# A picture containing text, clipart Description automatically generatedCareer Development Framework: Case study template

Thank you for be willing to provide a case study about the way that you address the **Balance life and work** learning area.

This learning area is concerned with engaging learners in

|  |  |  |
| --- | --- | --- |
| Key Stage 3 | Key Stage 4 | Post 16 |
| * 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 |

Your case study does not have to address all of these components, but it should address at least one.

You can write as much as you need to explain your case study. The initial use of the case study will be as a short summary for the CDI website, but we may reuse in other resources.

Any questions please contact [kath.wright@thecdi.net](mailto:kath.wright@thecdi.net)

## Case study

Name:

Email:

School/college/institution:

Would you /the institution like to be anonymous: Yes/No

How are you meeting this learning area?

How does this fit into your school, college or institutions’ wider activities?

How does it connect to the Gatsby Benchmarks?

What resources have been useful in delivering this (provide web links if possible)?

How have partners supported the activities?

How do you assess that learning has taken place?

What did your learners gain from the activity e.g. enjoyment/reaction, change their behaviour/thinking?

What was the level of engagement by the staff and what did they gain from the activity?

What are the main challenges in running this activity?

What advice would you give if someone wanted to run something similar?