



BILBOROUGH
SIXTH FORM COLLEGE

Careers Programme & Policy 2025-26

Careers Leader: Elizabeth Dark
Approved by: LGB Governors
Date: Autumn 2025

Rationale and Vision

Bilborough Sixth Form College is committed to ensuring all of our students have access to high quality careers information and advice through our extensive Careers Programme. All students have access to impartial careers guidance from qualified Careers Advisers, and to a wide range of employers, universities and other organisations who can support them in considering their future.

To help us do this, we align our Careers Programme to the Gatsby Benchmarks, which have been explicitly referenced through the DfE's Careers Guidance and Access for Education and Training Providers (May 2025) <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>, and which aligns to the delivery of independent careers guidance to secondary age students in accordance with section 42A of the Education Act 1997

Gatsby Benchmarks of Good Career Guidance [Gatsby Good Career Guidance: The Next 10 Years](#):

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education (including vocational training providers)
8. Personal guidance

The vision for our Careers Programme is to provide the best opportunities for our students to make informed and incisive decisions throughout and beyond their college life. By using these frameworks for best practice, we have created a Careers Programme that provides for the ever-changing needs of our diverse cohort of students, providers, and the economic landscape. Our programme promotes equality of opportunity, celebrates diversity and challenges stereotypes, whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of modern work. Our programme supports the college mission:

“To develop confident, curious, happy students ready to change the world for the better”

Intent

Our Careers Programme is both bespoke and unique to our college, and is reviewed on an annual basis to meet our students needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our college's context and core values. Our programme is designed to entitle all learners to develop the knowledge, skills, understanding and cultural capital they need to progress to destinations that meet their aspirations. With this in mind, we aim to:

	Gatsby Benchmarks
Provide impartial, high quality, independent guidance to all students	8
Contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning, and attendance	3
Support inclusion, challenge stereotyping, and promote equality of opportunity	3, 4
Encourage participation in continued learning including higher education and apprenticeships	7
Develop enterprise, leadership, and employment skills	2, 3
Provide relevant information and guidance on the wide range of pathways available, to ensure students make appropriate choices regarding their options	2, 3, 4, 5, 6, 7, 8
Contribute to the economic prosperity of individuals and communities	2, 5, 7
Meet the needs of all our students through appropriate differentiation, ensuring all students facing additional barriers are well supported	3
Focus students on their future aspirations and opportunities	3, 4, 8
Involve parents and carers, and alumni	1, 2, 5, 6, 7
Meet the needs of our current cohort of students in both year groups	1, 3
Use current LMI to enable students, parents and staff to engage actively with local and national careers information so that they can increase their knowledge and understanding of the world of modern work	1, 2, 3
Use feedback from all our stakeholders to reflect on our careers provision and to develop our future careers programme	1, 2, 3
Provide targeted support to students facing additional barriers, including but not limited to SEND, LAC, FCM, Bursary	1, 3, 8
Ensure all stakeholders have a clear understanding of our careers programme, rationale and vision	1

Implementation

Our Careers Programme is delivered through bespoke activities and events, the Skills & Progression tutorial programme, the subject curriculum, and the college's extensive Enrichment Programme. We work with a wide range of external organisations, employers and employees, alumni, individuals, and universities throughout the year.

Pre-enrolment

The college holds 3 Open Days during the year, where prospective students and their families are able to visit the college to find out more about the courses and experience we offer. Members of the Careers Team are available to discuss pathways, subject choices, and to give information and advice.

Both Year Groups

Term	Delivery type	Activity	Intended Learning Outcomes	Gatsby Benchmarks
All year	Individual	Bookable 1:1 careers guidance discussions with a qualified Careers Adviser	Students access personalised, high quality, impartial guidance to help them consider and plan their next steps	8
	Individual	Identify students facing additional barriers to progression	Our cohort is diverse, and those facing additional barriers (including but not limited to: SEND, LAC, enrolled with below required grades, at risk of NEET) are identified and offered 1:1 guidance with our Careers Adviser	3, 8
	Individual	Bookable 1:1 work experience discussions with our Work Experience Coordinator	Students access personalised, impartial advice and information for finding meaningful work experience, and understand the college process	1, 2, 3
	Individual	Bookable 1:1 apprenticeship and employability discussions with our Employability Coordinator	Students access personalised, impartial advice and information on apprenticeships and training programmes	1, 2, 3
	Speaker	A range of speakers deliver subject related talks in curriculum areas	Students learn about how their subject links to different roles and the pathways for progressing to those roles	1, 2, 4, 5, 7

	Speaker	A range of speakers are invited by the Careers team to deliver lunchtime talks	All students are able to find out more about specific job roles, employers and pathways and to engage with employees	1, 2, 3, 5, 7
	Visit	A range of visits through curriculum areas to universities and employers	Students learn from universities and employers about progressing within their subject area, pathways into different roles, and skills development	1, 2, 3, 4, 5, 7
	Visit	A range of visits related to employability and the world of work	Students gain experience of a workplace and/or engage with employers to support with their career decision making	1, 2, 3, 5, 6, 7
	Communication	Careers Padlets	Students and parents can access the latest news and opportunities, and high-quality resources related to all aspects of Career from a range of providers	1, 2
	Subject areas	A range of speakers and visits delivered through specific subject areas	<p>Students are taught about the career opportunities their subjects could lead to, and the transferable skills they are developing in each subject. This learning is enhanced through a programme of visiting speakers and trips through engagement with both universities, employers and other organisations. Examples of activities from the previous year include:</p> <ul style="list-style-type: none"> • Drama & Theatre Studies: workshops with Nonsuch Studios, Roro and Derby Theatre • Digital Music Production: workshops with University of Derby • Criminology: taster day at Derby University • Dance: workshop with FABRIC • Maths: experience of a workplace visit to Capital One • ESports: taster day at Confetti • Creative Digital Media: pathways talk from Lincoln University • Physics: Physics & Engineering taster day at University of Nottingham • Business: experience of a workplace visit to Capital One • Film & Media: trip to Warner Bros Studios • Psychology: pathways event at Warwick university • Politics: visit to Houses of Parliament 	1, 2, 4, 5, 7

			<ul style="list-style-type: none"> • Electronics: experience of a workplace visit to SMS Electronics • Geography: taster day at Coventry University • Law: visit to Nottingham Crown Court • Chemistry: lab experience at Nottingham Trent University 	
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Year 12

Term	Delivery type	Activity	Intended Learning Outcomes	Gatsby Benchmarks
Autumn	Skills & Progression lesson	Introduction to the Careers Team and overview of our Careers Programme	Students understand how to make a guidance appointment, and the support available	1, 8
	Skills & Progression lesson	Introduction to Unifrog: overview of the platform, all students login, time to explore	Students are able to access LMI and resources to help consider their next steps	1, 2
	Skills & Progression lesson	Introduction to Widening Participation programmes	All students learn about the range of programmes offered by universities to remove barriers to HE, and are encouraged and supported to apply if eligible	1, 3
	Speaker	Realising Opportunities lunchtime talk	Our link university is Loughborough, and eligible students are informed and inspired to engage with this opportunity to access leading universities	1, 3
	Skills & Progression lesson	Introduction to Work Experience, and the college's process and support. Includes voluntary and part-time work.	Students understand our expectations around finding work experience, and the process that must be followed to ensure it is meaningful and safe	1
	Skills & Progression lesson	Introduction to the Enrichment Programme	Students understand the benefits of engaging with a wide range of extra-curricular activities, and the skills they could develop to help in life and career	1

	Skills & Progression lesson	Introduction to college's support programmes for Oxbridge and MDV (Medicine, Dentistry & Veterinary) applicants	Students interested in these pathways receive early and ongoing support to optimise the success of their applications.	1, 3
	Event	Apprenticeship Evening	Students and parents learn about modern apprenticeships, and hear from a range of employers offering apprenticeship programmes. Students are inspired and informed by engaging with employers and current apprentices.	1, 2, 3, 5, 7
Spring	Skills & Progression lesson	Academic progression	Students learn about higher education (including level 4 and above, and foundation years), and are inspired and informed about this pathway	1, 2
	Skills & Progression lesson	Funding for higher education	Students learn about Student Finance, scholarships, bursaries, NHS LSF, DSA, and understand how this can be an important factor when making decisions around HE.	1, 3
	Skills & Progression lesson	Personal finances	Students learn about managing their money, bank accounts, understanding pay slips, budgeting, credit and debt, saving.	1, 3
	Skills & Progression lesson	Apprenticeships	Students understand what modern apprenticeships are, the different levels, areas where available, how to research and locate vacancies, when to look and apply. Students are inspired to consider this pathway, and prepared for National Apprenticeship Week.	1, 2
	Communication	Promotion of National Apprenticeship Week (w/c 9 th Feb)	Students build on their learning from the previous week, accessing resources throughout NAW, and meeting a variety of apprentices and training providers. Students have a greater number of conversations with curriculum staff and Employability Coordinator.	1, 2, 5, 7
	Enrichment (Careers)	Launch of Apprenticeship Programme for Y12	Employability Coordinator engages with students interested in learning more about apprenticeships through a structured programme of delivery, including employer engagement. Students are better prepared and well-supported in researching and considering this option.	1, 2, 3, 5, 7

	Skills & Progression lesson	Gap Years	Students understand why a gap year can be a positive option, how to make sure it adds value to future career plans, and the different opportunities to consider.	1, 2
	Skills & Progression lesson	Super-curricular Activities	Students understand the value of engaging with activities that help them more fully explore their areas of interest (e.g. podcasts, MOOCs), and the skills they will develop (e.g. research, reflection)	1, 2
	Skills & Progression lesson	Employability Skills	Students understand what hard and soft skills are, the meaning of 'transferable skills', the value employers place on such skills. Students are supported to reflect on the employability skills they already have, how to evidence them, and how to develop them further. The value of part-time work is discussed.	1, 2
	Event	Employers' Careers Fair (March)	All students are well prepared for the event, having researched employers and considered questions, enabling meaningful conversations to take place. Students engage with a range of employers and are inspired to find out more about pathways and roles.	1, 2, 5, 7
	Event	Further & Higher Education Fair (March)	All students are well prepared for the event, having researched education providers and considered questions, enabling meaningful conversations to take place. Students understand more about what it could be like to study at different institutions, and the range of qualifications they could consider.	1, 2, 5, 7
	Skills & Progression lesson	Interview skills	Students are prepared for modern recruitment practices, understand the skills employers are looking for, and can communicate their responses confidently using the STAR technique	1, 2
	Skills & Progression lesson	LinkedIn and CV workshop	Students are introduced to LinkedIn, and understand how professional social media platforms can be used effectively to learn from and connect with employers, and to showcase their skills and enthusiasm. Students understand what employers look for in a CV, and how best to present their skills, knowledge and qualifications.	1, 2
Summer	Skills & Progression lesson	Progression: Narrowing down my options	Students understand how to determine the factors that matter to them when selecting universities and apprenticeships to apply to. Decisions and choices are informed and well-researched.	1

Skills & Progression lesson	Applying through UCAS	<p>All students create a UCAS account and understand the value of the resources for both university and apprenticeship pathways. Applications are started, and our 'Right First Time' approach supports students in entering key information correctly. All applications are completed up to (but excluding) the Personal Statement. Personal Statement workshops ensure students understand how the PS is used by universities, and how it should be structured and written, what to include. Early Applicants understand they should provide a first draft by the end of term.</p> <p>All students understand the college's UCAS process and deadlines, as well as the UCAS process and external deadlines.</p>	1
Communication	Identifying students who may require additional support with their UCAS application	<p>Students are surveyed to establish those who: have experienced extenuating circumstances that have impacted on their recent education; are eligible for the fee waiver; might not be eligible for all or elements of Student Finance (non-UK students). These students are supported so that: our reference reflects the impact of extenuating circumstances for universities to consider when making contextual offers; those students not eligible for both Student Finance and Maintenance Loans are given 1:1 guidance to help consider their options.</p>	1, 3
Event	Futures Week (w/c 22nd June). All Y12 students are off-timetable for a week of careers-focussed learning, engagement and activities, held in college	<p>Subject Insight Day: Students are inspired and understand where their current subjects could lead, and the transferable skills they have developed.</p> <p>Careers Insights Day: All students attend at least 3 Careers Insights talks and workshops where they actively engage with employers and learn about a wide range of sectors, roles, and pathways. Students engaging in the workshops benefit from an experience of a workplace, and gain deeper knowledge of a role/sector.</p> <p>HE Taster Day: All students attend at least 2 HE subject taster sessions delivered by university lecturers, where they learn about studying a wide range of subjects at a higher level, and understand what it could be like to study as an undergraduate.</p>	1, 2, 3, 4, 5, 6, 7

			<p>Skills Day: All students attend at least 3 Skills sessions, including Employability and Financial skills, delivered by employers and other organisations. Students learn more about modern recruitment practices and what employers are looking for. Students also learn how to manage their money as a student or living independently.</p> <p>Pathways Day: Students attend at least 3 sessions around their chosen pathways – HE, apprenticeships, gap year. They are also able to access a wide range of additional sessions such as EPQ, supporting neurodiversity in the workplace, Oxbridge, MDV, music and performance audition support.</p> <p>Curriculum staff facilitate all sessions, working in related areas where possible, so that their learning is extended beyond the classroom and they are able to network with employers. Staff are able to plan future engagement with employers to support curriculum learning.</p>	
	Event	Higher Education Evening for Parents and Carers – delivered in collaboration with University of Nottingham and Nottingham Trent University (location tbc)	Parents/carers (and students attending with them) understand the college process for supporting students applying through UCAS, and our internal deadlines. Attendees also learn about the overall UCAS process and deadlines, as well as Student Finance. Attendees are able to find out from a student panel about university life, and different experiences. All resources are shared with all Y12 parents and carers.	1, 2, 7

Year 13

Term	Delivery type	Activity	Intended Learning Outcomes	Gatsby Benchmarks
Autumn	Skills & Progression lesson / Bespoke sessions	Progression support	Students are well-supported with their UCAS applications, and submit them in accordance with college deadlines. Oxbridge and MDV applicants receive targeted support with interview prep and practice from Oxbridge and MDV Coordinators and alumni.	1, 3, 7

	Skills & Progression lesson	Understanding your finances	Students build on previous learning around bank accounts, pay slips, working part-time as a student, student finance, scholarships, bursaries and Disabled Students Allowance	1, 3
	Skills & Progression lesson	Living Independently	Students learn about university halls, private accommodation, moving away from home (for study or an apprenticeship), researching your options, budgeting, and factors to consider.	1, 3
	Drop-in Sessions	Personal statement support from local universities	Students attend drop-in sessions with experts from local universities to help improve their personal statements, and gain answers to questions they may have about university. Students are more confident in writing their PS, and making choices about university.	1, 3, 7
	Event	Apprenticeship Evening	Students and parents learn about modern apprenticeships, and hear from a range of employers offering apprenticeship programmes. Students are inspired and informed by engaging with employers and current apprentices.	1, 2, 5, 7
	Enrichment (Careers)	Launch of Apprenticeship Programme, delivered by Employability Coordinator (both terms)	Students considering this option engage with this programme and are supported with the entire process from initial research through to attending interviews and assessment centres. Students engage with visiting employers and access direct insight and advice, improving their chances of securing an apprenticeship.	1, 2, 3, 5, 7
Spring	Skills & Progression lesson	UCAS: Responding to offers, and revisiting Student Finance	Students understand what the different offer decisions mean, when and how to respond. Students are ready to apply for Student Finance.	1
	Event	Employers' Careers Fair (5 th March)	Year 13 students are invited to attend, and those considering apprenticeships or with questions about graduate schemes are better informed through meaningful conversations with employers.	1, 2, 5, 7
	Event	Further & Higher Education Fair (13 th March)	Year 13 students who still have questions about FE and HE, or are undecided, are encouraged to attend so that they are better informed about this option and can make positive decisions.	1, 2, 5, 7
	Skills & Progression lesson	Results day and beyond	Students understand our process for Results Day, and the support that is available in college from a wide range of staff, including 1:1s with a Careers Adviser. Students are keen to connect with the college as Alumni.	1

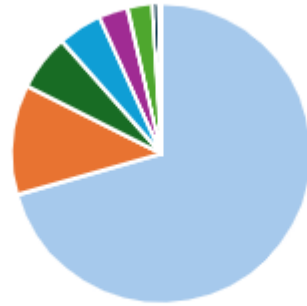
	Event	Results Day (14 th August)	Students who are entered into Clearing are well supported and make positive, informed choices. All are offered 1:1 guidance with a Careers Adviser. A representative from Coventry University (part of the BFMat) will also provide support and direct access to clearing decisions for their university. Other local universities will also be invited.	1, 7, 8
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Impact

Measuring the impact of our Careers Programme on an ongoing basis enables us to ensure that intended outcomes are being achieved, and that we are making a positive and empowering difference to our students. We value qualitative and quantitative feedback from all our stakeholders, which we actively collect and evaluate to ensure our intent and implementation is in-line with our expectations. We reflect on our findings and seek to continually improve our Careers Programme. We measure impact in the following ways:

- Feedback from all stakeholders (students, staff, employers, education providers) is collected and evaluated after all Careers events, with a focus on the positive attitudes of students to career planning, and the development of key skills and attributes
- Destinations are tracked (both intended and actual)
- Compass evaluations are completed termly, to show our progress against the Gatsby Benchmarks

Destinations of Leavers 2023 - 24



■ University - 70%
 ■ GAP Year - 12%
 ■ Unknown - 6%
■ Employment - 5%
 ■ Further Education - 3%
 ■ Apprenticeship 3%
■ Seeking work - 1%
 ■ Armed Forces - 0.14%
 ■ Voluntary Work - 0.1%

Compass Evaluation 2025 – See Appendix 1 for full details of how achievement of each benchmark is measured

1	A stable careers programme	Fully met
2	Learning from career and labour market information	Fully met
3	Addressing the needs of each pupil	Fully met
4	Linking curriculum learning to careers	Fully met
5	Encounters with employers and employees	Fully met
6	Experiences of workplaces	In progress
7	Encounters with FE and HE (including vocational training providers)	In progress
8	Personal guidance	In progress

Appendix 1: Gatsby Benchmarks

BENCHMARK	SUMMARY	CRITERIA
I A STABLE CAREERS PROGRAMME	Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.	<ul style="list-style-type: none">• Every provider should have a stable, structured careers programme that has the explicit backing of those in governance roles, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.• The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout.• The careers programme should be published on the provider's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.• The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, careers advisers and employers to increase its impact.

2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

- During their programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the learners in their care.

3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

- A provider's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Providers should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.
- The records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All learners should have access to these records and use them ahead of key transition points to support their next steps and career development.
- Providers should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- Providers should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations. • Careers should form part of the provider's ongoing staff development programme for subject staff and all staff who support learners.
<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> • Every year, alongside their programme of study, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
<p>6 EXPERIENCES OF WORKPLACES</p>	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • By the end of their programme of study, every learner should have had at least one meaningful experience of a workplace, in addition to any part-time jobs they may have.

<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stages of their career. This should include, as appropriate, further education colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.
<p>8 PERSONAL GUIDANCE</p>	<p>Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners. • Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.