

	1. A Stable Careers Programme	2. Learning from Career and Labour Market Information	3. Addressing the needs of each pupil	4. Linking curriculum learning to careers	5. Encounters with employers and employees	6. Experiences of workplaces	7. Encounters with Further and Higher Education	8. Personal Guidance
1. A Stable Careers Programme		All pupils should have access to information on the full range of options and progression routes	Careers activities should be planned with sufficient differentiation to ensure that all pupils are able to access the learning	Careers education is an integral component of an embedded careers programme	Employers can provide careers information and advice on how to get into particular careers and can add real life context to careers education	The work place is a rich resource for learning about career	Enabling pupils to hear from, and have direct experience of providers of future study options is a key component of a careers programme	All pupils should have access to a level 6 qualified careers adviser at times when they need it
2. Learning from Career and Labour Market Information			The information provided to pupils should cover all the opportunities available and be offered in a variety of formats	An important element of careers education is teaching pupils how to access, evaluate and use careers information	Employers can provide careers information, through talks and networking events in school or college	Work place visits, and work experience and work shadowing placements provide opportunities for pupils to gain careers information first hand	Pupils can gain information on future study options from talks from colleges, universities and apprenticeship providers, and by visits and taster sessions	Careers advisers can provide careers information specific to a pupils individual interests
3. Addressing the needs of each pupil				Careers education programmes should include activities on challenging stereotyping in career choices and overcoming barriers to progression	Introducing pupils to employers from sectors they may have dismissed can help to challenge stereotypical career choices	Different workplace experiences might be arranged for different pupils, depending on their courses of study and careers aspirations	Visits to universities in key stage 3 can help to promote higher education to pupils who may not have considered it as an option	Effective links with tutorial and pastoral staff can help to identify when pupils might benefit from access to guidance
4. Linking curriculum learning to careers					Employers may offer CV writing sessions and employability skills workshops within careers education programmes	To maximise the learning from work experience, preparation and debriefing activities should be planned in the careers education programme	Careers education programmes should include taster sessions at colleges and universities	Within careers education pupils should learn how to access and make good use of careers guidance services
5. Encounters with employers and employees						Some of the encounters with employers may take place in the workshop	Visits to colleges and universities could be enhanced with brief talks from employers who recruit from their courses	Careers adviser may suggest that pupils contact particular employers to research opportunities
6. Experiences of workplaces							Pupils could learn about apprenticeships by shadowing an apprentice in the workplace	Careers adviser may suggest pupils arrange a placement to find out more about the nature of the work

7. Encounters with Further and Higher Education								Careers Adviser will draw on pupils knowledge of future of future study options during guidance interviews
8. Personal Guidance								