

# My Future, My Choice, My Island and Beyond

Careers Education, Information, Advice and Guidance Strategy

Schools/Post-16 and Services

2015-2020

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## 1. INTRODUCTION

The purpose of this document is to outline the Education Department's strategy for the provision of Careers Education, Information, Advice and Guidance (CEIAG) for schools/Post-16 in the Bailiwick of Guernsey 2015-2020. The importance of CEIAG is reflected in one of the opening statements of the Education Department's Vision statement – Today's Learners: Tomorrow's World which was published in July 2013. The introduction makes the following comment:

*'Education is constantly changing. Our world has moved in a new direction, and education must keep pace. It is no longer enough just to look at our near neighbours in the United Kingdom. We are competing increasingly on a global stage; **we must prepare our young people for jobs and careers that do not even exist yet** and we must do so in the face of financial constraints. We must ensure that we use our limited resources efficiently and sustainably and that may mean doing things differently.'*

The provision of quality CEIAG is fundamental to achieving this aim – and the requirement does not lessen as young people enter adulthood. In fact, the demands of the changing workplace mean that quality information, advice and guidance is needed throughout life as people adapt and face new challenges in education, employment and training. It is for these reasons that in 2012 the Education Board agreed that Careers Guernsey should move to become a service for people of all ages. Besides offering support to individuals beyond their initial transition from education, this also allows those wishing to change careers or upskill at a later time to access a full range of guidance services.

Working closely with employers will provide up to date information about the labour market now and in the future. Employer engagement in schools/Post-16 will help inspire students to prepare for their future and increase their motivation to learn and achieve.

The Education Department believes that quality CEIAG is essential in achieving the aim set out in the Education Board's vision:

*'to create an education system for the Bailiwick of Guernsey which will meet the challenges and demands of the 21<sup>st</sup> Century and provide our greatest asset, our people, with the knowledge, skills and tools to face a complex and challenging future with enthusiasm and confidence'* Today's Learners Tomorrow's World, the Education Board's Vision July 2013.

Our Education System, and specifically the role of CEIAG, must ensure that young people and adults will develop the skills and confidence to make the most of their life choices and enable him/her to contribute to the community of Guernsey and beyond.

CEIAG needs to inform, inspire and motivate people to help make choices and manage transitions. They must become productive, agile, aspirational and self-supporting as they progress through their lives. No longer is CEIAG about a single event pronouncing what career might suit best, but more about supporting a process.

The delivery of CEIAG needs to be innovative and engaging across the curriculum to help motivate students with their learning and achievement. Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils' eyes to careers they may not have considered.

*“The global labour market in 2030 is likely to be highly competitive. New attitudes and behaviours will be needed by individuals and businesses founded on flexibility, resilience, collaboration, entrepreneurship and creativity. Above all, the ability to respond to continuous change will be critical.”* The Future of Work Jobs and Skills in 2030 UKCES

## 2. REMIT OF THE CEIAG STRATEGY

The focus of this strategy is to consider the responsibilities of the Education Department, its schools/Post-16 and services (Careers Guernsey) in the provision of effective and quality CEIAG. It has also concentrated on the provision that is made available to young people/ adult learners who are currently in full time education.

In 2012, the Education Board endorsed an all age careers service for the Bailiwick, Careers Guernsey, recognising that CEIAG is essential for all sectors/all ages of the community. Professionally qualified Careers Advisers support a range of clients within the community; for example adults and young people who wish to upskill, change career or return to the island. They also work in partnership with a range of providers in order to support the wider community. Careers Guernsey works with colleagues from other agencies such as the Job Centre, Supported Employment Service, Probation Service, College of Further Education, employers, employer groups, the Prison and the voluntary sector.

Careers Guernsey is developing a Guernsey all-age strategy for CEIAG to support the Economic and Social Development of the island. This schools/Post-16 strategy will be part of this wider strategy.

## 3. AIMS OF THE CEIAG STRATEGY

The aims for the proposed strategy for CEIAG in schools/Post-16 are to enable school/Post-16 leavers to:

- develop their aspirations and broaden their horizons
- acquire a clear understanding of the impact of their education, training and employment choices and make career choices, which are informed and considered
- become lifelong learners and be motivated to pursue continuous professional development to achieve their own potential
- become effective employees and to make a valuable contribution to the local economy
- have developed digital literacy and information handling skills and be aware of career opportunities locally, nationally and internationally
- have developed the skills such as adaptability and resilience to manage planned and unplanned career change
- have access to good quality careers education provision and impartial information, advice and guidance in conjunction with up-to-date labour market information
- have support if they are at risk of disengaging and becoming vulnerable to being not in education, employment or training

#### 4. THE EIGHT BENCHMARKS OF QUALITY CEIAG

In recent years there has been considerable discussion regarding CEIAG locally, nationally and internationally. The Career Development Institute, Association for Careers Education and Guidance, Confederation of British Industry, Gatsby Foundation, and the Chartered Institute of Personnel and Development have all considered the role of CEIAG and what constitutes best practice.

Consultation with Guernsey employers and reviews of other jurisdictions' CEIAG policies and strategies, have helped the Education Department consider the approach for the Bailiwick of Guernsey.

There are some key points that are commonly shared and agreed:

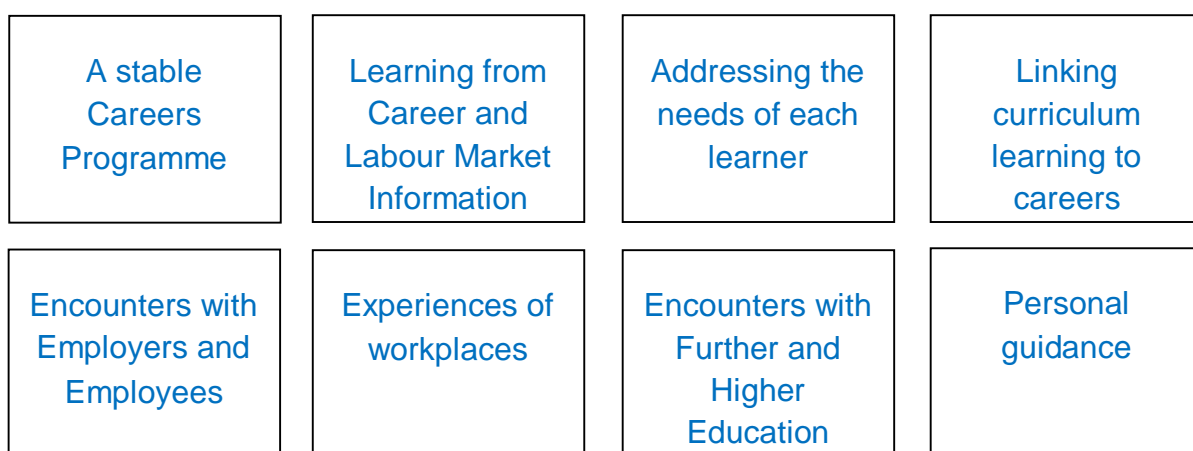
- Quality CEIAG has never been more important. Changes in technology and in the labour market mean that increasing numbers of jobs require specific education and training and higher skill levels.
- CEIAG interventions have a positive effect on young people and adults especially contributing to the success of transitions and social mobility. However other factors play their part. These include: motivation and capabilities; family relationships and parental involvement in decision-making; gender; socioeconomic constraints; environmental factors; and peer-group.
- The changing landscape of employment means that the notion of a job for life is long gone as the typical twenty-first century Briton can expect to work in a dozen or more different jobs across a number of different career areas. Individuals need to develop their career management skills and have greater access to timely and high quality support in this fast moving environment.
- CEIAG is best delivered through a number of partners: teachers; parents; employers; career professionals; working together will all play their part in supporting people's career decisions.

*"There is no single 'magic bullet' in career guidance. It is about doing a number of things – identified in our benchmarks – consistently and well."* Good Career Guidance, Gatsby Charitable Foundation, 2014

The Education Department has identified the eight benchmarks listed in the report, 'Good Career Guidance', as the required standard for quality CEIAG for Education establishments and Careers Guernsey. 'Good Career Guidance' is a report published by the Gatsby Foundation, a charitable organisation, in 2014.

The report is based on a comparative international study that highlights good practice across six countries. They also surveyed a 10% sample of English schools and asked accountants Price Waterhouse Coopers (PWC) to assess the cost of implementing the proposed benchmarks. The benchmarks have been adapted to meet the particular conditions and circumstances of the Guernsey context.

The eight benchmarks within a Guernsey context for Schools 11-16/Post-16 provider (Appendix 1 for full breakdown)



## 5. QUALITY AND DEVELOPMENT

### Standards and Effectiveness

The delivery of CEIAG will be reviewed annually against the eight benchmarks to ensure the standards for quality CEIAG are being met. The effectiveness of CEIAG will be monitored through ongoing evidence of learning outcomes, skills development, 'distance travelled' in terms of attitudes and competencies and other performance indicators such as annual student destinations.

Any improvements and developments required in response to the review of standards and effectiveness will be highlighted in the schools/Post-16 annual REP and improvement plans. Oversight of the monitoring process will be the responsibility of the Standards and Learning Effectiveness team within the Education Department.

### Development

There will be a 5 year review of strategic commitments outlined in this strategy and any developments will be in alignment with Education Department and States of Guernsey priorities.

## 6. CHALLENGES AND OPPORTUNITIES

### Challenges

*“Almost three-quarters of employers believe that skills shortages will lead to a significant skills crisis across the UK in the next three years”.* The Skills Crunch, Prince’s Trust 2014

### Future skills and the labour market

- There is no way of predicting the future and what jobs will look like in 2030 but there are stable trends that are already shaping the future of UK jobs and skills. The States of Guernsey Framework for Economic Development (Commerce and Employment 2014) aims to develop the local economy by encouraging growth in the existing economic sectors and supporting emerging sectors to help diversify the economy. Encouraging the growth of high level skills and increasing workforce participation feature in the Island Skills Strategy in order to support economic growth. School leavers, in particular, face challenging times and there is increasing evidence that the transition from school to work is becoming more difficult for all young people.
- In the past, career paths were much simpler; the range of jobs on offer was more limited and most people went into a ‘job for life’. For today’s young people gaining a sense of direction is more challenging – there are multiple career options and the information age means that there is an overwhelming amount of advice and opinion available.
- Recent entrants to the workplace are the first to be hit by a reduction in business demand.
- The global economy is undergoing fundamental structural changes. The types of industries and occupations open to young people now are very different than they were in the past. In most labour markets there have been distinct shifts away from unskilled and semi-skilled jobs due to technological and globalisation changes.
- Career patterns are changing and becoming less predictable, for example there is an increase in temporary contracts and internships and an expectation that career pathways will be much more diverse.

### The Skills Gap

Employers continue to raise concerns about the preparedness for work of school leavers. A recent CBI (Confederation of British Industry) survey of 291 companies employing nearly 1.5 million people found that almost two thirds (61 per cent) expressed concern at the lack of resilience and poor self-management of school leavers. The survey also found that too many young people leave education without enough knowledge of their chosen career (school leavers 56 per cent, graduates 30 per cent) or relevant work experience (school leavers 55 per cent, graduates 37 per cent).



In Guernsey, these concerns were echoed in the findings of the Employer Skills Survey 2014 where employers that have recruited education leavers, said 52% of 16 year old school leavers were either very poorly or poorly prepared for work. Amongst 17-18 year old school leavers 31% were either very poorly or poorly prepared for work.

## **Embedding Employability in the curriculum**

The four purposes of the Bailiwick of Guernsey Curriculum are for students to become:

Confident individuals  
Successful learners  
Responsible citizens  
Effective contributors

These purposes encourage the development of the characteristics, values and habits towards career management and employability. Schools/Post-16 should be encouraged to provide opportunities across the curriculum for employability and career awareness. Individual subject areas can help showcase career opportunities and engage with employers although this is a challenge within a culture of performance relating to grades. Student motivation can increase and help raise levels of achievement if they can relate their learning to their future.

## **Opportunities**

### **States Transformation**

The transformation that is being undertaken by the States of Guernsey generally, and the Education Department in particular, has presented an opportunity to ensure that a CEIAG strategy is integrated into recent developments and how it can play its part in supporting the delivery of some of the initiatives outlined in the Education Department Vision: Today's learner, Tomorrow's world.

### **Guernsey Federation and Post 16 Collaboration**

The formation of the Guernsey Federation of Secondary Schools will enable the schools, in collaboration with Careers Guernsey, to work cohesively and in partnership to deliver CEIAG programmes. The partnership also offers the opportunity to establish a basic entitlement for CEIAG for all students. The move towards post-16 and tertiary collaboration will also enable similar joint working.

### **Primary Education**

The recommendation to extend CEIAG to primary age pupils will support an aim that has been identified in the Education Department's Vision statement – Today's Learners: Tomorrow's World: *'augmentation of creative approaches to skills-based learning*

*including maximising the opportunity for using the external environment to ensure learning is 'real' for our children'.*

In particular there is an opportunity to develop access to CEIAG at Key Stage 2, to help prepare students for transition into secondary and to begin to help shape their knowledge, understanding and views of jobs, their learning and their future. Particular emphasis should be placed on challenging stereotypical thinking with regard to issues of gender differences, perceived status, social class and ability.

*"Primary children's career thinking is dominated by 'pure association' and 'magical thinking' (Howard and Walsh 2011). ....Children will be able to identify future possible jobs for themselves but what those jobs are depends heavily on the amount of knowledge they have, their level of exposure to stereotyped thinking about occupations and their own orientations (Gottfredson 1981)"* ACEG Framework for careers and work-related education 2012.

### **A Bailiwick form of local Management of Schools**

The adoption of the CEIAG strategy will clarify the roles and responsibilities of Careers Guernsey in their partnership with Schools/Post-16.

### **Education Department commitment to new legislation**

There is an opportunity to update the Education Law (1970), to include an entitlement to access independent and impartial careers guidance support for all young people. This will support the aims and vision of the Education Department to ensure that all students have the knowledge, skills and competencies to be successful in the 21<sup>st</sup> Century.

### **Employability and working with employers**

David Andrews, author of the report on CEIAG provision in Guernsey (2013), made the following comment regarding the appetite of Guernsey employers to engage in supporting CEIAG:

*'Employers can make significant contributions to CEIAG in schools and colleges, by providing information and advice on their sectors of the labour market and by supporting the development of career management skills and employability. There is in Guernsey a high level of commitment from the business community and employers are very willing to engage with schools and colleges. There is a strong tradition of support for work experience and management shadowing, and enthusiasm for the Skills Guernsey initiative. Some employers suggest that the careers advice and guidance provided to young people should be better informed by the realities of the labour market and several would welcome a review of the range of work-related activities through which they could engage with schools and the college.'*

An example of employer engagement is the work of Skills Guernsey on an employability initiative 'to ensure that young people leave school / further education with the skills and attitude to secure employment'. The particular focus was the establishment of a suite of employability initiatives that encouraged greater partnership with the business community and the establishment of a Manifesto for Action to support those young people who are vulnerable to not being in education, employment or training.

Another key link with employers is the work experience programme undertaken by Bailiwick students. In the academic year 2013/2014 400+ employers offered 1300+ placements. Work experience is a valuable opportunity for students to experience first-hand the world of work and support increased employability.

## 7. RECOMMENDATIONS AND ACTION 2015-2020

The Education Department recommends that schools/Post-16:

- Consistently meet the standards as set out by the eight benchmarks
- Support staff and partners to deliver inspiring and engaging CEIAG across the curriculum
- Accept and implement the recommended definitions and responsibilities of Careers Co-ordinators and Careers Advisers (Appendix 3)
- Develop access to CEIAG at Key Stage 2 to help prepare students for transition into secondary and to begin to help shape their knowledge, understanding and views of jobs, their learning and their future
- Review and evaluate the effectiveness of CEIAG on an annual basis including undertaking the Investors in careers assessment programme

The launch of this five year strategy enables the Education Department, Federation, education establishments and Careers Guernsey to implement a CEIAG programme that meets the challenges and opportunities that have been identified in this strategy. The key principles are that CEIAG will be:

- Engaging, valuable and relevant for all students
- Effective in its use of expertise – whether that is employers, teaching staff or Careers Guernsey.
- Provided by appropriately qualified practitioners
- Consistently reflecting best practice to ensure that it keeps abreast of changing work requirements and student needs
- Regularly monitored to measure development and improvement

To fulfil these principles the following actions need to be implemented over the period 2015-2020. The Federation commits to a coordinated approach to CEIAG. By September 2016 there will be agreement on the following:

- The establishment of a shared entitlement for all students
- A partnership agreement with Careers Guernsey clearly outlining respective areas of responsibility and expertise
- A shared programme of employability and employer engagement including work experience provision

- Establishment of a shared methodology for measuring performance
- Establishment and review of the pilot primary schools project

## 8. APPENDICES/USEFUL DOCUMENTS/FURTHER READING

### Appendix 1

#### Eight Benchmarks

##### 1. A stable Careers Programme

1.1 Every school/post-16 provider should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it. In particular all schools will follow the framework developed by ACEG to ensure that so that all students are covering the same topics (See Appendix 2). Schools/Post-16 Establishments will decide how to deliver the programme but the structure and topics will be the same.

1.2 The careers programme will be published on the school/Post-16 provider/ Careers Guernsey website in a way that enables learners, parents, teachers and employers to understand how each establishment will deliver CEIAG.

1.3 The programme will be regularly evaluated with feedback from learners, parents, teachers and employers as part of the evaluation process. See section 4 of the strategy for more information on monitoring arrangements

##### 2. Learning from Career and Labour Market Information

2.1 By the age of 14, all learners will have accessed and used information about career paths and the labour market to inform their own decisions on study options.

2.2 Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

##### 3. Addressing the needs of each learner

3.1 A school/Post-16 provider careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

3.2 Schools/Post-16 provider will keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.

3.3 All learners will have access to these records to support their career development.

3.4 Schools/Post-16 provider will collect and maintain accurate data for each learner on their education, training or employment destinations after they leave.

#### **4. Linking curriculum to learning**

4.1 All teachers/lecturers will be supported to link curriculum learning with CEIAG.

#### **5. Encounters with Employers**

5.1 Every year, from the age of 11, learners should have the opportunity to participate in at least one meaningful encounter with an employer.

#### **6. Experience of workplaces**

6.1 By the age of 16, every learner should have the opportunity to have at least one experience of a workplace, additional to any part-time jobs they may have.

6.2 By the age of 18, every learner should have the opportunity to have had one further such experience, additional to any part-time jobs they may have.

#### **7. Encounters with further and higher education**

7.1 By the age of 16, every learner should have had the opportunity for a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and learners.

7.2 By the age of 18, all learners who are considering applying for university should have had the opportunity to meet university staff and learners.

#### **8. Personal guidance**

8.1 Every learner should have at least one such opportunity for a guidance interview with a qualified Careers Adviser through Careers Guernsey by the age of 16, and the opportunity for a further interview by the age of 18.

## Appendix 2

### ACEG Progression Chart (taken from ACEG Framework)

Progression - This chart shows progression in the aspects of career and work-related learning from Key Stage 2 to post 16

#### Developing yourself through careers and work related learning

Elements of learning	KS2	KS3	KS4	Post-16
Self-awareness	describe what you are like, what you are good at and what you enjoy doing	describe yourself, your strengths and preferences	recognise how you are changing, what you have to offer and what's important to you	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
Self-determination	talk positively about what you would like to do	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
Self-improvement as a learner	identify what you like about learning from careers and work-related activities and experiences	explain how you have benefited as a learner from career and work-related learning activities and experiences	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner

## Learning about careers and the world of work

Elements of learning	KS2	KS3	KS4	Post-16
Exploring careers and career development	be aware of different ways of looking at people's careers and how they develop	describe different ways of looking at people's careers and how they develop	explain key ideas about career and career development	explain the impact of changing career processes and structures on people's experience and management of their own career development
Investigating work and working life	be aware that people feel differently about the kinds of work they do	identify different kinds of work and why people's satisfaction with their working lives varies	explain how work is changing and how this impacts on people's satisfaction with their working lives	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
Understanding business and industry	describe a local business, how it is run and the products and/or services it provides	describe the organisation and structure of different types of businesses	explain different types of businesses, how they operate and how they measure success	explain how what businesses do, the way they operate and the way they measure success is changing
Investigating jobs and labour market information (LMI)	describe the main types of employment in your area now and in the past	be aware of what job and labour market information (LMI) is and what it can do for you	find relevant job and labour market information (LMI) and know how to use it in your career planning	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
Valuing equality, diversity and inclusion	be aware that you have the same rights to opportunities in learning and work as other people	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others

## Developing your career management and employability skills

Elements of learning	KS2	KS3	KS4	Post-16
Making the most of careers information, advice and guidance (IAG)	be aware of the help that is there for you and how to make good use of it	identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need	build and make the most of your personal network of support including making effective use of impartial careers information, advice and guidance	develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
Preparing for employability	identify key qualities and skills that employers are looking for	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	show that you have acquired and developed qualities and skills to improve your employability	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
Showing initiative and enterprise	show that you can be enterprising	recognise when you are using the qualities and skills you need to be enterprising	show that you can be enterprising in the way you learn, carry out work and plan your career	develop and apply enterprising qualities and skills in your approach to learning, work and career planning
Developing personal financial capability	show that you can make sensible decisions about saving, spending and giving	show that you can manage a personal budget and contribute to household and school budgets	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
Identifying choices and opportunities	make good use of information about secondary school options for you	look systematically at the choices and opportunities open to you when you reach a decision point	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you



**Developing your career management and employability skills  
(cont.)**

<b>Elements of learning</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>	<b>P16</b>
Planning and deciding	know how to make important plans and decisions carefully	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	know how to make career enhancing plans and decisions
Handling applications and selection	know how to make a good impression when you apply to do things	know how to prepare and present yourself well when going through a selection process	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	know how to prepare for, perform well and learn from your participation in selection processes
Managing changes and transitions	know how to handle transitions that are challenging	show that you can be positive, flexible and well-prepared at transition points in your life	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions

## **Appendix 3**

### **Definitions**

#### **Careers Education**

Planned and progressive programmes of activities in the curriculum which help students to develop the knowledge and skills to understand themselves, research the opportunities available, make decisions and progress on to the next stage.

#### **Careers Information**

Information on the full range of options available in education, training and work and the progression opportunities that follow these options. Careers information can be provided through a range of media including: books, leaflets and posters, software, websites, social media, information talks from providers and employers, visits to colleges, universities and employers.

#### **Career Advice and Guidance**

Advice helps students to interpret information and apply it to their own situation; guidance is the in-depth support provided by qualified practitioners to help students explore their options and make informed choices that are best for them. Advisers offering career guidance should be professionally qualified in guidance theory and practice and be able to provide impartial support.

#### **Careers Adviser (professionally trained in career guidance at post-graduate level)**

Providing impartial and independent all-age information advice and guidance

Exploring all options with clients

Client-centred

Helping clients understand short term and long term

Broadening horizons

Developing decision-making skills

Identifying and helping to address social, financial and personal constraints

Helping interpret information and relating it to the client

#### **Careers/Work Related Learning Teachers/Co-ordinators role (professionally trained as teachers / or co-ordinators (non-teaching staff) with additional CPD in careers education)**

Co-ordinating the delivery of quality CEIAG

Co-ordinating work experience and work-related learning across the curriculum

Co-ordinating and sometimes delivering careers lessons

Providing up to date careers information

Assessing student learning

Tracking student progression

#### **Work Related Learning and Employability**

Opportunities to be inspired, informed and advised by working with employers to gain an understanding of the world of work e.g. through talks and work place visits. Students will learn the knowledge, skills and attitudes that will enable them to understand and succeed in work. Work experience and work shadowing opportunities are important ways to develop student's employability.

## Appendix 4

Relevant other documents that can be referenced when reading this document:

### GUERNSEY DOCUMENTATION

Employer information on Guernsey Work Experience (2013): [GWEX](#)

Employability - Skills Guernsey (2013): [Employability](#)

Guernsey Curriculum statement (2008): [Guernsey Curriculum Statement](#)

States of Guernsey Education Vision (2012): [Education Vision](#)

[Guernsey Employer Skills Survey \(2014\) - BMG Research for Commerce and Employment and Skills Guernsey](#)

[Strategic Framework for Guernsey's Economic Development \(2014\) Commerce and Employment: Economic Development Framework](#)

### NATIONAL/ INTERNATIONAL DOCUMENTATION

ACEG Framework for Careers and Work-related education (2013): [ACEG and CDI](#)

CBI Learning to Grow (2012): [Education and Skills Survey 2012](#)

Future possible: the business vision for giving young people the chance they deserve CBI (2014): [CBI future-possible](#)

Gatsby Foundation Good Career Guidance (2014) [Good Career Guidance](#)

Jobs and Skills in 2030 (2014): [UKCES Report](#)

Preparing For Success (2012): [Northern Ireland Careers](#)

What Careers do young people want to do? (2014) [Cascaid Report 2014](#)

The Prince's Trust 2014 [Skills Crunch - Upskilling the Workforce of the Future](#)

National Careers Council 2013 [An Aspirational Nation: Creating a culture change in careers provision](#)