



Department
for Education

Access to schools for education and training providers

Examples of good practice

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Summary

The original provider access legislation (occasionally referred to as the 'Baker Clause') came into force in January 2018 and placed a new legal duty on all maintained schools and academies to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to access year 8-13 pupils, and to make sure the statement is followed.

Through the Skills and Post-16 Education Act 2022, we strengthened the provider access legislation to specify that schools must provide at least six encounters for all their pupils, during school years 8-13.

To support schools and providers, we have compiled a collection of good practice examples and case studies of how the statutory duty applies in practice to enable schools and providers to understand the new legal requirements.

Schools must have regard to statutory guidance that underpins the new legal duty. The statutory guidance can be found [here](#).

Examples of good practice

Delivery of two mandatory provider encounters during the first key phase (year 8/9)

School A puts on a university technical college (UTC) event for all year 8 pupils in the autumn term during school hours. Prior to the event the school sends out information to all pupils and parents about the UTC, courses and Ofsted rating. During the event the UTC provides a presentation about UTCs, what courses are on offer and what kind of careers routes follow certain courses. Former and current UTC pupils speak at the event about their personal experience. The UTC staff offer a Q&A to all pupils ensuring they answer all questions. The UTC staff offer meetings in groups or one-to-one depending on the level of interest to any pupils who want further information. A prospectus is handed out to all pupils to take home.

School A puts on a key stage 4 options event during the autumn term and invites a college and an apprenticeship provider to present during an assembly. Both presentations offer an overview of key stage 4 technical options and apprenticeships. Following the presentation, the providers offer a Q&A and ensure they answer all questions. Additional information is handed out to pupils to take home to discuss with their parents.

School A has achieved the minimum requirement to offer two encounters during the year 8 to 9 phase to all pupils during school hours.

Delivery of two mandatory encounters during the second key phase (year 10/11)

In preparation for providers visiting the school, **School A** analyses destination data to identify appropriate partnerships to ensure that interactions with providers are impactful and meaningful. The school then sets up a careers morning and invites a General FE College to speak at an assembly to all year 10 pupils about post-16 technical options. Prior to the assembly the school sends out the college website link to all pupils and parents, signposting them to general information about the college, its technical education and apprenticeship provision and Ofsted rating. On the day of the assembly the provider representative delivers a presentation about the college, its courses and qualifications and possible careers routes. Short video clips from several college pupils explain what it is like to learn at the college. The college ends the assembly with a Q&A ensuring they answer all questions pupils may have and remain afterwards for any follow up face-to-face questions. Afterwards, pupils participate in a careers activity which includes a local employer discussing their business, sector and routes into employment, which links to the General FE College.

School A sets up a careers event for year 11 pupils during the school day and invites local providers, employers and the [Apprenticeship Support and Knowledge \(ASK\) programme](#). Prior to the event all pupils and parents are prepared with information about the providers and employers attending. The event starts with a talk from the ASK programme representative, who gives an overview of post-16 options including apprenticeship and T Level opportunities. During the talk apprentices from the local area talk to pupils about their experiences of apprenticeships and their future career ambitions. Pupils have the opportunity to ask questions directed at the apprentices and the ASK programme representative. Following the talk, pupils can engage with the local providers and employers at their designated stall to find out more information about pathways, courses and careers paths.

School A has achieved the minimum requirement to offer two encounters during the year 10 to 11 phase to all pupils during school hours.

Delivery of two optional to attend encounters during the third key phase (year 12/13)

School A holds a higher education (HE) fair for a variety of HE providers including local FE colleges. The fair is held during school hours and allows the opportunity for pupils to learn about higher education options along with further education. Attendance is optional for pupils but the school encourages any pupils that have not made firm decisions on their next steps to participate and learn about HE and FE options. Pupils can visit stalls and find out more about what is on offer, parents are also welcome to join.

School A requests support from ASK to help inform year 13 pupils of post-18 apprenticeships. The ASK programme delivers presentations to year 13 pupils to raise their awareness of apprenticeships. The content of the presentation is tailored to the needs of the particular group of pupils at the school and includes up to date information on the current apprenticeship landscape, such as the number and levels of apprenticeships available locally, pay, and the main sectors that offer apprenticeships. Any pupils who have expressed an interest in applying for an apprenticeship participate in activities such as registration workshops. These are interactive workshops providing hints and tips on navigating the apprenticeship application system, and support on topics such as how to write a successful apprenticeship application and interview skills.

Example of encounters from a schools progressive careers programme

A school runs a series of 'Step up days' as part of their progressive careers programme. One of the sessions during the day is the delivery of provision from an independent training provider (ITP) of apprenticeships. Each session is an hour and includes an opportunity for the ITP to explain the courses on offer and the various levels. As part of the session, there is a short talk by an apprentice about their experience of the apprenticeship with an opportunity in the smaller group to discuss points. As part of the discussion the apprentice asks questions of the pupils around the myths or stereotypes. The teacher in the room has also prepared with the pupils some possible questions to ask. There is time left at the end for individual pupils to speak to the apprentice and find out more. As part of the follow up there is an opportunity to visit the ITP on site and take part in a workshop so pupils are asked to consider if they might like to experience this. As part of the session, a pupil provides a write-up which is published to parents to inform them of the key learning – this is checked by the ITP and Careers Leader prior to publication.

Delivery of provider encounters in a SEND setting

An alternative provision free school holds a 'college month' in January. A few mornings each week the local college will come into the school to engage with their pupils. Prior to the encounter all pupils are given time to prepare for the encounters to ensure they are aware of what to expect. This includes information about the college, the courses on offer and the Ofsted rating. The first engagement is done as a key stage 4 assembly and the encounter includes the chance to hear about different technical and vocational options. It also offers the opportunity for pupils to ask questions that have been prepared for in advance about what it is like to study at the college. The presentation includes videos from previous pupils offering their view of what it is like to study at the college and a virtual tour of the college.

The year 11 pupils are then offered one-to-one careers support, to help build confidence and skills in interviewing and the college application process. For any pupil that has decided they want to complete an application, once they are ready, the college 'admissions' team will provide support to complete the online application with the pupil, advising them of the next steps. They will also be supported at different points over a period of time that helps ensure all pupils have access. Integrating learning about the routes available with wider interview preparation and access to practice interviews with employers maximises the impact of these encounters and the time the college and school invests.

Example: Black Country and Marches Institute of Technology (IoT) and Dudley Academies Trust

Black Country and Marches IoT and Dudley Academies Trust have built a successful, mutually beneficial engagement programme. It inspires local young people and their families to aim for high-quality, skilled jobs.

IoT and Trust staff work together to use technical education experiences to enhance the curriculum.

Experiences include:

- Year 9 learners building a two-seater aeroplane over 2 years via the STEM High Flyers Project with Royal Aeronautical Engineers sponsored by Millennium Point, Birmingham;
- Year 11 spending an immersive day in the IoT, which motivated their GCSE preparations and inspired them in technical careers, and
- Taster days for prospective learners to discover technical education options, including T-Levels, apprenticeships and higher technical qualifications and how these support career progression in their chosen technical field.

Jo Higgins, Chief executive of Dudley Academies Trust, believes experiences like these contribute to pupils' higher attainment and aspiration to progress to technical education options.

Example: Provider encounters in a school with a sixth form

The Deepings School has a thriving sixth form, but ensures that representatives from three local colleges, together with other training providers are invited to the school to provide information and advice to pupils. All pupils receive presentations and/or workshops delivered by external providers. In addition to providing encounters during the schools day many providers also attend a post-16 options parents/carers information evening.

The school has also built relationships with many other external providers which include:

- Department for Work and Pensions) (DWP) – assemblies on pathways and opportunities
- School's external Enterprise Adviser – Eltek Systems
- Bright Futures – for enterprise, work-related and careers activities
- The Inspirational Learning Group – for the Nat West National Careers Challenge
- Over 200+ business providing physical work experience – year 10 and year 12 students
- Employers, FE/HE and training providers participating in careers fairs and/or assemblies
- ASK programme– delivering workshops and information relating to T-Levels and vocational qualifications
- Lloyds Bank – delivering interactive on-line sessions to key stage3 students to explore careers and pathways within this sector
- Alumni – working with subjects or participating in careers fairs

The Careers Leader meets with providers on a regular basis to discuss how they can support the existing careers programme. During these meetings the school ensures that the information provided by external providers is age appropriate and that the provider is able to deliver meaningful encounters and shows experience of working with pupils.

Where necessary the school ensures that pupils have support to understand and interpret the provider content. To ensure quality of provision the school self-assesses using the Compass tool but also applies for revalidation of the national Quality in Careers Standard every two years to audit their provision and confirm compliance with the provider access legislation.

Example: The Priory Federation of Academies Trust, Lincolnshire and Leicestershire

The Priory Federation of Academies Trust, Lincolnshire and Leicestershire The Priory Federation of Academies Trust is a Trust of twelve academies which include five secondary academies. Each of the Trust's secondary academies are fully compliant with the provider access legislation, and each year invite a range of external organisations to speak to learners about post-16 and post-18 pathways. The Trust analyses destinations data to identify appropriate partnerships to ensure that interactions with post-16 and post-18 education providers are impactful and meaningful for the pupils.

The five secondary academies are holders of the national Quality in Careers Standard which provides individual academies and the Trust with rigorous evidence-informed evaluation of their careers provision.



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