

Suggested universal career-related learning outcomes

This resource suggests a set of learning outcomes that could underpin your universal careers provision.

Gatsby Benchmark 1: A Stable Careers Programme

The careers programme should be tailored to the needs of pupils, sequenced appropriately, **underpinned by learning outcomes** and linked to the whole-school or college development plan.

This list of suggested Learning Outcomes, including those that underpin equalities, illustrate how learning can be progressively structured over time to achieve these outcomes. The equality-specific outcomes are **highlighted below**.

Access: [Understanding how to develop progressive and responsive careers provision \(Careers Learning Journeys\)](#) to support you to ensure that your universal provision is responsive to learner need.

This list is a **starting point only** and is not comprehensive in terms of everything you will want your learners to know, understand and be able to do as leavers of your institution.

When reviewing these suggested Learning Outcomes, consider the specific context of your institution and the needs of your learners, using data insights to guide your decisions. Please note that this list is not exhaustive and may not include all the knowledge, skills, and understanding you want your learners and leavers to develop—for example, areas like financial literacy or digital literacy are not covered. This resource is intended as a starting point and has been created with inspiration from the CDI Framework.

To ensure a comprehensive approach, refer to the [CDI Framework](#) to review and expand this list, identifying all relevant Learning Outcomes for **your** learners as they leave your institution.

What are Learning Outcomes and Learning Objectives?

Learning Outcomes are clear, concise statements that describe what learners are expected to know, understand or be able to do by certain stages through participation in a careers programme. They describe the tangible results of the learning journey. They focus on what learners will be able to do or demonstrate at the end of their time with an institution or organisation and provide a way to assess whether the intended goals of the careers provision have been achieved. In this resource we have specified a list of suggested learning outcomes you might set for learners by the time they leave your institution.

For example, a Learning Outcome might state:

- Learners have a broad knowledge of a range of career opportunities which enables informed decision making.

Learning Objectives on the other hand are specific, measurable statements that define what learners are expected to achieve during a specific encounter, work experience or lesson, etc.

They outline the intended skills, knowledge, attitudes, or behaviours that learners should acquire.

For example, a Learning Objective might state:

- By the end of this work experience, learners will understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.

In summary, while learning objectives detail intended learning for specific sessions, encounters or experiences, Learning Outcomes highlight the end results of the learning journey. Both are essential for impactful and progressive careers learning journeys.

Compass+ users can use the Future Skills Questionnaire (FSQ) to assess whether the intended goals of the careers provision have been achieved by measuring learners' career readiness.

Find out more [here](#)

Learners as leavers of this institution will:

Self-awareness	Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
	Be inspired and motivated by career opportunities which they may not have otherwise considered.
	Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.
Career knowledge and decision-making	Have a broad knowledge of a range of career opportunities which enable informed decision-making.
	Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
	Understand how the local and national labour market is changing and what this might mean for their career choices.
	Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
	Be able to evaluate the risks and rewards of different types of employment and working environments.
	Be able to make links between their curriculum to skills, pathways, and to the world of work.
	Be able to identify and make effective use of available support systems.
	Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.	
Recruitment and workplace readiness	Have developed essential skills which will support them to transition to the workplace.
	Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.
	Understand the expectations, behaviours, and cultures of a range of workplaces.
	Be able to evidence when they have applied their knowledge and skills within the workplace.
	Be able to articulate their knowledge and skills to potential employers.
	Be able to use their work experiences to make informed career decisions.