

## 2021/22 FRAMEWORK FOR CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

### KEY STAGE 3

### YEAR 7

CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
<p><b>Developing through careers, employability and enterprise education</b>(Self-Development)</p>	<ul style="list-style-type: none"> <li>• Knowledge of what CEIAG</li> <li>• Describe what you are like, what you are good at and what you enjoy doing.</li> <li>• Describe yourself, your strengths and preferences</li> <li>• Discuss your own aspirations and the skills you may need to develop.</li> <li>• Identify what you like about learning from careers and work-related activities and experiences.</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Form time (PSHE programme)</li> <li>• Through the curriculum</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Unifrog</li> <li>• STEM club</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on school website</li> <li>• Unifrog</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Apprenticeship Service</li> <li>• Careers Library</li> <li>• PSHE programme                             <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>
<p><b>Learning about careers and the world of work</b> (Career Exploration)</p>	<ul style="list-style-type: none"> <li>• Be aware of different ways of looking at people's careers and how they develop.</li> <li>• Describe the main types of employment in your area now and in the past.</li> <li>• Describe a local business, how it is run and the products and/or services it provides</li> <li>• Be aware that you have the same rights to opportunities in learning and work as other people</li> <li>• Know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited.</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Form time</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• STEM club</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• Employers</li> <li>• Labour Market Information</li> <li>• Careers Adviser</li> <li>• Form teachers</li> <li>• Careers on Moodle</li> <li>• Careers Adviser</li> <li>• National Apprenticeship Service</li> <li>• Careers Library</li> <li>• PSHE programme                             <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>

<p><b>Developing career management and employability skills</b> (Career Management)</p>	<ul style="list-style-type: none"><li>• Develop links between school subjects. Post 14, Post 16 choices and future career pathways.</li><li>• Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.</li><li>• Review support available in school and how to access it</li><li>• Know how to make important plans and decisions carefully.</li><li>• Show that you can be positive, flexible and well-prepared at transition points in your life</li></ul>	<ul style="list-style-type: none"><li>• Form time</li><li>• PSHE lessons</li><li>• Through curriculum lessons</li><li>• Assemblies</li><li>• Option assemblies/ Careers Drop ins</li><li>• External visitor</li><li>• Unifrog</li></ul>	<ul style="list-style-type: none"><li>• Local 6<sup>th</sup> Forms &amp; Colleges</li><li>• Enterprise Advisor</li><li>• National Careers Service</li><li>• National Apprenticeship Service</li><li>• Careers Library</li><li>• Unifrog</li></ul>
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## YEAR 8

<b>CEIAG focus</b>	<b>Possible Topics/Activities</b>	<b>Delivery Methods</b>	<b>Resources</b>
<b>Developing through careers, employability and enterprise education</b> (Self-Development)	<ul style="list-style-type: none"> <li>• Identify achievements, skills and qualities</li> <li>• Explore current aspirations and identify areas for personal development</li> <li>• Set personal targets for year ahead</li> <li>• Discuss personal and others' attitudes and values in relation to learning and work</li> <li>• Be aware of equal opportunities</li> <li>• Recognise and challenge stereotyping in the workplace</li> <li>• Expand knowledge of different career areas using different sources of careers information for research               <ul style="list-style-type: none"> <li>• Activities and competencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Form time</li> <li>• Through the curriculum</li> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• STEM club               <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers on school website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
<b>Learning about careers and the world of work</b> (Career Exploration)	<ul style="list-style-type: none"> <li>• Investigate the ever changing nature of work</li> <li>• Explore sort of jobs that may/may not exist in the future</li> <li>• Impact of technology &amp; globalisation</li> <li>• Different patterns of working (e.g. self-employment)</li> <li>• Concept of many career changes in a person's lifetime</li> <li>• Identify skills that promote employability</li> <li>• Develop awareness of all options available including academic and vocational choices</li> <li>• Discuss progression routes from these options and career possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Form time</li> <li>• Through the curriculum</li> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• STEM club               <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Employers</li> <li>• Labour Market Information</li> <li>• Careers Adviser</li> <li>• Form teachers</li> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• National Apprenticeship Service</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>

<p><b>Developing career management and employability skills</b> (Career Management)</p>	<ul style="list-style-type: none"> <li>• Develop effective decision making skills to enable realistic and informed choices for Year 9 Options</li> <li>• Develop link between school subjects, Year 9 Options, Post 16 choices and future career pathways</li> <li>• Understand implications and consequences of choices</li> <li>• Explore models of decision making</li> <li>• Review support available in school and how to access it</li> <li>• Awareness of outside agency support</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Form time</li> <li>• Through the curriculum</li> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Work Experience</li> <li>• Assembly talks</li> <li>• STEAM club</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Form/ college prospectuses</li> <li>• Careers on School website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> <li>• Careers Library</li> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul>
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## YEAR 9

<b>CEIAG focus</b>	<b>Possible Topics/Activities</b>	<b>Delivery Methods</b>	<b>Resources</b>
<b>Developing through careers, employability and enterprise education</b> (Self-Development)	<ul style="list-style-type: none"> <li>• Review and identify achievements, skills and qualities gained since last year</li> <li>• Explore current aspirations and begin to relate own skills/ interests to particular career pathways</li> <li>• Explore involvement in extra-curricular activities to develop confidence and skill levels</li> <li>• Set personal targets for year ahead</li> <li>• Review attitudes and values in relation to learning and work, equal opportunities and stereotyping</li> <li>• Look at how personal views of these issues impact on decision making and future goals</li> </ul>	<ul style="list-style-type: none"> <li>• Form time</li> <li>• Through the curriculum</li> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEM club</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• UCAS progress</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
<b>Learning about careers and the world of work</b> (Career Exploration)	<ul style="list-style-type: none"> <li>• Continue to expand knowledge of different career areas using different sources of careers information for research</li> <li>• Review the changing nature of work and future employment prospects (impact of technology &amp; globalisation)</li> <li>• Understand concept of lifelong learning and the importance of gaining transferable skills</li> <li>• Understand importance of Labour Market Information (LMI) as an aid to informed choices</li> <li>• Explore factors such as employment trends, salaries, job availability and</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEM club</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Careers Coordinator</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>

<p><b>Developing career management and employability skills</b> (Career Management)</p>	<ul style="list-style-type: none"> <li>• Review and evaluate decisions to date</li> <li>• Think about implications and consequences of choices and potential progression opportunities</li> <li>• Identify ways of improving future decision making</li> <li>• Review support available in school and how to access it</li> <li>• Awareness of outside agency support</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEAM club <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> <li>• Careers Library <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
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**YEAR 10**

<b>CEIAG focus</b>	<b>Possible Topics/Activities</b>	<b>Delivery Methods</b>	<b>Resources</b>
<p><b>Developing through careers, employability and enterprise education</b>(Self-Development)</p>	<ul style="list-style-type: none"> <li>Review and reflect on transition from KS3 to KS4</li> <li>Set personal priorities and aspirations for the year ahead</li> <li>Identify goals and possible career aspirations</li> <li>Introduce self-assessment tools e.g. career related questionnaires</li> <li>Reflect on learning from work related learning</li> <li>Discuss main influences which affect attitudes, values, behaviour</li> <li>Discuss external influences and pressures e.g. media, peer group, family, friends and revisit stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Careers Questionnaires</li> <li>Face to face guidance interviews</li> <li>Employers talks</li> <li>Apprenticeship Ambassadors</li> <li>Work Experience</li> <li>Assembly talks</li> <li>HE visits</li> <li>STEAM club               <ul style="list-style-type: none"> <li>Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Careers on School Website</li> <li>Careers Adviser</li> <li>Form Teachers</li> <li>National Careers Service</li> <li>National Apprenticeship Service</li> <li>UCAS</li> <li>Careers Library               <ul style="list-style-type: none"> <li>Enterprise Advisor</li> <li>Unifrog</li> </ul> </li> </ul>
<p><b>Learning about careers and the world of work</b> (Career Exploration)</p>	<ul style="list-style-type: none"> <li>Research own ideas independently</li> <li>Make effective use of career resources</li> <li>Recognise bias in information/views against sources of objective and impartial information</li> <li>Undertake work related learning/work experience</li> <li>Reflect on WRL and/ or work experience to inform career ideas and start to develop future plans</li> <li>Understand importance of Labour Market Information (LMI) as an aid to informed choices</li> <li>Explore factors such as employment trends, salaries, job availability and competition</li> </ul>	<ul style="list-style-type: none"> <li>Careers Questionnaires</li> <li>Face to face guidance interviews</li> <li>Employers talks</li> <li>Apprenticeship Ambassadors</li> <li>Work Experience</li> <li>Assembly talks</li> <li>HE visits</li> <li>STEAM club               <ul style="list-style-type: none"> <li>Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Careers on School Website</li> <li>Careers Adviser</li> <li>Form Teachers</li> <li>National Apprenticeship Service</li> <li>National Careers Service               <ul style="list-style-type: none"> <li>Enterprise Advisor</li> <li>Unifrog</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Develop knowledge about the Post-16 qualifications available</li> <li>• Understand and compare different progression routes</li> </ul>		<ul style="list-style-type: none"> <li>• UCAS</li> <li>• Careers Library</li> </ul>
<b>Developing career management and employability skills</b> (Career Management)	<ul style="list-style-type: none"> <li>• Gain awareness of financial implications of Post-16 choices</li> <li>• Explore budgeting, sources of income and financial support</li> <li>• Understand what employers are looking for</li> <li>• Develop personal presentation skills and self-marketing through interviews, application forms &amp; CVs</li> <li>• Identify Post-16 options being considered</li> <li>• Begin familiarisation of Local Area Prospectus</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Work Experience</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEAM club <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> <li>• Careers Library <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>

## YEAR 11

<b>CEIAG focus</b>	<b>Possible Topics/Activities</b>	<b>Delivery Methods</b>	<b>Resources</b>
<p><b>Developing through careers, employability and enterprise education</b>(Self-Development)</p>	<ul style="list-style-type: none"> <li>• Review and reflect on future goals with regards to Post-16 choices and career ideas</li> <li>• Make sure plans are realistic and achievable</li> <li>• Use Action Plans for mapping the year ahead</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Work Experience</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEAM club</li> <li>• Form time</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• UCAS</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
<p><b>Learning about careers and the world of work</b> (Career Exploration)</p>	<ul style="list-style-type: none"> <li>• Continue researching ideas using impartial careers resources</li> <li>• Pay attention to relevant LMI, entry requirements and Post-16 qualifications for particular career areas of interest, to support informed decision making</li> <li>• Fully understand the range of all Post-16 qualifications</li> <li>• Fully understand different courses and levels on offer in schools, colleges and work based training providers</li> <li>• Compare Post-16 progression routes (including higher education entry requirements) and be able to explain and justify the opportunities being considered</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Work Experience</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEAM club</li> <li>• Sixth Form/College visit</li> <li>• Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service</li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> <li>• Careers Library               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>

<p><b>Developing career management and employability skills</b> (Career Management)</p>	<ul style="list-style-type: none"> <li>• Review financial implications of Post-16 choices (further education, training or employment).</li> <li>• Make use of variety of impartial careers resources</li> <li>• Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions</li> <li>• Complete Careers Questionnaire form in Autumn Term</li> <li>• Ensure 1:1 or small group impartial guidance interviews</li> <li>• Review personal presentation skills and positive self-marketing</li> <li>• Produce CV and cover letter in preparation for Post-16 applications</li> <li>• Know where to look for education and employment opportunities and be aware of application deadlines</li> <li>• Make Post -16 applications</li> <li>• Make apprenticeship applications</li> <li>• Know where to seek help and support, if necessary, following GCSE results.</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers talks</li> <li>• Apprenticeship Ambassadors</li> <li>• Work Experience</li> <li>• Assembly talks</li> <li>• HE visits</li> <li>• STEAM club <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service- Job profile <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> <li>• National Apprenticeship Service</li> <li>• UCAS</li> </ul>
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## YEAR 12 & 13

<b>CEIAG focus</b>	<b>Possible Topics/Activities</b>	<b>Delivery</b>	<b>Resources</b>
<b>Developing through careers, employability and enterprise education</b> (Self-Development)	<ul style="list-style-type: none"> <li>• Use a range of assessments to review and identify skills, interests, attitudes and match with career plans</li> <li>• Be aware of the impact of external influences on choices and pathways</li> <li>• Further develop skills and knowledge to progress to identified pathway</li> <li>• Gain more work experience or voluntary work</li> <li>• Further research into courses, careers of interest or improving grades</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Questionnaires</li> <li>• Face to face guidance interviews</li> <li>• Employers</li> <li>• HE reps</li> <li>• Work Shadowing</li> <li>• Enrichment</li> <li>• Group talks               <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Higher Ideas</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service- Job profile               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
<b>Learning about careers and the world of work</b> (Career Exploration)	<ul style="list-style-type: none"> <li>• Make use of variety of impartial careers resources</li> <li>• Obtain information that is relevant to personal needs</li> <li>• Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions</li> <li>• Investigate the range of Post-18 pathways and be aware of those relevant to own career goals. E.g. Further/Higher Education courses, Gap Year options, Apprenticeships, Employment, Volunteering, Self-Employment</li> <li>• Justify/evaluate opportunities being considered</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Interviews</li> <li>• NAS – Job profile</li> <li>• Mentoring</li> <li>• Employer visits</li> <li>• LMI</li> <li>• UCAS convention</li> <li>• Northwest Skills events</li> <li>• Higher Education &amp; Apprenticeship Fairs</li> <li>• Student Finance talks</li> <li>• Careers Adviser/Form Tutors               <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser</li> <li>• Form Teachers</li> <li>• National Careers Service- Job profile</li> <li>• Careers Library</li> <li>• UCAS               <ul style="list-style-type: none"> <li>• Enterprise Advisor</li> <li>• Unifrog</li> </ul> </li> </ul>
<b>Developing career management and employability skills</b> (Career Management)	<ul style="list-style-type: none"> <li>• Reflect and evaluate KS4-5 transition; were right choices made</li> <li>• Identify future goals (short, medium &amp; long term)</li> <li>• Consider implications of changes</li> </ul>	<ul style="list-style-type: none"> <li>• Career guidance interviews</li> <li>• UCAS websites</li> <li>• National Apprenticeship website</li> <li>• Job vacancy websites</li> <li>• Student finance talks</li> </ul>	<ul style="list-style-type: none"> <li>• Careers on School Website</li> <li>• Careers Adviser               <ul style="list-style-type: none"> <li>• Unifrog</li> <li>• Enterprise Advisor</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the financial implications of choices (particularly for Higher Education)</li> <li>• Be aware of sources of financial support for further study</li> <li>• Review personal presentation skills</li> <li>• How to market and sell self positively</li> <li>• Complete CVs and Personal Statements</li> <li>• Understand how/when/where to apply for FE/HE &amp; employment opportunities</li> <li>• Make appropriate applications to employment, FE, HE, apprenticeships</li> <li>• Understand UCAS processes; Extra/Clearing &amp; Adjustment</li> <li>• Know where to seek help following exams results</li> <li>• Activities and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Student briefings on HE/Apprenticeship/ Employment /Finance</li> <li>• Weekly Student briefings</li> <li>• Health &amp; Careers convention event; University &amp; Apprenticeship workshops</li> <li>• HE &amp; Apprenticeship application workshop</li> <li>• Weekly Student briefings <ul style="list-style-type: none"> <li>• Unifrog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Form Teachers</li> <li>• National Careers Service- Job profile</li> <li>• UCAS <ul style="list-style-type: none"> <li>• Unifrog</li> <li>• Enterprise Advisor</li> </ul> </li> </ul>
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#### 1. A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

#### 2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every student, and their parents, should have access to good quality information about future study options and Labour market opportunities.

#### 3. ADDRESSING THE NEEDS OF EACH STUDENT

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

#### 4. LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

#### 5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

#### 6. EXPERIENCES OF WORKPLACES

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

#### 7. ENCOUNTER WITH FURTHER AND HIGHER EDUCATION

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

#### 8. PERSONAL GUIDANCE

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.