



Fortnightly Unifrog Careers Curriculum
Years 7-11: 2026/2027

Making a positive difference today to achieve a better tomorrow



15-MINUTE STUDENT-LED FORM TIME, ONCE A FORTNIGHT

DISCOVER • EXPLORE • CONNECT • EXPERIENCE • TRANSITION

Source curriculum: Unifrog UK Careers Year Plan (11-16) 2026-27 Mapped to CDI learning areas, Gatsby Benchmarks, PSHE objectives and EqualEx learning outcomes.

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PURPOSE AND DELIVERY MODEL

This curriculum converts the Unifrog 2026-27 Careers Year Plan into a manageable Prenton model for 15-minute, student-led form time once a fortnight. It uses the six Unifrog CDI spiral-curriculum sessions for each year group as the core learning spine, interleaved with purposeful platform tasks and Prenton preparation/reflection.

THE 15-MINUTE ROUTINE

- 1-2 minutes - Form tutor introduces the task/question and students log in.
- 10-11 minutes - Students complete the named Unifrog lesson or platform task independently.
- 2-3 minutes - Students save, shortlist, add evidence or record a short reflection.
- Tutor role - facilitate access, prompt completion and discussion, and identify students needing additional support; this is not intended to become a tutor-led careers lesson.

WHAT THIS PROGRAMME DOES - AND DOES NOT - EVIDENCE

The form-time curriculum makes a strong contribution to Gatsby Benchmarks 1, 2 and 3 and supports preparation/reflection for Benchmarks 5, 6, 7 and 8. Benchmark 4 is principally secured through Prenton's subject curriculum and Careers in the Curriculum model. Benchmarks 5-8 require the actual meaningful encounters, workplace experiences, provider encounters and personal guidance described in the wider Careers Programme; completing a Unifrog task alone does not constitute those experiences.

The updated Gatsby framework retains all eight benchmarks and places greater emphasis on inclusion, meaningful encounters/experiences, preparation and reflection, aspirations/intended destinations, and use of data. The Prenton sequence therefore deliberately includes aspiration capture, preparation, reflection and recording.



PROGRESSION AT A GLANCE

FOCUS AREA	Y7 Discover Who am I?	Y8 Explore What's out there?	Y9 Connect Where could I go?	Y10 Experience How do I prepare?	Y11 Transition What next?
 Growing self-knowledge	Who am I?	What are my interests?	What are my skills?	Reflecting on my career journey.	Confirm my next steps and develop confidence.
 Explore possibilities	Dream, see	Explore roles	Link learning to pathways.	Explore experiences	Make an informed decision.
 Manage career	What is a career?	Understand the world of work.	Explore post-16 routes.	Develop employability skills.	Finalise my pathway and prepare for transition.
 Create opportunities	What opportunities are there?	Take a broad and balanced view.	Keep options open and remove barriers.	Prepare to go on WEX and meet employers.	Secure post-16 destination and build networks.
 Experience the world of work	What is the world of work like?	What does a workplace look like?	Ask "what if?" and try to find out.	Wider in-person and virtual employer encounters.	Apply learning from WEX and employer encounters.
 Plan for the future	Dream about the future.	Careers & the climate.	Look forward.	Link experiences to post-16 choices.	Take informed action and be ready for next steps.



Our aim:

A consistent, progressive careers programme that helps every student explore, prepare, experience and achieve, so they can make informed choices and succeed in their future.

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YEAR 7 - DISCOVER ME



Theme	Slot	15-minute activity	Source / type	Student outcome	Gatsby	Why here / evidence
 A1 KNOW MYSELF	A1.1	Launch: Who am I?	Unifrog 15m CDI lesson	Self-awareness, identify, strengths and recording achievements.	GB1, GB3	Baseline/aspiration intelligence
	A1.2	Explore the Careers Library	Platform quick task	Browse a broad range of jobs; favourite/save careers that spark interest.	GB2, GB3	Broadens horizons
	A1.3	Exploring possibilities: dream jobs	Unifrog 15m CDI lesson	Recognise a range of jobs, sectors and possible futures.	GB2, GB3, GB7	Supports pathway awareness
 A2 EXPLORE POSSIBILITIES	A2.1	Prenton aspiration survey	Prenton task	Capture early interests, sectors/careers and experiences students want to explore.	GB1, GB3	Use data to tailor provision
	A2.2	What is a career?	Unifrog 15m CDI lesson	Understand career as a journey through learning, life and work.	GB2, GB3, GB8	Career concept
	A2.3	Careers Fair preparation	Prenton + Unifrog Careers Library	Choose people/sectors to meet and prepare two purposeful questions.	GB2, GB5, GB7	Preparation for meaningful encounters
 S1 EXPERIENCE & ENGAGE	S1.1	Careers Fair reflection	Prenton reflection / add activity	Record something new, a question answered and a possibility discovered.	GB3, GB5, GB7	Reflection after encounters
	S1.2	What is an entrepreneur?	Unifrog 15m CDI lesson	Introduce initiative, entrepreneurialism, self-employment and role models.	GB2, GB3	Links to enterprise
	S1.3	Add a skill	Platform quick task	Identify and evidence a skill developed through school/enterprise.	GB3	Build personal record
 S2 LEARN IN CONTEXT	S2.1	What is a work-life balance?	Unifrog 15m CDI lesson	Explore wellbeing, life roles, workplace rights and balance.	GB2, GB3	CDI balance life/work
	S2.2	Careers in the Curriculum reflection	Prenton + add activity	Record a subject-career connection from CIC Day.	GB3, GB4	Reflection; GB4 delivered through subjects
	S2.3	Explore the Subjects Library	Platform quick task	Connect subjects enjoyed with future study/career possibilities.	GB2, GB3, GB4	Supports curriculum-career links
 Su1 WIDER PERSPECTIVES	Su1.1	Careers and the future	Unifrog 15m CDI lesson	Consider technology, society, economy and changing careers.	GB2, GB3	Big-picture thinking
	Su1.2	Career/subject of the month or Careers Library	Platform exploration	Explore a career not previously considered; challenge stereotypes.	GB2, GB3	Raises aspirations
	Su1.3	Green Careers Enterprise reflection	Prenton reflection / add skill	Identify skills used and careers encountered through the challenge.	GB3, GB5	Encounter reflection
 Su2 BUILD MY FUTURE	Su2.1	Explore interactions/opportunities	Platform quick task	Notice opportunities, events and experiences available through Unifrog.	GB2, GB3	Encourages proactivity
	Su2.2	Add an activity	Platform quick task	Record a meaningful careers/enterprise experience from Y7.	GB3	Systematic pupil record
	Su2.3	End-of-year reflection	Prenton reflection	What have I discovered about myself and possibilities? What next?	GB1, GB3	Impact/evaluation

PROGRESSION ENDPOINT: STUDENTS CAN DESCRIBE THEMSELVES, RECOGNISE THAT CAREERS ARE VARIED, AND IDENTIFY POSSIBILITIES THEY WANT TO EXPLORE.

Trust | Respect | Integrity | Kindness | Endeavour

YEAR 8 - EXPLORE POSSIBILITIES



Theme	Slot	15-minute activity	Source / type	Student outcome	Gatsby	Why here / evidence
 A1 KNOW MY INTERESTS	A1.1	What are my interests?	Unifrog 15m CDI lesson	Identify interests and consider how they could inform future possibilities.	GB2, GB3	Self-awareness progression
	A1.2	Interests profile quiz	Platform quick task	Generate and review an interests profile; identify surprising matches.	GB3	Personalisation
	A1.3	Challenges and rewards of work	Unifrog 15m CDI lesson	Recognise different rewards/challenges and learn from setbacks.	GB2, GB3	Career realism
 A2 EXPLORE ROUTES	A2.1	Explore Careers Library using interests	Platform quick task	Investigate three roles linked to interests; compare workplaces/routes.	GB2, GB3	LMI/pathway use
	A2.2	Job applications: superhero CVs	Unifrog 15m CDI lesson	Introduce recruitment, selection and presenting strengths.	GB2, GB3	Recruitment awareness
	A2.3	Technical/provider encounter preparation	Prenton + Unifrog	Prepare questions about technical education/apprenticeship routes.	GB2, GB7	Preparation for PAL/provider encounter
 S1 WIDER EXPERIENCES	S1.1	Provider encounter reflection	Prenton reflection / add activity	Record provider, routes learnt about and one option to explore further.	GB3, GB7	Reflection after provider encounter
	S1.2	Creating the life you want: vision board	Unifrog 15m CDI lesson	Link aspirations, initiative, flexibility and future possibilities.	GB3	Aspiration raising
	S1.3	Prenton aspiration survey	Prenton task	Capture sectors, workplaces and aspirations; identify change since Y7.	GB1, GB3	Longitudinal aspiration data
 S2 LEARNING IN CONTEXT	S2.1	Careers Fair preparation	Prenton + Careers Library	Target unfamiliar sectors/providers and prepare purposeful questions.	GB2, GB5, GB7	Preparation
	S2.2	Careers Fair reflection	Prenton reflection / add activity	Identify a new route, employer or career and whether thinking broadened.	GB3, GB5, GB7	Reflection
	S2.3	Careers in the Curriculum reflection	Prenton + add skill	Connect a subject scenario to skills and a real career.	GB3, GB4	GB4 delivered through curriculum
 Su1 UNDERSTAND THE BIGGER	Su1.1	What does success mean to me?	Unifrog 15m CDI lesson	Explore personal definitions of success, wellbeing and life roles.	GB3	Values and aspirations
	Su1.2	Work environments profile quiz	Platform quick task	Explore preferred work environments and compare with careers.	GB2, GB3	Workplace preferences
	Su1.3	Careers and the climate	Unifrog 15m CDI lesson	Understand links between careers, climate, science/technology and society.	GB2, GB3	Changing economy
 Su2 PLAN AHEAD	Su2.1	Enterprise Challenge reflection	Prenton reflection / add skill	Evidence communication, teamwork, initiative or problem-solving.	GB3, GB5	Employability evidence
	Su2.2	Explore the Know-how Library	Platform quick task	Find guidance on a pathway/career question chosen by the student.	GB2, GB3	Independent information use
	Su2.3	End-of-year reflection	Prenton reflection	How have my possibilities broadened? What do I want to investigate in Y9?	GB1, GB3	Evaluation/next step

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PROGRESSION ENDPOINT: STUDENTS CAN CONNECT INTERESTS AND PREFERENCES TO A BROADER RANGE OF CAREERS, WORKPLACES AND ROUTES.

YEAR 9 - CONNECT AND CHOOSE

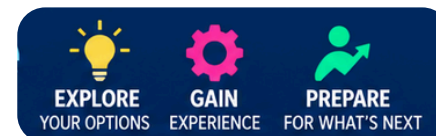


Theme	Slot	15-minute activity	Source / type	Student outcome	Gatsby	Why here / evidence
 A1 KNOW MYSELF	A1.1	What are my skills?	Unifrog 15m CDI lesson	Identify skills, qualifications and learning relevant to future pathways.	GB2, GB3, GB4	Self-awareness + curriculum connection
	A1.2	Skills profile quiz	Platform quick task	Assess current skills and identify one to strengthen.	GB3	Skills evidence
	A1.3	What comes after school: main learning pathways	Unifrog 15m CDI lesson	Understand academic, technical, vocational and apprenticeship pathways.	GB2, GB7	Full range of routes
 A2 EXPLORE PATHWAYS	A2.1	Explore colleges/sixth forms/apprenticeships	Platform quick task	Begin comparing real post-16 options and entry requirements.	GB2, GB7	Pathway research
	A2.2	Decision making: choosing what to study at KS4	Unifrog 15m CDI lesson	Connect GCSE choices with interests, progression and keeping options open.	GB2, GB3, GB8	Supports options decisions
	A2.3	Personal guidance / options preparation	Penton + Unifrog	Record questions, interests and uncertainties ahead of guidance/options support.	GB3, GB8	Preparation for guidance
 S1 ENGAGE WITH EMPLOYERS	S1.1	Careers Fair preparation	Penton + Careers Library	Target sectors/providers relevant to emerging choices; prepare questions.	GB2, GB5, GB7	Preparation
	S1.2	Careers Fair reflection	Penton reflection / add activity	Record how an encounter confirmed, challenged or broadened thinking.	GB3, GB5, GB7	Reflection
	S1.3	Taking control of your career journey	Unifrog 15m CDI lesson	Develop agency, flexibility and strategies for future planning.	GB3, GB8	Career management
 S2 EXPLORE THE WORLD OF WORK	S2.1	Virtual WEX preparation	Penton + Careers Library	Set learning goals; research employer/sector and skills to notice.	GB2, GB3, GB6	Preparation for workplace experience
	S2.2	Virtual WEX reflection	Unifrog/Penton reflection	Evidence skills, workplace learning and impact on aspirations.	GB3, GB6	EqualEx Investigate & Explore
	S2.3	Careers in the Curriculum reflection	Penton + add skill	Connect subject knowledge and skills to a professional context.	GB3, GB4	Curriculum-career reflection
 Su1 UNDERSTAND OPPORTUNITIES	Su1.1	Working and earning: managing your money	Unifrog 15m CDI lesson	Understand pay, money, life roles and financial implications of work.	GB2, GB3	Life/work
	Su1.2	What is the labour market and why is it important?	Unifrog 15m CDI lesson	Use local/national LMI and understand growth sectors.	GB2, GB3	Core LMI
	Su1.3	Explore Careers Library for local LMI	Platform quick task	Investigate a local growth sector and jobs within it.	GB2, GB3	Apply LMI
 Su2 PLAN MY NEXT STEPS	Su2.1	Enterprise Challenge reflection	Penton reflection / add skill	Evidence skills used in an authentic challenge and connect to careers.	GB3, GB5	Employability
	Su2.2	Penton aspiration survey	Penton task	Capture current sectors/routes, influences, barriers and change since Y8.	GB1, GB3	Personalisation data
	Su2.3	End-of-year transition reflection	Penton reflection	What have my choices opened? What do I need to explore in KS4?	GB1, GB3, GB8	Transition

PROGRESSION ENDPOINT: STUDENTS CAN CONNECT SKILLS, GCSE CHOICES, PATHWAYS AND LABOUR-MARKET INFORMATION TO INFORMED KS4 DECISIONS.

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YEAR 10 - EXPERIENCE AND PREPARE



Theme	Slot	15-minute activity	Source / type	Student outcome	Gatsby	Why here / evidence
 A1 EXPLORE MY JOURNEY	A1.1	Reflecting on my career journey: past, present and future	Unifrog 15m CDI lesson	Reflect on achievements, experiences, values and future learning pathway.	GB3, GB8	KS4 reflection
	A1.2	Exploring employer profiles	Unifrog 15m CDI lesson	Research roles, qualifications, recruitment and workplace culture.	GB2, GB5, GB6	Employer/workplace preparation
	A1.3	Explore Uni & Employer Library	Platform quick task	Compare employers/providers and shortlist relevant opportunities.	GB2, GB7	Progression research
 A2 FIND OPPORTUNITIES	A2.1	What type of career is best for me?	Unifrog 15m CDI lesson	Compare career types, risks/rewards and personal preferences.	GB2, GB3, GB8	Decision-making
	A2.2	Prenton aspiration survey	Prenton task	Capture post-16 intentions, sectors, desired WEX and barriers/support needs.	GB1, GB3	Target support/WEX
	A2.3	WEX research: Careers Library	Platform quick task	Research placement sector/employer and identify workplace roles/skills.	GB2, GB6	WEX preparation
 S1 PREPARE FOR WORK	S1.1	Preparing to go on work experience	Unifrog 15m CDI lesson	Set goals and use WEX journal to prepare for a meaningful experience.	GB3, GB6	EqualEx Apply & Demonstrate
	S1.2	Add a skill	Platform quick task	Choose a skill to deliberately practise/evidence during WEX.	GB3, GB6	Learning outcome
	S1.3	Careers Fair / provider preparation	Prenton + Unifrog	Compare post-16 and technical options; prepare questions for providers/employers.	GB2, GB5, GB7	Preparation
 S2 DEVELOP MY SKILLS	S2.1	Careers Fair/provider reflection	Prenton reflection / add activity	Record routes, entry requirements and next research/action.	GB3, GB5, GB7	Reflection
	S2.2	Wellbeing in the workplace	Unifrog 15m CDI lesson	Explore wellbeing, rights/responsibilities, stereotypes and workplace inclusion.	GB2, GB3, GB6	Workplace readiness
	S2.3	Careers in the Curriculum reflection	Prenton + add skill	Connect GCSE learning to careers and evidence transferable skills.	GB3, GB4	Curriculum link
 Su1 UNDERSTAND THE BIGGER PICTURE	Su1.1	In-person, hybrid and remote: what works best?	Unifrog 15m CDI lesson	Evaluate work environments and changing labour-market practice.	GB2, GB3, GB6	Big picture/workplaces
	Su1.2	Add placement / check placement record	Platform quick task	Record placement details and confirm personal WEX goals.	GB3, GB6	Systematic record
	Su1.3	Final WEX preparation	Prenton + WEX journal	Questions, conduct, travel, goals and what evidence/feedback to collect.	GB3, GB6	Meaningful experience preparation
 Su2 TURN EXPERIENCE INTO NEXT STEPS	Su2.1	Reviewing a placement	Platform quick task	Record employer feedback, learning, skills and impact on future decisions.	GB3, GB6	Required reflection
	Su2.2	Add activity + add skill	Platform quick task	Capture WEX as an experience and evidence skills developed.	GB3, GB6	EqualEx evidence
	Su2.3	Post-WEX progression reflection	Prenton reflection	What did WEX confirm/challenge? What is my next post-16 action?	GB1, GB3, GB6, GB8	Feeds Y11 planning

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PROGRESSION ENDPOINT: STUDENTS CAN PREPARE FOR, LEARN FROM AND REFLECT ON WORKPLACE EXPERIENCE AND RELATE IT TO POST-16 PLANNING.

YEAR 11 - DECIDE AND TRANSITION



Theme	Slot	15-minute activity	Source / type	Student outcome	Gatsby	Why here / evidence
A1 POST-16 EXPLORATION	A1.1	Post-16: Choices, Choices	Unifrog 15m CDI lesson	Compare full range of post-16 learning opportunities and routes.	GB2, GB7	Progression
	A1.2	Record post-16 intentions	Platform quick task	Record current intended route/destination to support personalised follow-up.	GB3	Intended destination data
	A1.3	Decision making: choosing your post-16 pathway	Unifrog 15m CDI lesson	Make and justify a pathway decision; consider risks, rewards and backup plans.	GB2, GB3, GB7, GB8	Transition decision
A2 ROUTES & PROVIDERS	A2.1	Route check: T Level / A level / BTEC / apprenticeship	Post-16 15m lesson	Students complete the relevant Unifrog route lesson for their intended pathway.	GB2, GB3, GB7	Personalised pathway knowledge
	A2.2	Shortlist colleges/sixth forms/apprenticeships	Platform quick task	Compare real providers/opportunities, entry requirements and fit.	GB2, GB3, GB7	Application research
	A2.3	Personal guidance preparation	Prenton + Unifrog	Review intentions, questions and backup plan before Level 6 guidance.	GB3, GB8	Preparation for guidance
S1 EMPLOYABILITY & EXPERIENCE	S1.1	What are my employability skills?	Unifrog 15m CDI lesson	Evidence workplace skills and identify strengths for applications/interviews.	GB3, GB8	Career readiness
	S1.2	CV / application update	Platform quick task	Update CV or application evidence using activities and skills records.	GB3	Application readiness
	S1.3	Careers Fair / provider encounter preparation	Prenton + Unifrog	Target providers/employers relevant to next steps and prepare questions.	GB2, GB5, GB7	Preparation
S2 FUTURE PLANNING & CHOICES	S2.1	Careers Fair/provider reflection	Prenton reflection	Record information gained and any action/change to intended destination.	GB3, GB5, GB7	Reflection
	S2.2	Money talks: apprenticeships vs higher education	Unifrog 15m CDI lesson	Compare financial/lifestyle implications and different progression routes.	GB2, GB3, GB7	Informed choice
	S2.3	Researching volunteering and paid work	Unifrog 15m CDI lesson	Develop agency, work experience, networks and understanding of self-employment.	GB2, GB3, GB5	Transition/employability
Su1 THE BIGGER PICTURE	Su1.1	Is AI a threat to our jobs?	Unifrog 15m CDI lesson	Evaluate technology, labour-market change and future skills.	GB2, GB3	Future labour market
	Su1.2	Check application / offer / backup status	Prenton + platform record	Update intended destination, application/offer status and backup route.	GB3, GB8	Transition tracking
	Su1.3	Add an activity / skill	Platform quick task	Capture recent guidance, employer/provider or transition activity.	GB3	Student record
Su2 TRANSITION READY	Su2.1	Transition action plan	Prenton reflection	Identify final actions: enrolment, results day, travel, finance, support contacts.	GB3, GB8	Successful transition
	Su2.2	Aspiration/destination survey	Prenton task	Capture intended destination, longer-term aspiration, barriers and support required.	GB1, GB3	Immediate destination intelligence
	Su2.3	My next step	Prenton reflection	State first choice, backup plan, who can help and what happens next.	GB3, GB8	Transition confidence

PROGRESSION ENDPOINT: STUDENTS CAN COMPARE ROUTES, ARTICULATE EMPLOYABILITY SKILLS, SECURE AN INTENDED DESTINATION AND MAINTAIN A REALISTIC BACKUP PLAN.

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GATSBY COVERAGE AND WIDER PRENTON ENTITLEMENT

The table below is intentionally cautious: it distinguishes what the fortnightly Unifrog curriculum can evidence directly from what must be delivered elsewhere in the whole-school careers programme.

Gatsby Benchmark	Form-time contribution	Evidence in this map	What sits outside form time
1 A stable careers programme 	 Strong contribution	 Progressive Y7–11 sequence, clear outcomes, planned evaluation and student records.	 Whole programme remains the overarching evidence.
2 Learning from career and labour market information 	 Strong contribution	 Careers Library, pathways, employer profiles, LMI, future work, AI and route comparison.	 Use current local/regional LMI and parent/carer communication alongside.
3 Addressing the needs of each young person 	 Strong contribution	 Aspiration/intention capture, quizzes, skills, student records, personalised Y11 route tasks.	 Analyse by PP/SEND/attendance/attainment; targeted support, On Track+ and transition interventions.
4 Linking curriculum learning to careers 	 Supporting contribution	 Subject Library and CIC preparation/reflection make links visible.	 Primarily secured through subject curriculum and annual Careers in the Curriculum provision.
5 Encounters with employers and employees 	 Preparation/reflection only	 Fair/encounter preparation and post-encounter reflection are embedded.	 Actual meaningful employer encounters must occur outside the 15-minute task.
6 Experiences of workplaces 	 Preparation/reflection only	 Y9 virtual WEX and Y10 WEX preparation, goals, placement recording, feedback and reflection.	 Actual meaningful workplace experience required; form time strengthens quality and evidence.
7 Encounters with further and higher education 	 Preparation/reflection + pathway learning	 Students research routes/providers and prepare/reflect around provider encounters.	 Actual meaningful encounters with full range of providers, including statutory PAL encounters, must be scheduled.
8 Personal guidance 	 Preparation/follow-up only	 Y9/Y11 decision-making and guidance preparation; records feed meetings.	 Level 6 personal guidance remains a separate entitlement and must be recorded.

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EQUALEX / MODERN WORK EXPERIENCE PROGRESSION

The Unifrog EqualEx tab identifies three stages: Introduce & Inspire, Investigate & Explore, and Apply & Demonstrate. The form-time curriculum supports these stages but does not turn every careers activity into work-experience hours.



Unifrog EqualEx

A PROGRESSIVE APPROACH TO
MODERN WORK EXPERIENCE

Building brighter futures

The Unifrog EqualEx tab identifies three stages: Introduce & Inspire, Investigate & Explore, and Apply & Demonstrate. The form-time curriculum supports these stages but does not turn every careers activity into work-experience hours.

Y7-
Y8

Introduce & Inspire

Broaden opportunity awareness, self-awareness, workplace preferences, careers/sectors and aspiration.



Y9

Investigate & Explore

Develop skills, explore pathways, use labour market information, take part in virtual workplace experiences, employer briefs and reflection.



Y10

Apply & Demonstrate

Set WEX goals, develop workplace behaviours, complete placement evidence, receive employer feedback, build skills and reflect on the experience.



Y11

Articulate & Progress

Strengthen employability skills, prepare applications, make route decisions and transition to further education, training or employment.



EXPLORE OPPORTUNITIES

Discover careers, sectors and pathways.



DEVELOP SKILLS

Build confidence for the workplace.



GAIN EXPERIENCE

Learn from employers and real-world settings.



PLAN THE NEXT STEP

Make informed decisions about your future.



MONITORING AND QUALITY ASSURANCE

Completion: use Unifrog usage data to identify participation and follow up absence/non-completion.

- Student record: students should regularly add activities, skills, placements, intentions and reflections rather than simply complete content.
- Aspiration data: keep the Prenton Aspiration Survey separate from FSQ; use it to track aspirations, sectors, intended routes, barriers and change over time.
- FSQ: use as the complementary careers-readiness measure rather than duplicating its questions in the aspiration survey.
- Equity: review engagement and aspiration/intention data for PP, SEND and other priority cohorts and adapt support accordingly.
- Impact: use student voice and reflection after key encounters/experiences, alongside Compass+, destinations and sustained destinations.
- Annual review: adjust the sequence where Prenton events move dates, but retain the six CDI spiral strands so progression is not lost.



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