



OAKLANDS COLLEGE

## Oaklands College Careers Strategy

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## 1.0 Intent

Oaklands College is committed to ensuring that all students acquire the skills, knowledge, and attitudes to enable them to progress in learning and careers and meet the needs of employers and the labour market. This is gained through access to excellent facilities and resources, expert teaching and learning, and real industry experience, supported by a scaffold of high quality, impartial careers education, information, advice, and guidance (CEIAG).

The College's commitment to a coherent programme of activity throughout the curriculum is recognised by Matrix Quality Standard accreditation, assuring the provision of high-quality information, advice, and guidance for all our students (including those on Apprenticeships and in Higher Education).

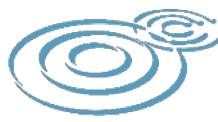
This strategy outlines the College's current approach to delivering CEIAG and aspirations for enhancements to further improve outcomes for all students through the **Oaklands College Get Career Ready** approach. It underpins the College's CEIAG Policy & programme. CEIAG is fully integrated throughout the student journey and involves collaboration with external partners to ensure currency and efficiency of support and coherence with the regional industrial and skills strategy.

Oaklands College provides a strong vocational offer, which facilitates students from diverse social and educational backgrounds (including adults) in gaining essential life and professional skills to allow them to contribute to society. The CEIAG offer complements this through providing up-to-date and relevant labour market information (LMI), supporting students' self-esteem, and raising aspiration, driving career planning.

The strategy reflects activities to enhance the current careers provision in order to meet the eight 'Gatsby Benchmarks' accepted nationally as evidence of good career guidance, and the priorities set within the Education Inspection Framework. There are also statutory and funding requirements that specifically apply to:

- All students in college up to and including the age of 18 years old.
- 19- to 25-year-olds with a current Education, Health and Care (EHC) Plan in place under section 37 of the Children and Families Act 2014.

We acknowledge the benefit for impartial information, advice, and guidance for students of **all ages**, and this is reflected in our Get Careers Ready strategy & implementation plan.



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The Careers Strategy acknowledges the resource required to support potential applicants in navigating the options and College-wide collaboration required to ensure the College offer reflects its community and labour market.

### 2.0 Background

As part of its FE College funding agreement Oaklands College is required to ensure access to independent, impartial careers guidance. There is also a legal requirement to provide all students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. In tandem with apprenticeships the introduction of T Level programmes from 2022 will form the basis of the technical education offer going forward and will be included in the planning and delivery of a Careers Strategy. The Government published its Careers Strategy in December 2017, followed by statutory guidance in October 2018. The strategy sets out a long-term plan to build a world-class careers system that helps young people and adults choose the career that is right for them ensuring they have '**Career Advantage**'. The guidance expands on the measures set out in the strategy; to ensure that all young people receive a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience. It is a requirement for 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college to have access to independent careers guidance.

All 16 to 19 study programmes should focus on progression towards learning at the next level or progression into apprenticeships, traineeships, or employment. The Government uses the Gatsby Benchmarks as the national tool for ensuring national consistency of high-quality access. There are 8 benchmarks which constitute 'good practice' in career guidance:

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

The Department for Education has published statutory guidance (most recently updated in March 2022) for Further Education Colleges on their duty to provide careers guidance. From September 2013 Further education colleges & sixth forms have been required to secure access to independent



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careers guidance and further guidance has ensured these institutions also provide equal access to employers, universities, and apprenticeship providers to all their students.

Oaklands College has a traded agreement with YC Hertfordshire, to offer our students a wide range of careers and personal development guidance, in addition to our own Level 6 qualified careers advisers. This guidance can be delivered in groups or on a 1:1 basis. Career guidance themes include:

- UCAS Overview
- Personal Statement Support
- Apprenticeships
- Degree Apprenticeships
- CV Support (for employment or Work Experience)
- Employment

We work closely with the Careers & Enterprise Company to assess strategies for ensuring our careers programme is effectively monitored and best practice is shared with Hertfordshire LEP and wider employer collaboration as well as a network of professional support with colleagues working in mainstream and SEN settings in Hertfordshire.

The College incorporates the Hertfordshire Skills and Employment Strategy, produced by Hertfordshire LEP, Hertfordshire County Council and the Department for Work and Pensions, and is a dynamic driver of enterprise, investment, and key sector growth. There are five themes of the Hertfordshire Skills and Employment Strategy which include:

- Young People
- Adults
- Employers
- Sectors
- Places.

It also encompasses the cross-cutting priorities of diversity/inclusivity, enhancing digital skills and supporting a net-zero future.

### **3.0 Implementation**

Prior to joining the College applicants have access to information through the website, open events (physical or virtual), and touch points with college staff through school Careers Fairs Transition



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events are organised for specific applicant cohorts (those with special educational needs, and children leaving care).

Full-time students receive at least one pre-entry interview for initial advice and enrolment onto appropriate courses.

Every full-time student has a Course Leader, who delivers a programme of tutorials including academic and personal target setting. The college employs in-house, qualified Careers Advisers at its campuses, who offer impartial, individual, and confidential careers guidance sessions to all full-time, part-time, and non-students (external enquiries). Action planning is an integral part of these sessions.

Careers advisers play an active role in student PDR lessons, delivering key CEIAG related topics, which often lead onto individual 1 to 1 careers meeting. Our careers advisers also support tutors during progression week for each curriculum area, going into classes and delivering CEIAG bespoke workshops and collaborating across the wider College to support tutors, employability mentors and learning mentors.

Careers Fairs (both internal and external) and visiting guest speakers are arranged by both the careers team and the employability mentors and students are encouraged to engage.

Students receive support to find suitable work placements or work experience to help develop the skills they need to enter the workplace and to secure and sustain meaningful employment. Using LMI data to actively inform, encourage, and empower students to effectively careers plan.

Careers advisers also aim to prepare students for a constantly changing, unpredictable, uncertain, and sometimes challenging labour market.

Enrichment activities are encouraged as they could potentially provide unexpected opportunities for them in the future.

### **3.1 The Marketing team contributes to the delivery of Get Career Ready and CEIAG through:**

- Advertising of open events showcasing the College facilities and provision offer.
- Advertising all careers events internally for students
- Design of literature to promote progression routes and careers for all cohorts.
- Maintaining the website for course information and signposting.

### **3.2 Teaching staff contribute to the delivery of careers guidance through:**

- The delivery of tutorials that include College values, Equality & Diversity, and Study skills.
- Support for students in preparing e-Individual Learning Plans (ILP) and ensuring that students are aware of and monitor / review their individual targets and target setting.



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- Conducting regular 1:1 review with students.
- Identifying employability skills that are embedded and demonstrated in all students' main vocational qualifications.
- Signposting students directly to the Careers team.
- Working closely with the careers team in booking CEIAG in classrooms
- Teaching and embedding Maths and English throughout the duration of the students' vocational qualification.
- Providing support and guidance for mature students and signposting to specific specialist provision internally and externally.
- Supporting and promoting careers and aspirations with students and encouraging participation at cross College events and with specific vocational opportunities

### **3.3 The Careers and Employability team contributes to the delivery of Get Career Ready through providing:**

- Taster days within college to give specific cohorts of young people experience of the College offer (students with SEN and students who are children looked after or leaving care).
- Accessible, professional, impartial 1:1 career guidance interview across all campuses.
- Independent external careers advice offered to students via YC Hertfordshire & National Careers Service if this is more appropriate
- Support provided to curriculum teams by developing and delivering the Career Coaching and Progression sessions, through Performance Coaches on each campus, including information on UCAS, HE, Student Finance, and alternatives to HE.
- Organisation of the Annual Careers Fair; Schools Liaison to support schools' IAG provision, contributing to the overall area attainment of Gatsby Benchmark 7.
- Organising employer contact through bespoke workshops as well as large events throughout the academic year and including National Apprenticeship Week, National Careers Week.

### **3.4 The Work Placement/Employability team contributes to the delivery of careers guidance through:**

- Liaising with employers and curriculum areas to provide opportunities for students to access meaningful work experience.
- Using the Hertfordshire Skills and employment strategy action plan to create key networks with local and national employers within a diverse range of sectors



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- Offer opportunities for students to meet employers and have access to opportunities available to them whilst at college and when they leave.

### **4.0 Objectives for 2020 – 2023**

The College's objectives reflect the Gatsby Benchmarks required nationally for schools and colleges with students aged 16-18, and additionally ensures that impartial information, advice, and guidance is accessible to students of all ages.

Objective 1: A stable careers programme, including encounters with further and higher education

Objective 2: Learning from career and labour market information/resources/awards

Objective 3: Linking curriculum learning to careers

Objective 4: Encounters with employers and employees & experiences of workplaces

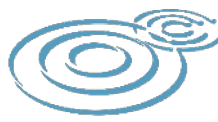
Objective 5: Personal guidance & addressing the needs of each student

### **5. Impact**

Compass reporting and tracking/reporting through Grofar enables the College to measure activity and ensure that the Gatsby benchmarks are met or exceeded.

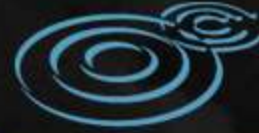
All student careers encounters are tracked, recorded and measured on internally, students are required to complete feedback of careers interventions, both 1 to 1 and group work, either delivered by the careers adviser or a guest speaker. All progression activity is recorded and reported on an annual basis.

### **6.0 Enrichment Calendar**



7.0 Student Experience Calendar

# OAKLANDS STUDENT EXPERIENCE CALENDAR



OAKLANDS COLLEGE

YEAR:	22/23

EVENTS												
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Enrolment IAG	😊	😊										
HE Fair			😊									
National Careers Week								😊				
National Apprenticeship Week									😊			
Freshers Fair		😊										

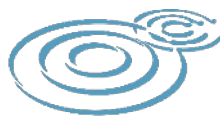
  

HIGHER EDUCATION												
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Personal Statements		😊			😊							
Apprenticeship Talks		😊			😊							
Student Finance Deadline								😊				
Scholarships		😊			😊							
Personal Statement Check				😊								
University Subject Tasters						😊		😊				
Apprenticeship Follow up						😊		😊				
Progression/Next Steps						😊		😊				
Uni Taster Sessions (Virtual)									😊			
How to apply to UCAS									😊	😊		
Apprenticeship Applications									😊	😊		
Preparing for University									😊	😊		

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