Career learning for the 21st century

The career blueprint – a competence approach

Career Development Service

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

department for
children, schools and families

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- Career learning for the 21st century: recommended resources for the FE sector
- Career learning for the 21st century: a toolkit to support co-ordination of careers learning for young people in further education

Publisher

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Foreword

In 2008/09, LSIS undertook a number of projects for the DCSF, looking at career learning, information, advice and guidance (CLIAG) for young people in the further education sector.

This work involved discussions with a wide range of people from across the FE sector as well as an in-depth look at the research that has been conducted into this topic over the last few years. The results have been used to produce a series of reports for the sector and others with an interest in the topic. It became clear that CLIAG is a leadership issue and that leaders in the sector need to address how their organisation can deliver this support effectively to gain maximum benefits for young people and their organisation.

This publication looks at a competence approach to career learning developed in Canada and Australia. We hope that you will find this approach useful when reviewing and developing what you do and how you deliver CLIAG in your organisation. You may wish to consider whether the approaches you use are effective in helping young people develop the competences they need to enable them to effectively plan, manage and develop their careers throughout their lives.

Whilst the focus of the study has been primarily on the 14–19 age group, many of the findings are applicable to work with learners of all ages.

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Introduction

Careers work is no longer just about finding a quick fix solution to learners' needs at different career decision points. It is about equipping them for lifelong career well-being and happiness. Learners in FE need to continue developing the career understanding and skills that will help them to succeed in learning and work throughout their lives. This guide is about the Blueprint framework of career development competencies, which can be used by learners of all ages to help them understand themselves, explore opportunities and manage their careers. Blueprint originated in Canada over 20 years ago and is kept up to date through initiatives and international partnerships involving agencies in the USA, Canada and Australia.

Who is this guide for?

This guide is written for staff in FE colleges and work-based learning provision working mainly, but not exclusively, with 14 to 19-year-olds. It will be relevant to:

- vocational and subject tutors
- assessors
- personal tutors and mentors
- careers advisers and Connexions personal advisers
- careers co-ordinators
- curriculum managers
- student services managers
- senior managers.

Background

Attitudes towards careers have changed. More people now expect to have a career than was the case ten years ago, and more people want a career that contributes to their happiness, wellbeing and preferred lifestyle. At the same time, organisations are more cautious about their ability to provide long-term career opportunities for all their staff.

The upshot of these trends is that it has become more important than ever before for people to know how to manage their own careers. Personal agency is the key to success. Self-efficacy, enterprise, resilience, adaptability, responsiveness to change, decidedness and commitment to lifelong learning are just some of the dispositions that people need to cultivate in order to prosper in the early twenty-first century. They need to be able to recognise their skills, clarify their motivation and values, know their networks of support and develop strategies for overcoming barriers to opportunities.

Blueprint is designed to support a career development culture. It helps people make sense of themselves and their own unfolding stories. Blueprint also helps them to explore opportunities and take action to make things happen; but it requires an expansive learning environment in which to be effective (see chart below).

Careers provision in a restricted learning environment	Careers provision in an expansive learning environment
Activities are provided with little attention to impact and outcomes	Learner outcomes are central
Activities are didactic, learners are in passive mode for much of the time	Activities are participative, co-operative, experiential
Emphasis is on providing information that is decontextualised and procedural (i.e. based on following instructions)	Emphasis is on authentic learning and developing real understanding
Provision is 'punctuated' and intermittent, e.g. at decision and transition points	Provision is planned, continuous and progressive
Focus is on planning and making decisions	Focus is on wellbeing and happiness
Career learning is 'one size fits all' and is bolted on to the learner's curriculum	Relevant career learning is embedded in the learner's curriculum
Only formal learning is recognised	The role of informal learning is recognised, too

What are career development competencies?

"Career development is about actively creating the work one wants to do within the context of the life one wants to live."
Australian Blueprint for Career Development, 2003, p9

The process is lifelong and life-wide, intentional and unintentional. Career development competencies (singular: competency) are the amalgams of knowledge, skills and attitudes possessed by individuals that enable them to successfully manage their careers. For young people, career development is primarily about managing and making progress in life, learning and work. Career competencies enable young people to understand themselves and their opportunities, take action to improve their prospects, make choices and decisions, and manage transition and change in their lives.

Overview of the Blueprint competencies

The 11 competencies identified in Blueprint represent the broad learning goals of career development and are grouped under three headings (see chart on p8). In practice, learners do not acquire career competencies in a set order. They are the outcomes of learning in a wide range of contexts and settings. Formal learning interventions include college career education activities. Informal learning, which can sometimes be even more powerful, includes learning based on the experiences and support of family members. Blueprint gives learners a framework to make sense of these disparate sources of learning and to empower them to develop their careers throughout their lives. The 11 competencies are:

Career competency	This competency is mainly about:
1. Build and maintain a positive self-concept	• self-understanding • self-efficacy and self-belief • positive attitudes
2. Interact positively and effectively with others	• communication • working with others • respecting diversity
3. Change and grow throughout life	• adaptability • maintaining health • responsiveness to change
4. Participate in lifelong learning supportive of career goals	• transferable skills • investing in learning to achieve goals • commitment to lifelong learning
5. Locate and effectively use career information	• accessing reliable information • learning from information • interpreting labour market information

Career competency	This competency is mainly about:
6. Understand the relationship between work, society and the economy	• work values • benefits of work to individuals and communities • impact of economic trends
7. Secure or create and maintain work	• effective job seeking • creative ways of working • using career guidance
8. Make career-enhancing decisions	• making choices • decision making • problem solving
9. Maintain balanced life and work roles	• awareness of life and work roles • life-work balance and wellbeing • lifestyle
10. Understand the changing nature of life and work roles	• social and economic change • equality of opportunity • challenging stereotyping
11. Understand, engage in and manage the career-building process	• career planning • career management • risk and transition

Blueprint is a multi-layered framework. The main layers are:

Main layers of Blueprint
Three broad *areas* of learning: A: Personal management B: Learning and work exploration C: Career building
Eleven main *career competencies* (goals for career development): • Three in Area A • Three in Area B • Five in Area C (see chart above).
Four phases (indicative age bands are shown, but one of the advantages of Blueprint is that it is stage rather than age-related): • Phase I – 5–14 • Phase II – 11–16 • Phase III – 14–19 • Phase IV – adult

Main layers of Blueprint

Four learning and developmental stages:

- Acquire – acquiring knowledge
- Apply – experiencing acquired knowledge
- Personalise – integrating acquired and applied knowledge
- Act – striving towards full potential (self-actualisation)

Performance indicators (specific learning outcomes or elements that make up a career competency):

Typically, achieving each competency involves demonstrating 8-14 performance indicators (PIs) at each phase.

Each PI has a three-digit number. The first digit identifies the career competency, the second digit identifies the phase and the third digit identifies the performance indicator.

Local standards:

Colleges and work-based learning providers apply their own local standards for a particular performance indicator, e.g. PI 5.3.2: Understand how labour market information (profiles, statistics, etc) can be used when making career decisions. One possible standard is: "Post-16 learners will accurately describe the main labour market trends in an occupational or industrial sector that interests them".

The vision and principles built into the Blueprint model are:

- career development is lifelong;
- learning, work and leisure, though sometimes distinct, are intertwined;
- empowerment and personal agency are essential for success in life;
- career growth and getting on in life are important;
- success is the result of individual effort, optimism and positivity;
- individuals are inextricably linked to their families, communities and wider society.

The advantages of Blueprint are:

- internal consistency across the four progression phases;
- clear outcomes that careers practitioners can help learners to achieve;
- practical service standards for colleges and providers to aspire to;
- a focus for building consensus in respect of the scope and value of careers work in FE.

Questions to ask yourself

- What are the career competencies that your learners need?
- Do the three areas, eleven competencies and four phases make sense to you?
- How would you show that you are developing these competencies yourself?
- How could your learners show that they are developing these competencies?

Blueprint career competencies by area and phase[1]

Career competencies		Phase I		Phase II	
Area A: Personal management					
1.	Build and maintain a positive self-concept	1.1	Build a positive self-concept while discovering its influence on yourself and others	1.2	Build a positive self-concept and understand its influence on life, learning and work
2.	Interact positively and effectively with others	2.1	Develop abilities for building positive relationships in life	2.2	Develop additional abilities for building positive relationships in life
3.	Change and grow throughout life	3.1	Discover that change and growth are part of life	3.2	Learn to respond to change and growth
Area B : Learning and work exploration					
4.	Participate in lifelong learning supportive of career goals	4.1	Discover lifelong learning and its contribution to life and work	4.2	Link lifelong learning to personal career aspirations
5.	Locate and effectively use career information	5.1	Understand the nature of career information	5.2	Locate and use career information.
6.	Understand the relationship between work, society and the economy	6.1	Discover how work contributes to individuals' lives	6.2	Understand how work contributes to the community
Area C: Career building					
7.	Secure or create and maintain work	7.1	Explore effective ways of working	7.2	Develop qualities to seek and obtain or create work
8.	Make career-enhancing decisions	8.1	Explore and improve decision making	8.2	Link decision making to career building
9.	Maintain balanced life and work roles	9.1	Explore and understand the interrelationship of life roles	9.2	Explore and understand the interrelationship between life and work roles
10.	Understand the changing nature of life and work roles	10.1	Discover the nature of gendered life and work roles	10.2	Explore non-traditional life and work options
11.	Understand, engage in and manage the career-building process	11.1	Explore the underlying concepts of the career-building process	11.2	Understand and experience the career-building process

1   This chart is from the Australian Blueprint. The full framework of Phase III and Phase IV career competencies and performance indicators is in the Appendix.

Phase III		Phase IV	
1.3	Develop abilities to maintain a positive self concept	1.4	Improve abilities to maintain a positive self concept
2.3	Develop abilities for building positive relationships in life and work	2.4	Improve abilities for building positive relationships in life and work
3.3	Learn to respond to change that affects your well-being	3.4	Develop strategies for responding to life and work changes
4.3	Link lifelong learning to the career-building process	4.4	Participate in continuous learning supportive of career goals
5.3	Locate and evaluate a range of career information sources	5.4	Use career information effectively in the management of your career
6.3	Understand how societal needs and economic conditions influence the nature and structure of work	6.4	Incorporate your understanding of changing economic, social and employment conditions into your career planning
7.3	Develop abilities to seek, obtain or create and maintain work	7.4	Improve on abilities to seek, obtain or create and maintain work
8.3	Engage in career decision-making	8.4	Incorporate realism into your career decision-making
9.3	Link lifestyles and life stages to career building	9.4	Incorporate life-work balance into the career-building process
10.3	Understand and learn to overcome stereotypes in your career building	10.4	Seek to eliminate gender bias and stereotypes in your career building
11.3	Take charge of your career-building process	11.4	Manage your career-building process

Strengthening the career development competencies of learners in FE

The rationale for strengthening the career development competencies of young people in FE is to:

- raise the self-esteem of learners – colleges often have to work harder to get students to feel good about themselves;

- recognise that career development is for all, whatever they mean by it;

- improve the ability of learners to manage their experiences of learning and work throughout their lives.

Providing authentic learning opportunities

Learners acquire and develop their career competencies through both formal and informal learning opportunities. Recognising the powerful role of informal learning in career development and making links with it through the formal learning provision is one of the most effective ways of helping learners. The chart below lists some of the main ways in which learners can develop the Blueprint career competencies.

Examples of ways of acquiring career development competencies:

Work based

- Working in teams on business simulations
- Visits and visitors
- Work experience
- Work shadowing
- Work placement
- Coaching and mentoring
- Volunteering projects in the community
- Work-based learning studies, e.g. projects and extended projects
- Apprenticeships

Information, advice and guidance (IAG)

- Taster days
- Freshers fair/induction week
- Personal tutoring
- Progression reviews
- Individual learning plans (ILPs)
- Target and goal setting
- Peer mentoring
- Alumni visits
- One-to-one guidance interviews
- Career interests assessment
- Psychometric tests
- Student support services
- Careers or Connexions library or resource centre
- Skills passport (LSC)
- Online and interactive tools and resources, e.g. VLE, websites
- Group work, e.g. job hunting preparation
- Portfolio or progress file

Examples of ways of acquiring career development competencies:	
Curriculum based	
● The Diploma ● Careers day, careers fair and skills festival ● Speakers, champions and ambassadors ● Careers lessons, sessions and activities on career development ● Enterprise activities, e.g. Duke of Edinburgh Skills for Employment challenge	● Subject and course-based career development activities (embedded) ● Enrichment activities ● Learner voice initiatives, e.g. student committee

Reviewing and assessing career development learning

Blueprint supports assessment for and of career development learning.

Assessment of learning is summative and designed to measure, record and recognise what learners have gained and achieved. It is often linked to accreditation and awards. Assessment of learning in careers work has pros and cons. Organisations need to consider a range of issues, for example:

● How do learners celebrate what they have achieved?
● How do learners feel about assessment?
● Can we do it properly (yet)?
● How can we change if we're doing it just to draw down the funding?

Evidence of career competencies may be assessed in a number of ways:

● **Observation** – seeing learners in action and providing a report, e.g. when they are researching their options;

● **Discussion** – talking with learners, e.g. when they describe and reflect on their performance in relation to the standards you have developed;

● **Evidence from others (witness testimony)** – using another person's account of what the learner knows and can do, e.g. when a work experience supervisor provides a report based on their observation;

● **Questioning** – using a range of questioning techniques, either spoken or written, e.g. finding out what learners would actually do when experiencing a challenging situation such as a course or job interview rejection;

● **Examination of products, projects and assignments** – using the physical evidence of what learners have produced, e.g. a learner's career blog or CV;

- **Simulation** – putting learners in a situation that mirrors real life, e.g. running one of the games in the *Real Game* series. (See www.realgame.co.uk. The games were originally developed in Canada and reflect the ethos of Blueprint);

- **Setting tests** – checking what learners would do in real situations, e.g. giving learners a multiple-choice health and safety questionnaire.

Accreditation of career development learning

The February 2009 CEIAG support programme briefing, *Careers education units and qualifications for young people*, offers information and advice on accrediting career learning. A number of awarding bodies offer flexible schemes that will enable colleges and providers to assess and accredit some elements of the Blueprint career competencies. In the future, competency-based qualifications may be specifically designed to support the Blueprint framework. View the briefing at www.cegnet.co.uk/files/CEGNET0001/enewsletterfeb09/files/CEIAG_Briefings_Feb2009a.pdf

Assessment for learning has already been shown to be a powerful tool for improving and personalising learning across the curriculum. Studies in the UK are sparse, but it is likely that assessment for learning will enhance career development learning, too. Its main idea is that learners will make better progress if they receive and make use of high quality feedback. In practice, this means organising assessment close to the point of learning (e.g. at the end of an activity or session) and involving learners as active partners in their own moderated self-assessment. Blueprint performance indicators provide the criteria for assessment purposes.

Assessment for career development learning

Assessment for Career Learning and Development: now or never? by Anthony Barnes in *Career Education and Guidance* (February 2009 pp2-7) discusses four main ways of assessing career learning:
- eliciting information, e.g. rich questioning;
- giving appropriate feedback, e.g. so that learners can 'scaffold' their learning;
- ensuring learners understand quality, e.g. modelling the point of learning;
- carrying out peer and self-assessment.

Enabling learners to manage their career development learning and assessment

Facilitating learners' use of career development portfolios or passports creates one of the most powerful learning and assessment environments for careers.

A portfolio is a place where learners:

- review their current situation and check their progress;
- set targets and make plans such as individual learning plans (ILPs);
- review and reflect on their experiences and achievements;
- record and celebrate what they have done.

Portfolios are designed for both mediated use (i.e. with guidance from a mentor or tutor) and non-mediated use (i.e. used independently by the learner). To this end, portfolios are usually designed with private areas and areas that can be viewed by others with the permission of the learner.

Using Blueprint in a portfolio context is suited to mediated use. The college or provider designs a recording tool which the learner uses to capture evidence of the career development competencies they have demonstrated. This enables learners to gather evidence from both their informal and formal learning. Blueprint processes uncover all of the activities within and outside their FE learning that contribute to their career development. It is not sufficient for learner simply to assert that they have acquired a competency. They need to provide evidence that the mentor/tutor is able to verify. This is particularly important in relation to learners with unrealistic aspirations.

The main issues to consider when developing a career development portfolio for Blueprint are:

- portfolios can take many forms both manual and electronic or a combination of the two;

- 'portfolio' is a generic term that applies to a range of branded and home-grown products already used by many colleges and providers. Consider whether Blueprint can be incorporated into an existing tool that your learners use;

- newer e-portfolio products are adopting some of the features of social networking sites which learners take to readily;

- be prepared to accommodate the different portfolio-user styles of your learners, e.g. learners who like to create very full portfolios, learners who like to create a structured portfolio that is 'right', learners who like to create a 'lean and mean' portfolio with a very clear 'pay-off'.

These and other issues relating to effective careers teaching and learning are discussed in *Better Practice: A guide to effective career learning 11-19* edited by Janet Donoghue (www.cegnet.co.uk/content/default.asp?PageId=2388)

Questions to ask yourself

- How are the learners you work with currently getting help to develop their career competencies?
- What evidence do learners have of their competencies?
- What other activities can your learners participate in to develop competencies?

Managing Blueprint in FE

As the name suggests, Blueprint is designed for flexible use in a range of settings with practitioners identifying the features that relate directly to their careers work.

The principal ways in which Blueprint can be used in FE are:

- to guide career policy and strategy in organisations;
- to strengthen careers programmes and activities;
- to improve quality and standards.

Blueprint challenges the assumption that careers work in FE is just about helping individuals with information and advice to make applications for their next moves. Important as these types of interventions are, Blueprint raises awareness that careers work is primarily about facilitating lifelong, self-managed career development underpinned by learners' deep values.

How does Blueprint relate to other frameworks currently available in the UK?

CEG framework

In 2003, DfES (now DCSF) issued a non-statutory framework of learning outcomes from careers education and guidance for 11 to 19-year-olds in England. The chart below maps the post-16 learning outcomes in the CEG framework against the Australian Blueprint. The issues arising from this mapping are:

- the three main areas of both frameworks have broadly similar meanings;

- the outcomes in the CEG framework correspond to phases III and IV in Blueprint;

- most learning outcomes in the CEG framework are at the level of either 'personalise' or 'act' but in relation to equal opportunities, making applications and personal finance, they are mainly at the level of 'apply';

- three career competencies in Blueprint are not included in the post-16 CEG framework (1, 2 and 9). Developers of a UK Blueprint would need to consider what career competencies and re-wording are actually required for the UK context;

- the rationale for the learning outcomes in the CEG framework is not made clear and no supporting documentation has ever been published.

Blueprint and the CEG framework were designed for different purposes. Blueprint is a more ambitious framework that looks holistically at the career development competencies needed by individuals across their lives. The CEG framework is a more pragmatic but less clear view of career learning outcomes seen from a provider perspective.

Post-16 learning outcomes in the CEG framework	Best fit matches with Blueprint competencies, phases, stages and performance indicators (PIs)
Self-development	**Personal management**
Undertake and use a range of assessments to confirm medium and longer-term goals and update career and learning targets	11: Understand, engage in and manage the career-building process. Personalise. PIs 11.3.13 and 11.4.11
Assess their career exploration and management skills and identify areas for development	11: Understand, engage in and manage the career-building process. Personalise. PIs 11.4.11
Take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements	4: Participate in lifelong learning supportive of career goals. Act. PIs 4.3.9 and 4.4.12 7: Secure or create and maintain work. Act. PI 7.3.11 8: Make career-enhancing decisions. Act. PI 8.3.16
Describe and evaluate personal action to promote equal opportunities and respect for diversity	10: Understand the changing nature of life and work roles. Apply. PIs 10.3.5 and 10.4.5
Evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately	7: Secure or create and maintain work. Personalise. PI 7.4.14
Career exploration	**Learning and work exploration**
Identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development	6: Understand the relationship between work, society and the economy. Personalise. PIs 6.3.9 and 6.4.7
Make critical use of a range of information sources to explain how careers are changing	5: Locate and effectively use career information. Act. PIs 5.3.12 and 5.4.11
Obtain careers information relevant to personal needs and process it effectively	5: Locate and effectively use career information. Apply. PIs 5.3.6 and 5.4.5
Describe different routes through to their career goals and the similarities and differences between higher education and employment with training	4: Participate in lifelong learning supportive of career goals. Apply. PI 4.4.7

Post-16 learning outcomes in the CEG framework	Best fit matches with Blueprint competencies, phases, stages and performance indicators (PIs)
Make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans	8: Make career-enhancing decisions. Act. PI 8.3.16
Justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business	8: Make career-enhancing decisions. Personalise. PI 8.3.14
Career management	**Career building**
Take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future	11: Understand, engage in and manage the career-building process. Personalise. PI 11.4.11
Evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance	5: Locate and effectively use career information. Personalise. PI 5.4.7 8: Make career-enhancing decisions. Apply. PI 8.4.8
Consider the possible implications of changes in learning and work for their own career goals and plans including financial options	11: Understand, engage in and manage the career-building process. Personalise. PIs 11.3.13
Follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose	7: Secure or create and maintain work. Apply. PIs 7.4.10
Present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level	7: Secure or create and maintain work. Apply. PI 7.4.10 7: Secure or create and maintain work. Act. PI 7.3.12 and 7.4.17
Obtain and manage sources of financial support	8: Make career-enhancing decisions. Apply. PI 8.3.11

Note: For an explanation of the PIs, see the Appendix.

Skills frameworks

Career development learning is a context for acquiring and strengthening skills that relate to a range of skill sets, e.g. the key skills, PLTS (personal, learning and thinking skills), enterprise skills and employability skills.

PLTS, for example, have been mapped in general subjects and there are plans to incorporate PLTS in Apprenticeships. They are also part of the generic learning for the new Diploma. Career development learning provides a realistic and relevant context for enhancing PLTS within these lines of learning. The main opportunities for developing PLTS alongside Blueprint are summarised in the table below.

PLTS focus statement	Related Blueprint career competencies
Team workers Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.	Career competency 2 is about interacting positively and effectively with others.
Reflective learners Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.	Reflection is a key activity in the actualisation stage of all competencies. Career competency 11 is about understanding, engaging in and managing the career-building process.
Creative thinkers Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	Creative thinking is a key activity in the actualisation stage of many of the competencies. Career competency 3 is about changing and growing throughout life. Career competency 7 is about securing or creating and maintaining work.
Independent enquirers Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.	Career competency 5 is about locating and effectively using career information.

PLTS focus statement	Related Blueprint career competencies
Self-managers Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.	Career competency 1 is about building and maintaining a positive self-concept. Career competency 3 is about changing and growing throughout life. Career competency 4 is about participating in lifelong learning supportive of career goals. Career competency 11 is about understanding, engaging in and managing the career-building process.
Effective participators Young people actively engage with issues that affect them and those around them. They play a full part in the life of the school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.	Career competency 2 is about interacting positively and effectively with others. Career competency 6 is about understanding the relationship between work, society and the economy. Career competency 10 is about understanding the changing nature of life and work roles.

Colleges and work-based learning providers have different views on how to develop, record and accredit the various skill sets. They will encounter the same issues when they form their views on how best to manage the Blueprint competencies. They could decide to develop, record and accredit the Blueprint competencies in an integrated way (e.g. through other skills frameworks, subjects and courses) or separately (e.g. through a free-standing taught careers programme) or through a combination of the two.

How does Blueprint support strategic management issues?

Blueprint supports a range of cross-college issues:

- **Design of an effective career development system**

  Although there is no specific requirement in FE to embed career development learning in cross-college tutor programmes and taught courses, the Blueprint competency framework lends itself to this method of delivery. Career guidance staff in student services can work with faculties and departments to design relevant and engaging activities in appropriate contexts.

  The impetus behind 14–19 learning networks and partnerships provides the possibility of consortium-wide career development programmes based on Blueprint. This will in time produce greater consistency and overcome the current difficulty caused by great variations in the careers education inputs received by learners in college feeder schools.

- **Framing of a career development guarantee or entitlement**

  Blueprint can be incorporated into college student contracts and entitlement statements.

- **Recruitment, retention, progression and attainment**

  Helping learners to acquire career competency 1 (build and maintain a positive self-concept) can improve recruitment, retention, progression and attainment in the college. This competency can provide a focus for much of what colleges already do, e.g. providing an attractive and supportive environment for learners to build their self-confidence and self-esteem, organising benefits and rewards, providing mentors and positive (non-stereotypical) role models, and carrying out progression reviews.

- **Service standards**

  Blueprint can be tied in with national, local and institutional standards to promote consistent, high-quality services.

  Consortia, colleges and providers using Blueprint will find it easier to generate evidence of effective performance in relation to the national quality standards for young people's information, advice and guidance (DCSF, 2007), e.g. group achievement of career competency 5 (locate and effectively use career information) will provide evidence for quality standard 3 (young people have the information they need to make well-informed and realistic decisions about learning and career options).

  Similarly, developers and users of local quality awards will benefit from mapping their award standards against the career development competencies and PIs in Blueprint.

- **Equality and diversity**

  Blueprint competency 10 (understand the changing nature of life and work roles) explicitly addresses issues such as gender equality. Equality and diversity awareness underpin all competencies in the framework.

  For learners with learning difficulties and disabilities (LDD), the four phases of Blueprint make it easier to plan progression and assessment. Using Blueprint, young people with learning difficulties and disabilities will be assessed at a phase when they are ready. Similarly, the achievements of learners who exceed the expectations of their age group will be recognised. The Appendix shows phases III and IV of Blueprint. The full framework can be found in the Australian and Canadian Blueprints.

- **Engagement with employers**

  Colleges and providers will be able to interest employers in Blueprint, especially in the competencies and indicators that are related to employability programmes and career development in employment. Some Canadian employers have attributed increases in productivity to their use of Blueprint. Promoting Blueprint with employers will also enable colleges and providers to provide a stronger focus for employers' involvement in work-related learning activities such as placements and mentoring.

How does Blueprint support programme and activity planning?

Blueprint supports a structured approach to programme planning. A step-by-step guide follows:

Step one – Learning needs analysis

The first step is to carry out a preliminary analysis of the learning needs of the group you have in mind. This will enable you and learners themselves to identify which parts of the framework your programme will focus on. You could do this by highlighting on a copy of the framework the performance indicators that are most relevant to the group.

The results of this analysis can then be used to devise a self-assessment tool for learners to complete, which will give you feedback on the accuracy of your analysis of group and individual needs.

Step two – Design and development

Blueprint enables you to reference each planned learning activity against a comprehensive, coherent and progressive framework of learner outcomes. You can do this by coding activities against performance indicators in the framework. This makes it easier when designing careers programmes to:

- check coverage and identify gaps;
- reinforce particular learning goals;
- plan sequencing and progression;
- ensure consistency of provision within and between colleges and providers;
- decide what specific resources can be used for.

The aim is to identify a cluster of performance indicators that can be demonstrated as a result of learners' participation in a specific activity. It is important to avoid the 'atomisation' and repetition or overlaps that can occur from trying to design a separate activity to 'deliver' each performance indicator.

A powerful feature of Blueprint that comes originally from the Canadian version is the four-stage hierarchy of learning levels. You can use it to plan a progressive sequence of learning activities leading to full competency. The performance indicators in the Appendix are grouped under the four stages. The four stages are:

- **Acquire** – This is the stage of finding out and discovery. Learners start to organise and make sense of what they now know.

- **Apply** – This is the stage of trying out and putting into action the knowledge, skills and attitudes that have been acquired. Learners demonstrate 'know-how'.

- **Personalise** – This is the stage of constructing personal meaning. Learners assimilate and integrate what they know and can do so it becomes part of their personal make-up.

- **Act** – This is the stage of self-fulfilment and creative transformation. Learners strive to release their potential and enrich their lives.

It is important to remember that the aims of career development learning are the same for all learners, but their rate of progress, the route they take and how far they can travel will vary.

Step three – Implementation

Take time to help learners understand the meaning of the competencies and performance indicators that they are working on. This can be done at the beginning of a session and in the plenary at the end as part of the session review.

Step four – Review and evaluation

Straightforward and practical review and evaluation strategies are best, including questioning in plenaries, questionnaires and focus groups.

Introducing Blueprint in FE

Considerable preparatory work is needed to raise awareness and create interest among both staff and learners. A good marketing and communications plan will help to achieve this; but staff and learners also need training in how to get the most out of Blueprint.

Questions to ask yourself

- What guarantee do you give to learners that they will develop their career competencies?
- Who else in the organisation or among partners (e.g. Connexions, 14–19 consortia) can help, and how?
- What would a whole-organisation approach to developing career competencies look like?
- How can you contribute to the strengthening of the career development culture in your organisation?

Blueprint: what next?

This guide incorporates the feedback and suggestions from a series of practitioner workshops organised by LSIS in the first part of 2009. Considerable interest was expressed at these workshops in developing a version of Blueprint for use in the UK. With this in mind, the following recommended next steps have been drawn up for different stakeholders:

Learning providers

- Assimilate aspects of Blueprint into your careers provision to strengthen the benefits for learners.

- Consider ways of developing, recording and accrediting career competencies.

- Investigate ways of making more effective use of ICT or ILT to enhance career development learning.

Career education and guidance professional community

- Promote the use of Blueprint in FE to build up a collection of case studies of good practice which will help other colleges and providers to get started.

- Commission and carry out research to investigate how Blueprint can be used most effectively to strengthen learners' career development.

- Explore the potential for the further development of Blueprint in the UK with relevant government departments (DCSF, BIS [formerly DIUS]).

Government

- Investigate how Blueprint has been trialled and developed for Australia and consider whether a similar process would benefit the UK.

Further reading

Australian Blueprint for Career Development (ABCD)
www.blueprint.edu.au

The Australian Blueprint for Career Development and the Appendices
www.blueprint.edu.au/resources/DL_Blueprint_Final.pdf?bcsi_scan_8691BB3BC7BCD5AE=0&bcsi_scan_filename=DL_Blueprint_Final.pdf

The professional development kit: Using the Blueprint with Young People
www.blueprint.edu.au/index.php/toolkit/using_the_blueprint_in_schools/

Barnes, A. Assessment for Career Learning and Development: now or never? in *Career Education and Guidance.* February 2009 pp2-7.

Blueprint for Life (Canada)
www.blueprint4life.ca/blueprint/home.cfm/lang/1

DCSF, 2007. *Quality Standards for Young People's Information, Advice and Guidance (IAG).* Nottingham: DCSF Publications.

DfES, 2003. *Careers Education and guidance in England – a national framework 11-19.* Nottingham: DfES.

Donoghue, J, (Ed), 2008. *Better Practice: A guide to effective career learning 11-19.* www.cegnet.co.uk/content/default.asp?PageId=2388

Appendix – Phase III and Phase IV career competencies and performance indicators[2]

Area A – Personal management

1. Build and maintain a positive self-concept	
Phase III	**Phase IV**
1.3 Develop abilities to maintain a positive self-concept.	1.4 Improve on abilities to maintain a positive self-concept.
Acquire	**Acquire**
1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.	1.4.1 Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, beliefs and behaviours) on career decisions.
1.3.2 Understand the importance of giving and receiving feedback to maintaining a positive self-concept.	1.4.2 Understand how achievements related to work, learning and leisure influence your self-concept.
1.3.3 Understand the importance of allies (e.g. friends and supporters) to maintaining a positive self-concept.	**Apply**
Apply	1.4.3 Explore how your own career decisions have been and are influenced by personal characteristics (skills, knowledge, attitudes, interests, values and beliefs).
1.3.4 Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes.	1.4.4 Identify your personal achievements related to work, learning and leisure.
1.3.5 Identify behaviours and attitudes that reflect your self-concept.	1.4.5 Adopt behaviours and attitudes that project a positive self-concept.
1.3.6 Identify your allies and external assets.	**Personalise**
1.3.7 Demonstrate giving and receiving feedback in ways that build a positive self-concept.	1.4.6 Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals.
Personalise	1.4.7 Examine your personal achievements and acknowledge their influence on your self-concept.
1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.	**Act**
1.3.9 Assess the part that your allies play in achieving your life, learning and work goals.	1.4.8 Improve your life, learning and work activities by maximising your positive characteristics.
Act	1.4.9 Engage in life, learning and work activities that validate all aspects of yourself and provide a sense of personal achievement.
1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals.	

2. Interact positively and effectively with others

Phase III	Phase IV
2.3 Develop abilities for building positive relationships in life and work.	**2.4** Improve abilities for building positive relationships in life and work.

Phase III

2.3 Develop abilities for building positive relationships in life and work.

Acquire

2.3.1 Discover the skills, knowledge and attitudes needed to work effectively with and for others.

2.3.2 Explore appropriate ways of assisting others.

2.3.3 Examine the nature of the contractual relationship between employees and employers and the nature of the contractual relationship between clients and contractors.

Apply

2.3.4 Demonstrate behaviours and attitudes required for working with and for others.

2.3.5 Demonstrate skills for assisting others, such as problem solving and facilitation skills.

2.3.6 Express feelings, reactions and ideas in an appropriate manner when dealing with others.

Personalise

2.3.7 Determine the 'helping' skills you feel comfortable with and wish to contribute in your relationships with others.

2.3.8 Acknowledge the positive effects of expressing your feelings, reactions and ideas appropriately.

Act

2.3.9 Engage in interactions and learning experiences that help build positive relationships in your life and work.

Phase IV

2.4 Improve abilities for building positive relationships in life and work.

Acquire

2.4.1 Explore innovative interpersonal and group communication skills.

2.4.2 Explore the concept of self-defeating behaviours and attitudes as well as strategies for overcoming them.

2.4.3 Explore the importance of positive relationships to your career building.

2.4.4 Discover the importance and benefits of being able to interact with diverse groups of people in all areas of your life.

Apply

2.4.5 Demonstrate effective social and group membership skills, knowledge and attitudes.

2.4.6 Apply strategies for overcoming self-defeating behaviours and attitudes.

2.4.7 Demonstrate the ability to handle outside pressure.

2.4.8 Demonstrate the ability to interact with diverse groups of people.

Personalise

2.4.9 Acknowledge and appreciate the outcomes of positive relationships in your personal and professional roles.

2.4.10 Assess the ways in which showing respect for all kinds of people has contributed to your career.

Act

2.4.11 Continuously assess and develop your social and interpersonal skills and your respect for the diversity of individuals.

3. Change and grow throughout life

Phase III	**Phase IV**
3.3 Learn to respond to change that affects your well-being.	3.4 Develop strategies for responding positively to life and work changes.
Acquire	**Acquire**
3.3.1 Describe how change and growth can affect physical and mental health.	3.4.1 Understand how personal motivations and aspirations may change over time.
3.3.2 Explore how mental and physical health impact on life and work decisions.	3.4.2 Understand the physical and psychological changes that occur with age.
3.3.3 Explore effective communication skills to use in stressful situations (e.g. assertiveness, conflict resolution or problem solving).	3.4.3 Explore how work performance may be adapted to physical and psychological changes that occur with age.
Apply	3.4.4 Understand how changes related to work (e.g. job loss, job transfer) impact on your life and may require life changes.
3.3.4 Identify what places stress on your mind and body.	3.4.5 Explore the skills, knowledge and attitudes needed to adapt to changing work role requirements.
3.3.5 Demonstrate behaviours that maintain your physical and mental health.	**Apply**
3.3.6 Apply stress management strategies.	3.4.6 Describe your personal motivations and aspirations.
3.3.7 Demonstrate effective communication skills in stressful situations (e.g. assertiveness, conflict resolution or problem-solving).	3.4.7 Develop and apply strategies to adapt and respond effectively to career changes (e.g. problem-solving, networking, updating portfolio and résumé and acquiring new skills and knowledge).
Personalise	**Personalise**
3.3.8 Examine your mental and physical health and evaluate its impact on your career decisions.	3.4.8 Examine your personal motivations and aspirations and determine their impact on your career decisions.
3.3.9 Acknowledge the positive outcomes of actively managing issues that affect your well-being.	3.4.9 Acknowledge your ability to adapt and respond effectively to career changes.
3.3.10 Assess your communication skills and adopt those that are most effective in stressful situations.	**Act**
Act	3.4.10 Create career scenarios based on your personal motivations and aspirations.
3.3.11 Adopt habits and engage in experiences that maintain or improve your mental and physical health.	3.4.11 Improve your ability to adapt and respond to career changes.

Area B – Learning and work exploration

4. Participate in lifelong learning supportive of career goals

Phase III	Phase IV
4.3 Link lifelong learning to the career-building process.	4.4 Participate in continuous learning supportive of career goals.
Acquire	**Acquire**
4.3.1 Understand how the skills, knowledge and attitudes acquired in a variety of learning programmes may contribute to achieving personal and professional goals.	4.4.1 Investigate educational opportunities (e.g. vocational learning programmes, employer-sponsored training).
4.3.2 Understand how lifelong learning enhances people's ability to achieve career goals.	4.4.2 Investigate community resources that support education and training (e.g. childcare, public transportation, and health and human services).
4.3.3 Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments.	4.4.3 Understand the importance of developing strategies to help overcome barriers to education and training.
4.3.4 Understand why lifelong learning is required in the workplace.	4.4.4 Explore how skills, knowledge and attitudes acquired enhance work opportunities.
4.3.5 Explore the education and training requirements of various work roles.	4.4.5 Explore lifelong learning resources available in workplace settings (e.g. computer-assisted self-directed training, mentoring and attendance at short courses).
Apply	4.4.6 Explore personal and professional learning plans.
4.3.6 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.	**Apply**
	4.4.7 Prepare short and long-range plans to achieve personal and professional goals through appropriate educational and training pathways.
	4.4.8 Outline and adopt strategies to overcome personal barriers to education and training.
	4.4.9 Undertake learning activities (e.g. studying, responding to feedback from supervisors, engaging in a project of interest).

4. Participate in lifelong learning supportive of career goals

Phase III	Phase IV
Personalise	**Personalise**
4.3.7 Determine the value of ongoing learning to you.	4.4.10 Assess your skills, knowledge and attitudes towards learning and determine how these enhance your career opportunities.
4.3.8 Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.	4.4.11 Determine which continuous learning strategies work best for you.
Act	**Act**
4.3.9 Engage in a continuous learning process supportive of your career goals.	4.4.12 Improve learning strategies and engage in a lifelong learning process supportive of your career goals.

5. Locate and effectively use career information

Phase III	Phase IV
5.3 Locate and evaluate a range of career information sources.	**5.4** Use career information effectively in the management of your career.
Acquire	**Acquire**
5.3.1 Discover how key personnel in selected work roles could become ideal information resources/ role models.	**5.4.1** Investigate career-related information and materials (e.g. on self-assessment, on career planning, on professional associations, on prospective employers).
5.3.2 Understand how labour market information (profiles, statistics, etc) can be used when making career decisions.	**5.4.2** Explore the limitations of occupational and labour market information.
5.3.3 Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles.	**5.4.3** Discover the diverse work opportunities available to an individual with a given set of work skills, knowledge and attitudes.
5.3.4 Explore how employment and workplace trends impact upon the provision of education and training.	**5.4.4** Understand how to assess the reliability of career information.
5.3.5 Understand how a variety of factors (e.g. supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities.	**Apply**
	5.4.5 Use career information resources to identify work opportunities that are available to someone with your set of work skills, knowledge and attitudes.
Apply	**5.4.6** Assess the reliability of career information resources you use to identify opportunities.
5.3.6 Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and internet-based career information delivery systems to locate trend information on occupational and industry trends, education and training trends, and social and economic trends.	**Personalise**
	5.4.7 Determine, according to your preferences, which work opportunities should or will be considered in your career goals and aspirations.
Personalise	**Act**
5.3.7 Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance.	**5.4.8** Create or adapt career goals and aspirations using relevant and accurate career-related information.
Act	
5.3.8 Put strategies in place to evaluate career information resources that you locate and use.	

6. Understand the relationship between work, society and the economy

Phase III	Phase IV
6.3 Understand how societal needs and economic conditions influence the nature and structure of work.	**6.4** Incorporate your understanding of changing economic, social and employment conditions into your career planning).
Acquire	**Acquire**
6.3.1 Understand how society's needs and functions affect the supply of goods and services.	**6.4.1** Understand how trends (such as social, demographic, technological, occupational and industrial trends) affect your career.
6.3.2 Explore how people's personal values and interests determine the importance placed upon different kinds of work.	**6.4.2** Understand how the global economy affects your career.
6.3.3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities.	**6.4.3** Understand how recent social and economic changes (e.g. technological developments, changes in demand for products or services) influence the knowledge, skills and attitudes required for seeking, obtaining or creating and maintaining work.
6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation.	
Apply	**Apply**
6.3.5 Demonstrate how your own community or state or territory is affected by society's needs and functions, as well as by the global economy.	**6.4.4** Demonstrate how your own career has been affected by society's needs and functions, as well as by the global economy.
6.3.6 Demonstrate how work and learning in your own community or state or territory is affected by social, demographic, technological, occupational and industrial trends.	**6.4.5** Demonstrate how your knowledge, skills and attitudes for seeking, obtaining or creating and maintaining work have shifted in response to social and economic change.
6.3.7 Identify how your own personal values and interests determine the importance you place on work.	

6. Understand the relationship between work, society and the economy

Phase III	Phase IV
Personalise	**Personalise**
6.3.8 Evaluate the impact of society's needs and functions and that of the global economy on you.	6.4.6 Evaluate the impact of society's needs and functions on your preferred career future.
6.3.9 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities.	6.4.7 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your future work and learning opportunities.
6.3.10 Evaluate how your values and interests influence the value you place on different kinds of work.	**Act**
Act	6.4.8 Engage in career planning and development that takes into account changing economic, social and employment conditions.
6.3.11 Engage in work experiences that satisfy your needs as well as meeting society's needs.	

Area C – Career building

7. Secure or create and maintain work

Phase III	Phase IV
7.3 Develop abilities to seek, obtain or create and maintain work.	7.4 Improve on abilities to seek, obtain or create and maintain work.
Acquire	**Acquire**
7.3.1 Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities.	7.4.1 Investigate specific work that supports desired career intentions.
7.3.2 Explore the attributes and employability skills necessary to obtain and maintain work.	7.4.2 Identify job opportunities that suit your own needs and values.
7.3.3 Explore the services or initiatives that support people's transitions.	7.4.3 Identify relationships that will help with finding work.
7.3.4 Understand that some work opportunities require flexibility and adaptability (e.g. relocating, learning new skills).	7.4.4 Update your work search tools and the skills required to seek, obtain or create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc).
7.3.5 Explore specific work opportunities in terms of working conditions and safety hazards, benefits, etc.	7.4.5 Explore strategies supportive of career change (e.g. on-the-job training, mentors, networking, continuous learning).
7.3.6 Explore volunteering as a proactive job search and personal development strategy.	7.4.6 Investigate the career planning, employment and recruitment services available through organisations (e.g. government, educational institutions, business, industry and community agencies).
	7.4.7 Identify your transferable skills, knowledge and attitudes.
	7.4.8 Understand the importance of making career decisions that align with your preferred future.

7. Secure or create and maintain work

Phase III	Phase IV
Apply	**Apply**
7.3.7 Demonstrate employability skills and attributes necessary to obtain and maintain work.	7.4.9 Establish relationships that will help with finding work.
7.3.8 Experience volunteering as a proactive job search or personal development strategy.	7.4.10 Market yourself using work search tools and skills (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc).
Personalise	7.4.11 Experience the career planning, employment and recruitment services available through organisations (e.g. government, educational institutions, business, industry and community agencies).
7.3.9 Evaluate work opportunities in terms of working conditions, benefits, etc that are important to you.	
7.3.10 Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining or creating and maintaining work.	7.4.12 Demonstrate the skills, knowledge and attitudes that are transferable from one work role to another.
Act	7.4.13 Plan career changes reflective of your preferred future.
7.3.11 Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes.	**Personalise**
	7.4.14 Re-examine your network and determine the relationships most helpful to your work search strategies.
7.3.12 Adapt current or try new work search skills and tools.	7.4.15 Evaluate your skills, knowledge and attitudes in terms of their effectiveness for seeking, obtaining or creating and maintaining work.
	7.4.16 Assess work opportunities in terms of your preferred future.
	Act
	7.4.17 Use up-to-date work search skills to create and engage in work opportunities reflective of your preferred future.

8. Make career-enhancing decisions

Phase III

8.3   Engage in career decision-making.

Acquire

8.3.1   Understand the importance of developing a range of scenarios supportive of your preferred future.

8.3.2   Investigate the requirements needed to qualify for chosen education and training.

8.3.3   Investigate the costs (living and fee-related) associated with education and training.

8.3.4   Investigate strategies for securing financial assistance related to education and training.

8.3.5   Explore courses in terms of skills, knowledge and attitudes required for entry-level work or advanced training.

8.3.6   Understand the steps required to make an effective transition (from school to post-secondary education and training programmes or work, or to re-enter the workforce).

8.3.7   Understand how personal values may influence your choices and actions.

8.3.8   Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities or alternatives.

Apply

8.3.9   Demonstrate responsibility for making educational and work choices.

8.3.10   Develop a range of scenarios supportive of your preferred future.

8.3.11   Develop strategies for covering the costs (living and fee-related) associated with education and training possibilities and apply for needed assistance.

8.3.12   Plan and complete the steps required to make an effective transition (from school to post-secondary education, or training programmes or work, or to re-enter the workforce).

Phase IV

8.4   Incorporate realism into your career decision-making.

Acquire

8.4.1   Explore what features (e.g. opportunities for advancement, management style, values of the organisation) you need to take into account when assessing the merits of work opportunities.

8.4.2   Explore the effects that work opportunities may have on your career (life and work) goals.

8.4.3   Understand how personal and environmental conditions may affect decision-making.

8.4.4   Explore effective career decision-making skills, knowledge and attitudes.

8.4.5   Explore potential consequences of decisions before finalising them.

Apply

8.4.6   Demonstrate the skills, knowledge and attitudes required to assess work opportunities.

8.4.7   Demonstrate effective career decision-making skills, knowledge and attitudes.

8.4.8   Determine your personal criteria for making decisions about learning, family and work.

8.4.9   Identify the likely consequences of your decisions before finalising them.

8. Make career-enhancing decisions

Phase III	Phase IV
8.3.13 Develop creative or alternative choices reflective of the changing world of work. **Personalise** 8.3.14 Evaluate educational and work choices in terms of your personal goals, values and financial means. 8.3.15 Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals. **Act** 8.3.16 Create and engage in career experiences supportive of your values and goals. 8.3.17 Engage in decision making that suits your needs and values and is supportive of your goals.	**Personalise** 8.4.10 Decide what is important to you when assessing the merits of a work opportunity. 8.4.11 Evaluate the impact of your decisions on you and others before making them. **Act** 8.4.12 Engage in decision making that suits your needs and values and is supportive of your career goals.

9. Maintain balanced life and work roles

Phase III

9.3 Link lifestyles and life stages to career building.

Acquire

9.3.1 Understand the concept of life stages.

9.3.2 Understand the concept of lifestyles.

9.3.3 Understand the factors that influence or impact upon lifestyles (e.g. socioeconomic status, culture, values, work choices, work habits).

9.3.4 Understand the life stage factors that influence your career building.

Apply

9.3.5 Examine the type of lifestyle you want at this stage of your life.

9.3.6 Identify and experience work scenarios reflective of your life stage and lifestyle.

9.3.7 Recognise that your preferred lifestyle, your life stage and your career building are connected.

Personalise

9.3.8 Examine your work scenarios and determine which ones are supportive of your life stage and lifestyle.

9.3.9 Acknowledge the factors that influence or impact upon your lifestyle (e.g. socioeconomic status, culture, values, work choices, work habits, injury, illness).

9.3.10 Acknowledge the life stage factors that have influenced or are influencing your career building.

Act

9.3.11 Take active steps to moving closer towards your preferred lifestyle, while considering your life stage.

Phase IV

9.4 Incorporate life-work balance into the career-building process.

Acquire

9.4.1 Explore how your family life impacts upon achieving a balanced and productive life.

9.4.2 Explore work's contribution to and impact on creating a balanced and productive life.

9.4.3 Explore strategies for negotiating with family members and employers to achieve life-work balance.

Apply

9.4.4 Demonstrate how you are balancing your life and work roles.

9.4.5 Apply strategies for negotiating with family members and employers to achieve life-work balance.

Personalise

9.4.6 Determine the value you place on work, family, community and leisure activities.

9.4.7 Identify any habits or attitudes that work against achieving life-work balance.

Act

9.4.8 Engage in life, learning and work activities that support your lifestyle and life stage goals and contribute to a balanced life.

10. Understand the changing nature of life and work roles

Phase III	Phase IV

Phase III

10.3 Understand and learn to overcome stereotypes in your career building.

Acquire

10.3.1 Examine factors that have influenced the changing career patterns or pathways of women and men.

10.3.2 Examine gender stereotyping and bias in education and training programmes and work settings.

10.3.3 Identify attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping.

10.3.4 Investigate advantages and challenges of adopting non-traditional work roles.

Apply

10.3.5 Demonstrate attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.

Personalise

10.3.6 Assess your willingness to contribute to eliminating gender bias and stereotyping.

10.3.7 Examine the possibility of adopting non-traditional work roles.

10.3.8 Consider fulfilling work roles regardless of gender bias and stereotyping.

Act

10.3.9 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping.

Phase IV

10.4 Seek to eliminate gender bias and stereotypes in your career building.

Acquire

10.4.1 Investigate recent changes in gender norms and attitudes.

10.4.2 Investigate trends in the gender composition of the labour force.

10.4.3 Explore difficulties that arise from stereotyping occupations.

10.4.4 Explore skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.

Apply

10.4.5 Demonstrate skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.

Personalise

10.4.6 Evaluate the impact that trends in the gender composition of the labour force have on your career plans.

10.4.7 Determine your own willingness to adopt strategies or take actions that help eliminate gender bias and stereotyping.

Act

10.4.8 Create and engage in career experiences that help eliminate gender bias and stereotyping.

11. Understand, engage in and manage the career-building process

Phase III	Phase IV
11.3 Take charge of your career-building process.	**11.4** Manage your career-building process.
Acquire	**Acquire**
11.3.1 Understand the concept of the labour market and its relationship to career building.	11.4.1 Explore the nature of career transitions and their impact on the career-building process.
11.3.2 Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc) are important to the career-building process.	11.4.2 Investigate the choices and challenges of major transitions (e.g. becoming a parent, spouse or retiree, losing a job, injury, illness).
11.3.3 Understand the difference between risk taking in career building and risk-taking in the workplace.	11.4.3 Explore financial and lifestyle needs and their relationship to career roles.
11.3.4 Understand how information about yourself and the labour market is important to the career-building process.	11.4.4 Explore effective strategies to use during transitional periods.
11.3.5 Explore the notion of career scenario building as an integral component of the career-building process.	11.4.5 Understand the importance of updating your résumé and portfolio using newly acquired information about yourself and the labour market.
11.3.6 Understand the importance of pursuing short-term career action plans.	11.4.6 Understand the importance of revisiting and fine-tuning your preferred future, career goals and aspirations, and short-term action plans.
Apply	**Apply**
11.3.7 Demonstrate risk-taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.).	11.4.7 Plan and apply coping strategies during transition periods (e.g. starting a family, retirement, losing a job, injury, illness).
11.3.8 Update your résumé and portfolio using newly acquired information about yourself and the labour market.	11.4.8 Update your résumé and portfolio.
11.3.9 Build career goals, aspirations and experiences that align with your preferred future.	11.4.9 Review your preferred future and fine-tune your career action plans.
11.3.10 Develop and pursue short-term action plans in light of your desired career goals and aspirations.	11.4.10 Pursue your action plans.
11.3.11 Experience different roles through work experience, volunteering, social events, etc.	

11. Understand, engage in and manage the career-building process

Phase III	Phase IV
Personalise	**Personalise**
11.3.12 Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices.	11.4.11 Re-examine your career goals, action plans and your strategies for dealing with transition periods and determine whether or not it is necessary to adjust them.
11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify or create new career goals, aspirations and experiences and adjust your short-term action plans.	**Act**
Act	11.4.12 Adapt your preferred future in order to always reflect your true needs, desires and aspirations.
11.3.14 Engage in a career-building process that truly reflects your own needs, desires and values.	

Notes

1.   Please note that some of the statements in the Australian Blueprint are country-specific and have not been re-worded for the UK.

2.   The Appendix does not show the performance indicators for phases I and II in Blueprint. Practitioners working with younger learners or those with learning difficulties and disabilities (LDD) will find that the PIs from phases I and II are better suited to the needs of their learners.

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Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) came into operation on 1 October 2008.

Combining the best aspects of two different and highly successful sector bodies – the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA) – LSIS works closely with the sector, as its key partner, to focus on learners and on supporting excellence, sustainable provision and self-regulation in the further education and skills sector. Leadership development underpins and forms an important part of the organisation's strategic role in the sector.

LSIS was established after consultations with sector leaders identified a strong desire for an organisation that would be sector-led. As a sector-owned public body, LSIS is owned, directed and governed by further education and skills colleges and providers – the first time that this vibrant sector's talent is being harnessed to participate in this way.

LSIS continues to consult with the sector about its priorities and remit. While this is taking place, the activities and services of the former CEL and QIA organisations continue under LSIS branding; more information about the range of activities is available on their websites at www.centreforexcellence.org.uk and www.qia.org.uk.

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that all our communication and learning materials are available in various formats, including large font, audio or braille. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.

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