



Department
for Education



OVERVIEW OF PROVIDER ACCESS LEGISLATION (PAL) FOR EDUCATION PROVIDERS

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Legal duty for schools and academies: access to providers of technical education and apprenticeships

Information on skills and technical education reforms for all staff

With the government's large-scale reforms to skills, including the transformation of technical education and training, it has never been more important for schools to make sure that pupils understand the full range of education and training options available. Our reforms are focused on giving people the skills they need, in a way that suits them, so they can get great jobs in sectors the economy needs and boost this country's productivity. We are ensuring people have the opportunity to access technical education and training throughout their lives by delivering the government's Lifetime Skills Guarantee to upskill and reskill at different points in their life. Building on the success of our flagship apprenticeships programme, we are putting employers at the heart of the system, to help ensure that education and training meets their needs. The continued rollout of T Levels, designed by over 250 leading employers, is a key aspect of this skills revolution, as well as the introduction of Higher Technical Qualifications (HTQs). Skills are a key pillar of the government's Covid recovery strategy. Education and skills are also at the heart of the government's commitment to levelling up opportunities across the UK.

The range of technical options

Schools and colleges have a responsibility to set pupils on the path that will secure the best outcome which will enable them to progress in education and work. That means schools must act impartially and not show bias towards any route, be that academic or technical. Schools must open their doors to other education providers because it is vital to ensure that all pupils are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications, so that they can consider them, alongside academic options, when making choices about their future.

Technical pathways offer qualifications designed in partnership with employers which will provide pupils with skills the economy and society need. There are a number of high-quality options available to pupils. Options in full-time education are [T Levels](#) and [Higher Technical Qualifications \(HTQs\)](#). Options that combine work and study are [apprenticeships](#), [traineeships](#) and [supported internships](#). You can explore all the education training choice on the [Get the Jump Campaign website](#).

Provider access legislation

The importance of provider encounters

Every pupil, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools. That is why the department introduced a [legal duty](#) in 2018 to require all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. By hearing directly from a range of providers, every pupil can build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. This will lead to better-informed choices and help to reduce the risk of young people dropping out of courses.

Evidence for strengthening the legislation

Although progress has been made and there are many examples of schools providing opportunities for pupils to meet alternative providers in line with legal requirements, evidence shows that there is still more to do to ensure all pupils hear about the benefits of technical education qualifications and apprenticeships.

The IPPR report [‘The Baker Clause One Year On’](#) found that fewer than two in five (37.6%) of the 101 schools they examined were complying with the provider access legislation by publishing a provider access statement.⁴

The [March 2021 UCAS report ‘Where next?’](#) highlighted that two in five young people reported that more information and advice would have led to them making better choices. Additionally, almost one in three said they did not receive any information about apprenticeships from their school. This suggests that more needs to be done to promote parity across these routes.

A [report from The Careers & Enterprise Company](#) shows why the provider access legislation is so important. Uptake of apprenticeships was 16% higher in the schools that provided information on apprenticeships to most or all of their pupils, compared with the schools that provided information to a small minority.

⁴ <https://www.ippr.org/files/2019-01/the-baker-clause-one-year-on-january19.pdf>

Changes to the legislation

In the Skills for Jobs white paper, the department announced plans to strengthen this statutory requirement and create a clear minimum standard for compliance.

Through the Skills and Post-16 Education Act 2022 we have made further provision as to the number of provider encounters that schools must offer and when, and set new parameters around the duration and content of each encounter. **All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils.** We have timed these six meetings to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

As a minimum, schools must offer:

- **Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend**, to take place any time during year 8 or between 1 September and 28 February during year 9.
- **Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend**, to take place any time during year 10 or between 1 September and 28 February during year 11.
- **Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend**, to take place any time during year 12 or between 1 September and 28 February during year 13.

Schools should encourage all pupils to attend the encounters, however, optional attendance for older pupils recognises that, while many 16- to- 18-year-olds will benefit from finding out more about post-18 technical options, some will be in the sixth form having made a firm decision to pursue their chosen pathway.

All six encounters must happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for six provider encounters, but schools are still encouraged to provide these complementary experiences for pupils and their parents.

Schools and providers should work together and schools must ask each provider to provide information to pupils that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers,
- information about the careers to which those technical education qualifications or apprenticeships might lead,

- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Schools are already required by law to prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils. The new legislation requires schools to set out the times at which access is to be given and explain how they will meet the new legal requirement to put on six provider encounters.

Approaches to delivering encounters with providers of technical education and apprenticeships

The six provider encounters prescribed by the legislation are a minimum standard. Many schools will choose to offer more opportunities for providers to talk directly to pupils and their parents, as part of a high-quality careers programme, designed and delivered in line with the Gatsby Benchmarks of Good Career Guidance.

We expect schools to provide opportunities for visits from a range of providers to ensure that their pupils better understand all the options available to them to make informed decisions on their future training and education needs. There are a number of high-quality options available to your pupils and the range of providers should include those offering apprenticeships, T Levels, HTQs and other approved technical education qualifications.

Identifying a range of providers for pupils to meet

Schools have flexibility to decide which providers to invite but should particularly consider those within reasonable travelling distance of the school, including, where available:

- **General Further Education (FE) Colleges** offer a range of qualifications and training including apprenticeships, traineeships, T levels, HTQs, technical qualifications and higher education. Some offer programmes for 14- to- 16- year-olds who would benefit from education in a college environment. Most general and specialist FE colleges in England provide some higher education, much of which is vocationally orientated. The Association of Colleges has published a [list of all General Further Education Colleges in England](#).
- **Independent Training Providers (ITPs)** provide vocational and technical education with learning and training in classrooms on the provider's premises, in workplaces or a mix of both. The Careers & Enterprise Company has published a [resource](#), created by the Association of Employment and Learning Providers (AELP), that provides information about technical education pathways and the work of the ITP sector. The AELP has created a further [resource](#) that provides key facts about ITPs. Schools can review [the register of apprenticeship training providers](#) to identify ITPs. Careers Hubs will be able to share information on local ITPs on request.

- **Institutes of Technology (IoTs)** are collaborations between existing FE colleges, universities and leading employers. IoTs offer a wide range of technical courses specialising in Level 4 & 5 across sectors such as digital, advanced manufacturing, engineering and construction including higher apprenticeships, HTQs, degrees and T Levels. Further information and the locations of IoTs can be found [here](#).
- **University Technical Colleges (UTCs)** are established by universities and employers. They work with a network of local industry partners to design a learning programme which covers the core curriculum of English, Maths and Sciences, and technical qualifications taught by specialist staff with industry standard equipment. The majority of UTCs are for 14- to- 19-year-olds and specialise in one or two STEM curriculum areas to address a defined skills shortage in the local area. Further information can be found on the [Baker Dearing Education Trust website](#) along with a [list of all UTCs](#) in England.
- **Studio Schools** are small schools designed for 14- to- 19-year-olds of all abilities and offer a range of academic and vocational qualifications, often taught through project-based learning, alongside work experience. The core purpose of Studio Schools is to improve students' employability and life skills. Further information can be found on the [Studio Schools Trust website](#).
- **Other Schools** that are offering technical education, such as T Levels or other vocational qualifications.

The apprenticeship training provider base is particularly large and diverse. It can include private training providers, further education colleges, higher education institutions, sixth form colleges, and employers. To inform decisions about which apprenticeship providers to invite in, schools may wish to consult [the register of apprenticeship training providers](#).

The department funds the [Apprenticeship Support and Knowledge for Schools and Colleges \(ASK\) programme](#) which provides impartial advice and support for Apprenticeships, Traineeships, HTQs and T Levels and signposting to providers and employers providing technical progression routes. The activities delivered through the ASK programme can help schools to meet the requirements of the provider access legislation if they include an opportunity for pupils to meet a provider of technical education or apprenticeships, or a provider representative. The advantage of using the ASK programme is that a student can find out about all apprenticeships and technical options in their area, not just the offer from one training provider. For apprenticeships, the ASK programme also links students to apprenticeship vacancies and helps them with their applications. Schools can request support by completing an [online form](#) or emailing ask.programme@education.gov.uk.

From September 2023, the number of T Level providers will have increased significantly to around 400 colleges, schools, and other providers. Schools can find their nearest T Level provider at www.tlevels.gov.uk

Schools within a Careers Hub will be eligible to receive local support from their Hub to identify suitable providers in the local area and assist with building partnerships between the school and providers. Schools can identify and contact their nearest Careers Hub [here](#).

We encourage schools with limited access to providers in the local area to consider virtual encounters with providers further afield to ensure their pupils are aware of the opportunities and pathways available.

Considering the timing and content of provider encounters

Schools should design and tailor the programme of provider encounters so that, as pupils progress through school years 8 to 13, they can build up a clear picture of technical education and apprenticeship opportunities available to them at different stages. This means taking account of the key stage 4, [post-16](#) and [post-18](#) options that each provider offers when deciding which year group(s) would benefit most from meeting a provider.

Recognising that providers often have multiple qualifications and courses to offer to young people at different ages, the legislation includes flexibility for schools to arrange meetings with the same provider across more than one 'key phase'. For example, a school may invite an FE college to talk to pupils in the first key phase (year 8 to 9) about key stage 4 options and to talk to pupils in the second key phase (year 10 to 11) about post-16 options. However, within the same key phase, schools must always provide encounters with two different providers to meet the legal requirement. This means that an FE college talking to pupils multiple times across year 10 and 11 (the second key phase) would only count as one mandatory provider encounter under the terms of the legal duty.

The school should not do anything which might limit the ability of pupils to attend. It would not be acceptable for schools to restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The section on legislative changes describes a minimum set of information that the school must ask each provider to cover during each mandatory encounter with pupils. This will ensure that every provider gets the chance to present meaningfully to pupils. Beyond this legal requirement, there is scope for schools to consider carefully the frequency and scale of encounters and work with providers to tailor them to the needs of pupils. For example, the school may decide to arrange an annual event for a whole year group and invite multiple providers, or work with a group of providers to deliver one presentation covering multiple further education, T Level, HTQ or apprenticeship opportunities in the local area.

Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit. The school should consider such requests and consent cannot be withheld unreasonably.

Schools and colleges should not require a Disclosure and Barring Service (DBS) check for a visitor who is in the school for a “one-off” visit. However, head teachers and principals should decide on the appropriate level of supervision for the duration of the visit.

Reviewing your provider access policy statement

Every school should review their arrangements for provider access in line with the changes to the legislation and prepare a new policy statement setting out the circumstances in which education and training providers will be given access to pupils. This statement, and wider careers programme, will need to be updated with information about how the school will meet the new legal requirement to put on six provider encounters, prior to the new duty coming into force on 1 January 2023. With the changes to the duty coming into force part way through the 2022/23 academic year, we strongly encourage schools to take the necessary steps to transition to the new arrangements as soon as possible.

The policy statement must be published, either as part of or alongside the wider careers programme and should be made available on the school website. We expect a policy statement to be published for each academy within a multi-academy trust.

The school should revise the policy statement from time to time as required, we recommend that this is done annually, by the Careers Leader, and agreed with the governing body.

The purpose of the statement is to set out how the school intends to comply with the minimum requirement to provide six encounters and the opportunities for providers to visit and to explain how requests from providers will be handled.

The policy statement must include:

- an explanation of how the school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including the times at which access is to be given;
- any procedural requirements in relation to requests for access e.g., the main point of contact at the school to whom requests should be directed;
- grounds for granting and refusing requests for access e.g., details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy; and
- details of premises or facilities to be provided to a person who is given access e.g., rooms and resources to be made available in support of a provider visit.

The policy statement should also include:

- how the school will work with each visiting provider;
- a list of providers that have previously been invited into the school;
- if the school accepts live online encounters;

- destinations of previous pupils; and
- information about how a provider can raise a complaint and the procedure that will be followed.

Beyond these requirements and expectations, the school can design the policy statement in a way which best suits their needs. For example, it could be incorporated into the wider set of information about the careers programme that maintained schools must and academies should publish under the School Information (England) Regulations 2008.⁵ What is most important is that the document includes clear details of the opportunities for providers to visit the school to talk directly to pupils and the process for providers to request access. An example of a suitable policy statement is at Annex A. The Careers & Enterprise Company will publish further examples online.

Provider access legislation and the Gatsby Benchmarks

Opportunities to meet providers of technical education and apprenticeships are just one of a number of careers activities that schools should provide for pupils as part of an embedded programme of careers education and guidance. The development of a careers programme in line with the Gatsby Benchmarks of Good Career Guidance increases opportunities for pupils to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities. [Gatsby Benchmark 7: Encounters with further and higher education](#) builds on the requirements of the provider access legislation by setting an expectation that all pupils should understand the full range of learning opportunities that are available to them, including both technical and academic routes and learning in schools, colleges, universities and in the workplace. This means that the school should also provide a range of opportunities for providers offering academic options, including sixth form and tertiary colleges and higher education institutions, to visit the school to talk to pupils. By following the requirements of Benchmark 7, alongside the requirements of the provider access legislation, schools will help all pupils to develop a comprehensive picture of the education and training options available beyond the school.

⁵ Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information".

Ensuring provider encounters are meaningful and high quality

Meaningful encounters

The Careers & Enterprise Company's [Making it meaningful checklist](#) is designed to help Career Leaders ensure that careers activities, including provider encounters, are meaningful for all participants and will ensure quality and consistency of the activity.

Preparing for provider encounters

Schools should prepare for each provider visit by advising pupils and their parents to consult provider websites for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade. Inspection reports are available on [Ofsted's website](#). Schools can also allow providers to make available copies of their prospectus, as part of their visit. This additional information can help pupils to consider the merits of different providers and make fully-informed decisions about next steps. Schools may want to help their pupils set objectives prior to the provider encounter.

The Careers & Enterprise Company's [Encounters with further and higher education report](#) offers practical tips from schools and colleges for achieving Gatsby Benchmark 7 and provides advice on encounters with further education.

We encourage schools to develop strong relationships with providers in the local area to build trust and make encounters easier to plan and deliver. Schools can access support from The Careers & Enterprise Company's [dedicated webpage](#) to ensure they have the right guidance on how best to prepare for each provider visit. Schools within a Careers Hub can access further support through their Hub to help deliver meaningful encounters.

In addition to Get the Jump and ASK, there are a range of other government-funded resources that offer further information and support for schools, including: [Amazing Apprenticeships](#), National Careers Service website information on [post-16](#) and [post-18 options](#), and [Jobcentre Plus Support for Schools programme](#).

Considering the needs of each pupil

All pupils should have the same opportunities for meaningful provider encounters. Some pupils with special educational needs and disabilities, looked after children and pupils from Gypsy, Roma and Traveller backgrounds may need additional support to access provider encounters. Schools can prepare by talking to providers about the range of provision available for young people with specific needs or disabilities. Schools can also contact their local Careers Hub for support to ensure appropriate providers are identified for the provider encounters. Schools should involve parents/carers, the Special Educational Needs Coordinator (SENCO) and other relevant staff to identify any barriers and support needed,

and tailor each provider encounter appropriately. Prior to an encounter we encourage schools to prepare their pupils so they are fully aware of what the encounter will be like and what they can expect.

Pupils with an education, health and care plan should have formal opportunities to discuss education, training and career opportunities as part of their annual review, from year 9 onwards. We encourage schools to ensure pupils with SEND and their parents are aware of the [National Careers Service website](#) for education advice for special educational needs or a disability. We would also encourage schools, colleges, and providers to make use of the resources available via the CEC's [resource directory for SEND](#).

The role of online provider encounters

We expect most provider encounters to be face-to-face but encourage a blended approach with the use of virtual engagement where access may be an issue. Online engagement can offer a variety of benefits which include greater flexibility, efficiency and the ability to draw on a wider pool of providers. If a school opts to provide an online provider encounter, they must ensure that the encounter is meaningful and high quality while following the same standards as a face-to-face encounter. The encounter should be live and not a pre-recorded video to ensure it is tailored to the school and that pupils are able to ask questions. Some pupils may benefit from online encounters if they feel less comfortable with face-to-face encounters.

Involving parents and carers

We encourage schools to involve parents in the process by informing them of the providers that are being invited to speak to pupils and advise parents to consult the providers website to find out more information about the courses and qualifications on offer and the provider's Ofsted grade. Providers and schools should also consider how the information their child receives can be reinforced outside of the encounter itself and, for example, how the encounter can be supplemented with follow up resources that are specifically tailored to parents and carers. Schools should make parents aware of the [Talking Futures](#) toolkit which supports parents to have informed and constructive conversations with their child about their future options. We encourage schools to invite providers to parents' evenings to help parents become familiar with all the options available to their child.

Ladder of support and intervention

The department has developed a ladder of support and intervention to ensure that there is a transparent and consistent approach to helping all schools to meet the provider access legislation and to taking action to respond to cases of non-compliance.

The Careers & Enterprise Company will provide support to schools and providers at a national, Careers Hub and institutional level.

National:

Every school and provider in England will be able to access support through the [CEC resource directory](#) including templates, guidance on how to maximise encounters, and examples of effective practice. CEC will embed the new provider access statutory guidance into existing support, resources and training such as Careers Leader training. CEC will work with sector partners to ensure that tailored and specific support is available for different audiences, for example on SEND.

Careers Hub:

Providers based within an area that has a [Careers Hub](#), will be able to access support from their local hub including access to local networks and information on existing complementary initiatives, sharing of best practice in maximising the value of encounters, and advice on contacting and maintaining visibility to schools. The Careers Hub will provide personalised advice to providers on request.

Schools in a Careers Hub will have access to support from the hub itself as well as embedded networks such as Enterprise Advisers and Cornerstone employers. Hubs will be the link with local networks in order to share good practice and identify opportunities to align with other existing initiatives such as Local Skills Improvement Plans (LSIPs). Hubs will work in partnership with schools to identify relevant providers in their area and support schools to identify opportunities to tailor support based on local context and need.

Compass+, the online self-evaluation tool has been updated to include specific questions that will enable schools to record, track and record evidence against the new requirement. This data will be used by Careers Hubs to target support to schools that require additional help.

Schools that are not yet in a Careers Hub will have access to additional central support from the [CEC](#) in lieu of personalised support from a Careers Hub.

Institutional:

Additional targeted support and guidance will be offered if there are concerns about a school's adherence to the provider access legislation as a result of the department's own monitoring of compliance, information in a published Ofsted inspection report or a complaint from a provider. The Careers and Enterprise Company have set out a process for providers to seek support and raise concerns and this is documented on the CEC website. There is a dedicated email address for providers to raise concerns about access to schools provideraccess@careersandenterprise.co.uk.

It is expected that the vast majority of schools will be able to comply after benefitting from this additional support. However, where a school continues to be non-compliant complaints can be escalated to the Department for Education. In extreme cases, if all other options have been exhausted, the school could lose access to government- funded careers support or be placed under a legal direction to comply with the provider access legislation.

Summary of the Ladder of support and intervention

- **Support (CEC led)-** The school will be reminded of the requirements of the duty. They will receive targeted support and guidance about what the school needs to do to comply with the provider access duty.
- **Responding to concerns (CEC led)-** The Careers Hub will review the specific concern with the provider and the school and will deploy additional support if required and suitable. This additional support will depend on the nature of the concern raised but could involve the school being encouraged to undertake an expert review or independent quality assurance of their careers provision focused on the provider access legislation and/or being supported to develop an improvement plan which could include Careers Leader training.
- **Responding to Complaints (DfE led)-** If the school is found to be non- compliant following a complaint and the support and concern phases have been exhausted, an official or a minister from the Department for Education will write to the school reminding them of the requirements of the duty and will state a date that the school will need to comply by to avoid moving to formal intervention. The letter will state that the senior leadership team and/ or the governors should undertake Careers Leader training (depending on the circumstance, the school may have to fund the training).
- **Intervention (DfE led)-** The use of the Secretary of State's intervention powers, under Section 496 and 497 of the Education Act 1996, to require appropriate remedial action to be taken.

Schools that reach step 3 on the ladder of support and intervention will be subject to further monitoring in the current and following academic year to ensure they have the right support going forward.

The role of Ofsted

Ofsted's school inspection handbook sets out strengthened expectations with respect to careers education, information, advice and guidance (CEIAG), and specifically the provider access legislation. Ofsted's grade criteria set out the expectation that a school with 'good' personal development will meet the requirements of the provider access legislation. Where this is not the case, inspectors will state this in the published inspection report. They will consider what impact this has on the quality of CEIAG and the subsequent judgement for personal development.

Examples of good practice

To support schools and providers, we have compiled a collection of good practice examples of how the statutory duty applies in practice to enable schools and providers to understand the new legal requirements. The examples of good practice can be found [here](#).

Annex A : Example of a policy statement on provider Access

This policy statement could be integrated into a wider careers plan or strategy for your school or college.

[School Name]: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- [stats on providers]

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

- [stats on destinations]

Last year our year 13 pupils moved to range of providers in the local area after school:

- [stats on destinations]

Management of provider access requests

Procedure

A provider wishing to request access should contact *[Name]*, *[Job title]*, *[Contact method]*

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

	Autumn Term	Spring Term	Summer Term
Year 8	Event for University Technical College	Employer event for pupils, parents – market stall event giving overview of local, regional, and national opportunities and skills requirement	Technical/vocational tasters at local college/s, training providers
Year 9	Meeting with careers adviser	KS4 options event – Y college and Z apprenticeship provider attending to give presentations to pupils	No encounters – legislation requires encounters to take place by 28 February if in year 9
Year 10	Post 16 technical education options assembly with General Further Education College Life Skills – work experience preparation sessions	Technical/vocational tasters at local college/s, training providers	Technical/vocational tasters at local college/s, training providers
Year 11	Post 16 provider open evenings. Post 16 apprenticeships assembly Meetings with careers adviser Post 16 applications	Post-16 interviews	No encounters – legislation requires encounters to take place by 28 February if in year 11 Confirmation of post-16 education and training destinations for all pupils
Year 12	Higher Education fair for a variety of HE providers including local Further Education colleges	Small group sessions: future education, training, and employment options Meetings with careers adviser	Technical/vocational tasters at local college/s, training providers
Year 13	Post 18 assembly – with higher and degree apprenticeship providers Workshops – HE and higher apprenticeship applications	Meetings with careers adviser	No encounters – legislation requires encounters to take place by 28 February if in year 13 Confirmation of post-18 education and training destinations for all pupils

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and review

Approved *[date]* by Governors at Curriculum and Standards Committee Next

review: *[date]*

Signed: *[name]* Chair of Governors

[name] Head teacher