Mapping the two frameworks

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<th>Careers Foundation Framework</th>
<th>Gatsby Benchmark</th>
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**Activities to support the learning area**

- Select the relevant careers information and sources and viewpoints and reflecting on the planning for different life stages and student loans.
- Students act as mentors and advocates to their families and peers.
- Students access and succeed in their chosen local charity saying how they manage their wellbeing, budget, understand and use financial words.
- Students use comprehensive websites to gather information from employers, FE, HE and the industry.
- Students have a one to one meeting with a teacher to discuss their plans for the future.
- Students work with employers to develop preparation for a work placement.
- Students co-construct a personal statement that collects together their experiences and future plans.
- Students ask for feedback on their interview skills.
- Students explore the notion of 'careership' and what it means to them.
- Students research the range of workplaces and identify what are the health & safety risks to them to write a risk assessment of cutting down on the time and effort they use.
- Students research entrepreneurship and self-employment.
- Students make a decision about their post-16 pathway.
- Students begin to manage their own money and budget, understand and use financial words.
- Students take action to improve their physical and mental health.
- Students start to use LMI data provided by teachers, employer mentors and industry associations.
- Students are linked with a business mentor to support them to make plans and develop a pathway into the workplace.
- Students understand how to negotiate and make plans and decisions as part of their Options at Key Stage 4 and at KS5 and make plans for the future.
- Students cover roles of responsibility and leadership in their work and practice that may cover roles of responsibility and leadership in various roles they explore.
- Students have a mock interview in their local employment agency in order to understand what interviewers will ask them.
- Students seek advice and guidance on subject choices/learning and qualifications in readiness for the next key stage of their learning.
- Students are able to understand how the national labour markets work and families have to actively manage their working lives.
- Students compare and contrast their experience of the workplace based on a shareholder model and the other for a community based project.
- Students use paired discussion, they talk about their experience of the workplace and the feedback of the workplace they have worked in.
- Students understand how changing circumstances in the world of work will impact on their working lives in the future.
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