

Polisi Coleg Penybont

Bridgend College Policy



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Enw'r Polisi/Policy Name: Careers Advice & Guidance Policy

Cod y ddogfen/Document code (os yn berthnasol/if applicable)

Adran/Department: Cyfleoedd

Awdur y Ddogfen/Document Author: Steve Jones

Teitl Swydd/Job Title: Careers & Employer Engagement Manager

Dyddiad Cymeradwyo/Date of Approval: SLT 16/2/2022

Dyddiad Adolygu/Review Date: February 2025

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Policy Checklist:

| Policy Inception Requirement | Yes / No / N/A | Supporting information |
|--|----------------|------------------------|
| Has an Equality Impact Assessment been completed? See form below. | Yes | |
| Has a Welsh Language Impact Assessment been completed? See form below. | Yes | |
| Has a Data Protection Impact Assessment been considered with regards to this policy? If yes, please contact the Information Services Manager in order to complete a Data Protection Impact Assessment. | No | |
| Has the review taken account of the latest Guidance/Legislation? | Yes | |
| Is legal advice required? If yes, please ensure you have taken the necessary steps to secure the appropriate legal advice before proceeding further. | No | |
| Is staff training required? If yes, please ensure that the necessary training is arranged through the Learning & Development Advisor. | No | |
| Are there HR related issues that need to be considered? If yes, please contact the HR Manager to discuss further. | No | |
| Are there financial issues? If yes, please contact the Finance Manager to discuss further. | No | |
| <i>For SLT use only:</i> | | |
| Is this a new policy? If yes, SLT to complete the College Policy Approval Delegation checklist at the time of approval. | | |
| Approval level assigned: SLT | | |

Introduction

At Bridgend College we aim to provide our students with the best opportunities to learn and develop their skills, in order for them to be all that they can be. Our goal is to work with students to enhance their employability skills through a careers programme, promote career opportunities, and enable a talent pipeline to business.

Rationale

Bridgend College aims to align itself with The Welsh Government's Careers & The World of Work Framework, which aims to 'offer young people the kind of insights that generate both realism and aspiration in terms of their future life. This can only be effectively achieved through a planned programme that includes a wide range of teaching and learning experiences and environments, and including contributions from a variety of partners. These should include the best possible direct experiences of the world of work, supported by opportunities for individual advice and guidance.'

Commitment

Bridgend College is committed to providing excellent advice and support to its students, by providing a planned programme of careers education, information and guidance, for all students.

Development

This policy was developed and is open for review through discussions with teaching staff; the Careers Service in Wales (Careers Wales), students, parents, governors, advisory staff and other external partners.

Objectives

Ensure all students have:

- Access to professional and impartial 1:1 careers guidance which provides opportunity for confidentiality
- Access to a Careers Education programme that makes learners better informed of

progression, career and employment routes

- Opportunity to improve employability skills and their understanding of and awareness of the world of work
- Access to data and accurate information about all opportunities, including, employment and apprenticeships, further courses, and voluntary roles
- Access to employers and the best local recruitment opportunities
- Support and guidance with training, further and higher education routes
- Access to relevant labour market intelligence

3

Implementation

Management

The Careers Leader is responsible for coordinating the careers programme and will work closely with relevant colleagues and Careers Wales to implement activities. The Careers Leader will be backed by Senior management to ensure that the necessary resources and time is available for a strong careers programme to be embedded into the college year.

Staffing

All staff are expected to support and contribute to the facilitation of careers activities as planned in the careers programme. A designated careers team will lead on the coordination of careers activities in each curriculum area, supported by key stakeholders such as Careers Wales, employers, and other support organisations.

Curriculum

The careers programme includes a range of careers and employability sessions linked to each

course, a range of interaction with relevant employers, a range of careers events, and opportunities to gain meaningful experience in a workplace or on employer projects.


Each student has access to at least two meaningful encounters with employers. This varies for each course, but can include, masterclasses, workshops, live projects, workplace visits, work placements, employer mentoring, as well as a variety of themed Careers Events. This is underlined by the college's 'Learning Programme Promise' that evidences a planned range of extra curricular activities for each course group.

Throughout the time each student spends in college, they are encouraged and supported to build and develop 8 core skills that employers tell us they need when searching for new talent. Every study programme is structured to enable students to identify when they are using and developing the core skills. The 8 Core Skills are: • Planning and organisation • Critical thinking and problem solving • Creativity and innovation • Personal effectiveness • Digital literacy • Literacy • Numeracy • Welsh and bilingualism.

Partnerships

A memorandum of understanding is signed in agreement of the work with Careers Wales. A host of other partnership work exists with a large range of local employers, Education providers and organisations in order to support students and increase their potential for good future employment.

A close working with employers is paramount and is underpinned by the college Employer Engagement strategy

 [Employer Engagement Strategy 2022-25](#)

Resources

An annual budget is available to support the running of events and activities in the college careers programme, as well as a number of careers resources or platforms to enhance learning and understanding related to careers planning. This includes careers session materials, industry insight videos and events, quality LMI, and resources for accessing industry through visits, placements or recruitment opportunities.

Staff development

Staff in the careers team are qualified or working towards relevant advice & guidance qualifications. An emphasis is given to ongoing CPD in order to ensure up to date knowledge and skills. A strong network is established in order to ensure access to regular training and events. The college holds a membership with the CDI to support this.

Monitoring, Review & Evaluation

Good Career Guidance – Gatsby report: states “good career guidance is critical if young people are to raise aspirations and capitalise on the opportunities available to them”. “Good career guidance is a vehicle for social mobility”.

Bridgend College is committed to the implementation of the eight Gatsby Benchmarks and to support this, is undertaking The Quality in Careers Standard as a means of assessing competence (See appendix 1 for further details on the Gatsby Benchmarks).

The Careers team supports the coordination of activities and ensures that each course group has industry led activities that meet The Gatsby Benchmarks, by meeting with curriculum areas to plan relevant input, as well as reporting back on progress. Careers activities are tracked using a tracker document and attendance is recorded through one of the college’s careers platforms. The achievement of core skills by students, is evidenced through digital badges.

Evaluations for individual activities are also carried out by gathering student and staff feedback, and for measuring outcomes.

An annual review is carried out on the careers programme and the practical approach, in order to achieve continuous improvement.

Appendix 1

The Gatsby Benchmarks

| Benchmarks | Details | Outcomes |
|--|--|---|
| 1. A stable careers programme | Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies | <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>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> <p>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</p> |
| 2. Learning from career and labour market information | Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information | <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 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> |
| 3. Addressing the needs of each student | Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout | <p>A college's 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 these are made available. Records should begin to be</p> |

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| | | <p>kept from the first point of contact or from the point of transition.</p> <p>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.</p> |
| 4. Linking curriculum learning to careers | <p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p> | <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 gain entry to (and be more effective workers within) a wide range of occupations.</p> |
| 5. Encounters with employers and employees | <p>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 should include learners' own part time employment where it exists.</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>Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p> |
| 6. Experiences of workplaces | <p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience.</p> | <p>By the end of their study every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have to help their exploration of career opportunities, and expand their networks.</p> |
| 7. Encounters with further and higher education | <p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</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 may form the next stage of their career. This should include, as</p> |

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| | | <p>appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p> |
| <p>8. Personal Guidance</p> | <p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These 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 timed to meet individual needs. * The college should ensure that access to a level 6 adviser is available when needed.</p> | <p>Every learner should have had at least one such interview by the end of their study programme.</p> |

EQUALITY IMPACT ASSESSMENT FORM

| | | | | | | |
|--|--|---|--------------|---|---|---|
| Enw'r Polisi / Gweithdrefn Name of Policy / Procedure | Careers Advice & Guidance Policy | | | | | |
| Perchennog y Polisi Policy Owner (to complete this EIA) | Steve Jones | | | | | |
| Nod(au) a Phwrpas y Polisi Aim(s) and Purpose of Policy | To ensure an excellent standard of Careers Advice & Guidance is provided and maintained for all learners at Bridgend College | | | | | |
| Ar bwy mae'r polisi hwn yn effeithio? Who does the policy affect? | Dysgwyr Learners | Y | Staff | Y | Y Cyhoedd / General Public | Y |

| Equality characteristic | Positive impact | Neutral impact | Negative impact | Reason/comment |
|--------------------------------|-----------------|----------------|-----------------|----------------|
| Age | | Y | | |
| Disability | | Y | | |
| Gender reassignment | | Y | | |
| Marriage and civil partnership | | Y | | |
| Pregnancy and maternity | | Y | | |
| Race | | Y | | |
| Religion or belief | | Y | | |
| Sex | | Y | | |
| Sexual Orientation | | Y | | |

Date completed: 18/1/2022

Signed by Manager completing the assessment: Steve Jones

Asesiad o'r Effaith ar Gymraeg / Welsh Language Impact Assessment

| | | | | | | |
|--|--|---|--------------|---|-----------------------------------|---|
| Enw'r Polisi / Gweithdrefn Name of Policy / Procedure | Careers Advice & Guidance Policy | | | | | |
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| Ar bwy mae'r polisi hwn yn effeithio? Who does the policy affect? | Dysgwyr Learners | Y | Staff | Y | Y Cyhoedd / General Public | Y |

Safonau'r Gymraeg / Welsh Language Standards

| Rhif / No. | Math / Type | Safon / Standard | Cadarn haol (gallai fod o fudd) Positive (could benefit) | Negyddo I (gallai effeithio) Negative (could impact) | Dim Effaith No Impact |
|-------------------|--|--|---|---|--|
| 94 | Safonau Llunio Polisi Policy Making standards | Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid i chi ystyried pa effeithiau, os o gwbl (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi yn eu cael ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg. When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language. | | Y | |

Cynllun Gweithredu / Action Plan

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Dylai camau gweithredu ddangos camau i'w cymryd i leihau neu, lle bo modd, ddileu unrhyw effaith negyddol ar yr Iaith Gymraeg.

Actions should demonstrate steps to be taken to reduce or where possible, eliminate any negative impact on the Welsh Language.

| Gweithred / Action | Pwy / Who | Erbyn Pryd / By When | Mesur Llwyddiant / <i>(sut y byddwn ni'n gwybod ein bod wedi cyflawni'r camau gweithredu)</i> Success Measure <i>(how will we know we have achieved the action)</i> |
|---|------------------|---|--|
| To recruit a new member of staff who can fluently speak Welsh | Steve Jones | As the opportunity arises and as relevant | A fluent Welsh speaking member of the team |
| | | | |
| | | | |

Dyddiad Cwblhau'r Aseiad / Assessment Completion Date: 18/1/2022