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Llywodraeth Cymru
Welsh Government

Careers and work-related experiences toolbox

Updated 2024



Gyrfa Cymru
Careers Wales

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1. Building a vision for CWRE in your school

The template below enables you to build a vision for CWRE in your school. It aims to help you consider your school's mission, what CWRE activities you already have in place, your goals for CWRE and how you will achieve them.

What is your school's vision or mission statement and how does it relate to CWRE?
What CWRE activities already exist within your school and curriculum?
What is the vision for your CWRE provision? What is it ultimately trying to achieve?
Where are you going? What do you want your CWRE provision to look like in 3 years? Identify 3 to 5 high-level goals.
1
2
3
4
5
Who are the key stakeholders that you are co-constructing your curriculum with?
How are you going to get there? Identify 3 to 5 high-level steps.
1
2
3
4
5

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2. Progression in CWRE

CWRE is a continuous learning process. Progression involves taking the learning wider and deeper each time a learning aim in CWRE is revisited. Learners themselves are the best guide to what they are ready to learn next and the level of challenge that is right for them. Schools can identify broad aspects of progression that are age- and developmentally appropriate for the majority of learners, linked to the aims of learning in the sections on CWRE in the Curriculum for Wales (CfW) guidance and to their unique circumstances.

The template below enables you to write progression statements applicable to the age and developmental range of your learners.

The learning environment develops and the teaching focuses on:	Early development (Approximately ages 3 to 7)	Developing years (Approximately ages 8 to 11)	Adolescence (Approximately ages 12 to 16)
Exploring self and society			
Widening horizons			
Overcoming barriers			
Exploring opportunities			
Developing adaptability and resilience			

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3. Planning for CWRE in the Curriculum for Wales

CWRE is a cross-cutting theme to promote the career development of learners and their progress in and across the areas of learning and experience (Areas). Learners will benefit from the school having a flexible and evolving CWRE plan that addresses their needs and interests. The plan needs to be agreed and maintained continuously at school level and to show, clearly and explicitly, how CWRE will be implemented. The template below is provided as an example, but to cut down on additional work schools may prefer to adapt it or use their existing planning and monitoring, evaluation and review (MER) tools instead.

Target groups Who is it for?	Scheduling When will it happen?	Brief overview of the activity What will happen?	Areas of learning and experience Which Areas?*	Intended impact		Review What can we do to improve?
				How will learners benefit in their Area learning?	How will learners benefit in their CWRE learning?	

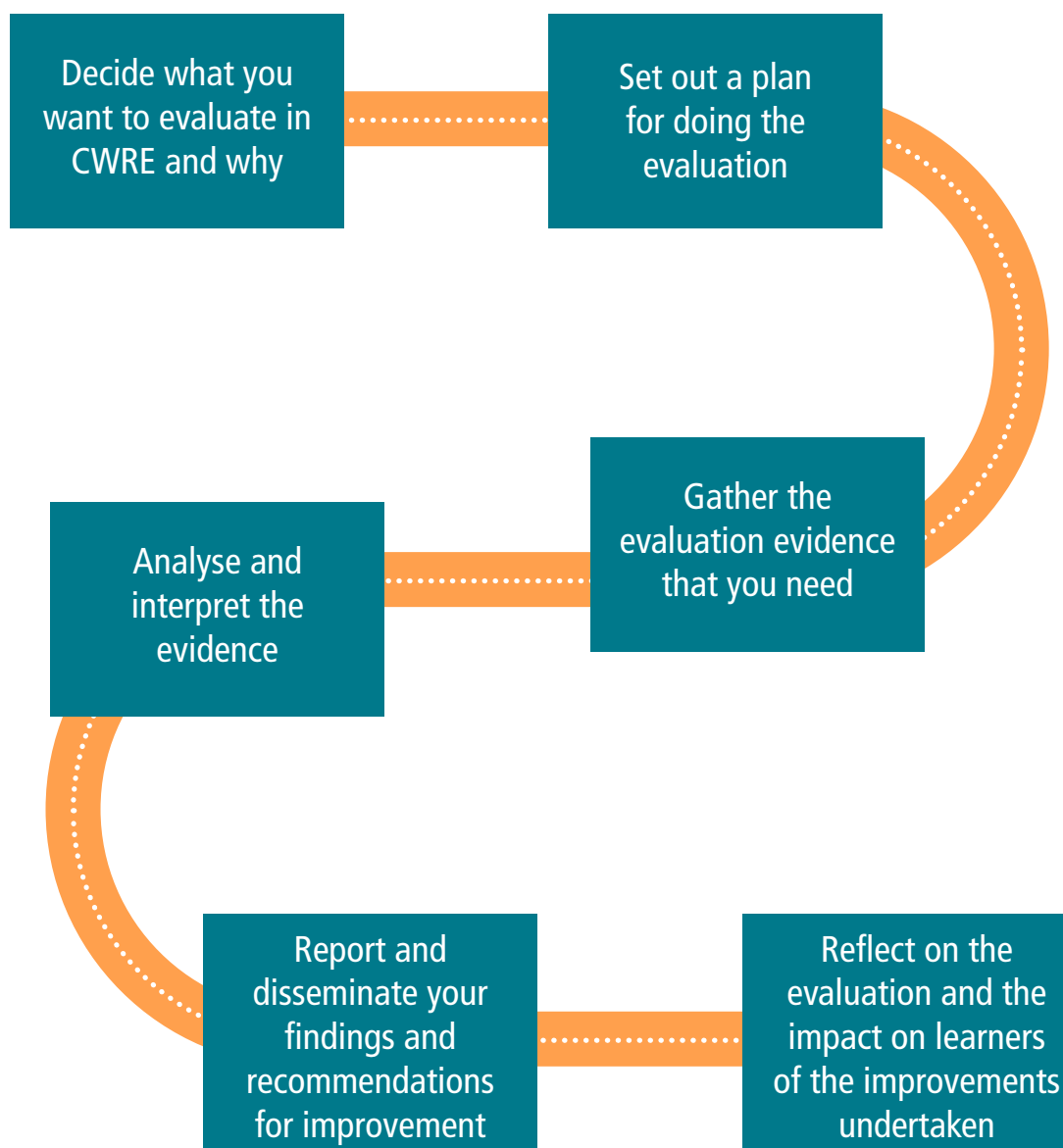
*Key:
Expressive Arts (art; dance; drama; film and digital media; music)
Health and Well-being (physical health and development; mental health; emotional and social wellbeing)
Humanities (geography; history; religion, values and ethics; business studies; social studies)
Languages, Literacy and Communication (Welsh; English; international languages; British Sign Language)
Mathematics and Numeracy
Science and Technology (biology; chemistry; computer science; design and technology; physics)

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4. Planning evaluation and improvement

Evaluation contributes to self-assessment by providing a structured way of investigating the worth of the school's CWRE provision and how it can be improved further. It is a resource-intensive activity that needs to be managed carefully to ensure a good return on investment. The approach suggested in the tool follows the guidance in *School improvement guidance: framework for evaluation, improvement and accountability* (Welsh Government, 2021) (gov.wales/school-improvement-guidance) in encouraging a flexible and realistic approach to the evaluation and improvement of CWRE.

An effective evaluation will inform the decision-making of those leading the development of CWRE in the school. This suggests that you need to think about the following steps.



Decide what you want to evaluate in CWRE and why

Everyday evaluation is a continuous process; but from time to time schools will identify the need to carry out a specific evaluation. This can be triggered by specific concerns such as:

- are you aware of a difficulty such as negative feedback from learners about how much they enjoy and value a particular activity (and how can we turn it around)?
- are you unsure about whether an activity is having the desired impact on improvement?
- are you interested in piloting and evaluating a new activity?

When identifying what to evaluate, you will also need to be realistic about what level you pitch your evaluation. DL Kirkpatrick identifies the following four evaluation levels.

1. Reactions – Are learners satisfied?
2. Learning – What learning has taken place?
3. Transfer – Has the performance of learners improved?
4. Results – Has the school benefited?

Set out a plan for doing the evaluation

Careful planning will help you to avoid mistakes such as not communicating well with those who will be involved in the evaluation. It will also help you to avoid evaluation flaws such as judging an activity to be ineffective when it was actually the management and implementation of the activity which was deficient.

You can adapt/use this evaluation planner to prepare for an evaluation.

Evaluation plan headings	Your planning
Issues to be investigated	
Purpose of the evaluation	
Your hypotheses or main ideas in relation to the focus of the evaluation	
Who will be involved and in what way?	
Methods and schedule for collecting information including piloting your evaluation instruments	
Methods and schedule for analysing and interpreting information	
Formats for presentation and dissemination of your findings	

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Further reading

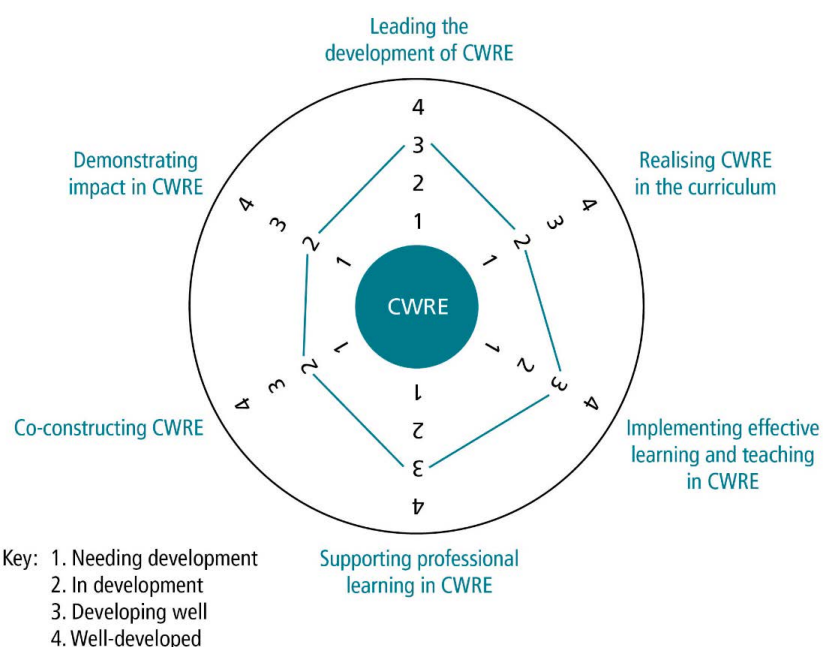
- *A Guide to Actively Involving Young People in Research* by Perpetua Kirby (www.invo.org.uk/wp-content/uploads/2012/01/InvolvingYoungPeople2004.pdf) offers advice on involving learners in evaluation.
- NFER's 'How to' Guides Collection (www.nfer.ac.uk/publications/how-to-guides-collection/) offers advice on doing action research and running focus groups.
- The chapter on 'Evaluating and developing your programme' in *The Careers Leader Handbook* by David Andrews and Tristram Hooley (Trotman Publishing, 2018) (www.trotman.co.uk/products/the-careers-leader-handbook-2nd-edition) introduces a theory of change model that will help you to improve the effectiveness of your evaluations.
- *Practical Research and Evaluation: A Start-to-Finish Guide for Practitioners* by Lena Dahlberg and Colin McCaig (SAGE Publications Ltd, 2010) (www.methods.sagepub.com/book/practical-research-and-evaluation) offers an accessible introduction to evaluation.
- *The DIY Evaluation Guide* by Rob Coe, Stuart Kime, Camila Nevill and Robbie Coleman for the Educational Endowment Foundation (www.documents.pub/document/the-diy-evaluation-guide-how-the-diy-evaluation-guide-could-be-used-the-sutton.html?page=1) is a useful resource for teachers.

5. Reporting on quality to senior leadership

It is sometimes useful for a CWRE leader to provide a brief summary of the school's progress in CWRE to senior leaders. The following tool provides one way to present this information as a single-page summary.

Consider each of the six dimensions of quality and rank where you see CWRE is across the school. Join up the numbers to provide a visual understanding.

Complete the key findings chart and make your recommendations for strengthening, improving or prioritising the next steps for CWRE.



Key recommendations	

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6. The role of the CWRE leader

A key principle of the CfW is the close cooperation and integration of staff roles at the whole school and Area level. The implementation of CWRE requires a team approach. Schools may wish to consider how the role of CWRE leader can support this way of working.

The CWRE leader role is a specialised function undertaken by a senior or middle leader usually as part of their wider duties. The size of the role and the duties it is combined with will depend on the context of the school. It can be carried out by a teacher, a career development professional or a professional from another background (for example a member of the administrative staff, an individual with experience in industry). The senior leadership will need to take steps to source professional learning for the individual appointed to ensure that they have the appropriate skill set. The figure below shows the main careers leadership tasks related to the CWRE self-assessment framework.

The role of the CWRE leader (adapted from David Andrews and Tristram Hooley's The Careers Leader Handbook) (www.trotman.co.uk/products/the-careers-leader-handbook-2nd-edition)	
The framework	Key tasks
Leading the development of CWRE	<ol style="list-style-type: none"> 1. Advising senior leadership on policy, strategy and resources for CWRE 2. Reporting to senior leadership and the governing body 3. Managing the work of other careers staff, for example administrator (if appropriate)
Realising CWRE in the curriculum	<ol style="list-style-type: none"> 4. Managing the provision of careers information and curriculum resources 5. Liaising with leads in all the Areas to plan and develop CWRE 6. Maintaining an annual CWRE plan
Implementing effective learning and teaching in CWRE	<ol style="list-style-type: none"> 7. Monitoring developments in pedagogical research, theory and practice 8. Recommending learning and teaching approaches for implementing CWRE
Supporting professional learning in CWRE	<ol style="list-style-type: none"> 9. Briefing and supporting teachers, tutors and support staff 10. Assessing training needs and negotiating possible professional learning solutions
Co-constructing CWRE	<ol style="list-style-type: none"> 11. Negotiating an annual service-level agreement with Careers Wales (secondaries) 12. Establishing, maintaining and developing activities with further education colleges, universities, apprenticeship providers and employers 13. Engaging parents and carers in CWRE 14. Activating the learner voice

The role of the CWRE leader (adapted from David Andrews and Tristram Hooley's The Careers Leader Handbook) (www.trotman.co.uk/products/the-careers-leader-handbook-2nd-edition)

The framework	Key tasks
Demonstrating impact in CWRE	15. Liaising with pastoral and learner support managers (for example tutorial team managers, special educational needs coordinator) to identify ways of meeting learners' individual guidance needs, including referring learners to careers advisers 16. Monitoring, reviewing and evaluating the impact of CWRE

7. Teachers' roles in CWRE

Classroom teachers support CWRE in four main ways. Use these prompts to help staff plan their learning journeys in CWRE.

Career informant

Being a trusted adult who has made career decisions and has experiences that might inform a young person's career building

Pastoral support

Providing pastoral support and helping to make links to career decisions and career support

Within Area

Making connections between Areas and CWRE in the context of the wider curriculum, and building career knowledge, career management skills and career and work-related experience into the curriculum

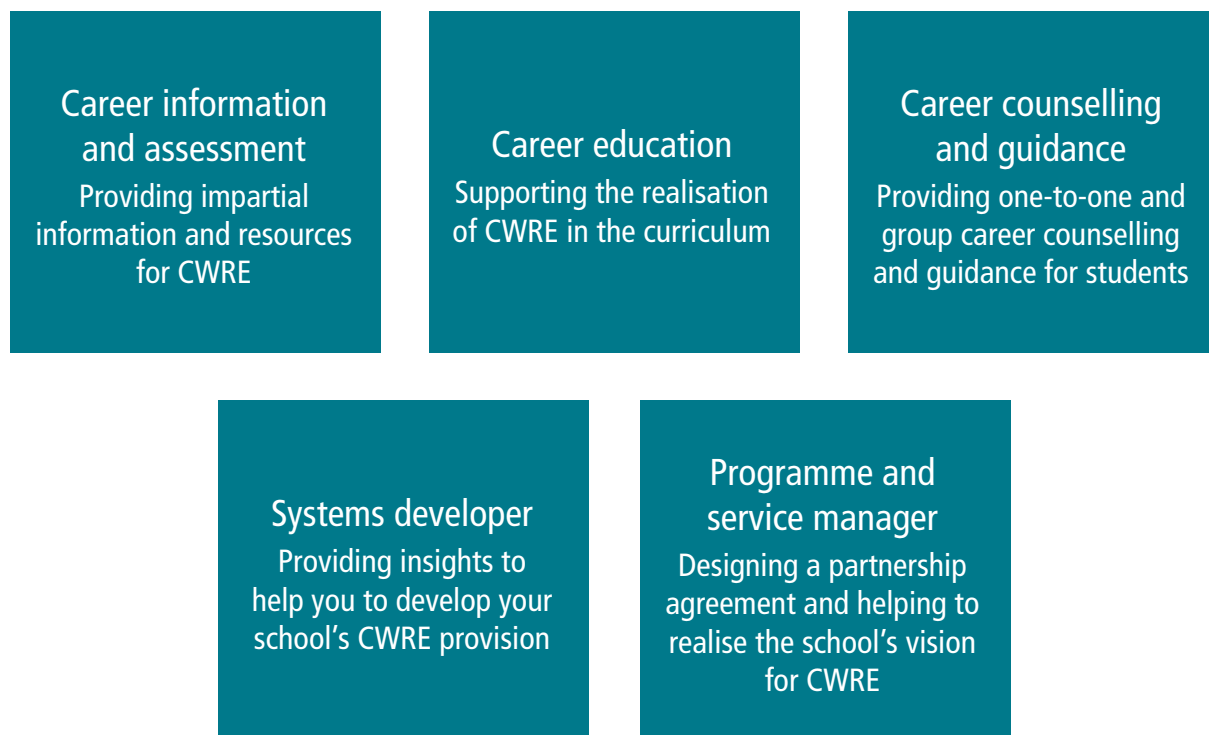
Realising CWRE

Being involved in developing and delivering specific CWRE activities, for example as part of the Health and Well-being Area or as a cross-curricular activity

Source: Adapted from Tristram Hooley, Tony Watts and David Andrew's Teachers and Careers (University of Derby, 2015).

8. The role of the careers professional

Your school will want to draw on the support provided by Careers Wales to develop and implement CWRE. A key part of this will be working closely with a careers professional. The key roles of a careers professional are shown below. How will you use the support of a careers professional to develop your CWRE?



Source: Adapted from the *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals* (www.nice-network.eu/pub/)

9. Resources for CWRE

Resources

Access information and resources to support planning CWRE in primary settings (www.careerswales.gov.wales/education-and-teaching-professionals/primary), in secondary settings (www.careerswales.gov.wales/education-and-teaching-professionals/secondary) and in special schools (www.careerswales.gov.wales/education-and-teaching-professionals/special-schools).

10. Creating a professional learning culture for CWRE

Developing the teachers and other staff who facilitate CWRE is a critical part of building high-quality provision. The school should:

- devote time to professional development for all staff involved in CWRE, for example through organising a dedicated inset session
- work proactively with supporters (for example improvement partners) and networks (for example school leader and practitioner networks) in focusing on developing CWRE
- carry out a survey of professional learning needs in CWRE with specific groups of staff, for example Area leads
- make use of external professional learning support where appropriate.

Professional learning sessions for CWRE

The following checklist will help the school to plan a professional learning session for CWRE.

- Set up planning group.
- Confirm date, timings, rooms/venues, budget, which staff will be participating.
- Consider inviting guests/speakers and experts to enhance the session.
- Identify the purpose of the session (aims and objectives) and give it a catchy title.
- Suggest topics/activities and facilitators. Outline proposed content and training methods (active and participative). When ready, transfer details to session planner and assign individuals to lead on different parts of the event.
- Plan digital and social media component (for example participation via online platform, recording session, twitter hashtag).
- Plan how you will evaluate the event (with reference to the Kirkpatrick model).
- Identify and organise admin support required (for example greeting guests, preparation of materials, refreshments).
- Promote the session via announcements and reminders, for example newsletter, email, posters, use of social media.
- Plan how you will disseminate the outcomes of the event.

External providers of professional learning

There are a wide range of organisations that can support professional learning in CWRE for your school.

CWRE professional organisations

- Career Development Institute (www.thecdi.net/Home)
- Careers Wales (careerswales.gov.wales/education-and-teaching-professionals)

National projects

- Education Workforce Council (www.ewc.wales/site/index.php/en/)
- Hwb – professional development (hwb.gov.wales/professional-learning)
- National Academy for Educational Leadership Wales (www.nael.cymru/)
- National approach to professional learning (www.hwb.gov.wales/professional-learning/planning-and-designing-professional-learning/national-approach-to-professional-learning)
- The Curriculum for Wales Professional Learning Programme (curriculumforwales.gov.wales/2019/11/29/the-curriculum-for-wales-professional-learning-programme-from-our-regional-education-consortia/) – Curriculum for Wales
- Professional learning journey (hwb.gov.wales/professional-learning/career-long-professional-learning/professional-learning-journey)
- Professional standards (hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-standards)

Regional professional learning consortia

- School Improvement Consortia Wales (www.wlga.wales/school-improvement-consortia-wales-contact-details)
- North Wales (www.rspnorth.wales/)
- Regional Skills Partnerships (www.businesswales.gov.wales/skillsgateway/skills-development/regional-skills-partnerships)
- South East Wales Cardiff Capital Regional Skills Partnership (www.data.cymru/sewso)
- South West and Mid Wales (www.data.cymru/rlp)
- South West Wales (www.rlp.infobasecymru.net/IAS/themes/)

Online resources addressing key theories for CWRE

CWRE builds on a long history of research, practice and theory. People involved in leading CWRE in schools may be keen to explore some of the underpinning thinking behind the area. This tool provides you with some key starting points.

- Career theory and models (www.careers.govt.nz/resources/career-practice/career-theory-models/) – A resource produced by Careers New Zealand to provide an introduction to some of the main career theories.
- Career Theory (www.marcr.net/marcr-for-career-professionals/career-theory/) – Resources from MARCR.net designed to support careers professionals in training.
- Introduction to career theory (www.adventuresincareerdevelopment.wordpress.com/2020/09/17/introduction-to-career-theory-a-self-study-course/) – A self-study course from Tristram Hooley.
- Dialogic teaching (www.jct.ie/perch/resources/english/dialogic-handout-1.pdf) is a teaching approach that is based around collaborative conversations between teachers and students. It can be used effectively to support CWRE as it encourages dialogue and reflection. See also the webinar from Professor Robin Alexander (www.my.chartered.college/research-hub/webinar-dialogic-teaching-revisited-more-important-now-than-ever/).
- Problem-based learning (www.teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning) presents students with a problem to solve which requires them to engage with a range of materials. The emphasis is on students answering a fundamental question that is important to them such as 'How can we improve job satisfaction at work?'
- Experiential learning (www.en.wikipedia.org/wiki/Experiential_learning) or learning by doing is an approach that can be used to support CWRE. See CERIC's detailed collection of resources looking at the use of experiential learning in career development (www.ceric.ca/wpdm-package/experiential-learning-and-career-development/).
- Portfolio-based learning (www.teaching.unsw.edu.au/assessing-portfolio) encourages learners to create a portfolio recording their learning and achievements in CWRE.

11. Building a network

CWRE cannot be facilitated by the school alone. It is important to build a network with other individuals and organisations to support your CWRE provision. Typically, your network should include some or all of the following.

- Learners
- Parents and carers
- Alumni
- Link schools and colleges
- Apprenticeship providers
- Universities
- Businesses, trade unions and professional associations
- Community and voluntary organisations and charities
- Careers Wales

Mapping your network

It can be useful to think about who you already know and work with. The following template might be useful in supporting you to do this.

Partner	Key contact	Current activities	Areas for development

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Building new relationships

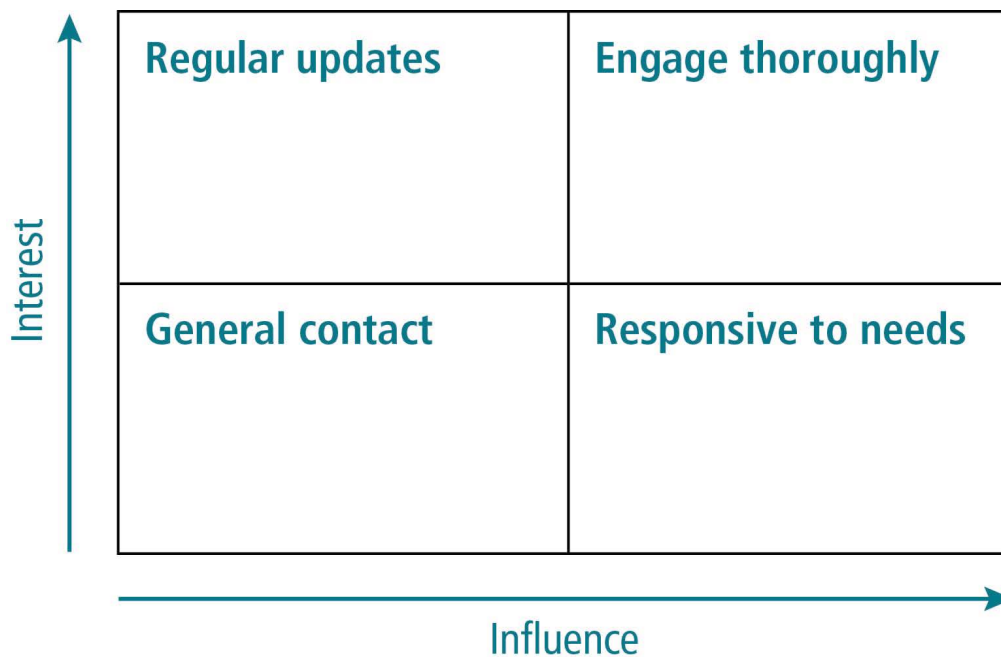
You may also want to consider what organisations and partners you want to engage with. The following template may be helpful in doing this.

Potential partner	Key contact if known	What are you looking for?	What are they looking for?	How will you make contact?

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Managing multiple relationships

It is very easy to quickly build up a lot of relationships. If you end up with too many you can quickly find it difficult to manage them all. The following framework provides a way to organise and manage your partnerships and contacts.



12. Developing relationships with an employer or other visitor

Not everyone in your network will need to come into your school or interact directly with learners. Where you are bringing an employer or other visitor into the school there are a range of things that you need to think about. It is important to spend time with the visitor talking about what you want them to do, what they should expect, how they want to be addressed and a range of other issues. The following checklist will help you to cover all of the important issues in advance.

	School	Employer
Main contact		
Job title		
Form of address in the school setting		
Telephone		
Email		
Alternative contacts		
Project details		
What is the activity?		
When will it take place?		
Where will it take place?		
What type of space will it need?		
Who will be present?		
How old are the learners?		
Links to Areas		
Descriptions of learning covered		
What will the employer/visitor do?		
Resources needed		
Refreshment and dietary needs		
Car parking		
Action plan		
Actions to be completed	Who?	By when?
		Comments

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13. Designing your CWRE self-assessment process

The template below will help you to design your CWRE self-assessment process.

Self-assessing your school's provision	
What is your self-assessment focusing on?	
Who is leading the self-assessment?	
Who else will be involved?	
When is it going to take place?	
Key activities	
What processes and approaches will you use?	
How long will this take?	
Outcomes	
What do you hope to achieve?	
What will be the main outputs and outcomes of the self-assessment?	

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14. Key findings from your self-assessment

Once you have completed your self-assessment you should spend time reflecting and identifying your main findings, what you think about them and what you are going to do. Ideally you should try and recognise both strengths and areas for development and also identify the most important areas, quick wins and issues for later. You cannot try and address everything in one go.

Key findings from your CWRE self-assessment			
Strengths	Why (commentary)	What needs to happen?	Whose responsibility is it?
Key areas for development	Why (commentary)	What needs to happen?	Whose responsibility is it?
Quick wins	Why (commentary)	What needs to happen?	Whose responsibility is it?
Issues to park for later		When will you return to this?	

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15. CWRE self-assessment portfolio

It can be useful to bring together all of the documents that you have used in your self-assessment. This may include many of the documents in this toolbox as well as other forms of evidence. You can use the following as a coversheet for this portfolio to help you to organise all of the evidence that you have brought together.

Self-assessment portfolio cover sheet			
What is your school's vision for CWRE?			
Who has lead responsibility for CWRE?			
Who are the key stakeholders?			
Dimensions of quality			
	Strengths	Key areas for development	Evidence
Leading the development of CWRE			
Realising CWRE in the curriculum			
Implementing effective learning and teaching in CWRE			
Supporting professional learning in CWRE			
Co-constructing CWRE			
Demonstrating impact in CWRE			
Reflections			
Key actions			
Review			
Review points for this self-assessment			
Planned date for next self-assessment			

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