



## Orbital South Colleges Careers Strategy

## **Orbital South Colleges Careers Strategy (2023-2026)**

### **1 Context and Drivers**

Orbital South Colleges (OSC) commits to providing consistent excellence in the quality of its Careers Education Information Advice and Guidance (CEIAG), to ensure all potential and current students, their parents/guardians, community workers, and employers can access a wide range of current, informative, and varied information to support individualised qualification and progression choices. Our aim is to support students in making choices which will suit their interests and abilities, sustain their personal and employability development over time, and maximise their opportunities for future career planning and progression.

In December 2017, the Department for Education released the national Careers Strategy, following which guidance released in October 2018, 'Careers guidance: for further education colleges and sixth-form colleges, (Careers strategy 'Making the Most of Everyone's Skills and Talents' 2017), clearly outlines a framework of expectations for delivery which is based around the eight Gatsby Benchmarks, and amendments to the Baker Clause 2023 focused on statutory controls on accessibility for training providers and better emphasis on impartial CEIAG. The Department for Education's White Paper 'Skills for Jobs' (Jan 2021), sets out the government's vision for education and careers, further emphasising the role of careers and education choices in connecting education and employment within the curriculum. This document outlines the OSC Group strategy for embedding these expectations and for raising the standard of all elements of advice and guidance information.

With the government's reforms to technical education and skills and the newly published Local Skills Improvement Plans led by Surrey Chamber of Commerce (SCC) and the South London Partnership (SLP), there is a responsibility for colleges to work strategically in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

OSC works closely with the Careers Enterprise Company linked into the newly formed Careers Hubs in August 2023, where the College benefits from support from hub leads, Enterprise Coordinators, Enterprise Advisors, and wider employer collaboration as well as a network of careers professionals to really drive forward careers provision across the Surrey and South London. The 2017 DfE Careers Strategy making the most of everyone's skills and talents, (DfE December 2017) sets out that every further education institution should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision, and this will underpin the strategic objectives and key performance indicators supporting this strategy.

We are expecting this strategy to take on board the actions set out in the national careers strategy, and will work to evidence how it brings curiosity and aspiration into all aspects of the careers experience, to allow students and apprentices at the College to fully explore opportunities and build skills that will support their ambitions or next steps through a comprehensive Careers Policy and plan, which will measure the progress made with clearly identified objectives. This will inform the second stage of supporting this strategy and will involve all key stakeholders working collaboratively to support this strategy. Careers Education Information Advice and Guidance (CEIAG) are key drivers that support the College strategic objectives, contributing to the College's

overall success, and must involve our key stakeholders in creating and leading on a high-quality careers culture embedded in all aspects of our activity.

## **2 Scope**

High quality CEIAG is undoubtedly important for young people and apprentices but equally important for our adult communities and learners at College. The impact of changing economic circumstances and the Covid-19 pandemic means there is a significant shift change in the workforce's skills requirements. Access to good careers guidance enables individuals to clarify their aspirations, understand options open to them and to take control of and make informed decisions regardless of where they are in life, and be supported to upskill and reskill as part of the lifelong learning agenda. The College sites sit at the heart of local communities and OSC plays a key role in ensuring that the local and national workforce is appropriately skilled; this has a direct impact on raising employment levels, improving productivity, and supporting the local economy. It is therefore important that the support we give serves all learners and apprentices with high quality, aspirational and accessible careers support.

## **3 The Learner Journey**

Careers should be a core focus at every stage of the student and apprentice journey, and it is essential to positive progression and individual development whether they are a current student/apprentices or an intended student. The College needs to ensure the curriculum offer has careers at its core, but that other vital stages such as pre-enrolment CEIAG are efficient, robust and enable learners to be placed on the most appropriate programme aligned to their career aspirations. The College will therefore continue to plan for careers activity, regardless of the stage of the student journey, whilst placing an emphasis on working with key influencers such as parents/carers and school links to support individuals with their decisions, progression and career planning. The focus will be on the services supporting CEIAG and next steps and not only limited to course programmes.

The following intends on providing a structured direction for all pre-enrolment activity:

1. Deliver an effective, needs-led and coherent pre-enrolment service that results in high levels of student satisfaction, attendance, and retention.
2. Deliver and implement a programme of careers outreach activity that supports local skills needs working with school links and community partners.
3. The emphasis on promoting careers within all information and communication sources linked to our marketing strategy, such as our website, social media platforms, prospectuses, newsletters, and events.
4. Provide a consistent approach to all elements of the student applicant journey that ensures all prospective students are advised on what college provision will best support them to achieve their career goals or next steps into employment.
5. College staff are trained and understand what is required to deliver effective personalised CEIAG and work with external partners to improve services.
6. Ensure that key influencers (e.g., parents/carers, schools links and staff at the college) and associated support networks have the knowledge and resources to support students with their career's engagement and good collaborations and networking are part of this communication.

OSC is committed to providing impartial information, advice and guidance on education, (as highlighted in the statutory guidance) training and employment opportunities to prospective, current and former learners and apprentices. The College wants to ensure that high quality, timely, accurate and impartial Careers Education, Information Advice and Guidance (CEIAG) is provided to support individuals make informed decisions about their next steps for them to achieve personal and economic wellbeing throughout their lives. A separate Careers Policy will identify the learner's entitlement to support a concise and visual overview of the College's careers programme and support service, linking into performance indicators attached to these. These are expected to be assessed through the Careers Strategy Committee, and the associated monitoring against the benchmarks are evaluated.

#### **4 Measures of success**

Success will see CEIAG services being fully embedded within the wider College Group to enable success for all learners and apprentices, as part of our culture. Career services will focus on being highly responsive and financially robust, with the ambition to deliver a high-quality service.

This will be evidenced and supported by:

- A robust Careers Policy and Plan
- Quality progression outcomes
- Careers service engagement figures across all learner profiles
- Reduced NEET figures and as a result, increased retention statistics
- Maintaining quality standards e.g., Matrix assessments and accreditation
- Student, apprentice, and key stakeholder satisfaction rates
- Compass assessment rating (Gatsby Benchmark quarterly assessments)
- Self-assessment report (SAR) and Quality Improvement Plan
- Performance Reviews

The aims of this strategy with the associated operational objectives and quality improvement plans will be monitored by the College's Senior Careers and Industry Placement Lead, the Careers Team, and the Client Services Team, who will also work closely with the link governor for careers.

The strategy will be assessed and resourced through the following annual college processes: Self-assessment report (SAR); Strategic Plans and objectives; Careers Strategy Committee; Performance reviews.

**Owner:** Kam Dehal Executive Director Commercial & Partnerships and Strategic Careers Lead

**Supported by:**

Anna Taylor – Senior Careers and Industry Placement Lead

Pearl Bugden – Head of MIS and Client Services

Rebecca Taylor – Vice Principal Curriculum and Standards

Simon Bland – Governor link for Careers

## **Supporting Documents**

[Skills for Jobs: Lifelong Learning for Opportunity and Growth \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Good Career Guidance | Education | Gatsby](#)

[Careers strategy: making the most of everyone's skills and talents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Careers Plan

8 Gatsby Benchmarks	Responsibility	Orbital South Colleges Objectives	Evidenced Via	Staff & Teams Responsible
<p><b>1. A Stable Careers Programme</b></p>	<p>Every college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</p>	<p>To establish minimum entitlement for CEIAG across OSC group by level type and of provision, embedded within the curriculum programme and viable to all stakeholders via the career's hub.</p> <p>To ensure the CEIAG teams are delivering to same standards and meeting or exceeding entitlement in partnership with curriculum areas.</p> <p>To have a clearly defined curriculum that supports and promotes all of the Gatsby benchmarks.</p> <p>To identify the overarching designated careers leads to oversee and deliver against the careers strategy and entitlement, endorsed by the executive (annual review)</p>		<p>VP C&amp;S AP C&amp;S ED &amp; Careers lead</p> <p>Client Services</p> <p>Curriculum Marketing Careers &amp; Enterprise Careers Hubs</p> <p>Directors of Learning</p>

	<p>The careers programme should be published on the colleges website in a way that enables learners, parents, college staff and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</p>	<p>To publish, promote and provide resources via the Careers Programme on both websites via the Careers Hub.</p> <p>To create a task and finish group in partnership with marketing to update the case studies, resources and opportunities with employers for experiences of work and work placements.</p> <p>To refresh the activities termly, so that they are fully accessible to parents/ careers and key stakeholders.</p> <p>A careers strategy group and work placement operational group will oversee the quality cycle activities, including self-assessment – feedback from stakeholders, impact of implementation and propose further development.</p>		
--	--	--	--	--

		<p>To ensure students feel safe and know what to do to report concerns or issues at the workplace or at the college.</p> <p>To create a cycle of reporting to CMT that record impact of the careers plan a student's preparation for work.</p>		
<p><b>2. Learning from career and Labour Market Information</b></p>	<p>During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents and carers should be encouraged to access and use information about labour markets and future study options to inform</p>	<p>To reinvigorate the progression within CIEAG throughout the student journey (from initial enquiry to successful outcome)</p> <p>To undertake review of current software tools used to support tracking of student progress against targets.</p> <p>To work with careers and enterprise company and local careers hubs, to undertake evaluations and joint reviews of what career</p>	<p>We are looking at a number of Careers management tools, e.g GroFar</p>	<p>Careers Team Local Skills Improvements Plans (LSIPs) Curriculum</p> <p>MIS / Careers Lead</p> <p>Careers Enterprise LMI</p>



	<p>their support to the learners in their care.</p>	<p>paths and labour market information mean our students and potential students to inform future opportunities and job roles.</p> <p>To share LMI data with curriculum leads and students to better inform current and future job opportunities.</p>		
<p><b>3. Addressing the needs of each student</b></p>	<p>A college careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Colleges should keep systematic records of the individual advice given to each learner and subsequent agreed decisions.</p> <p>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where</p>	<p>To work in partnership with OSC's equality &amp; Diversity Policy and associated objectives and monitor their effectiveness in challenging stereotypes.</p> <p>To track and record all the eight Gatsby benchmarks and to assess the college performance of these. (Performance reviews and Compass Evaluations)</p> <p>To ensure all applications have details of prior attainment and school details.</p>		

	<p>these are made available. Records should begin to be kept from the point of transition.</p> <p>All learners should have access to these records to support their development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.</p>	<p>To ensure student journey or career aspirations are recorded in tutorials and or CEIAG sessions and then evaluated at the end of their programme and tracked for progression and destinations.</p> <p>All tracking and activities recorded. All supporting resources available so students can plan and record their career journey. The planning for purchasing software is underway.</p> <p>Access to be available in line with data protection and GDPR guidance.</p>		
<b>4. Linking curriculum learning to careers</b>	<p>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people to gain entry to (and be more effective workers within) a wide range of occupations.</p>	<p>To establish and monitor a minimum entitlement for CEIAG across OSC group by level and type of provision.</p> <p>To review and plan the curriculum in partnership with employers so that it links well with local economic priorities.</p>		<p>Directors of Learning</p> <p>Programme Managers</p>

		<p>Masterclass or technical talks by expert professionals to support theoretical learning in the classroom.</p> <p>A careers plan available for all students where experts across all destination and progression routes can support and advertise opportunities to students across the academic year, for all occupational areas.</p>		
<p><b>5. Encounters with employers and employee</b></p>	<p>Every year, alongside their study programme, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.</p>	<p>To establish minimum entitlement for CEIAG across OSC group by level and type of provision.</p> <p>Minimum of 6 career talks by employers and different roles linked to course of study.</p> <p>Site visits to places of work linked to curriculum or course.</p>	<p>Careers team to organise a range of industry related employer engagements across the college group.</p> <p>Feedback to be collected from each student following the encounter, to ensure a full understanding of the workshop and what skills and knowledge they have gained.</p> <p>Curriculum to organise site visits to places of work linked to the curriculum – this is to be supported by H&amp;S department.</p>	<p>Careers Team</p> <p>Curriculum – Departments</p> <p>Health &amp; Safety – Lindsey Wallace</p>

	Colleges should record and take account of learners own part-time employment and the influence this has had on their development.	<p>Work related projects and work briefs.</p> <p>To record and monitor against targets set by student and incorporate all CEIAG activities.</p> <p>Surveys and assessments of impact to be recorded and evaluated.</p>	<p>Curriculum and careers to engage with employers to come into college to deliver work related projects and briefs.</p> <p>Careers team to record and monitor all engagements on careers tracker. This is to be fed back to departments during monthly monitoring and review meetings.</p> <p>Career team to conduct surveys to gain intelligence and impact that is then shared with departments.</p>	
<b>6. Experience of workplaces</b>	By the end of their study programme, <b>every learner</b> should have at least one experience of a workplace, additional to any part time jobs they may have.	<p>To establish minimum targets for work tasters, shadowing, work experience, volunteering and industry placements across OSC by level and type of provision.</p> <p>Each target to be personalised around students aspirations, study programme, experience of work and support needs.</p> <p>Record part time relevant work hours to evidence</p>	<p>The WEX team to support students in securing meaningful work placements that are related to their course of study.</p> <p>WEX team to record hours and duties of work</p>	<p>Work experience team</p> <p>Curriculum Tutors</p> <p>Directors of Learning</p>

		<p>skills journey to date (technical skills)</p> <p>Part time – non relevant to evidence skills (behavioural aspects)</p> <p>T level industrial placements to cover 315 hours across 45 days.</p> <p>Assessment and impact of the students experience in line with their career aspirations.</p> <p>Assessment and feedback of employer’s experience of the students work and impact to business.</p>	<p>placements via inhouse system.</p> <p>Reflection form to be completed by student, to identify the technical and transferable skills they feel they developed on placement.</p> <p>Employer feedback on students’ performance gathered after each placement and shared with the student. This helps support their progression.</p>	
<p><b>7. Encounters with further and higher education</b></p>	<p>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</p>	<p>To establish minimum entitlement for CEIAG across OSC by level and type of provision, including progression talks, visits to HE and FE providers.</p>	<p>Careers and Curriculum to arrange a range of HE encounters. This includes HE Fairs, visits to HE open days and guest speakers.</p>	<p>Careers Team</p> <p>Curriculum Departments</p> <p>HE – Quality &amp; Development Lead</p>

	<p>may form the next stage of their career. This should include as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</p>	<p>At least 3 HE and FE encounters.</p>	<p>Careers team to support students with a range of workshops that include UCAS Applications and Personal statement workshops.</p> <p>HE Quality &amp; Development Lead to support students with Student Finance talks.</p> <p>Encounters are logged by the careers team on the career's tracker.</p>	
<p><b>8. Personal guidance</b></p>	<p>Careers advisors to lead on supporting one to one opportunity for all students, including appropriate support for apprentices and SEND learners) and ensure whenever study or career choices are being made.</p>	<p>Careers advisors to lead on supporting one to one opportunity for all students, including appropriate support for SEND learners) and ensure access to career adviser at least once during an academic year, supported by the careers plan.</p>	<p>Careers team to be on site to conduct and book one to one appointment with any student that wishes to access the service.</p> <p>Careers team to deliver a careers induction to all students to make them aware of the support they can provide and how a personal guidance appointment can help students plan ahead.</p> <p>Curriculum tutors to refer students to the careers team for guidance as and when appropriate.</p>	<p>Careers Advisors</p> <p>Curriculum Tutors</p> <p>Client Services</p>

			<p>Client services to direct learners to careers team for information, advice and guidance where appropriate.</p> <p>Careers team to support apprentices with a range of workshops and individual advice and guidance that relates to their career progression and industry.</p>	
--	--	--	--	--