Career learning for the 21st century

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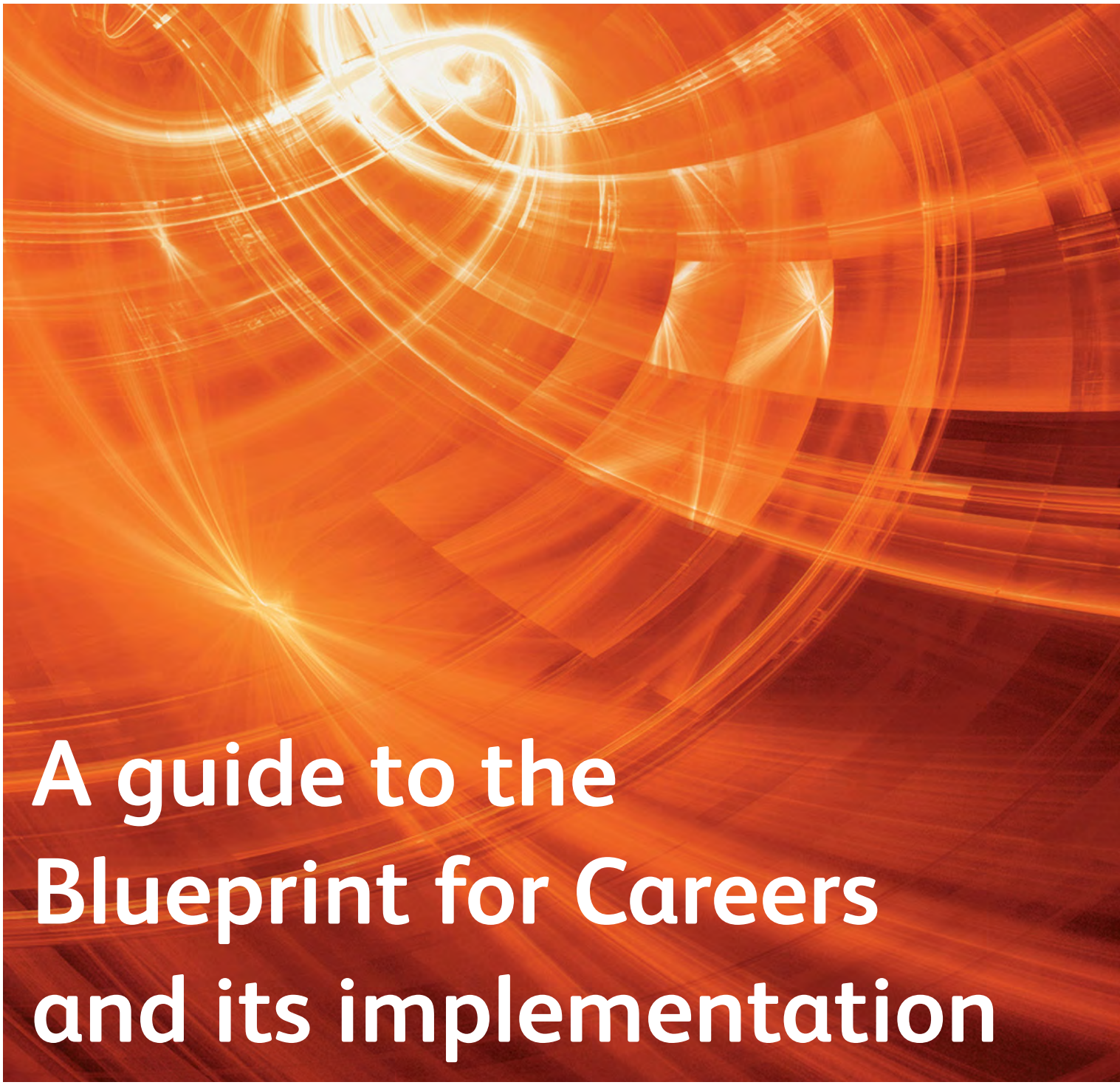

A guide to the Blueprint for Careers and its implementation

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Foreword

I am pleased to be able to introduce the Blueprint for Careers for England.

The Blueprint sets out an approach to the management of life, learning and work that will support individuals to make the most of their opportunities and deal with the challenges of the 21st century. It outlines eleven key areas in which individuals may focus their energy and enhance their ability to achieve what is right for them as they navigate their way forward.

The Blueprint can help people to see the importance of thinking about and developing their career. A person's career is not just about what they do at work, but also includes their approach to learning and life. Our careers are important to our lives and our happiness and they also enable us to make an impact on society and our personal and national economy. The Blueprint is designed to help individuals manage their careers more effectively and to enable them to realise their potential and make a positive contribution to society.

The Blueprint for Careers builds upon international practice, but has been developed by LSIS for England. The focus is on realising the potential of people in a way that is sustained and progressive across their journey through life. The Blueprint is designed to be used in formal and informal learning, in employment and in any other place where people seek to develop their skills and careers. This lifelong focus is important as people's ability to manage their careers can help them in making transitions between various life roles and so can support both social inclusion and social mobility.

Our ambition now is for individuals, learning providers, employers and other organisations across the country to engage with the Blueprint. We have the opportunity to use the Blueprint to create a common sense of purpose around personal and career development that cuts across all society.

The Blueprint offers enormous value for individuals and organisations alike. However, its greatest value will be realised when it is used to provide a common lifelong framework for career development. Just as an individual's career journey passes through a range of organisations, so must their ability to access support for their career. If the Blueprint can be mainstreamed into educational provision, human resource management and support services, it has the potential to have a truly transformative impact on UK society.

I hope you find this guide helpful as we all work together towards the achievement of this vision.

Rob Wye

Introduction

This guide explains what the Blueprint for Careers is and how it might be used by learning and skills providers to support the career development of their learners. The Blueprint sets out a comprehensive approach to career learning for individuals and offers a flexible curriculum or framework that you can use with all of your learners. The guide provides a detailed overview of the Blueprint for Careers and helps providers to think about how to most effectively implement it. The guide provides detailed learning outcomes, activities and case studies as well as ideas about how different kinds of organisation can use the Blueprint. If the Blueprint for Careers is to have a national impact on the life, learning and work of the nation it requires learning providers to engage with it and to use it to inform and develop their delivery. This guide offers providers the tools to deliver on this ambition.

The Blueprint for Careers: what it is and how it was developed

The Blueprint for Careers is a framework that can be used to help people to manage their approach to their life, learning and work. The ability to manage a career can help individuals to maximise their potential, to make transitions between life roles and to deal with change as well as adding significantly to their wellbeing and happiness.

The Blueprint for Careers builds upon international practice, and has been designed to be used in a wide range of different learning, career development and work contexts. It comprises 11 career learning competencies organised under three headings.

The Blueprint for Careers	
A.	**Understanding and developing myself**
1.	I know who I am and what I am good at.
2.	I interact confidently and effectively with others.
3.	I change, develop and adapt throughout my life.
B.	**Exploring life, learning and work**
4.	I learn throughout my life.
5.	I find and utilise information and the support of others.
6.	I understand how changes in society, politics and the economy relate to my life, learning and work.
7.	I understand how life, learning and work roles change over time.
C.	**Developing and managing life, learning and work**
8.	I make effective decisions relating to my life, learning and work.
9.	I find, create and keep work.
10.	I maintain a balance in my life, learning and work that is right for me.
11.	I plan, develop and manage my life, learning and work.

A more detailed breakdown of the career learning competencies is given in section 2.

About the Blueprint

People are often told that they should invest in their careers or spend time developing their skills, but it can be difficult to translate these big aspirations into actions. The Blueprint for Careers breaks down the process of career development into a series of areas that individuals or providers can focus on.

The Blueprint for Careers consists of eleven career learning competencies which are designed to guide an individual's personal development in relation to their life, learning and work. It sets out these eleven areas under three headings, which ask people to think about:

- **understanding and developing themselves;**
- **exploring life, learning and work; and**
- **developing and managing their life, learning and work.**

The Blueprint for Careers is a useful framework for individuals, but it also has huge value for a range of workplaces and learning organisations. The Blueprint is free and available to use by any organisation that seeks to improve career development opportunities for the people that they work with. Career development is ultimately the responsibility of the individual, but everyone would benefit from help and support from friends, colleagues and the learning professionals that they interact with. So, organisations can use the Blueprint for Careers in a number of ways:

- Managers or human resources practitioners who are looking to develop the careers of their staff can use the Blueprint for Careers as a resource in appraisals or staff training.

- Teachers and tutors may wish to use the Blueprint for Careers to inform their curriculum and support their students in preparing for life, learning and work.

- Perhaps most obviously, careers professionals may wish to use the Blueprint as a resource across the whole range of their work, including individual guidance.

The guide is designed to help support a range of practitioners to use the Blueprint for Careers for the benefit of their learners, employees and clients. It is hoped that this guide can provide a good understanding of the Blueprint and offer examples of how others have used it. The framework is designed to be open and permissive so that practitioners can decide how best to apply it for their local contexts. The Blueprint is published under a Creative Commons licence, so you can adapt and reuse it for your own purposes as long as you acknowledge where it came from.[1]

1 See the Creative Commons licence detail on page 2 of this publication.

The development of the Blueprint for Careers

The Blueprint for Careers is based on international practice. It has its origins in the US, but was then adapted for use in Canada and Australia. As the Blueprint has been borrowed by different countries it has changed and evolved. Each country has adapted it for its own purpose, refined the model and added more resources. Section 3 provides a brief overview of some of the resources that are out there for you to use and provides links to existing Blueprints elsewhere in the world.

The version of the Blueprint for the English context was developed through a long process of trialling and feedback. This process included:

- examining the existing Blueprint models from elsewhere in the world
- producing and disseminating a version of the Blueprint and exploring its use through three publications[2]
- supporting the trialling of the Blueprint in a range of educational settings
- revising the Blueprint based on feedback to produce the current version.

Other LSIS Blueprint publications

- *The career blueprint – a competence approach* – This publication sets out initial thinking about the usefulness of the Blueprint and includes an initial reworking of the Blueprint for the English context.

- *Careers blueprint supporting an all-age guidance strategy* – This publication deepens the understanding of the Blueprint and explores its implementation in England through a number of pilots.

- *Mapping the Blueprint against other frameworks* – This publication looks at how the Blueprint relates to other frameworks and standards that relate to careers work in England.

- *The Blueprint for Careers – a new version for the English context* – This publication sets out a revised version of the Blueprint building on the previous publications.

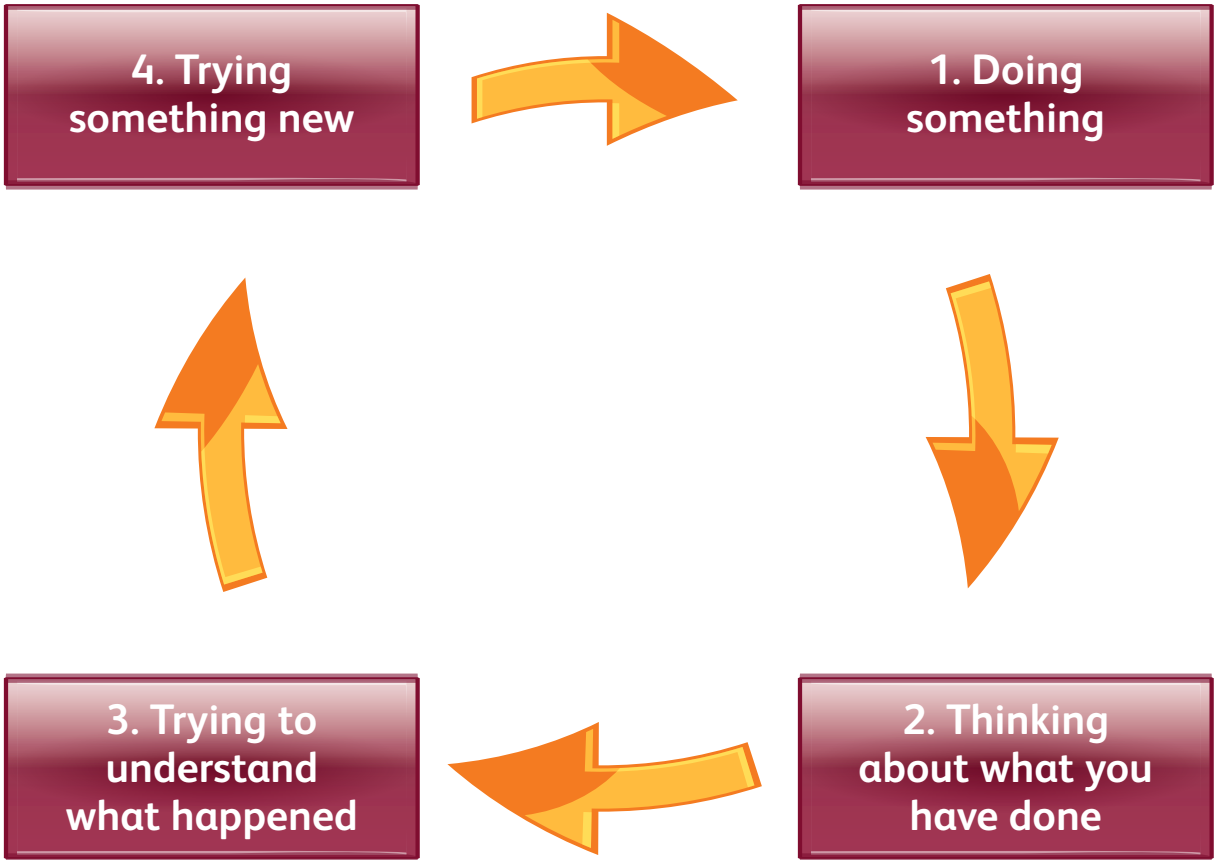
- All LSIS Blueprint publications are posted on the Excellence Gateway at www.excellencegateway.org.uk/node/1332

2 See www.excellencegateway.org.uk/page.aspx?o=315924 for further information about LSIS' work on the Blueprint.

1. How do people develop the skills and attributes that they need to plan and manage their career?

The skills and attitudes that are needed to successfully pursue a career are acquired across the course of a life. They build on a range of pre-existing ideas and abilities held by an individual, and intersect with other learning experiences. Learning and development can take place in a range of formal and informal contexts including schools, post-compulsory education, employment and during periods of unemployment. Career learning can also happen outside any of these contexts, through hobbies, relationships and other life experiences.

People are unlikely to learn everything that they need to know about their career in a conventional classroom. Career learning takes place in different ways and at different times for different people. People learn about their career, through a process that involves experiences (including interactions with people), reflecting upon these experiences, incorporating the learning from them into how they see the world, and then acting upon this learning. We might represent this cycle as follows:[3]



Career learning involves the development of complex skills that are gradually built up over a number of experiences. Many of these experiences will involve others, who may take the roles of teacher, mentor, coach or peer. Skills that relate to career are often difficult to develop in isolation. Whether an individual is in learning, in work or in a social situation, their career and their skills develop alongside other people.

3 Based on Kolb's learning cycle (1984).

If you are new to supporting career learning

Underpinning the Blueprint for Careers is the assumption that learning about careers is something that people do throughout their lives and with the help of a wide range of people. Career guidance professionals have an important role to play in an individual's career learning, but their role is only one amongst many. Learning programmes set an important context within which people think about their careers. Furthermore learners will frequently turn to teachers, tutors and assessors to help inform their career building.

This publication is not asking everyone to become a career specialist. Rather it is making the point that career is something that interfaces with everything that happens within the learning and skills sector. The Blueprint for Careers provides an approach that is designed to connect meaningfully with the activities of learning providers. Often teachers, tutors and assessors will find that they are already supporting career learning in a host of ways without having ever have thought about it in these terms. However, slight adaptations or development of your practice may be able to enhance career learning in your programme.

Section 2 provides a lot more detail on the Blueprint for Careers. It breaks each of the career learning competencies down and provides indicators for each. The guide then sets out examples of the kinds of activities that you could use to support learners to enhance their career learning competencies. The section also provides a number of case studies to help you to visualise the ways in which the Blueprint could be implemented.

Section 3 then provides further detail on the practicalities of implementing the Blueprint for Careers within the activities of a wide range of learning providers. This includes a discussion of "What kinds of activities support career learning" that may be particularly useful to people who are new to this area.

To help you develop your knowledge, skills and abilities within career learning, LSIS has developed a modular online training resource called; Career Learning for All. This can be accessed free through the LSIS learning environment at www.leadershiplearning.org.uk/course/view.php?id=368

2. Using the Blueprint to support career learning

The Blueprint for Careers is made up of 11 career learning competencies. Taken together they comprise a comprehensive approach to career development. Once the Blueprint is introduced to individuals they may use it to reflect on themselves and to define their own career learning goals. The Blueprint is designed to foster ongoing personal reflection and to encourage an orientation towards lifelong learning and career development. However, people will need to be introduced to the Blueprint and shown how it might be useful to them.

The Blueprint may also help them to clarify what further help and advice they need to progress their career. Because of this, the Blueprint for Careers can be used as a valuable framework for the delivery of learning programmes and careers services, within which practitioners can shape interventions and programmes to support individuals in managing their careers.

This section of the guide aims to set out how practitioners might use the Blueprint to support their learners to engage with the career learning competencies. Each section provides a more detailed breakdown of the indicators of each of these career learning competencies and suggests organising them under the following areas.

Knowing where …	to find out about others and the world around you and seeking knowledge, facts, information, and ideas.
Knowing why…	things happen and seeking to understand; to make connections between ideas and to reflect about yourself and others.
Knowing how …	to move things on; to behave positively; to take action and to apply knowledge.

Under each of the career learning competencies there are also a series of suggested activities that are designed to be used with learners. These have been divided into facilitated and self-directed learning activities that can be used to provide starting points for working with learners around the career learning competency.

- **Facilitated activities** are those that require a practitioner to work with a learner or group of learners
- **Self-directed activities** are those that learners can be directed to undertake on their own.

As a teacher, tutor, facilitator or assessor, you are free to approach the career learning competency in the way that is most appropriate to your context. The activities and accompanying case studies are designed to provide inspiration and are not meant to be prescriptive. Although activities are linked to individual career learning competencies they can be used across a number of competencies. It is important to identify the area of learning that is to be addressed and then select activities which will best facilitate this.

LSIS will also be producing a guide specifically for learners, which will be available from the Excellence Gateway in summer 2012.

A. Understanding and developing myself

This section of the Blueprint is about how learners come to understand themselves, think about what they are good at and what makes them feel good about themselves. Developing a positive sense of self underpins interactions with others and helps individuals to make purposeful career choices. It encourages consideration of where personal and career development is needed and the identification of any self-imposed barriers. It is also about helping learners to understand the impact that others have on their life and the value of feedback. It helps learners to recognise that life and work requires an ability to respond to changing circumstances and that new situations can provide opportunities to learn.

There are three career learning competencies organised under this heading.

1. I know who I am and what I am good at.
2. I interact confidently and effectively with others.
3. I change, develop and adapt throughout my life.

1. I know who I am and what I am good at

This career learning competency helps people to think about themselves, their strengths and weaknesses and their plans for development.

This career learning competency includes:

Knowing what and where … • to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing what my interests, abilities, personal qualities and values are • knowing my strengths and development needs • being aware of how I behave and the impact my behaviour has on those around me and how I am perceived • knowing what makes me feel good about myself
Knowing why … • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding that my health and well-being affects the way I feel about myself • understanding that the way I feel about myself can affect whether I achieve my life and work goals • understanding the benefits of building upon my strengths and the importance of taking charge of my own development • understanding the benefits of building and maintaining my self-esteem
Knowing how … • to move things on, to behave positively, to take action and to apply knowledge.	• seeking, accepting and making use of feedback from others • identifying work and opportunities that match my interests and values • identifying work and opportunities that build on my strengths and/or develop my skills and experience in other areas • creating a self-development plan • demonstrating resilience throughout my life and career • challenging myself to improve my performance

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency using one or more of the following activities:

- Developing effective feedback skills can support learners to build confidence in themselves and trust relationships with peers. Feedback training can be built into a range of activities that involve presentation and reflection[4]

4 See Excellence Gateway www.excellencegateway.org.uk/node/1439 for skills and processes for giving and receiving feedback.

- Learning programmes offer a range of opportunities for group work. A useful exercise can be to debrief on group activities through a group session in which learners provide each other with feedback on their skills and talents

- Health and wellbeing are important aspects of helping individuals to adopt a positive approach to life. Supporting learners to engage in sporting activities can help develop positive attitudes about life, learning and work

- Award ceremonies can provide a positive stimulation and reinforcement of success and achievements. Practitioners can actively seek out opportunities to celebrate all learner success

- Websites such as iCould (www.icould.com) provide inspirational stories of how individuals have taken charge of and developed their careers. These can provide a useful tool for helping to stimulate learners with success stories

- Visualising what different jobs might be like can help individuals to explore how they might feel about different roles. Job profiles can help learners explore the tasks that they like and dislike within different occupations and to understand better why they might feel like this. A broad range of job profiles can be found on the National Careers Service website https://nationalcareersservice.direct.gov.uk/

Case study

An adult learning provider working with adults with learning difficulties developed a toolkit of resources to help learning advisers and tutors facilitate initial assessment and person-centred planning, which included:

- a focus on the learner's likes and dislikes; and
- meaningful initial assessment tasks, mapped to the curriculum to help learners and staff assess in sufficient detail what they could and could not do and enabled tailored individual learning plans to be developed.

Through improved understanding of themselves and their learning needs, learners are empowered to make their own informed decisions.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning area using one or more of the following activities:

- When you are working with learners to help them to think about their career direction it can be useful to encourage them to complete an interest inventory or career assessment. This can be set as a non-class activity and then used as the basis of a discussion in the following session. There are number of these tests available. Those listed below can be accessed free, for example, the Skills Health Check, which can be found on the National Careers Service website https://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck/Pages/default.aspx. Other tools include:

  - BBC Careers Test www.bbc.co.uk/science/humanbody/mind/surveys/careers
  - Career Test www.careertest.net
  - Find your strengths www.literacyworks.org/mi/assessment/findyourstrengths.html
  - The Big Five www.outofservice.com/bigfive

- Learners often feel uncomfortable in seeking feedback from peers about their strengths and weaknesses. A way to address this is to encourage them to ask a friend to describe them giving reasons for their description. This is a way of increasing their self-awareness.

- Tutorials provide a useful for forum for addressing personal development opportunities. Five ways to Wellbeing (http://neweconomics.org/projects/five-ways-well-being) provides some useful case studies of how individuals can be more proactive in managing their wellbeing. Using the five ways (Connect, Be active, Take notice, Keep learning and Give) ask learners to identify one activity they could do for each and to devise a plan as to how they will achieve this.

Case study

Sandwell College is a further education college in the West Midlands. The college developed a resource based on the Blueprint to help learners to assess their career management skills. The resource was designed to enable the learner to identify and understand their initial, on course and longer-term support needs and to provide the college with information to help identify priorities and deliver focused support. The college was also able to use the information gathered to help to develop the future provision of career learning within the college. The resource was based on a survey developed from the Australian Blueprint, but was completely re-worked with the help and feedback from learners.

Sandwell College's adoption of the Blueprint has led to learners who are more aware of their strengths in managing their career development and more aware of what they need to do to address weaknesses. Learners reported that they had felt immediate benefits from the process, with many saying that it was the first time that they had received feedback on their career development and learning.

Useful resources

The following resources might be useful for you and your learners

- Mind Tools, Coaching to develop self-awareness
  www.mindtools.com/pages/article/coaching-self-awareness.htm
- The Centre for Applied Positive Psychology blog http://blog.cappeu.com/tag/strengths-2
- The Interactive Johari Widow http://kevan.org/johari
- The Five Ways to Wellbeing http://neweconomics.org/projects/five-ways-well-being

2. I interact confidently and effectively with others

This learning area is about people thinking about their relationships with others. This career learning competency includes:

Knowing what and where … • to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing what is meant by social and professional networks and how to develop and access them • knowing about the importance of building effective personal relationships • knowing what factors influence relationships e.g. common interests, peer pressure, differences, moods, feelings
Knowing why … • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding that networks are important in life, learning and work • understanding the importance of relationships in my life, learning and work • understanding and respecting diversity and individual differences • understanding how to deal with peer pressure, conflict and emotions in relationships
Knowing how … • to move things on, to behave positively, to take action and to apply knowledge.	• living, learning and working effectively with others • dealing with challenges that emerge in my relationships with other people • working effectively in a group or team • listening, to others and understanding their point of view • expressing my own views and feelings • developing, contributing to and drawing on a range of networks

Examples of facilitated learning activities

Within the context of your learning programme, you may find it useful to address this career learning competency using one or more of the following activities:

- All group activities offer opportunities for learners to explore how they work with others and the role they frequently adopt. It is useful for individuals to understand the roles that they typically play. This can be addressed using a tool such as Belbin Team Roles (www.belbin.com), which can help to raise awareness of preferred role in teams and to structure reflection.

- Developing networking skill is key to effective career management. ICT sessions can be used to encourage learners to develop a list of people who might be useful to their career and to think about how they might connect with these people. This could be used to work with learners to think about different forms of communication i.e. email, letter, phone, text and to assess which approach would be most appropriate to use. The LSIS resource *Shaping my future* – available free at www.leadershiplearning.org.uk – includes a module on networking, including activities designed to identify your networking style.

- Social media such as LinkedIn and Facebook can be useful for career management activities. Encourage learners to think about how they can use social media appropriately to promote themselves to potential employers. This is particularly useful for older and experienced learners.

- Tutorials can be useful to working with learners to develop their assertiveness skills and confidence. Encourage them to consider a situation where they felt they should have acted more confidently and as a group work through the scenario and play it out.

Case study

One way in which a specialist college, which caters for learners throughout the country, supports them in their transition to independence, is by developing their confidence in work and learning contexts, building this up in a non-threatening way, in particular by:

- using video-conferencing to link learners with the institutions, to which they are headed for their next placement, including opportunities to chat to the staff and learners already there

- developing employability skills through on-site social enterprise and commerce related to vocational departments allowing for real work experience on site

- entering competitions and exhibiting at trade fairs.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learning programmes provide learners with a safe environment to test out and build confidence in working with others. Encourage learners to identify groups of people or individuals in their lives they get on with and to analyse what makes these relationships work. Then ask them to identify groups or individuals they don't get on so well with. Why do they think this might be the case? They might want to think about how they can build better relationships with the groups or individuals they find challenging.

- Establishing networks supports the development of communication skills, builds relationships and helps to extend job search opportunities. In a subject tutorial encourage learners to identify and list all the people they know in their occupational area, e.g. social care, all the people they know who work in the area and create a plan of how they might use these contacts to support own career plans.

Case study

Stockton Riverside College (SRC) is a major provider of further education within the Tees Valley. In using the Blueprint, the college focused on learners who were unemployed and were attending courses designed to provide them with skills suitable for the current labour market. This group of learners often experience a lack of confidence, low self-esteem and poor communication skills, so the college looked at the first area of the Blueprint, which focused on building and maintaining a positive self-concept; interacting positively and effectively with others and changing and growing throughout life.

Using the framework helped the college to assess on which courses these specific competencies were currently being delivered and to identify additional courses and support that were designed to help learners develop greater confidence and self-esteem. Learner progression was improved through the Blueprint intervention and learners reported a positive impact on their self-esteem and the experience of the course.

Useful resources

The following resources might be useful for you and your learners:

- BBC Key Skills, Working with others www.bbc.co.uk/keyskills/widerks/3.shtml
- Open University Learning Space, Working with others http://openlearn.open.ac.uk/course/view.php?id=2966
- Acas, What is teamwork www.acas.org.uk/index.aspx?articleid=837

3. I change, develop and adapt throughout life

This career learning competency is where people can focus on their development and how they respond to the changes that happen to them throughout life. This career learning competency includes:

Knowing what and where … ● to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	● knowing that I will change and develop throughout my life ● knowing when and who to ask for help ● being aware of how changes related to my work might impact on other aspects of my life ● being aware of how life changes can affect my well-being, mental and physical health and decisions about life, learning and work ● exploring my attitude to risk and being willing to make changes to my life
Knowing why … ● things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	● understanding the value of planning for change including having flexible and back-up plans ● understanding the value of challenging myself e.g. to do things differently ● being aware of the value of adapting to new circumstances and environments ● understanding what self-limiting beliefs are and their impact on my life
Knowing how … ● to move things on, to behave positively, to take action and to apply knowledge.	● being resilient and willing to learn when things change or do not go as expected ● overcoming fears and worries and taking appropriate risks ● spotting opportunities and making the most of chance happenings ● anticipating and initiating change ● challenging my self-limiting beliefs e.g. stereotypes, to enable me to change and develop

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency through the following activities:

- A group session with adults could focus on helping learners to understand their career journey to date. Ask learners to draw a timeline of their lives and careers to date. Encourage them to note the career aspirations they had at different points (even if they feel they now look silly or unrealistic). Discuss where they have changed direction and why? What has influenced these changes for example family, friends, self and what or who has helped or supported them?

- Tutorials could be used to support learners to identify one significant change that they have experienced in their life and to explore how this impacted on other elements of their life. Learners should be encouraged to identify any benefits that have resulted. The group can then identify strategies that they used to respond to chance happenings positively

- Career planning is a useful tool that can be used in a range of group activities. Use a career planning session to encourage learners to create a personal development or career plan. This plan should include both their main goals and a "Plan B".

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities:

- In self-directed sessions a learner can be supported to reflect on activities they have undertaken and what they may have learned from the activities. Examples could include:

  - When a learner has tried something new or different and what they have learnt from the experience;
  - Asking the learner to identify someone they know who has successfully changed their life and what they can learn from this person;

- To help define a network of people who may be useful to them in reviewing their experiences learners can be asked to list all the people they know related to the occupational areas they are interested in, identify when they last contacted them and plan to make contact in the future.

Case study

Chesterfield College is a large FE college offering a range of vocational courses and an A-level programme. A-level students at the college had very little included in their curriculum in relation to employability and career management skills in comparison with students on the more vocational programmes. The establishment of a new virtual sixth form provided a good opportunity for the IAG manager to use the Blueprint to develop a new tutorial programme for the students that concentrated on the Blueprint personal management competencies. They particularly wanted to help students to:

- develop personal effectiveness in working with others in order to get the most out of their college experience.
- explore how mental and physical health can impact on life and work decisions
- describe and demonstrate how to handle stressful situations in order to prepare them for future issues.

Another aim of this programme was to raise tutor awareness of the importance of developing learners to be able to manage their career and to initiate a fresh approach to careers work that would motivate and engage post-16 students who had already had some exposure to mainstream careers activities.

Two hundred students were involved and reported that they particularly enjoyed working together on personal and career development activities. Tutors reported that the programme themes were effective in engaging students and helped tutor groups to bond effectively. They also reported that the more interactive sessions inspired by the Blueprint material were received very positively by learners.

Useful resources

The following resources might be useful for you and your learners:

- Shift Happens www.youtube.com/watch?v=FdTOFkhaplo&feature=related
- Calvin Sun, 10 tips for dealing with change in the workplace www.techrepublic.com/blog/10things/10-tips-for-dealing-with-change-in-the-workplace/257
- University of California, A Personal Strategy for Engaging and Building Your Resilience http://ucsfhr.ucsf.edu/index.php/assist/article/a-personal-strategy-for-engaging-and-building-your-resilience/

B. Exploring life, learning and work

This heading is about being open to learning throughout life. It concerns understanding the gaps in learning and skills and developing ways to address them, particularly with the help and support of others. It also covers being able to identify and use information, advice and networks for support. The big picture is important in this learning area and it includes thinking about how changes in society, politics and the economy relate to life, learning and work. On a similar theme, there is a real advantage in understanding and anticipating how life, learning and work roles change over time. This might include an awareness of the attitudes we hold and the assumptions that we make.

There are four career learning competencies organised under this heading.

4. I learn throughout my life.
5. I find and utilise information and the support of others.
6. I understand how changes in society, politics and the economy relate to my life, learning and work.
7. I understand how life, learning and work roles change over time.

4. I learn throughout my life

This career learning competency is for people to think about learning, how they learn and the relationship with learning that they will have throughout their life. This career learning competency includes:

Knowing what and where ... • to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing about different types of learning e.g. formal and informal, online and taught, mentoring, work shadowing etc. • identifying the gaps in my learning and skills • exploring how my life experience has affected my attitude to learning • knowing about the support available to me for my learning and how to access this
Knowing why ... • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding how to address the gaps in my learning • understanding the value of developing a range of skills • understanding why I need to invest in learning and how this affects my life chances • understanding the attitudes and behaviours that contribute to successful learning • understanding how skills and knowledge can be transferred from one area of my work or life to another
Knowing how ... • to move things on, to behave positively, to take action and to apply knowledge.	• selecting the right type of learning for me • taking part in learning throughout life • having a learning and development plan • spotting opportunities to learn and develop • overcoming the barriers that prevent me from learning • broadening my learning outside my comfort zone

Examples of facilitated learning activities

Within the context of your learning programme, you may find it useful to address this career learning competency through the following activities.

- A learning styles questionnaire can be used within a group session to support learners to think about and share their approaches to learning. This can also be useful in helping to stimulate discussions around the types of activities learners feel they are most successful in. This might be explored further by investigating the differences between different types of learning e.g. academic, vocational, work-based or distance-learning and how learners might make choices based on their preferred style.

- A subject lesson can be used to encourage learners to consider how their current learning and qualifications fit into their wider learning, connects to their career aspirations and what other courses they may be interested in pursuing to progress their ideas.

- Subject learning activities can be developed to explicitly identify what skills learners are developing and how these might be used in other contexts. This will support learners to develop an understanding of transferable skills.

- Tutorial sessions might be used to explore and discuss the benefits of lifelong learning and what the costs and benefits of taking part in learning programmes;

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learners can be encouraged to examine the qualifications required for a range of jobs and to review and map their existing qualifications. This may help learners to develop an understanding of different levels of qualifications and how these might relate to occupation levels e.g. technician, para-professional, professional etc.

- Using a selection of job profiles (National Careers Advice Service website) learners can be supported to create a list of their current skills and areas where they are likely to need to develop their skills for different work opportunities.

- Studying can be quite difficult for some learners; to help them build confidence it is helpful for them to identify friends, colleagues and mentors who can offer them motivation and support while they are learning.

Case study

"When things go wrong or there is disappointing news, these learners lose confidence very quickly ..."

City of Wolverhampton College is a large, multi-campus further education college. The college used the Blueprint to help foundation learners to develop career resilience, to build confidence and to set goals. The relevant career learning competencies were integrated into an existing career development programme to help to sharpen the outcomes of the intervention. The learners responded best to very active and practical exercises. The college found that some learners found the activities, where a degree of personal disclosure was required, more difficult to deal with in a group setting. They were also less willing to take risks with their peers, to share experiences and to engage in discussion. On the second day of the programme, however, participation became easier and learners were more confident in engaging with the activities and particularly the goal setting.

Useful resources

The following resources might be useful for you and your learners:

- UCAS www.ucas.com/
- Not going to uni www.notgoingtouni.co.uk/
- Best course for me www.bestcourse4me.com/
- Mentoring sites such as:
  - Brightside www.brightsideuniaid.org
  - MentorPlace http://ibm.mentorplace.epals.org
  - MentorSET (women) www.mentorset.org.uk/
- National Careers Service www.nationalcareersservice.direct.gov.uk

5. I find and utilise information and the support of others

This career learning competency allows people to explore how they can best draw in people, information and other resources to support their career development. This career learning competency includes:

Knowing what and where … ● to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	● knowing where and how to find a range of information sources relevant to my life, learning and work ● using technology to help me to find the information I need ● knowing who to go to for help, advice and information
Knowing why … ● things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	● being aware that information was created for different purposes and seeking out a range of different perspectives ● relating information to my own goals and situation questioning and assessing the reliability and usefulness of information
Knowing how … ● to move things on, to behave positively, to take action and to apply knowledge.	● interpreting and using career and labour market information ● using different opportunities and experiences to find out about learning, work and other alternatives ● combining information and drawing conclusions from it

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency through the following activities.

- Learner support services can be invited into sessions to make them aware of the range of sources of support that are available to them and encouraging them to consider when and how these might be used.

- ICT or subject sessions can use ICT resources to help them find out answers to careers-related questions and then compare the answers identified with the rest of the group. There are examples in the Career learning for all modular resource which can be accessed via www.leadershiplearning.org.uk

- A tutorial session can be used to explore issues around valid and reliable information. Learners can be provided with a range of career information sources and asked to think about their audience, currency, reliability, bias, stereotyping and usefulness for different enquiries.

- A group session can be used with learners to encourage them to assess the pros and cons of formal and informal sources of information.

- A subject lesson can develop a project that encourages learners to identify all the occupations related to the subject area. Learners can then undertake a mapping exercise to identify all the relevant employers in their area for the occupational area and the various job roles they have identified.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learners can be encouraged to undertake research using the web to discover useful websites that offer information about learning and work.
- Learners to investigate how social media might be useful to exploring the career options.
- Learners encouraged to use the National Careers Service website to investigate career areas they are interested in and to contact the helpline for advice on learning and jobs.
- After identifying information sources and websites which might be useful, they can assess what is good and bad about the sources they have identified. Do they provide the information required and if not where else might they look.
- To help investigate and test out ideas more fully learners can be encouraged to try job tasters, volunteering and interim or intern positions to find out more about what they are interested in.

Case study

A new careers manager at a sixth-form college conducted an audit of learners, tutors and partner organisations to identify gaps in the careers provision. The lack of up-to-date information on careers topics was identified as a gap, and so a blog was set up, which enabled learners to register for RSS feeds[5] thus allowing relevant information to be sent to their email address.

Useful resources

The following resources might be useful for you and your learners:

- National Guidance Research Forum http://www2.warwick.ac.uk/fac/soc/ier/ngrf/
- Prospects www.prospects.ac.uk/
- iCould http://icould.com/

5 RSS (Rich Site Summary) is a format for delivering regularly changing web content. Many news-related sites, weblogs and other online publishers syndicate their content as an RSS Feed to whoever wants it.

6. I understand how changes in society, politics and the economy relate to my life, learning and work

This career learning competency deals with how people understand the world around them and explore its implications for their lives. This career learning competency includes:

Knowing what and where … ● to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	● identifying the importance and value I place on work and learning ● understanding that there are ethical dimensions to my life, learning and work ● being aware of the global economy and how it impacts on my life, learning and work ● being aware of social and political changes
Knowing why … ● things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	● understanding how social, political and economic change can affect the services and goods society needs, and have an impact on my life, learning and work ● understanding how work (paid and unpaid) contributes to my community and society ● being aware of how my willingness to travel or relocate impacts on my life, learning and work opportunities understanding how groups and individuals can influence the conditions within which I work and live
Knowing how … ● to move things on, to behave positively, to take action and to apply knowledge.	● finding out how I can contribute effectively to the development of my community and society (e.g. through volunteering) ● identifying work and life choices that fit with my values ● anticipating likely changes to my life, learning and work that will affect my choices ● weighing up the pros and cons of travelling and relocation to attain my life, learning and career goals

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency through the following activities.

- Cross-curricula or subject lessons could be used to explore issues of how politics, the economy and other world events might impact on learners and their future career prospects. Suitable subjects for this might be history, economics, geography, social science and politics.

- A project delivered in a group could address exploring occupations of parents and grandparents and sharing information about these as part of a discussion about the changing nature of work.

- A tutorial activity could include debating the ethical and environmental issues related to different career choices and encouraging learners to think about how these might impact on their choices.

- A subject related activity could involve exploring and discussing jobs that are linked to particular locations or which require mobility for example the armed forces or work on offshore oil rigs, assess life changes that will follow as a result of pursuing these careers. This type of activity may be of specific use in geography lessons for example.

- Tutorial time could be dedicated to sharing recent news stories and what the local impacts may be on jobs, the economy etc.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities:

- Learners can be encouraged to keep up to date with local and national news by using online news sources and reading the newspaper and considering the implications of local, national or international events on jobs or particular industries.

- Learners can be encouraged to explore volunteering opportunities and think about their benefits to themselves, others and society. This may be part of a wider project which links curricula learning with learners' extra-curricular activity.

- Mobility issues could be considered through using a pros and cons approach to assess what might be the benefits and drawbacks of relocating for work, taking a gap year or an overseas volunteering position.

Useful resources

The following resources might be useful for you and your learners:

- Guardian careers http://careers.guardian.co.uk/
- The International Centre for Guidance Studies www.derby.ac.uk/icegs
- UK Commission for Employment and Skills www.ukces.org.uk/
- British Council www.britishcouncil.org/new/about-us/jobs/
- Voluntary services overseas www.vso.org.uk

7. I understand how life, learning and work roles change over time

This career learning competency addresses the issues of individual and social change and allows people to explore how they deal with these changes in their life, learning and work. This career learning competency includes:

Knowing what and where … to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing how the typical and stereotypical roles of different individuals and groups in society change over time • being aware that life, learning and work roles can change over my lifetime • knowing that a range of different roles, in the workplace and in the home, are important to family and society e.g. caring and domestic work
Knowing why … • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding my own attitudes to different life, learning and work roles, and considering how these attitudes have been shaped • being aware that during my lifetime I am likely to fulfil many roles • being aware that stereotypes, bias and discrimination can limit my opportunities
Knowing how … • to move things on, to behave positively, to take action and to apply knowledge.	• helping to create a culture, which values individuals on the basis of what they have to offer • taking on a range of roles and responsibilities throughout my life in a positive way • challenging my own and others assumptions and stereotypes • being aware of my own attitudes to life, learning and work

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency through the following activities.

- A subject group could explore how different occupations have evolved in relation to societal needs. This might be particularly useful in health and social care where an analysis could be undertaken of how these jobs have developed.

- A tutorial session could focus on stereotyping and how jobs are often stereotypically male or female. Photographs of different people could be reviewed and learners can try to guess which job they are doing. Consider if and why assumptions are made. The discussion could focus on why this has been the case and explore examples of how it might be changing. It can be useful to look at the legislation around discrimination and relate this to individuals' own experiences.

- A tutorial session could be used to discuss the division of labour and explore attitudes to housework, caring, being the main breadwinner and other roles that individuals in the group may take on throughout their life.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learners could be encouraged to undertake an interest inventory such as JIIG-CAL or CASCAiD to assess occupations that may be of interest and also other that they might not have considered to be appropriate for themselves.[6]

- Activities for learners to undertake individually could include considering how flexible they are in adapting to planned or required changes in roles for example housework, childcare, commuting long distances to work, working away from home etc. Ask learners to consider the various roles that they have (parent, carer, worker, volunteer, student) then to produce a pie chart and allocate their time against each of the roles. They can then reflect on how well they feel they are able to manage their time and if they need to redistribute what how their time is allocated. Below is an example of one approach that could be used to help learners develop this career learning competency.

Case study

The career guidance staff at an FE college organise an annual career and progression event with their particular linked department. These events are used to challenge preconceived ideas held by learners from stereotyping. For example, on one occasion, the work of a successful former female student was included in a talk by a university on transport design.

Useful resources

The following resources might be useful for you and your learners:

- The Equality and Human Rights Commission www.equalityhumanrights.com/
- The Fawcett Society www.fawcettsociety.org.uk
- The UK Resource Centre for Women in SET www.theukrc.org/
- Donald Super's life rainbow http://oregoncis.uoregon.edu/pdf/curriculum/Life_Roles_Rainbow_MS.pdf

6 Individuals can use these tools to assess their interests, skills, likes and dislikes in order to identify suitable job roles. These resources may be available through student support services in colleges or through local providers of careers advice.

C. Developing and managing life, learning and work

This area is about how thinking about how life, learning and work connect together. It asks people to think about how they make decisions about their life and how they go about ensuring that they maintain a balance between the different elements of their life. It also asks them to think about how they plan for the future and what they need to do to ensure that they have access to the work that they need to allow them to pursue the kind of life that they want.

There are four career learning competencies organised under this heading.

8. I make effective decisions relating to my life, learning and work.
9. I find, create and keep work.
10. I maintain a balance in my life, learning and work that is right for me.
11. I plan, develop and manage my life, learning and work.

8. I make effective decisions relating to my life, learning and work

This career learning competency is about how people make decisions and how they can learn to make more effective decisions. This career learning competency includes:

Knowing what and where … • to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing what effective decision-making is and its benefits and impact on choices in life • identifying and gathering a range of information to help me make decisions • understanding that there are different ways to make decisions • knowing how to evaluate my decisions i.e. identifying pros and cons and implications • understanding risk taking in decision-making
Knowing why … • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding and evaluating various influences on my decision-making • understanding how my personal beliefs and attitudes affect my decisions • being aware of what might interfere with me attaining my goals, and developing strategies to overcome these barriers • knowing that the choices I make influence the course of my life • understanding my attitude to risk-taking
Knowing how … • to move things on, to behave positively, to take action and to apply knowledge.	• thinking creatively about life, learning and work options • seeking out a range of information and options when making decisions • taking account of my medium and long term goals in day-to-day decision-making • evaluating the pros and cons of options that affect my life, learning and work • evaluating the impact of my decisions on myself, on others and on my community and the wider society.

Examples of facilitated learning activities

Within the context of your learning programme, you may find it useful to address this career learning competency through the following activities.

- The ability to make good decisions is an important part of career management. Tutorial sessions can be used to introduce learners to a range of different decision-making approaches and to review the pros and cons of each approach.

- A group session can be focused on decision-making. Learners can be encouraged to review the decisions that they have made in the past. It would be useful to explore if they felt they made a good or bad decision and their rationale for this belief. Additionally the decision could be re-visited using other decision-making models and an assessment made as to the suitability of the original approach.

- Small group sessions could be used to work on decisions group members may already be dealing with, for example, a choice between two jobs or whether to go to university, and encourage the group to help them to work it through and make a decision.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities:

- Learners can be supported to consider how they normally make decisions and to select a large, medium and small decision and see if they approach them all in the same way. If not why do they think this is the case? Learners may want to explore how their approach to decision-making has changed i.e. did they make decisions in the same way when they were 16 as they might do now? Why might this be the case?

- It is useful to know whose advice can be trusted when a decision needs to be made. Learners can be encouraged to list from whom they seek advice when they have a decision to make and why they think that person is helpful to them. What are they looking for when deciding where to get support, for example someone they trust or has experience? They may also want to consider who else might be useful to talk to for other decisions.

- It is not always easy to make decisions, encourage learners to think about decisions they have struggled to make. Is this because they have any self-imposed barriers to achieving their goals, e.g. procrastination or fear of failure. What made the decision difficult?

- Encourage learners to think about a problem they might have and to consider it from a positive frame of mind by suggesting strategies that could be adopted to work around obstacles and barriers.

Case study

Concern at a sixth-form college at the lack of vocational awareness among those on its A-level programmes prompted the staff to develop six extended careers programmes focusing on the professions. When evaluated, 95 per cent of learners indicated that the course attended had been good or excellent at helping them in the decision-making process. Staff report that the courses help learners to prepare for life, work and further study.

Case study

Staff at Franklin Sixth Form College noted that many of their students were making critical course changes and career direction changes at the age of 16 to 17, having already started out on a full-time college programme. The college felt that the Blueprint approach might facilitate better decision-making among learners and minimise the organisational and personal challenges associated with large-scale course switching. To achieve this goal, the college established new guidance programmes for three different cohorts of students' aged 15, 16 and 17 with a particular focus on decision-making.

The college involved well-informed and trained impartial outsiders to support students and found that this created a much richer environment for students' career exploration and decision-making. As a result of the programmes, staff realised that there were gaps in many areas of students' knowledge of progression pathways and the costs and benefits of a different routes. However, all three aged cohorts improved their career management skills and staff observed particular improvements in the area of decision-making.
In addition, the college staff could see the benefits of introducing a Blueprint-informed career programme at an earlier age.

Useful resources

The following resources might be useful for you and your learners:

- Mind Tools, Decision-making techniques
  www.mindtools.com/pages/main/newMN_TED.htm
- Frontal Cortex www.wired.com/wiredscience/frontal-cortex/
- Monster, Identify and avoid these career decision-making traps
  http://career-advice.monster.com/job-search/career-assessment/avoid-career-decision-traps/article.aspx

9. I find, create and keep work

This career learning competency is about the skills, knowledge and attributes that people need to find, create and keep work. This career learning competency includes:

Knowing what and where … • to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	• knowing how and where to search for work • knowing who could help me find work opportunities • knowing what employers value in employees • knowing about different types of work and employers • knowing how businesses and organisations operate • knowing the skills needed during a recruitment process
Knowing why … • things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	• understanding that my skills and experiences are transferable to various work settings • understanding the value of paid and unpaid work in developing and evidencing skills • understanding how to create job opportunities • understanding what kind of work and employment I value • understanding the importance of presenting myself effectively when seeking work and whilst in work
Knowing how … • to move things on, to behave positively, to take action and to apply knowledge.	• developing skills and experience that employers value • presenting myself and my skills to others effectively • searching for work effectively, making connections, seeing opportunities and imagining possibilities in the context of my working life • developing relationships and networks to help me to find, create and keep work • engaging in learning activities to maintain and develop skills for work

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address this career learning competency through the following activities:

- Tutorials and group sessions can be used to help learners assess their job search skills. This can be done through developing CVs and completing application forms for identified jobs, mock interviews or psychometric tests.

- CVs need to be customised for every job that a learner applies for; it is good practice to support learners to be able to do this. Using their CV they can consider how it needs to be adapted to meet the needs of different job descriptions.

- Individual and group projects can be used to encourage learners to discover more about the work that is available and to think about how individuals moved into those roles. This could be through interviewing someone they know who has recently got a job or changed jobs to better understand the process and get some tips.

- There are many publications that document key employability skills. The list of skills could be used to identify what learners have already got, where they were developed and what they think they might need to focus on. Helping learners to think about the evidence they can offer to demonstrate skills is a key point here. The LSIS CPD module *Introduction to employability skills* can provide you with more ideas. It is available to download from the career development section of the Excellence Gateway www.excellencegateway.org.uk/node/1331

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in career learning competency through the following activities:

- On an individual basis learners should be encouraged to seek feedback when they have not been successful in securing a job. Strategies for improvement could then be identified and discussed in a one-to-one session.

- Reviewing their skills against a real job advert will help a learner to realistically assess their employability skills and what else they may need to do to make themselves more attractive.

- Many learners may be interested in investigating self-employment and what support is available for new businesses. This could be an individual project resulting in an action plan of what needs to be done. Some banks have information that can help.

- Voluntary work and work experience can be really useful to gain experience and insights in to different sectors and areas of work, these will also support individuals in making contacts, which may be useful in contributing to their personal and professional networks.

- Learners can be encouraged to create one core CV that they update regularly. This can then be amended and elements selected depending on what job the learner is applying for. Information and help on writing CVs can be found on the National Careers Service website. They may also want to upload this to this to a career portal or portfolio.

Case study

University of the West of England (UWE) is a large university with a broad range of learners. UWE has developed the Graduate Futures Award as a new initiative to support employability amongst its students. The Blueprint was used to inform the design and delivery of the programme and course materials were adapted from the Canadian Blueprint. In addition to employability skills, the programme also involved the development of students' enterprise skills and participants are required to have, or commit to gaining, work experience. Feedback from students suggested that they found that the Blueprint provided a useful structure for thinking about and analysing their career learning competencies. It also helped people to clarify where they were and how they could improve.

Useful resources

The following resources might be useful for you and your learners:

- Directgov, Jobs and skills search http://jobseekers.direct.gov.uk/homepage.aspx?sessionid=feb97d52-5ca8-4f12-b93b-1956390d340c&pid=3
- Directgov self-employment www.direct.gov.uk/en/employment/jobseekers/lookingforwork/dg_173931
- Business Link www.businesslink.gov.uk/bdotg/action/layer?topicId=1073875654
- The Prince's Trust www.princes-trust.org.uk/
- BBC, Get that job www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/
- Monster www.monster.co.uk
- National Careers Service http://nationalcareersservice.direct.gov.uk

10. I maintain a balance in my life, learning and work that is right for me

This career learning competency is about how people can most effectively combine the different aspects of their life. This career learning competency includes:

Knowing what and where … ● to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	● being aware of the various roles and responsibilities I might have in life, learning and work ● understanding the likely pressure points in life ● being able to identify what causes me stress ● knowing how to manage stress and pressure in life, learning and work
Knowing why … ● things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	● deciding for myself the relative value of work, learning, family, leisure and other activities ● understanding that my various life roles, and the balance between them, can have an impact on my health and well-being now and in the future ● understanding my options for an effective life-work balance
Knowing how … ● to move things on, to behave positively, to take action and to apply knowledge.	● managing my priorities and others' expectations and demands ● taking action to create a balance in my life that is right for me ● making time for activities that contribute to my health and well being ● managing my finances to provide the best basis for my life, learning and work

Examples of facilitated learning activities

Within the context of your learning programme you may find it useful to address career learning competency through the following activities:

- Encouraging learners to think about the different roles they will play in their life. Get them to think about the work-life balance that they desire and how their work, family, friends, learning and interests might all be able to co-exist in their life. There is a module in the LSIS resource *Shaping my future* on work-life balance with activities that might be useful. This is available on www.leadershiplearning.org.uk

- Tutorial sessions can be used to discuss a variety of role models and thinking about their work-life balance. Ask the group if they can suggest anyone in their lives who they think is good at balancing their different roles and what strategies they use to do this effectively.

- Exploring in groups what barriers prevent effective work-life balance and what strategies can be adopted to improve this, learners can be encouraged to identify an area in their life they would like to work on and to review progress regularly.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learners can be encouraged to find out more about the High Five Messages of Career Development see www.life-role.com/documents/High\%20Five.pdf
- Being flexible is crucial in career development, learners need to be willing to make plans and be prepared to adapt and change them. Learners can review a plan they have made and assess how it might be to be adapted.
- Being open to opportunities and being willing to take some risks will support learners to accessing opportunities they may not have previously considered. Learners can be encouraged to consider a time when they have taken a risk and to identify any positive outcomes as a result.
- Ask learners to consider the various roles that they have (parent, carer, worker, volunteer, student) then to produce a pie chart and allocate their time against each of the roles. They can then reflect on how well they feel they are able to manage their time and if they need to redistribute what how their time is allocated.

Case study

In some organisations, learners undertake a risk assessment with their tutor to identify any barriers, which might prevent them completing their studies successfully, either at enrolment or at induction. (This process can be informed by an analysis of the factors, which cause dropout from the programmes.) As part of this learners are encouraged to think about issues affecting work-life balance, including for example the impact of part-time work on their studies.

Useful resources

The following resources might be useful for you and your learners:

- The Work Foundation www.theworkfoundation.com/
- TUC – Work/life balance www.tuc.org.uk/workplace/tuc-20603-f0.cfm
- Richard Layard, Happiness: Lessons from New Social Science www.penguin.co.uk/nf/Book/BookDisplay/0,,9780241952795,00.html
- How to be more assertive www.teamtechnology.co.uk/assertiveness/how-to-be-more-assertive.html
- Planned Happenstance http://plannedhappenstance.com/aboutus.html

11. I plan, develop and manage my life, learning and work

This career learning competency is focused on the future and explores the way in which people can most effectively manage and influence their careers. This career learning competency includes:

Knowing what and where … ● to find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas.	● understanding The High Five Messages of Career Development (Change is Constant, Focus on the Journey, Learning is Continuous, Team Up with Others, Follow Your Heart) ● being aware of my skills, strengths and achievements and what I have learned ● being aware of the advantages and opportunities that arise in my life ● knowing how to plan and manage periods of change and transition in my life ● knowing the benefits of goal setting and how to do this
Knowing why … ● things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others.	● being able to visualise the future that I want and being able to adapt and refine this vision in the light of experience and changing circumstances ● understanding the value of optimism and self-belief in the pursuit of my life, learning and work ● understanding the value of goal setting in my life
Knowing how … ● to move things on, to behave positively, to take action and to apply knowledge.	● developing and demonstrating behaviours and attitudes that support the High Five Messages of Career Development ● being able to set and sustain life, learning and work goals ● being able to make plans to guide me in my life journey using the Blueprint for Careers throughout life

Examples of facilitated learning activities

Within the context of your learning programme, you may find it useful to address this career learning competency through the following activities:

- Tutorial sessions can be used to focus on ideal or dream careers. Ask learners to identify their 'dream career' and consider what is preventing them from achieving this, what might they be able to do to make this a reality? If not feasible, are there elements that they can look for in a career?

- Positive thinking and optimism can encourage learners to attempt activities they might normally consider. Tutors have a key role in motivating learners and talking about optimism and the value of seeing opportunities.

- Group sessions can be used to spend some time thinking about planning and creating plans. Think about the positive benefits of planning but also about the need to revisit and rework plans.

Examples of self-directed learning activities

You may wish to encourage learners to continue to develop in this career learning competency through the following activities.

- Learners can be encouraged to find out more about the High Five Messages of Career Development and think about how they might be able to apply these messages to themselves.[7]

- Encourage learners to focus on building their strengths and seek opportunities to develop their weaker areas for example through voluntary work or projects.

- Encouraging learners to read *What Colour Is Your Parachute?: A Practical Manual for Job-hunters and Career Changers* and thinking about how it might change the way they approach their career.

- Regularly review and adapt plans to their latest circumstances. Sharing plans with friends and family can often help to make them successful, think about who you can share your plans with and how this might motivate you. Make sure when planning ahead for the short, medium and longer-term goals are set.

Case study

Somerset Skills & Learning (SS&L) is an adult and work-based learning provider that delivers its services from 16 centres as well as a range of community venues, village halls and libraries. SS&L used the Blueprint to provide a framework for individuals to think about their careers and the careers of their children. They did this through the medium of one-to-one careers sessions and a programme of Return to Learn courses.

The learners liked the Blueprint and particularly saw its relevance for their children. When explained to them, they saw that the Blueprint could also be useful to them in developing their own confidence and skills. Most of the participants lacked career aspirations when they started the course, but they enjoyed the concept of a career path and used the Blueprint to develop their own plans. In particular, the fact that the Blueprint examined both personal attributes (such as self-esteem) and more overtly work-related skills helped this group of learners to connect to it. The SS&L team felt that the Blueprint encouraged learners to look forward and see learning as a lifelong process. It has also encouraged them to raise aspirations for their children and support them to value the opportunities presented to them while in school.

7 See Redekopp, DE, Day, B, and Robb, M (nd). *The "high five" of career development*. http://www.life-role.com/documents/High%20Five.pdf

Case study

A work-based learning provider keen to help its learners develop career learning competencies, mapped together all the relevant elements of its taught provision to produce a new scheme of work, which included career-related skills development, and offered OCR accreditation. Career planning is an integral part of assessment and recording of achievement process: young people set their own targets, so increasing ownership and developing their skills in managing their own learning (*Effective practice*, 2009, pp29–30).

A small secure unit for young offenders developed a scheme of work based on the CEG (Careers Education and Guidance) national framework and the three strands of self-development, career exploration and career management. The inclusion of careers work, PSE and careers education help the students acquire career-learning competencies in areas such as compiling a CV and seeking work, including how to deal with their conviction. SMART objectives set may have a career focus to encourage career planning. (*Effective practice*, 2009, p53).

Useful resources

The following resources might be useful for you and your learners:

- Prospects, Career planning www.prospects.ac.uk/features_career_planning.htm
- The Factory blog www.brightandassociates.com.au/wordpress/
- National Careers Service, Planning your career https://nationalcareersservice.direct.gov.uk/advice/planning/Pages/default.aspx

3. Implementing the Blueprint for Careers

The Blueprint for Careers supports the identification, development and application of effective career-management skills. It is a flexible framework that can be used in a range of different learning contexts. One of the strengths of the framework is that it can be adopted across organisations, used by individual teachers, assessors or careers practitioners or used by individuals to guide their career development.

Section 2 provides examples of how learning professionals can use the Blueprint for Careers to work with learners either through facilitated activities or through suggesting self-directed learning activities. This section will explore how learning providers might engage with the Blueprint at a more strategic level to embed career learning as part of the overall approach of the organisations.

How organisations can use the Blueprint

The framework offers a highly flexible tool that can be used by any organisation to support the learning of almost any group. The Blueprint for Careers describes learning that is likely to be important across the life course and can be relevant to all learners from young people with little or no experience of the world of work to experienced professionals. As the world is always changing, people are always likely to have something to learn and the Blueprint provides a framework for learning organisations to facilitate that learning.

Given the diverse range of individuals who might engage with the Blueprint, it is important for learning professionals who work with it, to be willing to adapt it and focus in on particular sections. For example those working with learners with learning difficulties or disabilities are likely to use it differently from those working with graduates. Similarly those working with learners who are moving towards retirement may emphasise different aspects than those working with learners in the 16-19 year old group.

The wide applicability of the Blueprint means that it can be a useful document for learning organisations to work with when they are considering learning journeys and progression routes. It is hoped that the Blueprint can become an underpinning document that different organisations (both learning providers and employers) can use to aid communication and achieve effective development of the individual across a variety of contexts.

How learning organisations choose to use the Blueprint is likely to vary depending on the context and focus of the organisation. However the following activities are likely to be useful.

- map current provision against the Blueprint, looking at where you are addressing each of the career learning competencies and where there are gaps
- identify career learning competencies which have a high degree of relevance to your learners at particular points in their learning journey e.g. “I make effective decisions relating to my life, learning and work” around option choices
- consider whether there are any career learning competencies in which your learners would benefit from additional support
- develop a statement for learners referencing the Blueprint and the idea of career development.

What kinds of activities support career learning?

There is a wide range of activities that can be used to support learners' career building. The following table sets out a wide range of these activities under seven organising headings.

Information provision	• Careers libraries • Access to careers websites • Labour market information • Careers conventions or fairs • Employer talks • Employer information packs • Local and national press
Career assessments and test	• Computer-assisted guidance systems • Career assessments • Interest inventories
Advice and guidance	• Career advice • Professional career guidance • Access to phone guidance • Access to e-guidance • Career learning as part of a pastoral tutor system • Group guidance
Curricular interventions	• Separately timetabled careers lessons • Career learning embedded in other subjects • Long-block timetabling • Career as a cross-curricular theme • Project work • E-learning
Work-related learning	• Workplace visits • Employer talks • Work experience • Work shadowing • Work simulations • Volunteering • Community/civic participation • Learning provider talks • Visits to learning providers
Extra-curricular interventions	• Careers fairs • Games and competitions • Parental involvement • Mentoring programmes
Framework for reflection	• Study skills development • Use of portfolios and e-portfolios • Action planning

This table is by no means definitive and creative educationalists will undoubtedly be able to find a wide range of other approaches to career development. What the Blueprint for Careers provides is a set of career learning competencies and associated indicators that can be used to develop the learning outcomes around which a programme of learning can be structured.

The Blueprint for Careers can also provide staff with a resource for reflecting on their own career development. For further information on this, see *Shaping my future*, the LSIS modular online career development resource for staff, which is available at www.leadershiplearning.org.uk

Using the Blueprint in different contexts

The Blueprint for Careers has been successfully implemented in a wide range of different learning contexts. In the US, Canada and Australia it has been used in schools, FE colleges, adult learning context and universities. The trials of the Blueprint for Careers in England also sought to test the framework in a wide range of different contexts.

The strength of the framework has been demonstrated to lie in both the structure that it can provide for learning organisations and its flexibility. Learning providers are free to work with it and to use it in the way that fits their own context. It is anticipated that it may be useful in some or all of the following contexts:

• Adult community learning	• Higher education	• Schools
• Apprenticeships	• Independent specialist colleges	• Sixth forms
• Careers services	• Learning at work	• Unionlearn
• Further education colleges	• Offender learning	• Work-based learning

Practitioners and learners should feel that they own the Blueprint and that they are free to adapt and use it as they wish. As such, all learning providers can use the facilitated and self-directed learning activities above and adapt them to suit their specific context. These offer ideas and examples of how each career competencies can be integrated in a range of interesting and innovative ways to embed career management learning more effectively.

Providers may also want to give consideration to how the learning outcomes in the Blueprint for Careers can be assessed and accredited. For example, ASDAN[8] offers a range of accreditation options that organisations can use to offer recognised qualifications in areas such as career planning. City and Guilds also offer qualifications in personal, social and professional development that are suitable for young people and adults who are in employment or seeking employment.[9]

8 ASDAN is a charitable social enterprise with awarding body status. See www.asdan.org.uk for further information.

9 www.cityandguilds.com/1149.html

Mapping the Blueprint against other frameworks

While the Blueprint for Careers is a useful framework it is important to recognise that there are many other frameworks in existence that overlap with it. It is not intended that the Blueprint should be a competing framework, but rather that it supports organisations to meet the areas of other frameworks that are associated with career development and progression. Because of this, LSIS published *Mapping the Blueprint against other frameworks*[10] to help learning providers to work out where the overlaps are and to see how the different frameworks fit together.

In particular it is expected that organisations that are inspected by Ofsted or which seek matrix Standard accreditation will find the Blueprint useful. Mapping and documenting existing provision against the Blueprint demonstrates a coherent approach to the issues of career development, learner support and progression.

The opportunities for using the Blueprint for Careers are endless. All that is asked in return for its use is that you share your resources with LSIS and with other practitioners if possible.[11]

10 LSIS, 2009. *Career learning for the 21st century: Mapping the Blueprint against other frameworks*. Coventry: LSIS. www.excellencegateway.org.uk/media/Career%20Learning%20Information%20Advice%20and%20Guidance%20CL/LSIS231-2-CareerLearningMappingTheBlueprint.pdf

11 To share resources, contact enquiries@lsis.org.uk

4. Further information and resources

The existing resources relating to the Blueprint for Careers can all be found on the Excellence Gateway in the career development section. Any new resources will also be added to this site.

The Excellence Gateway offers learning providers and practitioners an extensive collection of information and resources, networks and development opportunities aimed at the further education and skills sector. In addition to the resources that specifically address the Blueprint there are likely to be a wide range of other useful resources which are available through the Excellence Gateway and which will help to develop career learning provision.

International resources

The Blueprint for Careers is the newest member of a family of Blueprint-type documents which are designed to provide a framework for career development activities. The most well developed Blueprint models exist in the USA, Canada and Australia.

The Blueprint had its origins in the United States of America as the National Career Development Guidelines.[12] After the initial publication of the United States guidelines, the approach was picked up in Canada and turned into the Blueprint for Life/Work Designs.[13] The Canadian document was strongly influenced by the National Career Development Guidelines, but made a number of important changes. Following the publication of the Canadian Blueprint, the model attracted considerable international interest, especially in Australia. This ultimately led to the publication of the Australian Blueprint, which draws very heavily on the Canadian version with some limited rewording.[14]

The version of the Blueprint described in this publication has been carefully reworked to ensure that the Blueprint model sits comfortably in the context of England. This process of development has generated some useful publications that may help in understanding and implementing the Blueprint. The process of the development of the English Blueprint is discussed in the introduction to this publication.

There are a great deal of valuable information, resources and materials available on the sites of the US, Canadian and Australian websites. While these all require a little bit of adaption in terms of language and context, organisations and practitioners may still find it valuable to consult them. They offer a range of tested learning activities that can be used to support learners to engage proactively with career management.

12 NCDA, 2007. *National Career Development Guidelines*. http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

13 Blueprint for Life/Work Designs, www.blueprint4life.ca/blueprint/home.cfm/lang/1

14 Australian Blueprint for Career Development, www.blueprint.edu.au/

USA

The US National Career Development Guidelines are hosted on the National Career Development Association website (http://associationdatabase.com). The site does not include very many resources that are concerned directly with the Blueprint model. However the site does have a useful general resources section (http://associationdatabase.com/aws/NCDA/pt/sp/resources)

Canada

The Canadian Blueprint for Life/Work Designs website (http://206.191.51.163/blueprint/) is extensive and highly useful. It contains further background on the Blueprint model, discussions about how to use it and a database of resources and links that support the implementation of the Blueprint.

Australia

The **Australian Blueprint for Career Development** website (www.blueprint.edu.au) is probably the most useful resource for learning organisations and practitioners seeking to implement the Blueprint. It contains sections on the background and theory of the Blueprint model, but also offers a toolkit made up of the following elements:

- The Australian Blueprint for Career Development and the Appendices
- The professional development kit: Using the Blueprint with Young People
- The professional development kit: Using the Blueprint with Adults
- Worksheets and activities gathered together from various users of the Blueprint and categorised by Learning Area
- A series of case studies that record the experiences of other Blueprint users in a variety of contexts
- Special Purpose Tools that you can adapt and use with your clients/students, also gathered from other users of the Blueprint
- Promotional tools to be used to raise awareness of the Blueprint in your organisation and networks.

Many participants in the pilot study found that these resources were relatively easy to adapt to a UK context.

UK resources

Throughout the guide a range of useful resources and websites have been identified which will support you in making the most of this publication. In addition to these LSIS provide a range of development opportunities. These enable learning providers and practitioners to develop and extend their knowledge and practice of career learning for their students. Additionally they can also inform and support your own career thinking. These bite-sized learning and professional development opportunities are open access and free to use.

The Excellence Gateway in particular offers access to useful publications, CPD materials and all the Blueprint resources (www.excellencegateway.org.uk/node/1329).

A range of CPD modules have been developed to support career learning. The modules are based on a three-hour training programme, which can be delivered by a knowledgeable facilitator or used by individuals for their own development. Each module includes all the notes and slides and interactive learning activities needed to run a short session for staff.

CPD modules that may be of interest are:

- Introduction to career development
- Introduction to interviewing skills
- Introduction to values and ethics in career development
- Introduction to delivering career development through group work
- Introduction to evaluating and measuring impact
- Introduction to reaching potential by raising aspirations
- Introduction to employability skills
- Introduction to career development for those with additional support needs
- Learning and earning: understanding the options for your learners
- An introduction to career development for STEM learners (available soon)
- An introduction to the Blueprint for Careers.

Online modular resources

Other useful resources are:

- **Career learning for all** – This resource is designed to help staff develop the skills and knowledge they need to deliver the first level of career support. It includes modules on theories and models as well as policy, which will be of interest to staff undertaking NVQs in careers advice and guidance. It can be accessed at www.leadershiplearning.org.uk

- **Shaping my future** is designed to help staff in the sector plan, manage and develop their own careers. This resource provides a range of interactive exercises to identify career goals, steps required for success and a development plan to aid reflection. This is also available at www.leadershiplearning.org.uk

Learning and Skills Improvement Service
Friars House, Manor House Drive
Coventry CV1 2TE
t 024 7662 7900
e enquiries@lsis.org.uk www.lsis.org.uk

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