



Careers Information, Advice and Guidance Strategy

Introduction: Orbital South Colleges (OSC) commits to providing consistent excellence in the quality of its advice and guidance to ensure all potential students, 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 progression.

In December 2017, the Department for Education released the Careers Strategy, following which guidance released in October 2018, 'Careers guidance: for further education colleges and sixth-form colleges, clearly outlines a framework of expectations for delivery which is based around the 8 Gatsby Benchmarks. 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. The College will work in partnership with The Careers and Enterprise Company and The London Enterprise Advisors Network (LEAN), to ensure our policies and practices are up to date, and of high quality meeting the standards set under Gatsby, through the Compass annual evaluation tool.

Context and Monitoring: OSC asserts that all elements of advice and guidance at every stage in the student journey are essential to achieve positive progression and personal development. Therefore, to support the embedding of the Careers Strategy and to ensure the highest possible standard of CEIAG (Careers Education Information, Advice and Guidance), we will review and evaluate regularly all aspects of advice and guidance. The designated Careers Lead for the group, the Vice Principal of Business Development, will chair a Careers Operational Committee which will oversee the review and development of all CEIAG operational functions within the group and be the driver and monitor of change implementation. The Committee will produce an Action Plan which will be monitored against the 8 Gatsby benchmarks and which are the Key Performance Indicators, outlined within the Careers Strategy below.

The Careers Strategy Group will assess and challenge the effectiveness of careers guidance at OSC taking into account local LMI for employment and skills. The Group will monitor how well actions to meet Gatsby benchmarks are set and implemented and evaluate how effectively they benefit students and their destinations. A review of the Compass annual rating will also determine the impact of this policy. The Group will be chaired by the CEO and membership will include the Link Governor for Careers.

The WEX (work experience) team consists of a Career Coordinator and Job Coaches who all have roles in providing effective CEIAG. Student Support services and tutors also have a role in CEIAG in supporting students throughout their journey of study. The Action Plan unpicks the 8 Gatsby elements to ensure we have suitable implementation, monitoring and governance of our objectives and can demonstrate high quality CEIAG service across the College group.

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Gatsby 8 benchmarks	Responsibility	Orbital South Colleges
<p>1. A Stable Careers Programme</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>	<ul style="list-style-type: none"> • To establish minimum entitlement for CEIAG across OSC group by level and type of provision, embedded within the curriculum programme, visible to all stakeholders via the Careers Hub. • To ensure CEIAG teams are delivering to same standards and meeting or exceeding entitlement in partnership with curriculum areas • To have a clearly defined curriculum that supports and promotes all of the Gatsby benchmarks. • To identify the overarching designated careers lead to oversee and deliver against the Careers strategy and entitlement, endorsed by the Executive (annual review).
	<p>The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.</p>	<ul style="list-style-type: none"> • To publish and maintain the Careers Programme on both websites via the Careers Hub. • To create a task and finish group in partnership with Marketing to update case studies, resources and opportunities with employers for experiences of work and work placements. • To refresh the activities termly, so that they are fully accessible to parents and key external stakeholders.
	<p>The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.</p>	<ul style="list-style-type: none"> • A Careers Strategy and a Careers Operational Group to oversee quality cycle activities including self-assessment, feedback from stakeholders, impact of implementation and to propose further developments • To ensure students feel safe and know what to do to report concerns or issues at the workplace or at College

		<ul style="list-style-type: none"> To create a cycle of reporting to SMT that record impact of the careers plan on students' preparation for work
<p>2. Learning from career and Labour Market information</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>	<ul style="list-style-type: none"> To reinvigorate progression within CEIAG throughout the student journey (from initial enquiry to successful outcomes) To undertake review of current software tools used to support tracking of student progress against targets To work with the Careers and Enterprise Company, London Enterprise Advisor Network, Coast to Capital LEP, Reigate & Banstead BC, Croydon Council employment strategies to undertake evaluation of what career paths and labour market information mean for our students to inform future opportunities and job roles. To share LMI data with curriculum leads and students to better inform current and future job opportunities locally
	<p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care</p>	<ul style="list-style-type: none"> To develop parents understanding of careers by up to date information of national priorities and clear transparency of the careers plan via the website for the time their student is at OSC. To identify key communication points and information available to enhance better engagement and informed support for students career planning
<p>3. Addressing the needs of each student</p>	<p>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p>	<ul style="list-style-type: none"> To work in partnership with OSC's Equality Policy and Equality Objectives and monitor their effectiveness in challenging stereotypes

	Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions	<ul style="list-style-type: none"> • To use eTrackr to record all encounters against the 8 Gatsby benchmarks and to assess the College's performance against these
	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 these are made available. Records should begin to be kept from the first point of contact or from the point of transition.	<ul style="list-style-type: none"> • To ensure all applications have details of prior attainment and school details • To ensure student journey of career aspirations are recorded in tutorials or coaching sessions and then evaluated at the end of their programme, and tracked for progression and destinations
	All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations	<ul style="list-style-type: none"> • All tracking and activities recorded on eTrackr • All resources available on eZone for students to plan and record their career journey • Access available in line with data protection and GDPR guidance
4. Linking curriculum learning to careers	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 gain entry to (and be more effective workers within) a wide range of occupations.	<ul style="list-style-type: none"> • To establish the minimum entitlement for CEIAG across OSC group by level and type of provision <ul style="list-style-type: none"> ○ To review and plan the curriculum in partnership with employers so it links well with the local economic priorities ○ Masterclasses or technical talks by expert professionals to support theoretical learning in the classroom ○ A careers plan is 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. To be available on eZone.
5. Encounters with employers and employee	Every year, alongside their study programme, learners should participate in at least two meaningful encounters* 1 with an employer. At least one encounter should be delivered through their curriculum area.	<ul style="list-style-type: none"> • To establish minimum entitlement for CEIAG across OSC group by level and type of provision <ul style="list-style-type: none"> ○ Minimum of 6 career talks by employers in different roles linked to course of study ○ Site visits to places of work linked to curriculum or course ○ Work related projects and work briefs
	Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.	<ul style="list-style-type: none"> • To record and monitor against targets set by student on eTrackr, incorporate all CEIAG activities • Surveys and assessments of impact to be recorded on eTrackr
6. Experience of workplaces	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.	<ul style="list-style-type: none"> • To establish minimum targets for work tasters, shadowing, work experience, volunteering and industry placements across OSC by level and type of provision. Each target to be personalised around the student's aspirations, experience of work and support needs <ul style="list-style-type: none"> ○ Record part time relevant work hours to evidence skills journey to date (technical skills) ○ Part time – non relevant to evidence skills (behavioural aspects) ○ 315 -350 hours across 45 days – Industrial Placements for L3 ○ 30 hours industrial placements for L3 ○ 14 hours experiences of work for all Entry, L1 and L2 students

		<ul style="list-style-type: none"> ○ Assessment and impact of the student's experience in line with their career aspirations ● Assessment and feedback of the employer's experience of the student's work and impact on the business
7. Encounters with further and higher education	By the end of their programme of study, every learner should have had a meaningful encounter*2 with a range of providers of learning and training that 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.	<ul style="list-style-type: none"> ● To establish minimum entitlement for CEIAG across OSC by level and type of provision, including progression talks, visits to HE and FE providers ● At least 3 HE or FE encounters
8. Personal guidance	Every learner should have the opportunity for guidance interviews with a Careers Advisor. These should be available whenever study or career choices are being made.	<ul style="list-style-type: none"> ● To train and develop a number of key roles including the WEX team to support one to one opportunities for all students to be specialist advisers and ensure access to a career adviser when required

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