

Labour market information	All students													2, 3, 8
Employability Skills	All students			X	X	X	X	X	X	X	X	X		4
Employer encounters	Course dependent			X	X	X	X	x	X	X	X	X	X	2, 4, 5
Mock interviews	On request	X	X	X	X	X	X	X	X	X	X	X	X	1, 3
Visit to apprenticeship fair	All students								X					1, 2, 7
HIGHER EDUCATION														
HE Week	Level 3 students											X		1,2,3,4,7,8
UCAS presentations	Level 3 students		X	X				x	x			X	X	1, 3, 4
UCAS application support	Level 3 students		X	X	X	X	X					X		1, 3, 4
Visit to UCAS fair	Level 3 students								X					1, 2, 7
Visiting university talks	Level 3 students			X	X		X		X			X		1, 2, 7
PROGRESSION TO NEXT LEVEL														
Curriculum Taster Session	All students										X			1, 3
Parents' Evenings	All parents						X	X	X					3
My Future Career discussions	All students		X						X	X	X			1, 2, 3, 8

1. A stable careers programme

Every college should have an embedded programme of careers education and guidance that is known and understood by students, parents, tutors, employers, and other agencies

2. Learning from career and labour market information

Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. Students will need the support of an informed adviser to make best use of available information.

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.

4. Linking curriculum learning to careers

All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of English and maths as a key expectation of employers

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 and mentoring and should include students own part time employment where it exists

6. Experience 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. Encounters 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 college staff) or external, provided they are trained to an appropriate level* These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be times to meet individual needs.

(*) the college will ensure that access to a level 6 adviser(s) is available when needed.