Goal setting and action planning workbook	Content	Learning outcomes and impacts
	1) Learn about goal setting – looking at the pros and cons of setting goals for the future (5 mins)	LO9 Construct a SMART career goal and evaluate it using the well-formed outcome technique
	2) Generate a goal – a positive statement about what you want to happen (5 mins)	LO10 Assemble an action plan to pursue a career goal
6/6	3-5) SMART career goals, an example, an example to reorder, then using SMART on your own (15 mins)	Increased insight (career planning process)
		Increased skills (task approach)
	6) Well-formed goal setting – 10 stage exercise thinking your goal through before you put effort into it (10 mins)	Increased motivation (do-able)
	7) Learn about action plans – key tips to improve action planning (5 mins)	
	8) Building your own action plan – template provided (15 mins)	

Timings are based on a Key Stage 5 learner working through the workbook with little or no distractions. Different environments, learner abilities and contexts mean that these timings are very much rough approximations! For many areas of the course which encourage reflection, it is quite possible to profitably spend longer. Full course design is available (UCL Learning Designer tool).

Course aims

The course aims to give Key Stage 4 and post-16 learners the skills, insight and motivation to make choices, set goals and

Learning Outcomes

LO#	Learners are able to…	…by doing this …	…and evaluated using…
LO1	Appreciate the value of learning how to make career choices	Exploring different possible future selves (Workbook 1)	Completed reflection questions in Step 3
LO2	Identify unhelpful beliefs about career decision-making	Decision-making myths questionnaire (Workbook 2)	Completed columns 1 and 2 in Step 2
LO3	Revise unhelpful beliefs about career decision-making	Completing related guidance section exercises (Workbook 2)	Completed columns 3 and 4 in Step 2
LO4	Apply the DOTS model to own career decision-making	What stage am I at? questionnaire (Workbook 3)	Completed results table in Step 2[1]
LO5	Analyse own decision-making habits	Decision making habit quiz (Workbook 4)	Completed table in Step 3
LO6	Generate an intended approach to career decision-making	Guided reflection tool (Workbook 4)	Completed summary in Step 4
LO7	Identify obstacles to career decision		

How could you use the mini course?

Context	Use	Gatsby Benchmark (detail from Gatsby Toolkit for Schools[xii])

A whole cohort making choices about the future	Incorporating the mini course into the annual careers programme for this cohort.
	
	This could involve:
	
	    Signposting to the course on a VLE or website
	
	    Using the content directly in a series of PSHE classes timed appropriately for the decision-making window.
	
	    Using the suggestions below in How could you help learners get more out of the mini course? to enhance or adapt the content in a class or cohort context.
		Gatsby 1 – A stable careers programme
		
		'…A stable careers programme enables young people to make well-informed decisions about education, training, apprenticeship and employment opportunities…'

An individual learner struggling with career decision-making	Using the material to support individuals at point of need (which might occur at any time):
	
	    Direct the learner to https://london.ac.uk/career-planning-resources-for-schools and encourage independent use of the workbooks
	
	    Include a link to the course on a VLE or website
	
	    Ensuring that staff awareness of the resources among colleagues who individual learners turn to for advice (e.g. guidance counsellors, form tutors, head of sixth form, careers staff)
		Gatsby 3 – Addressing the needs of each pupil
		
		'…Students have different careers guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme…
		
		…It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.'

Provision of		

How can you help learners get more out of the mini course?

Making it manageable

We know that the courses as a whole is quite long! Breaking content down into manageable chunks (a workbook at a time or even a step at a time), and setting timings that suit your learners will help make the content 'do-able'. Going slow is also really beneficial, as it builds in more thinking time, and thinking and reflection are what decision-making is all about.

Beyond that obvious point, we can look at the aims of the course. The course aims to give Key Stage 4 and post-16 learners the skills, insight and

References

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[v] Law, B. (1999). Career-learning space - new-DOTS thinking for careers education, **British Journal of Guidance and Counselling**, 27(1), 35-54.

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