Slough & Langley College Careers Programme 2026-2027

Langley College offer a structured careers programme, delivered by qualified and experienced staff and a range of external partners, including employers, Higher Education providers and community organisations. Langley aims to offer high quality, impartial information, advice and guidance that will enable students to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace, and to have first-hand experience of the workplace, via Industry Placement.

The programme below incorporates the 8 Gatsby Benchmarks and CDI's Career Development Framework.

	Autumn					SPRING			SUMMER					
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHMARK	CDI FRAMEWORK
Careers Advice and Guidance														
Course Advice at Enrolment	•	•											**2,3,8**	**GTL, MC, SBP**
1:1 Impartial Careers Guidance Interviews	•	•	•	•	•	•	•	•	•	•	•		**2,3,8**	**GTL, MC, CO, SBP**
Supported Learning (SEND) Progression Advice	•	•	•	•	•	•	•	•	•	•	•		**2,3,8**	**GTL, MC, CO, SBP**
Employability														
CV Workshops (CV checks - UNIFROG)	•	•	•	•	•	•	•	•	•	•	•	•	**5**	**GTL, MC**
Interview techniques, dress code, body language						•		•		•	•	•	**2,3,8**	**GTL, MC, EP, SBP**
Employability skills, qualities, values and professional conduct.	•	•	•	•	•	•	•	•	•	•	•	•	**2,3,8**	**GTL, MC, EP, SBP**
Post BCA Options (employment, apprenticeship)						•	•	•	•	•	•		**2,3**	**GTL, MC SBP**
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHMARK	CDI FRAMEWORK
Communication Skills (how to make a phone call)		•				•	•	•	•	•	•		**2,3,8**	**GTL, MC, EP, SBP**
Apprenticeships				•				•	•	•	•	•	**1, 2, 4**	**GTL, EP, MC, CO, SBP**
Mock Interview practice				•	•	•				•	•	•	**1,3**	**GTL, EP, MC, CO, SBP**

	Autumn					SPRING			SUMMER					
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHM ARK	CDI FRAMEW ORK
Careers Inspiration Talks by Industry Professionals (Subject specific)		•	•	•	•	•	•	•	•	•	•	•	**6**	**EP, CO**
Online self-access employability resources		•	•	•	•	•	•	•	•	•	•	•	**6**	**EP, CO**

Careers Fair							•						**2,3,5**	**GTL, EP, MC, CO, SBP**
National Apprenticeship Week National Careers Week							•	•					**2,3,5,7**	**GTL, EP. MC, CO, BLW, SBP**

Higher Education														
UCAS Clearing advice and support	•	•										•	**1,3,4**	**GTL, MC, SBP**
UCAS Application sessions	•	•	•	•	•	•	•	•	•	•	•	•	**1,3,4**	**GTL, MC, SBP**
College HE Fair							•						**7**	**GTL, MC, CO, SBP**
Personal Statement Workshops		•	•	•	•					•	•		**7**	**GTL, MC, CO, SBP**

Higher Education Mock Interviews							•	•	•				**7**	**GTL, MC, CO, SBP**
Student Finance Presentations							•	•					**7**	**GTL, MC, CO, SBP**
Why Go to University Sessions										•	•		**7**	**GTL, MC, CO, SBP**
Parent talks - Student Finance									•	•	•		**1,2**	

	Autumn					SPRING			SUMMER					
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	GATSBY BENCHM ARK	CDI FRAMEW ORK
Higher Education External Events														
HE Open Days	•									•	•	•	**1,7**	**GTL, MC, CO, SBP**
HE Taster Courses (www.unitasterdays.com)	•	•	•	•	•	•	•			•	•	•	**1,7**	**GTL, MC, CO, SBP**
Create Your Future (UCAS)			•										**1,7**	**GTL, MC, CO, SBP**
College Open Days			•	•	•	•	•	•	•	•	•		**1,2,8**	**GTL, EP, SBP**

GATSBY BENCHMARK	**STATEMENT**
1. A stable careers programme	Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies
2. Learning from career and labour market information	All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.
3. Addressing the needs of each pupil	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.
4. Linking curriculum learning to careers	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.
5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
8. Personal guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

CDI FRAMEWORK	STATEMENT
1. Grow throughout life (GTL)	Grow throughout life by learning and reflecting on yourself, your background, and your strengths
2. Explore possibilities (EP)	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
3. Manage career (MC)	Manage your career actively, make the most of opportunities and learn from setbacks
4. Create opportunities (CO)	Create opportunities by being proactive and building positive relationships with others
5. Balance life and work (BLW)	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
6. See the big picture (SBP)	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.