



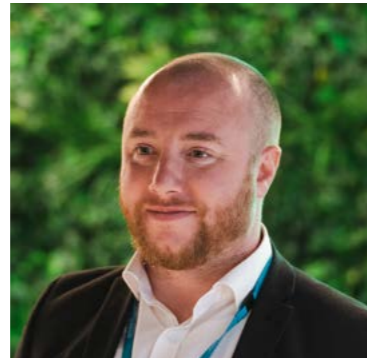
Careers Education, Information, Advice and Guidance Strategy

2025 - 2027

At Blackburn College, we work as a team, together with our partners and local employers, to provide students with the very best knowledge, skills and behaviours to support them in achieving their career ambitions and aspirations.



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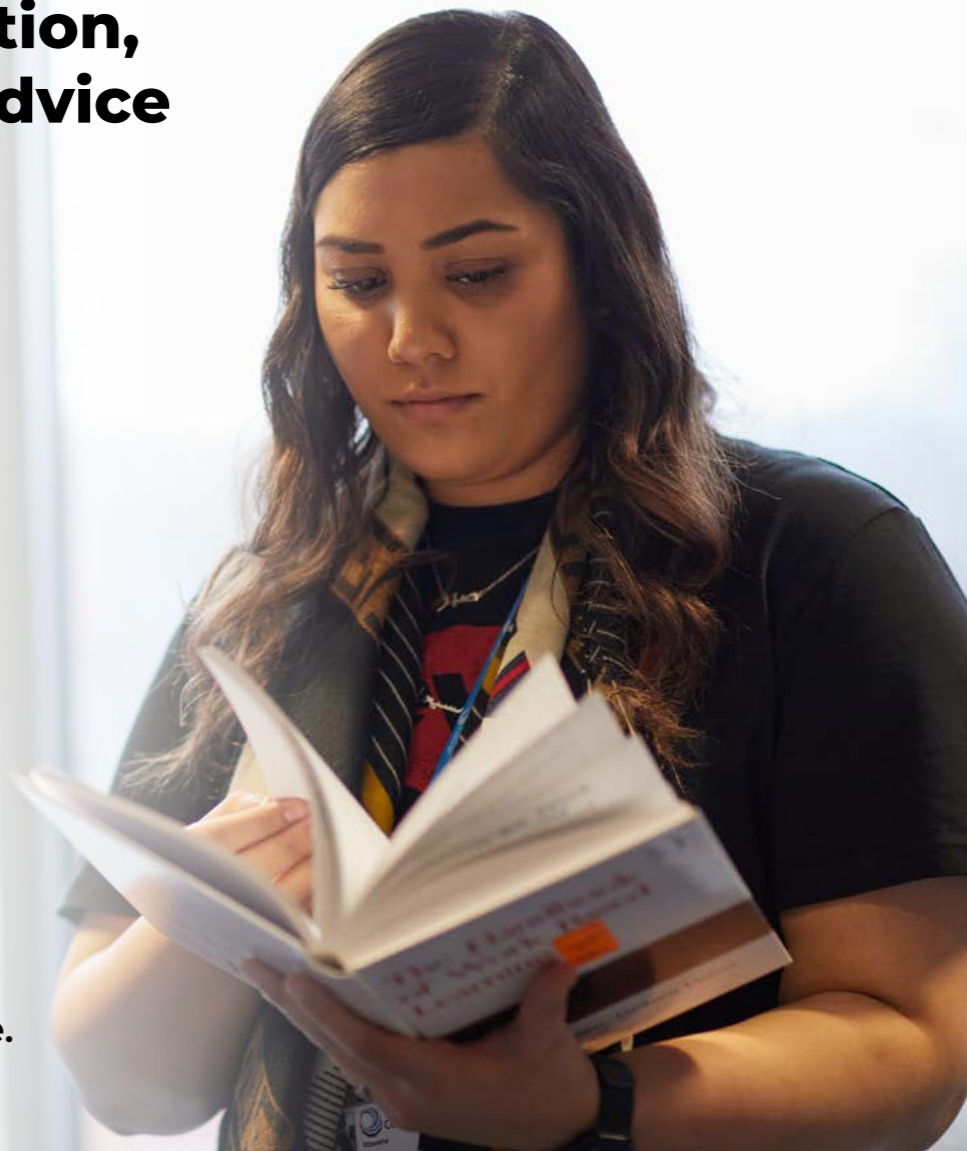
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Careers Education, Information, Advice and Guidance

Strategy Vision

Working together for a better future.

At Blackburn College we are committed to providing all students with the very best student experience. One which equips our students with the knowledge, skills and behaviours to develop ambitious career plans and go onto positive destinations in the future.



Working in partnership with students, parents, employers and other external partners, we will support our students to access a wide range of career learning opportunities as part of their studies. Career learning is a key element of curriculum delivery, where students gain skills and knowledge relating to their subject/sector. Individuals are also supported to develop attitudes and behaviours for work and life through the Personal Development and Tutorial Programme and a range of wrap-around student support services.

High quality, personal guidance is available all year round in our Careers and Personal Development Centre, where students can access support from highly qualified staff. Here, students receive tailored support which enables them to gain a good understanding of labour market opportunities, education and learning pathways, so that they can make informed choices and decisions about their future and are supported to be career ready, industry prepared and employable within their chosen sector.

Quality Assurance for Careers

The Gatsby Benchmarks

It is recognised that good career guidance is a necessity for social mobility and, the Government has adopted the eight Gatsby Benchmarks as the expected standard for good career guidance in schools and colleges. **Blackburn College is committed to:**

- | | |
|---|---|
| 1 | Providing a stable careers programme. |
| 2 | Promoting learning from career and labour market information. |
| 3 | Addressing the needs of each student. |
| 4 | Linking curriculum learning to careers. |
| 5 | Providing encounters with employers and employees. |
| 6 | Creating opportunities to experience work places. |
| 7 | Providing encounters with further and higher education. |
| 8 | Providing personal guidance. |

Matrix Standard

Matrix Standard is the Department for Education's quality standard framework for ensuring the delivery of high-quality information, advice and guidance (IAG). Blackburn College was last awarded the standard in December 2021 and undertakes annual continuous improvement checks with an external assessor. A full 3-year assessment review is due in December 2024.



Strategic Career Goals

| Goal 1: To update the careers programme documentation and align to the Gatsby Benchmarks and the CDI Career Development Framework, whilst capturing differentiation for all programmes of study. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM4, GBM5, GBM6, GBM7, GBM8 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|--|--|---|--|-----------|---|
| Academic Year | Targets | Action | Who | Deadline | Success Criteria / Impact |
| 2024 / 25 | Capture the contributions to career learning by all curriculum and business support teams. Create visually impactful documents which clearly and concisely describe the career learning activities students participate in. | Seek input from cross-college colleagues to capture the diversity of provision in all subject areas. Write careers programme documents for students and staff, which include sections highlighting links to frameworks and differentiation by programme of study. Include learning outcomes for career learning activities. | Director: Student Support & Experience Careers Leader Heads of Curriculum / Support Work Experience Manager | July 2025 | Students, staff and partners are aware of college provision for careers learning. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> Meetings - Careers Working Group, CLT, Learning & Quality Committee Corporation Board ProMonitor student records Feedback surveys – Students, Staff, Parents | | <ul style="list-style-type: none"> Annual Careers Impact Report Student Services Position Papers SAR/QIP - College wide, Student Services and Curriculum Quality Summits CEC Compass Reports Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | | |

| Goal 2: To expand use of 'The Exchange Online' careers and labour market resources, across all study programmes. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM4 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|---|--|---|---|-----------------------------|---|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> Ensure that all students understand how to access and use careers resources on 'The Exchange Online'. Increase students' awareness of career paths and opportunities. Support tutors to identify reliable sources of LMI and careers information. Support parents to understand the careers learning resources available to their young person. | <ol style="list-style-type: none"> Include promotional information for 'The Exchange Online' in all career presentations and marketing materials. Incorporate use of the resources in all personal guidance sessions. Undertake targeted promotion of the resources for staff and encourage use in lessons. Develop teaching resources incorporating activities using 'The Exchange Online'. Promote 'The Exchange Online' to parents. | <p>Careers Leader Careers Advisers Tutorials</p> <p>Careers Advisers</p> <p>Careers Leader Careers Advisers</p> <p>Careers Team Head of SE</p> <p>Careers Leader Careers Advisers</p> | July 2025 | <p>10k clicks</p> <p>A more even distribution of clicks per term, across all study programmes.</p> <p>Promotion of the resources in curriculum and support activities.</p> <p>Students and staff demonstrate an understanding of the resources and their application to personal development.</p> <p>Parent support of the resources.</p> |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> The Exchange Online usage data Marketing information/materials Subject unit outlines Meeting minutes – Quality summits, Careers Working Group ProMonitor student records Staff & Student focus groups Feedback surveys – Students, Staff, Parents | | <ul style="list-style-type: none"> Annual Careers Impact Report Student Services Position Papers SAR/QIP - Student Services Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | | |

| Goal 3: To enhance career learning within the curriculum to ensure that students gain practical career skills and industry knowledge. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM4, GBM5, GBM7 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|--|--|---|--|------------------------------------|---|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 | <ul style="list-style-type: none"> Students can articulate their career learning and the impact on their personal development. Embed career-related learning objectives in all subjects by the end of the academic year. | <ol style="list-style-type: none"> Design, produce and promote a collection of skills, knowledge and behaviour badges for staff and students to reward progress and development, and support students in connecting learning to key careers and employability themes. Introduce 'Five to Thrive' Induction Project for key competency development. Produce a 'careers in curriculum' planner for curriculum staff. Train tutors on incorporating career examples and discussions in their lessons. Include careers as a judgement criterion on paperwork for curriculum learning walks. Implement one careers curriculum activity per term for every subject area, linked to an employer or provider. Conduct annual curriculum reviews with employer partners from the local community and gain endorsement for the curriculum. | Careers Leader Director of Quality Tutors Careers Leader Careers Team Quality Leads Careers Leader Director of Quality Heads of Curriculum Tutors Heads of Curriculum Tutors | June 2025 | <ul style="list-style-type: none"> Careers badges visible on student lanyards and included in lessons/digital student profile Key competencies tracked and monitored for individual students. Students speak confidently about their knowledge, skills and behaviours and the impact on their personal development. Careers is embedded in SUOs and curriculum delivery. Curriculum content prepares students to meet the needs of local employers. This is achieved through employers endorsing curriculum. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> ProMonitor – Markbook, 1:1 Review Meetings, Careers & Enrichment Logs, Comments Meeting minutes – Quality summits, Careers Working Group, Curriculum meetings, Student Voice Quality documents – SUOs, Learning Walks Surveys – Student and staff Employer visits/feedback | | <ul style="list-style-type: none"> Annual Careers Impact Report Student Services Position Papers SAR/QIP - College wide, Student Services and Curriculum L&Q Reports Achievement and destinations data CEC Compass Reports Ofsted Meetings & Reports | | | |

| Goal 4: To increase engagement with the recording of career learning activities and impact (e.g. employer and provider encounters) on student ProMonitor records. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM4, GBM5, GBM6, GBM7, GBM8 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|---|--|---|--|-----------------------------|--|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> • Career learning activities/impact is recorded for individual students. • Career learning activities/impact is reviewed for individual students in 1:1 meetings with their personal tutor. • Career learning/ impact is consistent for students in all areas of curriculum. | <ul style="list-style-type: none"> • Create 'how to record careers learning' guides for staff and students to refer to. • Redevelop the careers ProMonitor pages to improve user experience and support development of reporting. • Students record and reflect on their career learning activities on ProMonitor. • Tutors comment on career learning and personal development in 1:1 review meetings. • Provide termly reports on compliance to Quality Summit panels for each area of curriculum. | Careers Leader ProMonitor Administrator Reporting Tutors Students | July 2025 | <ul style="list-style-type: none"> • Guides used to support staff and student in completion of records. • ProMonitor menus correctly displayed, and information displayed in individual student records. • Data available on the Careers & Enrichment PowerBi report. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> • ProMonitor – 1:1 Review Meetings, Careers & Enrichment Logs • Careers & Enrichment report • Meeting minutes – Quality Summits | | <ul style="list-style-type: none"> • Annual Careers Impact Report • Student Services Position Papers • SAR/QIP - Student Services • Achievement and destinations data • CEC Compass Reports • Matrix Standard Meetings & Reports • Ofsted Meetings & Reports | | | |

| Goal 5: To improve work experience opportunities for students. | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM4, GBM5, GBM6 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | | |
|--|--|--|--|-----------------------------|---|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> Increase the number of employer partnerships by 30% within the next academic year to support new t-level delivery. Achieve 100% student participation in work experience/preparation for students aged 16-18. Highlight student work experience success stories. | <ul style="list-style-type: none"> Identify new local and regional businesses which align with students' career interests and reach out to establish partnerships. Offer flexible work experience options including part-time placements, virtual internships and short-term projects to accommodate different subject areas and needs. Feature student success stories for every area of curriculum in marketing materials and on social media platforms. Organise a work experience event for students to share stories of their work experience journey with peers and parents. | Senior Business Development Manager Work Placements Operations Manager Marketing Students | July 2026 | <ul style="list-style-type: none"> Employer partnership list expanded. Work experience completed and reviewed for all 16–18-year-old students. Students develop and apply knowledge, skills and behaviours in a workplace setting. Students engage in a wider range of experiences with employers. Students understand a wider range of opportunities and raise their aspirations. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> Connect data and reports CRM system Meeting minutes – Quality Summits, L&Q, Curriculum meetings, Student Voice | | <ul style="list-style-type: none"> Annual work placement impact report Annual Careers Impact Report SAR/QIP - College wide, Work Placement and Curriculum CEC Compass Reports Achievement and destinations data CEC Compass Reports Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | | |

| Goal 6: To increase participation in personal guidance for students in curriculum areas with low take-up. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM2, GBM3, GBM8 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|--|--|---|---|-----------------------------|--|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> Increase personal guidance uptake in Creative Arts & Construction, to over 50%. Increase adult (including HE) participation in personal guidance. | <ul style="list-style-type: none"> Establish better working links with all personal tutors and students in Creative Arts & Construction. Complete workshop sessions with students in Creative Arts & Construction, to highlight the benefits of personal guidance, before October half term. Communicate the availability of personal guidance sessions to parents of 16-18-year-old students. Promote personal guidance services to all adult learners (including HE). Remind students about support for personal guidance. Ensure all activity is recorded accurately and timely in ProMonitor. Develop a new careers and enrichment report for monitoring and evaluation. | <ul style="list-style-type: none"> Careers Advisers Tutors Students Careers Advisers. Careers Leader. Reporting. Marketing. Careers Leader. Reporting. Marketing. Careers Advisers. Careers Advisers. Reporting. | July 2025 | <ul style="list-style-type: none"> Increased numbers of students attend a personal guidance appointment to discuss their career plans. Students awareness of career opportunities/ LMI/employability increases. Students are more motivated and confident to pursue their career goals. Students have higher aspirations and understand what steps they need to take to reach their career goals. Students are supported by fully qualified careers advisers. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | | |
| <ul style="list-style-type: none"> ProMonitor – 1:1 Career Meetings Careers Action Plans Careers & Enrichment report Careers Team Meetings Careers Leader line management meetings Meeting minutes – Quality Summits, Curriculum Meetings, Student Voice Student feedback and surveys Staff feedback and surveys | | <ul style="list-style-type: none"> Annual Careers Impact Report Student Services Position Papers SAR/QIP - Student Services Achievement and destinations data CEC Compass Reports Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | | |

| Goal 7: To increase positive destinations and improve outcomes for students. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM3, GBM7 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|--|---|---|--|---|--|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> Increase the number of positive destinations for students. Increase the number of students going onto apprenticeships at the end of their studies. | <ul style="list-style-type: none"> Adapt destination collection processes and make better use of mobile technologies (e.g. WhatsApp/text message). Encourage engagement with personal guidance to support intended destination planning. Offer employability support to students exiting college. Promote apprenticeships as a progression pathway. Increase the number of ASK sessions to promote apprenticeship opportunities. Deliver apprenticeship application sessions in the Careers & Personal Development Centre | <ul style="list-style-type: none"> MIS Careers Advisers Careers Advisers Careers Advisers Tutors Careers Advisers ASK Careers Advisers | <ul style="list-style-type: none"> November 2024 September 2024 onwards March 2025 onwards February 2025 onwards September 2024 onwards February 2025 onwards | <ul style="list-style-type: none"> Destinations data reflects higher number of positive destinations, with higher numbers progressing to apprenticeships. Increased engagement in personal guidance activities. Application support sessions implemented with data available. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | Cost/Resources | |
| <ul style="list-style-type: none"> Destinations data Meeting minutes – Quality Summits, L&Q Alumni surveys/feedback | | <ul style="list-style-type: none"> Annual Careers Impact Report Student Services Position Papers SAR/QIP - College wide, Student Services and Curriculum L&Q Reports Achievement and destinations data CEC Compass Reports Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | <ul style="list-style-type: none"> Text Messaging/WhatsApp Technology – TBC Staff time Destinations tool Use of AI tool | |

| Goal 8: To grow alumni engagement over the next three years to enhance institutional support, mentorship opportunities, and career development for current students. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM2, GBM3, GBM4, GBM5 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|--|---|---|--|---|---|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 2025/26 2026/27 | <ul style="list-style-type: none"> Increase alumni participation in the college careers programme. Celebrate alumni achievements. | <ul style="list-style-type: none"> Establish a comprehensive alumni database and contact management system. Create a mentor programme connecting alumni with current students and those who have recently completed their studies. Organise at least two alumni networking events per year to foster connections and engagement. Implement an alumni recognition programme to highlight and celebrate the achievements and contributions of alumni. Regularly collect and analyse feedback from alumni to continuously improve strategies and provision. | Director of Business Development and External Engagement Senior Business Development Manager Marketing Careers Leader | July 2025 September 2025 July 2025 September 2025 July 2025 | <ul style="list-style-type: none"> Growth in opportunities for students including - <ul style="list-style-type: none"> Mentoring Masterclasses Work experience Improved student understanding of career pathways and opportunities. New case studies for promotional materials |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | Cost/Resources | |
| <ul style="list-style-type: none"> CRM database Meeting minutes – Curriculum meetings, Marketing & Recruitment, Quality Summits, Student Voice, L&Q Alumni surveys/feedback Student surveys/feedback Blackburn College Alumni LinkedIn page | | <ul style="list-style-type: none"> Reporting – Work Experience, Business Development, Annual Careers Impact Report SAR/QIP - College wide, Business Support & Development, and Curriculum Achievement and destinations data Matrix Standard Meetings & Reports Ofsted Meetings & Reports | | <ul style="list-style-type: none"> CRM System Staff time Marketing & Promotion | |

| Goal 9: To increase parent feedback on the careers programme. | | | Links to Benchmarks/Frameworks and Institutional Priorities GBM1, GBM3 Strategic Pillars – Student Experience, Curriculum, Partnerships and Communities | | |
|---|--|--|--|---|--|
| Academic Year | Targets What do we want to achieve? | Action Implementation | Who is responsible? | Deadline to be completed | Success Criteria / Impact What will success look like? |
| 2024/25 - onwards | <ul style="list-style-type: none"> Enhance parent input into the development of the careers programme through focus groups and surveys. | <ul style="list-style-type: none"> Develop and distribute an annual parent survey on the careers programme. Launch an e-communication campaign for parental involvement. Conduct biannual parent focus groups. | <ul style="list-style-type: none"> Careers Leader Careers Leader Head of Safeguarding & Pastoral Marketing | <ul style="list-style-type: none"> July 2025 October 2024 December 2024 & April 2025 | <ul style="list-style-type: none"> Responses collected for the parent survey and data available. Parent focus groups conducted, and feedback gathered. New opportunities identified to improve the college careers programme. Parents work in partnership with college to support young people in their career learning. |
| Monitoring How will this be monitored? | | Evaluation How will this be evaluated? | | Cost/Resources | |
| <ul style="list-style-type: none"> Careers Leader line management meetings Focus group meeting minutes Parent Feedback | | <ul style="list-style-type: none"> Annual Careers Impact Report SAR/QIP - College wide, Student Services Achievement and destinations data Parent survey results Matrix Standard Meetings & Reports Ofsted Meetings & Reports CEC Compass Reports | | <ul style="list-style-type: none"> Staff time Refreshments for focus groups - TBC | |

Appendix 1: Blackburn College Careers Programme - At A Glance

| Career Learning Topics & Activities | When | 16-18 Study Programme | Apprentices | Adults | University Centre | Gatsby Benchmarks | CDI Career Development Framework |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------|--|
| Careers Advice & Guidance | | | | | | | |
| Pre-enrolment information & advice | School Liaison, Open Events & Interviews | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 1,2,3 | <ul style="list-style-type: none"> Explore possibilities |
| Careers appointments with a Careers Adviser | Available all year | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3,8 | <ul style="list-style-type: none"> Grow throughout life Explore possibilities Manage career Create Opportunities Balance life and work See the big picture |
| Drop-in careers advice | Available all year | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | <ul style="list-style-type: none"> Explore possibilities |
| e-guidance and support | Available all year | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | <ul style="list-style-type: none"> Explore possibilities |
| Careers IAG group sessions | September - June | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | <ul style="list-style-type: none"> Explore possibilities |
| Post-Graduate IAG group sessions | November onwards | | | | <input checked="" type="checkbox"/> | | <ul style="list-style-type: none"> Explore possibilities |
| Careers in Personal Development & Tutorial | | | | | | | |
| Self-Awareness | All Year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | <ul style="list-style-type: none"> Grow throughout life |
| Behaviours and attitudes for work and life | All Year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | <ul style="list-style-type: none"> Grow throughout life |
| Career planning and development | October-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | <ul style="list-style-type: none"> Manage Career |

| Career Learning Topics & Activities | When | 16-18 Study Programme | Apprentices | Adults | University Centre | Gatsby Benchmarks | CDI Career Development Framework |
|--|--|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------|---|
| Careers in Curriculum | | | | | | | |
| Exploring the world of work | September-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,4 | <ul style="list-style-type: none"> Explore possibilities See the big picture |
| Sector/Subject knowledge | September-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,4 | <ul style="list-style-type: none"> Grow throughout life Manage career Create Opportunities See the big picture |
| Skills for working life | September-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,4 | <ul style="list-style-type: none"> Grow throughout life Manage career Balance life and work See the big picture |
| Employer guest speakers and masterclasses | September-June | All levels | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 5 | <ul style="list-style-type: none"> Create opportunities |
| Employer set projects | September-June | L3+ | | | <input checked="" type="checkbox"/> | 5,6 | <ul style="list-style-type: none"> Create opportunities |
| Progression | | | | | | | |
| Further education pathway | School Liaison, Open Events & Interviews | EL - L3 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 3 | |
| University pathway | September-June | Level 3 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 3 | |
| Apprenticeship pathway | September-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | |
| Employment pathway | September-June | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | |
| Post-Graduate pathway | September-June | | | | <input checked="" type="checkbox"/> | 3 | |
| Further Education Pathway | | | | | | | |
| Self-Awareness | All Year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 3 | <ul style="list-style-type: none"> Grow throughout life |
| Behaviours and attitudes for work and life | All Year | All levels | <input checked="" type="checkbox"/> | | | 3 | <ul style="list-style-type: none"> Grow throughout life |

| Career Learning Topics & Activities | When | 16-18 Study Programme | Apprentices | Adults | University Centre | Gatsby Benchmarks | CDI Career Development Framework |
|-------------------------------------|-------------------------|----------------------------|-------------------------------------|-------------------------------------|-------------------|-------------------|---|
| University Pathway | | | | | | | |
| University options and pathways | March / April | L3 – Year 1 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 2, 3, 7 | <ul style="list-style-type: none"> • Explore possibilities • See the big picture |
| UCAS applications | May / June / Sept / Oct | L3 – Year 1 L3 – Year 2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 3 | <ul style="list-style-type: none"> • Grow throughout life • Manage career • Create Opportunities • See the big picture |
| UCAS personal statements | May / June / Sept / Oct | L3 – Year 1 L3 – Year 2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 3 | <ul style="list-style-type: none"> • Grow throughout life • Manage career • Balance life and work • See the big picture |
| University admissions interviews | September-June | L3 – Year 1 L3 – Year 2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 2, 3 | <ul style="list-style-type: none"> • Create opportunities |

| Career Learning Topics & Activities | When | 16-18 Study Programme | Apprentices | Adults | University Centre | Gatsby Benchmarks | CDI Career Development Framework |
|--|--------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------|--|
| Employment Pathway | | | | | | | |
| CV writing | March/April | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | · Create opportunities |
| Job search | March/April | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | · Explore possibilities · Manage Career · Balance life and work · See the big picture |
| Interview skills | March/April | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | · Create opportunities |
| Career development readiness | Available all year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | · Grow throughout life · Manage career · Balance life and work |
| Part-time job search | Available all year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2,3 | · Explore possibilities · Manage Career · Balance life and work · See the big picture |
| Post Graduate Pathway | | | | | | | |
| Explore post-graduate study options and pathways | Available all year | | | | <input checked="" type="checkbox"/> | | · Explore possibilities · Manage career |
| Finance for post-graduate study | Available all year | | | | <input checked="" type="checkbox"/> | | · Explore possibilities · Manage career |
| Work Experience | | | | | | | |
| Work experience placements | Available all year | Level 3 | | | FD | 6 | · Grow throughout life · Explore possibilities · Create opportunities |
| Workplace visits | Available all year | All levels | | <input checked="" type="checkbox"/> | | 6 | · Grow throughout life · Explore possibilities · Create opportunities |
| Mentoring and work shadowing | Available all year | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | 6 | · Grow throughout life · Explore possibilities · Create opportunities |
| Events | | | | | | | |
| Apprenticeship Week Activities | February | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2 | · Explore possibilities |
| Careers and Universities Fair | March/April | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 5 | · Explore possibilities · Manage career · Create opportunities |
| National Careers Week Activities | March | All levels | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2 | · Grow throughout life · Explore possibilities · Manage career · Create Opportunities · Balance life and work · See the big picture |

Blackburn College Careers Programme – Learning Outcomes

| Careers Advice & Guidance | | | | | |
|---|--|--|---|--------------------|--|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Pre-enrolment information and advice | Reads and reviews course information from the prospectus/website. Attends open events and/or interview evenings to find out information about courses/training, careers and the labour market. Reviews course/training choices before enrolment, considering qualifications on entry and appropriateness for the intended destination. | <ul style="list-style-type: none"> Describe education pathways including academic routes, vocational routes and apprenticeships. Create a realistic education plan to support career goals. | School/Community Liaison Open Events Interview Evenings Main Enrolment | September – August | 16-18 Apprentice Adults UCBC Students |
| Careers appointments with a Careers Advisor | Participates in at least one personal careers guidance appointment and complete a careers action plan. Books an appointment with a Careers Adviser as needed. | <ul style="list-style-type: none"> Explore a wide range of career options, understanding the roles and responsibilities, and qualifications needed for specific careers. Set realistic and achievable short-term and long-term career goals and create an actionable plan to achieve them. | Careers & Personal Development Centre (UC010, UCBC) Careers action plan uploaded onto Pro-Monitor – Meetings with learner. | Available all year | 16-18 (including 16-18 apprentices) 16-18 Apprentice Adults UCBC Students |
| Drop-in careers advice | Attends sessions as needed | <ul style="list-style-type: none"> Explore information and advice on careers, education/training and employability. | Careers & Personal Development Centre (UC010, UCBC) | Available all year | 16-18 Apprentices Adults UCBC Students |
| e-guidance and support | Engages in activity as needed | <ul style="list-style-type: none"> Explore information and advice on careers, education/training and employability. | Careers@blackburn.ac.uk | Available all year | 16-18 Apprentices Adults UCBC Students |
| Careers IAG group sessions | Participates in bespoke careers workshops delivered by The Careers Team (if required). | <ul style="list-style-type: none"> Agreed with tutor on booking | Curriculum/PDT | September - June | 16-18 Apprentices Adults |
| Post-Graduate IAG group sessions | Participates in bespoke careers workshops delivered by The Careers Team (if required). | <ul style="list-style-type: none"> Agreed with tutor on booking | Curriculum/PDT | November Onwards | UCBC Students |

| Careers Advice & Guidance | | | | | |
|--|--|--|--|--|---|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Self-awareness | <p>Understands target grades based on quals on entry and diagnostic assessments</p> <p>Reads, agrees and signs 'The Pledge'</p> <p>Evaluates individual strengths and areas for development.</p> <p>Develops resilience and self-confidence</p> | <ul style="list-style-type: none"> Set realistic and meaningful goals based on an understanding of capabilities. Understand the Blackburn College standards and expectations for attitudes to learning, behaviours and conduct. Conduct an honest self-assessment and rate strengths and weaknesses in the following areas: <ul style="list-style-type: none"> Knowledge Skills Attitudes and behaviours. Recognise and understand emotions and the impact of emotions on thoughts and actions. Develop strategies that build resilience and self-confidence. | <p>Induction Activities Ongoing reminders</p> <p>Induction Activities</p> <p>1:1 Review Meetings</p> <p>PDT</p> <p>Ongoing reminders</p> | <p>September All Year</p> <p>September</p> <p>September – June</p> <p>All Year</p> | 16-18 Apprentice Adults UCBC Students |
| Behaviours and attitudes for work and life | <p>Attends all meetings, examinations and classes on time. Follows absence reporting processes.</p> <p>Demonstrates the following attitudes and behaviours: Smiling and being kind and courteous to others. Is polite and avoids interrupting or causing disturbances. Listens to others and respects differences in beliefs and opinions. Is open, honest and acts with integrity. Respects the environment, to help keep the campus clean, safe and welcoming. Works collaboratively and communicates appropriately. Practices self-compassion and doesn't take things personally.</p> <p>Completes the following PDT Topics: Fundamental British Values Healthy Relationships Equality & Diversity Online Safety Health & Wellbeing</p> | <ul style="list-style-type: none"> Establish and maintain good and consistent attendance and punctuality habits. Reflect on and identify their own attitudes and how these shape their behaviour and interactions with others. Understand the importance of displaying appropriate and respectful behaviour in different contexts. Demonstrate effective interpersonal skills, including empathy, active listening and respectful communication. Maintain a positive attitude which will improve life-chances and positive outcomes. Become a responsible UK citizen. | <p>Induction activities Ongoing reminders</p> <p>Curriculum PDT Enrichment and support</p> | All Year | 16-18 Apprentices Adults UCBC Students |
| Career planning and development | Attends all 1:1 review meetings and discusses progress towards career plans with personal tutor. | <ul style="list-style-type: none"> Understand personal progress, areas for improvement and the impact on progression | On ProMonitor – Meetings with learner | October - June | 16-18 |

| Careers in curriculum | | | | | |
|---|--|---|--|---------------------------------|-------|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Exploring the world of work | <p>Chooses reliable sources of careers information to analyse labour market information (local, national and international) and compare jobs/opportunities with employers.</p> <p>Reflects on entrepreneurship and the advantages and disadvantages of this as a career pathway.</p> <p>Reviews a range of opportunities and career pathways to evaluate options for the future.</p> <p>Participates in contacts with at least two different employers/employees to learn about sector specific work, employment and skills.</p> <p>Reflects on career learning as a result of encounters with employers/employees and relates it to career choices.</p> | <ul style="list-style-type: none"> Analyse different job roles and career pathways within specific industries. Compare and contrast different work environments. Research and articulate current trends and future projections for jobs in specific industries. Identify key skills and qualifications required for success in different job roles and assess personal skills against these requirements. | Curriculum/ PDT Local workplaces | September-June | 16-18 |
| Sector/Subject Knowledge | <p>Completes all required units/modules of study and any relevant assessments.</p> <p>Demonstrates a range of sector specific skills linked to the area of study.</p> | <ul style="list-style-type: none"> Actively participates in lessons, contributing answers and asking questions when needed. Submits homework and assessments on time. Completes all required practical skills assessments to deadlines. | Curriculum | September-June | 16-18 |
| Skills for working life | <p>Complete the '5 to thrive' skills based project.</p> <p>Identify and describe the key skills and attributes employers are looking for when recruiting.</p> <p>Rate own development of the following soft skills and reflect on any areas for improvement.</p> <ul style="list-style-type: none"> Oral Communication Written Communication Presentation Skills Teamworking Leadership Customer Service Digital Literacy Numeracy & Data Analysis Critical Thinking Problem Solving Planning & Organisation Self-Management <p>Review skills ratings each term and reflect on progress.</p> | <ul style="list-style-type: none"> Recognise and articulate key skills relevant to personal and professional success. Conduct self-assessments to identify current skill levels, strengths and areas for improvement. Develop and apply strategies to acquire new skills, including setting specific learning goals and seeking out relevant resources/opportunities. | Curriculum/ PDT | Induction September-June | 16-18 |
| Employer guest speakers and masterclasses | <p>Participates in at least one employer-based curriculum activity per term.</p> <p>Reflects on career learning from employers and predicts impact on future success.</p> | <ul style="list-style-type: none"> Understand and articulate the expectations employers have regarding performance, behaviour and professional conduct in the workplace. Explore career opportunities with local employers. | Curriculum | September-June | 16-18 |
| Employer set projects | Complete live briefs/projects set by employers | <ul style="list-style-type: none"> Apply knowledge, skills and behaviours to real-world contexts, such as projects or tasks. | Curriculum | September-June | 16-18 |

| Progression | | | | | |
|---------------------------|--|--|-------|---------------------------|--|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Further Education pathway | Identifies FE progression as the intended destination | Move onto the Further Education Career Pathway | PDT | September/Start of course | 16-18 Apprentices Adults |
| University pathway | Identifies university as the in-tended destination | Move onto the University Career Pathway | PDT | September/Start of course | 16-18 Apprentices Adults |
| Apprenticeship pathway | Identifies an apprenticeship as the intended destination | Move onto the Apprenticeship Career Pathway | PDT | September/Start of course | 16-18 Apprentices Adults |
| Employment pathway | Identifies employment as the in-tended destination | Move onto the Employment Career Path-way | PDT | September/Start of course | 16-18 Apprentices Adults |
| Post-graduate pathway | Identifies post-graduate study as the intended destination | Move onto the Post-Graduate Career Pathway | PDT | September/Start of course | 16-18 Apprentices Adults UCBC Students |

| Further Education Career Pathway | | | | | |
|--|---|---|--------------------|----------------|--------------------------|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Explore progression options and pathways | Academic progress reviews undertaken each term. Participates in encounters with providers (as appropriate). FE progression form/application form completed. SEND students participate in sessions with Advisory Teachers to explore options. | <ul style="list-style-type: none"> Receive confirmation of study place for the next academic year which supports progression towards career goals. | Curriculum/ PDT | September-June | 16-18 Apprentices Adults |
| Taster Sessions | Participates in taster sessions for other areas of curriculum (if required). | <ul style="list-style-type: none"> on experiences of curriculum to identify suitable future education/training pathways. | Extra-Curricular | Term 3 | 16-18 |

| Employment Career Pathway | | | | | |
|---|--|---|--|-------------|---|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| CV Writing | <p>Understand different types of CV and their use.</p> <p>Write a CV which accurately describes knowledge, skills and experience.</p> | <ul style="list-style-type: none"> Explain the purpose of a CV and its importance in the job application process. Identify and understand the essential components of a CV. Tailor their CV to specific job descriptions. Compile a final, polished version of their CV which accurately presents the following information: <ul style="list-style-type: none"> Personal details Skills Education/Qualification Experience Achievements Understand the importance of maintaining and updating their CV to reflect new skills, experiences and accomplishments. | <p>Curriculum/PDT</p> <p>Careers & Personal Development Centre</p> | March/April | 16-18 Apprentices Adults UCBC Students |
| Job search | <p>Prepare job search strategies to increase chances of positive outcomes.</p> <p>List reliable sources of job vacancies.</p> <p>Understand recruitment and selection processes.</p> | <ul style="list-style-type: none"> Uses a range of sources to find suitable job vacancies including online job boards and networking. Align job search activities with career goals and personal values to ensure a meaningful and satisfying career path. Manage job applications effectively by organising deadlines, tracking application statuses, and following up with employers. | <p>Curriculum/PDT</p> <p>Careers & Personal Development Centre</p> | March/April | 16-18 Apprentices Adults UCBC Students |
| Interview skills | <p>Develop interview skills to support performance in future job interviews.</p> <p>Apply the STAR (Situation, Task, Action, Result) method to provide effective answers to interview questions.</p> | <ul style="list-style-type: none"> Demonstrate effective preparation techniques for interviews. Understand and apply positive body language techniques. Prepare and practice responses to common interview questions, showcasing relevant skills, experiences and accomplishments. | <p>Curriculum/PDT</p> <p>Careers & Personal Development Centre</p> | March/April | 16-18 Apprentices Adults UCBC Students |
| Career development readiness | <p>Review employment opportunities and plans for career development.</p> <p>Identifies industry specific training/qualifications and assesses against personal circumstances.</p> | <ul style="list-style-type: none"> Make well-informed decisions based on labour-market data and research. Develop a career action plan which links to career goals. Utilise job search strategies to secure employment. | <p>PDT</p> <p>Careers & Personal Development Centre</p> | All Year | 16-18 Apprentices Adults UCBC Students |
| Employment Skills and Behaviours for students with SEND | <p>Work with local businesses as part of the Supported Internship Programme.</p> <p>Job opportunities via the Blackburn with Darwen SEND Employment Forum</p> | <ul style="list-style-type: none"> Develop skills for independence to support long-term employability. Develop attitudes and behaviours for the workplace. | | | |
| Part-time job search | <p>Identifies suitable part-time job vacancies.</p> <p>Participates in recruitment and selection processes.</p> | <ul style="list-style-type: none"> Use a range of sources to find suitable job vacancies. Apply for job vacancies with confidence. | <p>Careers & Personal Development Centre</p> | All Year | 16-18 Apprentices Adults UCBC Students |

| Post-Graduate Career Pathway | | | | | |
|--|--|---|---------------------------------------|----------|---------------|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Explore post-graduate study options and pathways | Identifies suitable institutions and subjects for progression to post-graduate study. Makes applications for post-graduate study. | <ul style="list-style-type: none"> Secure offer of a place on post-graduate programme of study which supports future career goals. | Careers & Personal Development Centre | All Year | UCBC Students |
| Finance for post-graduate study | Gather information on funding options and assess in conjunction with personal circumstances. Make applications for post-graduate funding. | <ul style="list-style-type: none"> Secure funding for post-graduate study. | Careers & Personal Development Centre | All Year | UCBC Students |

| University Career Pathway | | | | | |
|---|---|---|---|---|--|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Explore university options and pathways | Participates in contacts with at least two different universities to learn more about their provision and related careers. Reflects on what is learned in each encounter and determine the impact on future career choices. | <ul style="list-style-type: none"> Identify suitable institutions and subjects for progression to university. | Curriculum/PDT Careers & Personal Development Centre | March/April | Year 1&2 of Level 3 Apprentices Adults |
| UCAS applications | Registers with UCAS. Completes and submits the UCAS form, selecting up to 5 course choices. Writes a personal statement of up to 4000 characters describing suitability for the course. Responds to offers. Participates in clearing (if needed). | <ul style="list-style-type: none"> Secure offer of a place on a university course which supports future career goals. | Curriculum/PDT Careers & Personal Development Centre | May/June/ Sept/Oct UCAS Application Deadline – 1st December | Year 1&2 of Level 3 Apprentices Adults |
| University admissions inter-views | Develops interview skills to support university admissions interviews (if required). Predicts interview questions and formulates answers. Provides relevant examples of knowledge, skills and experience, in response to questions, which demonstrate suitability for the course. | <ul style="list-style-type: none"> Carry out effective communication during interview situations. Use active listening skills and avoids misunderstandings. | Curriculum/PDT Careers & Personal Development Centre | September-June | Year 2 of Level 3 Apprentices Adults |

| Work Experience | | | | | |
|------------------------------|---|--|----------------|----------|--------------------------------------|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Workplace Visits | Gather information on the organisation structure, processes and opportunities. Identify roles and responsibilities within the company. | <ul style="list-style-type: none"> Gain insights into workplace expectations, culture and professionalism. Acquire up-to-date information about the labour market, in-demand skills, and future workforce needs. Explain how the organisation/ opportunities align with personal skills/ career goals. | Curriculum | All Year | 16-18 |
| Work Experience Placements | Identifies employers of interest, to complete work experience with. Meets with the work experience team to develop a work experience plan. Completes work experience and evaluates participation. | <ul style="list-style-type: none"> Acquire and applies technical skills relevant to chosen career field. Use effective communication in a professional setting. Work effectively in diverse teams, demonstrating leadership and interpersonal skills. Exhibit reliability, accountability, and a strong work ethic in professional settings. | Curriculum | All Year | 16-18 |
| Virtual work experience | Participate in online events/meetings with employers. | <ul style="list-style-type: none"> Gain insights into workplace expectations, culture and professionalism. Acquire up-to-date information about the labour market, in-demand skills, and future workforce needs. | Curriculum PDT | All Year | 16-18 Apprentices Adults HE |
| Mentoring and Work Shadowing | Participate in mentoring/work shadowing activities in a chosen career field. | <ul style="list-style-type: none"> Develop a deeper understanding of industry specific knowledge and best practices. Build self-confidence and reflect on experience to set personal and professional development goals. | Curriculum | All Year | 16-18 Apprentices Adults HE |

| Events | | | | | |
|--------------------------------|---|---|----------------|-------------|-----------------------------|
| Career Learning Topic | Tasks/Activities | Learning Outcomes | Where | When | Who |
| Apprenticeship week activities | <ul style="list-style-type: none"> Understand the structure and duration of apprenticeships. Identify key stakeholders involved in apprenticeships including, apprentices, employers, training providers, and regulatory bodies. Attend ASK workshops/presentations. | <ul style="list-style-type: none"> List and describe different types of apprenticeships available across different industries. Use a range of sources to find vacancies and opportunities. Understand application processes and time scales. | PDT | February | 16-18 Adults HE |
| Careers and Universities Fair | Meet with employers/training providers/universities. | <ul style="list-style-type: none"> insights into various industries, roles and career paths. Understand the requirements and expectations of different professions. Develop the ability to effectively network with professionals and potential employers/providers. | Curriculum PDT | March/April | 16-18 Apprentices Adults HE |
| National Careers Week | Participate in National Careers Week activities promoted by the Careers Team. | <ul style="list-style-type: none"> Increase career aspirations and develop career goals. Develop knowledge and understanding of careers and LMI. | Curriculum PDT | March | 16-18 Apprentices Adults HE |