

equalex

THE CAREERS &
ENTERPRISE
COMPANY



equalex learning outcomes and objectives framework

equalex framework

What is equalx?

equalex is a framework made up of a set of progressive learning outcomes underpinned by learner level objectives to support high quality, meaningful work experiences.

What are the learning outcomes?

Learning outcomes are used throughout all aspects of delivery in an education setting but can also be used to support intent and impact in any activity be it in education or business, in essence they outline the aim of an activity. Learning outcomes set out clear, concise statements to enable the direction of travel to be set to ensure impact can be made in the intended way.

What are the learner level objectives?

The learner level objectives sit underneath the learning outcomes in the equalx framework.

These objectives set the goals for learning, specifying the knowledge, skills, or behaviours learners should be able to demonstrate after completing a particular activity. The learner level objectives provide deeper direction for both learners and whoever is delivering the activity, ensuring that there are **measurable outcomes** against the **planned intent**.

- In the objectives document, you'll find the learning outcomes from the equalx framework listed on the left-hand side, with the corresponding learning objectives to achieve these outcomes detailed in the right-hand boxes.
- The learner level objectives are designed to be flexible in their delivery and associated evidence of impact to enable all young people to have access to suit their specific needs (age, stage, SEND etc). The education professionals will use their own judgement as to what this looks like for any one particular young person with quality of activity in mind.

Education	Employers	Providers
• Look at the objectives and map against your current whole school offer to identify gaps in provision for all young people • Plan activity to meet the gaps through your whole school/ special school careers programme • Identify how you will track the impact at a learner level thinking about requirements under Gatsby Benchmark 6 and definition of meaningful experiences against the work experience guarantee	• Look at the equalx outcomes and objectives and map against your offer for education to identify which elements of the equalx framework you are supporting – this will enable intent and purpose to be clear to educators • Start to socialise your offer using the equalx framework learning outcomes and objectives to support common understanding of what is available as part of your offer • Where your activity is to support the work experience guarantee refer to the Gatsby Benchmark definition of meaningful for criteria that must be met	
One activity is not expected to deliver all the learner level objectives, equalx is a progressive programme developed to be delivered across a period of time.		



Core Theme: Introduce & Inspire

Learning Outcome	Learning Objectives
Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Learners 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.
	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
	Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Learners can identify career role models and articulate their early career aspirations.



Core Theme: Investigate & Explore

Learning Outcome	Learning Objectives
Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Learners understand the different routes into employment and understand the differences between pathways.
	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.



Core Theme: Apply and Demonstrate

Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
	Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
	Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
	Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

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