

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Preparing for Success

A GUIDE TO DEVELOPING EFFECTIVE CAREER DECISION MAKERS



Department of
Education
www.deni.gov.uk
AN ROIKN
Oideachais
MÄNNYSTRIE O
Lear



INVESTOR IN PEOPLE

Minister's Foreword

My vision as Education Minister is to ensure that every young person has equal opportunity to reach his or her full potential. I want to see young people enjoying their time at school, being encouraged to achieve to the very best of their ability and moving into adult life ready and able to play their full part in their community, in society and in our local economy.

This is an important time for education here. The introduction of the revised curriculum into all our schools means that teachers, as reflective and professional practitioners, have much more flexibility to tailor their teaching to the needs of their classes and that young people have more opportunity to learn not just facts but the core skills that employers tell us are important – skills such as team-working and decision-making. At the same time, my plans for the reform of post-primary education will provide every young person with an entitlement to a much more broad and balanced curriculum from the age of 14. The Entitlement Framework will make sure that young people have access to a wide range of subject pathways – both general and applied – that will meet their interests, talents and aspirations.

But with greater choice of pathways comes greater responsibility to make sure that young people have the highest quality careers education, information, advice and guidance. Young people need support and assistance to become effective career decision-makers, making the choices that will lead them on to further or higher education, training and ultimately employment.

In presenting the strategy for Careers Education, Information, Advice and Guidance, the Department of Education and the Department for Employment and Learning have made clear their aim to develop high quality provision of careers education, information, advice and guidance which supports the development of effective career decision makers, leading to increased participation in education, training and employment.

That strategy sets out how we intend to give effect to that aim. It is also supported most effectively, by this Guide which is designed to improve the quality of career learning opportunities and to encourage greater cohesion in the provision of careers education, information, advice and guidance within schools and also in further education colleges and training organisations.

I hope that those involved in supporting and guiding our young people find this guide helpful. It is intended to support not just those with responsibility for careers; but all teachers, as a practical framework through which activities designed to support careers education, advice and guidance, employability and work related learning can be planned and implemented.

Those who have the responsibility of advising, supporting and guiding our young people as they become effective career decision makers have a hugely important role to play – and one that I know is greatly valued by young people themselves, by their parents, by employers and by society as a whole. I wish you well in taking forward those responsibilities in a changing educational landscape.

Caitriona Ruane

CAITRÍONA RUANE MLA
Minister for Education

Contents

	Page
1. Rationale for Effective Careers Education, Information, Advice and Guidance (CEIAG) Provision	1
2. Purpose of document	3
3. Key Definitions.....	6
4. Aims of Effective CEIAG Provision	7
5. Map of Learning Intentions for Effective CEIAG Provision.....	8
6. Using the Map of Learning Opportunities in Different Learning Settings	10
7. Delivering the CEIAG Map	13
8. Organisation for Effective Practice	21
9. Roles and Responsibilities	22
10. Assessment and Recording using the Progress File.....	25
11. Quality Assurance.....	26
 Appendices	
A. Opportunities for CEIAG in the 4-11 Curriculum	27
B. Opportunities for CEIAG in the 11-19 Curriculum	28
C. Opportunities for the Development of Employability Skills	30
D. A Map of CEIAG Learning Opportunities	33
 Acknowledgements	
E. Employability, Careers and Business Education Working Group	41
F. Guide/Map Focus Working Group	43

1. THE RATIONALE FOR EFFECTIVE CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) PROVISION

Rapid changes are taking place in the labour market, driven by technological change and global economic activity. The demands of working life are changing. Learners leaving school, college or universities face challenges and choices that are, in many ways, very different from those faced by previous generations. The pace of change is great, and its direction sometimes unpredictable. If the economy here is to function competitively in a dynamic global marketplace, learners need to be fully equipped with the skills, understanding, confidence and creativity needed for their future working lives. Flexibility, information-handling skills, knowing where work is available, and a commitment to lifelong learning are now essential requirements for all entering the world of work in the twenty first century.

The increased choice of education and training pathways available to young people, the modularisation of the curriculum, the focus on employability and obtaining suitable qualifications in order that learners can meet the challenge of the changing world of work, place high quality Careers Education, Information, Advice and Guidance, (CEIAG), at the heart of the curriculum.

This is recognised in the Department of Education, (DE), Entitlement Framework Circular, 2005/18, which states that with access to a wider choice of courses at both Key Stage 4 and post-16, it is vital that young people and their parents are provided with high quality CEIAG to inform their decisions. The circular outlines clear definitions for CEIAG and in particular outlines '*the overall objective of an effective career education and guidance programme is to enable a learner to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities.*' The circular also helpfully identifies the relationship between CEIAG and Learning for Life and Work stating that '*while Career Management will be embedded as a key concept in Learning for Life and Work through the contributory strand of Employability at Key Stages 3 and 4, schools need to augment this provision to meet fully all the aims and objectives of a high quality CEIAG programme.*'

Indeed, the '*Success Through Skills – A Skills Strategy for Northern Ireland*' – has also highlighted the central role of effective CEIAG and its importance in enabling the economy to become highly competitive within the Global Marketplace.

CEIAG makes a major contribution to enabling a learner become employable. It provides the opportunities for a learner to develop the skills, competencies, attributes and dispositions necessary for sustained employment and is essential if learners are to derive maximum benefit from this wider provision.

Effective provision will:

- motivate learners to make informed, appropriate and realistic decisions about their education, training and employment options, and provide them with opportunities and experiences to develop essential employability skills in order to become active and effective employees capable of contributing to future economic prosperity;
- enhance the overall effectiveness of a learning organisation and raises learners achievement by maximising an individual's potential, promoting positive attitudes to learning, raising aspirations, increasing motivation, and linking learning to the world of work;
- optimise learner retention rates by reducing drop out from, and course switching, in the education and training sector, increases participation in post-16 learning and encourages continued participation in learning and training;
- support economic development, prosperity, competitiveness and contribute to lifelong learning;
- yield a higher return for the investment in education and training system. If individuals make decisions about what they are to learn in a well-informed manner, and linked to their interests, capacities and aspirations, and if people find jobs which utilise their potential and meet their own goals, they are likely to be more motivated and therefore more productive in their work; and
- promote social inclusion, challenge stereotypes and promote equality of opportunity by raising the aspirations of disadvantaged groups and supporting them in accessing opportunities that otherwise might be denied.

2. PURPOSE OF DOCUMENT

The purpose of this document '*Preparing for Success - A Guide to Developing Effective Career Decision Makers*' is to improve the quality of career learning opportunities and to encourage greater cohesion in the provision of CEIAG across Schools, Further Education Colleges and Training Organisations, in order to better prepare learners for the opportunities, responsibilities and experiences of adult and working life.

Specifically, this guide has been designed to:

- provide a clear rationale and frame of reference that will help managers and practitioners in schools, further education, training organisations, education authorities and the Careers Service to review and enhance existing CEIAG provision;
- define the aims and key features of a CEIAG programme;
- provide a CEIAG Map which sets out the expected learning intentions and potential learning opportunities for young people from age 4 to 19 and to identify progression in learning that is clear to learners, parents and guardians and those responsible for delivery;
- define the elements necessary for delivery of the CEIAG Map; and
- outline how the CEIAG Map can be used in different learning organisations.

The guide builds upon European and International developments in this area and key evidence highlighted in a range of reports published by the Education and Training Inspectorates, (ETI).

The CEIAG Guide "to developing effective career decision makers", offers recommended "Learning Intentions" for CEIAG, based on the aims established from the decision learning, opportunity awareness, transition learning and self-awareness (DOTS) model, developed by Bill Law and Tony Watts.

This guide was developed by a wide range of key stakeholders including representatives from the Department of Education, Education and Training Inspectorate, the Department for Employment and Learning, Department of Enterprise, Trade and Investment, Invest Northern Ireland, Curriculum Council for Examination and Assessment, and an Expert Group consisting of practitioners drawn from primary, post-primary and special education schools, the further education and training organisations sectors, careers advisors and representatives of a range

of support agencies including the Education and Library Boards and the Learning and Skills Development Agency.

The Department of Education would like to thank the many people who supported the development of this guidance, in particular the members of the working group and the focus group, as outlined in Appendices E & F.

Learning Guidance

Learning guidance is a process with many different strands and activities from which relevant services are selected at different times to meet individual learner needs, all of which are interlinked to enable learners make the most suitable choices to reach their full potential.

Whilst this document focuses on Careers Advice and Guidance provision, it is important that learning organisations recognise that Careers Advice and Guidance is one strand of a range of learning guidance sources in schools, colleges and training organisations.

It is also important that the learning organisation recognises that careers advice and guidance should not be considered in isolation from the other strands of learning guidance. It is essential, for example, that guidance from tutors on a learner's progress and future potential achievement is integrated within the Careers Advice and Guidance Strategy. Similarly, if a learner has a particular barrier to learning or is in need or receipt of additional learning support, such advice and guidance received from other sources is transferred to the careers advice and guidance advisor.

In order to bring coherence to the learning guidance offered to their learners, learning organisations (schools, colleges, training organisations) should establish a Learning Guidance Forum. The Forum should be chaired at a senior management level and membership may include the careers co-coordinator, SENCO, learning mentors, DEL Careers Adviser and other members of staff with specific interest. The establishment of an effective Forum within each school, Area Based College and Training Organisation will result in a greater integrated and more coherent provision of guidance for learners and those supporting them.

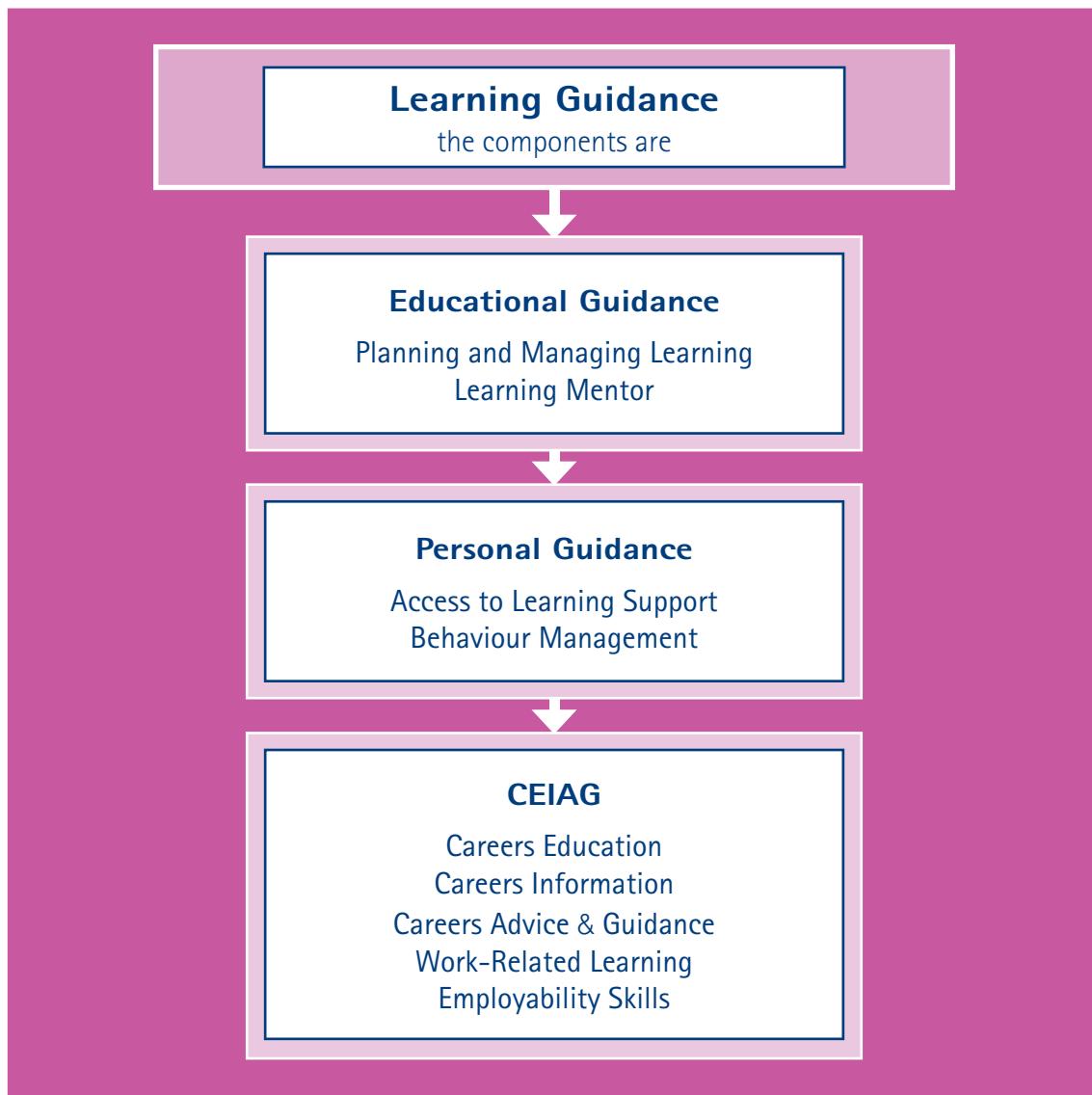


Figure 1: The Components of Learning Guidance

3. KEY DEFINITIONS

Careers Education is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross curricular opportunities for development of employability skills; and opportunities for planned and relevant work-related learning experience.

Career Planning is a developmental process in which learners engage in target setting, action planning, researching and reviewing.

Employability Skills are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a life long learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, Information and Communications Technology (ICT), working with others, problem solving, decision-making, self-management and managing information.

Work-Related Learning experiences are the opportunity for planned and appropriate experiences of the world of work to increase learner's motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase the learner's motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work.

Careers Information - provides access to up-to date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management.

Careers Advice and Guidance is the provision of impartial, learner/client-centered, advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment.

4. THE AIMS OF EFFECTIVE CEIAG PROVISION

Careers Education, Information, Advice and Guidance is the composite term that refers to the total range of discrete and integrated activities provided by schools, colleges, training organisations and other agencies to enable learners to develop the necessary career management and employability skills in order to become employable. These activities and resulting skills will allow learners to make informed choices and decisions affecting their future education, training and employment.

The overall objective of effective CEIAG provision is to enable learners to become effective career decision makers, empowered to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities. There are three aims needed to realise this objective.

Aim 1: Self-Awareness and Development - identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

Aim 2: Career Exploration - acquiring and evaluating information, and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

Aim 3: Career Management - developing skills in career planning, and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

5. THE MAP OF LEARNING INTENTIONS FOR EFFECTIVE CEIAG PROVISION

Learning intentions for each of the three CEIAG aims have been identified to help all learners gain the knowledge and skills they need to access and make good use of their CEIAG provision in order to become effective career decision makers. An overview of the learning intentions for each aim is outlined below.

Aim 1 Self-Awareness and Development	Aim 2 Career Exploration	Aim 3 Career Management
<p>The learning intentions for this aim include:</p> <ul style="list-style-type: none"> • identify an awareness of their skills, qualities, aptitudes and achievements based on their experiences, potential and future career aspirations; and • recognise and explore their changing attitudes to, and interest in, the world of work, training and education. 	<p>The learning intentions for this aim include:</p> <ul style="list-style-type: none"> • identify, investigate and explore the extent and diversity of local, national and international opportunities available in education, training and work; • use their work-related learning experiences to extend their understanding of the world of work and recognise the skills, qualities and competencies needed for the workplace; • understand the changing demands of working life and responsibilities within the working environment; and • obtain, evaluate and use effectively careers information, gathered from a wide range of sources, which is relevant to their personal career preferences, aspirations and achievement. 	<p>The learning intentions for this aim include:</p> <ul style="list-style-type: none"> • review regularly progress against identified targets and record achievements; • develop career plans which take account of self awareness, development, achievement and experience and knowledge of career exploration opportunities; • develop decision making strategies in order to make and implement informed, realistic and appropriate career choices; • successfully engage with transition and change; and • develop their self-presentation skills.

A Map of CEIAG learning opportunities, based on the identified learning intentions and expressed in terms of age-related achievement, has been designed to enable schools, FE colleges and work-based learning organisations to plan, and keep under review, their CEIAG provision. The map, Appendix D, clearly identifies a framework for the planning, delivery and management of a coherent and progressive CEIAG programme of learning.

The Map of CEIAG learning opportunities is sufficiently flexible to be adapted to suit learners of different levels of ability and age. While these are expressed in terms of age-related achievement, in particular circumstances, they can be adjusted to meet the needs of the individual learner.

Using the map across the different educational settings will help to provide learners with appropriate and coherent career learning opportunities, to enable them to become informed career decision makers regardless of the type of school, college or training organisation they attend.

6. USING THE MAP OF LEARNING OPPORTUNITIES IN DIFFERENT LEARNING SETTINGS

In order to gain the most social and economic benefit from CEIAG for both individuals and their communities, it is best to start early and to see appropriate career education as part of learners' experiences from age 4 to 19.

Primary Schools

Children learn about their world through a range of play environments, role play and interaction with adults. Through these and other experiences, they learn about themselves, their interests and achievements, how to relate to others and of the opportunities available to them. These experiences form the foundation of children's career learning in ways that are entirely appropriate for their age and stage of development.

The primary curriculum identifies a number of activities and outcomes that provide natural contexts for CEIAG. CEIAG will be an integral part of the learning, and, although staff will be aware of the CEIAG Learning Intentions that are being developed, the youngest children in primary education are likely to see these as a seamless part of their broad school experiences.

There are many opportunities, in the context of the pre-school, Foundation Stage and Key Stages 1 and 2 for children to learn about the world of work, career pathways and develop career-related skills. CEIAG in these early stages is not about choosing a career, but helping children raise their aspirations and make connections between their learning and the world of work. Examples of how some areas of learning can contribute to the CEIAG programme are outlined in Appendix A.

Post-Primary Schools

Post-primary schools should be able to use the CEIAG Map to plan coherent and progressive provision and take account of the learners previous career related learning.

In post-primary schools the CEIAG programme is normally provided through discrete career lessons and activities. However, every learning pathway can make a helpful contribution to the CEIAG provision. To ensure learners benefit from these cross curricular career learning experiences it is essential that links to the curriculum be clear.

Examples of how some areas of learning can contribute to the CEIAG programme are outlined in Appendix B.

Special Schools

Through effective CEIAG provision, learners with special educational needs, learning difficulties and/or disabilities are helped to understand themselves and the world around them, and to prepare for post-school options and independent living. Those responsible for learners in special schools should consider carefully the particular needs of the individual and adapt the Learning Intentions to provide relevant and appropriately challenging work. Staff in special schools may choose to focus on a limited number of aspects of the age-related CEIAG Guide, and include additional topics particularly relevant to their learners needs. Staff in special schools will also have access to Careers Advisers specifically trained in the area of special needs and will have to ensure that career decisions reflect the young people's capacity to avail of and to develop the skills to maintain further learning or employability.

Colleges of Further Education

Staff in the six Area Based Colleges can use sections of the CEIAG Map of Learning Intentions to assist the planning and review of CEIAG provision. It is important that learners enrolled at a College are supported with their progression through learning, into higher education, training or employment. Lecturers and tutors in colleges should be able to use sections of the map to assist the planning and review of programmes for 14–19 year old learners. The post-16 section provides a basis for a CEIAG provision for learners on level 3 courses, and the Key Stage 4 section can be modified for students on Intermediate and Foundation, Level 2 and Level 1, courses. In both cases, staff will need to identify and assess learners' prior learning in CEIAG before planning a progressive and coherent programme.

Training Organisations

Learners following Apprenticeships and other work-based learning programmes continue to need support with planning and managing their progression through training and into employment. Not everyone will have made a firm choice about their options beyond the training programme and they will certainly require help with several aspects of career management, for example, finding vacancies, making applications, presenting themselves, preparing for transition, identifying additional training or starting their own business. In addition to the CEIAG provision that forms part of work based training, most organisations can use the map to identify additional opportunities for career learning in order to help trainees explore options and prepare for the transition into working life. CEIAG provision can be built into the vocational programme and/or offered in additional support sessions. The post-16 section of the map can be modified for Apprenticeships and the Key Stage 4 section

can be adapted for 14-19 year olds on pre-apprenticeship programmes and other Level 2 and Level 1 training programmes. It will not be possible, or indeed appropriate, to cover all the learning outcomes. Providers should concentrate on those that relate particularly to the needs of trainees on work-based learning programmes. Typically these will be drawn mainly, but not exclusively, from aim 3, 'career management'.

7. DELIVERING THE CEIAG MAP

In order to equip learners to become effective career decision makers and to deliver the learning intentions outlined in the Map, the CEIAG learning offer to all learners should include:

- **Careers Education** - taught timetabled careers education provision which include meaningful opportunities for progressive personal career planning;
- **Careers Information** - access to up-to date careers information, including user-friendly labour market information;
- **Careers Advice and Guidance** - planned opportunities for individual and impartial careers advice and guidance;
- **Work-Related Learning** - opportunities for planned and relevant work-related learning experiences; and
- **Development of Employability Skills** - realistic and meaningful opportunities for development of employability skills.

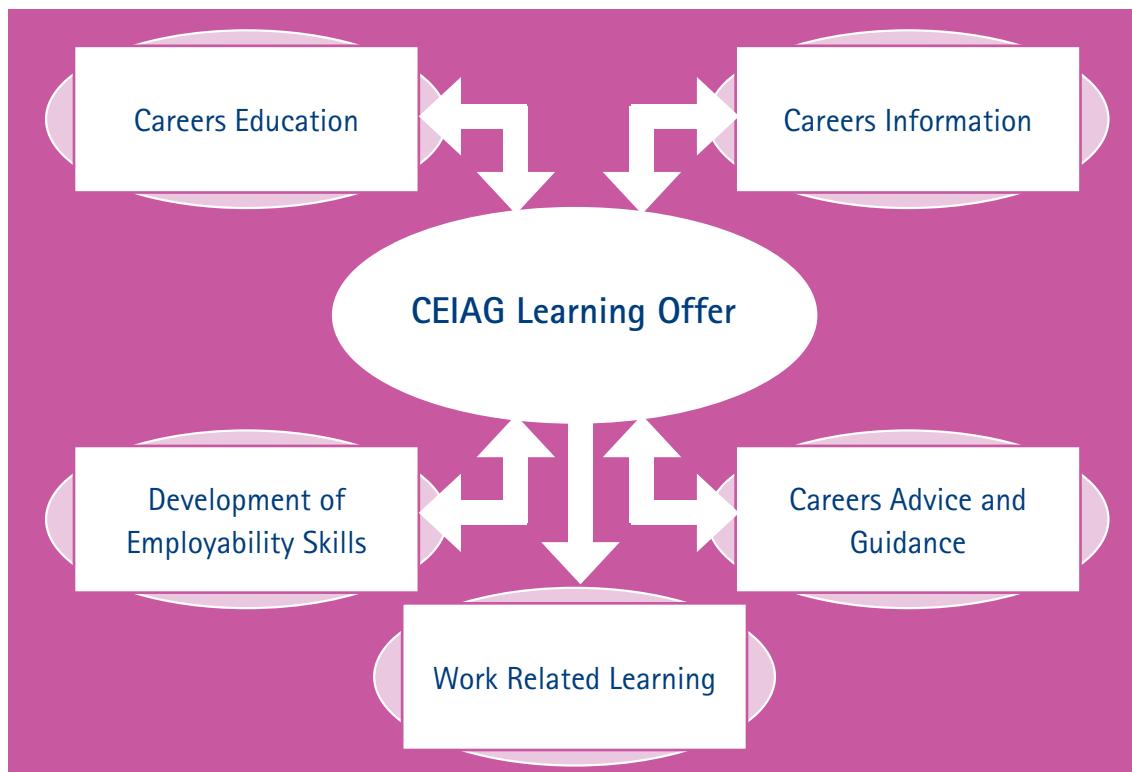


Figure 2: CEIAG Learning Offer

There are five key elements that need to be in place.

Careers Education

Careers Education is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners.

The foundations of an effective careers education programme should be based on the CEIAG Map of learning intentions. A key element of a careers education programme is personal career planning which is a continuous and evolving process, involving documented self-awareness, decision-making, planning and research into each learner's next stage of education, training or employment. It includes thorough exploration of all aspects of intended jobs and alternative options for training, further or higher education and employment. Personal careers plans are of greatest benefit to learners when they draw on and contribute to other action planning undertaken as part of a learner's everyday learning programme. This is easiest to achieve when an integrated joint approach to career planning exists, which is supported by the senior management of the learning organisation.

Careers Education and Education for Employability Programme

Learning for Life and Work (LfLW) is a central element of the Revised Curriculum at key stages 3 and 4. Learning for Life & Work consists of three strands, namely Personal Social and Health Education (PSHE), Local and Global Citizenship and Education for Employability. At key stage 3 it also includes Home Economics. The Education for Employability programme can make a positive contribution to the delivery of CEIAG.



Figure 3: Linkage between CEIAG and Education for Employability

However, the Education for Employability programme, whilst an important contributor, does not fully meet the requirements of a coherent and progressive CEIAG programme. Additional opportunities, based on the core components of a CEIAG programme, need to be provided if learners are to be equipped with the skills, knowledge and experiences to make informed career decisions.

Careers Information

Good quality Careers Information is an integral part of a CEIAG programme. A broad range of relevant and up-to-date high quality careers information and resource materials should be available for learners of all ages and abilities so that they can fully engage in the career planning process and make informed choices and decisions. This would include information on the range of options in education, training and employment, job profiles and the entry routes into the appropriate potential career pathways. It would also include access to appropriate software packages and web-based resources. It is important that learners in using such resources develop the skills of selecting, using and evaluating a range of careers information relevant to their individual need and aspirations.

A core element of careers information is the accessibility to user-friendly Labour Market Information that identifies job forecasts and their longer-term prospects to inform the career decision-making process. A wide range of careers information is currently available through the Careers Service website www.careersserviceni.com and also from the individual Sector Skills Councils (SSC) websites.

Careers Advice and Guidance

Careers Advice and Guidance is the provision of planned and repeated opportunities for high quality impartial, learner-centred careers advice and guidance, to assist learners make the appropriate careers decisions and choices. Careers Advice and Guidance enables learners to apply their knowledge, understanding, skills and experiences to manage their career, and make informed decisions about their education, training or employment.

Effective advice and guidance opportunities, which focus on the needs and concerns of individual learners, are essential, if learners are to make appropriate, informed and unbiased decisions. The provision of guidance has two goals. Firstly to help learners make realistic decisions and secondly to help learners become aware of the decision-making process – helping the learner not only to have a good career plan, but also to become a good career planner.

Guidance will include all of the elements of information and advice and will include, in addition:

- Helping learners to identify complex and multiple needs;
- Exploring a range of options;
- Relating information to learner's needs and circumstances;
- Assessing skills, abilities, interests and values; and
- Helping learners make decisions about their career and progression.

Careers advice and guidance is available from many different sources, for example vocational tutors, teachers, employers and DEL Careers Advisers, as outlined in figure 3 below.

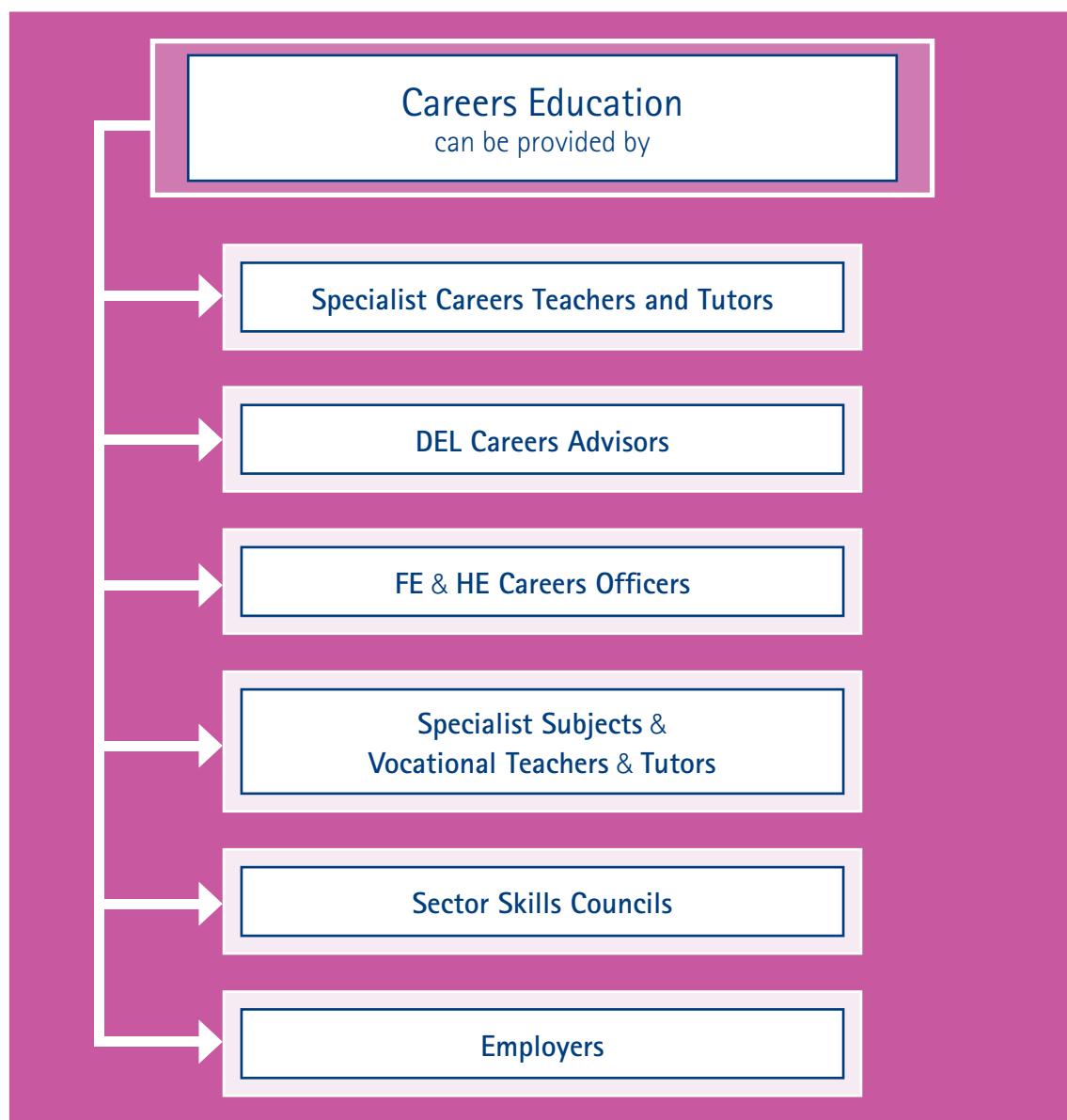


Figure 4: Sources of Careers Advice and Guidance

Learning organisations need to identify appropriate advice and guidance opportunities within their organisation and plan a coherent advice and guidance strategy to meet the needs of their learners. At times such advice can be unscheduled and informal, but nevertheless appropriate in helping learners make informed career decisions. On other occasions more formalised learner centred advice and guidance opportunities are appropriate. The relative mix of such opportunities depends on the nature of the learning organisation and the needs of the learners. The advice and guidance strategies developed by Learning Organisations should be supported and complemented by the impartial Careers IAG Services delivered by DEL's Careers Advisers and embedded in a Service Level Agreement (SLA).

The Role of DEL's Careers Service

The role of the Careers Service is to provide up-to-date, impartial careers information, advice and guidance in order to assist schools, colleges and training organisations in helping learners become effective decision makers through the provision of an individualised service tailored to learner needs, the interpretation of information, dissemination of user-friendly labour market information and the effective use of decision-making tools.

The Careers Service can provide a range of support activities for schools, colleges and training organisations, including:

- introductory class talks on careers service;
- advice sessions for group of learners;
- one to one guidance interviews;
- psychometric assessment; and
- attendance at parents evenings and careers events.

The Service has also an important role in helping young people who are disengaged from education training and employment and supporting work-related learning activities.

The services, delivered by DEL's Careers Advisers, should be agreed in a Service Level Agreement (SLA), to strengthen the partnership arrangements between the school, college and training organisation and the Careers Service.

A wide range of careers advice and guidance is currently available through the Careers Service website www.careersserviceni.com.

Work-Related Learning Experiences

Work-related learning experiences are the opportunity for planned and appropriate experiences of the world of work to increase learners' motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase the learner's motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work. Work-related learning experiences enhance the learner's self-awareness, develop their career exploration, career planning skills and help them make informed decisions about their future education, training or employment pathway. Experience of the world of work can make a major contribution to a learner's preparation for adult and working life.

These experiences cover a wide range of provision. For some learners, work-related learning is an integral element of their learning programme, while for others, it is provided largely through an extended work-related learning opportunity, such as work experience or work shadowing. Work related learning experiences also include work-based assignments, industrial visits, mock interviews, industry days and enterprise activities. An integral element of work-related learning is the engagement in Enterprise and Entrepreneurship activities, which involves exploring and participating in entrepreneurial and self-employment opportunities and engagement in a range of appropriate enterprise activities.

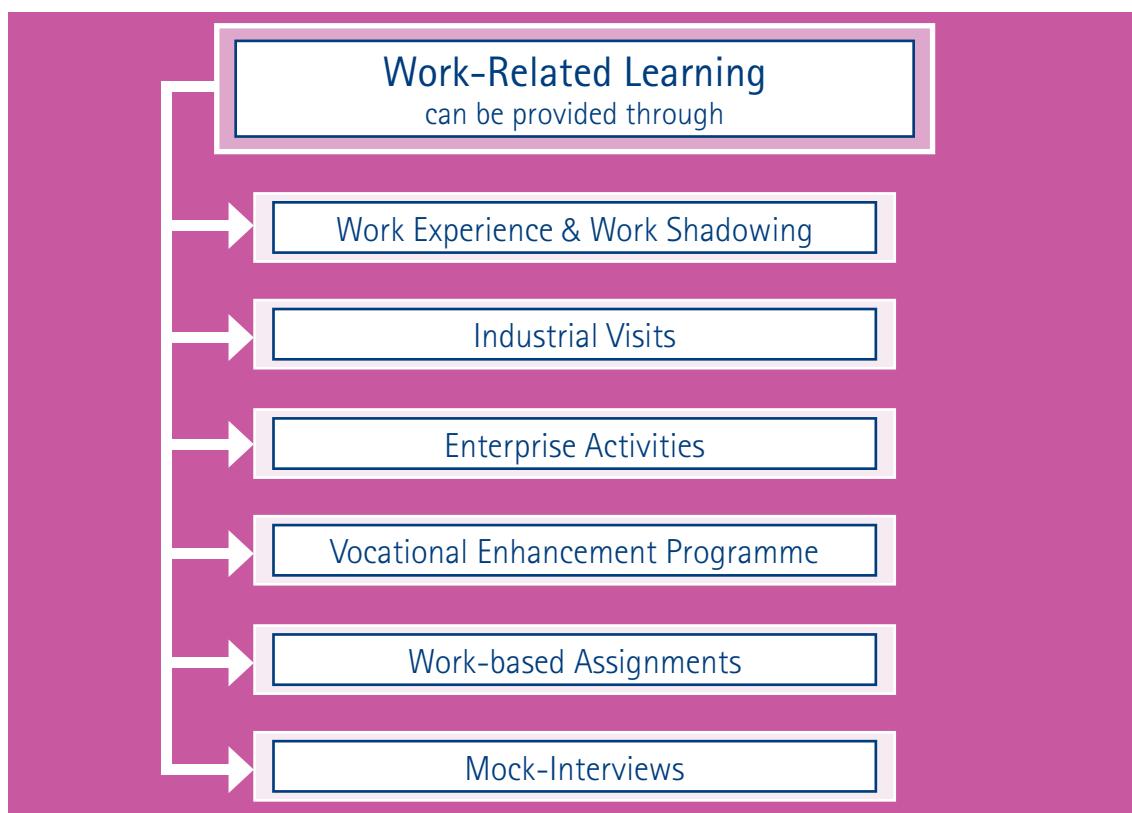


Figure 5: Work-Related Learning Opportunities

Development of Employability Skills

Employers need employees who are innovative in their approach to solving problems, can cope with uncertainty and change, communicate well and are able to work effectively in teams. Employers want enterprising employees who are willing to take risks and suggest new ways of working. Employability skills are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a life long learner capable of realising their potential in the world of work.



The skills and capabilities necessary for employability include communication, numeracy, ICT, working with others, problem solving, decision-making, self-management and managing information.

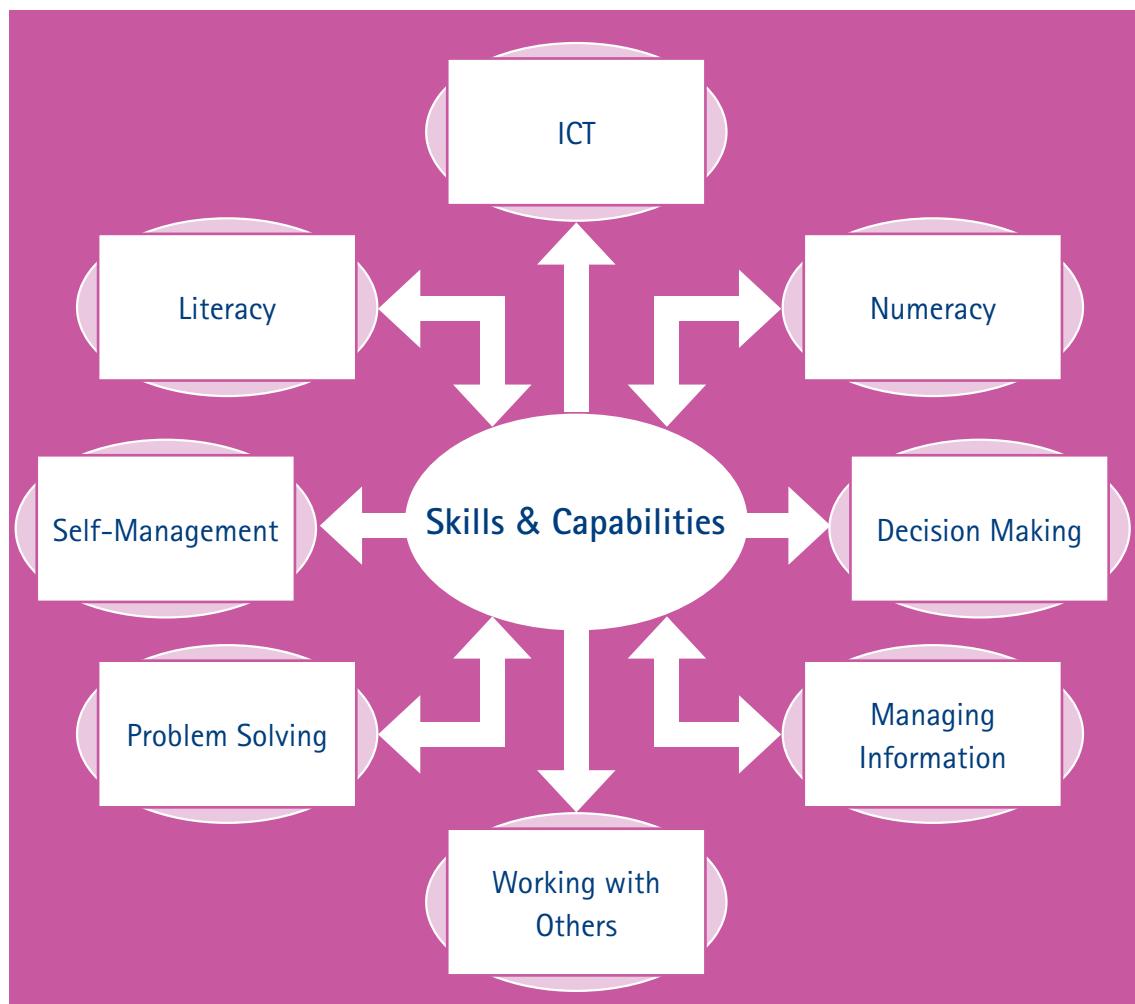


Figure 6: Employability Skills – Skills & Capabilities

In addition to the skills and capabilities, learners will also need to develop the key aptitudes and dispositions including personal responsibility, curiosity, concern for others, community spirit, self-belief, flexibility, tolerance, commitment, respect and integrity.

All learning programmes have the opportunity to make a valuable contribution to the development of a learner's employability skills. Learners will not simply pick up employability skills; they need to be taught as an integral element of a teaching programme where the learning environment replicates what happens in the workplace. Employability skills will only be effectively developed if learners are provided with opportunities, through meaningful active teaching and learning strategies and opportunities, to engage as active participants and take responsibility for their own learning.

Each of these can be delivered as discrete and/or integrated components of a learning programme. The relative importance of each component and the manner in which they are delivered depends upon the age of the learner, their experiences of the world of work, the context of their learning and specific needs. CEIAG provision has an important role in developing learner's employability skills. It can help learners develop their employability skills by enabling them to make connections across a range of contexts, e.g. between different areas of learning within the curriculum, between experiences at school and college, or in the community and at work.

Examples of how some areas of learning can contribute to the CEIAG programme are outlined in Appendix C.

8. ORGANISATION FOR EFFECTIVE IMPLEMENTATION

The organisation's CEIAG provision needs to be supported effectively by the leader, management and the governing body. A challenge for all organisations is to ensure that there are good opportunities for quality learning by all learners through all five components of the CEIAG. The organisation should have a clear vision, shared by all staff, on how the CEIAG provision will enable learners to make well informed careers choices, participate effectively in life long learning, develop their personal and social skills, and pursue active citizenship. The organisation's development plan should identify the role of CEIAG in meeting the needs of learners; this should be matched with a commitment of adequate resources to realise the strategic objectives of the CEIAG provision. The organisation's CEIAG policy should articulate a statement of entitlement for all learners to have a well-managed CEIAG provision, irrespective of their aptitude, academic or vocational interests, or social background.

Effective CEIAG is of crucial importance to all learners. Key features of effective CEIAG in practice include:

- **Strategic leadership** - effective strategic planning and co-ordination and clarity amongst all about the learning intentions of CEIAG provision, including the contribution of CEIAG to school improvement;
- **Action to Promote Improvement** - systematic monitoring, evaluation and review strategies;
- **Staffing and Curriculum** - clear roles, responsibilities and appropriate professional development;
- **Accommodation and Resources** - adequate resourcing and time;
- **Links and External Partnerships** - effective partnerships with key stakeholders;
- **Value for Money** – effective and efficient management of CEIAG resourcing; and
- **Equality of Opportunity** – provision of a high quality CEIAG provision that meets the diverse needs of all learners.

9. ROLES AND RESPONSIBILITIES

An integrated approach is essential for a learner's career development. Individual learners are ultimately responsible for their own careers. However, schools, Area Based Colleges, Training Organisations, Managing Authorities and NI Careers Service staff, parents, families and local businesses and universities also have contributions to make. Effective CEIAG requires clarity on the roles and responsibilities of all those involved in the planning, implementing and supporting the provision. Key roles and responsibilities of those involved in CEIAG provision are identified below.

Board of Governors' responsibilities include:

- raising the status of CEIAG within their organisation;
- ensuring CEIAG is incorporated within the organisation's development plan;
- allocating appropriate resources for the effective delivery of CEIAG;
- monitoring and evaluating the quality of the CEIAG provision;
- encourage effective collaboration; and
- promoting and enabling the dissemination of good practice.

Principals and senior managers have the responsibility for:

- promoting the value of CEIAG;
- planning for coherence and progression across the CEIAG curriculum;
- ensuring quality of provision;
- allocation of adequate resources including time; and
- monitoring, evaluating and reviewing the quality of learners' experiences and outcomes.

Teachers managing and delivering career education are responsible for:

- designing and delivering a CEIAG programme and linking lessons and activities to the appropriate Learning Intentions within the CEIAG Map;
- using a range of learning and teaching methodologies that make CEIAG effective and enable development of employability skills;
- participating in evaluation and development of the CEIAG programme; and
- their own professional development.

Subject specialists play an important role in:

- linking subject content to the Learning Intentions of the CEIAG Map;
- making connections between the development of skills and capabilities across the revised curriculum in preparation for adult and working life; and
- updating own knowledge of employment opportunities.

Advice and Guidance staff have responsibilities for:

- helping students to integrate career education lessons and activities into personal career planning through review interviews (for example, linked to Progress File work); and
- participating in evaluation and development of elements of CEIAG Map.

DEL Careers Advisors play an important role in:

- providing balanced, comprehensive and up to date information on education, training and employment options;
- contributing to the CEIAG programme by working in partnership with schools, colleges and training organisations;
- providing impartial advice and guidance; and
- participating in evaluation and development of elements of CEIAG Map.

Parents and Carers

Parents and carers play a key role in helping their children develop an awareness of themselves, explore possible career opportunities and make successful choices. Schools can help parents and carers to be involved effectively in their child's career development by:

- advising them as to how their child is progressing and involving them in decisions and plans;
- informing them about the help their child is receiving with their career development;
- identifying for them what options are available and what these might mean in practice; and
- informing them how they can support their child's plans.

Employers and the Wider Community

Links between schools, employers and the community are important for all aspects of the curriculum including CEIAG provision. As learners become more aware of the opportunities around them, they need to be supported by employers and the wider community to engage in meaningful work-related learning opportunities.

Training and Further and Higher Education

CEIAG becomes especially relevant to learners as they explore post-school opportunities. Training providers, Area Based Colleges and Universities can play a key role in supporting effective CEIAG provision by:

- arranging for visits to relevant organisations; and
- supporting links between subject teaching, CEIAG provision and their own organisation.

10. ASSESSMENT, RECORDING AND THE USE OF THE PROGRESS FILE

Assessment for Learning is central to the learning process. It allows teachers, lecturers and tutors to determine what is being learned and identify what the 'next steps' should be. It provides both staff and learners with feedback to help improve the learning.

This CEIAG Map provides many opportunities for learners to build a more open relationship with their teachers, lecturers and tutors. It has been designed around Learning Intentions which should be shared with learners and provides many opportunities for them to engage in target setting. It provides many opportunities for a range of key people to provide advice to the learner on what to improve and how to improve it. Learners are encouraged to engage in peer and self-assessment and evaluation of learning.

11. QUALITY ASSURANCE

Quality Assurance indicators for CEIAG have been developed by Education and Training Inspectorate, (ETI), in collaboration with schools, FE colleges and training organisations. The publication provides a structured and coherent framework to allow learning organisations to evaluate their CEIAG provision.

One section of the publication provides quality indicators, which will allow organisations to evaluate the overall quality of their CEIAG provision under three main headings:

- Achievements and Standards;
- Quality of Provision for Career Learning; and
- Leadership and Management.

The publication will allow organisations to engage in the process of self-evaluation to identify the strengths and areas for improvement in their current practice and provision and, where necessary, effect improvement. These indicators reflect good practice and support the implementation of 'Preparing for Success – A Guide to Developing Effective Career Decision Makers.'

Appendix A**OPPORTUNITIES FOR CEIAG IN THE 4–11 CURRICULUM**

There are many opportunities for career-related learning in the 4–11 Curriculum.

Areas of Learning	Contribution from CEIAG Programme
Language and Literacy	<ul style="list-style-type: none"> • interviewing family and community members about the workplace • recording and presenting career information in written and oral form
Mathematics and Numeracy	<ul style="list-style-type: none"> • financial capability through enterprise activities • budgeting as a student/young person
The Arts	<ul style="list-style-type: none"> • role play on worker and learning situations • collages of work and learning environments
The World Around Us	<ul style="list-style-type: none"> • learning about people at work, their roles, responsibilities and satisfactions • learning about industry, workplaces and centres of learning in familiar and unfamiliar environments
Personal Development and Mutual Understanding	<ul style="list-style-type: none"> • undertake enterprise activities, including social enterprise activities such as participation in charity events; • discuss through role play the value, support and co-operation needed in the world of work • research young people rights and explore issues such as pay • discuss responsibilities of being a member of a group including health and safety issues • explore through role play how people react to change

Appendix B

OPPORTUNITIES FOR CEIAG IN THE 11-19 CURRICULUM

Areas of Learning	Contribution from CEIAG Programme
Language and Literacy	<ul style="list-style-type: none"> • development of communication skills in life/work situations e.g. participate in interviews and self-marketing • developing written communication skills such as letter writing and composing personal statements
Mathematics and Numeracy	<ul style="list-style-type: none"> • explore how skills used in mathematics will be useful in a range of careers • using statistical data to investigate labour market information and opportunities for school leavers • develop an understanding of financial matters in preparation for independent living as a student, worker or trainee
Modern Languages	<ul style="list-style-type: none"> • investigate how the language specific skills and learning skills developed through languages will enhance career options and increase mobility
The Arts	<ul style="list-style-type: none"> • develop an awareness of employment opportunities within the creative industries, locally and internationally • develop an awareness of employment skills required for a career, eg in the music industry • discuss the processes involved in producing a group composition or performance and highlight the skills needed to work effectively as part of a group • investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life/work situation and a range of careers

Areas of Learning	Contribution from CEIAG Programme
Environment and Society	<ul style="list-style-type: none">• Investigate how the skills developed through history will be useful in a range of careers• Investigate how the skills developed through geography will be useful in a range of careers• Investigate the characteristics and achievements of entrepreneurs over time
Science and Technology	<ul style="list-style-type: none">• Investigate how the skills developed through science will be useful in a range of careers• Investigate how the skills developed through technology will be useful in a range of careers• Explore and assess the attributes of successful local product e.g. design, quality, value for money, fitness for purpose• Pursue design solutions using environmental friendly materials and energy sources

Appendix C

OPPORTUNITIES FOR DEVELOPMENT OF EMPLOYABILITY SKILLS

The table below shows how some ways in which CEIAG contributes to the development of employability skills necessary for sustained employment within the workplace.

Employability Skills	Self-Awareness and Development	Career Exploration	Career Management
Communication aims to develop the ability to apply skills in oral communication, reading and writing, in ways that are effective and appropriate to purpose and context.	For Example: <ul style="list-style-type: none"> • contribute to discussions about how they have managed transitions and new situations. 	For Example: <ul style="list-style-type: none"> • select and read relevant materials, and summarize information on career opportunities. 	For Example: <ul style="list-style-type: none"> • engage in interview skills development programmes
Numeracy aims to develop the ability to interpret and present numerical and graphical information, and carry out calculations, to meet the purpose of an activity.	For Example: <ul style="list-style-type: none"> • participate in budgeting exercises in preparation for independent living. 	For Example: <ul style="list-style-type: none"> • interpret numerical data on labour market patterns, presented in charts or graphs. 	For Example: <ul style="list-style-type: none"> • participate in initiatives which will allow learners to manage their own business.

Employability Skills	Self-Awareness and Development	Career Exploration	Career Management
ICT aims to develop the ability to use IT resources to find, explore, develop and present information (text, images, numbers), to meet a purpose.	For Example: <ul style="list-style-type: none"> • using appropriate ICT resources to conduct self-awareness audits, participate in interview guidance and revision management and for presentations including CV's, presentations, work-related learning accounts. 	For Example: <ul style="list-style-type: none"> • carry out effective searches and explore information on the Internet, CD-ROMs and/or databases to help them think about career options. 	For Example: <ul style="list-style-type: none"> • use ICT to enhance learning, improve online and ICT skills and to research and manage information effectively to investigate employability issues and link to career plan.
Problem Solving aims to develop the ability to tackle problems systematically, for the purpose of working towards their solution and learning from this process.	For Example: <ul style="list-style-type: none"> • engaging in group activities to develop positive, adaptable and enterprising attitudes to resolve problems and challenges that arise in the workplace 	For Example: <ul style="list-style-type: none"> • engage in enterprise activities, simulations and games to explore roles and responsibilities in work and life 	For Example: <ul style="list-style-type: none"> • plan and think through options, amending and justifying their plan when needed.

Employability Skills	Self-Awareness and Development	Career Exploration	Career Management
<p>Working With Others</p> <p>Aims to develop the ability to organise and carry out tasks, with minimum supervision, and work cooperatively with others to meet individual responsibilities and achieve shared objectives.</p>	<p>For Example:</p> <ul style="list-style-type: none"> • using personal and social skills well and having respect for themselves and others in work-related learning environments 	<p>For Example:</p> <ul style="list-style-type: none"> • engagement in well planned work focused experiences in order to understand the changing demands of working life, recognizing employer and employee rights and responsibilities and the importance of following correct and safe working practices. 	<p>For Example:</p> <ul style="list-style-type: none"> • work cooperatively with others, organising own tasks to meet their responsibilities, exchange information on progress and agree ways of improving work with others to help achieve their shared objectives.
<p>Improving own Learning</p> <p>Aims to develop independent learners who are clearly focused on what they want to achieve and able to work towards targets that will improve the quality of their career decisions and learning performance in education, employment and training.</p>	<p>For Example:</p> <ul style="list-style-type: none"> • review progress to identify what they have learned from making key transitions, and setting and meeting goals in important qualities such as regular attendance, punctuality and completion of tasks and their highest potential in qualifications. 	<p>For Example:</p> <ul style="list-style-type: none"> • engage in mentoring schemes supported by employers to identify own personal development needs. 	<p>For Example:</p> <ul style="list-style-type: none"> • provide accurate information to help set targets that reflect their needs and priorities; take responsibility for their own learning by using a careers plan and seeking support from others to help meet targets; review progress.

Appendix D

A MAP OF LEARNING OPPORTUNITIES

Aim	Learning Intention	Early Years/ Foundation Stage 0-6	Key Stage 1 7-9	Key Stage 2 9-11	Key Stage 3 11-14	Key Stage 4 14-16	Post-16
SELF AWARENESS AND DEVELOPMENT Self Awareness and Development is identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.	Learners will be able to: • identify an awareness of their skills, qualities, aptitudes and achievements based on their experiences, potential and future career aspirations.	Learners will be given the opportunity to: • recognise what they like and dislike; • identify what they have learnt.	Learners will be given the opportunity to: • develop an awareness of their strengths and weaknesses;	Learners will be given the opportunity to: • identify their personal skills, qualities, hobbies and interests;	Learners will be given the opportunity to: • express their personal preferences to the way they learn;	Learners will be given the opportunity to: • identify their achievements.	Learners will be given the opportunity to: • reflect upon personal skills and qualities and identify how their employability skills have developed to support their chosen career pathway;

Aim	Learning Intention	Early Years/ Foundation Stage 0-6	Key Stage 1 7-9	Key Stage 2 9-11	Key Stage 3 11-14	Key Stage 4 14-16	Post- 16 16-19
CAREERS EXPLORATION	Learners will be able to:	Learners will be given the opportunity to:	<ul style="list-style-type: none"> increase their awareness of a range of roles and responsibilities in the workplace within their local area. 	<ul style="list-style-type: none"> develop a knowledge of the range of lifestyles and occupations and how these have changed over time; increase awareness of the world of work; explore stereotyping within the workplace. 	<ul style="list-style-type: none"> identify the different opportunities in education, training and in the world of work locally, and globally; identify the impact of labour market information and stereotyping on career planning; compare and contrast the range of progression opportunities relevant to their career plan, including the leaver destinations for 16 year olds. 	<ul style="list-style-type: none"> explore the opportunities in education, training and in the world of work locally and globally; use labour market information to identify opportunities and inform career planning with gender consideration for gender issues; explore the opportunities relevant to their career plan, including the leaver destinations for 16 year olds. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> use their knowledge of local and global opportunities to inform career planning; assess and use appropriate labour market information to refine their career planning process; analyse the range of progression opportunities, including the destinations of post-16 leavers; to inform their career planning.

<p>competencies needed for the workplace.</p>	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> understand the changing demands of working life and responsibilities within the working environment. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> recognise and put into practice the importance of using equipment safely recognise the importance of good behaviour. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> develop and practice an awareness of need for safety rules and appropriate behaviour. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> further develop awareness of the importance of health and safety in the workplace, explore stereotyping within the workplace. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> recognise the changes in the workplace as a result of technology and changes in work patterns; recognise the importance of health & safety and appropriate behaviour in the workplace. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> describe Health & safety issues in the workplace and are aware of equality of opportunity and diversity within the workplace. 	<p>Learners will be given the opportunity to:</p> <ul style="list-style-type: none"> identify the skills, qualities and competencies required for employment and success in training, FE and HE.

Aim	Learning Intention	Early Years/ Foundation Stage 0-6	Key Stage 1 7-9	Key Stage 2 9-11	Key Stage 3 11-14	Key Stage 4 14-16	Post- 16
CAREER MANAGEMENT	Learners will be able to:	Learners will be given the opportunity to:					

	<p>identifies career goals, using information about their self awareness and development, achievements and experience of career exploration activities, to support their progression to post-16;</p> <ul style="list-style-type: none"> • identify and have access, throughout KS4, to planned impartial career advice and guidance to support career planning and choices; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance in considering their careers ideas; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance to inform their career plans; • identify and have access to planned impartial career advice and guidance throughout post-16 pathway, to support career planning; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance to inform their career plans; 	<p>their self awareness and development, achievements and experience of career exploration activities, to support their progression to post-16;</p> <ul style="list-style-type: none"> • identify and have access, throughout KS4, to planned impartial career advice and guidance to support career planning and choices; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance in considering their careers ideas; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance to inform their career plans; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance to inform their career plans; 	<ul style="list-style-type: none"> • identify the decisions they need to make, using an appropriate timeframe, to support their progression to an appropriate post-16 pathway; • explain, justify and review their reasons for choosing a particular post-16 career pathway; • clearly identify the decision making strategies used to
and knowledge of career exploration opportunities;	<p>information about their self awareness and development, achievements and experience of career exploration activities to support their progression to KS4;</p> <ul style="list-style-type: none"> • identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance in considering their careers ideas; 	<p>information about their self awareness and development, achievements and experience of career exploration activities to support their progression to KS4;</p> <ul style="list-style-type: none"> • identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices; • demonstrate that they have used their work-related learning opportunities and careers advice and guidance in considering their careers ideas; 	<ul style="list-style-type: none"> • identify the decisions they need to make, using an appropriate timeframe, to support their progression to an appropriate KS4 pathway; • identify their reasons for choosing their KS4 pathway; • identify the
	<p>develop the skills to make individual choices in class work and play;</p>	<p>identify the decisions they need to make, using an appropriate timeframe, to support their progression to post-primary education;</p>	<ul style="list-style-type: none"> • demonstrate independence in choosing an activity and describe how they made simple choices; • explain how their decisions affect others in their environment;
	<p>develop decision making strategies in order to make and implement informed, realistic and appropriate career choices;</p>	<p>develop the skills to make individual choices in class work and play;</p>	<ul style="list-style-type: none"> • develop decision making strategies in order to make and implement informed, realistic and appropriate career choices;

Aim	Learning Intention	Early Years/ Foundation Stage 0-6	Key Stage 1 7-9	Key Stage 2 9-11	Key Stage 3 11-14	Key Stage 4 14-16	Post- 16 By about 19 years
CAREER MANAGEMENT Career Management is developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.				<ul style="list-style-type: none"> environment and justify their personal preferences; explain how their choices are affected by others; 	<ul style="list-style-type: none"> influences on their choices; 	<ul style="list-style-type: none"> identify external influence, such as family, friends and teachers and availability of opportunities, on effective decision making; demonstrate an awareness of the impact of poor decision making; 	<ul style="list-style-type: none"> make clear, realistic and informed choices about their post- 19 pathway; identify and review the external influences which impact on their decision making and the affect opportunities available to them; identify and review the factors which result in poor decision making which adversely affect the opportunities available;

		<ul style="list-style-type: none"> • demonstrate an ability to present themselves effectively through a range of mediums and in a range of situations; • assess their ability to present themselves effectively through a range of mediums and in a range of situations; • understand the purpose of interviews and select and present personal information to make targeted applications; • identify and demonstrate the skills and qualities needed for effective selection interviews; • understand and follow application procedures recognising the need for and producing speculative CV's, application forms, letters and additional information for a range of different scenarios; • show that they can complete an application form and letter of application form; • demonstrate the skills required in making applications to employment, training or education into Further or Higher Education; • update their CV.
	<ul style="list-style-type: none"> • develop an awareness of personal presentation skills; • demonstrate an ability to present themselves; • Present work in an developmentally appropriate manner. 	<ul style="list-style-type: none"> • organise and present personal information in an appropriate format.
	<ul style="list-style-type: none"> • develop their self-presentation skills. 	

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Appendix E

**EMPLOYABILITY, CAREERS AND BUSINESS EDUCATION
WORKING GROUP**

Deirdre Gillespie	- Chair, ETI
Vivienne Bannon	- CCEA
Olwen Black	- Boys Model School, Belfast
Isobel Jones	- Methodist College, Belfast
Aidan McCormick	- Southern Education & Library Board
Peter Murray	- Armagh College of FE
Margaret Watson	- BELB, Regional Representative of Association for Careers Education and Guidance
Oonagh Hinds	- Invest NI
Mark Pinkerton	- DETI
Judith Shaw	- DEL
Lorraine Finlay	- DE
Jim McConnell	- DE
Hugh Brown	- DE
Kate Kerr	- DE

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Appendix F

FRAMEWORK FOCUS GROUP

List of Attendees

Deirdre Gillespie	- Chair, ETI
Vivienne Bannon	- CCEA
Olwen Black	- Boys Model School, Belfast
Isobel Jones	- Methodist College, Belfast
Roy Logan	- Learning & Skills Development Agency
Les Mayers	- Limavady CFHE
Aidan McCormick	- Southern Education & Library Board
Michael McCullough	- Ballymena Primary School
Peter Murray	- Armagh College of FHE
Una Orr	- Cedar Lodge Special School
Martina Taylor	- Derry Youth & Community Workshop
Laura Thompson	- Lisburn, College of FHE
Margaret Watson	- BELB, Regional Representative of Association for Careers Education and Guidance
Margaret Magennis	- DEL, Careers Service
Julie Minnis	- DEL, Careers Service
Jim McConnell	- DE
Hugh Brown	- DE
Kate Kerr	- DE

Ag Uillmhú Don Rathúlacht

TREOIR CHUN CINNTEIRÍ ÉIFEACHTACHA GAIRME A FHORBAIRT

