

Framework Objectives

	About Me & More About Me	My Interests Results	My Style (Social & Learning Style)	My Situation Results	My Priorities Results (Values)	Career Suggestions, descriptions & links	Matching Options for KS4 and KS5	Apprenticeship Suggestions	Course Suggestions	Place Suggestions	Power Search	My Plans & Targets	Notes pages in Personal Lists	Using Tmail to get advice/help	Local Information
Key Stage 3 – Understand themselves and influences on them – Self Development															
1. Do a realistic self-assessment of their achievements, qualities, aptitudes and abilities.	0		0		0										
2. Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image.			0	0	0							0			
3. Use goal setting, review, reflection and action planning to support progress and achievement and to set short and medium term goals.			0	0	0							0	0	0	
4. Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision-making.					0	0	0	0	0				0		0
5. Recognise and respond to the main influences on their attitudes and values in relation to learning and work and equality of opportunity.			0	0	0							0			
Key Stage 3 – Investigate opportunities in learning and work – Career exploration															
6. Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work.		0	0		0	0									0
7. Describe how the world of work is changing and the skills (including team-working) that promote employability.						0	0	0	0				0	0	
8. Identify and use different sources of careers information including ICT.		0	0	0	0	0	0	0	0	0	0	0	0	0	
9. Use appropriate vocabulary and organise information about work into standard and personally devised groupings.						0						0	0		
10. Use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs.						0					0	0	0	0	0
11. Demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options.						0	0	0	0	0		0	0	0	

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Key Stage 3 – Make and adjust plans and decisions to improve their chances – Career management															
12. Use a straightforward decision making technique.		o				o	o	o	o	o		o	o	o	
13. Identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions personal advisers and other learning providers.						o	o	o	o	o	o	o		o	o
14. Manage change and transition giving consideration to the longer-term implications and the potential progression opportunities.	o	o	o	o	o	o	o	o	o	o		o			
15. Make realistic and informed personal choices of options available post 14.	o	o	o	o	o	o	o	o	o	o		o			
16. Organise and present personal information in an appropriate format.												o	o	o	
17. Consider alternatives and make changes in response to their successes and failures.						o	o	o	o	o		o	o	o	
Key Stage 4 – Understand themselves and the influences on them – self development															
18. Use self-assessment and career related questionnaires to help identify and set short and medium term goals, and career and learning targets.	o	o	o	o	o	o						o			
19. Review and reflect on how their experiences of work have added to their knowledge, understanding and skills and use this information when developing career plans.		o	o	o	o							o	o	o	
20. Use review, reflection and action planning to make progress and support career development.		o	o	o	o	o	o	o	o	o		o	o	o	
21. Explain why it is important to develop personal values to combat stereotyping and tackle discrimination in learning and work, and suggest ways of doing this.					o	o	o	o	o			o	o		o
22. Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work.			o	o	o							o			

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Key Stage 4 – Investigate opportunities in learning and work – career exploration

23. Explain the term 'career' and it's relevance to own lives.		o	o	o	o	o	o	o	o	o		o	o	o	
24. Describe employment trends and associated learning opportunities at different levels.						o	o	o	o			o	o	o	
25. Identify, select and use a wide range of careers information from a variety of sources including ICT and distinguish between objectivity and bias.		o	o	o	o	o	o	o	o	o	o	o	o	o	o
26. Understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training.							o	o	o	o					
27. Use work related learning and direct experience of work to improve their chances.											o	o	o	o	
28. Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering.						o	o	o	o	o		o	o	o	

Key Stage 4 – Make and adjust plans and decisions to improve their chances

29. Select and use decision-making techniques that are fit for purpose including preparing and using action plans that incorporate contingencies.		o				o	o	o	o	o		o	o	o	
30. Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance.						o	o	o	o	o		o	o	o	
31. Take finance and other factors into account when making decisions about the future.												o			o
32. Understand and follow application procedures, recognising the need for and produce speculative and targeted CVs, personal statements and application letters for a range of different scenarios.	o	o	o		o							o			
33. Understand the purpose of interviews and select and present personal information to make targeted applications.	o	o	o		o							o			
34. Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work and know where to get help.			o	o	o	o						o		o	o

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Post 16 – Understand themselves and the influences on them – Self development															
35. Undertake and use a range of assessments to confirm medium and longer-term goals and update career and learning targets.	0	0	0	0	0	0						0			
36. Assess their career exploration and management skills and identify areas for development.	0			0	0							0		0	
37. Take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experience and achievements.			0	0		0	0	0	0			0	0		0
38. Describe and evaluate personal action to promote equal opportunities and respect for diversity.												0			0
39. Evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately.		0	0	0	0							0	0		
40. Work co-operatively with others taking on a variety of roles															0
Post 16 - Investigate opportunities in learning and work – Career exploration															
41. Identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development.	0	0	0	0	0	0		0				0	0	0	
42. Make critical use of a range of information sources to explain how careers are changing.						0		0					0		
43. Obtain careers information relevant to personal needs and process it effectively.						0	0	0	0	0	0	0	0	0	
44. Describe different routes through to their career goals and the similarities and differences between higher education and employment with training.						0	0	0	0	0					
45. Make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans.						0	0	0	0	0		0			
46. Justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business.						0	0	0	0	0		0	0	0	

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47. Take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future.												o	o	o	
48. Evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance.	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
Post 16- Take some responsibility for their own development, including shaping the roles they take on in life.															
49. Maintain a personal career action plan and review it at regular intervals to take account of changes.															
50. Consider the possible implications of changes in learning and work for their own career goals and plans including financial options.						o	o	o	o			o	o		o
51. Follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose.	o	o	o	o	o							o	o	o	
52. Present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level.	o	o	o	o	o							o			
53. Obtain and manage sources of financial support.												o			o

NOTES: This is a tool based on the DfES 2003 National Framework Learning Outcomes for Careers education & Guidance. The table shows where different parts of Fast Tomato link with these learning outcomes. This will help you identify scope for use of Fast Tomato when you are planning your schemes of work.