

DOCUMENT DETAILS

Document Name:	Nottingham College Careers Education, Information Advice and Guidance Policy		
Approval body:	Board		
Approval date:	July 2025		
Review date:	July 2026		
Document author	Head of Student Operations and Careers Leader		
Document owner	Vice Principal Marketing & Student Journey		
Applicability	Students	x	Staff
	Governors	x	Other
Summary	The purpose of this document is to outline the provision of careers education, information, advice and guidance (CEIAG) given to students and prospective students at Nottingham College of any age, although predominantly 14-18.		

DOCUMENT CONSULTATION & APPROVAL

Consultation person / body	Date passed
L&Q Committee	16.06.25

Approval body	Date approved
Board	02.07.25

IMPACT ASSESSMENT

A significant negative impact has been identified in the following area and a full impact assessment / risk assessment is available.

Equality & diversity	No
GDPR	No
Health & safety	No
Safeguarding	No

Friendly version of policy available	No
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POLICY CHANGES

Key updates	Impact	Section reference
Within aims – opportunities for the development of Future Ready Skills embedding within careers plans	None	6
Within legislation and strategy – Mention of Nottingham College careers strategy and the personal development strategy	None	6
Within Ofsted – Reference to the independent review of Careers guidance 2023	None	6
Within Careers Leader – Future ready skills	None	8
Within entitlement - apprenticeships	None	8
Within responsibilities – Mention of the Senior Team leader for Careers and Schools and Monitoring termly using the	None	9

compass benchmarking tool provided by the Careers and enterprise company and the use of the Maturity Model self-assessment and Peer review	None	9
Work placement coordination – mention of Navigate system	None	10
Curriculum – Engagement with the careers advice service	None	11
Careers advice team – mention of individualised sessions with students from socioeconomic backgrounds and AI careers chatbot.	None	12
Student Operations teams – mention of AI chatbot	None	13
Schools Outreach – mention of Alumni network	None	13
Monitoring and quality Assurance		
Publications – Ofsted Independent review of careers education	None	14

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1. NOTTINGHAM COLLEGE VISION

Nottingham College's vision is to be recognised as an outstanding provider of choice for education and skills training, its mission to unlock potential through learning. The values and principles within this document demonstrate the college's commitment to providing opportunities to develop personal effectiveness skills and attributes, such as confidence and resilience, and developing career management knowledge which will support progression and decision making.

The governing body have adopted this policy to provide a clear commitment and framework for careers education, information and advice and guidance delivered at Nottingham College

2. POLICY SCOPE

This policy covers the provision of careers education, information, advice and guidance (CEIAG) given to students and prospective students at Nottingham College of any age, although predominantly 14-18.

The college works in partnership with Futures Advice to deliver the National Careers Service to support prospective and current Nottingham College students aged 19+, including community-based students.

All members of staff at Nottingham College are expected to be aware of this policy and the importance of careers education, information advice and guidance in the education of students. CEIAG is not the sole responsibility of the careers leaders or careers advisers.

It is important the college prepares students to become aware of themselves as individuals, to be informed of opportunities available to them and to have the skills to make decisions about their own life and their transition to the world beyond Nottingham College. It is to these aspects of personal and social development that this policy will contribute.

3. OBJECTIVE

The objectives of this policy are as follows:

- To ensure Nottingham College delivers a high quality, personalised, professional careers education, information, advice and guidance service, which helps students, prospective students and apprentices to make informed choices about their next steps.
- To ensure that all students at Nottingham College have access to a stable and progressive careers programme which provides a variety (tailored to individuals) of rich experiences including encounters with employers and employees; a curriculum which embeds careers learning in curriculum learning; experiences of workplaces; encounters with further and higher education including apprenticeships and other technical education opportunities; and, high quality personal guidance which addresses individual needs.
- This policy will provide a framework to ensure all its practices support students to be prepared for the next stage of their education, employment, self-employment or training.

4. AIMS

The Nottingham College CEIAG policy will ensure all students, potential students, parents / carers and stakeholders have access to impartial information, advice and guidance with specific reference to progression opportunities, careers, training programmes / courses and opportunities to develop a range of employability skills.

The overarching aim of the careers provision at Nottingham College is to inspire people to make well informed choices about their education, training and careers in the future economy by delivering a programme of careers inspiration which meets the needs of both the individual and the local economy.

Providing outstanding CEIAG will connect learning to an individual's future. It will motivate all students by giving them a clearer idea of the routes into careers that they will find engaging and rewarding. It will widen students' horizons, challenge stereotypes and raise aspirations, alongside supporting social mobility by improving awareness of opportunities for all, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The college careers programme will be based around the updated career development framework and will focus on development of specific career skills which individuals need to support themselves to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. The career development framework can be found in appendix 1.

Each faculty will develop an appropriate and engaging careers programme which provides a range of rich opportunities for students to engage in activities relevant to the level of learning, the curriculum / employment sector and which further enhance the development of students' 'future ready skills', which can be found in appendix 2.

5. LEGISLATION AND WIDER STRATEGY WHICH UNDERPINS THIS POLICY

The baker clause, introduced as an amendment to the Technical and Further Education Act 2017, stipulates that schools must allow colleges and training providers access to all students in years 8-13 to discuss non-academic routes available to them. It is expected that by doing so, this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd, 2018.

This policy has been reviewed in line with the DfE guidance document 'careers guidance and access for education and training providers – statutory guidance for governing bodies, school leaders and school staff' (last updated May 2025), the skills for jobs, lifelong learning for opportunity and growth white paper (2021), the Nottingham College Careers (CEIAG) Strategy 2025-28 and the Personal and Social Development Strategy 2022-2027.

Ofsted

Ofsted's education inspection framework (September 2019) outlines that inspectors will consider if the curriculum design of the college is ambitious and that it provides the knowledge and cultural capital students need to succeed in life. It will also consider whether teachers create an institutional environment that is ambitious for its students. Its impact should be that students are ready for their next stage of education employment or training. In particular, the curriculum should extend beyond the technical, academic or vocational allowing individuals to develop more broadly, including their

character, specifically their resilience, confidence and independence. This policy provides the framework in which to deliver outstanding careers, education and guidance provision at Nottingham College.

In Ofsted' independent review of careers education in 2023, it recognised that high-quality careers guidance is essential to enable all children and young people to understand the range of options available to them and realise their potential.

Nottingham College's aim is for all students to receive quality careers guidance that raises their aspirations and leads them to make choices that will help them realise their potential.

Further recommendations came from this research which are specifically addressed within the Nottingham College Careers Strategy

Gatsby benchmarks

Colleges should follow the Gatsby benchmarks and meet them in full. The benchmarks are not a statutory framework but, by adopting them, colleges can be confident they are complying with the career guidance requirements set out in their funding agreement. Funding will not be withdrawn if reasonable steps are taken by an institution to comply with the guidance. Nottingham College will base its careers provision around the Gatsby benchmarks. A summary of these can be found in appendix 2 and they cross reference the objectives in section 3.

6. RESPONSIBILITIES

Governor responsibilities

The governing body will ensure that the college has a clear policy on CEIAG and that it is communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby benchmarks.
- That there is a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.
- That the college meets the statutory requirements.

Careers leader

- The college has a named careers leader who is responsible for the policy, strategy development and resources to provide qualified careers guidance at Nottingham College and who reports to the vice principal marketing and student journey.
- This role leads the delivery of the vision and direction of the careers provision with the senior leadership team and the governing body. They should be suitably qualified and experienced having undertaken and achieved the careers leader training, ideally to level 7.
- They will ensure the provision of CEIAG at Nottingham College provided by the team of careers advisers is of high quality and meets all external requirements including the college's funding agreement to provide impartial information, advice and careers guidance which is externally quality assured (matrix quality standard).
- The careers leader will support heads of student experience, assistant principals and deputies, faculty area managers and curriculum managers develop specific curriculum careers programmes throughout the student journey which are progressive enough to support their students to develop the college's adopted Personal Development Strategy's 'future ready skills' and embed exploration of

possibilities, manage careers, create opportunities, balance life and work, and see the big picture (Career Development Institute's - career development framework).

- They will lead the careers advice service and schools outreach senior team leader, who will work collaboratively with curriculum managers to support them in planning bespoke programmes of activities for their students and prospective students.
- The careers leader will also support the quality of the programme ensuring that it meets the Gatsby benchmarks and is modelled around 'future ready skills' development whilst embedding the Career Development Institute's career development framework of 2021.

College responsibilities

- A range of opportunities to engage students in careers learning should be embedded throughout curriculum including tutorial (within main qualification delivery), work experience and throughout a range of enrichment activities including careers / industry expo events, guest speakers and competitions.
- The careers leader will ensure that appropriate opportunities are made available for training and development to support the delivery of the careers programme including supporting teaching and pastoral staff along with the college's careers guidance professionals.
- The careers leader, along with the senior team leader and link careers adviser, will support and advise curriculum managers about the development and delivery of a suitable progressive careers programme which meets the individual needs of students.
- The senior careers and schools team leader will lead a team of careers guidance specialists and schools outreach officers and evaluate the quality and reach of the delivery provided by each team. They will also signal to all college staff the importance of careers guidance and inform all career guidance activities, ensuring that they all meet the needs of the college's diverse range of students.
- Other quality assurance of careers programmes related to the Gatsby benchmarks will take place within the business review process, with faculty areas self-assessing that their programmes are meeting Gatsby benchmarks and the careers leader assessing progress within the CAB, during monitoring each half term in next steps meetings with personal development lead tutors and heads of student experience, and the completion of the compass benchmarking tool termly for the Nottingham careers hub. In summer 2025, the college will complete the careers impact system review, incorporating the completion of the careers maturity model, and a peer to peer review process.

Work placement co-ordination

- College teams, including employer engagement and curriculum, will source and provide opportunities for relevant, meaningful work experience for students to access as part of their programme of study.
- Initial advice and guidance will be provided to students around the benefits of securing work experience to future progression will be provided.
- A process of matching placement vacancies with the most suitable student applicants will take place. The team will review applications for work placement opportunities to ensure they appropriately map to a student's study programme and their career aspirations. This process will allow students to self-assess their soft skills such as communication, teamwork and time management along with technical skill development targets and understand how these can be developed within the placement.

- A range of pastoral, support and guidance staff will encourage students to prepare for and access these work experience activities. After placement course tutors and careers advisers will support students to reflect on these experiences and record them onto their Navigate portal, eILP and ultimately their CV.

7. NOTTINGHAM COLLEGE ENTITLEMENT TO CAREERS EDUCATION

Curriculum tutors, personal development tutors / pastoral tutors and wellbeing mentors – teaching, learning and assessing

- Staff will provide course advice and guidance at meet the tutor events, interviews, taster events, open days, and at enrolment which will enable prospective students to make informed choices pre-entry and at induction.
- Personal development tutors will deliver a range of a personal social development tutorials which will include equality & diversity, employability skills and careers, and progression planning.
- Students are supported to begin an individual career planner at induction which outlines their long-term goals in terms of progression to further study or employment and commits to the college's promise which outlines:
 - Their commitment to having realistic and challenging plans to achieve their goals and future career.
 - Seek guidance to help progress to their next steps.
 - Their commitment to developing their personal and employability skills.

Appropriate to student needs, curriculum will:

- Provide a range of opportunities to engage students in careers learning by embedding it within curriculum planning and schemes of work including personal social development / tutorial, and within main qualification delivery through work experience and throughout a range of enrichment activities including careers, industry expo events, guest speakers and competitions.
- Identify and embed employability skills within the main vocational qualifications.
- Personal development tutors / pastoral tutors and course tutors conduct regular one to one reviews with students to identify those who need extra support with decision making, progression and transitions and refer them to careers guidance professionals where required.
- Engage in bespoke careers programmes designed for foundation and level 1 students, to ensure that careers guidance is targeted to any students who may be at risk of not progressing into further training, study or work.
- Engage fully with campus careers advisors to establish appropriate opportunities to engage their students in careers, information and advice sessions appropriate for their students.
- Ensure that maths and English is linked to careers and is taught and embedded throughout the vocational programme, to make it relevant to the skills employers need (where applicable).
- Provide opportunities for students to access a range of enrichment, employability, and personal social development activities to enhance the student journey experience, which are relevant to the student's programme of study and enhance their personal and career development.
- Ensure that students have opportunities to engage with the world of work through work experience / placement opportunities or to engage with guest speakers at careers events or industry days and that these activities are logged and reflected upon on the student's Navigate portal. Nottingham College's aim is for all full time

16-18-year-old students to have at least three opportunities to engage with careers IAG, employers and the world of work throughout the year.

- Support students who wish to progress to higher education to prepare a quality personal statement and provide timely references through UCAS where required.
- A programme of meaningful activities will be available for apprentices to engage with throughout their placement with the college. These will aim to support them to consider a lifelong careers journey through providing careers information and advice and guidance which will equip them to be career ready, with the skills, knowledge and behaviours they need to make informed decisions about each and every best next step throughout their working life.

Careers advice team

- All careers' advisers will be qualified to or working towards at least level 6 in careers guidance and provide personalised, confidential, impartial and client centred one to one careers interviews with students of all ages and prospective students at school leaver age, which will help students interpret a range of information available to them around careers and progression.
- Provide group workshops on a variety of careers related subjects including employability skills such as interview skills and CV writing; careers learning activities, which help students understand themselves, their needs and potential barriers and develop skills around making successful decisions; apprenticeships as a progression option, including higher apprenticeship opportunities; volunteering, work experience and gap year; progression into higher education including UCAS application process; and, student finance.
- Provide extensive support to students who are applying to higher education, involving researching universities, applying through UCAS and supporting students submit a quality personal statement.
- Provide up to date, accurate and impartial information to students, which includes labour market information around employment opportunities to assist in making appropriate choices for their future.
- Provide a range of appointments to suit individual needs and at the point a student requires support, whilst ensuring the support is tailored to the needs of students especially those with SEND or from socioeconomic background.
- Work with parents to raise awareness of careers and progression opportunities available to their young person at suitable transition points and through a variety of interventions such as parents' evenings, open days, careers and apprenticeship and enrolment events.
- Provide dedicated appointments for one-to-one support around key points in the year including enrolment, when a more flexible reactive service is required, such as swap don't drop, progression, personal statement support and CV writing.
- Provide an individual detailed action plan which references steps to be taken to achieve individual progression aspirations.
- Work with external partners to ensure as wide a group of students as possible across the college benefit from appropriate support such as universities, employers and employees, and National Careers Service contract holders - Futures.
- Ensure the service is accessible and meets the needs of every individual student, and that it embeds equality and diversity throughout its delivery
- Provide a range of online resources to both students and staff to enhance careers education and employability including a dedicated careers page on StaffNet and StudentNet, resources in Interact and through digital platforms such as Bodyswaps and WhatsApp platform, Purlos – Outcore AI careers chat bot and access to virtual careers sessions via MS Teams.

- Act as a business partner between specialist careers teams, external networks such as employers, universities, Futures and outreach teams, and the curriculum. Support the provision of progression and careers events with interactive and informative stands and/or workshops for students working in collaboration with the employer engagement and work placement team and personal development / pastoral tutors.

Student operations team

- Triage enquiries made to Nottingham College and provide initial advice and information around courses that the college offers, signposting to specialist careers staff as required.
- Support and encourage engagement with virtual careers service as a first point of contact, enabling students to access a range of online resources in preparation for any future one-to-one appointment.
- Discuss entry requirements for courses and offer information about routes and pathways available to applicants.
- Provide support with application processes and provide careers guidance appointments where required.
- Provide advice and information about available student financial support and support students and parents to apply for funding to help informed choices.
- Provide information and advice around course fee payment and the Nottingham College fees policy including fee remission or payment methods e.g. loans or instalment plans and refunds to support decision making.

Schools and events team

- Deliver initiatives to local schools via workshops and/or presentations to groups or individuals, which will provide information on college pathways and course options. This includes broader themes around pathways post-16, applying to college, understanding apprenticeships, interview skills and understanding further and higher education.
- Offer opportunities for school students to attend the college to gain an insight into career pathways, including tours of college campuses and areas of study, taster sessions and open events throughout the year.
- Deliver apprenticeship and employability fairs involving local employers which provides enrolled and prospective students the opportunity to find out key information about what an apprenticeship is and how to apply.
- Promote initiatives such as industry insights, providing students with an opportunity to meet an industry expert in their chosen field, wherever possible to break down stereotypes within industries. Marketing resources seek to reflect a diverse workforce with all public facing materials i.e. course guides, posters, flyers etc. visually promoting equality and diversity.
- Provide a college alumni network with which students and parents can gain invaluable first-hand experiences at a range of events, where a range of career journeys of previous students will be portrayed, with the aim to empower individuals with insights and aspiration around possible future careers.

8. MONITORING AND QUALITY ASSURANCE

The college will use a variety of quality assurance mechanisms to evaluate the impact of its provision of CEIAG:

- Student feedback will be gathered through student voice boards, Students' Union, student surveys and learning walks.
- The impact of the service provided during individual interventions will be measured using a distance travelled WhatsApp survey with the expectation that every student taking part will improve their starting point by one distinct point on the scale across all three measurable statements.
- Students can provide feedback on the service via the careers area on StudentNet.
- Student satisfaction of their careers education will be surveyed via an external annual survey.
- The quality of group sessions will be monitored through questionnaires, learning walks and peer to peer observation.
- The external matrix quality assurance process will be used to measure effectiveness of the Information advice and careers guidance service provided by the whole college.
- Numbers of student interventions by faculty teams will be used to identify gaps in provision areas of risk and priority.
- Destination data will be analysed to identify areas of improvement in careers programmes.
- Completion of careers impact assessment maturity model and peer to peer review will support the development of excellence within careers and the sharing of good practice across the FE sector.

9. PUBLICATIONS WHICH ARE RECOMMENDED TO BE READ IN CONJUNCTION WITH THIS POLICY

[Careers strategy: making the most of everyone's skills and talents.](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth.](#)

[1073_gatsby_toolkit_for_colleges_final.pdf](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth](#)

[Independent review of careers guidance in schools and further education and skills providers - GOV.UK](#)

10. APPENDIX 1: CDI'S CAREER DEVELOPMENT FRAMEWORK (2020)¹

The six learning areas



'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their *career development skills* throughout their lives.

The main purpose of the CDI's career development framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to contribute to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

¹ <https://www.thecdi.net/New-Career-Development-Framework>

11. APPENDIX 2: THE GATSBY BENCHMARKS

- 1 • A stable careers programme
- 2 • Learning from career and labour market information
- 3 • Addressing the needs of each pupil
- 4 • Linking curriculum learning to careers
- 5 • Encounters with employers and employees
- 6 • Experiences of workplaces
- 7 • Encounters with further and higher education
- 8 • Personal guidance

1	Embed a coherent programme of careers education and guidance throughout the student's journey, which will be published internally and externally so that students, parents, teachers, employers, governors and partners understand it.
2	Provide access to good quality, up to date information about career paths and the labour market to inform decisions about progression opportunities which is supported by easily accessible, well trained and highly qualified staff.
3	Provide opportunities for advice and support which is tailored to the individual needs of students and a college careers programme which raises aspiration and challenges stereotypical thinking, embedding equality and diversity considerations throughout.
4	Ensure all curriculum learning links-in careers, even when it is a non-specific occupation-led course, for example STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. This also enables students to understand they are taking the course to progress their careers and eventually enter employment, and should detail progression routes and pathways to employment.
5	Ensure all employer encounters are logged on students' individual learning plans/Navigate, and the college supports students to learn from employers about work, the workplace and the skills that are valued by employers, through a range of enrichment activities, visiting speakers or enterprise activities.
6	Ensure a structured programme of experience of the workplace is offered across all faculty areas, which provides insights into employability skills, technical skills and, where appropriate, links to current career plans. Every student should have the opportunity to undertake at least one experience of a workplace by the end of their programme of study.
7	Provide opportunities for students to explore a range of progression options which may form the next stage of their career. These will include further and higher education and apprenticeships options, and the college will provide opportunities to discuss the pros and cons of different pathways to allow students to make informed decisions about their next steps.
8	Every Nottingham College student will have the opportunity to access a personalised guidance interview with a qualified careers professional at a point that is relevant to their individual needs. It will support individuals to develop realistic aspirations and support them to take ownership for the skills and knowledge they need to manage their own career transitions.

12. APPENDIX 3 – NOTTINGHAM COLLEGE’S FUTURE READY SKILLS 2025-26

FUTURE READY SKILLS 2025 2026

Re-mapped to Accountability Agreement, LSIP, EMCCA, and Skills



ENTRY 1 & 2 / SLDD & ESOL

- 🗣️ SPEAKING & LISTENING**
Sharing your ideas clearly and listening carefully to others.
- 🎯 MAKING CHOICES**
Choosing between options and trying new things confidently.
- 💻 DIGITAL: SWITCH ON**
Using computers or devices safely and independently.
- 👂 FOLLOWING INSTRUCTIONS**
Listening closely and doing tasks step-by-step.
- 👥 WORKING WITH OTHERS**
Being kind, helpful, and joining in with group activities.

Focus: Inclusion, communication, digital access, confidence

ENTRY 3 / LEVEL 1 / FOUNDATION

- 👥 TEAMWORK & COMMUNICATION**
Working well with others and using the right tone for different people.
- 🕒 TIME MANAGEMENT**
Being on time, staying organised, and planning your day well.
- 🔒 DIGITAL: SAFE & SECURE**
Using apps and the internet safely and confidently.
- 🌟 CONFIDENCE & OPENNESS TO LEARN**
Trying new things, even if they're difficult, and learning from mistakes.
- 🌍 SENSE OF BELONGING**
Feeling included, accepted, and valued in your learning community.

Focus: Confidence, collaboration, digital safety, time awareness

LEVEL 2

- 👤 PROFESSIONAL ATTITUDE**
Acting responsibly, following rules, and showing a growth mindset.
- 🗣️ COMMUNICATION & COLLABORATION**
Sharing ideas and listening effectively in teams.
- 🧠 PROBLEM SOLVING**
Finding solutions to challenges using your strengths.
- 👤 CUSTOMER SERVICE**
Helping others with empathy and professionalism.
- 💻 DIGITAL: SMART NOT HARDER**
Working efficiently using digital tools and platforms.

Focus: Employability, resilience, customer experience, digital collaboration

LEVEL 3+

- 🧠 CRITICAL THINKING & COMPLEX PROBLEM SOLVING**
Making smart decisions using evidence.
- 🌪️ RESILIENCE & ADAPTABILITY**
Handling pressure and change positively.
- 💡 ENTREPRENEURSHIP & INITIATIVE**
Coming up with new ideas and taking action.
- 👤 LEADERSHIP & MANAGEMENT**
Guiding others and managing tasks or people.
- 🌍 CULTURAL COMPETENCE & INCLUSION**
Respecting diverse views and acting fairly.
- 💻 DIGITAL: CONTENT IS KEY**
Creating clear, eye-catching work using different online tools and apps.

Focus: Independence, leadership, innovation, inclusion, sustainability

13. APPENDIX 4 – PUBLIC PROVIDER ACCESS PROCEDURE

Rationale

High quality careers education and guidance in college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-levels and higher technical qualifications.

Commitment

Nottingham College is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Nottingham College is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Nottingham College endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (the Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Nottingham College’s policy for access to other education and training providers has the following aims:

- To develop the knowledge and awareness of its students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop-out from courses and avoid the risk of students becoming NEET (young people not in education, employment or training).

Student Entitlement

Nottingham College fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training, and apprenticeships. The college will comply with the new legal requirement to put on a range of activities which will inform students about approved technical education qualifications or apprenticeships, or higher education. This will be done in workshops and meet the employer events, apprenticeship events including open evenings, higher education fairs, and careers fairs, in addition to providers attending workshops within curriculum areas and insight visits.

Development

This policy has been developed and is reviewed annually based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key college policies including those for careers, child protection, equality and diversity, and SEND.

Equality and diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Nottingham College is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Helen Bird, Careers Leader. Helen Bird may be contacted by telephone or email, helen.bird@nottinghamcollege.ac.uk Tel 0115 9100 100.

Grounds for granting requests for access

Access will be given for providers to attend during college timetabled careers or tutorial lessons, and careers or progression events that Nottingham College is arranging. Students may also travel to visit another provider as part of a trip to be organised in partnership with various providers.

Details of premises or facilities to be provided to a person who is given access

Nottingham College will provide an appropriate room to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The careers IAG and schools manager or careers adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the careers team who will facilitate.

Live / virtual encounters

Nottingham College will consider live online encounters with providers where requested, and these may be broadcast into classrooms or directly by students in free periods. Technology checks in advance will be required to ensure compatibility of systems.

Parents and carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.