



**Harrison College Ltd**

**Careers, Information, Advice and Guidance Policy**

Harrison College is committed to raising standards of attainment and providing students with the skills needed to progress successfully into further education, employment, and adult life regardless of background or starting point. Personal Development has a strong focus across the curriculum. Careers Education and Guidance provision forms a substantial element of the curriculum programme, complemented by RSHE and Citizenship. The programme takes a holistic approach to developing students' knowledge and skills to successfully navigate their transition to adult life. This policy outlines how Harrison College is meeting the statutory duties for careers guidance and access for education and training providers.

### **Statutory Requirements**

The Careers Education and Guidance programme at Harrison College meets the following statutory requirements:

- Careers guidance and access for education and training providers (DfE, 2018)
- Ofsted Inspection Framework 2019
- Gatsby 'Good Career Guidance' – **see Gatsby Career Programme Action Plan, Appendix 1**

Harrison College is currently working towards Career Mark.

### **Roles and responsibilities**

The Careers Leader at Harrison College is Becky Barber

Contact details – r.barber@harrisoncollege.co.uk Tel: 01302 540495

Key Personnel:

- Gemma Peebles, Principal
- Mike Peebles, Business Director
- Lindsey Platts, Travel Trainer
- Jess Scholes, Administrator

### **Responsibilities of Harrison College**

The college and Board of Directors must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

All students have discreet Information Advice and Guidance/Citizenship/PSHE as well as access to Career Education Information Advice and Guidance through other areas including academic qualifications, internships and a range of employer engagements. All students have a Career Development Plan that is updated during meetings with the employability team.

## **1. IMPLEMENTATION**

1.1 The Career Education Information Advice & Guidance entitlement at Harrison College consists of a range of elements which when combined together, provide a coherent and progressive programme for all students at each stage of their development.

- Academic and personal targets
- Work Related Learning
- Internships
- Information
- Guidance
- Action Planning & review (Assessment and development of personal knowledge, skills and abilities)

### **1.2 Delivery of Career Education Information Advice & Guidance Entitlement:**

All students at Harrison College from are entitled to the following Careers Education and Guidance provision:

- A comprehensive taught Careers Education programme to help explore career opportunities, reflect on their own skills and interests, and develop skills to enable successful transition. The programme is part of the curriculum, taught via weekly in lessons and tutorials. The full programme is published on the Harrison College website
- Access to information about all progression opportunities to inform decision-making. This could be delivered via external speakers in school, external visits for example to universities and training providers, and guided access to information in the Careers library and online.
- Individual support with decisions and transition. Any student can request or be referred for careers guidance support, but all students are guaranteed a 1-1 meeting each term to discuss their future options
- SEND specific support – to access careers information resources, visit specialist providers, ensure smooth transition to post-16
- Raising Aspirations tutorial programmes – to encourage students to consider Higher Education
- Students at risk of becoming NEET – tailored support to ensure appropriate provision is secured

### **1.3 Careers Guidance provision**

Harrison College has an internal Level 6 trained careers lead who holds termly 1-1 careers guidance meetings with all students. This is monitored through interview observations, action plans and student/staff feedback.

Harrison College also provided impartial careers guidance and 1-1 meetings through its Business Mentor programme. This is over seen by the employability team and monitored through interview observations, action plans and student/staff feedback.

### **1.4 Careers Information**

The Careers Library is situated in the college and is accessible to students throughout the college day. As part of their Career Education Information Advice and Guidance programme students are given a full introduction to the library which allows them to use career software and paper-based materials to research jobs and option choices.

### **1.5 Action Planning:**

Students learn to action plan through career development plan, programmes of study, and by attending Annual Review meetings to ensure they have opportunities to express their views and ideas. Students meet professionals and some take part in the discussions using personal and differentiated methods of communication. Students keep a record of development in skills, attributes, and employer engagements through Locker within the Start platform.

- Throughout the whole curriculum opportunities exist to extend and promote CEIAG. Teachers seek to take advantage of all opportunities are encouraged to incorporate activities across their teaching and learning program. Students attend out of college events to build knowledge through experience. (College visits, LA career events).
- Activities are planned in such a way as to encourage full and active participation by all students irrespective of ability. Additional support staff are available to support groups or individual students and they work collaboratively with the class teacher.
- Activities will be planned so they meet the full range of the students' needs, regardless of race, gender, or disability. All students should develop an enjoyment of learning and a positive attitude towards the subject is encouraged in both boys and girls.
- CEIAG can contribute within many subjects across the curriculum and teachers seek to take advantage of all opportunities to draw experience out of a wide range of activities. This allows students to begin to use and apply skills in real contexts.

### **1.6 Work Related Learning / Internships:**

(2011) Wolf described “the unique role that work experience can have in helping young people develop employability skills and the value that employers place on this when they are assessing young people for employment” and the fact that “this is a critical stage for every young person because they are close to entering the labour market. Many young people appreciate the importance of improving their work-related skills in order to pursue their career aspirations”

A main element of work-related learning is: work experience. Work Experience for all students takes place throughout their time at Harrison College through the format of internships. On the internship, students take part in routines normally carried out by employees. The college provides a level of support in relation to individual student needs to ensure access to opportunities on an equitable basis. Internships are both internally organised and delivered through partnerships with Saltersgate Primary school, Doncaster Knights Rugby Club and Blyth Boling Green.

#### **a) Internships / Work Placements**

This policy and associated procedures apply to all learners enrolled at Harrison College, and are informed by:

Health and Safety at Work Act 1974

Management of Health and Safety at Work Regulations 1999

Education Act 2002

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Working Together to Safeguard Children 2015

Keeping Children Safe in Education 2021

The College has a duty under the Health and Safety at Work Act 1974 to ensure, as far as is reasonably practicable, that learners, employees, or visitors are not exposed to risks to their health and safety arising out of college activities. This will include the provision of robust and auditable systems to ensure work placement takes place in appropriate work environments.

Please see additional documentations:

1. Harrison College Internship / Work Placement Procedure
2. Harrison College Internship / Work Placement Procedure Staff Responsibilities
3. Harrison College Work Placement Contract
4. Harrison College Work Placement Letter of Understanding
5. Harrison College Supported Internship Risk Assessment
6. Harrison College Student Work Placement Observation Template

#### **b) Management of Internships / Work Placements**

- Harrison College will work in conjunction with key stakeholders to identify meaningful and suitable internships for all learners.
- Internships will be for an average of 2 days per week across a minimum of 2 terms.
- All learners complete a Career Development Plan before commencing the internship process to identify their personal targets in the short, medium and long term.
- All learners will complete a Harrison College Preparation for internship assignment
- All learners will complete CPD in line with their internship
- The management of the internships sits with the Business Development Director and the employability team. The internship model includes monthly observations on site with the employer. This will include an initial baseline and induction plus continual contact to capture learner progress and development. All observations will be stored in learner folders and the value-added score entered onto the progress tracker.

#### **Accident and Incident Reporting**

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- If students are on an internship or work placement, they are deemed to be employees for the period of the placement. In these circumstances, the employer as the responsible person should report a death, injury or disease which arises out or in connection with work to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). Harrison College must also be informed of any such accidents and incidents as soon as practicably possible, and this will be logged, and parents/carers will be informed.

## 2. The Gatsby Benchmarks

### 1. A stable careers programme

Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and published on the college's website in a way that enables students, parents, teachers and employers to access and understand it. It should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process

Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.

### 2. Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

### 3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A college's careers programme should embed equality and diversity considerations throughout

A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. of the individual advice given to each student, and subsequent agreed decisions. s to these records to support their career development. accurate data for each student on their education, training or employment destinations.

### 4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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| 5. Encounters with employers and employees      | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes                             | Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.<br>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace   |
| 6. Experiences of workplaces                    | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.  | By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.<br>• By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.   |
| 7. Encounters with further and higher education | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, colleges, universities and in the workplace   | By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. considering applying for university should have had at least two visits to universities to meet staff and students.<br>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. |
| 8. Personal guidance                            | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. | Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.<br>Careers advisers working with young people with special educational needs or disabilities should use the outcome and aspirations in the Education, Health and Care plan, where they have one, to focus the discussion.   |

Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs

### **3. Curriculum Links**

The intent of the curriculum framework at Harrison College is to ensure that learners are work ready when they leave and that the skills employers are looking for are taught across the curriculum. The National Occupational Standards and the Apprenticeship Standards are used as a benchmark for building the curriculum.

Please see the Harrison College Curriculum Framework Intent and Curriculum Maps for more details.

In preparation for the internship / work placement all learners complete the following:

- A suitable and appropriately challenging employer led training course at Level 2 – 7
- CPD programme as preparation for the internship including:
  - Basic First Aid
  - Safeguarding adults and children
  - Prevent Duty
  - COSHH Risk Assessment
  - DSE Risk Assessment
  - Manual Handling Safety at Work
  - Fire Safety Principles
  - The importance of online safety

### **Staff development**

The Careers Leader is qualified to Level 6, the College also has Travel Training qualified members of staff to support students in accessing College and their internships.

Further professional development is accessed via the Careers Hub and local Learning Community, for example events to maintain knowledge of the local economy and future employment opportunities.

Whole staff development is seen as key to successful delivery of the taught programme, integration of careers across the curriculum, and a strong system of pastoral support. Staff CPD has been provided as part of the annual year team planning meetings, online resources, and working through SLT and Head of Department meetings to introduce specific initiatives.

### **Parents/carers**

We recognise that parental influence and support is key in helping students to prepare for adult life and achieve their goals. Information is provided to parents about the curriculum via the College website, newsletter and social media. At parents' evenings staff are available to discuss any aspect of careers education and specialist information and advice is made available, for example the careers leader is present all events to support all stakeholders. Parents are involved in SEND review meetings which include discussion of future pathways and support.



## **Destination Data** (see Appendix 2 for full report)

The College works in partnership with providers and the local authority to collect data on student progressions. The latest full data:

### **Progressions Group Analysis 2022 leavers - % of cohort**

Total in Full Time Education: 23%

Total Training (Non Employed)

Total Employment 63%

Total Voluntary and Part Time Activities 7%

Total NEET

Total Unknown 7%

The College has agreed with some local providers to share data on students 3 years after leaving the College to enable tracking of long term destinations. We also maintain relationships with our alumni students to record and support them in their future progressions. Past students are also invited back to Harrison College to share experiences, run talks and workshops and take part in events such as Open Evenings.

## **Accident and Incident Reporting**

If students are on an internship or work placement, they are deemed to be employees for the period of the placement. In these circumstances, the employer as the responsible person should report a death, injury or disease which arises out or in connection with work to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). Harrison College must also be informed of any such accidents and incidents as soon as practicably possible, and this will be logged, and parents/carers will be informed.

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  - The importance of online safety

## **Provider Access**

In line with the 2018 Statutory Guidance for Careers Guidance and Access for providers, we welcome visits from FE institutions, Training providers and HE providers to ensure students are aware of the wide range of progression routes available at 14 and 16.

Harrison College has partnerships with these organisations and employers, formed through direct links and facilitating organisations. Providers deliver sessions as part of the careers education programme and attend parent events such as the annual open evening.

Providers are also invited to contribute to other careers events such as targeted HE workshops, apprenticeship talks, and curriculum specific activities. Appropriate classroom or assembly space is made available, and all activities are supervised by college staff. All providers are asked to adhere to the College safeguarding policy, for example providing DBS evidence for any work to be undertaken without staff supervision.

Group visits are arranged to local colleges and training providers to attend outreach events, for example OD Live, Workplace visits and partnership visits to local universities.

Information about local providers is displayed in the Careers section of the school library, with material for students to take away. The LMI section of the school website also links to local colleges and apprenticeship websites.

We are keen to participate in initiatives which support our aims for Careers Education. Please contact Becky Barber, Careers Lead to discuss opportunities for organisations to meet with students.

Please see the Provider Access Statement in **Appendix 3**

## Appendix 1 :Harrison College Career Programme Action Plan

| Benchmark                            | Actions to Meet Benchmark  | Evidence   | Further Actions Needed to Meet Benchmark   |
|--------------------------------------|--|--|--|
| <p>1. A stable careers programme</p> | <p>Individualised curriculum mapping for each learner and suitable work placements.</p> <p><b>Delivery of Pearson qualifications:</b></p> <ul style="list-style-type: none"> <li>○ Pearson Functional Skills English Level 1 &amp; 2</li> <li>○ Pearson Functional Skills English Level 1 &amp; 2</li> <li>○ Pearson Functional Skills ICT Level 1 &amp; 2</li> <li>○ BTEC Level 2 Certificate in Work Skills</li> <li>○ London Institute of Banking and Finance – Lessons in Personal Finance, Award in Financial Education</li> <li>○ Active Leaders CIMSPA Leadership Certificate</li> <li>○ Employability workshops Level 1 – Level 3 CPD accredited</li> <li>○ Bronze Arts Award – Youth Music Project</li> <li>○ DWP – Step Up Programme</li> <li>○ NCS Programme</li> <li>○ Individual CPD training courses</li> <li>○ EQUAL and National Online Safety internship preparation</li> <li>○ CPD courses including First Aid and COSHH</li> </ul> <ul style="list-style-type: none"> <li>▪ Transferable skills across the curriculum including tutorial, life skills and work placements.</li> <li>▪ Learners identify career goals and aspirations.</li> <li>▪ All learners interact with a range of adults both in college, at open events and on work placements.</li> <li>▪ Parents / carers invited to open events, parents’ evenings and to have significant impact in the setting of EHCP targets. Parents / carers are also given evaluation forms of work placements.</li> <li>▪ Learner’s voice is recognised via student council and also a student questionnaire. The responses are acknowledged and responded too.</li> <li>▪ Start Profile delivering independent careers guidance and accessible for staff, students and parents.</li> <li>▪ Attendance at Opportunities Doncaster Live and participating in virtual and on-site careers fairs and workshops such as WorldSkills and Autism Plus Jobs Fair.</li> <li>▪ BeReady employability microsite</li> </ul> | <p>Learner timetables</p> <p>Learner work and attainment of qualification</p> <p>Alumni Board</p> <p>Learner career goals</p> <p>Learner EHCP targets</p> <p>Employability folders, individual students</p> <p>Website and comments board</p> <p>Career development plans</p> <p>Start Profile</p> <p>BeReady tracker and certificates</p> | <p>Increase the contact with a range of local employers by inviting employers in to speak to learners during tutorial.</p> |

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| <p>2. Learning from labour and career market</p> | <ul style="list-style-type: none"> <li>• High aspirations for all learners with the expectation that all will graduate with a form of employment whether paid or unpaid. Long term goal planning takes place in EHCP annual reviews.</li> <li>• Parents / carers are supported in applying for financial support via benefits and the 16-19 bursary fund.</li> <li>• Research for BTEC Level 2 Certificate in Work Skills and U – Explore and Start profile job search information</li> <li>• Localised LMI on Start and also hot jobs and LMI publications available in college.</li> <li>• Skills Yorkshire Booklet</li> <li>• Shape Your Future booklet</li> <li>• WorldSkills Live 2020 – Foxdog Studios, Roma Agrawal, Medical Mavericks</li> <li>• Enterprise skills project – project-based learning – the set-up, production and sale of a product and learners choose appropriate channels of distribution.</li> <li>• LiBF Personal Finance – Unit 3 of the Award links to finance career paths and ways to get into the sector.</li> <li>• Employer workshops delivered in college from a range of sectors including recruitment, hospitality, catering and healthcare.</li> </ul> | <p>Start Profile<br/>PSHE curriculum and tutorial<br/>Enterprise and CDP curriculum</p>                   | <p>Invite the alumni back to speak current students. – R Chan (2021 leaver works on site in College once per week and discusses his successes at his apprenticeship).<br/>Develop links with the LEP.</p> |
| <p>3. Addressing the needs of each pupil</p>     | <ul style="list-style-type: none"> <li>• A student’s individual needs are addressed and extra support is provided at the right time to raise aspirations. Outstanding provision in SEND settings offers a person-centred approach and students with complex needs will have an education, health and care plan (EHCP) that takes into account all aspects of their lives. Transition support is tailored to what the student wants to achieve and what practical help is needed to do this. Parents and carers are fully involved in the transition planning process.</li> <li>• Business Development Director and Employability Mentor meets with individual students to write a career development plan and then source internships that are appropriate for each student. Individual needs are addressed during risk assessment and sourcing a disability confident employer if required. Employability Mentor is on site to work with students to develop their career plan and also choose appropriate industry related courses.</li> </ul>  | <p>Performance Dashboards<br/>Work placement timetable<br/>Start Profile<br/>Career development plans</p> | <p>3-year data is not yet available however further data will be held going forward. Transition support with the LEP and the Job Centre needs to be developed for learners leaving the College.</p>       |

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| <p>4. Linking curriculum learning to careers</p>  | <ul style="list-style-type: none"> <li>• All elements of the benchmark are in progress.</li> <li>• Linking curriculum learning with careers refers to careers education as a discrete learning activity, careers embedded in subject and topic learning, and co-curricular provision such as clubs, celebration events and productions.</li> <li>• Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills. Careers provision is integral to the whole curriculum and not relegated to the margins.</li> <li>• Functional skills Maths is used for numeracy, time management and finance. Functional skills English is used for self-presentation, telling your own story, and writing occupational information. LiBF Personal Finance provides the ability to link the importance of managing money to the role of a financial planner.</li> <li>• The tutorial programme and PBDW is used for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence.</li> <li>• The College has a focus on employability across all areas of the curriculum and working day as the core aim for all learners is to graduate with a form of suitable employment. Travel training is delivered both internal and external to provide learners with greater independence for employment and personal living.</li> <li>• Subject led careers and study including BeReady employability site.</li> </ul> | <p>Mission and values of the College.<br/>Curriculum framework and individual schemes of work and learning outcomes.</p> |  |
| <p>5. Encounters with employers and employees</p> | <ul style="list-style-type: none"> <li>• All learners will engage with at least 1 long term work placement during their time at Harrison College.</li> <li>• Attendance at careers fairs, skills festivals and higher education fairs such as UCAS open days.</li> <li>• Opportunities Doncaster Live</li> <li>• Start profile Three Minute Hero career stories. Online locker to record and evidence encounters with employers.</li> <li>• Venatu Recruitment / Teacher Active will be conducting CV workshops, and mock interview with all students. DWP will be running Mentoring Circles, 3 local businesses will be supporting. DWP Step Up Programme.</li> <li>• World Skills Live 2020</li> </ul>   | <p>Work placement timetable<br/>Start profile<br/>Completed marketing videos</p>   |  |

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|   | <ul style="list-style-type: none"> <li>Nic Hamilton inspirational talk</li> <li>Working with FCD to create and record marketing material</li> </ul>  |   |  |
| 6. Experiences of workplaces                    | <ul style="list-style-type: none"> <li>Meaningful experiences of workplaces are interactions with the world of work in a real work location. The College is also a real workplaces too, and can offer an appropriate balance of challenge and support for carefully identified students such as sheltered work experience placements. We create a range of possible workplace experiences such as visits, work shadowing, work experience and career-related volunteering and citizenship. The College will hold pre-work sessions with the employer before the student arrives. The College and employer will agree the level of support necessary for the student and employer.</li> <li>After the work placement, there should be a full debriefing for the employer, College and student to help improve on future workplace experiences.</li> </ul> | <p>Internship timetable.<br/>Students in Year 2 of the study programme all engaging with internships.<br/>Student observations.<br/>Transition between year 1 and of the study programme is supported by engagement with the NCS programme.</p> |  |
| 7. Encounters with further and higher education | <ul style="list-style-type: none"> <li>All our learners are performing at Level 2 with some being able to access Level 3 by the time of completion therefore access to further and higher education is an option for some learners.</li> <li>Learning modules to explore all post 16 and post 18 pathways access to apprenticeships local, regional, and national.</li> <li>Careers library with information on FE and HE provider including apprenticeship updates.</li> <li>Registration with HEPP.</li> <li>Insight into University</li> </ul>  | 3 students enrolled with Insight into University 2021   | Develop links with Doncaster University Hub if required for learners with higher qualifications and aspirations for the university centre.                               |
| 8. Personal guidance                            | <ul style="list-style-type: none"> <li>Students have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions. This is delivered via tutorials, curriculum and EHCP annual reviews.</li> <li>Access to career development opportunities start early as possible and involve parents and families. There is consistent, ongoing support for the transition to adult life.</li> <li>Harrison College is encouraging all learners to apply to Trusted Mentors for further personal guidance with a mentor.</li> <li>Registration with HEPP so that resources can be shared with learners and linked to Harrison College website.</li> </ul>   | EHCP Annual reviews<br>Tutorial programme   | Engagement of a qualified independent careers advisor via Doncaster Chamber of Commerce<br>Increase the frequency of parent / carers meetings with support from the LEP. |

## Appendix 2: Destination Data 2021-22

### Report findings:

| Year of Leaving         | National Overall sustained education or employment | National Any sustained education | FE Provider | 6 <sup>th</sup> Form | 6 <sup>th</sup> Form College | Other education | Apprenticeship | Employment | Not sustained |
|-------------------------|--|----------------------------------|-------------|----------------------|------------------------------|-----------------|----------------|------------|---------------|
| 2022 – National         |  |                                  |             |                      |                              |                 |                |            |               |
| 2022 – Harrison College | 93%  | 23%                              | 23%         | N/A                  | N/A                          | N/A             | 23%            | 38%        |               |

### Areas for development:

1. Continue to develop links with D local study programmes to support students at risk of NEET
2. Work with colleagues to develop new systems for collecting progression data given changes in structures
3. Continue to work with FE destinations to track destination data over 3 years

## **Appendix 3: Provider Access Statement**

### **Introduction**

This policy statement sets out the college's arrangements for managing the access of providers to pupils at 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 and the Technical and Further Education Act 2017.

### **Student entitlement**

All students in years 12 and 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.

### **Management of provider access requests:**

**Procedure:** A provider wishing to request access should contact Mrs R Barber, Careers Lead, Telephone: 01302 540495; Email: r.barber@harrisoncollege.co.uk

### **Premises and facilities**

The college will make the classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The college 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library. The Careers Library is based in the college library and is available to all students at break times, lunch, during independent learning after college.



