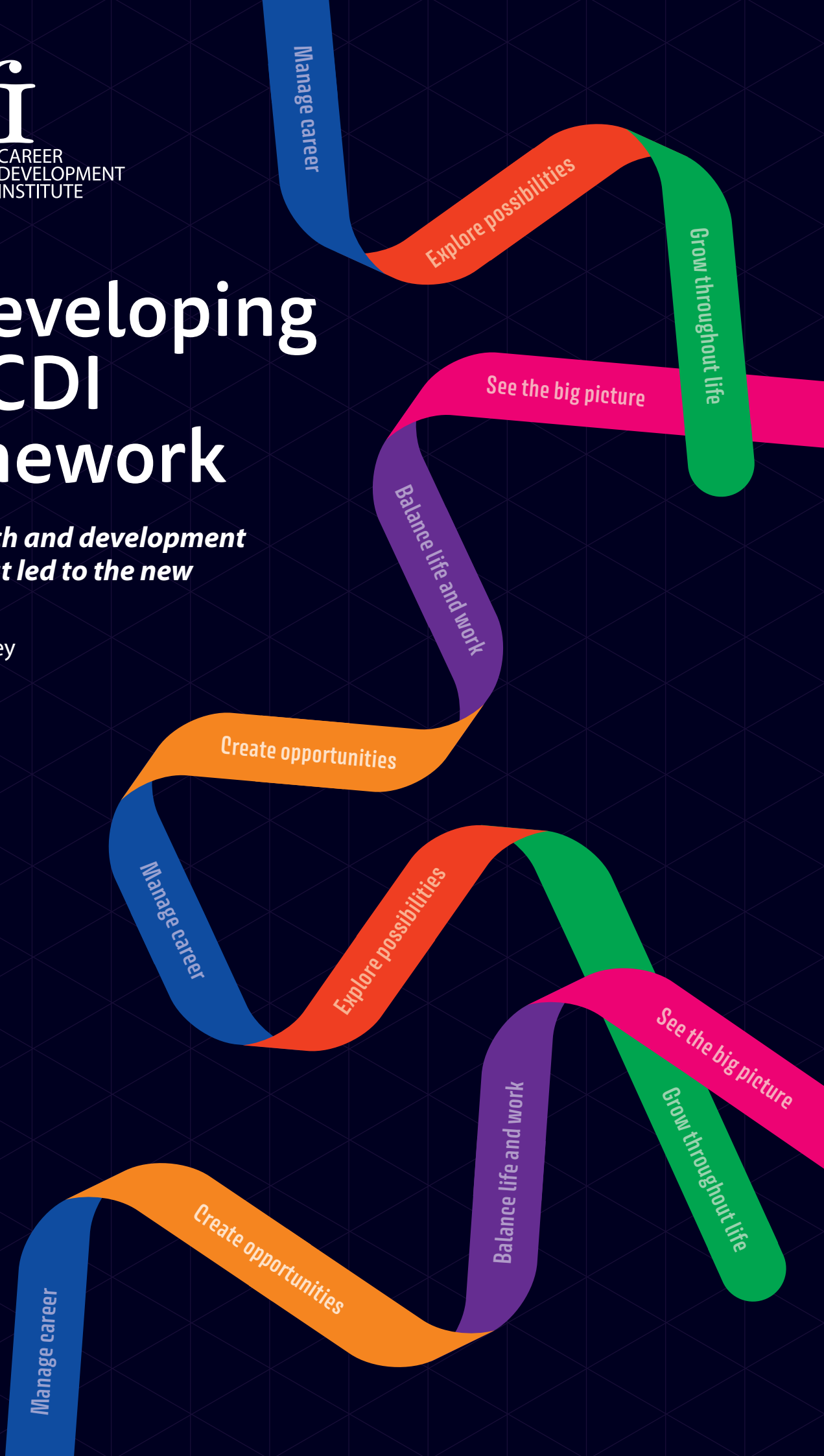


Redeveloping the CDI framework

*The research and development
process that led to the new
framework*

Tristram Hooley



Introduction

This paper describes a project that took place in 2020 to redevelop the CDI's Careers, Employability and Enterprise Framework. The aim of the project was to update the existing framework by drawing in insights from key stakeholders and users of the framework. In addition, it was hoped to broaden out the relevance of the current CDI framework beyond its basis in secondary education to create a lifelong, all-age career management/development skills framework.

I conducted the project for the Career Development Institute (CDI) in partnership with its Community of Interest for Careers Education (COICE). COICE functioned as an active reference group and supported the development of the new framework. The new framework was developed for England. Alternative documents and equivalent frameworks exist in the other UK nations, although the new CDI framework is available as an additional source of reference for any practitioners to use throughout the UK and beyond.

The aim of developing a national framework of career management skills offers an answer to the question about what people need to know and be able to do to have a positive career. Such a framework needs to recognise that a 'positive career' is a normative concept that will mean something different to everyone. But, we felt able to proceed on the basis that a 'positive career' was one in which the individual was happy with the way that they spent their time, felt able to make a contribution to their community and was able to have a decent standard of living.

A career management skills framework conceptualises the answer to this question about what people need to be able to know and do to have a positive career as a list of learning areas that individuals need to engage with. These are often described as 'skills' but in reality the terminology of skills (what you can do) is insufficient to fully capture the range of learning outcomes that are described in career management skills frameworks. Existing career management *skills* frameworks also typically include knowledge (what you need to know), behaviours (how you should conduct yourself) and attitudes (how you should think). Thomsen proposes the use of the terminology of 'competences' as a broader alternative to 'skills', but we have opted to retain the use of 'skills' because it is in common usage in England.¹

This project therefore sought to create a list of career management skills which encompassed the skills, knowledge, attitudes and behaviours that support individuals to achieve a positive career.

The framework is a tool through which the activity of career guidance can be turned into a series of outcomes. As well as a list of skills it needs to include thinking about how people learn (a learning model) and the progressive process that individuals go through to master these skills (levels).² It also needs to include ideas about how this will be delivered in practice, provide resources to support its implementation, develop or identify a community of practice of professionals who are working with it, and gain recognition and support from policy. This paper details the first stage of the re-development of the CDI framework. Once the shape of the framework is fixed, further attention will need to be given to its implementation across the education and employment system in England.

The creation of a national framework for career management skills has been undertaken by numerous countries in the past including the USA, Canada, Australia, Scotland and Norway, and has been trialed but never been successfully implemented in England.³ This project builds on the learning from previous projects in other countries and on the existing CDI framework to create a new framework which can provide a common language for educators, employers and individuals around career development in England.

1. Thomsen, R. (2014). *A Nordic perspective on career competences and guidance – Career choices and career learning*. NVL & ELGPN concept note. Oslo: NVL.

2. Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S. (2013). The 'Blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance & Counselling*, 41(2), 117-131. <https://doi.org/10.1080/03069885.2012.713908>

3. Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S. (2013). The 'Blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance & Counselling*, 41(2), 117-131. <https://doi.org/10.1080/03069885.2012.713908>; Neary, S., Dodd, V., & Hooley, T. (2016). *Understanding career management skills: findings from the first phase of the CMS leader project*. Derby: iCeGS, University of Derby; Sultana, R. G. (2012). Learning career management skills in Europe: a critical review. *Journal of Education and Work*, 25(2), 225-248. <https://doi.org/10.1080/13639080.2010.547846>

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The CDI framework (2012-2020)

From 2012 the Career Development Institute (CDI) and one of its predecessor bodies, the Association for Careers Education and Guidance (ACEG), oversaw the development, refinement, and implementation of a framework for career education in schools.⁴ The CDI is the single, UK-wide professional body for everyone working in the careers sector. It was formed in 2013, through the merger of four former professional associations.⁵ The CDI framework defined the learning outcomes that were expected from school-based career education and illustrated how career education could be implemented across the curriculum from Key Stage Two to the post-16 phase.⁶



The CDI framework had its origins in national frameworks for career education and guidance published by the government in 2003 and 2009 and then reworked in 2012 by ACEG after the government abolished the statutory duty for career education.⁷ This framework was then adopted by the CDI when ACEG merged with other professional associations in the careers sector to constitute the new Institute.

Since the formation of the CDI the framework has been revised three times, first in 2015 when the focus on employer engagement and enterprise was increased, secondly in 2018 when it was mapped onto the Gatsby Benchmarks⁸ and thirdly in 2020 when several further minor updates were made to ensure alignment with the contemporary policy and practice context.

The framework which existed between 2012 (as the ACEG framework) and 2020 (when this project took place) was organised around three main constructs, which in turn were divided into 17 different learning areas.

- **Developing your self through careers, employability and enterprise education.** Addressing: (1) self-awareness; (2) self-determination; and (3) self-improvement as a learner.

- **Learning about careers and the world of work.** Addressing: (4) career exploration; (5) investigating and researching work and working life; (6) understanding the labour market; (7) making use of labour market information; (8) equality and diversity; and (9) learning about safe working practice.
- **Developing your career management and employability skills.** Addressing: (10) making the most of careers information, advice and guidance; (11) preparing for employment; (12) initiative and enterprise; (13) financial planning and management; (14) opportunity awareness; (15) planning and decision making; (16) managing recruitment processes; and (17) managing change and transitions .

These 17 learning areas were then transformed into a series of learning outcomes for Key Stage Two, Three and Four and the post-16 phase. Finally, some advice was provided for professionals working with the framework (including a mapping onto the Gatsby Benchmarks) and using it in a range of different settings.

4. Career Development Institute. (2020). *Framework for careers, employability and enterprise education*. Stourbridge: Career Development Institute.

5. Career Development Institute. (n.d.). About: Welcome to the Career Development Institute (CDI). <https://www.thecdi.net/About>.

6. A Key Stage is a stage of the state education system in England. Key Stage 3 covers ages 11-13 and 4 covers 14-15. The post-16 phase is sometimes referred to as Key Stage 5, but this language is not officially adopted.

7. Andrews, D. (2019). *Careers education in schools*. Royston: David Andrews.

8. Gatsby Charitable Foundation. (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

2 The case for revision

Since 2014 the government has been in a process of reforming career education and guidance in schools.⁹ This process was clarified and formalised with the publication of the careers strategy in 2017.¹⁰ The current careers strategy comes to an end in 2020, opening up the possibility that a new strategy will be published in 2021 or shortly afterwards. Even if government decides not to produce a new strategy, the end of the existing strategy will leave a gap in thinking about the future of policy and practice in the area. A revision of the CDI framework offers one way in which the successes of 2017-2020 can be built on and extended into the future.

The 2017 careers strategy was welcomed by most in the careers sector and there is evidence that provision has been improving since it was introduced,¹² although the Covid-crisis of 2020 has clearly resulted in some stalling in this progress. Much of the criticism of the existing framework has focused on the lack of funding to realise the aims of the strategy, the lack of willingness to address the sector's fragmentation and the continued neglect of careers provision outside of the education system.¹³ However, there is a more fundamental concern that recent career guidance policy has focused entirely on structural and logistical issues (how much resourcing is needed and what activities schools and colleges should be organising) whilst little attention has been given to what career education and guidance should be seeking to achieve.

The CDI framework is one of the few documents in the current landscape that articulates what knowledge, skills and capabilities career learning is seeking to foster and what someone who has been through this educational process should know and be able to do. As career education once again becomes embedded into schools, colleges and other contexts, there is a need to think about the learning outcomes that it is designed to support and consider how these interact with the rest of the curriculum.

Since the creation of the CDI framework there have been substantial changes in the political, economic and educational landscape and career guidance's place within it. Covid-19 has exacerbated changes that were already in process in the education system and the labour market which call for a response from career guidance.¹⁴ Less obviously the last ten years have also seen substantial developments in the evidence base on career guidance¹⁵ and in the theoretical underpinnings of the field.¹⁶ 2020 therefore seemed to be an opportune time to revise the framework in a way that addresses the changing context and takes on board what has been learnt over the preceding decade.

9. Andrews, D., & Hooley, T. (2019). Careers leadership in practice: a study of 27 careers leaders in English secondary schools. *British Journal of Guidance & Counselling*, 47(5), 556-568; <https://doi.org/10.1080/03069885.2019.1600190>; Houghton, A. M., Armstrong, J., & Okeke, R. I. (2020). Delivering careers guidance in English secondary schools: Policy versus practice. *British Journal of Educational Studies*, 1-17. <https://doi.org/10.1080/00071005.2020.1734533>; Hughes, D. (2017). Careers work in England's schools: Politics, practices and prospects. *British Journal of Guidance & Counselling*, 45(4), 427-440. <https://doi.org/10.1080/03069885.2017.1346234>

10. Department for Education. (2017). *The careers strategy: Making the most of everyone's skills and talents*. London: Department for Education.

11. The Careers & Enterprise Company. (2019). *State of the nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

12. The Careers & Enterprise Company (2020). *Careers education in England's schools and colleges 2020: Working together for young people's futures*. London: The Careers & Enterprise Company.

13. Hooley, T. (2020). Election over, Brexit next. But what is the future for career guidance? *Careers Matters*, 8(1), 14-15.

14. Hooley, T. (2020). *A global pandemic and its aftermath: The way forward for career guidance*. Keynote lecture to the Austrian Euroguidance conference, 12th November 2020. <https://adventuresincareerdevelopment.wordpress.com/2020/12/02/a-global-pandemic-and-its-aftermath-the-way-forward-for-career-guidance-2/>.

15. Hooley, T. (2017). Moving beyond 'what works': Using the evidence base in lifelong guidance to inform policy making. In K. Schroder & J. Langer, *Wirksamkeit der Beratung in Bildung, Beruf und Beschäftigung (The Effectiveness of Counselling in Education and Employment)*. Bielefeld: WBV; Kashefpakdel, E. T., & Percy, C. (2017). Career education that works: An economic analysis using the British Cohort Study. *Journal of Education and Work*, 30(3), 217-234. <https://doi.org/10.1080/13639080.2016.1177636>; Musset, P., & Kurekova, L. M. (2018). Working it out: Career guidance and employer engagement. *OECD Education Working Papers*, 175. <https://doi.org/10.1787/51c9d18d-en>.

16. Arthur, N., Neault, R., & McMahon, M. (Eds.) (2019). *Career theories and models at work*. Toronto: CERIC; Cohen-Scali, V., Pouyaud, J., Podgórný, M., Drabik-Podgórná, V., Aisenson, G., Bernaud, J. L., Moumoula, I.A., & Guichard, J. (Eds.). (2018). *Interventions in career design and education: Transformation for sustainable development and decent work*. Cham: Springer; Hooley, T., Sultana, R. and Thomsen, R. (2019). *Career guidance for emancipation: Reclaiming justice for the multitude*. London: Routledge.

3 Project approach

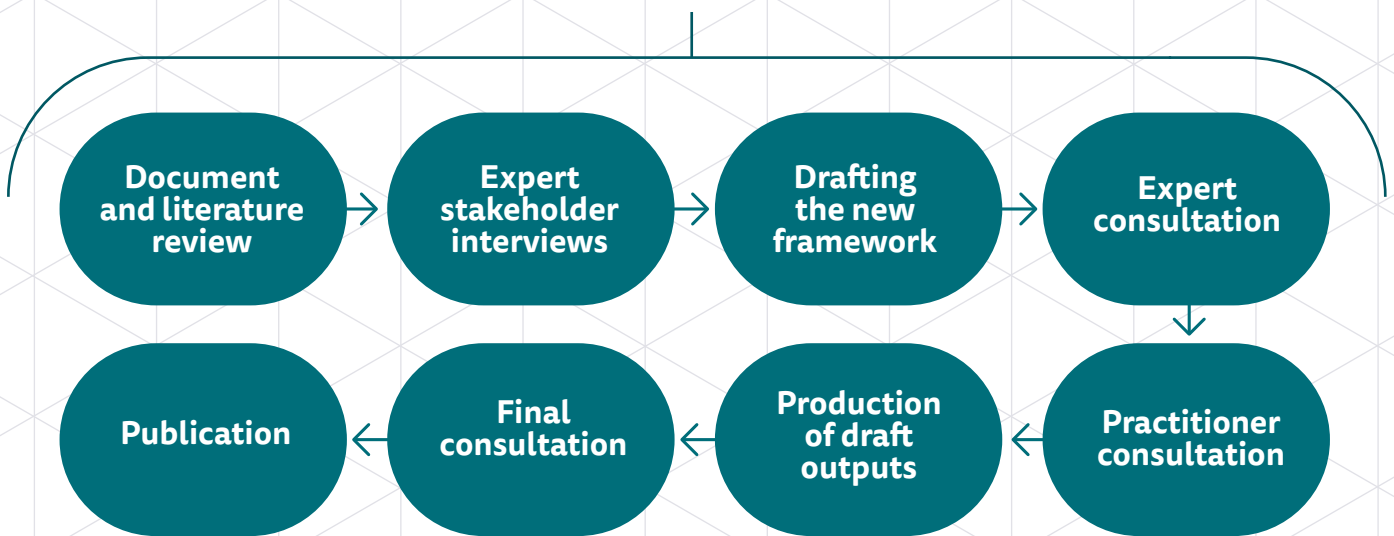
The CDI commissioned me to facilitate the redevelopment of the CDI framework under the direction of the Community of Interest for Careers Education (COICE). This is a steering group that leads CDI's activities and policies around careers education. The group was highly involved in the project with members contributing their expertise individually as well as the group meeting with me regularly throughout the project to shape the project design, aid with the interpretation of results and ultimately sign off on the outputs.

The project was designed as an iterative and participatory research and development project. The key aim was to generate a new framework which had strong buy in from stakeholders and those responsible for the implementation of the framework. Consequently, the framework was organised over eight phases set out in figure 3.1.

Figure 3.1. Project design for the redevelopment of the CDI framework

The next phase consisted of a series of **interviews with key experts and stakeholders** involved in policy, practice and research on career education and guidance. In total 26 experts were interviewed as part of the project. These included civil servants, academics and researchers, representatives of think tanks and NGOs, 'middle tier' advisers responsible for working with practitioners and practitioners. Key organisations that we consulted with include Academies Enterprise Trust, Adviza, Association

CDI Community of interest for Careers Education(COICE)



The project began with a **document and literature review** to understand the framework itself and the context within which it was situated, and to learn from the experience of other attempts to create career management skills frameworks. This phase extended throughout the project with new documents being identified in all phases, particularly the expert and stakeholder interviews, expert consultation and practitioner consultation phases. This resulted ultimately in the gathering and review of 67 documents.

of School and College Leaders, Careers England, C&K Careers, CSW Group, Complete Careers, Department for Education, Education Development Trust, Gatsby Charitable Foundation, Institute of Student Employers, National Institute for Career Education and Counselling, North East LEP, North East Uni Connect Programme, Nottingham Trent University, Ofsted, Prospects, Quality in Careers Standard, Suffolk County Council, Teach First, The Career Innovation Company, Talentino, The Careers & Enterprise Company; The PSHE Association, The Skills Builder Partnership, University of Bath, University of Derby, University of Warwick, Youth Employment UK. The interviews were typically conducted via video-



conference or telephone and were around an hour in length. Following the interviews, I wrote up detailed notes summarising the key points raised.

The data gathered during the document and literature review and the expert and stakeholder interviews were then used to generate key principles and findings that should guide the **drafting of the new framework**. The data were also used to identify all of the learning areas that contributors felt should be included in the revised framework. This resulted in a list of 214 learning areas which were then grouped conceptually and coded through a three-stage coding process that first reduced them down to 41 codes, then 14 and finally 6. These six areas became the basis of the new framework.

I then contacted the experts who had participated in the research so far and the members of the COICE group and asked for feedback on the six areas that now comprised the CDI framework. This **expert consultation** produced broad agreement on the framework as well as multiple suggestions for revisions and refinements.

A revised version of the framework, with detailed descriptions of each of the areas was then shown to practitioners through the **practitioner survey**. Again, this produced broad agreement in the structure of the framework but provided extensive feedback which led to further refinements and ideas about implementation.

The revised framework was then presented as a series of **draft outputs**:

- A one-page poster aimed at individuals
- An eight page booklet for careers professionals.
- A twenty-page handbook for secondary schools
- A matrix of learning aims organised by Key Stage and phase

These draft outputs were iterated with COICE before a **final consultation** and the **publication** of the documents.

“More than ever, it’s important people manage their careers through their working life. The CDI framework gives a clear, structured approach to help you develop your career.”

Stephen Isherwood (CEO), Institute of Student Employers

Insights from experts and stakeholders

In the early phases of the project it was important to gather participants' opinions on the CDI framework and the best way forwards. In this section I present the key over-arching themes that emerged from this phase of the project.

The CDI framework

There was agreement from most participants that the CDI framework is an important part of the career development landscape in England. Participants stressed the value of a document that clarified the outcomes of career education. Participants noted that there was an extensive user community already in existence for the current framework, with users of the framework typically being introduced to it either through the Quality in Careers Standard¹⁷ or through the careers leader training.¹⁸ But, participants also reported that there were a large number of potential users who had either decided not to use the existing framework or who had never encountered it. Participants were keen that the redevelopment of the framework should also be an opportunity to increase its profile and engage new users in it.

While many participants had made extensive use of the existing CDI framework there were a range of criticisms of the framework. Some felt that the current framework had been repeatedly tweaked to address new initiatives and developments and that there was a need to return to first principles. Others felt that the existing framework was overly complex and needed to be simplified and clarified. Participants reported that these factors led to careers leaders and other potential users either rejecting the framework or using it in a superficial way. Overall, there was agreement that it was time to overhaul the framework and produce something new.

Revising the framework

The expert and stakeholder interviews revealed a wide range of ideas about how the framework should be revised. People were keen to simplify the framework by reducing the overall number of learning areas and suggested numerous ways in which learning areas in the existing framework could be grouped or combined.

Despite the desire for greater simplification, participants also identified a range of new areas that they wanted to include. Many of these focused somewhat more broadly than those in the existing framework or increased the emphasis on elements that were already there such as work/life balance or the way in which career emerges from the

relationship between the individual and society.

This was ultimately addressed through the creation of a six area framework. The consultation on the initial draft of this six area framework resulted in a variety of changes in focus, ordering and language, ultimately producing the version set out in figure 4.1.

Embedding the framework into schools

Participants argued that there is currently a positive climate in England for careers education in schools with some support from policymakers. The new framework needs to build on this and demonstrate that it extends existing initiatives like the Gatsby Benchmarks. Key to this is clarifying that whilst Gatsby describes the inputs that are needed in careers education, the CDI framework describes the educational outcomes that such a programme is seeking to achieve. The connection to current policy would be further supported if the framework was presented in a similar way to existing DfE frameworks for subjects.

Participants reported that the framework needs to be designed so it can be easily embedded into schools and other educational institutions. Part of this is making a strong link to the Gatsby Benchmarks and other relevant frameworks (notably the Skills Builder¹⁹ framework of enterprise and employability outcomes and the PSHE curriculum²⁰). Participants were also keen to ensure that it aligned with the requirements of government's statutory guidance²¹ and the expectations of Ofsted²². But it is also about helping educators to realise that this is a resource for the wider curriculum as well as a specification for a careers module.

A lifelong framework

The consultation was heavily skewed towards stakeholders and practitioners who were active in secondary education. However, some efforts were made to engage wider perspectives. In general, there was agreement that a lifelong framework would be useful. However, there were concerns that such an idea would be newer to practitioners outside of the school system and that there is a need to spend more time developing resources to support its use.

What should the outputs look like?

Participants had a range of ideas about what kinds of outputs or products constituted a framework. Some of these were clearly within the scope of the current project e.g. the production of a brief high-level overview of the framework, a guide for careers professionals and a more detailed handbook for schools. Whilst others were outside of the scope of this project, but may be able to be taken up in future projects.

Broadly participants were keen for the outputs to provide as much detail as possible. There were requests for case studies, resources and detailed learning outcomes. There was a recognition from participants that some outputs may have to wait until after the initial framework is published but also an enthusiasm for CDI and other sector bodies to engage in this quickly. Suggestions included handbooks for other educational contexts beyond secondary schools e.g. special schools, primary schools, further education colleges and adult settings. There was also considerable enthusiasm for practical resources including lesson plans, self-audit tools and programme audit tools and video materials.

Further validation

There was also a recognition that the framework had been redeveloped through the engagement of experts, stakeholders and practitioners. Several participants spoke about the importance of engaging other stakeholders, most notably young people/the end users of the framework and employers.

17. The Quality in Careers Standard, <https://www.qualityincareers.org.uk/>.

18. Williams, J., Akehurst G., Alexander K., Pollard E., Williams C., & Hooley T. (2020). *Evaluation of the careers leader training*. Brighton: Institute of Employment Studies.

19. Skills Builder, <https://www.skillsbuilder.org/>.

20. Department for Education. (2020). *Personal, social, health and economic (PSHE) education*. <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>; PSHE Association. (2020). *Programme of study for PSHE education. Key Stages 1-5*. <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>.

21. Department for Education. (2018). *Careers guidance and access for education and training providers*. <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.

22. Ofsted. (2019). The education inspection framework. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf.

Figure 4.1. The revised six-area version of the CDI Career Development Framework

For a positive career you need to...

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



5 Findings from the practitioner survey

Following the engagement and feedback of stakeholders and experts a survey was conducted to gather a broader range of perspectives. The survey was open from the 15th October to the 17th November. It was publicised via the CDI membership list, the Careers & Enterprise Company careers leaders mailing list and through a variety of other email and social media channels connected to members of the project steering group and key stakeholders.

The survey received 290 responses. Following data cleaning 238 valid responses remained. Data were cleaned to remove responses with no substantive data. The total number of responses were calculated for each question and percentages are based on this rather than the total number of responses to take account of missing data.

Respondents were drawn from across the full range of career development sectors. However, there was a strong skew towards people working in secondary schools. The overwhelming majority (93%) of respondents were involved in providing career development support to others as part of their job. The other 7% described themselves as having a strong interest in the area. Most (74%) had used the existing CDI framework in the past.

Feedback on the framework

Respondents were asked whether they agreed that 'people who have positive, successful and enjoyable careers do the following things'. They were then presented with a series of statements corresponding to each of the six areas in the new framework. Figure 5.1 sets out the findings, showing that there was a strong level of agreement with each of the statements.

Feedback was overwhelmingly positive (although there were some dissenting opinions), agreeing that

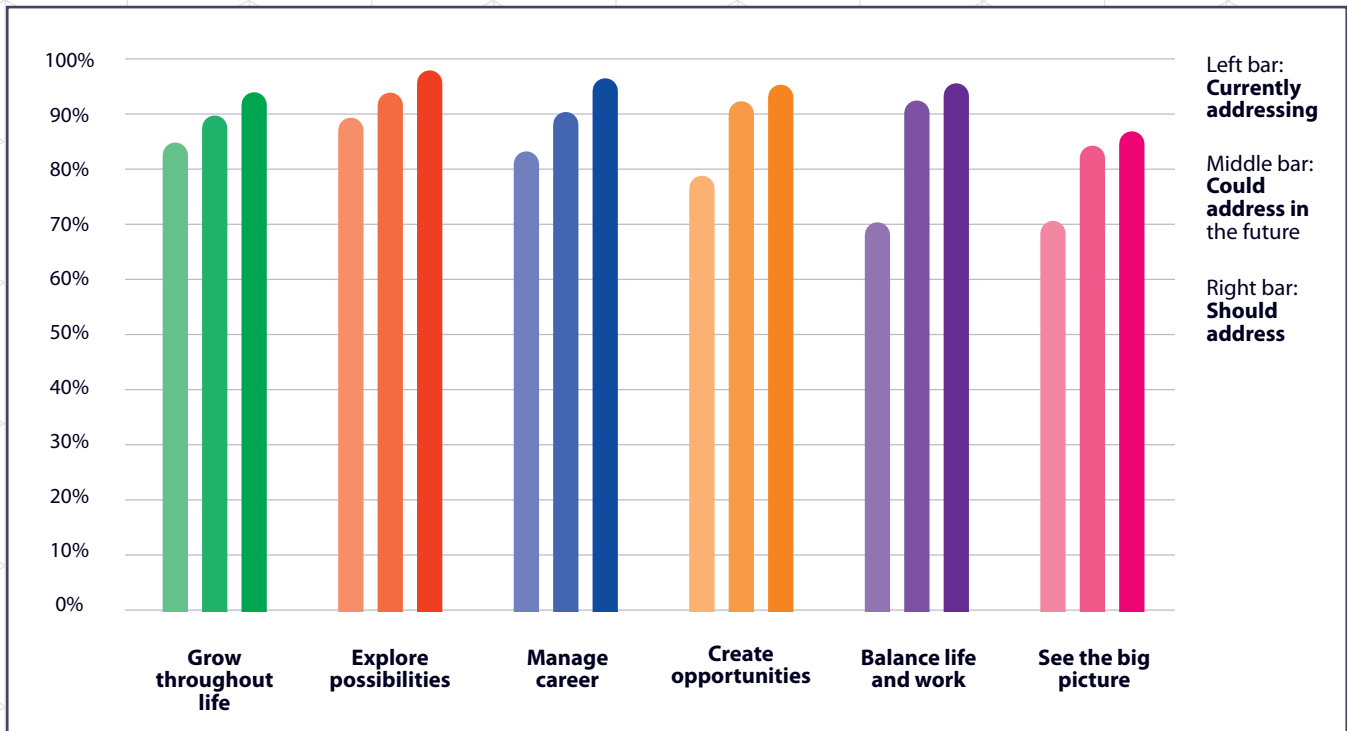
it was time to refresh the framework and that this approach looked easy to use and relevant. Some highlighted the value of learning outcomes and the focus on what learners should get out of career development activities. Others made suggestions to improve and clarify the language further.

Respondents were asked to provide more detailed feedback on each of the six learning areas. They were asked to indicate whether they agreed with a series of component statements which were provided to give an indication of what each of the areas comprised. So for example, in the Grow throughout life area respondents were asked whether the following elements were part of this learning area: learning about their background and heritage and considering its influence; committing to lifelong learning and development; reflecting on how they learn; challenging themselves; recognising how learning contributes to career; making use of help and support in personal development and career building; and reflecting on themselves, their interests, their strengths and their values. In each learning area more than 50% of respondents agreed that all the proposed components should be part of the learning area that they were organised under, although a number of refinements and rephrasings were suggested. This resulted in some final redrafting.²³

Figure 5.1. Do people who have positive, successful and enjoyable careers

Activities	Proportion in agreement
Grow throughout life by learning and reflecting on themselves, their background, and their strengths.	92%
Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.	79%
Manage their career actively, make the most of opportunities and are resilient in the face of setbacks.	89%
Create opportunities by being proactive and building strong relationships with others.	90%
Balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.	74%
See the big picture by paying attention to how the economy, politics and society connect with their own life and career.	71%

Figure 5.2. The level of current and future engagement with the six learning areas



Respondents were also asked whether they were already addressing this learning area in their practice, whether they could address it in the future in their practice and whether they felt that it was important for career education and guidance to address this learning area. The responses are set out in figure 5.2.

Figure 5.2 shows a very high level of agreement on each of the learning areas as a legitimate aim for career education and guidance, with all areas receiving in excess of 85% agreement that this was something that should be addressed. It also shows that most respondents felt that this was something that that could be addressed within their practice (given appropriate funding, support and targets), with 85% or more agreeing that each area could be addressed. Some respondents expressed concern about what level of change was achievable within existing resources and structures, noting that although there was value in the framework, some of its elements would likely to be left unaddressed within the existing environment.

Figure 5.2 also shows that there is a considerable body of practice to build on with more than 70% of all participants reporting that they were already currently addressing each learning area in some way. However, it also shows that there is some variability across the different learning areas with less respondents currently addressing the ‘create opportunities’, ‘balance life and work’ and ‘see the

big picture’ learning areas in comparison to the first three. This is unsurprising as these latter three areas are more weakly represented in the existing CDI framework than the first three.

Additional comments provided in response to the survey highlighted the importance of ensuring a strong connection between this framework and the Gatsby Benchmarks. The relationship with Skills Builder was also noted. They also highlighted the importance of providing links to practical resources to support its implementation. Others argued that implementing this framework was going to require more training and support. Many would be keen to see case studies and examples to help them to implement the framework. Many respondents provided examples of useful resources for each of the learning areas and reported a willingness to provide a case study illustrating how they had addressed this.²⁴

23. The final list of components in each learning area are published in Career Development Institute. (2021). *Career Development Framework. Supporting learners to improve their career development skills*. Stourbridge: CDI.

24. Resources and case studies are available in Career Development Institute. (2021). *Career Development Framework. Using the Framework to support career education and guidance in secondary schools*. Stourbridge: CDI.

6 Drafting the framework

The framework was developed through an iterative process. The project began with a more limited ambition to update and improve the usability of the existing CDI framework. However, through the engagement of experts and practitioners as well as the use of literature a more ambitious redevelopment unfolded. Throughout the various stages the framework continued to shift and develop, but gradually settled around the six areas organised in the way that they are now presented.

Most of the focus in the consultation was on the discussion of the learning areas, but when I drafted the outputs it was also important to ensure that the other key elements of the framework were also in place, notably clarification of how these skills should be learnt (the learning model), detail about how an individual would progressively acquire them (levels), further guidance on how the framework should be embedded into schools and other learning environments (delivery approach) and other resources and learning objects to support the implementation.

These are illuminated in more detail in the four outputs that were created for end users, careers professionals and schools. These included a learning model and a detailed iteration as to how the framework could be developed between the ages of 11-19 through separate articulations in for Key Stages 3 and 4 and for the post-16 phase. On completion of these outputs they were provided to COICE members for further feedback.

Finally, the documents were proof-read and endorsements sought from all of the key stakeholders who had been consulted through the project. This resulted in a number of further minor amendments to the framework and the outputs.

The career learning spiral

One of the key additions that emerged at the drafting stage was the learning model. Throughout the interviews participants had discussed the importance of providing practitioners with insights into how career learning takes place. They discussed a range of existing career learning and experiential learning models. For example, people cited Kolb's experiential learning model²⁵ and Law's new-DOTS model. Respondents also highlighted the spiral curriculum model²⁶ that lies at the heart of the way in which the PSHE curriculum is delivered in English schools.²⁷

These approaches all view learning in a cyclical way with knowledge and skills being gradually acquired and built on, but also existing in a dynamic

relationship with the context. Such approaches recall Bruner's theories which underpin the idea of the spiral curriculum and which emphasise the importance of laying out the broad structure of the area to be learnt and then providing learners with scaffolding to engage over time, gradually deepening their knowledge and skills in the area.²⁸ This in turn has influenced the learning model that has been adopted in this project as a way of synthesising existing thinking about career learning.

The CDI framework therefore adopts a learning model in which career learning is conceptualised as a spiral where learners begin by encountering the idea of career and recognising that they can influence how their career develops. They then build their career development skills by engaging with information, knowledge and experiences, reflecting on this and building a more profound understanding of their context and their career. Ultimately, they will put the plans and strategies that have been informed by their career development learning into practice. Career development programmes, along with the work of careers practitioners and other educators, provide a scaffold for learners and help them to move up the career development learning spiral.

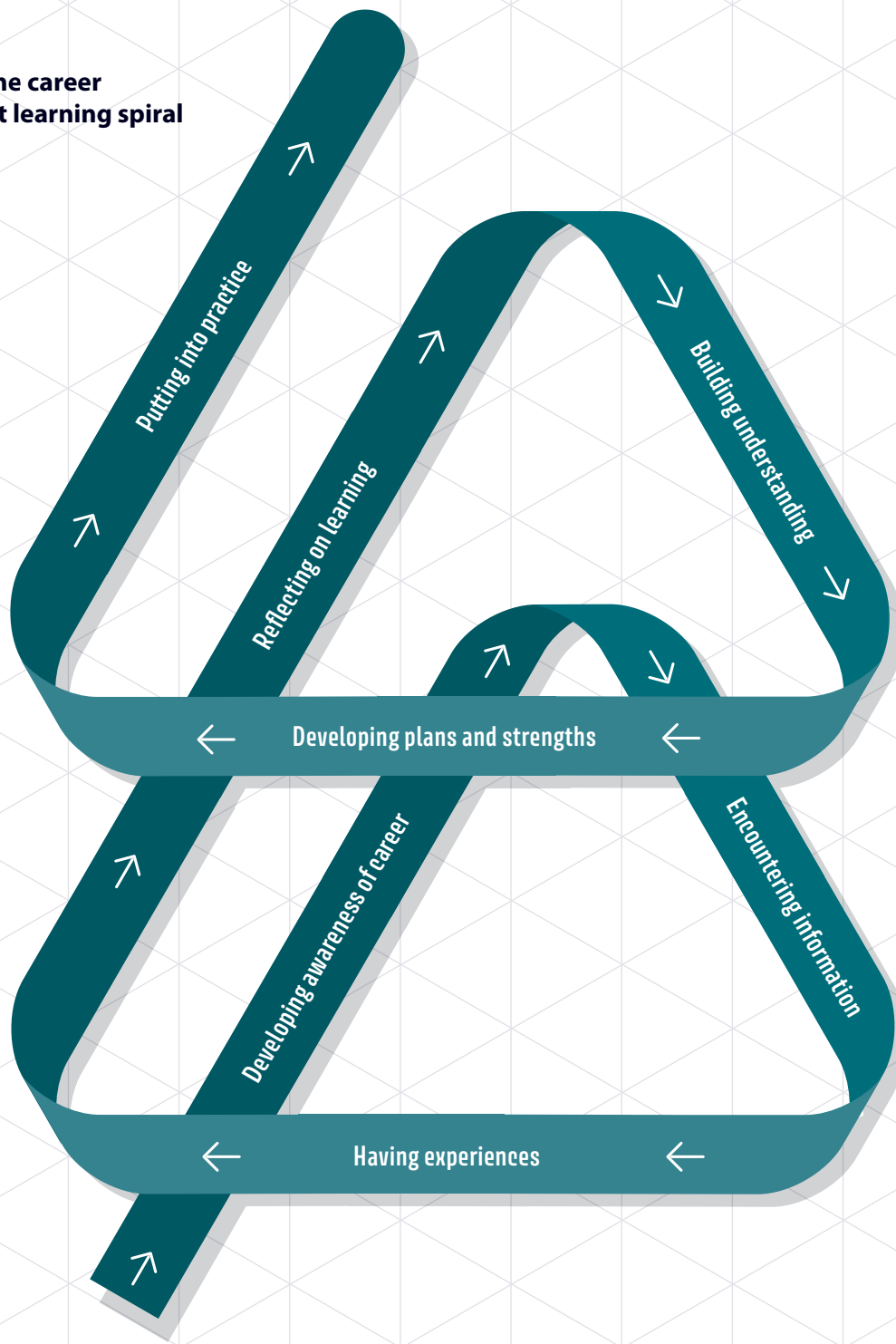
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Figure 6.1. The career development learning spiral



Pupils will develop each of the six career development areas (grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture) at a different pace. Each will require its own spiral of career development learning. Although the six areas are also linked and so learning in one area will also support learning in another area.

While learners should first encounter the CDI framework in compulsory education, they are not expected to know everything about career by the time that they leave school. The career development learning spiral will continue throughout their lives.

As they move into university, apprenticeships or the workplace, they will need to continue to reflect on their careers, engage with new information and contexts and continue to work on their career development skills. However, the career education that they receive at school should provide them with a solid grounding in each of the career development learning areas and ensure that all pupils are effective independent career learners. Although new contexts will call for new career learning, this learning should be progressive, building on a deepening understanding of how career works and the process through which an individual can develop their career.

7 Future work

The CDI Career Development Framework, launched in early 2021, is designed to start being used and implemented in England's schools from September 2021. However, these initial publications are only the beginning of the process. Based on the research conducted during this project I recommend that the CDI, probably in partnership with a range of other sector bodies, explores the following future projects.



- **Extending the framework to other contexts.**

While the framework has been conceived as a lifelong framework, it has been strongly rooted in the secondary school system. More work is needed on how it works and can be implemented in other contexts. In the short-term this should include other compulsory education contexts, notably primary schools, special schools, pupil referral units and alternative provision. In the long term there is a need for a greater focus on lifelong learning contexts including apprenticeships, further and higher education, the workplace and programmes for unemployed workers.

- **Gathering feedback on the framework from key user groups.** As the framework is rolled out there is the opportunity to track its use and explore its reception amongst key user groups. Careers professionals and educators are critical to this but have been well representing in the initial development of the framework. It is particularly important that future work also takes on the perspectives of young people, individuals and employers.

- **Developing more detailed learning outcomes and 'I can' statement.** Participants in the project frequently discussed the importance of providing detailed learning outcomes. They reported that many users of the framework are likely to be inexperienced and will want as much help as

possible in implementing the framework. Both detailed learning outcomes (linked to assessment criteria) and learner focused 'I can' statements would support the effective implementation of the framework.

- **Creation of more resources.** The research has revealed a massive appetite for the creation of resources to support the framework. Much of this will need to involve the mapping of existing resources to the learning areas set out in the framework, but there would also be value in developing specific new resources to support the framework.

- **Setting out an evaluation approach and cycle.** It is important that attention is given to the evaluation and continued development of the framework. An attempt should be made to capture its impact and to gather feedback that can support its ongoing iterative development.

“The Skills Builder Partnership welcomes the new CDI Framework as a clear, tangible way to ensure that students are building the career management skills that they need as part of a broad and balanced curriculum.”

**Tom Ravenscroft (CEO),
Skills Builder Partnership**

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