are also updated during parents' evenings and within school reports. Regular updates are also given during annual reviews (Inc. EHCP, PEP, and CLA's)

## Monitoring

The practical application of this policy will be reviewed annually or when the needs arise. If you have any questions or queries with regards to this policy or our Careers curriculum please contact the careers lead on the information below:

Rochelle Sowden

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Email: [rochelle.sowden@underleygarden.org](mailto:rochelle.sowden@underleygarden.org)



## Appendix 1.




The Gatsby Benchmarks are:

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by young people, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from young people, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their young people.</p>
3. Addressing the needs of each student	Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All young people should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, young people should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	All young people should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and young people.</p> <p>By the age of 18, all young people who are considering applying for University should have had at least two visits to universities to meet staff and young people.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

## Appendix 2

	Early Years	Key stage 1	Key stage 2
Grow throughout life 	<ul style="list-style-type: none"> <li>being aware of people who can help them</li> <li>being aware how they feel when they have learnt something new</li> <li>being willing to try something new</li> <li>recalling what they have experienced and achieved</li> <li>feeling positive about who they are</li> </ul>	<ul style="list-style-type: none"> <li>Being confident to request help</li> <li>recognising their successes in learning</li> <li>being willing to challenge themselves</li> <li>exploring what they have experienced and achieved</li> <li>feeling positive about people whose identities and backgrounds are different to theirs</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain how they acted on help</li> <li>recognising what they want to learn next and when they are successful</li> <li>being willing to take on challenges that help them to grow</li> <li>recording and commenting on what they have experienced and achieved</li> <li>relating to people whose identities and backgrounds are different to theirs</li> </ul>
Explore possibilities 	<ul style="list-style-type: none"> <li>describing tasks that they have carried out</li> <li>discovering the jobs that help the school to run recognising jobs that involve harvesting, making, providing a service or finding out</li> <li>being able to identify jobs that they think are similar</li> <li>identifying what the clothes and equipment that people use in their jobs are for</li> <li>being able to identify the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>being aware that jobs are made up of tasks</li> <li>exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>being able to give examples of jobs in different sectors</li> <li>being able to explain their views about similarities and differences between jobs</li> <li>investigating similarities and differences between men's and women's work clothes</li> <li>being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain what tasks they would like and like least about particular jobs</li> <li>finding out about the qualities and skills needed to do a caring job</li> <li>being able to design a scheme for classifying a set of jobs</li> <li>being able to explain what interests them about particular jobs exploring the connection between uniforms and status</li> <li>recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers</li> </ul>
Manage career 	<ul style="list-style-type: none"> <li>being aware that they and other people like to enjoy the work they do</li> <li>enjoying work-based role-plays</li> <li>imagining different possibilities about who they could possibly become</li> <li>being willing to keep going and not give up</li> <li>exploring whether characters in stories made decisions in a good way</li> </ul>	<ul style="list-style-type: none"> <li>recognising that they and other people like to choose the work they do</li> <li>looking forward to what they are going to learn next</li> <li>describing a goal or target they are working towards</li> <li>being proactive about trying different approaches to solving challenges</li> <li>recognising that decisions can have unexpected consequences</li> </ul>	<ul style="list-style-type: none"> <li>being aware that choice and opportunity make careers possible</li> <li>recognising their achievement when they have learnt something new even if they found it difficult initially</li> <li>making a step-by-step plan to enable them to achieve something they would like to be able to do</li> <li>being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out</li> <li>being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>

<p>Create opportunities</p> 	<ul style="list-style-type: none"> <li>• Inventing imaginary jobs</li> <li>• being aware that other people can help them meet their needs</li> <li>• recognising when they have achieved something for themselves</li> <li>• developing the ability to participate in social play involving imagined workplaces</li> <li>• being able to carry out a delegated task</li> <li>• being able to explain what a visitor told them about their job</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying new jobs that are just coming into being</li> <li>• being able to describe what their needs are</li> <li>• choosing what they want to achieve and the way they go about it</li> <li>• being aware of how to communicate with co-workers and customers in work settings</li> <li>• being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>• thinking about questions they would like to ask a visitor about their job</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying possible new jobs that might be needed in the future</li> <li>• responding to trusted adults who can help them identify their needs</li> <li>• reflecting on what they achieved and what they would do differently or better next time</li> <li>• exploring how people relate to each other in work settings</li> <li>• being able to take on different work-related roles in group play or teamwork, including as leader when required</li> <li>• explaining what they found out from a visitor about setting up their own businesses</li> </ul>
<p>Balance life and work</p> 	<ul style="list-style-type: none"> <li>• being aware of the different kinds of work that need doing in the home</li> <li>• recognising when they have done something to help others</li> <li>• being aware that people do paid work for financial and other rewards</li> <li>• being able to distinguish between work and rest</li> <li>• being aware of health and safety rules at school</li> <li>• exploring going to work and coming home again</li> <li>• recognising when someone is being given work to do which is unfair on them</li> <li>• being aware of how to use money</li> </ul>	<ul style="list-style-type: none"> <li>• recognising the contribution they make to the work that is done in the home</li> <li>• being aware of what volunteers do and how they can be a volunteer</li> <li>• exploring the rewards they would like to get from paid work</li> <li>• being aware that overwork is harmful to people's health</li> <li>• recognising how they can help keep themselves safe at school</li> <li>• exploring what happens in the first few days when people start work</li> <li>• being aware that they and others can play a part in helping to ensure that people are treated well at work</li> <li>• being aware of how money can be earned</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>• being aware of what charities do and how they can be a charity worker</li> <li>• recognising that people seek different rewards when considering paid work that they'd like to do</li> <li>• being aware that imbalances between people's life and work affects their wellbeing</li> <li>• recognising what they can do to help keep themselves and others safe at school</li> <li>• being aware that people's work needs change during their lives</li> <li>• recognising unfair barriers to opportunity and being willing to challenge them</li> <li>• being able to make decisions about saving, spending and budgeting</li> </ul>
<p>See the big picture</p> 	<ul style="list-style-type: none"> <li>• recognising when work is depicted in a story</li> <li>• recognising the difference between stories about work and factual information about work</li> <li>• being aware that working life was different in the past</li> <li>• recognising scientific and technological aids that people use in their work</li> <li>• exploring jobs that people do outdoors</li> <li>• exploring the jobs that people do to help them</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of how work is portrayed differently in different stories</li> <li>• recognising that the way that work is shown is not always accurate/ reliable</li> <li>• exploring how working life is changing for people now</li> <li>• being aware of how scientific and technological aids help people do their work</li> <li>• exploring work practices in the school environment that promote sustainability</li> <li>• exploring the jobs that people do to help each other</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of what the author is encouraging them to think about when work is a theme in a story</li> <li>• being able to consider if the information they have found is accurate/reliable</li> <li>• being aware of trends that hint at how working life may change for them by the time they embark on their careers</li> <li>• exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li> <li>• exploring jobs and ways of working that help to protect the environment</li> <li>• exploring what they and others can do to prevent people having to do harmful work</li> </ul>

	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout life</p>	<ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> <li>• being aware that learning, skills and qualifications are important for career</li> <li>• being willing to challenge themselves and try new things</li> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• responding positively to help, support and feedback</li> <li>• positively engaging in learning and taking action to achieve good outcomes</li> <li>• recognising the value of challenging themselves and trying new things</li> <li>• reflecting on and recording achievements, experiences and learning</li> <li>• considering what learning pathway they should pursue next</li> <li>• reflecting on their heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• actively seeking out help, support and feedback</li> <li>• taking responsibility for their learning and aiming high</li> <li>• seeking out challenges and opportunities for development</li> <li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• planning their next steps in learning and work</li> <li>• discussing and reflecting on the impact of heritage, identity and values</li> </ul>
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market and the education system</li> <li>• being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<ul style="list-style-type: none"> <li>• considering what jobs and roles are interesting</li> <li>• researching the labour market and the education system</li> <li>• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• researching the range of workplaces and what it is like to work there</li> <li>• researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this</li> <li>• actively seeking out information on the labour market and education system to support their career</li> <li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• analysing and preparing for recruitment and selection processes</li> </ul>
 <p>Manage career</p>	<ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• looking forward to the future</li> <li>• imagining a range of possibilities for themselves in their career</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> <li>• managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>• learning from setbacks and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>• building their confidence and optimism about their future</li> <li>• making plans and developing a pathway into their future</li> <li>• considering the risks and rewards associated with different pathways and careers</li> <li>• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>• thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<ul style="list-style-type: none"> <li>• being able to describe the concept of career and say what it means to them</li> <li>• building their confidence and optimism about their future and acting on it</li> <li>• actively planning, prioritising and setting targets for their future</li> <li>• considering the risks and rewards of different pathways and career and deciding between them</li> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• being proactive about being resilient and learning from setbacks</li> </ul>



## Create opportunities

- developing friendships and relationships with others
  - being aware that it is important to take initiative in their learning and life
  - being aware that building a career will require them to be imaginative and flexible
  - developing the ability to communicate their needs and wants
  - being able to identify a role model and being aware of the value of leadership
  - being aware of the concept of entrepreneurialism and self-employment
- developing friendships and relationships and reflecting on their relationship to their career
  - starting to take responsibility for making things happen in their career
  - being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them
  - being willing to speak up for themselves and others
  - being able to discuss roles models and reflect on leadership
  - researching entrepreneurialism and self-employment
- building and maintaining relationships and networks within and beyond the school
  - being proactive about their life, learning and career
  - being creative and agile as they develop their career pathway
  - representing themselves and others
  - acting as a leader, role model or example to others
  - considering entrepreneurialism and self-employment as a career pathway



## Balance life and work

- being aware of the concept of work-life balance
  - being aware that physical and mental wellbeing are important
  - being aware of money and that individuals and families have to actively manage their finances
  - being aware of the ways that they can be involved in their family and community
  - being aware of different life stages and life roles
  - being aware of rights and responsibilities in the workplace and in society
  - recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces
- reflecting on the different ways in which people balance their work and life
  - reflecting on their physical and mental wellbeing and considering how they can improve these
  - recognising the role that money and finances will play, in the decisions that they make and, in their life and career
  - recognising the role that they play in their family and community and considering how that might shape their career
  - considering how they want to move through different life stages and manage different life roles
  - developing knowledge of rights and responsibilities in the workplace and in society
  - identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces
- planning for the kind of balance of work and life that they want
  - taking action to improve their physical and mental wellbeing
  - beginning to manage their own money and plan their finances (e.g. thinking about student loans)
  - actively shaping their involvement in their family and community as part of their career planning
  - planning for different life stages and considering the different life roles that they want to play
  - being aware of their role in ensuring rights and responsibilities in the workplace and in society
  - taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them



## See the big picture

- being aware of a range of different media, information sources and viewpoints
  - being aware that there are trends in local and national labour markets
  - being aware that trends in technology and science have implications for career
  - being aware of the relationship between career and the natural environment
  - being aware of the relationship between career, community and society
  - being aware of the relationship between career, politics and the economy
- evaluating different media, information sources and viewpoints
  - exploring local and national labour market trends
  - exploring trends in technology and science
  - exploring the relationship between career and the environment
  - exploring the relationship between career, community and society
- evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
  - exploring and responding to local and national labour market trends
  - exploring and responding to trends in technology and science
  - exploring and responding to the relationship between career and the environment
  - exploring and responding to the relationship between career, community and society
  - exploring and responding to the relationship between career, politics and the economy