Blackburn College

Careers

Impact Report 25/26



Context

We are committed to delivering high-quality career education that empowers students to achieve their career goals and aspirations. Our approach involves collaboration from staff at all levels across the College, offering students numerous opportunities before, during, and after their study program to engage in activities that explore career pathways and build the employability skills and behaviours necessary for success in the workforce.

By the time students leave college, they will have gained essential life skills that not only support their career ambitions but also address social inequality, foster resilience, and self-esteem, and enable them to become active, contributing members of their communities. The diagram below provides a visual summary of key elements included in our Careers Programme, which will be evaluated as part of this report.



Careers Programme

Pre-entry

- Website/ Prospectus
- Open Events
- Schools/ Community Liaison
- Interviews
- Tasters & New Student Days

On course

Personal Development Programme

- Careers Induction
- Careers & Employability themed tutorial topics
- Skills Audit
- Personal Development Reviews

Curriculum Delivery

- Industry Specialist Teaching
- Labour Market Information in lessons
- Employer Visits/ Talks
- Provider Visits/ Talks
- Alumni Visits/ Talks
- Careers Champions for each area of Curriculum
- Digital Opportunities and Engagement

Professional Careers Support

- Personalised Career Planning and 1:1 Careers Guidance
- L6 qualified Link Careers Adviser for each area of curriculum
- Access to up-to-date LMI data
- Group work sessions led by qualified Careers Advisers
- Themed Careers and Employability Events
- A dedicated careers website (Exchange Online) with links to self help resources
- Open Access Careers Centre

Work Placement

- A WorkZone for individual help sourcing work placements
- Providing links between employers and curriculum
- Industrial experts and employability expectations

Progression

- Progression Fair
- University Taster Sessions
- Destinations Tracking
- Careers and Employability support for students without a positive destination

Monitoring and evaluation

The careers programme is regularly monitored and evaluated, both formally and informally, and includes external and internal processes. These are:

External monitoring and evaluation

Ofsted inspections and reports

The 'Further education and skills inspection handbook' sets out evaluation criteria the College's provision is judged and graded against. Inspection reports are available on the Ofsted website. Our latest Ofsted inspection was in November 2024, with careers highlighted as a strength.

Matrix Standard

The College is accredited by the Matrix Standard. This is an external quality award which involves annual improvement checks and a full assessment every three years. The College had a re-validation in December 2025, where the College was again highlighted for outstanding IAG and CEIAG.

The Careers and Enterprise Company, Compass Careers Benchmark Tool

Used once a term, progress against the Gatsby Benchmarks is self-assessed, with scrutiny provided by an external Enterprise Adviser and Enterprise Coordinator via Lancashire Careers Hub monitoring meetings. Results are shared through the internal processes below.

The Careers Impact Maturity Model

This supports the quality assurance of our careers provision and aligns careers leadership with whole-school improvement priorities. The review is based on the Careers Impact Maturity Model, which helps embed best practice, engage the Senior Leadership Team and Governors, and sustain meaningful achievement of the Gatsby Benchmarks.

Quality in Careers Standard

In 2026, the College was successful in achieving the Quality in Careers Standard demonstrating an exceptional careers offer across the College.

Internal monitoring and evaluation

Board Meetings

The College various committees and corporation board meet with senior leaders to scrutinise performance and progress against key priorities including Gatsby Benchmarks.

Team meetings and One-to-One meetings

The College encourages regular operational team meetings right across the organisation. These provide both accountability and opportunities for staff to contribute to the development of services and provision.

Student Voice Activities

The student voice, participation and enrichment officer, conducts focus groups and feedback with the student body every term and liaises with managers on outcomes to develop and improve provision. Careers activities are a standing agenda item for the meetings.

Termly Quality Summit Meetings and Careers Audits

Curriculum and Support Service Heads meet with the Director of Quality and Executive members to formally report on progress against key priorities and provide justifications for challenge.

Fortnightly CLT Meetings

The College leadership team meet to discuss operational matters, progress against key priorities and development of the curriculum and service, with careers activity forming part of this.

Impact

Compass Audit

The Compass and audit/evaluation is a nationally recognised means of quality assuring our Careers Education Programme. Working closely with our contacts at Inspira and the Careers Enterprise Company. We carefully monitor and review how well we perform against meeting the Gatsby Benchmarks.

Benchmark	%	% Nationally
1. A stable careers programme	100	69
2. Learning from career and labour market information (LMI)	100	83
3. Addressing the needs of each student	100	59
4. Linking curriculum learning to careers	100	80
5. Encounters with employers and employees	100	85
6. Experiences of workplaces	100	72
7. Encounters with further and higher education	100	57
8. Personal Guidance	100	78



Gatsby 1 A stable careers programme

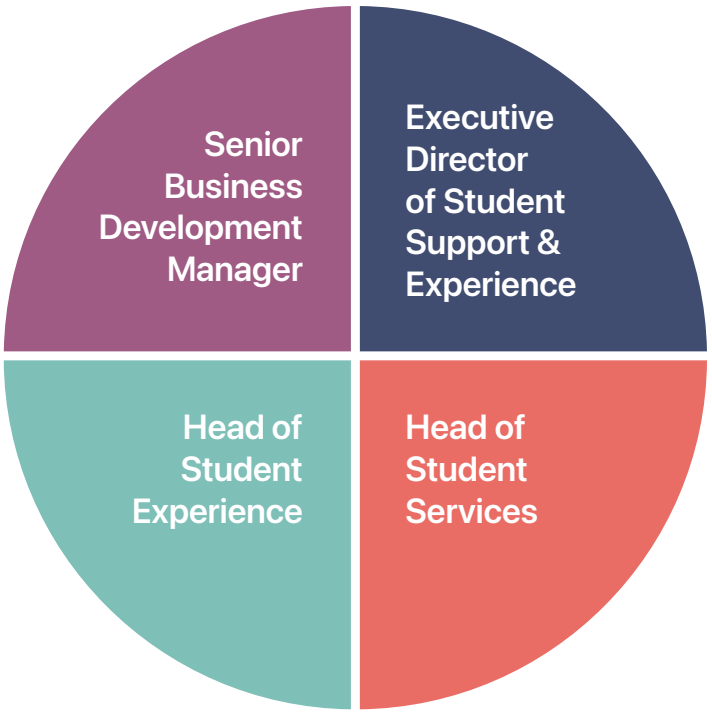
Our careers programme is based on the belief that excellent CEIAG should unlock potential and transform outcomes, so that all students, regardless of their background, are able to build a rewarding career.

The programme therefore provides all students with opportunities to undertake career learning as part of their curriculum delivery, in tutorials and through enrichment activities. Tutors who are subject/industry specialists and professional careers advisers, work in partnership with a range of external providers, employers and partners, to offer activities for students to learn about careers and the world of work, explore and develop their skills and abilities and make well informed career choices for their future.

The College website publishes and regularly updates careers information aimed at key stakeholders including students, parents, employers and providers. This includes:

- Course information which gives insight into curriculum content and highlights links to careers and Labour Market Information.
- The Careers Strategy and Careers Programme document.
- Careers support information and how to contact the Careers Team.
- Student links to systems and resources including The Exchange Online, careers resources.
- Parent/Guardian section with links to CEIAG resources.

The College spends circa £215k per year funding the careers programme to ensure it is well resourced, with careers having a dedicated budget to fund professional careers advice and resources. This does not include funding within curriculum and other senior leadership and management posts which have specific career responsibilities.



Gatsby 2

Learning from career and labour market information (LMI)

Every curriculum area has a dedicated careers information page on The Exchange online (an online database and repository for learning resources), which signposts students to reliable careers resources and Labour Market Information (e.g. Prospects, UCAS, Lancashire Careers Hub).

This was promoted to students and staff during induction, when over 2,200 students attended a careers induction and as part of termly communications direct to students, generating 24,000 clicks during the year. This resource ensured that students have easy access to up-to-date careers and labour market, 24 hours a day, 7 days a week.

The tutorial programme included a schedule of careers activities throughout the academic year. These started in the first 3 weeks of term with the completion of a careers induction , which introduced students to careers staff and services and completion of the careers support plan questionnaire. Further targeted activities were scheduled on the tutorial planner, for tutors to run on career topics including; careers 'what next'; step up, step across progression support; UCAS & personal statements. The quality of the provision was monitored via 'learning walks' conducted by the College leadership team. As a result of this, recent audits have shown improvements in the recording of careers activities on ProMonitor with an increased completion rate for subjects across the area.

Parents/carers are supported with access to a dedicated section on the College website which includes careers resources and labour market information. Parents are encouraged to use the ProPortal resource which allows parents to monitor their young person's progress and attendance. Parents are also encouraged to attend careers appointments with their young person. They are also invited to two parents' evenings, each academic year, to discuss their young person's progress and achievement. Attendance has continued to grow following a concentrated effort to develop Parents' Evening. Through improved communication and central organisation, attendance has increased to an overall attendance of 1219 appointments. This demonstrates a 35% increase on last year's figures.

The annual Alumni Networking event sees former students return to the College to share experiences since leaving and find out about how they can help inspire the next generation of Blackburn College students. Previous attendees include Maria Pencheva from N-Compass, Attiq Lone from the BBC and Danyal Ahmed from DN Law Limited.

Gatsby 3

Addressing the needs of each student

Pre-Enrolment CEIAG

Prior to students commencing their study programmes in September, they had multiple opportunities to explore the provision and receive individualised CEIAG. The School Liaison Team offered a range of CEIAG learning opportunities in local schools and arranged taster sessions for students to gain insight into college courses. 325 CEIAG activities took place in 65 local schools, sixth forms and colleges. 3304 pupils also came to the Blackburn College campus to participate in a variety of events including, Women into sessions for STEM subjects, New Student Day and Year 10 Taster Week. This resulted in excellent feedback from participants including the following comments:

"The Careers Fair was an excellent opportunity to connect with a wide range of employers and universities. It gave me real insight into the options available after college and helped me feel more confident about my future." Engineering student.

"Support from the Careers Team helped me focus my goals and take clear steps toward the future".

The admissions process also included multiple, face-to-face meetings with the curriculum teaching team, and qualified careers advisers are available to support wider ranging career discussions. 2,523 (including HE) school leavers from the local area participated in 1:1 interviews with course tutors and of these 2,152 went on to start a course. As part of their interview, students were encouraged to discuss their career aspirations so that staff could check they were applying for the correct pathway and information was provided on work experience, progression opportunities and enrichment activities.

On-Programme CEIAG

The implementation of the Careers Programme has ensured that students receive high-quality, targeted support to make informed decisions regarding their future pathways. Throughout the academic year, the Careers Team delivered strategic communications designed to encourage exploration of career options aligned with individual skill sets and aspirations, while also promoting progression opportunities across education, training, and employment sectors.

As a result of this structured and proactive approach, over 1,900 students participated in one-to-one careers guidance sessions, resulting in the creation of tailored career action plans. These plans provided students with the necessary clarity and direction to confidently pursue their next steps. This represents a 13% increase from the previous year's total of 1,682 engagements, marking a significant milestone in service delivery.

Our annual Careers Fair - aligned with National Careers Week - welcomed over 1,000 students and 100+ exhibitors, including employers, voluntary organisations, and universities. The event facilitated meaningful engagement and exploration of career and education pathways. A notable outcome included a student securing a job interview, demonstrating the fair's direct impact.

To support ongoing engagement, the team introduced a monthly careers newsletter featuring events, progression routes, and labour market insights. Themed around national campaigns and sector developments, it supports compliance with Gatsby Benchmarks 1, 2, and 7, and aligns with the CDI Framework by embedding career development competencies. Furthermore, the Careers Team now have a dedicated Student of the Month prize available for any learner, from across the College who demonstrates outstanding engagement with the Careers Team and, more importantly, shows commitment to their own future.

Careers Advisers also collaborated with curriculum areas to deliver tailored guidance, enhancing students' understanding of career opportunities and workplace expectations.

In 2025/26 over 1,600 learners engaged in Careers Workshops. These ranged from UCAS sessions, employability sessions and careers masterclasses. Taking part in these crucial sessions broadens our students' understanding of the world of work and allows them to make better informed decisions around progression.

Students with additional needs were supported by a specialist SEND Careers Advisor and a dedicated learning support team, including advisory teachers, who collaborated closely with them and facilitated access to a range of internal and external support services. Tailored one-to-one support was provided to 174 High Needs learners, contributing to a 92.4% achievement rate in 2025/26. This exceeds the overall college achievement rate of 90.4%, highlighting the positive impact of SEND support services in enabling students to achieve successful outcomes.

The College also offered SEND specific pathways to employment via the Get Set, Get Ready and Project Search ASDA, Project Search ELHT programmes, for SEND learners who were ready to complete studies and enter work. Due to these supported opportunities, students gained experience in roles at Blackburn College, Blackburn with Darwen Borough Council, East Lancashire Hospital Trust, Foodbank for Get Ready students and Asda. Students also worked closely with EG on the Move and Mercure Blackburn Dunkenhalgh Hotel & Spa.

All high-needs SEND students were also linked with a specialist advisory teacher, who oversaw targets set out in the EHCP, linking in with curriculum and support to make reasonable adjustments for individual needs. This targeted support is well-received by students and their families.

Support Services CEIAG

Student Services continues to deliver a wide range of high-quality support that plays a vital role in student development and success. While The Exchange remains a vibrant, student-focused space for independent and collaborative learning, we have continued to invest in the University Library. This enhancement has provided a learning space and service that is better utilised by all learners across the College with an outstanding 15% increase in footfall from 2024/25. The Exchange continues to serve as a central hub where students can conveniently access Student Finance, Careers, and Library services.

Transition from school to college can be difficult for young people, as they get used to a new learning environment, establish new friendship groups and navigate greater personal responsibility, therefore, there are students at the start of the year, who don't settle and are at risk of dropping out of their studies.

To provide support and avoid students becoming NEET, college employs attendance and progress mentors for each area of curriculum, who monitor attendance and work closely with tutors to identify at risk students. In 2025/26, they worked with over 3,382 students, liaising with parents and providing additional information/ signposting to other services, to help overcome barriers to participation. As a result of this work, 96.6% of students were retained in college and went on to complete the academic year, with a 90.4% achievement rate. For students who decided to withdraw from their college studies regardless, we share information with New Directions, the young people's CEIAG service run by the local council.

Destinations

Destinations data for 2025/26 shows that 97% of students went on to achieve a positive destination after completion of their course. Broken down into specific groups, positive destinations were as follows:

- **96% for FE students**
- **92% for HE students**
- **98% for High Needs students**

Gatsby 4 Linking curriculum learning to careers

Curriculum Leaders and tutors planned curriculum content and activities which link curriculum learning to careers. This was planned in Subject Unit Outlines and monitored and evaluated via curriculum quality summit meetings.

Vocational curriculum is structured to prepare students with the knowledge, skills and experience to work in specific sectors and as such, had a heavy focus on linking learning to careers. Curriculum areas such as Construction & Trades, Hospitality, Motor Vehicle and Hair & Beauty, all have professional onsite learning environments, for students to develop their professional skills. Other areas such as Business, Health & Social Care and Childcare, all have employability units of study included as part of their qualifications and significant industry placements which students must pass in order to gain their qualification. Students also participated in several trips and visits to develop their understanding of careers and hone their practical skills. Some highlights of these experiences are given in the table below:

Key Achievement Highlights	Description
Scholars Restaurant awarded Craft Guild Training Restaurant of the Year	Our hospitality students run this onsite bistro, putting their theory and practical skills into practice in the kitchens and front-of-house. They receive consistently high ratings and their hard work paid off with this award.
Construction Employer Events	Construction students worked with a range of industry partners across the year to develop their understanding of the skills and qualities needed to thrive in construction trades. Through site visits, hands-on workshops, and employer-led projects with national companies such as Keepmoat and BAM, learners gained real-world insights into expectations around teamwork, punctuality, health and safety, and technical proficiency. Students have participated in: • The Lancashire Skills competitions • The Guild of Bricklayers competition • Bentley Motors industry awareness sessions • The Green Power motor vehicle competition
Customer Service Industries	Students have participated in a range of experiences designed to develop and highlight employability skills: Lancashire Skills competition: • Hair and Beauty • Sport • Catering Young Risotto Chef of the Year Travel and Hospitality Student of the Year Lancashire Tourism Awards
Festival of Making THE NATIONAL FESTIVAL OF MAKING	Staff and students showcased their talent and innovation with a weekend of events and activities taking place around the town centre. Activities across the day included - • Racing simulator • Robot demonstrations • Wooden robot making • Art crafts • Textile workshops • Cupcake making

Art & Design Shows	A two-week exhibition, open to the public where students exhibited their artwork. Students gained experience of preparing and installing their works and speaking to visitors about their process and inspiration.
Cyberfest	Cyberfest is a community event in collaboration with IMO, OneVoice, Youth Action and IN4 Group, BAE and Nybble. Aimed at families, showcasing digital careers and activities.
Facilities investment	The College invested in a number of high value projects to improve learning facilities for students and create new opportunities to work with partners. • Added brand new bricklaying classroom to help our Foundation Learners develop their practical skills • In 2024, Blackburn College launched a £25 million restoration of its Grade II-listed Victoria Building, funded by the Department for Education. The project will create a modern hub for adult learning and community engagement, featuring upgraded classrooms, lecture theatres, and event spaces. Completion is expected by Autumn 2027, supporting the College's long-term infrastructure and education strategy. • In 2025, the College opened its first NEET-focused provision - Launchpad in Blackburn Town Centre. • In September 2026, the College expanded our curriculum offer to deliver Animal Care provision from the newly refurbished Witton Park Centre. • In 2026, the College launched its second Launchpad site at Darwen in partnership with Youth Zone and Blackburn with Darwen Council. • In 2026, the College merged with a local training provider, Training 2000, creating a stronger offer for learners, employers and the wider region.
skillELECTRIC 2025 National Qualifier	One of our Level 3 Electrical Apprentices achieved first place at the SkillELECTRIC 2025 National Qualifier, held at Coleg Menai on 3 June 2025. His outstanding performance places him in contention for the UK Final in November, with confirmation expected in due course. As the top performer in his heat, he has also been invited to represent his achievement at the prestigious NET Celebration of Skills event in London on 22 October 2025.



Gatsby 5

Encounters with employers and employees

Curriculum Opportunities

- A Levels and Science: AYA Accountants, Blackburn Museum, Burnley Council, Kinetic Law, Limitless Digital, and Chorley Digital.
- Digital, Creative, and Design: The Making Rooms, Nybble, Euro Garages.
- Engineering, Science, and Business: BAE Systems,PM & M Accounting and Business masterclass, Precision Polymer Engineering, NatWest, Northwest Science Network Launch,Sales Geek, Rummage Rescuers, British Heart Foundation, and Age UK.
- Customer Service Industries: Lancashire Constabulary, The Army, Triangles Salon, TUI, The Emporium, Mytton Fold Hotel, The Fire Pit, The Woodland Spa, Blackburn Youth Zone, Matrix, and Fenton Sports Injury Clinic.
- Motor Vehicle and Construction: Smart Building Solutions, Myriad Contracts, Aspin and Coonan Construction Ltd, Keepmoat Homes, BAMM, Michael Holden Chartered Surveyors, and Peugeot Citroen Ltd.
- HE: Speed Networking event for graduates (HE)
- Early Years and Health: Lancashire County Council, BwD Primary Schools,
- Allied Health Professions careers take over events, ELHT NHS Trust, BWD, and Hyndburn Children's Centers.
- School of Inclusion: Reverse Careers fair for learners with SEND and High Needs.

Examples of the activities students participated in included:

Employer/Employee	Activity
Tui Travel Agents	The branch manager attended college to speak to all of the Travel & Tourism students about day-to-day activities in a travel agents and career opportunities in the industry.
Kinetic Law	Two employees delivered a workshop session which explored opportunities in the legal sector including, Solicitor and Paralegal professions. Students took part in reviewing a traffic accident claim and building a case/evidence.
The Army	Public Services students took part in a mess dinner simulation, to experience the more formal elements of being a serving member of the armed forces.
Brook Advisory	Delivered a session to Science students about testing processes for sexual health.
Hays Recruitment	Delivered workshop session with beauty and catering students, where they learned about personal branding and applying for jobs.
Adam Corbally (from The Apprentice) and Luke Askew	Delivered motivational talks in assemblies about 'Growth Mindset' and aiming high.

Participation in activities was recorded on the students ProMonitor record and reflected on during one-to-one meetings.


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ake a difference? Perhaps the
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Blackburn College

Gatsby 6 Experience of workplaces

The College's approach continues to be underpinned by a strong commitment to aligning with Department for Education (DfE) and Ofsted guidance, as well as the Gatsby Benchmarks. Placements and opportunities are sought which are meaningful and tailored to support students' aspirations, career progression, and readiness for employment.

Guidance for work experience includes a mix of external work placement and work experience including live project briefs.

For some students, an external work placement is a course achievement requirement. This includes students from T levels, Early Years, Health and Plumbing programmes:

- 420 students have undertaken an external work placement of the 423 required for their course achievement, 3 students had a placement planned but were not able to complete due to individual reasons.
- Year 1 T level students: All of our 93 students have commenced extended industry placement and are on target to complete in their second year.
- Year 2 T Level students: 54 of 55 students have completed their full 315 hours required external work placement.
- 1435 employer placements have been delivered to 2129 students. This includes:
    - » 148 Extended Industry Placements sourced and managed for T Level students in Engineering, Accounting, Digital, Health and Early Years placements.
    - » 32 employers sourced for new provision in Animal Care providing capacity building for next years planned growth.
    - » 136 placements arranged for opportunities that have been identified by students.
- 27 Employer Live Briefs/projects have been delivered, engaging with 672 students across Business, Creative, Digital, Public Services, Science and Sport. In Engineering, extended live brief arrangements have been developed with Tilt Angled Drones and Mech Dynamix, enabling these employers to bring their skills and resources onto campus to provide more sustained opportunities in innovative engineering.
- 1060 students have completed Preparation for Work VWEX (Connect online modules).
- Sector Specific Industry Experience days have been held, including:
    - » National Manufacturing Day – September 2025
    - » Science and A-Level Industry Day - February 2026
    - » Health Insights Programme – A two-week employer led insights programme for Level 2 and Level 3 Health Science Students.

Student Total	2129
Completed External Placements	1435
Completed Employer Brief	672
Preparation for Work (Connect VWEX)	1220

Subject	Total students	External Placements Completed	Prep for Work Programme	Live Briefs Completed
School of Business, Professional and Engineering				
Business	202	65	178	202
Engineering	195	74	167	20
School of Creative and Digital				
Creative Arts	216	0	100	216
Digital	170	85	165	134
School of Customer Service Industries				
Beauty & Media Makeup	70	19	14	0
Hair & Barbering	67	65	0	0
Hospitality	65	53	0	0
Public Services	100	0	83	100
Sport	50	27	46	0
Blackburn Rovers Community Trust	46	41	0	0
School of Health & Social Care, Early Years & Access				
Early Years	165	252	0	0
Health Sciences	237	393	0	0
Animal Care	16	13	0	0
School of Sixth Form & Science				
A-Levels	160	49	160	0
Science	155	137	125	0
School of Technical Studies				
Construction T-Level	16	16	0	0
Plumbing	28	28	23	0
Joinery	17	11	15	0
Electrical	46	12	36	0
Brickwork	17	6	17	0
Motor Vehicle	63	63	63	0

Gatsby 7

Encounters with further and higher education

Curriculum Leaders are required to arrange at least one employer or provider encounter per term. These activities are monitored through Performance Monitoring Reviews and quality assurance processes.

The primary aim of these encounters is to support student progression at the end of their study programmes. Activities focus on Higher Education (HE) options for Level 2 and 3 students. Additionally, the College hosts a number of progression and step-up activities for Entry 3 and Level 1 students designed to support progression.

Provider (s)	When	Session Details
University of Cumbria	October 2025	Future Teachers Day -
University of Lancashire	April 2026	Medical Conference -
33 Different Universities	March 2026	Attended the annual careers fair in March 2026 to discuss opportunities with students. Students completed a preparation session before the event and listed those institutions of interest, developing questions they could ask on the day.
Lancaster University Edge Hill University Manchester Metropolitan University Cumbria University	Various	Came in to discuss their university provision and take questions and answers during assemblies and/or group sessions. As a result, students told us they were clearer about their options and more motivated to apply to university in the future.
UCAS Fairs UCAS	March 2026	Subject areas including Creative Arts, Business, Digital, Engineering and Construction attended UCAS fairs for students to meet with a range of different providers and find out more about applying to University.
University Visits – University of Lancashire, Lancaster University, University of Salford	Various	Subject areas including A-Levels, Health & Social Care, and Childcare participated in taster sessions and visits to providers.


Lancaster University
Management School
Our Degrees
Accounting and Finance
Accounting and Finance BSc Hons
Accounting and Management BSc Hons
Accounting, Finance and Mathematics BSc Hons
Finance BSc Hons
Economics
Business Economics BSc Hons
Economics BA Hons
Economics BSc Hons
Economics and Finance BSc Hons
Economics and Mathematics BSc Hons
Economics, Politics and International Relations BA Hons
Management
Business Analytics BSc Hons
Business Management BSc Hons
Business Management (Entrepreneurship) BSc Hons
International Business Management BSc Hons (Canada/France/Germany/Italy/Mexico/Spain)
International Management BSc Hons
Management and Information Technology BSc Hons
Management and Human Resources BSc Hons
Management, Politics and International Relations BSc Hons
Mathematics, Operational Research, Statistics and Economics (MORSE) BSc Hons
Marketing
Advertising and Marketing BA Hons
Marketing BSc Hons
Marketing Management BSc Hons
Marketing and Design BSc Hons
Marketing with Psychology BSc Hons
study abroad / year in industry

Gatsby 8 Personal Guidance

The College has a team of professional careers advisers who offer impartial careers education, information, advice and guidance to students.

Students are introduced to careers guidance services as part of their induction and information was marketed throughout the year via student email, college screens and social media channels. Each adviser is linked to an area of curriculum and works in partnership with curriculum staff, students and parents, to promote career learning opportunities and offer advice and guidance. All students are able to self-refer for a personal guidance appointment at any time and the team offers all-day drop-in sessions, so that students can come and speak to an adviser for quick answers to their questions. The team of advisers also track and monitor personal guidance take-up in their areas. Through this dedicated support, the College has seen a 19% increase on the previous year and a 46% increase in engagements over a two-year period.

School	Number of completed Careers engagement
School of Adult Education	78
School of Creative and Digital	227
School of Business, Professional and Engineering	342
School of Sixth Form & Science	320
School of Apprenticeships	45
School of Quality PGCE	3
School of Customer Service Industries	274
School of Health & Social Care, Early Years & Access	264
School of Inclusion with Foundation Learning and ALS	311
School of Technical Studies	76



Areas for Development

Further to the monitoring and evaluation described above, there are several improvements we can make to the careers programme for 2026/27, to improve the impact that it has on students. These are:

Area for Improvement/Enhancement	Principal Action
Enhance the use of information and data to track the impact of CEIAG: There will be a continued focus on improving the recording and use of CEIAG data, including learners' career aspirations and intended destinations. This information will inform targeted support and help evaluate the long-term impact of the careers programme.	Collect and analyse data to effectively track students' career development journeys, monitoring engagement with careers education and assessing its impact on learner progression, destinations, and positive outcomes. The effectiveness of this provision will be further evidenced through the development of learner case studies and, where appropriate, supported by the implementation of a dedicated platform such as Grofar or Unifrog. Such a system would provide an integrated solution for Careers Education, Information, Advice and Guidance (CEIAG), enabling streamlined tracking, personalised action planning, and comprehensive monitoring of student progression.
Ensure consistency of careers education across all curriculum areas: Introduce a revitalised careers focused tutorial programme to better reflect the value of careers education and its impact of supporting positive destinations and outcomes.	Replace the previous termly model of generic, broadly themed careers tutorial resources with a comprehensive suite of tailored materials that better reflect learners' needs, aspirations, and levels of study.
Increase participation among targeted groups: Continue to increase engagement and monitor participation rates among priority learner groups to ensure equitable access, positive outcomes, and timely intervention for learners at risk of disengagement.	Use participation data to identify and intervene with learners at risk of disengagement, ensuring equitable access to CEIAG and positive progression outcomes for all priority groups, working collaboratively with curriculum, safeguarding and wider multi-agency teams to provide timely and coordinated support.



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