

CAREER GUIDANCE & DESTINATION POLICY & PROCEDURE 26/27

APPROVED BY GROUP BOARD ON JULY 2026

Applies to:	
Harrogate College	X
Keighley College	X
Leeds City College	X
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	X
Luminate Group Services	
University Centre Leeds	

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1. POLICY & PROCEDURE STATEMENT

The policy & procedure supports the Career Guidance (CEIAG) programme for Luminate FE Colleges and is designed to inspire, inform and guide individual students and apprentices towards their progression goals. It outlines how curriculum, central services, employers, and other external stakeholders collaborate to support students to manage their choices to achieve positive destinations. And in doing so to build skills in resilience so students are equipped to:

- adapt to the changing jobs market, emerging technologies, digitalisation of roles and work settings, skills, and sector demands
- overcome barriers to progression and to address social mobility through exposure to a wide variety of opportunities and interventions

Compliance to statutory requirements and recommendations

The DfE *Career Guidance and Access for Education and Training Providers* sets out a series of statutory requirements and recommendations to formalise the delivery and expectations of career guidance for schools, sixth forms, FE colleges, and training providers. The FE colleges requirements / recommendations are as follows:

Statutory Requirements:

- Policy published on the college's website/s
- Published Careers Programme - website/s
- Named Careers Leader - website/s
- Provider Access Statement - website/s
- Use of 8 Gatsby Benchmarks to develop and improve the careers programme including Independent & Impartial Guidance, Employer encounters, Workplace experience
- Governor/s linked to career guidance
- Matrix Standard Accreditation

Recommendations:

- Compass - 3 x per academic year
- Quality in Career Standard (strong recommendation)
- Representation at regional and local career hubs
- Engagement with the Careers & Enterprise Company through WYCH (West Yorkshire Careers Hub) and North Yorkshire & York Operational Hub (NYBEP)

Ofsted, through the Further Education and Skills Toolkit holds colleges and training providers accountable for the quality of students' experience of careers guidance. The toolkit embeds the building blocks of Gatsby Benchmarks, and this exemplar of good practice is aligned to study programme criteria and funding compliance for 14-19 students.

2. POLICY & PROCEDURE AIMS/OBJECTIVES

Careers guidance is an integral part of the students and apprentices' journey (all ages) beginning in the pre-entry phase and following through to their progression destination. This is a collective responsibility to ensure students / apprentices are informed, inspired, and have the best experience to develop their knowledge, skills, and behaviours to make the right decisions for their future goals and available choices.

The policy outlines how internal and external stakeholders collaborate to support progression and correlates to:

- the strategic aims of the Careers and Enterprise Company, West Yorkshire Combined Authority (WYCA), York and North Yorkshire Operational Hubs and Local Enterprise Partnerships (LEPs)

- the key priorities of the Local Skills Improvement Plans (LSIP) for West Yorkshire and York and North Yorkshire
- employer surveys/reports at national, regional & local level

2.1. Inclusivity & Scope

The following students / apprentices are in scope of the policy (this is inclusive of all vulnerable and underrepresented groups (URG):

- 16-19 - Study programme (including SEND / EHCP)
- 19-24 - EHCP
- 14+ Academies
- 19+ Adult provision
- Apprentices

The Career Guidance offer is inclusive for all students / apprentices, and as part of Luminate FE culture intends to engender a sense of belonging and trust, including for students / apprentices who:

- are disadvantaged - eligible for free school meals in the past 6 years/Learner Support Fund (LSF) and those from low-income families
- have SEND or high needs
- have an Educational Health Care Plan (EHCP)
- are known (or previously known) to Social Care - those who are under the age of 18 and in care, and care leavers
- are young carers
- are known (or previously known) to Youth Justice Services
- are electively home educated (EHE)
- are from military family
- are without Level 2 English and / or Mathematics

Reasonable adjustments and adaptations will be made in all aspects of careers guidance to ensure that personalise / individual needs are met through a graduated approach and are in line with the 2010 Equality Act to remove barriers to engagement.

2.2. Universal Approach

Career Guidance (CEIAG) is informed by the following universal approach:

- All students and apprentices are provided with information about the range of progression pathways for their course or apprenticeship
- Career Guidance is embedded in all curriculum departments, drawing on industry specialism, progression pathways, and labour market information (LMI)
- Career guidance is embedded in the Tutorial Programme for all students (PHSE)
- All students and apprentices can access impartial personalised one to one career guidance and career planning resources and delivery. Career advisors for 14-19 students and apprentices are located on each large campus and linked to smaller centres; National Careers Service (NCS) is available for 19+
 - Career guidance meetings can be in person or remote
 - Students and apprentices (all ages) can make an appointment for a career guidance meeting through the linked [Student / Apprentice referral form](#)

- Curriculum staff can refer a student /apprentice through the linked [Tutor / Assessor referral form](#) (this includes referrals for careers interviews for vulnerable students and those at risk of becoming NEET including EHCPs, SEND & High Needs)
 - 19+ students and apprentices will be signposted, through this process, to the National Careers Service (NCS).
- Students/apprentices at risk of becoming NEET should be referred early to college career advisers to enable timely intervention and signposting where necessary
- Intervention and resources are adapted to meet individual learning and support needs
- Transition and career management skills are developed through activities and resources to help students find, secure, and sustain employment, apprenticeships, or higher education destinations
- Careers delivery is informed by the systematic collection of career pathways, intended destinations, student voice, and input from internal and external stakeholders
- Partnership work with external organisations, employers and higher education and training providers contributes to the scope and quality of career guidance
 - External stakeholders have an integral role to inform student decision making, and parents and carers play an influential role
 - Sustainable relationships established by LEG will create opportunities for student engagement and staff insight into sectors, work settings, and progression pathways
 - Community relationships enhance the student/apprentice experience and ensure network organisations support the diverse needs of all student/ apprentice cohorts
 - Labour Market Intelligence (LMI) is proactively used to inform curriculum knowledge, skills, and behaviours
 - Parents and carers are encouraged to use career and labour market information to aid the support given to their young people
- Accessibility, quality, and impact of intervention are monitored and recorded to ensure students plan their progression and move into positive destinations with emphasis on those most disadvantaged, vulnerable, with EHCP, SEND, High Needs and at risk of becoming NEET
- Intended destinations and career pathways are embedded to ensure students and apprentices are on the right course/apprenticeship and to inform career guidance and student experience
- Use of destination data (intended, actual & sustained) to drive improvements in the career guidance programme and to understand the impact and relevance of wider curriculum content and design
 - For students/apprentices graduating to employment this will include the collection of more granular data of employers, sector, and job roles

3. STUDENT JOURNEY - EXPECTATIONS AND DELIVERY OF CAREER GUIDANCE FROM PRE- ENTRY, ENROLMENT & GRADUATION

The following model gives an overview of the 14-19 student journey from pre-entry to graduation, detailing the expectations, activities, and the stakeholders involved at each stage. See Appendix 1 for detail and adapted approach.

Every student and apprentice will have the opportunity to engage with all or aspects of this Universal offer. There will though be adaptations to respond to adult and apprenticeship needs.

Journey Stage	Student Expectations & Types of Engagement	Internal Stakeholders Involved	External Stakeholders Involved
Pre-Entry	Outreach: "keep warm" activities, and visits. External Events: Next Gen Careers, Leeds Careers, Apprenticeship Fairs. College Events: Open Events and Quiet Open Events. Specialist Advice: SEND IAG for EHCP consultations; for vulnerable groups Multi-Disciplinary Team (MDT) involvement Course Research: Access to website for progression details.	School Liaison Team, Admissions staff Curriculum Departments, L6 Careers Advisers, Student Life Team, SEND Central Team	Partner Schools, External Event Organisers, Parents / Carers, Multi-Disciplinary Teams - SW / OT / SaLT / Social Worker
Enrolment & Induction	Enrolment IAG: Specialist guidance to ensure course suitability. Aspirations Profiling: Completing a "Career Pathways and Intended Destinations" profile during the first Progress Review.	Curriculum Staff, L6 Careers Advisers, Admissions / Enrolment Teams	Parents and Carers, Schools, Local Authorities including Leeds City Council Pathways Team

On Programme	Embedded LMI: Careers learning in all subjects, including English and Maths. Tutorials: Group sessions (e.g., Student Life Information Hub or PDBA sites). Professional Guidance: 1:1 impartial session with Level 6 qualified advisers. Specialist Support: EHCP reviews and transition points.	Subject Teachers / Staff, Tutors/Academic Leads, L6 Careers Advisers (CWP Team), SEND Specialist Staff	National Careers Service (for 19+ adults)
Careers Education & Guidance	Employer Encounters: Talks, trips, workplace visits, and careers fairs. Work Experience: Placements (UK/overseas), social action projects, or internal volunteering. Progression Support: HE/Apprenticeship provider sessions (UCAS, finance). Skills Recognition, Development & Tracking: For 16-19 use of the Navigate platform (Luminate Skills Assessment & SEND Assessments), capturing engagement for CV building.	Curriculum Teams, CWP Work Experience Team, CWP Pathways Team, Student Voice	Employers & Employees, Work Placement Hosts, HE Providers (HEPs), Apprenticeship Providers, Independent Training Providers (ITPs)
Graduation & Exit	Exit Interview: Destination discussion during the Progress Review programme. Transition Preparation: Researching and preparing for chosen pathways. Data Management: Updating contact details for future alumni support.	Departmental Alumni Links, Destination Collection Teams	Alumni, National Careers Service (NCS), Local Authorities

ROLES & RESPONSIBILITIES

4.1 Curriculum Responsibilities

Curriculum departments are responsible for embedding careers education in curriculum delivery and promoting and supporting the student/apprenticeship experience to inform and realise progression to positive destinations.

Curriculum departments will:

- Embed Career information, advice and guidance (CIAG) in pre-entry and induction activities
 - All staff engaged with pre-entry interviews and enrolment activities should complete the Learning on Demand training CIAG - *Having Effective Career Conversations*
- Record the Intended Destinations and Career Pathways of each student at the start of the academic year (Progress Review 1), and revisit throughout the academic year to the final Exit Review
 - Refer students who are not on the right course to alternative college provision and /or 1:1 career guidance to enable a quick transition to the best available alternative
 - For students with High Needs the local authority and Multi-Disciplinary Teams (MDT) will need to be involved, and if student withdrawal is likely, an emergency EHCP exit review

- Ensure all students receive a tutorial (PHSE) programme that includes career guidance
- Compile career guidance plans at the start of each academic year and maintain during the year
 - 14-19 complete Careers & Work Experience Plans aligning planned activity against Gatsby Benchmarks, monitor and updating plans, and track the predicted, start and completion of work experience activities
 - All departments can work in collaboration with Careers, Work Experience & Progression (CWP) to build a bespoke career guidance plan for their students/apprentices with activities and engagement informed by intended destinations and career pathways including processes to support vulnerable students/apprentices to progress to positive destinations through early interventions and careers planning
 - Ensure that work experience, placements, supported internships, and employer led activities are meaningful and meet the requirements of all students in scope with reference to individual need, qualification, and/or study programme
- Identify the skills needs of each student and develop interventions and target setting to support skills development and progression
 - 16-19 students complete the Luminate Skills Assessment on Navigate and set aligned targets to be monitored through Progress Reviews
 - Specialist provision -The Vine (PMLD) / Joseph Priestly (PFA) and Park Lane (Future Pathways) engage in bespoke PMLD / PFA / ASD assessments, quality monitored through Navigate
 - 14+ Academies - Skills review at start of year (logged in journal) with evidence table update throughout year through workshops, classroom learning, external experiences and skills week
 - 14-16 Skills Programme - skills review completed and evidenced at start of year, followed by regular review points including reflection tracking and Skills Day
 - 19+ through localised detailed progress tracking and through Navigate, progress reviews and checkpoints for full time adults and adult tracker for part time adults
 - Apprentices - Progress Reviews completed as a minimum every 12 weeks, based on the individual apprentice's requirements
- Work with Career Advisers (CWP) to coordinate block bookings and/or use the referral process for 1:1 personal guidance meeting to ensure all students/apprenticeships can engage with specialist careers advice and guidance
 - Students at risk of becoming NEET, including vulnerable and disadvantaged should be referred early to college career advisers to enable timely intervention and signposting where necessary
- Ensure students (and staff) record career guidance activity including employer led activities, higher education and apprenticeship engagement, work experience, and skills-based enrichment activities
 - 16-19 - on Navigate
 - 14+ Academies - through Learner Journals, development work, and Work Experience Handbooks
 - 14-16 Skills Programme - through tutorial, life skills and in some cases where students can access work experience
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of Promonitor tracker and more detailed localised progress

tracking and evidence on google classrooms appropriate to course and length of programme

- Engage in career guidance conversations with parents/carers at student reviews, enrolment, and other campus events
- Raise student awareness of the purpose and timing of Actual & Sustained destination collections through progress reviews, tutorial, and promotion materials
 - Promote the use of data to drive improvement and personal benefits for student post-graduation
 - Promote the importance of up-to-date contact details
- Support the collection of the Actual Destination and Sustained Destinations Surveys, and minimise the numbers of not known actual and sustained destinations (See Appendix 2)
 - Ensure students/apprentices contact details are in place and up to date and former students/apprentices are informed of the collection, its purpose and importance
 - Keep a record of known destinations, particularly employers and former students/apprentices' role and add to the designated field on Pro-Solutions, CECIL repository or share directly with the CWP Destination Team

4.2 Curriculum Quality Assurance

Curriculum Head of Departments will be responsible for monitoring & reporting on the quality, consistency and impact of the department's career guidance plan, delivery, and evidence of activity. This will include:

- Ensuring that staff in scope of interviewing, enrolling and having career conversations with students/apprentices have completed the Learning on Demand training - CIAG - *Having Effective Career Conversations*
- The completion and updating of departmental career guidance plans including work experience
 - 14-19 - Careers and WEX plans against Gatsby Benchmarks
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of ProMonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
- Nomination of 14-19 Careers & WEX Plan leads and Careers & WEX Champion/s. The latter should attend and disseminate information from the termly Champion meetings
- Skills Assessment, targets setting, impact of interventions and activities
 - 16-19 - Navigate
 - 16-25 - Specialist Provision - Navigate
 - 14+ Academies - through Learner Journals, development work, and Work Experience Handbooks
 - 14-16 Skills Programme - through tutorial, life skills and in some cases where students can access work experience
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of ProMonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme

- Apprentices - Progress Reviews completed as a minimum every 12 weeks, based on the individual apprentice's requirements
- Ensure that students/apprentices that are at risk of becoming NEET and/or are disadvantaged, vulnerable, SEND or have an EHCP are referred to the Careers Adviser linked to the campus/department
- Ensure that college MIS is kept up to date with vulnerable 'flags' so that students/apprentices in scope can be identified
- Drive external relationships and partnership work with employers, higher education providers and local authorities and national organisations including Sector Leads, DWP (Department for Work and Pensions) and the National Careers Service (NCS)
- Monitor & review the accurate and timely use of recording mechanisms to evidence career guidance activity and engagement against departments career guidance plans (including work experience)
 - 14-19 - Careers & Work Experience Plans
 - 14+ Academies - through Learner Journals, development work, and Work Experience Handbooks
 - 14-16 Skills Programme - through tutorial, life skills and in some cases where students can access work experience
 - 16-19 - Navigate
 - 16-25 - Specialist Provision – Navigate
 - 16-19, 19+ - ProMonitor (Career Pathways and Intended Destinations)
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and for part-time adult use of ProMonitor tracker and more detailed localised progress tracking and evidence on google classrooms appropriate to course and length of programme
 - Apprentices - Progress Reviews completed as a minimum every 12 weeks, based on the individual apprentice's requirements
 - All - Employer engagement on CRM
- Use destination data to evaluate any mismatches of the curriculum offer/approach with LMI and /or local demographic profile to review curriculum design and address:
 - the relevance, sustainability of provision
 - opportunities for growth/diversification

4.3 Careers, Work Experience & Progression (CWP)

The Student Life department of Careers, Work Experience & Progression (CWP) will facilitate curriculum content and delivery by providing a service offer that will:

- Support 14-19 curriculum teams to delivery, engage with and meet Gatsby Benchmarks
- Support destination choices through awareness raising, external engagement and career planning
 - The central CWP use Intended Destinations and Career Pathways to inform personalised intervention and delivery to support achievement of positive destinations
- Provide unbiased, personalised career guidance meetings for 14-19 and ECHP 14-25, from L6 qualified Career Advisers
 - 14-19 - Central Careers team (CWP)

- 14-25 - Students with EHCPs - Central Careers team (CWP)
 - 16-19 - Apprentices
- Broker and manage, the service level agreement with the National Career Service (NCS) to provide an unbiased personalised careers service for group workshops and personal guidance meetings
 - 19+ Full time adult programmes
 - 19+ Adult & Community - including ESOL and Access to HE (Higher Education)
 - 19+ Apprentices
- Work with support services and curriculum teams to build and maintain processes to ensure vulnerable students/apprentices are engaged early with career planning to support positive destinations
- Provide specialist resources, as well as signposting to designated sector-based online resources, staff intranet, college website and the annually published career menu of services and support
- Support the tutorial programme through the creation/curation of resources for students and staff support. Staff support includes
 - 14-19 - Student Life PSHE Resources and PSHE Chat
 - 19+ Adult PSHE and PDBA Support Pack (Staff)
- Curate digital forums to promote opportunities, engagement and procedures for students and staff such as Google classrooms, sites, and Google chat, for example Jobs & Apprenticeships, UCAS and Volunteering. Promote a range of accessible formats to communicate LMI information, with consideration of language and visuals. Student feedback will be sought to ensure this is fit for purpose
 - Promote and provide links to reputable career guidance platforms (aligned to Gatsby) to support career planning and linked LMI, such as LMI for All and Future Goals. This will be used in conjunction with tutorial resources
- Embed AI tools to support the Career Guidance programme and to inform students current and future use of career guidance information
- Subscribe to the ECCTIS database (formerly NARIC) to 'convert' qualifications achieved overseas for our students and allocate licences (with training) to the University Centre, Adult & Community (including ESOL) and FE Colleges through Career Advisers and School Admin.
- Coordinate and broker progression events, visits, talks, and projects to bring employers, industry specialists, higher education, and apprenticeship providers into college to engage with and add value to student and staff knowledge
- Source work experience opportunities through the business planning process, including external work placements and substantial industry placements, international placement, work tasters, employer led briefs, volunteering, and social action projects
- Build and manage stakeholder engagement, including employers, Higher Education providers (HEPs) and local/regional/national authorities/organisations and parent/carers to drive awareness of opportunities for students and promote case studies and other success stories
- Provide staff training for curriculum teams and service areas to enable staff to utilise career education resources, Navigate, labour market information (LMI), UCAS applications & employability workshops to support their students' career planning and career conversations

- Source industry insights for staff from curriculum and service areas to engage Luminate staff in work experience opportunities/professional updating engagement
- The central Destinations team (CWP) will coordinate the Actual (November) & Sustained (April) Destination collection with curriculum teams, analyse and present data to curriculum, SELT and Governors
- Review and monitor the consistency of recording mechanisms such as Careers & Work Experience Plans, Navigate, ProMonitor, Career Pathways, and Intended Destinations

4.4 CWP Quality Assurance

The Head of Department for Careers, Work Experience & Progression is responsible for the overview and monitoring of the quality of the career guidance programme including:

- Compliance to statutory requirements & recommendations, including external standards (Matrix and Quality in Career Standards) externally set self-assessments (Compass, Careers Impact Review)
- Ensuring that the central CWP teams provide engagement, support and expertise through unbiased delivery and resource, that meet the needs and expectations of
 - All students/apprentices
 - Curriculum departments
 - External stakeholders
 - Strategic objectives - SELT, DELT, Governance
 - Compliance to statutory requirements & regulations
- Monitor the quality and impact of processes devised to support vulnerable students access and engage with the career service and career planning to support positive destinations
- Support the quality of curriculum career guidance plans, primarily the 14-19 Careers and Work Experience Plans, Navigate, ProMonitor Reports
 - Support curriculum evidencing of career guidance engagement & activity on Navigate and ProMonitor
 - Support curriculum engagement with Skills Assessment and student and staff evidence reports on Navigate i.e. placement, employer led and enrichment activities
- Overseeing partnership work with external organisations including National Careers Service (NCS), local authorities, WYCA and NYBEP career hubs.
- Ensuring employer and other external engagement activity is recorded on Pro-Engage/CRM to capture the cross-college approach to liaison activity
- The collection, analysis, and curation of reports for Actual and Sustained Destination 'snapshots' (See Appendix 2)
 - Reports will be produced for DELT / SLT, Board of Governors (HC, KC, LCC) and curriculum Heads of Department (HoDs)
 - The results of the surveys will gauge the impact and relevance of curriculum design and content - learning experience, suitability of course and qualifications at curriculum department, directorate/campus, and college level:
 - Positive destination achievements
 - Number of NEETS (negative destinations)
 - Emerging trends - age, gender, ethnicity, SEND, EHCP, vulnerable, disadvantaged, and other underrepresented groups

- The Career Guidance programme will be reviewed and developed through action planning and through the Performance Review process. This will include analysis of career guidance delivery against destination data to identify the impact and where to direct future growth

4. REFERENCES

[DfE - Careers guidance and access for education and training providers](#)
[Careers strategy: making the most of everyone's skills and talents](#)
[Gatsby Benchmarks for young people in colleges](#)
[The Benchmarks \(14-16\)](#)
[Every Child Achieving and Thriving - White Paper](#)
[Post-16 Education and Skills - White Paper](#)
[WYCA Adult Skills Plan 2026](#)

5. REVIEW

The Career Guidance & Destination Policy & Procedure will be reviewed by the Head of Careers, Work Experience & Progression in June 2029, or earlier in response to statutory guidelines, national and regional strategy updates and curriculum reform.

6. APPENDICES

7.1 DETAIL - STUDENT JOURNEY - EXPECTATIONS AND DELIVERY OF CAREER GUIDANCE FROM PRE-ENTRY, ENROLMENT & GRADUATION (ALL)

Pre-Entry

The following engagement and activity are available pre-entry:

- Engagement with School Liaison through events, school engagement activities and visits to college sites, introduction to college provision and keep warm activities
- Engagement with external careers events i.e. Next Gen Careers, Leeds Careers and, Apprenticeship Fairs
- Engagement with college curriculum teams, career advisers, and Student Life at college Open Events including Quiet Open Events and Parent/Carer events
- Access to the college website for course/qualification details, progression opportunities, and careers information about pathways
- IAG (Information, Advice, and Guidance) provided by the SEND central team as part of the EHCP consultation process
- 19+ adults will be sign posted to the National Careers Service (NCS), from the point of application if required
- IAG provided at enrolment from curriculum specialists and where required career Information, advice, and guidance (CIAG) from college career advisers.

From Enrolment

Students and apprentices enrolled at Luminate FE can expect a careers guidance programme embedded in curriculum delivery/workplace setting and/or tutorial

programme including Labour market information (LMI) and the skills and attitudes specific to industry sectors and progression pathways.

Once enrolled, students and apprenticeships can expect to experience the following:

- Careers learning, with LMI embedded in all subject areas, including English and Maths. This will include progression events, talks, projects, and curriculum delivery
- A tutorial programme with embedded career guidance and supporting resources
 - 14+ Academies - PSHE and Development programme
 - 14-16 Skills Programme - PSHE and Life Skills curriculums
 - 16-19 - Student Life Information Hub
 - 19+ Adult Learning Site/ ESOL (English for Speakers of Other Languages) 19+ site
 - Apprentices - Apprenticeship PDBA (Personal Development, Behaviour and Attitudes) site
- Complete their Career Pathways and Intended Destinations at the start of the academic year (Progress Review 1) to ensure they are on the right course. The Intended Destinations will frame intervention and will be revisited at subsequent progress reviews and at the exit review before graduating from college.
 - All students/apprentices in scope will be informed about the purpose of destination collections and the value of their engagement for future cohorts and their continued access to learning and guidance opportunities/signposting
- Access to L6 qualified Careers Advisers for 1:1 personalised and impartial guidance as well as group sessions. A personalised 1:1 can be booked through student self-referral and/or tutor referral bookings or at the designated campus/centre drop in sessions
 - 14-19 (including students/apprentices who are defined as vulnerable, care experienced, with SEND & EHCPs 14-25) will have access to college career advisers managed through CWP (Careers, Work Experience and Progression)
 - Students with EHCPs are entitled to have a careers guidance meeting at key transition points and EHCP reviews
 - 19+ will have access to the National Career Service working in close collaboration with Luminate FE
- Access to information and support about their next steps on graduation from college or completion of apprenticeship and how to research, apply and prepare for chosen pathways i.e. Higher education, apprenticeships, and employment
- Access to digital 'Chats' and Google Classrooms and Sites to support information and advice including UCAS, Jobs and apprenticeships
- Opportunities to engage with employers and employees to inform knowledge and awareness of the 'world of work' including the skills and behaviours required for their preferred sector and work settings (this may take the form of employer talks, trips and visits, work experience activity, and careers fairs)
 - Develop skills for work readiness and an understanding of positive work culture through work placements, wider work experience, industry standard facilities, and employer/employee led activities
 - STEAM/STEM7 skills and behaviours embedded into curriculum to develop the skills valued by employers
 - Students on study programmes if work ready, will have the opportunity to participate in meaningful work placements (UK and overseas) and if not work ready, to be involved in social action projects, work tasters, employer led projects, volunteering, and internal placements

- Students on T-Levels will complete an Industry Placement
- Opportunities to engage with Higher Education and Apprenticeship providers to inform decision making and support progression and recruitment processes i.e. applications, students finance, UCAS process
- Participation in meaningful enrichment activities that build employability and social skills. Students can engage in leadership opportunities through student voice, student leaders, as well as participating in skills-based activities and student led societies
- Access to resources and tools to assess and support the development of digital skills (including use of AI (Artificial Intelligence), essential/employability skills, and STEAM/STEM7 skills. Engagement will be captured through the following:
 - 16-19 - Luminate Skills Assessment on Navigate
 - SEND The Vine - PMLD & ASD Assessments on Navigate
 - SEND Foundation Studies - Preparation for Work & Living Assessment on Navigate
 - 14+ Academies - Knowledge and skills are taught through the Business Technologies and Development curriculum with evidence and resources found in the PSHE folder as well as journals
 - 14-16 Skills Programme - Knowledge and skills are taught through Life Skills and Vocational Technical delivery. Evidenced through qualification delivery.
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and part-time adult tracker for part time adults
 - Apprentices - Progress Reviews completed as a minimum every 12 weeks, based on the individual apprentice's requirements
- Use of reporting mechanisms to capture their personal engagement with career guidance including skills development, work placements and work experience, part-time work, employer led activities and engagement in careers event and activities
 - 16-19 through Navigate (including creation of data to add to a CV)
 - 14+ Academies through Learner Journals, development work, and Work Experience Handbooks
 - 14-16 Skills Programme - through tutorial, life skills and in some cases where students can access work experience.
 - 19+ through Navigate, progress reviews and checkpoints for full time adults and part-time adult tracker for part time adults
 - Apprentices - Progress Reviews completed as a minimum every 12 weeks, based on the individual apprentice's requirements
- An exit interview as part of the Progress Review programme. This will include discussion about their destination and plans, reminder about post-graduation destination collections and updating of contact details for future engagement and opportunities.

After Graduation

After graduating from their course or apprenticeships, alumni will be supported by:

- Continued engagement with the college, through departmental links, destination collections, and signposting
 - Engagement with destination collections (Actual & Sustained) to inform the college offer and curriculum design
 - Access to further study opportunities and career management support through signposting to the National Careers Service and other external agencies

7.2 DESTINATION COLLECTION PROCESS

There are two snapshot destination collections. For both collections, data is gathered through Pro-Solution identification (for internal progression students still enrolled), web/text surveys, and telephone interviews conducted by the Destinations Team. The final data is compiled into a Luminate FE report and College reports.

Actual Destinations

The Actual Destination collection takes place from October to the end of November and applies to all graduates and students that completed their course at the end of the preceding academic year. The collection includes:

- Key stage 4 (KS4) leavers
- 16-19 DfE funded
- 19+ AEB (Adult Education Budget)/Adult Skills funded
- Advanced learner loan funded
- Apprenticeship funded

Sustained Destinations

A Sustained Destination refers to a student/alumni being continuously engaged in employment, education, or training for six months between October and March the Actual Destination collection. The Sustained Destination collection takes place in April each year and applies to students with a 'known' Actual Destination in the following groups:

- Year 11 students (Key Stage 4)
- Students completing 16-18 study (KS5)
 - Students aged 18 or 19 by the end of the academic year (Year 13)