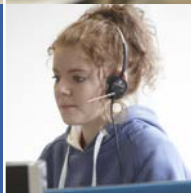
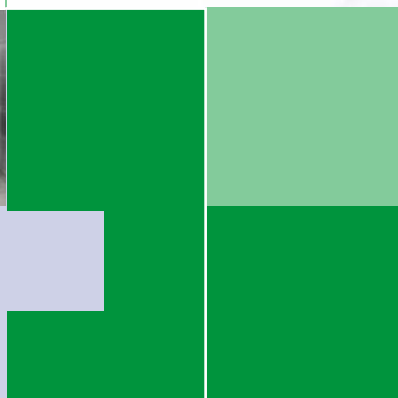
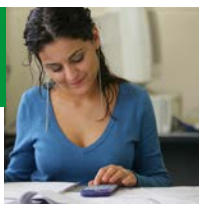


Careers and the world of work: roles and responsibilities



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk



Careers and the world of work: roles and responsibilities

Audience	Headteachers, principals, governing bodies, management committees, careers and the world of work coordinators, personal and social education coordinators and teachers and lecturers of entrepreneurship education in all maintained schools, further education colleges and work-based learning settings, Careers Wales advisers, Welsh Baccalaureate coordinators, Essential Skills Wales coordinators, local authorities, Children and Young People's Partnerships and providers of entrepreneurship education training programmes.
Overview	This guidance looks to bring greater clarity to the respective roles and functional boundaries of careers leaders, teachers and personal tutors, careers and work experience coordinators, learning coaches and careers advisers in respect of careers and the world of work (CWW) delivery.
Action required	Learning providers should have regard to this guidance when implementing their entrepreneurship education provision.
Further information	Enquiries about this document should be directed to: Curriculum Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 1707 e-mail: curriculum@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	<i>Careers and the world of work: a framework for 11 to 19-year-olds in Wales; Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales</i> (Welsh Assembly Government, 2008); <i>Financial education for 7 to 19-year-olds in Wales: Guidance for schools and colleges</i> (Welsh Assembly Government, 2010); <i>Personal and social education framework for 7 to 19-year-olds in Wales</i> (Welsh Assembly Government, 2008); <i>Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15</i> (Welsh Assembly Government 2010); <i>Youth Engagement and Employment Action Plan</i> (Welsh Government, 2011)

Contents

Introduction	2
What is the purpose of this guidance?	2
What is the intended audience for this guidance?	2
Careers and the world of work – some definitions	2
What are the responsibilities of those who deliver CWW?	3
How will a learning provider's CWW provision be inspected?	4
Roles and responsibilities	5
Checklist 1: governing bodies/management committees	7
Checklist 2: senior leaders	8
Checklist 3: CWW coordinators	12
Checklists 4–8: staff involved in the delivery of CWW provision	15
Checklist 4: CWW teaching staff	17
Checklist 5: learning coaches	19
Checklist 6: personal tutors	21
Checklist 7: work experience coordinators	22
Checklist 8: Careers Wales services	24

Introduction

What is the purpose of this guidance?

Future ambitions: Developing careers services in Wales (Welsh Assembly Government, 2010), a report commissioned by the then Welsh Assembly Government, concluded that 'greater clarity is required in terms of schools, colleges and Careers Wales' respective contributions, roles and responsibilities'.

It recommended that the Welsh Assembly Government (Welsh Government) provide 'greater clarity via guidance in relation to the respective roles and functional boundaries of careers leaders, teachers and personal tutors, careers and work experience coordinators, learning coaches and careers advisers in respect of CWW delivery'.

What is the intended audience for this guidance?

This guidance document is aimed at learning providers and the wide range of organisations who are involved in the delivery of careers and the world of work (CWW). It is particularly aimed at those responsible for ensuring their learners receive their CWW entitlement and those involved in its delivery, including:

- governing bodies and management committees
- headteachers, college principals and other senior leaders
- CWW coordinators
- work experience coordinators
- teaching staff
- learning coaches
- personal tutors
- Careers Wales staff.

Careers and the world of work – some definitions

- i) **Careers education** is the provision of a planned, progressive programme of learning activities that helps young people to increase their self-awareness, explore the opportunities available to them and develop the skills they need to decide upon and implement their career plans.

- ii) **Careers information, advice and guidance** involves the provision of impartial information, advice and guidance that helps young people make informed choices about their career pathways.
- iii) **The world of work** is not solely about the world of paid employment. Opportunities for volunteering and community participation can also contribute to the development of young people's work-related skills.

What are the responsibilities of those who deliver CWW?

Schools, colleges and training providers have a statutory duty to provide careers education and work-focused experiences in accordance with CWW which is part of the basic curriculum requirement for all 11 to 16-year-olds in maintained schools.

The [Learning and Skills \(Wales\) Measure 2009](#) (the 'Measure'), introduced by the Welsh Government in 2009, creates a right for learners aged 14 to 19 to follow a course of study from a local curriculum. It also places a duty upon local authorities, schools and further education institutions to cooperate to ensure that young people have access to a wider choice of options that is better suited to their individual needs. This wider choice is offered at Key Stage 4 and also at post-16.

In addition to a greater choice of courses, the Measure aims to ensure that, through their Learning Pathways¹, young people are able to access a range of learner support services through:

- a learning coach
- personal support services
- careers advice and guidance.

¹ Introduced in 2004, Learning Pathways 14–19 has six key elements:

- Individual Learning Pathways to meet the needs of learners.
- Wider choice and flexibility of programmes and ways of learning in a collaborative options menu.
- A Learning Core that sets out common knowledge, understanding, skills, attitudes, values and experience.
- Learning coach support.
- Access to personal support.
- Careers information, advice and guidance.

How will a learning provider's CWW provision be inspected?

During an Estyn inspection, the inspection team will consider the quality of care, support and guidance provided. They will evaluate how well the learning provider enables access to a wide range of information, and how well they fulfil their guidance responsibilities. Learning providers will need to be able to demonstrate that they are providing their learners with access to careers information, advice and guidance and that any information, advice and guidance provided is presented in an impartial manner².

Inspectors should also assess the coherence and effectiveness of the provision for personal and specialist support.

² Section 40 (6) Learning and Skills (Wales) Measure 2009.

Roles and responsibilities

Maintained schools, colleges and other learning providers are required to base their CWW provision on *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* (Welsh Assembly Government, 2008). Learning providers have the flexibility to decide how best to deliver CWW provision in their own setting: when doing this, they are encouraged to take account of best practice to help ensure that their learners have the best possible preparation for the world of work and their individual career development.

The overall responsibility for, and coordination of, CWW provision must lie with the learning provider's governing body/management committee and senior leadership team. Each learning provider will decide how CWW roles and responsibilities will be shared amongst its staff, to make best use of their skills and expertise.

The CWW programme must be coordinated, planned and delivered by staff from the lead learning setting. Whilst the learning provider is responsible for the effective coordination and delivery of CWW, an effective programme can only be achieved by working in collaboration with other organisations, such as Careers Wales, employers, entrepreneurs, advisers, parents/carers, trainers and community groups offering relevant opportunities linked to their areas of expertise.

Table 1 indicates where the main responsibilities for CWW lie.

CWW – Roles and responsibilities									
		Governing body	Senior leaders	CWW coordinators	Teaching staff	Learning coaches	Personal tutors	Work placement coordinators	Careers Wales
Strategic leadership		✓	✓	✓					
Planning	Lead		✓	✓				✓	
	Support				✓	✓	✓	✓	✓
Delivery	Lead				✓	✓	✓	✓	
	Support		✓	✓					✓
Working in partnership			✓	✓	✓	✓	✓	✓	✓
Quality assurance	Lead	✓	✓	✓					
	Support				✓	✓	✓	✓	✓

For each of the roles identified above, a checklist is provided which summarises their key CWW responsibilities. While these are not exhaustive lists, they provide learning providers and their partners with key aspects for consideration. These checklists can be used to:

- audit current practice
- identify and address gaps in delivery
- summarise key steps to be taken to improve and enhance CWW provision.

Some areas of responsibility are found in more than one checklist, and it is for the learning provider to decide which member of staff is best placed to take lead responsibility for that action.

Checklist 1: governing bodies/management committees

	As a governing body/management committee, do you:	Yes	No	Is action required?
Strategic leadership	1. take account of statutory guidance?			
	2. ensure that CWW is provided for all learners?			
	3. consider how the learning support needs of all learners can be best met?			
	4. deliver, and secure the provision of, learner support services for relevant learners?			
	5. facilitate learners' access to personal support services?			
	6. make available learning coaching to guide, coach and mentor young people to plan their individual Learning Pathway, make informed decisions, identify goals and become independent learners?			
	7. ensure that careers information, advice and guidance is available to all learners as part of their 14–19 Learning Pathway?			
	8. ensure that all information, advice and guidance: <ul style="list-style-type: none"> i. is presented in an impartial manner? ii. is in the best interests of the learner? iii. does not seek to promote, contrary to the young person's best interests, the interests or aspirations of any school, institution or other person? 			
Priorities for action:				

Checklist 2: senior leaders

Strategic leadership	As a senior leader, do you:	Yes	No	Is action required?
	1. take account of statutory guidance?			
	2. involve senior staff in the leadership, management and ownership of CWW policy and delivery?			
	3. develop and implement a CWW policy detailing how CWW provision will be managed, delivered and quality assured ³ ?			
	4. promote the value of CWW provision to staff, learners, partners and the community?			
	5. provide learners with access to personal support through your institution's pastoral support services?			
	6. ensure that the requirements of the CWW framework are being appropriately delivered?			
	7. allocate appropriate resources to implement CWW provision, e.g. staffing, time, financial resources?			
	8. consider designating members of staff to coordination roles, e.g. CWW coordinator ⁴ learning coach coordinator?			
	9. ensure that individual support can be provided in a confidential and safe environment?			
10. ensure there is sufficient staffing capacity to meet the learning coaching needs of all learners ⁵ ?				

³ Guidance on CWW policy statements can be found on pages 7–8 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008).

⁴ CWW Coordinator – sample job description:
www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/careersandtheworldofwork/templates/?lang=en

⁵ The Welsh Government has determined that the minimum appropriate ratio of learning coach to learner is 1:80.

Planning	As a senior leader, do you:	Yes	No	Is action required?
	11. undertake training needs analyses of those who will be delivering the learning coach function?			
	12. undertake audits ⁶ of CWW provision against CWW learning outcomes ⁷ ?			
	13. create a development plan ⁸ based on the results of your CWW audit which shows how CWW learning outcomes will be delivered across the curriculum, when and by whom?			
	14. undertake an analysis of learners' learning coaching needs?			
	15. identify how each element of the learning coach function will be delivered?			
	16. provide opportunities for staff to develop their skills, knowledge and understanding?			
	17. develop and regularly review systems to guide and ensure the quality of CWW provision, e.g. policies, information sharing procedures?			
	18. make careers information, advice and guidance available to all learners as part of their Learning Pathway?			
	19. provide opportunities for learners to be involved in the development, provision and evaluation of CWW and support services?			

⁶ Guidance on CWW audits can be found on pages 11–20 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008).

⁷ Shown at Appendix A.

⁸ Guidance on CWW development planning can be found on pages 21–25 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008) and on the Welsh Government careers and the world of work web page.

	As a senior leader, do you:	Yes	No	Is action required?
Working in partnership	20. create and maintain close working relationships with agencies who can aid CWW delivery?			
	21. negotiate and agree roles and responsibilities ⁹ for each partner involved in CWW delivery, including the clarification of role boundaries?			
	22. negotiate an annual partnership agreement with Careers Wales?			
	23. establish agreed referral procedures, information sharing protocols and handover arrangements between staff working internally and also between your institution and local learning providers?			
Quality assurance	24. create a CWW quality assurance strategy and operational plan linked to the Careers Wales Quality Award?			
	25. provide opportunities for learners to be involved in the evaluation of support services?			
	26. gather feedback from learners and staff on the range, level and quality of CWW provision?			
	27. analyse take-up of CWW provision?			
	28. analyse the number of referrals between learning coaches and careers advisers?			
	29. identify learner outcomes?			

⁹ For example, between learning coaches and Careers Wales advisers, for example:

- a) learning coaches providing support for subject choice and Careers Wales advisers advising on how subject choice could affect career pathways
- b) Careers Wales advisers informing learning coaches of guidance interview schedules so that learning coaches can provide them with appropriate background information on individuals, i.e. potential academic achievements or current barriers to progress
- c) how Careers Wales advisers will feedback the outcomes of careers interviews and any relevant agreed actions to learning coaches.

	As a senior leader, do you:	Yes	No	Is action required?
Quality assurance (continued)	30. identify whether activities provide opportunities for developing the attitudes and values listed in CWW?			
	31. review the scope of provision against demographic and other data, including labour market information (LMI)?			
	32. use the above information to inform future planning of CWW provision?			
Priorities for action:				

Checklist 3: CWW coordinators

	As a CWW coordinator, do you:	Yes	No	Is action required?
Strategic leadership	1. take account of statutory guidance?			
	2. develop and implement a CWW policy detailing how CWW provision will be managed, delivered and quality assured ¹⁰ ?			
	3. promote the value of CWW provision to staff, learners, partners and the community?			
	4. expect all departments to play a part in CWW delivery and engage with employers?			
Planning	5. undertake audits ¹¹ of CWW provision against CWW learning outcomes ¹² ?			
	6. create a development plan ¹³ , based on the results of a CWW audit, showing how CWW learning outcomes will be delivered across the curriculum, when and by whom?			
	7. provide opportunities for learners to be involved in the development, provision and evaluation of CWW and support services?			
	8. provide opportunities for staff to develop their CWW skills, knowledge and understanding, e.g. through professional development placements?			
Delivery	If you are also involved in aspects of CWW delivery, please see Checklist 4: CWW teaching staff			

¹⁰ Guidance on CWW policy statements can be found on pages 7–8 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008) and on the Welsh Government careers and the world of work web page.

¹¹ Guidance on CWW audits can be found on pages 11–20 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008) and on the Welsh Government careers and the world of work web page.

¹² Shown at Appendix A.

¹³ Guidance on CWW development planning can be found on pages 21–25 of *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008).

	As a CWW coordinator, do you:	Yes	No	Is action required?
Working in partnership	9. create and maintain close working relationships with agencies and partners who can aid CWW delivery?			
	10. negotiate and agree roles and responsibilities ¹⁴ for each person involved in CWW delivery, including the clarification of role boundaries?			
	11. negotiate an annual partnership agreement with Careers Wales?			
	12. establish agreed referral procedures, information sharing protocols and handover arrangements between staff working internally and also between your institution and local learning providers?			
	13. meet with, and arrange meetings between, staff to inform planning, delivery and evaluation?			
	Quality assurance	14. develop a quality assurance strategy and take steps to ensure the quality of CWW provision and collaborative working?		
15. implement the quality assurance strategy?				
16. provide opportunities for learners to be involved in the evaluation of support services?				
17. gather feedback from learners and staff on the range, level and quality of CWW provision?				
18. analyse take-up of CWW provision?				
19. analyse the number of referrals between learning coaches and careers advisers?				

¹⁴ For example, between learning coaches and Careers Wales advisers, for example:

- a) learning coaches providing support for subject choice and Careers Wales advisers advising on how subject choice could affect career pathways
- b) Careers Wales advisers informing learning coaches of guidance interview schedules so that learning coaches can provide them with appropriate background information on individuals, i.e. potential academic achievements or current barriers to progress
- c) how Careers Wales advisers will feedback the outcomes of careers interviews and any relevant agreed actions to learning coaches.

Quality assurance (continued)	As a CWW coordinator, do you:	Yes	No	Is action required?
	20. identify the impact of CWW provision, including learner outcomes?			
	21. identify whether activities provide opportunities for developing the attitudes and values listed in CWW?			
	22. review the scope of provision against demographic and other data?			
	23. use the above information to inform future planning of CWW provision?			
	24. feed quality assurance data and findings through to the leadership team and governing body?			
	25. advise the leadership team and governing body on areas for development?			
	Priorities for action:			

Checklists 4–8: Staff involved in the delivery of CWW provision

Checklists are provided for five key groups of staff involved in the delivery of CWW provision:

- Checklist 4: CWW teaching staff
- Checklist 5: learning coaches
- Checklist 6: personal tutors
- Checklist 7: work experience coordinators
- Checklist 8: Careers Wales services.

While other checklists have outlined staff involvement in various stages of CWW provision such as planning and quality assurance, the following roles will predominantly – although not exclusively – focus upon CWW delivery.

These staff need to be aware:

- that 14–19 Learning Pathways include the statutory national curriculum requirements at Key Stage 4, programmes from the collaborative local curriculum, the Learning Core and wider experiences
- of the services available locally through youth support services.

Young people's needs are often met by more than one person within a learning setting. For example, a young person requiring support with their Key Stage 4 subject choice may approach the subject teacher, personal tutor and/or learning coach. These staff may also decide to draw upon the expertise of the Careers Wales adviser to help identify any implications for future career pathways.

Learning coaches and Careers Wales advisers

Whilst there are some areas of similarity between the roles of those undertaking the learning coach functions and Careers Wales advisers, there are some key differences in focus. Some examples are given below.

Age range

- Those undertaking the learning coach functions may provide support to learners aged 14 to 19 within the school, as directed by their line manager.
- A Careers Wales adviser will mainly work with learners in Key Stage 4 and post-16 provision.

Key Stage 4 subject choice

- Those undertaking the learning coach functions may support learners with their consideration of Key Stage 4 and post-16 Learning Pathways.
- A Careers Wales adviser will help learners to consider any implications these choices may have upon their future learning and career pathways.

Learning Pathways

- Those undertaking the learning coach functions may support learners with choices regarding their Learning Pathway.
- A Careers Wales adviser will help learners to make informed decisions about their learning and career pathways.

Checklist 4: CWW teaching staff

	As someone who is teaching aspects of CWW, do you:	Yes	No	Is action required?
Planning	1. take account of statutory guidance?			
	2. plan provision in a way that best meets your learners' needs ¹⁵ ?			
	3. give learners an opportunity to be involved in the development and provision of CWW and support services?			
	4. choose material that will provide a meaningful, relevant and motivating curriculum?			
	5. provide learners with access to appropriate assessment and accreditation?			
	6. ensure that CWW is embedded within a learner's Learning Pathway document?			
Delivery	7. inform learners about their CWW entitlement?			
	8. inform learners about their access to CWW provision?			
	9. show learners how they can record CWW activities in their Learning Pathway document?			
	10. ensure that all CWW information, advice and guidance is impartial and in the best interests of the learner?			
	11. use a variety of learning and teaching styles?			
	12. enable learners to use their preferred means of communication?			
	13. deliver CWW provision in a motivating manner?			

¹⁵ Specific guidance relating to learners with disabilities and those whose first language is neither English nor Welsh are shown on page 4 of *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* (Welsh Assembly Government, 2008).

	As someone who is teaching aspects of CWW, do you:	Yes	No	Is action required?
Delivery (continued)	14. help learners to make well-informed decisions?			
	15. encourage learners to explore the options available to them?			
	16. communicate labour market trends and opportunities linked to vocational and academic routes?			
	17. enable learners to explore and experience potential Learning Pathways and progression routes?			
	18. encourage learners to actively contribute to their Learning Pathways document?			
Working in partnership	19. engage a wide range of partners in CWW delivery?			
Quality assurance	20. implement the CWW quality assurance strategy?			
	21. feed quality assurance data/findings through to the CWW coordinator or other nominated lead?			
Priorities for action:				

Checklist 5: learning coaches

The Welsh Government does not prescribe how the learning coaching function should be delivered – learning providers must decide how best to meet their learners’ needs. In most settings, learning coach functions will be undertaken by existing members of staff who may already be delivering parts of the learning coach role. It is therefore important to audit current provision before planning support.

	As someone undertaking learning coaching functions do you:	Yes	No	Is action required?
Delivery: Skill development and decision making	1. help learners to develop and make best use of their learning skills and styles?			
	2. help learners to become independent learners?			
	3. help learners to develop their motivational and engagement skills?			
	4. help learners to develop their employability and enterprise skills?			
	5. help learners to develop their emotional intelligence?			
	6. help learners to participate in the planning, delivery, monitoring and review of local support services?			
	7. help learners to identify goals and plan an appropriate individual Learning Pathway which takes account of their skills, attributes and experience in all aspects of their lives?			
	8. help learners to navigate the learning aspects of their Learning Pathway?			
	9. help learners to overcome any barriers to their involvement in learning and/or to achieving their learning potential?			
	10. help learners to identify and extend their expectations and aspirations?			
	11. help learners to make informed and effective decisions?			

	As someone undertaking learning coaching functions do you:	Yes	No	Is action required?
Delivery: Transitions	12. help learners to make successful transitions at key points of change, such as: i. the transition to self-directed learning? ii. moving locations? iii. moving between learning providers?			
Working in partnership	13. refer learners, where appropriate, to other learning support services?			
	14. work alongside other professionals to help learners plan and achieve their Learning Pathway?			
	15. provide Careers Wales advisers with appropriate background information on individuals, i.e. potential academic achievements or current barriers to progress?			
Quality assurance	16. implement the quality assurance strategy?			
	17. feed quality assurance data/findings through to the CWW coordinator or other nominated lead?			
Priorities for action:				

Checklist 6: personal tutors

	As a personal tutor, do you:	Yes	No	Is action required?
Delivery: Raising aspirations/ Preparations	1. help learners to overcome any barriers to their involvement in learning and/or to achieving their learning potential?			
	2. help learners to identify and extend their expectations and aspirations?			
	3. help learners to participate in the planning, delivery, monitoring and review of local support services?			
Delivery: Planning	4. help learners to identify goals and plan an appropriate individual Learning Pathway which takes account of their skills, attributes and experience in all aspects of their lives?			
Delivery: Decision making	5. help learners to make informed and effective decisions?			
Delivery: Transition management	6. help learners to make successful transitions at key points of change, such as: i. the transition to self-directed learning? ii. moving locations? iii. moving between learning providers?			
Working in partnership	7. refer learners, where appropriate, to other learning support services?			
Quality assurance	8. implement the CWW quality assurance strategy?			
	9. feed quality assurance data/findings through to the CWW coordinator or other nominated lead?			
Priorities for action:				

Checklist 7: work experience coordinators

	As a work experience coordinator, do you:	Yes	No	Is action required?
Planning	1. ensure that appropriate health and safety checks, insurance and child protection arrangements are in place?			
	2. implement a policy of equal opportunities in work placement arrangements?			
	3. contribute to the recruitment of additional placement providers?			
	4. take account of local labour market trends and do your best to reflect them when recruiting placement providers?			
Delivery	5. help learners to select a work placement that best meets their interests/needs?			
	6. help learners to apply for a work placement?			
	7. encourage, and provide extra support to, learners who are considering a non-stereotypical placement?			
	8. help learners to prepare for their work placement?			
	9. help learners to understand what will be required of them during their placement?			
	10. monitor learners' progress during their work placement?			
	11. help learners to review their experiences on their return from placement?			
Working in partnership	12. ensure that placement providers understand what is required of them and how they can best support learners while on placement?			
	13. engage with colleagues and partners to provide support to learners before, during and after their placement?			
	14. brief staff who are visiting learners on placement and encourage them to develop curriculum links while there?			

	As a work experience coordinator, do you:	Yes	No	Is action required?
Quality assurance	15. provide opportunities for those involved in work placements to provide feedback on their experiences?			
	16. contribute to processes that seek to develop, deliver and quality assure CWW provision?			
	17. feed quality assurance data/findings through to the CWW coordinator or other nominated lead?			
Priorities for action:				

Checklist 8: Careers Wales services¹⁶

	As a Careers Wales adviser, do you:	Yes	No	Is action required?
Delivery: Planning	1. help learners to understand how subject choice can impact upon their ability to progress onto some learning and career pathways through face-to-face support, web-based services or the telephone helpline?			
	2. help learners to identify goals and plan an appropriate Learning Pathway informed by their career plans through face-to-face support, web based services or the telephone helpline?			
Delivery: Decision making	3. help learners to make informed decisions about their future learning and career pathways through face-to-face support from a careers adviser or by directing learners to various online resources or web services?			
Delivery: Transition planning	4. attend transition planning meetings for learners with a statement of special educational need or provide written input into the process?			
	5. draw information from the annual or transitional review meetings to inform the process of the clients transition?			
	6. provide guidance to these learners as part of the transition process via face-to-face support from a careers adviser?			

¹⁶ Service delivery by Careers Wales will be by a variety of methods. All young people should have access to a personal account on careerswales.com which will provide opportunities to develop an e-portfolio outlining personal development goals aligned with learning and career progression. Advice and guidance may be accessed by phone, e-mail or social media. Careers advisers may also conduct group sessions at key transition stages to explain the resources available to support careers planning and transition. Young people might also access individual interviews with careers guidance staff, but this will be subject to an agreed methodology for assessing need.

	As a Careers Wales adviser, do you:	Yes	No	Is action required?
Working in partnership	7. negotiate a partnership agreement with the school or learning institution that includes (but is not limited to): <ul style="list-style-type: none"> • outlining a strategy for access to careers service resources • identifying those clients who need face-to-face support and for providing that support within resource limits • identifying learners who lack vocational focus or fall into one of the priority groups for face-to-face guidance or other support • liaise with those school staff undertaking learning coach and other youth support functions • agree provision of appropriate facilities for the conduct of careers guidance interviews and schedules of provision? 			
	8. contribute to processes that seek to develop, deliver and quality assure CWW provision such as the school working to achieve the Careers Quality Mark or similar quality award?			
Quality assurance	9. feed quality assurance data/findings through to the CWW coordinator or other nominated lead?			
Priorities for action:				