



PROVIDER ACCESS POLICY

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1. AIMS

This policy statement aims to set out the College's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.
- The time periods within the College year when access to students will be given.

2. STATUTORY REQUIREMENTS

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in Years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of six encounters with technical education or training providers to all students in Years 8 to 13.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students, known as the Provider Access Statement.

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Act 2022 and on page 43 and 48 of guidance from the Department for Education (DfE), careers guidance and in the Technical and Further Education Act 2017. This policy shows how the College complies with these requirements.

3. THE SIX ENCOUNTERS SCHOOLS MUST OFFER

Schools must offer:

- Two encounters for students during the 'first key phase' (Years 8 or 9)
 - All students must attend
 - Encounters can take place any time during Year 8, and between 1 September and 28 February during Year 9
- Two encounters for students during the 'second key phase' (Year 10 or 11)
 - All students must attend
 - Encounters can take place any time during Year 10, and between 1 September and 28 February during Year 11
- Two encounters for students during the 'third key phase' (Year 12 or 13)
 - Students can choose to attend
 - Encounters can take place any time during Year 12, and between 1 September and 28 February during Year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer;
- Information about what careers those qualifications and apprenticeships can lead to;
- What learning or training with the provider is like;
- Answers to any questions from students.

4. MEANINGFUL PROVIDER ENCOUNTERS

Catmose College is committed to providing meaningful encounters to all students.

One encounter is defined as one meeting/session between students and one provider. Meaningful live online engagement is also an option at the College.

5. STUDENT ENTITLEMENT

All students in Years 7 to 11 are entitled to:

- Find out about technical, vocational and applied education and qualifications and apprenticeship opportunities including T Levels, traineeships and higher technical skills as part of our careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including apprenticeships.
- Visits from providers, including further education colleges, studio schools, university technical colleges, institutes of technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs). An exception is when there is no such provider in the area that students could reasonably be expected to consider attending in future due to the travelling distance involved.

- Understand how to make applications for the full range of academic and technical courses.

6. MANAGEMENT OF PROVIDER ACCESS REQUESTS

6.1 Procedure

A provider wishing to request access should contact Beth Meynell, Careers Advisor, on emeynell@catmosecollege.com or 01572 770066.

6.2 Opportunities for access

A number of events integrated into our careers programme will offer providers an opportunity to come into College to speak to students and/or their parents/guardians.

The list below are the learner outcomes we aim to achieve through the implementation of our Career Education, Information, Advice and Guidance (CEIAG):

Theme	Learners as leavers of this institution will:
Self-awareness	Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
	Be inspired and motivated by career opportunities which they may not have otherwise considered.
	Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.
Career knowledge and decision-making	Have a broad knowledge of a range of career opportunities which enable informed decision-making.
	Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
	Understand how the local and national labour market is changing and what this might mean for their career choices.
	Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
	Be able to evaluate the risks and rewards of different types of employment and working environments.
	Be able to make links between their curriculum to skills, pathways, and to the world of work.
	Be able to identify and make effective use of available support systems.
	Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.

Recruitment and workplace readiness	Have developed essential skills which will support them to transition to the workplace.
	Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.
	Understand the expectations, behaviours, and cultures of a range of workplaces.
	Be able to evidence when they have applied their knowledge and skills within the workplace.
	Be able to articulate their knowledge and skills to potential employers.
	Be able to use their work experiences to make informed career decisions.

6.3 Granting and refusing access.

Access will be provided based on meeting the following criteria:

- Adequate room(s) and equipment are available, based on existing timetable.
- Staff are available to attend, considering participant numbers and teaching timetables.
- DBS regulations are met.
- Students are available to attend, depending of the dates requested and curriculum considerations.
- Providers are impartial, unbiased and deliver high-quality content, meeting equal opportunity requirements.
- Providers are GDPR compliant.
- Virtual options are available.

6.4 Safeguarding

Our Safeguarding and Child Protection Policies outline the College's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

6.5 Premises and facilities

The College will make the theatre, library, classrooms or meeting rooms available for discussions between the provider and students as appropriate to the activity. The College will make available audio/visual and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Advisor. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the College Librarian. The Careers Library is available to all students at lunch and break times.

7. PREVIOUS PROVIDERS

Providers from the local area have provided Post 16 talks and experiences. This list is not limited to the following:

- Inspire Education Group
- Loughborough College Group
- Harington School
- Melton Vale 16
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These providers must offer the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer;
- Information about what careers those qualifications and apprenticeships can lead to;
- What learning or training with the provider is like;
- Answers to any questions from students.

8. STUDENT DESTINATION

Destinations of our students is monitored very closely. Our Year 11 students move to a variety of providers in the local area as shown below:

- Apprenticeships
- Bourne Grammar
- Employed < 20 hours
- Harington School
- Hartpury College
- Inspire Education Group
- Kings Peterborough
- Leicester College
- Loughborough College Group
- MV16
- Oakham School
- Stamford Endowed
- Uppingham School
- Wyggeston Queen Elizabeth

9. LINKS TO OTHER POLICIES

The policies detailed below may be found at www.catmosecollege.com/policies/

- Child Protection Policy
- Careers Education and Guidance Policy
- Curriculum Policy

10. MONITORING ARRANGEMENTS LINKS TO OTHER POLICIES

The College's arrangements for managing the access of education and training providers to students is monitored by Alice Beckwith, Vice Principal. At every review, the policy will be approved by the governing body.