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Vocational Guidance Education in Full-Time Compulsory Education in Europe

European Commission

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

UNITED KINGDOM (ENGLAND, WALES AND NORTHERN IRELAND)

School year 2007/08

Education is compulsory between the ages of 5 and 16 in England and Wales and 4 and 16 in Northern Ireland. Children transfer from primary to secondary education at age 11.

Compulsory secondary education is divided into two key stages: key stage 3 is for 11- to 14-year-olds and key stage 4 is for 14- to 16-year-olds. Compulsory curricula differ between England, Wales and Northern Ireland, but within each country, all secondary schools are required to provide the same basic educational entitlement for all pupils. In key stage 4, pupils study a number of optional subjects alongside the compulsory core. The key stage 4 offer varies from school to school, but all schools offer a range of general subjects with the majority also offering some vocational subjects. Subject choices are made at the end of key stage 3 by pupils and their parents, guided by advice from the school.

At the end of compulsory education, after two years of study in key stage 4, young people take external qualifications. England, Wales and Northern Ireland share the same qualifications framework, and in all three countries the most common qualification taken at the end of compulsory education is the GCSE (General Certificate of Secondary Education). These are single subject qualifications and young people typically take between 5 and 10 or more. At this point in their lives, young people must decide on the pathway to follow for the next stage of education, training or employment. School sixth forms and (in England and Wales) sixth form colleges offer general qualifications and some also offer some vocational qualifications. Further education colleges offer the same but also a wider range of vocational qualifications. Some further education colleges focus on specific vocational areas. There are also work-based learning opportunities, such as apprenticeships, which enable young people to work towards a qualification while working.

Entry requirements to post-compulsory education and training programmes are set by the individual school, college or employer. In most cases specific grades and/or subjects at GCSE (or in other approved qualifications) are required. Programmes for students who have not attained GCSE level qualifications by the end of compulsory education are also available.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

There are some differences in the legal frameworks and national objectives for vocational guidance education in England, Wales and Northern Ireland. Devolution of political powers to Wales and Northern Ireland has led to further divergence, for example with respect to the delivery of information, advice and guidance by bodies external to schools.

In England, the Connexions Service for young people aged 13 to 19 was launched in April 2001, bringing together the services offered by the former careers services with the services provided by a range of other agencies. In contrast, Wales and Northern Ireland retain all-age careers services.

England

Under the Education Act 1997, as amended, schools must provide a planned programme of careers education within the curriculum in years 7 to 11 (age 11 to 16). The Education and Skills Bill, published in November 2007 and currently before Parliament, amends the 1997 Act by requiring secondary schools to present careers information in an impartial manner and to provide careers advice which is in the best interests of pupils.

Careers education is designed to give young people the skills they need to manage their own careers, and to be able to:

- investigate learning and career opportunities;
- make informed judgements about learning and career options;
- understand how these choices will help them to achieve their aspirations;
- enable them to successfully manage key transition points.

Schools are required to give careers advisers from the external service – usually Connexions personal advisers (PAs) (see below) – access to pupils to provide careers guidance. Schools are also required to work with careers services to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials.

There is also a statutory requirement, under the Education Act 2002, as amended, that schools include work-related learning within the curriculum for all pupils in years 10 and 11 (ages 14 to 16). Work-related learning is linked to careers education but is wider in its scope. It is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It includes learning through the experience of work; learning about work and working practices; and learning the skills for work. The aims of work-related learning are to:

- develop employability skills;
- provide pupils with the opportunity to ‘learn by doing’ and to learn from experts;
- raise standards of achievement;
- increase pupils’ commitment to learning, motivation and self confidence;
- improve the retention of young people in learning after the age of compulsory education;
- develop career awareness and the ability to benefit from impartial and informed information and guidance;
- support active citizenship;
- develop the ability to apply knowledge, understanding and skills;

- improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work;
- to encourage positive attitudes to lifelong learning ([1]).

Although both careers education and work-related learning are statutory requirements, they stand outside the National Curriculum and are not subject to statutory programmes of study or assessment arrangements. Non-statutory guidance and frameworks are in place.

The Secretary of State also has a statutory duty under the Trade Union Reform and Employment Rights Act 1993 to provide all young people with access to impartial careers advice. Since 2001, under the Learning and Skills Act 2000, this duty has been exercised through personal advisors (PAs) from the Connexions Service working with staff in schools. The Connexions Service is provided by Connexions Partnerships and also has a wider role in providing support services for all young people aged 13 to 19, giving particular attention to young people who are disengaged, or at risk of becoming disengaged from education and training.

In 2005, the Government outlined plans to reform careers education and guidance. In April 2008, responsibility for commissioning and funding information, advice and guidance (IAG) transferred from the Connexions Service to local authorities, working under Children's Trust arrangements ([2]). To support the new arrangements, the Department for Children, Schools and Families has launched new quality standards regarding the commissioning and delivery of young people's IAG services ([3]).

The Increased Flexibility for 14- to 16-year-olds Programme was introduced in 2002 to provide funding to enable schools to offer more diverse learning opportunities by forming partnerships with further education colleges and work-based learning providers. The programme ended in September 2007 as a national ring-fenced funding stream, but these opportunities continue to be provided as schools, colleges and work-based learning providers prepare to implement the Government’s wide-ranging 14 to 19 reforms.

The reforms aim to create a system of qualifications for 14- to 19-year-olds which will provide a better and more coherent choice of routes, all of which lead to valuable qualifications and progression to further training. The reforms include:

- the Young Apprenticeships (YAs) programme for 14- to 16-year-olds. The programme was introduced in 2004 to provide an opportunity for motivated school pupils to pursue a qualification that is related to one of 15 vocational sectors and to spend up to two days a week in the workplace learning a trade;
- the new Diplomas for 14- to 19-year-olds. There will eventually be 17 ‘lines of learning’, that relate to sectors of business and industry and provide an opportunity for a different way of learning. The first 5 are being introduced from September 2008. The Diplomas comprise distinct elements: principal learning (which relates to the

([1]) *The Work-related Learning Guide: First Edition: A Guidance Document for Employers, Schools, Colleges, Students and their Parents and Carers*. DCSF. 2008. Available at: http://www.nebpn.org/pdf/thework-relatedlearningguide-firstedition.pdf

([2]) Children's Trusts are local area partnership arrangements for bringing together key agencies to deliver better integrated and more outcome focused services for children, young people and their families.

([3]) *Quality Standards for Young People’s Information, Advice and Guidance (IAG).* DCSF 2008. Available at: http://www.cegnet.co.uk/files/CEGNET0001/ManagingCEG/QualityStandardsforIAG/quality_standards_young_people.pdf

specific line of learning); generic learning (functional skills and personal, learning and thinking skills); additional and specialist learning; and a project. They will be available at three levels – Foundation, Higher and Advanced.

Wales

Under the Education Act 1997, careers education and guidance (CEG) is compulsory from year 9 (age 13). CEG programmes aim to provide the teaching, learning, information and advice that help young people:

- increase their self-awareness and identify their personal development needs;
- become aware of changing career opportunities in the labour market, further and higher education, and self-employment;
- develop skills in career planning that help them make choices and manage their career development.

Schools are also required to give careers advisers from the external careers service – Careers Wales – access to pupils to provide careers guidance. Schools must also work with the careers service to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials.

Under the Education Act 2002, as amended, work-related education (WRE) is compulsory in years 10 and 11 (age 14 to 16). The purposes of WRE are to:

- increase pupils' motivation, confidence, self-esteem and achievements;
- improve pupils' competence in the key skills;
- make pupils more employable;
- help pupils plan for more realistic and meaningful careers;
- encourage pupils' commitment to lifelong learning;
- strengthen and increase employers' support for, confidence in and understanding of education;
- support the nation's future economic competitiveness.

As in England, careers education and work-related education are statutory requirements, but are outside the Welsh National Curriculum and are not subject to statutory programmes of study or assessment arrangements. Non-statutory guidance and frameworks are in place.

Northern Ireland

Under the Education (Northern Ireland) Order 2006, Learning for Life and Work is a statutory part of the revised Northern Ireland Curriculum being phased in from September 2007 to June 2010. The aim is to ensure that all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for life and work. The curriculum consists of statutory minimum content which is supplemented by additional non-statutory guidance.

The Careers Service in Northern Ireland provides an all-age information, advice and guidance service to help young people and adults make informed choices about their future career paths. Careers advisors from the Careers Service deliver careers information, advice and guidance in schools and in Job Centres, Jobs and Benefits Offices and Careers Officers across Northern Ireland.

The Careers Service operates a Service Level Agreement (SLA) with schools. The objectives of the SLA are:

- to reinforce the strategic objectives set out in the school's policy statement on the Careers Education, Information, Advice and Guidance (CEIAG) programme;
- to promote equality of opportunity for all young people;
- to ensure that the CEIAG programme is impartial, learner/client centred and relevant to the needs and aspirations of individual pupils;
- to support the development of personal career planning;
- to facilitate student access to the Careers Guidance and Information Service offered by Careers Service Northern Ireland.

In 2007, the Department of Education (DE) and the Department for Employment and Learning (DEL) held a consultation on a new CEIAG strategy. The aim of the strategy is to develop effective career decision-makers, leading to increased participation in education, training and employment. The strategy and implementation plan are currently being finalised and will be launched in autumn 2008.

RESPONSIBILITIES

England

Schools are responsible for providing a planned programme of careers education and work-related learning. Schools are also required to give careers advisers, usually Connexions personal advisers (PAs), access to pupils to provide careers guidance.

Until April 2008, the Connexions Service was provided by 47 local Connexions Partnerships, funded directly by government. Local Management Committees were responsible for the local delivery of services.

In April 2008, responsibility for commissioning and funding information, advice and guidance transferred from the Connexions Partnerships to local authorities, working in partnership with other agencies under Children's Trust arrangements ([4]).

Schools are supported in developing and delivering their provision for work-related learning by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. These organisations encourage employers in their local areas to work with schools by promoting the business benefits. They are then able to offer schools a 'one stop shop'. They are a very diverse set of organisations that have evolved over time

([4]) Children's Trusts are local area partnership arrangements for bringing together key agencies to deliver better integrated and more outcome focused services for children, young people and their families.

but, broadly speaking, fall into two main groups: on the one hand, local education business partnerships, and on the other, a range of other organisations that tend to specialise in a particular type of activity and/or a particular part of the curriculum. Government funding to support education business link activity is provided through consortia of education business link organisations working under contract to the 47 Local Learning and Skills Councils ([5]). The National Education Business Partnership Network (NEBPN), which operates across England, Wales and Northern Ireland, is an umbrella organisation for these organisations ([6]).

The Young People's Information, Advice and Guidance Team at the Department for Children, Schools and Families is responsible for the Government's careers education support programme which was set up in 2001. The programme develops information and services to promote, support and improve careers education in schools and colleges. Its website is at www.cegnet.co.uk.

Wales

Schools are responsible for providing a planned programme of careers education and work-related education. Schools are also responsible for giving careers advisers from Careers Wales access to pupils to provide careers guidance.

Careers Wales is responsible for providing careers advisers to work in secondary schools in Wales. Careers Wales was set up in April 2001 bringing together six careers companies across Wales under one name. Careers Wales works in partnership with a range of organisations including the Welsh Assembly Government, educational establishments, employers, training providers and youth services to provide help and support for individuals, employers and schools and colleges.

As in England, schools are supported in developing and delivering their provision for work-related education by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. The umbrella organisation, the National Education Business Partnership Network (NEBPN), operates across England, Wales and Northern Ireland.

Northern Ireland

Schools are responsible for providing a planned programme of Learning for Life and Work. As part of the careers education, information, advice and guidance programme, schools work in partnership with the Careers Service Northern Ireland to provide up to date careers information and impartial advice and guidance.

([5]) The Learning and Skills Council is a non-departmental public body responsible for planning and funding education and training for over 16-year-olds in England. It operates through a national office and 47 local offices, known as local Learning and Skills Councils (LSCs). The Further Education and Training Act 2007, which will begin to come into force from December 2008, will restructure the Learning and Skills Council by removing the current 47 local LSCs and creating nine regional councils to oversee the work of local partnership teams.

([6]) For more information on organisations that engage employers see *Building on the Best: Final Report and Implementation Plan of the Review of 14-19 Work-related Learning*. DCSF 2007. Available at: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00780-2007&

The Careers Service Northern Ireland is part of the Department for Employment and Learning (DEL) and careers advisers are qualified at postgraduate level.

As in England and Wales, schools are supported in developing and delivering their provision for work-related education by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. The Department of Education's Business Education Strategy Unit supports business link organisations by providing funding for them to deliver work related education in schools ([7]).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

England

Schools must provide a planned programme of careers education within the curriculum in years 7 to 11 (ages 11-16) and work-related learning within the curriculum for all pupils in years 10 and 11 (ages 14-16).

As there is no statutory programme of study for careers education, schools have great flexibility to determine what is delivered, how it is organised, and how much curriculum time and other resources should be devoted to it. A non-statutory national framework, setting out the links between careers education and guidance and work-related learning and other related curriculum activities such as personal, social and health education (PSHE) and citizenship is available ([8]).

The most commonly used approach to curriculum organisation is a combination of the following:

- **discrete careers education** – often as part of personal, social and health education (PSHE) and citizenship and organised as a 'carousel' of modules, an integrated course, or a tutorial programme;
- **integrated careers education** – taught as part of other subjects, particularly English, humanities and ICT;
- **extended provision** – special activities such as work experience and collapsed timetable days ([9]).

The national framework also sets out a number of learning outcomes. These are grouped under three aims, which are that young people should be able to:

- understand themselves and the influences on them;
- investigate opportunities in learning and work;
- make and adjust plans to manage change and transition.

([7]) For more information on organizations that engage employers see DCSF (2007). *Building on the Best: Final Report and implementation plan of the review of 14-19 Work-related Learning*. Available at http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&Productd=DCSF-00780-2007&

([8]) DfES (2003). *Careers Education and Guidance in England: A National Framework 11-19*. Available at: http://dev.cegnet.co.uk/resource/content/files/651.pdf

([9]) The normal timetable is 'collapsed' or 'suspended' and activities for the whole year group or key stage run throughout the day.

Guidance on work-related learning for employers, schools, colleges, pupils and their parents is also available ([10]). This shows how the context of work enables pupils to:

- learn **through** work, by providing opportunities for pupils to learn from direct experiences of work, including developing the employability skills and 'can-do' attitude that employers value (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects);
- learn **about** work, by providing opportunities for pupils to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education);
- learn **for** work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).

Work experience is an important element of work-related learning, and in the great majority of schools, pupils at key stage 4 (age 14 to 16) undertake a work placement on employer's premises, typically of one or two weeks. Guidance to schools is available ([11]).

Enterprise education is another aspect of work-related learning. Government guidance has been produced to help schools teach young people enterprise skills such as innovation, creativity, risk management and business understanding ([12]).

Schools are required to provide careers education and guidance and work-related learning for all their pupils. Additionally, there are more specific vocational learning opportunities for some pupils.

The Increased Flexibility for 14- to 16-year-olds Programme (IFP) was introduced in 2002 to provide vocational learning opportunities to young people who would benefit most. Young people can study off-site at a further education college or with a training provider for one or two days a week throughout key stage 4, and have opportunities to work towards vocational and work-related qualifications.

The Young Apprenticeships (YAs) programme for 14- to 16-year-olds was introduced in 2004 to provide knowledge and skills in a specific vocational area, such as engineering, automotive industries, business administration, the arts and creative industries, and health and social care. The programme is designed for able and well-motivated pupils, who have achieved a specified level in their assessments at the end of key stage 3 (age 14), with good behaviour and attendance records. Pupils participating in the programme are based in school and continue to pursue the statutory curriculum and qualifications over three days a week. They can spend two days a week on the Young Apprenticeships programme working

([10]) DCSF (2008). *The Work-related Learning Guide – First Edition*. Available at: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-0048-2008

([11]) See the Teachernet website article on work experience: http://www.teachernet.gov.uk/management/atoz/w/workexperience/

([12]) See the Teachernet website article on enterprise education: http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance/

towards vocational qualifications, taught through a combination of classroom delivery, training provision and direct experience of work.

Wales

Careers education and guidance (CEG) is compulsory from year 9 (age 13 to 14) and work-related education (WRE) is compulsory in years 10 and 11 (age 14 to 16).

As in England, there are no statutory programmes of study and schools have great flexibility to determine what is delivered, how it is organised, and how much curriculum time and other resources should be devoted to it. A non-statutory national framework and supplementary guidance have been provided for careers education and guidance ([13]), and for work-related education ([14]).

Northern Ireland

A revised Northern Ireland Curriculum is currently being phased in. The revised curriculum includes a new area entitled Learning for Life and Work, which incorporates Employability. The aim is to ensure that all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for life and work. Employability has four dimensions:

- work in the local and global economy;
- career management;
- enterprise and entrepreneurship;
- skills and capabilities for work.

The Learning for Life and Work curriculum consists of a statutory minimum content which is supplemented by additional non-statutory guidance ([15]). The minimum content for Employability at key stage 4 (age 14 to 16) is set out in the following statutory statements:

Pupils should be enabled to:

- explore self employment and identify relevant sources of support;
- examine the impact of globalisation on employment;
- investigate the recruitment and retention procedures taking into account the rights and responsibilities of employees and employers;
- consider how employees and employers might maintain an effective working environment;
- investigate the increasing social responsibility of business in the community;
- develop a personal career plan based on relevant information and guidance.

([13]) See the careers education and guidance page on the Welsh Assembly Government website: http://accac.org.uk/eng/content.php?mID=252

([14]) See the work related education guidance page on the Welsh Assembly Government website: http://accac.org.uk/eng/content.php?mID=258

([15]) See *Education for Employability: Guidance for Key Stage 4* at: http://www.nicurriculum.org.uk/docs/key_stage_4/areas_of_learning/guidance/ks4_employability_guidance.pdf

As in England and Wales, curriculum organisation and time allocation is a matter for the school. However, schools are advised that allocation of discrete curriculum time for careers education, information, advice and guidance is expected, and can be supplemented by learning across the curriculum and also by special days or events when the normal timetable is suspended.

Services provided to schools by the Careers Service Northern Ireland include class talks, group sessions, one to one interviews, psychometric assessment, labour market information and attendance at parents' evenings and careers events.

Alongside the revised curriculum an entitlement framework is being introduced for pupils in key stage 4 and above (age 14 to 18). The overarching policy objective is to guarantee all pupils aged 14 and above greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes and interests, irrespective of where they live or the school they attend. It will:

- increase choice from a wider range of general and applied/vocational courses to support progression and employment prospects of all pupils;
- redress issues of access to courses across the geographical and sectoral divides;
- facilitate the development of courses that match pupil needs and support economic growth;
- enhance the ability of schools to plan and manage collaborative arrangements for the benefit of all pupils in the local area;
- build capacity in terms of whole school and area based planning, ensure effective use of resources within a local area partnership/community and avoid duplication in schools and colleges.

The target date for the full implementation of the entitlement framework is September 2013 and by then schools will offer minimum numbers of academic and vocational/applied courses. Schools are already working together and with further education colleges in 'learning communities' to increase the range of courses on offer to their pupils.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

In England, Connexions Direct complements the face-to-face delivery of services by offering online information, advice and support for 13- to 19-year-olds ([16]). In Wales, a similar service is provided by Careers Wales ([17]) and in Northern Ireland by the Careers Service Northern Ireland ([18]).

([16]) See the Connexions Direct website at: http://www.connexions-direct.com/
([17]) See the Careers Wales website at: http://www.careerswales.com/
([18]) See the Careers Service Northern Ireland website at: http://www.careersserviceni.com

QUALIFICATIONS OF GUIDANCE STAFF

Careers education and guidance is often in the hands of many different staff.

In schools, day-to-day management of careers education and guidance is normally in the hands of a careers coordinator who is responsible for leading and supporting the development of careers education and guidance across the school. Traditionally, this role would be taken by a teacher alongside his/her subject teaching responsibilities and would normally attract a teaching and learning responsibilities payment (management allowance in Northern Ireland). Some schools have appointed people from other professional backgrounds including those with a qualification in careers guidance and personnel from industrial, business or commercial backgrounds to the role of careers coordinator, while locating the curriculum leadership function with a qualified teacher. There is currently no initial teacher education programme in careers education and guidance, but a number of accredited qualifications for careers education and guidance staff are available which can be taken as part of continuing professional development ([19]). The careers coordinator would ideally have an accredited professional qualification in managing careers education and guidance for young people, but this is not yet mandatory.

The careers coordinator would not normally deliver all careers education him/herself. This subject is often taught by non-specialist teachers as part of a wide programme of personal social, health and economic education. In some schools, all teachers are expected to contribute to careers education and guidance and work-related learning in their roles as subject teachers and/or as form tutors.

Careers guidance is also provided by external guidance services (the Connexions Service, Careers Wales and the Careers Service Northern Ireland). In England, Connexions personal advisors (PAs) are likely to come from a range of backgrounds such as careers advice and guidance, youth work, health service, social services, youth justice and education. Advisors who deliver in-depth careers guidance are required to hold a relevant careers guidance qualification.

Careers advisers in the Careers Service Northern Ireland are all specialist careers advisers and qualified at postgraduate level.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Information on organisations which broker employer engagement for schools is provided above.

In addition, many specialist schools have developed strong local employer links as part of their specialist school status ([20]).

([19]) A list of accredited qualifications for careers education and guidance staff in England is available at the CEGNET website at: http://www.cegnet.co.uk/content/default.asp?PageId=1172&sm=1172

([20]) Most secondary schools in England and some in Northern Ireland have specialist school status. There are no specialist schools in Wales. Specialist schools have a special focus on their chosen curriculum area while meeting all statutory curriculum requirements and delivering a broad and balanced education to all pupils. They receive additional funding and are also required to raise funding through private sector sponsorship.

When, at the end of key stage 3, young people are making curriculum decisions for key stage 4, schools provide written information to parents on their key stage 4 offer. They also usually organise an evening event for pupils and their parents at which the different options are explained and can be discussed with staff. Similarly, schools and colleges providing post-compulsory education issue prospectuses setting out their offer, and organise open evenings for pupils at the end of key stage 4 (age 16) and their parents.

In England, the new quality standards for the commissioning and delivery of young people's information, advice and guidance (IAG) services place an emphasis on the need for IAG services to engage with parents ([21]).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

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CEGNET website for the DCSF careers education support programme:
http://www.cegnet.co.uk/site/cegnet/home

Careers Service Northern Ireland:
https://www.careersserviceni.com/Cultures/en-GB/Homepage.htm

Careers Wales: careerswales.com

Connexions Direct: http://www.connexions-direct.com/

Teachernet website article on enterprise education:
http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance/

Teachernet website article on work experience:
http://www.teachernet.gov.uk/management/atoz/w/workexperience/

Welsh Assembly Government page on careers education and guidance:
http://accac.org.uk/eng/content.php?mID=252

Welsh Assembly Government page on work related education:
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