

Enterprise M3 Careers Hub – Provider Access Legislation help sheet.



PREPARING FOR PAL ENCOUNTERS...

Enterprise M3 Careers Hub have produced a list of providers they are connected to throughout the Enterprise M3 region. This list is not exhaustive and may change; providers are in and out of the region as required by business. The providers who have a presence and an office in the region are more able to support in person visits. Please check the 'ITP information' presentation sent out.

How can you arrange and prepare for an independent training provider visit?

Independent Training Provider presentation from EM3 has details and contact information	RoATP – Register of approved training providers - Google or access via Compass	Have a conversation with your EC – perhaps you have a specific requirement eg veterinary	Use your local technical college	Use your employer contacts – if the employer has apprentices or T Level students, they can support
Could you collaborate with other local schools and colleges, to bring in providers? Thereby giving providers exposure to more students, in particular for specific information eg law. It could give students access they might otherwise have missed out on. It obviously shares the burden of arranging too.				

How to prepare –

All encounters must fulfil these four points:	1.information about the provider and the approved technical education qualifications or apprenticeships that the provider offers	2.information about the careers to which those technical education qualifications or apprenticeships might lead	3.a description of what learning or training with the provider is like	4.responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships
Challenge misconceptions and myths	Ensure the encounter is accessible and differentiated to engage all participants, liaise with the SENCO and other colleagues	ALL students meet technical education providers during the school day Have set objectives	Invite learning providers to deliver part of the curriculum (Benchmark 7 + Benchmark 4), this can help put pathways in context	If ITPs can't visit in person can they give a virtual tour of their office and an employer they work with
Produce a sheet or small booklet on the providers visiting, with a space for notes -				
Make parents/carers aware so they can help students prepare eg research a website, plan questions	Students must have questions to ask. Would it help if the questions were sent to the provider ahead of the visit?	Ask the provider about the content of their visit. Could the provider set a task or other interactive session, eg: quiz.	Can the provider bring an apprentice (for example) with them, who is prepared to interact with the students?	Is an ITP happy to share the slot with one or two other ITPs. Students rotate. (This will ensure students are kept interested.)

Link to planning form for provider and school –
[Planning a provider encounter - editable template.docx \(live.com\)](#)
[Practical ideas from schools and colleges for achieving Gatsby Benchmark 7.pdf \(careersandenterprise.co.uk\)](#)

What pattern of provider visits will fulfill the Provider Access Legislation?

Year 8	At any time of the year, one a year or two in either year 8 or 9	Local College	Employer	Your usual sixth form and uni connections
Year 9	Between September and February	Independent Training Provider(s)	Different ITPs etc	Your usual sixth form and uni connections
Year 10	At any time of the year, one a year or two in either year 10 or 11	Local College	ASK project	Your usual sixth form and uni connections
Year 11	Between September and February	Independent Training Provider(s)	Different ITPs etc	Your usual sixth form and uni connections

Mix & match but only use each once in this phase

Type of visits:

If online, it must be interactive	In person, assembly, that must be interactive	Careers fairs are not guaranteed to ensure student engagement – could you also offer provider talks?	Careers fairs are considered a 'light touch' and are mainly suitable for year 8 & 9. Arrange more intensive encounters for year 10 & 11	Collaborate with another school
Lunchtime talks – topic specific and bite-sized for year 11	Year 8 – focus on employability skills and general awareness of post-16 options	Year 9 – focus on accommodation options, finances, travel, what it means to study in a different setting, and what the university/college/ITP environment is like	Year 10 & 11 – focus taster sessions, more in-depth information	Providers give a virtual tour of their office and an employer they work with
A day in the life of...	Degree apprenticeships	LMI – jobs that exist now and will in the future, the number of vacancies in a sector etc		

Ideas on following up, after a visit:

Get feedback from: students, employer/provider, teachers	Set a homework or classroom task to ascertain the level of information learned	Record whether students have discussed the information gained at home	Ask the providers for feedback	Ask parents at parent meetings, do they know about T Levels, apprenticeships etc?
Could the provider return to do an interactive session with engaged students who want more information?				

Questions students might consider asking:

What does 'T' Level stand for?	What's involved in a T Level?	As you are a national company, how will I get my class based training?	On your website you've got...can you tell me more about it?	Should I go to college before I do an apprenticeship?
Do I need to have any work experience to get this apprenticeship?	What's the minimum qualification I need to do this apprenticeship?	After a level 3 apprenticeship, can I go on to study a degree?	Will I have a job with the employer, after my apprenticeship?	I want to do 'x' but I don't want to move to 'another town' so is it still possible?
The apprenticeship is called a '.....' can you explain what means?	Question for a ITP - What employers do you work with?	Are they local, would I have to relocate?	Why should I do an apprenticeship when the employer also takes graduates?	How can I prepare for an apprenticeship?
What do you think an employer will ask an interviewee/apprentice?	How is a Traineeship different to an Apprenticeship?	Question for a college - What are HTQs? When might I do one of these?	I really want to go to university.	Will I have any debt if I do a degree apprenticeship?
What's the difference between going to university and doing a degree apprenticeship?	Please could you share a couple of universities who recognise T - levels in their admissions process	What skills are you looking for in pupils who want to become an apprentice/trainee /t-level student?	What are a couple of skills the workplace is crying out for at the moment?	My family went to uni and my friends are going to uni, I feel like I'm missing out, why shouldn't I just do the same?
I'm not ready for an apprenticeship, what can I do instead?	Can I change apprenticeship specialisms when I'm on the course?	What are some examples of destinations your alumni have achieved?	What advice do you wish you heard at my age?	How competitive is it to get an apprenticeship?