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Welsh Government
Consultation Document

Careers and Work-Related Experiences

Date of issue: 21 May 2021
Action required: Responses by 16 July 2021

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Careers and Work-Related Experiences

The Curriculum for Wales Framework was published on 28 January 2020. Before its publication, the Framework was subject to broad and extensive consultation. Feedback received signalled what specific, additional guidance schools and settings would require in order to successfully design and realise their own curriculum. Welsh Government committed to publishing:

- guidance for religion, values and ethics
- guidance for relationships and sexuality education
- guidance on careers and work-related experiences
- guidance to support practitioners working with learners at the beginning of the learning continuum
- a curriculum and assessment framework for funded non-maintained nursery settings to adopt
- guidance on developing a curriculum for those responsible for education other than at school
- guidance on British Sign Language.

This feedback phase welcomes your views on the additional Curriculum for Wales guidance for Careers and Work-related experiences.

The draft guidance has been developed by practitioners through a process of co-construction that has been supported by other experts. This feedback phase forms part of the co-construction process. It provides an opportunity for all practitioners and other stakeholders to offer input that will support the further development of the guidance.

This feedback phase will end on 16 July 2021, after which all responses will be considered and analysed independently, as well as by practitioners and others in the working groups. The draft guidance will then be refined in response to the feedback and will form part of an update to the Curriculum for Wales Framework in autumn 2021, to be used by schools and settings as a tool for curriculum planning, design and implementation.

How to respond

Responses to this consultation should be e-mailed /posted to the address below to arrive by 16 July 2021 at the latest.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The Curriculum for Wales framework guidance is available at:

<https://hwb.gov.wales/curriculum-for-wales>

An easy read version is available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

A children, young people and families guide is available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families/>

The consultation documents can be accessed from the Welsh Government's website at

gov.wales/consultations

Contact details

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In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation. If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

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Welsh Government
Cathays Park
Cardiff
CF10 3NQ
e-mail: Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

Website: <https://ico.org.uk/>

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1. Introduction

The guidance has been developed to support practitioners in schools and settings to plan, design and implement Careers and Work-Related Experiences ('CWRE'), a cross-cutting theme across the *Curriculum for Wales* for learners from the ages 3 to 16.

Effective CWRE comprises of an age and developmentally appropriate careers education embedded across the areas of learning and experience ('Areas'), supported by a wide range of relevant work-related learning experiences and environments. This will help ensure that learners are engaged in their CWRE across the whole school.

We are inviting feedback on the guidance and intend to provide resources to support schools and settings in designing and implementing CWRE in the curriculum.

Status of guidance

This guidance is statutory and is issued under section 71 of the Curriculum and Assessment (Wales) Act 2021 ("the Act"). The persons/bodies responsible for designing a CWRE curriculum must read and consider this guidance when designing that syllabus.

Under the Act, this guidance is statutory for the following persons/bodies:

- the head teacher of a maintained school or a maintained nursery school;
- the governing body of a maintained school or a maintained nursery school;
- a provider of funded non-maintained nursery education;
- the teacher in charge of a pupil referral unit;
- the management committee for a pupil referral unit;
- a person who provides teaching and learning for a child, otherwise than at a maintained school, maintained nursery school or pupil referral unit¹ (EOTAS)
- a local authority in Wales.

References to 'schools and settings' in the guidance refers to the above persons/bodies who should give regard to this guidance.

This guidance can be useful for those who are part of planning, design and implementation of a curriculum such as:-

- senior leaders
- CWRE co-ordinators/leaders
- work placement co-ordinators
- all practitioners in schools and settings, including those working with learners who have Additional Learning Needs
- those working in other education establishments that work in partnership with schools and settings, such as in further and higher education.
- those working in funded non-maintained nursery settings.

¹ As outlined in section 50 of the Act, these settings are not required to design a curriculum for all Areas, however they must include the Health and Well-being Areas and only include the other AOLES to the extent reasonably possible and appropriate to do so. These settings should read this guidance, in particular, the Health and Well-being Area on how to contextualise CWRE in the curriculum. The teacher in charge, management committees and local authorities should refer to separate guidance on designing a curriculum for these settings.

CWRE is best delivered in partnership with a wide range of people and organisations. It may be useful for following people and organisations with an interest in CWRE to note this guidance²:-

- businesses, communities, charitable, voluntary organisations and others who work in partnership with schools and settings
- learning coaches
- personal tutors
- Careers Wales
- parents and carers.

CWRE is built on establishing effective relationships with external stakeholders, particularly employers and partners that can support schools deliver effective CWRE outcomes.

Why CWRE is important in schools and settings

CWRE enables learners to develop their knowledge, skills and understanding in preparation for the challenges and opportunities of further learning and the ever-evolving world of work. CWRE contributes towards learner's realisation of the four purposes of the Curriculum for Wales.

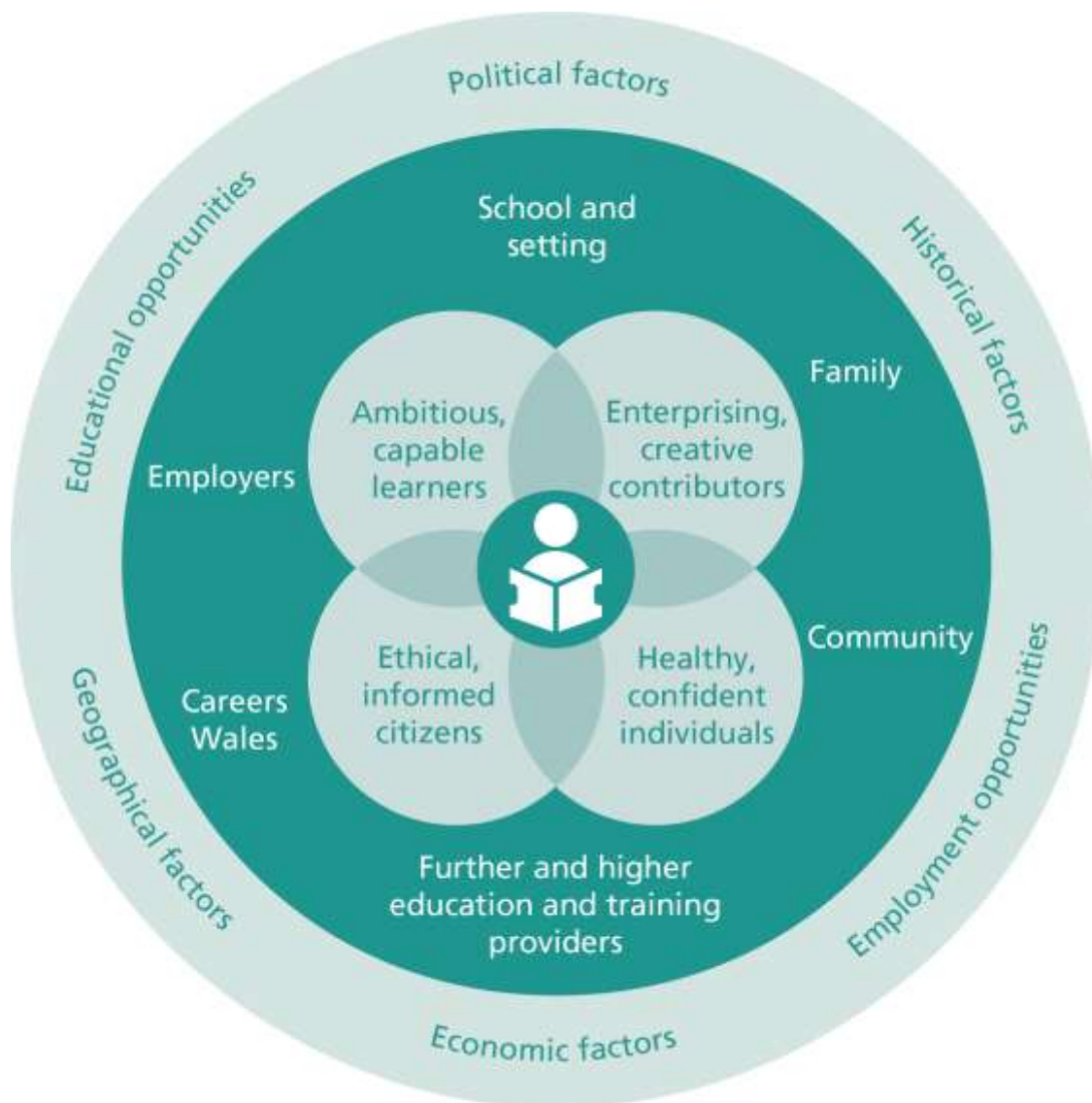
From the age of 3, CWRE should inspire learners to:

- develop an understanding of the purpose of work in life for themselves and society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life.

Figure 1 illustrates the importance of key contributors and influences on career decisions of young people and how schools and settings should consider these in designing CWRE in their curriculum.

Figure 1 Designing CWRE in the new curriculum

² These people and organisations are not legally obliged by the Act to have regard to this guidance



2. Contextualising skills through CWRE

Schools and settings should help learners to begin to appreciate the importance of using skills integral to the four purposes within authentic careers and work-related experiences. They should encourage learners' evolving perception of their potential contribution to the future world of work. This learning will progress to enable them to appreciate how their contributions can benefit not only themselves but also the future prosperity of their communities, Wales and the wider world.

Skills integral to the Four Purposes

Creativity and innovation – Through being actively engaged in real-life, authentic examples from the world of work, learners can develop their confidence in being curious and inquisitive. This enables learners to begin to consider, investigate and generate novel solutions to problems, which provide opportunities to develop an entrepreneurial mind-set. Skills which contribute to individuals becoming creative and innovative are increasingly

valued by employers across sectors, as they can support advancements and the continuous improvement of efficiency and effectiveness in industry.

Critical thinking and problem-solving – As learners begin to develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage risk taking. Applying these skills to their own career pathway supports learners to better understand the correlation between risk and reward, and how this impacts their experience of the world of work. Learners should critically analyse a diverse range of information to shape their views and perspectives on the world of work. This will support them to understand and consider the impact of their decisions, now and on [future generations](#).

Personal Effectiveness – Learners' growing self-awareness and confidence contributes to their appreciation of their self-worth and how this relates to what they have to offer to the world of work. Employers value skills such as contributing to a team, leadership, resilience and the ability to reflect, adapt and change in different situations. Learners should reflect on their effectiveness during and after careers and work-related experiences, enabling them to identify strengths and areas for further training and development. Developing an enquiring mindset encourages learners to be open to acquiring new skills. This can support learners in becoming more adaptable which will enable them to access further opportunities in the world of work.

Planning and Organising – As learners begin to experience these skills through authentic experiences, they lead to the development of decision making and reflective-thinking skills. These experiences allow learners to apply their planning and organising skills in a CWRE context such as implementing ideas, setting goals, time management and monitoring and reflecting on results. Learners can be encouraged to become increasingly independent, which will support them in taking greater responsibility for their development in work and study. Planning and organising skills are highly valued by employers and learners need to be supported to understand the relevance of these skills so that they can achieve their ambitions.

Cross-curricular skills

Schools and settings should help learners to begin to appreciate the importance of using their cross-curricular skills within authentic careers and work-related experiences.

Literacy - The world of work requires the ability to communicate effectively and apply literacy skills in different contexts. Developing effective communication skills enables learners to engage in careers and work-related experiences, with opportunities to consider other people's views and opinions. This will help learners understand the importance of developing positive relationships in the world of work.

Numeracy - The world of work requires the ability to use numeracy effectively. Learners need to develop confidence in applying their numeracy skills in using and interpreting data and the importance of managing money in work and life. Learners, as they progress with their numeracy skills, should have opportunities to apply knowledge within different CWRE contexts.

Digital Competence – Increasingly, the world of work requires the ability to use digital technology in a wide range of situations. With an ever-evolving and international world of work, learners need to develop their digital confidence and capability which will enhance

their communication skills, as well as being able to access CWRE opportunities and analyse information from beyond their own locality.

The impact of a learner's digital imprint can be long-lasting and affect their career prospects, both positively and negatively. Learners should be encouraged to question the validity and accuracy of the information found on digital platforms which can influence their life choices.

3. Contextualising the Areas of learning and experience through CWRE

CWRE should be developed across the curriculum for learners to explore and understand the world of work in developmentally appropriate contexts. CWRE provides real-world learning and experiences for developing their skills and applying their knowledge and understanding within the Areas. In doing so, CWRE supports the design of a purposeful curriculum and opportunities for authentic learning which is vital to learners' increasing understanding and career choices as they progress.

Expressive Arts

CWRE enables learners to develop their confidence in creativity, leadership and collaboration, which are fundamental to entrepreneurialism and being innovative within the workplace. This Area equips learners with the necessary skills to pursue careers within the creative and cultural industries.

Schools and settings should begin by providing opportunities for learners to be creative through play-based and authentic experiences. As learners progress, they should be encouraged to develop their confidence to take risks and learn from their experiences. Learners can become more resilient in overcoming challenges with creative solutions.

Learners should be given opportunities to share their creative work and respond to the work of others. In doing this, they are encouraged to become more confident in implementing feedback and increasingly aware of the cultural and commercial impact of their work. Learners should be encouraged to use their creative skills to realise their ambitions.

Health and Well-being

A strong sense of well-being begins with learners expressing their likes and dislikes based on their interests and experiences. Taking responsibility for their own well-being starts with learners understanding and communicating their emotions. As they progress, learners should develop an awareness of a range of different experiences and work-related roles relevant to their learning, skills and interests.

Through developing resilience and adaptability, learners will be able to make informed decisions on their career pathway which can also influence their well-being. Learners can develop an understanding of the need to explore and acquire experiences, knowledge and skills relevant to their ambitions. Accessing impartial and unbiased advice is important to inform learner's decision making.

As the learner matures, positive behaviours of time-management and punctuality should be seen in the context of their own learning as important attributes for success in the world of

work. Developing professional behaviours can contribute to improved well-being by supporting positive working relationships.

Through a broad range of authentic experiences, learners develop an understanding of the importance employers place on a diverse and inclusive workforce. Learning about stereotypes and being able to challenge them enhances awareness of the learner's rights in the world of work.

Humanities

CWRE enables learners to explore and investigate careers past, present and future. Learners could start by exploring the relationships between locations and the world of work by identifying the features of their local community. As they progress through the 3-16 continuum, learners should explore careers of the past and why they no longer exist, and reflect upon the factors that may influence and shape careers in the future.

Through analysing labour market information, learners can begin to develop an understanding of the changes in their local labour markets and the context to current opportunities locally and further afield. This learning process can support learners to explore their Cynefin; they can understand the impact that this can have on their own communities.

Learners should explore existing inequalities in work-related contexts. Developing an understanding of employment rights, ethical entrepreneurship, business ethics and sustainable green industrial processes and practices will prepare learners for the world of work.

Mathematics and Numeracy

CWRE enables learners to begin to develop logical thinking, problem-solving and decision-making skills. Through authentic careers and work-related experiences, learners can become increasingly aware of how mathematics and numeracy is essential in the world of work, whether they are in the role of employee or entrepreneur. These skills will enable learners to access rich and varied career opportunities.

Learners should experience mathematics and numeracy in authentic contexts from the world of work. Schools and settings should give purpose to mathematical learning through opportunities which develop, foster and evaluate entrepreneurial skills.

Through CWRE, learners should be encouraged to begin to apply their skills to analyse labour market information. Learners should become increasingly aware of how mathematics and numeracy skills can be applied to support their financial literacy, such as calculating budgets and determining basic taxation on goods and services.

Languages, Literacy and Communication

CWRE enables learners to become increasingly aware of how skills developed in this Area will support them in adapting to various situations and audiences. Learners should begin to listen and respond to others with increasing appropriateness. This can develop to enable learners to establish positive working relationships with a diverse range of people. As

learners start to gain confidence in using their language, literacy and communication skills, schools and settings should encourage them to apply and develop these skills through CWRE.

Opportunities to develop an understanding of literacy in the workplace by using vocabulary associated with work, for example, names of jobs, acronyms and vocation-specific terminology, should be provided. As they develop confidence in their communication skills and with a knowledge of this vocabulary, learners can begin to effectively articulate their opinions on their career aspirations and effectively seek advice and guidance in decision making.

Learners should become increasingly aware of how body language and alternative methods of communication are important in a diverse and inclusive workforce. As learners' communication skills mature, they can become aware of their rights in the world of work and more confident in challenging negative behaviour.

Learning languages enables access to a broad range of careers and work-related opportunities in local, regional and international contexts. Employers value a knowledge of languages as this can support them in trading internationally, establishing Wales on the global economic landscape. Learners should also be aware of the increasing demand for Welsh in the workplace, as Wales works towards the target of a million Welsh speakers by 2050.

Science and Technology

Learners should be encouraged to become increasingly curious and ask questions about the world around them. CWRE provides an important context for learners to become aware of and learn about emerging career opportunities related to inspirational advancements and breakthroughs in science and technology. Learners can investigate how these developments can positively or negatively influence the environment and economy.

With science and technology ever-evolving, a diverse and adaptable workforce is essential to meet Wales' future economic needs. Therefore, it is important for stereotypes and inequalities to be addressed from an early age. Learners should have opportunities to begin to develop their ability to be creative and innovative, interpret data and information, reason and think logically. CWRE can provide a context for learners to apply these skills, which are valued by employers, to explore design, manufacturing and problem solving. As learners progress, they should be supported to develop an awareness of the role and impact of digital innovation and automation on the economic landscape.

4. Designing CWRE in the curriculum

To support all learners to make progress, CWRE should be embedded throughout the 3-16 continuum and across the curriculum. It should not be taught as a stand-alone subject. Schools and settings should design CWRE as an integral part of their curriculum and learning experiences. All practitioners have a role to play in its realisation.

Schools and settings should consider how CWRE can offer learners insights that generate inspiration and aspiration, but also foster realism in terms of future possibilities. A CWRE

programme should cover a wide range of learning and teaching experiences, environments, including digital ones, and contributions from a variety of stakeholders. CWRE provision should include individual advice, guidance, and authentic experiences. This should be supported by opportunities to explore role models that are age and developmentally appropriate and support progression.

Parents and carers have a significant influence on a learner's career decisions and development. Consequently, it is important to provide them with a level of knowledge and understanding of CWRE learning so they can support learners in making ambitious, realistic decisions.

Steps for Designing CWRE in the Curriculum

Step 1 Review CWRE in the curriculum

A review of CWRE learning will establish a foundation from which to develop and support curriculum design. Schools and settings may wish to consider the following questions when designing CWRE in their curriculum:

- How well do we develop learners' knowledge, skills and understanding in relation to CWRE?
- How well do we provide meaningful careers and work-related activities and experiences to support our learners?
- How well do we work with stakeholders, including employers, [Careers Wales](#) and parents and carers, to support and develop our CWRE provision?
- How well do schools and settings collaborate with each other to provide CWRE?
- How well do we evaluate the impact of our CWRE on learners' understanding?

Step 2 Establish a vision for CWRE

Schools and settings should establish their vision to support progression in CWRE learning. This should include key priorities for learning, career planning, successful transitions, and engagement beyond the school or setting. They may also form part of, or link with other school or setting improvement and development plans. There could be a need for development goals, such as a phased process for introducing CWRE topics across the curriculum and professional learning for practitioners.

Step 3 Resources and support for CWRE provision

Schools and settings should explore learning and teaching materials that enhance knowledge, skills and understanding of CWRE in the curriculum, including those produced by [Careers Wales](#), charities and learned societies. Learning and teaching materials should support learners' growing awareness of the broad range of opportunities available to them. They should also showcase role models and mentors from diverse backgrounds and characteristics.

Consideration should be given to how a school or setting can make effective use of the support available from parents and carers, alumni, employers, the local community, Careers Wales and other stakeholders.

Step 4 Outline CWRE provision

To ensure that CWRE provision meets the needs of learners and includes opportunities to develop career management skills, it should be well-planned and outlined within a school or setting's policy.

Step 5 Evaluating CWRE provision

Regular evaluation of CWRE provision should take place using schools and settings existing evaluation and improvement processes. This is important to help determine whether it meets the needs of all learners and to ensure equity and diversity. CWRE provision should continually evolve over the long term with ongoing curriculum development. Sharing good practice and professional development opportunities are encouraged to support these developments. Learners should be engaged in the evaluation process to enable them to provide feedback to shape the planning of future CWRE provision and improve outcomes.

5. Contributors to effective CWRE

Schools and settings can be supported by a range of committed contributors to be able to realise effective CWRE through their curriculum. Support will be needed by senior leadership to drive the ongoing development of the curriculum, as well as by teaching professionals in its realisation.

As set out in the [co-construction](#) section of Curriculum for Wales guidance, schools and settings should consider learners' views in planning, developing and implementing the curriculum.

Schools and settings may consider those who can support CWRE provision:

Governors, Management Committees or the Local Authority can play a key role in ensuring CWRE is reflected in school or setting's strategic planning and reporting. As part of the vision and curriculum design they should consider an inclusive and whole-school approach to CWRE.

Senior leadership play an important role in the strategic development of CWRE. They should:

- oversee the development of a coherent and effective CWRE programme for all learners with clear progression outcomes throughout the learning continuum
- ensure resource allocation for CWRE, including for professional learning
- facilitate wide stakeholder involvement, including staff, learners, parents and carers, employers, Careers Wales and the wider community
- liaise with and support the CWRE leader to maintain regular updates on progress and communicate outcomes.

CWRE leaders empower practitioner ownership of, and commitment to CWRE. CWRE leaders are practitioners who:

- co-ordinate and facilitate an inclusive whole-school approach to CWRE
- liaise with practitioners to assess learners' needs
- create and maintain relationships with stakeholders, including learners

- provide support to practitioners with embedding CWRE in the curriculum through sharing effective practice
- identify CWRE learning outcomes and monitor progress

Curriculum leaders and practitioners play an important role in implementing a whole-school approach to CWRE. Curriculum leaders and practitioners:

- contextualise learning and opportunities in CWRE throughout the curriculum for all learners
- consider learners' potential career ideas and pathways
- ensure appropriate involvement of parents and carers
- access and make effective use of appropriate professional learning opportunities.

[Careers Wales](#) is a bilingual, inclusive and impartial national careers service for Wales, owned and remitted by Welsh Government. Support is offered to learners to help them to better understand the world of work, the skills they need and the opportunities available to them. In addition, Careers Wales offer support to schools and settings in the delivery of the Curriculum for Wales, with some initiatives beginning in primary schools. The range of support includes:

- providing support and resources, to help schools and settings to embed CWRE throughout their curriculum
- providing learners of secondary school age with careers guidance and coaching
- engaging parents and carers
- developing links between schools and settings and employers

It is beneficial for learners to have access to careers guidance group sessions and interviews to help them choose effective and appropriate learning pathways pre- and post-16.

Parents and carers' experiences of education and work can shape learner thinking, aspirations and decisions, both positively and negatively. Schools and settings should encourage the engagement of parents and carers in CWRE events and make them aware of the support provided within the school or setting. It is also possible that parents and carers may be able to contribute to development and realisation of CWRE learning as part of the schools or setting's curriculum.

Further and higher education institutions, and work-based learning providers can contribute to and facilitate CWRE provision by showcasing the variety of academic, apprenticeship and traineeship opportunities which can help raise learners' aspirations and broaden their horizons. They can also provide access to relatable role models to inspire learners, and mentors to provide them with support. Some can offer professional learning for practitioners to become more informed of the opportunities available for their learners.

Employers can work closely with schools and settings, supported by Careers Wales and learned societies, to provide opportunities to inspire and motivate learners. They can provide learners with an insight into the world of work and the skills needed to succeed in the future through engagement and enrichment activities. Employers can provide a real-world context for a wide range of learning provision across the curriculum, showcasing a range of employment opportunities.

Employer engagement can show learners the value employers place on positive professional attitudes and behaviours, including being motivated, resilient, curious,

adaptable and ambitious. Employers also value work-related experiences, volunteering and extra-curricular activities, which help the learner develop their skills.

6. Support and guidance for schools and settings

In establishing and maintaining effective practice in the provision of CWRE, the following can play a significant role:

Professional learning

Schools and settings should ensure their staff engage in appropriate and relevant professional learning opportunities to help CWRE become effectively integrated in their curriculum.

Practitioners are also encouraged to undertake training opportunities offered by employers and other organisations, to help them learn about the latest developments in the world of work. For example, engaging with Careers Wales, regional education consortia and learning modules available online. Courses are also available for those who wish to obtain a professional careers-related qualification.

Work-related experience

Long-term and sustained employer engagement has the potential to inspire and enhance learners' understanding of the world of work. It is important that work-related experiences are broad and varied. Learners should develop an understanding that the world of work is more than just paid employment.

Schools and settings should, therefore, work with a wide range of employers to provide high-quality enrichment activities for learners. Opportunities for volunteering and community participation can help learners to develop work-related skills and promote their health and well-being. Work-related experiences should showcase the range of career opportunities within a local, national and international context.

It is essential to consider [health and safety](#), safeguarding policies and risk assessments when organising work-related experiences. In order for practitioners to maximise the benefits of work-related experiences, it is useful to:

- ensure that experiences are accessible to all learners, and take into account their specific needs and interests
- provide opportunities for reflection for learners
- encourage learners to appreciate the links with the curriculum
- challenge the perspectives of learners, practitioners, parents and carers, on issues such as workplace stereotypes.
- request feedback from employers on learner progress, and on their experience of engaging with the school or setting
- enable learners to build on their personal interests and strengths, applying their learning to careers and work-related experiences.

Work experience opportunities will differ depending on the economic landscape and make up of employers in local areas. Consideration should be given to digital delivery to broaden horizons and access to employer encounters.

Labour market information and CWRE

Accurate labour market information (LMI) informs both learners and others, about the current and developing world of work. Engaging with and understanding LMI enables learners to be aware of trends in pay, roles and location. This will help learners to make informed, effective decisions regarding work, study and training routes, and to develop the knowledge and understanding to put their plans into action.

LMI resources are available from Careers Wales and others, such as the Regional Skills Partnerships' Learning and Skills Observatories and the Welsh Government. Schools and settings should incorporate developmentally-appropriate, impartial and current LMI, at a local, regional and national level, to ensure CWRE provision is well designed to meet the needs of all learners. The use of LMI can inform the planning of experiences related to careers and work.

Glossary

Careers Advisers	Professionals who regard careers guidance and coaching as their main professional activity
Careers education	Learning about careers as part of the curriculum, often closely related to work experience and other forms of work-related experiences. It is aimed at supporting individuals to develop skills and knowledge, linked to meaningful experiences of the world of work
Careers guidance	An intervention in support by specialist guidance in which an individual's skills, attributes and interests are explored to help them to make educational, training and occupational choices to help prepare for the world of work.
Careers information	Information and resources about courses, occupations and career paths
Cynefin	The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.
Digital imprint	Used to describe the impact of the online activities has on the learner, including what the learner sees, hears or reads as well as what others say and do to you online.
Employers	This term is used holistically within the guidance to capture the breadth of individuals and organisations involved in supporting young people to learn about the world of work. This includes employees and entrepreneurs, self-employed, small and medium-sized enterprises and bodies/organisations in both public and private sectors, social enterprises, voluntary and third sector organisations.
Entrepreneurial skills	a set of skills that enable people to identify opportunities and make the most of them, overcome and learn from setbacks, and succeed. These skills are valued by employers and an essential commodity for the self-employed.
Labour Market Information	Information encompassing statistics, research and analysis on current and future economic and job trends to inform and support career planning decisions
Learned society	An organisation aimed at advancing education and professional development for a specific profession or sector, to the betterment of society and the economy
Learning and Skills Observatory	A central interactive online information system, provided by the Regional Skills Partnership, offering local data and intelligence relating to skills needs. There are three regional skills partnerships tasked with analysing economic challenges and likely growth areas to identify the skills needed in the workforce.

Sector	A distinct area of the economy in which employers share the same or related product, service, skills-set or common theme
Traineeship	An education and training programme which incorporates work experience, preparing young people for their future careers by helping them to become 'work ready'.
Work-based learning provider	An organisation that delivers training to learners through a learning programme encompassing apprenticeships, traineeships and employability skills
Work-related experience	The provision of opportunities to develop knowledge and understanding of work and to gain skills for employability through direct experiences of work