

Careers Education,  
Information, Advice and  
Guidance (CEIAG)

# POLICY

CRUMLIN  
INTEGRATED  
COLLEGE



RATIFIED: 22/06/2026  
REVIEW DATE: June 2027

## **Careers Education, Information, Advice & Guidance Policy (CEIAG)**

### **Introduction & Rationale**

Crumlin Integrated College is committed to providing a comprehensive, coherent and high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme that empowers all pupils to achieve their full potential and make informed, aspirational and sustainable career decisions. The provision of CEIAG is regarded as a core element of the school's curriculum and is integral to the development of pupils as confident, independent learners prepared for life beyond school.

The school's CEIAG programme is structured across Key Stage 3 and Key Stage 4, ensuring a progressive and developmental approach to the acquisition of careers management skills. It reflects current Department of Education and Department for the Economy priorities, including those outlined in the *Careers Action Plan 2025–2028*, and aligns with the expectations set out in the Education and Training Inspectorate (ETI) Quality Indicators for CEIAG (2023). The programme is underpinned by the Careers Management Skills (CMS) Framework and incorporates the CCEA World of Work (WoW) Factor to ensure that learning is relevant, engaging and closely aligned to the demands of the modern labour market.

The school recognises that high-quality CEIAG provision plays a critical role in raising aspirations, improving pupil outcomes and ensuring positive and sustained destinations. It is therefore committed to continuous improvement, informed by self-evaluation, stakeholder feedback and analysis of destination data.

### **Aims & Objectives**

The overarching aim of CEIAG at Crumlin Integrated College is to equip pupils with the knowledge, understanding and skills necessary to successfully manage their own career pathways in an increasingly complex and changing labour market. This includes developing pupils' ability to make informed, realistic decisions at key transition points and to adapt to change throughout their lives.

The programme seeks to develop pupils' self-awareness by encouraging them to reflect on their strengths, interests, values, personal qualities and develop entrepreneurial minds. It promotes an understanding of the wide range of career opportunities available and the pathways that lead to them, including academic, vocational and apprenticeship routes. Pupils are supported to develop essential employability skills such as communication, teamwork, problem-solving, resilience, and entrepreneurship which are critical for success in both education and employment.

A key objective is to ensure that all pupils can access accurate and up-to-date Labour Market Information (LMI), enabling them to understand current and future employment trends, particularly within Northern Ireland. The programme also aims to promote equality of opportunity by challenging stereotypes and encouraging pupils to consider non-traditional pathways. Particular attention is given to supporting priority pupils to ensure equitable access to high-quality guidance and opportunities whilst developing entrepreneurial minds where applicable.

### **Statutory & Policy Context**

This policy is developed in accordance with statutory requirements under the Education (Northern Ireland) Order 2006 and Article 63 of the Education and Libraries (NI) Order 1986, which place a duty on schools to provide careers education and facilitate access to careers guidance. The school also complies with the Department of Education CEIAG Entitlement Framework and works in partnership with the Department for the Economy through Careers Service NI to provide independent, impartial guidance.

The Careers Service NI plays a central role in supporting pupils at Key Stage 4 through one-to-one guidance interviews and action planning. This ensures that all pupils, particularly those in Year 12, have access to professional advice to support their post-16 decisions. This partnership is a key strength of the school's provision and ensures compliance with statutory requirements.

### **Delivery of the CEIAG Programme**

CEIAG is delivered through a combination of timetabled Learning for Life and Work (LLW) lessons, discrete careers education sessions and a wide range of enrichment activities through organisations such as Young Enterprise. Pupils receive a structured programme of careers education from Year 8 through to Year 12, consisting of approximately one dedicated lesson per week.

The curriculum is carefully sequenced to ensure progression in Careers Management Skills. In Year 8, pupils focus on developing self-awareness, identifying personal strengths and understanding the concept of careers. In Year 9, the emphasis shifts towards employability skills and exploring the world of work, including the impact of digital technologies and emerging industries and entrepreneurship. By Year 10, pupils are supported in making informed subject choices through the use of decision-making frameworks and access to Labour Market Information (LMI).

At Key Stage 4, the programme becomes increasingly focused on preparing pupils for transition. Pupils in Years 11 and 12 engage in activities such as CV writing, interview preparation, application processes and exploration of post-16 pathways, including further education and apprenticeships. This ensures that pupils leave school with the skills and confidence required to progress successfully to the next stage.

The programme is further enhanced through a wide range of high-quality careers events and activities. These include participation in regional careers fairs, employer engagement events, STEM initiatives and workshops delivered by external providers. Recent examples include attendance at careers fairs at the Eikon Centre, engagement with local employers through school-based careers events, and presentations from Further Education providers such as SERC.

## **Work Experience Programme**

### **Strategic Importance of Work Experience**

Work experience is a key component of the CEIAG programme and is recognised as a highly effective method of developing pupils' understanding of the world of work. It

provides pupils with meaningful opportunities to experience the workplace, develop employability skills and apply their learning in real-life contexts.

Work experience supports a wide range of educational outcomes, including enhanced self-awareness, improved motivation, increased understanding of career pathways and the development of transferable skills such as communication, teamwork and problem-solving. It also plays a significant role in supporting pupils' transition from school to further education, training or employment.

### **Compliance & Governance**

The school fully adopts and implements the Education Authority *Work Experience Arrangements (2019)*, recognising that the responsibility for organising work experience placements lies with the school. The Board of Governors has a strategic role in ensuring that the programme is compliant, well-managed and aligned with the overall aims of the school.

All placements are subject to rigorous procedures to ensure compliance with health and safety, safeguarding and legal requirements. These include the completion of parental consent forms, employer agreements, risk assessments and duty of care documentation. The school maintains accurate and up-to-date records of all placements in line with EA requirements.

### **Organisation & Development of the Programme**

Crumlin Integrated College is currently strengthening its work experience provision with the aim of delivering a structured and high-quality programme that meets the needs of all pupils. Current practice includes pilot placements and engagement with employers through initiatives such as the Antrim and Newtownabbey Borough Council online work experience programme and employer networking events.

The school plans to implement a more formalised programme offering pupils access to a range of placement models, including block placements, extended placements and tailored placements. This will ensure flexibility and allow the programme to be responsive to individual pupil needs, abilities and aspirations.

## **Preparation, Safeguarding & Risk Management**

Preparation for work experience is embedded within the CEIAG curriculum. Pupils are supported to understand workplace expectations, including professional conduct, communication, confidentiality and health and safety responsibilities. They are also informed of the specific details of their placement, including working hours, supervision arrangements and expected outcomes.

The school places a strong emphasis on safeguarding and risk management. All placements are carefully assessed to ensure they are appropriate for the age and ability of the pupil. Employers are required to complete risk assessments and provide evidence of appropriate insurance and supervision. Pupils are not permitted to undertake activities that are deemed unsafe or inappropriate.

## **Monitoring and Evaluation**

During placements, pupils are monitored by school staff to ensure their wellbeing and the quality of their experience. Monitoring visits are conducted in accordance with EA guidance, with at least one visit for block placements and regular monitoring for extended placements. These visits focus on pupil progress, health and safety, and the overall effectiveness of the placement.

Following placement, pupils participate in structured evaluation activities, including reflection, written reviews and discussion. Feedback is also gathered from employers and parents. This information is used to evaluate the impact of the programme and to inform future planning and improvement.

## **Use of Data, Tracking & Impact**

A key priority for the school is the development of robust systems for tracking pupil progression and destinations. The school is working to develop a comprehensive tracking system for Year 12 leavers, enabling analysis of post-16 destinations and identification of trends.

This data is used to:

- evaluate the effectiveness of CEIAG provision
- inform curriculum planning and careers events
- identify gaps in provision
- support targeted intervention for pupils

The school also uses pupil voice, parental feedback and employer feedback as part of its self-evaluation processes. This ensures that the programme is responsive to the needs of all stakeholders.

### **Partnerships and Stakeholder Engagement**

The school has developed strong partnerships with a range of external organisations, including Careers Service NI, local employers, Further Education providers, the Labour Market Partnership and Young Enterprise. These partnerships are essential in ensuring that pupils have access to high-quality, relevant and up-to-date information and experiences.

### **Leadership, Management & Quality Assurance**

The CEIAG programme is led by the Careers Coordinator, who is responsible for strategic planning, implementation and evaluation. The Senior Leadership Team provides oversight and ensures that CEIAG is embedded within the School Development Plan.

### **Equality and Inclusion**

The school is committed to promoting equality and inclusion within all aspects of CEIAG. All pupils are provided with equal access to information, guidance and entrepreneurial opportunities. The programme actively challenges stereotypes and promotes diversity in career choices. Additional support is provided for pupils with specific needs to ensure that they can fully participate and benefit from the programme.

## **Review and Continuous Improvement**

This policy will be reviewed annually by the Board of Governors as part of the school's self-evaluation and improvement planning processes. The review will take account of feedback from pupils, parents, employers and staff, as well as changes in policy and labour market trends.

## **Conclusion**

Crumlin Integrated College is committed to delivering an outstanding CEIAG programme that has a measurable impact on pupil outcomes and destinations. Through a combination of high-quality curriculum provision, strong partnerships and a developing work experience programme, the school ensures that pupils are well prepared for their future pathways and equipped with the skills required for success in a rapidly changing world.

**Year 8**

**Alignment with Careers Action Plan (NI) & Gatsby Benchmarks**

WoW Unit (Y8)	Key Learning Focus	Careers Action Plan	Gatsby Benchmark Link	Explanation for Evidence
<p><b>Unit 1: Employability Skills</b></p>	<p>Communication, teamwork, problem solving, self-management</p>	<p>Links directly to: - “Cross-curricular opportunities for development of employability skills” within <i>Careers Provision in Schools</i>  - Development of skills such as communication, problem solving and self-management</p>	<p>- Benchmark 4 – Linking curriculum learning to careers  - Benchmark 1 – A stable careers programme</p>	<p>Explicit teaching of employability skills aligns with policy requirement that careers education develops core transferable skills across the curriculum and supports a structured, embedded careers programme.</p>
<p><b>Unit 2: Being Enterprising</b></p>	<p>Enterprise, creativity, initiative, innovation</p>	<p>Links to: - “Work-related learning... enterprising activities” within</p>	<p>- Benchmark 5 – Encounters with</p>	<p>Enterprise learning reflects real-world contexts, supporting both policy expectations for work-related learning</p>

		<p><i>Careers Provision in Schools</i></p> <ul style="list-style-type: none"> <li>- Emphasis on employer and enterprise engagement within <i>Reforming Careers Delivery</i></li> </ul>	<p>employers and employees</p> <ul style="list-style-type: none"> <li>- Benchmark 6 – Experiences of workplaces</li> </ul>	<p>and Gatsby’s requirement for meaningful employer engagement.</p>
<p><b>Unit 3: My Town</b></p>	<p>Local area, jobs, industries, labour market awareness</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Careers information... including labour market information” within <i>Careers Provision in Schools</i></li> <li>- Use of sector insights and labour market intelligence within the wider careers system</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 2 – Learning from career and labour market information</li> </ul>	<p>Students explore the local labour market and employment sectors, demonstrating early engagement with LMI and supporting informed understanding of opportunities.</p>

<p><b>Unit 4: My Journey</b></p>	<p>Self-awareness, aspirations, pathways, decision-making</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Careers education... enabling learners to manage their careers development and make informed choices”</li> <li>- Importance of developing decision makers and awareness of pathways</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing the needs of each young person</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	<p>Focuses on reflection, goal-setting and progression, aligning with the Action Plan aim of developing informed, self-aware learners and Gatsby’s requirement for personalised guidance.</p>
<p><b>Unit 5: Employability Challenges</b></p>	<p>Application of skills in real-life scenarios, teamwork, problem-solving</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-based assignments... application of employability skills” within <i>Careers Provision in Schools</i></li> <li>- Development of work experience and employer-</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 5 – Employer encounters</li> <li>- Benchmark 6 – Experiences of workplaces</li> </ul>	<p>Practical challenges mirror workplace contexts, fulfilling requirements for experiential learning and Gatsby’s definition of meaningful encounters and experiences.</p>

		linked learning within <i>Reforming Careers Delivery</i>		
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## Year 9

### Alignment with Careers Action Plan (NI) & Gatsby Benchmarks

WoW Unit (Y9)	Key Learning Focus	Careers Action Plan Link	Gatsby Benchmark Link	Explanation for Evidence
<b>Unit 1: The Work Generator</b>	Understanding work, job creation, economic activity, skills for employment	Links to: - “Careers information... including labour market information” within <i>Careers Provision in Schools</i>  - Connecting learners to opportunities within the careers ecosystem	- Benchmark 2 – Learning from career and labour market information  - Benchmark 4 – Linking curriculum learning to careers	Develops understanding of how jobs are created and sustained, aligning with policy emphasis on labour market awareness and Gatsby’s requirement to embed careers into curriculum learning.

<p><b>Unit 2: 21st Century Entrepreneurship</b></p>	<p>Enterprise, innovation, digital economy, self-employment</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-related learning... enterprising activities” within <i>Careers Provision in Schools</i></li> <li>- Increased enterprise and employer engagement within <i>Reforming Careers Delivery</i></li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 5 – Encounters with employers and employees</li> <li>- Benchmark 6 – Experiences of workplaces</li> </ul>	<p>Focus on modern entrepreneurship supports exposure to real-world enterprise and business practice, aligning with employer engagement and work-related learning expectations.</p>
<p><b>Unit 3: First Steps</b></p>	<p>Career planning, pathways, early decision-making, progression routes</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Careers education... enabling learners to manage their careers development and make informed choices”</li> <li>- Awareness of pathways</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing the needs of each young person</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	<p>Supports progression towards Key Stage 4 choices by developing informed decision making, which is central to both NI policy and Gatsby expectations around personalised guidance.</p>

		and transitions within the careers system		
<b>Unit 4: The Ripple Effect</b>	Impact of work on society, community, global awareness, ethical careers	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Role of careers in contributing to economic and societal outcomes</li> <li>- Understanding the wider impact of employment within the economy and society</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 4 – Linking curriculum learning to careers</li> <li>- Benchmark 3 – Addressing individual needs and aspirations</li> </ul>	Encourages pupils to see careers in a broader social context, supporting Gatsby’s emphasis on aspirations, values and relevance of learning.
<b>Unit 5: Taste and See</b>	Exposure to careers, sampling sectors, exploration activities	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-related learning – visits, employer engagement”</li> <li>- Development of work experience and employer</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 5 – Encounters with employers</li> <li>- Benchmark 6 – Experiences of workplaces</li> </ul>	Provides early exposure to a range of sectors and pathways, aligning strongly with Gatsby expectations around meaningful encounters and exploration of options.

		links within <i>Reforming Careers Delivery</i>	- Benchmark 7 – Encounters with further and higher education	
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### Year 10 - Term 1

#### Alignment with Careers Action Plan (NI) & Gatsby Benchmarks

WoW Unit (Year 10)	Key Learning Focus	Careers Action Plan Link (section-based)	Gatsby Benchmark Link (section-based)	Explanation for Evidence / Inspection
<b>Unit 1: Reap the Awards</b>	Qualifications, achievement, value of learning, rewards of work	Links to: - “Careers education... enabling learners to manage their careers development and make informed choices”  - Understanding links between	- Benchmark 4 – Linking curriculum learning to careers  - Benchmark 7 – Encounters with further and higher education	Helps pupils understand the value of qualifications and achievement, supporting informed decisions about pathways and linking learning to future career opportunities.

		education, skills and employment outcomes		
<b>Unit 2: My Choices</b>	Decision-making, subject choices, pathways, progression planning	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Careers education... making informed choices about pathways”</li> <li>- Supporting transitions and progression through the careers system</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing the needs of each young person</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	Directly supports KS4 decision points, aligning with Gatsby requirement for personalised guidance and informed progression choices.
<b>Unit 3: It’s All About You</b>	Self-awareness, strengths, skills profiling, personal qualities	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Development of employability skills (self-management, reflection)</li> <li>- Careers education supporting</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing individual needs</li> <li>- Benchmark 4 – Linking learning to careers</li> </ul>	Builds deeper self-awareness, enabling pupils to align their skills and interests with career pathways — a key requirement for personalised careers education.

		self-understanding and career planning		
<b>Unit 4: Work Smart</b>	Workplace skills, employer expectations, preparing for work	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-related learning... application of employability skills”</li> <li>- Preparing learners for workplace expectations and employment</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 5 – Encounters with employers and employees</li> <li>- Benchmark 6 – Experiences of workplaces</li> </ul>	Prepares pupils for real workplace contexts, aligning strongly with Gatsby expectations for meaningful engagement with employers and work environments.
<b>Unit 5: The New Age of Employment</b>	Changing world of work, technology, future careers, global economy	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Understanding the changing labour market and emerging sectors</li> <li>- Use of labour market</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 2 – Learning from career and labour market information</li> <li>- Benchmark 4 –</li> </ul>	Develops awareness of future employment trends, aligning with Gatsby emphasis on up-to-date labour market understanding and evolving career opportunities.

		information and future skills needs	Linking curriculum to careers	
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**Term 2 – Begin OCN Employability**

**Alignment with Careers Action Plan (NI) & Gatsby Benchmarks**

<b>OCN Unit</b>	<b>Key Learning Focus</b>	<b>Careers Action Plan Link (section-based)</b>	<b>Gatsby Benchmark Link (section-based)</b>	<b>Explanation for Evidence / Inspection</b>
<b>F/617/5474 – Searching for Employment Opportunities</b>	Job search skills, identifying vacancies, understanding labour market	Links to: - “Careers information... including labour market information” within <i>Careers Provision in Schools</i>  - Use of labour market intelligence and pathways	- Benchmark 2 – Learning from career and labour market information  - Benchmark 3 – Addressing the needs of each young person	This unit develops practical understanding of job-search processes, aligning directly with policy expectations around accessing and using labour market information to inform progression.

		resources across the careers system		
<b>A/617/5473 – Producing a CV</b>	CV writing, self-presentation, skills identification	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Development of employability skills (communication, self-management) within <i>Careers Provision in Schools</i></li> <li>- Careers education supporting progression to employment and training</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing the needs of each young person</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	Producing a CV supports learners in articulating their skills and experiences, a key feature of personalised careers development and preparation for employment pathways.
<b>J/617/5489 – Workplace Motivation and Behaviour</b>	Workplace attitudes, behaviour, motivation, expectations	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-related learning... application of employability skills” within <i>Careers Provision in Schools</i></li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 5 – Encounters with employers and employees</li> <li>- Benchmark 6 –</li> </ul>	Develops knowledge of workplace expectations and behaviours, aligning with Gatsby emphasis on meaningful preparation for real work environment

		- Alignment with employer expectations within <i>Reforming Careers Delivery</i>	Experiences of workplaces	
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### Year 11 – OCN Employability

#### Alignment with Careers Action Plan (NI) & Gatsby Benchmarks

OCN Unit (Y11)	Key Learning Focus	Careers Action Plan Link (section-based)	Gatsby Benchmark Link (section-based)	Explanation for Evidence / Inspection
<b>D/617/5479 – Workplace Communication</b>	Communication in professional settings, verbal/non-verbal skills, teamwork	Links to: - “Cross-curricular opportunities for development of employability skills... communication, working with others” within <i>Careers Provision in Schools</i>	- Benchmark 4 – Linking curriculum learning to careers  - Benchmark 5 – Encounters with	Develops essential communication skills required by employers, directly aligning with both policy expectations for employability skills and Gatsby’s focus on workplace interaction.

		- Emphasis on preparing learners for workplace expectations	employers and employees	
<b>R/617/5480 – Workplace Relationships</b>	Teamwork, professionalism, managing relationships, conflict resolution	Links to: - “Working with others” and employability skills development within <i>Careers Provision in Schools</i>  - Supporting successful transition into employment through workplace readiness	- Benchmark 5 – Employer encounters  - Benchmark 6 – Experiences of workplaces	Builds understanding of workplace dynamics and expectations, aligning with Gatsby’s requirement for meaningful preparation for work environments.
<b>R/617/5494 – Personal Presentation in the Workplace</b>	Professional appearance, conduct, behaviour, self-presentation	Links to: - Application of employability skills in work-related contexts within <i>Careers Provision in Schools</i>	- Benchmark 3 – Addressing the needs of each young person	Supports learners in presenting themselves professionally, linking to Gatsby expectations around personal development and readiness for progression.

		- Preparing learners for real-world employment expectations	- Benchmark 8 – Personal guidance	
<b>D/617/5501 – Work Experience</b>	Placement, real workplace exposure, applying skills in practice	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Work-related learning – work experience, visits, application of skills” within <i>Careers Provision in Schools</i></li> <li>- Development of work experience models and employer links within <i>Reforming Careers Delivery</i></li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 6 – Experiences of workplaces</li> <li>- Benchmark 5 – Employer encounters</li> </ul>	Provides direct evidence of meaningful workplace experience, fully meeting Gatsby expectations and Action Plan priorities for experiential learning.

**Year 12 – OCN Employability**

**Alignment with Careers Action Plan (NI) & Gatsby Benchmarks**

<b>OCN Unit (Y12)</b>	<b>Key Learning Focus</b>	<b>Careers Action Plan Link</b>	<b>Gatsby Benchmark Link</b>	<b>Explanation for Evidence</b>
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<p><b>F/617/5491 – Oral Presentation Skills</b></p>	<p>Public speaking, communication, confidence, articulation of ideas</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Cross-curricular opportunities for development of employability skills... communication” within <i>Careers Provision in Schools</i></li> <li>- Preparing learners for effective participation in workplace and society</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 4 – Linking curriculum learning to careers</li> <li>- Benchmark 5 – Encounters with employers and employees</li> </ul>	<p>Develops high-level communication skills needed for interviews, presentations and workplace interactions, aligning with employer expectations and curriculum-linked careers learning.</p>
<p><b>K/617/5498 – Using Social Media in the Workplace</b></p>	<p>Digital professionalism, online behaviour, responsible use of technology</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Development of digital skills and employability skills within <i>Careers Provision in Schools</i></li> <li>- Preparing learners for modern labour market demands and technological change</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 2 – Learning from career and labour market information</li> <li>- Benchmark 3 – Addressing the needs of each young person</li> </ul>	<p>Supports understanding of digital identity and employability, reflecting current workplace expectations and Gatsby emphasis on preparing learners for evolving labour market contexts.</p>

<p><b>F/617/5474 – Searching for Employment Opportunities</b></p>	<p>Job search strategies, identifying opportunities, labour market awareness</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- “Careers information... including labour market information” within <i>Careers Provision in Schools</i></li> <li>- Access to pathways, resources and labour market insights</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 2 – Learning from career and labour market information</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	<p>Builds learners’ independence in engaging with the labour market, ensuring they can identify realistic opportunities and next steps.</p>
<p><b>L/617/5476 – Applying for Work</b></p>	<p>Completing applications, interview preparation, employability readiness</p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>- Application of employability skills in work-related contexts within <i>Careers Provision in Schools</i></li> <li>- Supporting successful transition into employment, education or training</li> </ul>	<ul style="list-style-type: none"> <li>- Benchmark 3 – Addressing the needs of each young person</li> <li>- Benchmark 8 – Personal guidance</li> </ul>	<p>Provides direct preparation for recruitment processes, aligning strongly with Gatsby expectations around personal guidance and readiness for next steps.</p>