

Standard O
Students have the skills, knowledge and attitudes to be effective career planners

Career Mark indicator	Career Mark example	Links to OfSTED SEF	Links to the outcomes for children framework (ECM)	Links to IAG standards
<p>O.1 Students understand themselves and the influences on them. (Self Development)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • understand the difference between the terms skill, and personal attribute • can recognise stereotyping of people, careers and work • understand the range of people and images which might influence their decisions • have an understanding of equal opportunities legislation and issues in relation to themselves, and • are aware of how gender, disability, race, class, family background and so on can influence choice. <p>Skills: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can describe their skills, qualities, strengths and weaknesses, potential, and personal circumstances, and relate these to a range of choices including subjects, course programmes, employment opportunities and 	<p>4.e 4.f 4.g 5.b 5.c 5.d 5.e 6.a 6.b 6.c</p>	<p>Outcome- Be healthy Aim – Children and young people are mentally and emotionally healthy</p> <p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school. Children and young people are ready for employment</p>	<p>1.1</p>



	<p>personal development opportunities</p> <ul style="list-style-type: none"> • can use the outcomes of self assessment to identify areas for development, and • can question stereotypical ideas in relation to career choices. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • know how their own values and views can affect choice, and • can show a positive attitude to personal career reflection and development. 			
<p>O.2 Students can research opportunities for learning, work and personal development. (Career Exploration)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can describe the role of information in making decisions • can describe the strengths and weaknesses of a variety of sources of information • know where and how opportunities are publicised • know of and understand opportunities in learning, work and personal development including KS4, post-16, post-17 and 18 including higher education, and • have knowledge of progression routes through 14-19 learning. <p>Skills: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • can identify a range of options to 	<p>4.e 4.f 5.c 5.d 6.a 6.b</p>	<p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school. Children and young</p>	<p>1.1 3.2 3.3 3.5 3.6 4.7</p>



	<p>research in relation to their own needs, priorities and aspirations, and</p> <ul style="list-style-type: none"> • can find, evaluate and act upon information. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • take positive action to use a range of resources independently and at a time of their choosing. 		<p>people are ready for employment</p>	
<p>O3 Students can make and adjust plans to manage change and transition. (Career Management)</p>	<p>Knowledge: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • understand a range of ways of making decisions • understand the skills and qualities needed by opportunity providers in the career areas they are considering • know about the changing trends in the labour market • understand the processes of action planning and target setting • know of a range of people who can give them support when making decisions and managing transitions • understand how to get support from a range of professionals; • understand the importance of compromise, and • understand the need to make a back up plan. <p>Skills: The assessor will look for</p>	<p>4.e 4.f 5.c 5.d 6.a 6.b</p>	<p>Outcome- Be healthy Aim – Children and young people are mentally and emotionally healthy</p> <p>Outcome - Make a positive contribution Aim – Children and young people develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Outcome - Achieve economic well-being Aims – Children and young people engage in further education, employment or training on leaving school.</p>	<p>1.1 1.4 1.5 3.7 4.2 4.6 4.7</p>



	<p>evidence that students:</p> <ul style="list-style-type: none"> • can choose appropriate ways of making decisions • can review previous decisions critically • can adapt plans in the light of changing circumstances • can explain how changing trends in the labour market might affect their career planning • can select resources to support decisions • can show that they can prioritise their needs • have a range of skills to apply for jobs, courses, and personal development opportunities, such as letter writing, CVs, form filling, online applications and telephone skills, and • can present information about themselves clearly including the skills needed for selection interviews. <p>Attitudes: The assessor will look for evidence that students:</p> <ul style="list-style-type: none"> • have a positive attitude to on-going learning and development, • are developing a sense of personal responsibility for their career planning which includes current and future economic and personal well being. 		<p>Children and young people are ready for employment</p>	
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