Careers & Progression Programme – Learning Outcomes Framework

We're proud to support every student in planning their next steps, whether that's university, apprenticeships, employment, a gap year, or something else entirely. Our dedicated Careers & Progression Team is here to guide you through your journey and help with applications, decision-making, and exploring opportunities.

Our Careers Programme is fully aligned with the Gatsby Benchmarks, a national framework for delivering high-quality careers guidance and also supports the Huish values and vision.

Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher Education
8. Personal guidance.

Level 2 Pathway

Term/Phase	Session/Activity	Learning Outcomes
Autumn	Tutorial 1 – Careers & Progression introduced. Students advised how to make an individual appointment	• Understand the purpose of Careers & Progression support. • Know how to book an individual careers appointment. • Recognise key contacts for progression advice.
	Induction – meet Senior Enrolment Team before making changes to Study Programme	• Identify the Senior Enrolment Team and their role. • Understand the process for making changes to a Study Programme.
	Tutorial 2 – Intro to Careers & Progression Padlet and Unifrog	• Navigate Careers & Progression Padlet resources. • Use Unifrog for career research and progression planning.
	Early leavers referral for impartial careers guidance	• Understand the referral process for early leavers. • Recognise the importance of impartial careers guidance.

		Tutorial 4 – Progression Talk - Options post Level 2	• Explore options available after completing Level 2. • Identify pathways for further study or employment.
		Level 2 Progression Event - Talks, workshops and IAG on next steps	• Gain information on next steps through talks and workshops. • Access impartial Information, Advice, and Guidance (IAG).
		Level 2 Progression Event – applications begin - Priority work experience group identified	• Begin applications for next stage of study or training. • Understand priority work experience opportunities.
		Tutorial 5 – 10 Year Plan - Medium to long term goals identified	• Set medium and long term career goals. • Create a personal action plan for progression.
		Tutorial 11 – CV Writing part 1	• Understand the structure and purpose of a CV. • Begin drafting a CV tailored to personal skills and experience.
		Tutorial 12 – CV Writing part 2	• Refine and complete a professional CV. • Learn how to highlight achievements effectively
		Tutorial 13 – Writing a supporting statement	• Understand what makes a strong supporting statement. • Practice writing a statement for applications.
		Tutorial 14 – Interview Preparation	• Learn techniques for successful interviews. • Practice answering common interview questions confidently.
Spring		IAG meetings for Level 2 to Level 3 progression	• Students should understand the purpose of IAG meetings for progression. • Students should be able to discuss and evaluate options for moving from Level 2 to Level 3.
		Tutorial 17 – Level 3 Progression	• Students should know the pathways available after Level 2 study. • Students should be able to identify suitable next steps based on career goals.
		Tutorial 18 – Work experience preparation	• Students should understand the importance of work experience for career development. • Students should be able to prepare effectively for a work placement, including expectations and responsibilities.
		Tutorial 19 – Explore Unifrog	• Students should be able to navigate Unifrog to research careers and progression routes. • Students should understand how to use Unifrog tools for applications and planning.
		Tutorial 26 – How the college can help with next steps	• Students should know the support services available at college for progression. • Students should understand how to access help for applications, careers advice, and next steps.

Term/Phase	Session/Activity	Learning Outcomes
	Work experience undertaken	• Students should apply skills learned during work experience to future career planning. • Students should reflect on their experience to identify strengths and areas for development.
Summer	Final leaver support and next step advice	• Students should understand the options available after leaving college. • Students should be able to access impartial advice for employment, training, or further study.
	Work experience undertaken	• Students should apply skills learned during work experience to future career planning. • Students should reflect on their experience to identify strengths and areas for development.
	Virtual work experience (targeted)	• Students should know how to engage with virtual work experience opportunities. • Students should understand the benefits and limitations of virtual placements.
	Annual Careers Event – CareerFest!	• Students should explore a wide range of career options through employer engagement. • Students should be able to network and gather information to inform future decisions.

Level 3 Courses – Year 1

Term/Phase	Session/Activity	Learning Outcomes
Autumn	Tutorial 1 – Careers & Progression introduced (pastoral) students advisedc How to make an individual appointment	• Students should know the purpose of Careers & Progression support. • Students should understand how to make an individual appointment.
	Subject transfers – support by Careers & Progression in Senior Enrolment Team - IAG for course change	• Students should understand the process for subject transfers. • Students should be able to access impartial advice before making changes.
	Early leavers referred for impartial careers guidance	• Students should understand the referral process for early leavers. • Students should know how to access impartial careers guidance.
	Enrichment Fair – Academic EnRICH introduced	• Students should know the range of enrichment activities offered. • Students should understand the benefits of volunteering and societies for personal development.
	Richtalks – academic talks	• Students should know the purpose of Richtalks and how they support academic growth.

		• Students should be able to engage with academic talks to enhance learning.
	Medical Careers Academy group established	• Students should understand the aims of the Medical Careers Academy. • Students should know how to participate in related activities and events.
	Careers & Progression Padlet	• Students should be able to navigate the Careers & Progression Padlet. • Students should understand how to use resources for career planning.
	Tutorial 7/8 – Employability & part-time jobs - Careers & Progression Padlet	• Students should understand key employability skills. • Students should know how to search and apply for part-time jobs.
	Academic EnRICH launched	• Students should know the range of Academic EnRICH activities available. • Students should understand how participation supports progression.
	Whole Year – Unifrog Course 101	• Students should complete the Unifrog Course 101. • Students should understand how Unifrog supports career and progression planning.
Spring	Academic EnRICH – timetabled sessions	• Students should know when and how to attend timetabled enrichment sessions. • Students should understand the benefits of consistent engagement.
	Tutorial 23 – Apprenticeships & Unifrog	• Students should understand apprenticeship pathways. • Students should know how to use Unifrog to research and apply for apprenticeships.
	Tutorial 24 – University Open Days	• Students should know how to find and attend university open days. • Students should understand the importance of open days for informed decision making.
	Year 1 Progression Day Progression Talk Alumni Panel Progression Tutorial	• Students should engage with progression talks and alumni experiences. • Students should understand next steps for UCAS and career planning.
	UCAS Exhibition Preparation	• Students should know how to prepare for UCAS exhibitions. • Students should understand what information to gather during the event.
	Year 1 Parents Event Talks on UCAS and Apprenticeships	• Parents should understand the UCAS application process, key deadlines, and available progression routes (including apprenticeships, university pathways, and alternatives). • Parents should be able to support their child in making informed decisions and know how to access guidance and resources for progression planning.
	UCAS Discovery Event – Exeter	• Students should have gained information from universities about courses, entry requirements, and progression opportunities. • Students should understand how to use this information to compare options and make informed decisions about their next steps.

Summer	Subject transfers – support by Careers & Progression in Senior Enrolment Team - IAG for course change	• Students should have received impartial advice and guidance (IAG) about the implications of changing their course, including academic and progression impacts. • Students should know the alternative options available and understand the process for making an informed decision about their Study Programme change.
	Tutorial 30/31 – Writing about yourself	• Students should understand how to write about themselves effectively. • Students should practice articulating strengths and experiences.
	Tutorial 32 – Interview Preparation	• Students should learn techniques for successful interviews. • Students should practice answering common interview questions confidently.
	Tutorial 33 – Finance for progression	• Students should understand financial considerations for progression. • Students should know available funding options and how to apply.
	Tutorial 36 – UCAS Hub sign up	• Students should have successfully signed up for UCAS Hub and created their account. • Students should understand how to navigate UCAS Hub and its role in the application process.
	EnRICH Day – University Open Day visit	• Students should have gained information about the university, including courses, facilities, and entry requirements, by engaging with staff and resources during the visit. • Students should understand the campus environment and what university life entails, helping them make informed decisions about future progression.
	Careers appointments available throughout summer	• Students can access a careers appointment during the summer period to discuss their progression plans. • Students can gain advice and guidance on next steps, including applications, work experience, or alternative progression routes.

Level 3 Courses – Year 2

Term/Phase	Session/Activity	Learning Outcomes
Autumn	UCAS Workshops begin – lunchtimes W104	• Students should understand the UCAS application process, including key sections of the form and how to complete them accurately. • Students should gain practical tips for writing personal statements and managing deadlines effectively.
	Internal UCAS early deadline	• Students should recognise the importance of meeting internal deadlines and understand how this supports timely submission to UCAS.

		• Students should be able to check their application for completeness and accuracy before submission.
	Admission test registration deadline	• Students should be aware of which courses require admissions tests and understand the registration process. • Students should know how to prepare for admissions tests and where to access relevant resources.
	UCAS early deadline	• Students should understand the significance of the UCAS early deadline for competitive courses and institutions. • Students should have ensured their application meets all requirements for early consideration.
	EnRICH Day – University visit	• Students should have gained insight into university life, including academic and social aspects, by engaging with staff and exploring facilities. • Students should understand how the visit informs their progression choices and next steps.
	Tutorial 1 – Careers & Progression padlet introduced. UCAS deadlines and processes explained	• Students should know how to access and use the Careers & Progression Padlet as a resource for guidance and opportunities. • Students should understand how to use the information to support their progression planning.
	Tutorial 9 – Apprenticeships and job sites	• Students should understand the range of apprenticeship opportunities available and how to search for them effectively. • Students should know how to use job sites to explore employment options and develop job seeking skills.
	Internal UCAS standard deadline	• Students should understand the importance of meeting the standard UCAS deadline and how it impacts application processing. • Students should be able to finalise and submit their application confidently, ensuring accuracy and completeness.
Spring	Standard UCAS deadline	• Students should understand the importance of meeting the official UCAS deadline and its impact on application processing.
	Apprenticeship Event – Employer led event for students serious about apprenticeships	• Students should have gained information about apprenticeship opportunities, including levels, sectors, and entry requirements. • Students should understand how to apply for apprenticeships and where to access support and resources.

		Tutorial 22 – UCAS What Next?	• Students should understand the next steps after submitting a UCAS application, including tracking offers and responding appropriately. • Students should know how to use UCAS Track and plan for interviews or additional requirements.
		Tutorial 24 – CV Writing	• Students should understand the purpose and structure of a CV and how it supports job and apprenticeship applications. • Students should be able to create or improve a CV using best practice guidelines.
		Tutorial 25 – Employment and the workplace	• Students should understand expectations and responsibilities within the workplace, including professional conduct and communication. • Students should know how to prepare for employment, including job search strategies and interview preparation.
		Tutorial 26 – Self employment and enterprise	• Students should understand what self employment entails and the skills required to start and manage a business. • Students should know where to access advice and resources for enterprise and entrepreneurship.
Summer		Tutorial 28 – Gap Years	• Students should understand the benefits and challenges of taking a gap year and the range of opportunities available. • Students should know how to plan a gap year effectively, including budgeting and progression considerations.
		Tutorial 31 – Clearing and Results Day	• Students should understand the UCAS Clearing process and how to access support on Results Day. • Students should know how to make informed decisions about alternative options if original plans change.
		Tutorial 32 – University accommodation and finance	• Students should understand the types of university accommodation available and how to apply. • Students should know the basics of student finance, including loans, budgeting, and managing money at university.
		Gap Year UCAS registration	• Students should understand how to register for UCAS during a gap year and the implications for application timelines. • Students should know how to maintain progression planning during a gap year.
		Results Day – IAG available	• Students will receive access to support on university options, including UCAS Clearing, and alternative progression routes.

Term/Phase	Session/Activity	Notes	Learning Outcomes
			• Students should understand how to use this guidance to make informed decisions based on their results.

EHCP Students – Tailored Support

Term/Phase	Session/Activity	Notes	Learning Outcomes
All year	Tailored careers advice and guidance	Part of individual support provision	• Students should receive personalised careers advice and guidance as part of their individual support provision, ensuring it aligns with their Education, Health and Care Plan (EHCP). • Students should understand how this tailored support, integrated into their overall learning plan, helps them make informed decisions about progression and next steps.
	Delivered with Learning Support Team	Aspirations, strengths & needs considered in planning progression	• Students should receive careers guidance delivered in collaboration with the Learning Support Team to ensure accessibility and consistency. • Students should feel confident that their aspirations, strengths, and needs are central to progression planning, with support tailored to individual goals.

Apprentices – Careers Support

Term/Phase	Session/Activity	Notes	Learning Outcomes
All year	Book individual appointment with Careers & Progression	At key progression points or if changing direction	• Apprentices should have access to individual careers appointments with the Careers & Progression team at key progression points or when considering a change in direction. • Apprentices should understand how to use these sessions to explore next steps, resolve challenges, and plan future career development.

Support for Alumni

Term/Phase	Session/Activity	Notes	Learning Outcomes
All year	Alumni can request a meeting	Discuss career options	• Alumni should have the opportunity to request individual meetings with the Careers & Progression team. • Alumni should be able to discuss career options, explore progression routes, and receive guidance tailored to their goals and circumstances
Gap year	Former students applying to University	Encouraged to apply through Huish using buzzword	• Former students should be supported in applying to university during their gap year, with clear guidance on timelines and processes. • Students should be encouraged to apply through Huish using the designated buzzword, ensuring access to advice, resources, and application support.
Summer (Y2)	Request a reference from Tutor and subject teacher	Communicate extenuating circumstances to Tutor	• Alumni should be able to request references from tutors to support applications for employment, apprenticeships, or further study.

Review and Development

Term/Phase	Session/Activity	Notes
Annual	Destinations report	Individual destinations of every leaver; presented to Governors
Annual	Student Programme Questionnaires	Programme assessed annually; views reviewed by SMT; changes implemented
Annual (July)	Programme review	Reviewed and approved by SMT; shared with Governors