



Harrison College Ltd

Careers, Information, Advice and Guidance Policy

Policy Statement

Harrison College is committed to raising standards of attainment and equipping students with the skills, knowledge and experiences needed to transition successfully into further education, employment, or adult life, regardless of their background or starting point.

Personal Development is embedded across the curriculum, with Careers Education, Information, Advice and Guidance (CEIAG) forming a substantial and strategic element.

This policy outlines how Harrison College meets all statutory responsibilities for careers guidance and provider access under the latest government guidance

Statutory Requirements (2026 update)

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

- Careers guidance and access for education and training providers (DfE, updated June 2026)
- Provider Access Legislation (PAL) 2023 – updated requirements for access (see below)
- Education Act 1997 (Sections 42A, 42B, 45A)
- Ofsted Inspection Framework 2019, with continued emphasis on Personal Development
- Gatsby Benchmarks of Good Career Guidance (Revised 2025)
- Careers & Enterprise Company Benchmarks Implementation Guide (2024)
- National Quality in Careers Standard (Career Mark) (June 24)
- Working Together to Safeguard Children 2023

Roles and Responsibilities

Careers Leader: Becky Barber

Email: r.barber@harrisoncollege.co.uk | Tel: 01302 540495

Key Personnel:

- Gemma Peebles – Principal & CEO
- Mike Peebles – Chief Commercial Officer
- Colette Blunt – Career Development & Partnerships Executive
- Clair Tucker – Travel Trainer

The Board of Directors ensures that all careers guidance is:

Impartial

Inclusive of all post-16 pathways, including apprenticeships and technical education

Focused on the student's best interest

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 Career Development Team. All plans and guidance are recorded on Xello.

Core Entitlement

Students receive a coherent and progressive CEIAG programme that includes:

- Personalised academic and career target setting
- Embedded work-related learning (WRL)
- Regular internships with employer involvement
- 1:1 careers guidance (termly) with a Level 6 Guidance Professional
- SEND-specific pathways and annual EHCP reviews
- Access to Xello and digital careers tools
- Skills based curriculum using Skills Builder Frameworks
- Opportunities to build self-awareness, decision-making, and planning skills
- Access to My Global Bridge for skills micro-credentials, achievement recording, student portfolios, employer engagement evidence and digital progression records.

Delivery of Career Education Information Advice & Guidance Entitlement:

All students at Harrison College 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 – **See Appendix**

Access to information about all progression opportunities to inform decision-making. This could be delivered via external speakers in college, 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 career guidance support, but all students are guaranteed a 1-1 meeting each term to discuss their future options with a L6 Qualified Guidance Professional

SEND specific support – to access careers information resources, visit specialist providers, ensure smooth transition to next steps

Students at risk of becoming NEET – tailored support to ensure appropriate provision is secured

A Career Development Plan, reviewed termly with the Career Development Team

This policy statement sets out the colleges arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the colleges legal obligations under Section 42B of the Education act 1997.

Careers Guidance Provision

Harrison College has an internal Level 6 trained careers lead.

Harrison College has an internal Level 6 CDI trained Guidance Professional who offers 1:1 impartial career meeting for all students termly and by request. (Qualification to be complete Autumn 2026) 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 & Internships programme. This is over seen by the Career Development Team and monitored through interview observations, action plans and student/staff feedback.

Plans are recorded on Xello and shared with parents/carers, staff and students when permission has been granted by the student.

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.

All students at Harrison College have access to Xello, an impartial, online careers education platform. Xello enables students to explore career pathways, education options, and labour market information tailored to their interests and aspirations. The platform is also accessible to teachers and parents, supporting a collaborative approach to career development. Guidance meeting notes are recorded and shared within Xello, allowing for personalised support and targeted activities. Throughout their two years at Harrison College, all students follow a structured Xello programme as part of their careers education and development.

Students, staff, and parents at Harrison College benefit from a dedicated Careers Padlet, which serves as a central hub for up-to-date careers information, labour market insights, and progression opportunities. This dynamic, interactive resource is accessible via the Harrison College website and is also linked through the Xello platform to ensure consistent and easy access for all users.

The Padlet is regularly updated with:

- Local and national apprenticeship opportunities
- Open days and events from further and higher education providers
- Employer engagement activities and work experience placements
- Volunteering and enrichment opportunities
- Resources to support personal career planning and decision-making

This shared platform supports transparency and collaboration across the college community, empowering students to take ownership of their careers journey while enabling staff and parents/carers to provide meaningful, informed guidance.

Action Planning:

Action planning is embedded across multiple touchpoints. Students develop and review action plans during lessons, through 1-1 career meetings with a guidance professional, in group sessions, and in collaboration with the Career Development Team, which includes business professionals and local employers. These plans are recorded on Xello, where students also track their development in skills, attributes, and employer engagements. All action plans are reviewed termly to ensure progress and alignment with individual goals.

Students take part in internships or external placements, they create specific action plans in collaboration with the Career Development and Partnerships Executive. These plans are monitored monthly to ensure consistent engagement and meaningful development of employability skills.

Throughout the whole curriculum, opportunities exist to extend and promote Careers Education, Information, Advice and Guidance (CEIAG). Teachers incorporate CEIAG activities across their teaching and learning programmes. Students attend a range of out-of-college events to build knowledge through experience, including college visits and local authority career events.

Activities are intentionally designed to encourage full and active participation by all students, regardless of ability. Additional support staff work collaboratively with class teachers to provide tailored support to individuals and groups.

Planning considers the full range of student needs, regardless of race, gender, or disability, with a focus on inclusive practice. All students are supported to develop a positive attitude towards their learning, with enjoyment and aspiration at the heart of CEIAG delivery.

CEIAG is embedded across the curriculum and delivered through varied and practical experiences, enabling students to begin to use and apply their developing skills in real-world contexts.

To ensure continuous development of essential skills for the workplace, students will complete a comprehensive skills assessment each term using the Skills Builder Benchmark. This assessment will allow students to evaluate their progress in key skills areas. Additionally, staff will conduct their own assessments and provide a detailed report on each student's skill development, which will be sent home to parents/guardians on a termly basis.

The results from these assessments will inform staff planning and the implementation of targeted interventions, as well as the organisation of skills-based academies aimed at supporting student growth and success.

Harrison College will use destination data, student voice, employer feedback, parental feedback, Skills Builder assessments and My Global Bridge engagement data to evaluate the impact of careers provision.

Work-Related Learning / Internships

Wolf (2011) highlighted *“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,”* noting that as students approach the labour market, *“many young people appreciate the importance of improving their work-related skills in order to pursue their career aspirations.”*

A core component of our work-related learning programme is internship-based work experience. At Harrison College, all students engage in internships throughout their studies. These are designed to mirror real workplace routines: students follow typical employee schedules and undertake authentic tasks. We ensure equitable access by providing tailored support in line with individual needs.

Internships are organised both internally and through partnerships with local employers—including The Conservation Volunteers, CeeVa Logistics, Doncaster Racecourse and Hilton Hotel and others.

Alignment with Updated [Gatsby Benchmarks \(2025\)](#)

The Government has committed to introducing a universal entitlement to two weeks' worth of meaningful workplace experiences for every young person. Harrison College already exceeds this expectation through its internship model and employer engagement programme.

All students will participate in multiple meaningful encounters with employers and employees each academic year, including workplace visits, employer projects, careers fairs, guest speakers, mock interviews and internships.

Our programme reflects the updated Gatsby Benchmarks, particularly Benchmark 6: Experiences of workplaces. The new guidance emphasises “meaningful workplace experiences” with clear purpose, preparation, reflection and two-way interaction:

Harrison College’s internship programs fully align with this definition:

- Clear purpose & learning outcomes: Each placement outlines objectives in advance, tailored to the student’s career goals.
- Two-way interaction & feedback: Students perform workplace tasks and receive structured feedback from supervisors, which is monitored monthly against the [Skills Builder Framework](#).
- Preparation and reflection: Pre-placement briefings and post-placement debriefs ensure learning is digested and contextualised.

Benchmark 5: Encounters with employers and employees now requires “at least two meaningful encounters” annually, including engagement through curriculum subjects and recognition of part-time work as valuable experience. Our internship programme exceeds these requirements by:

- Facilitating curriculum-linked engagement with businesses during placements.
- Acknowledging and logging students’ existing part-time roles where relevant, to Xello.

The updated benchmarks also place importance on [inclusion and SEND](#), ensuring students—particularly those who are vulnerable or disadvantaged—receive any necessary extra support.

Harrison College meets this by:

- Providing pre-placement preparation tailored to individual needs with the career development team or through lessons
- Employing the Career Development Team who are on-site during internships, as required.

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 2026

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

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 Career Development and Business Executive and the Career Development 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. The Skills Builder Framework is used to monitor and score all internships. This is then shared between learner, employer, college and parents. All observations will be stored in learner folders and the value-added score entered onto the progress tracker.

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.

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 Skills Builder Framework of 8 essential skills, 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

Harrison College is committed to providing continuous professional development for staff to ensure they have the knowledge, skills, and confidence to support students effectively. As part of this commitment:

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.

The Careers Lead is also training to complete the L6 Careers Advice and Guidance Qualification by Sept 25 with the CDI

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 meetings to introduce specific initiatives.

All staff will receive annual careers-related CPD to support embedding careers learning across the curriculum and understanding local labour market information.

The college is a member of the Skills Builder Accelerator program, which offers regular in-house training sessions to enhance staff understanding and confidence in promoting essential skills for the workplace.

The Career Lead serves as a National Careers Week Ambassador, granting access to an extensive network of resources and opportunities to support staff training and development in career education and guidance.

Every fortnight, staff engage in collaborative meetings focused on Careers Education, Information, Advice, and Guidance (CIEAG). During these meetings, they receive targeted training and upskilling from the Career Development Team and external providers.

In addition, Harrison College and the Career Lead are actively involved in several professional networks that provide valuable training and development opportunities. These include

- Career Development Institute (CDI) Membership
- Careers and Enterprise Company
- Doncaster Careers Network

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 reporting and during parent phonecalls, 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 at all events to support all stakeholders.

Parents are involved in SEND review meetings which include discussion of future pathways and support.

Parents have their own log ins for Xello, where they can access career related material at home, see goal setting and plans for their young people and if given permission can view their young persons career guidance meeting notes.

Harrison College recognises the important role that parents and carers play in supporting students' career development. Parents and carers are encouraged to engage with the College's careers programme through careers information evenings, apprenticeship information sessions, supported transition events, annual careers programme updates, and access to careers resources and student progress information via My Global Bridge.

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.

Harrison College is committed to the continuous improvement of its Careers Education, Information, Advice and Guidance (CEIAG) programme. The effectiveness and impact of the careers programme will be evaluated annually using a range of quantitative and qualitative measures, including Gatsby Benchmark achievement, Compass+ analysis, destination and sustained destination data, employer and parent/carers feedback, student voice activities, internship outcomes, Skills Builder progress data, and engagement metrics from My Global Bridge. The findings from this evaluation will be used to identify strengths, inform future planning, and ensure the careers programme continues to meet the needs of all students while supporting positive progression outcomes.

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We work with local authorities and other partners to monitor sustained destinations and use this data to evaluate and improve the effectiveness of our careers programme. This includes identifying students at risk of becoming NEET (Not in Education, Employment or Training) and offering timely interventions.

We maintain positive relationships with our alumni and encourage them to stay connected with the College. Former students are invited to participate in our careers programme through talks, workshops, mentoring opportunities, and events such as Open Evenings. Their involvement provides current students with valuable insights and real-world experiences that support career exploration and progression.

This approach ensures that Harrison College delivers a high-quality, evidence-informed careers programme that meets the needs of our students and complies with statutory expectations.

Harrison College is committed to ensuring that all students make successful transitions from education to further training, employment, or higher education. In accordance with the statutory guidance for careers education, the college actively tracks and reports the destinations of students after they leave, and offers continuous support to alumni for up to three years following their departure.

In line with statutory guidance, Harrison College ensures that the destinations of all students leaving the college are reported accurately to local authorities.

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through follow-up surveys, direct communication phone calls and emails, and collaboration with local authorities.

Annual reporting: the destinations of all students are reported annually for three years following their departure from the college.

Follow-up with alumni: Harrison College is committed to maintaining regular contact with alumni. We reach out to all former students three times a year (autumn, spring, and summer) for up to three years after they leave. This allows us to stay informed of their progress, offer support, and ensure that they are not "lost" from education, training, or employment pathways.

Continued Support and Guidance

Harrison College recognises that students' pathways may change over time, and we are committed to offering continuous support to alumni. This support extends beyond initial post-graduation transitions and includes:

Ongoing guidance: alumni who require support for changing destinations, or who wish to upskill or further their careers, are encouraged to contact the college. Our career development team remains available to offer guidance and advice on new educational opportunities, training programs, or career development.

Career progression support: we understand that career paths are not always linear, and some alumni may wish to explore different opportunities or advance in their chosen fields. Harrison college provides ongoing career coaching and guidance on professional qualifications, apprenticeships, or other career development options.

Support with further education or training: alumni who decide to return to education or pursue new career training are provided with assistance in identifying suitable programs and accessing funding or applications.

Alumni Program and Engagement

To foster a strong, supportive community, Harrison College invites all alumni to be a part of our alumni program. We believe that maintaining a network of past students creates valuable opportunities for both the alumni and current students.

Alumni mentorship: we encourage former students to offer mentorship and career advice to current students. As part of our alumni program, we invite alumni to engage in career talks, workshops, and networking events that provide valuable insights into the world of work.

Supporting current students: alumni are encouraged to return to Harrison College to share their career journeys and offer practical advice on progression routes. This interaction is beneficial to current students as they gain insight from real-life experiences and potential career paths.

Networking opportunities: alumni can also benefit from networking opportunities within the college's wider professional network, which may include connections to employers, industry experts, and training providers.

Commitment to Long-Term Success

Harrison College is dedicated to ensuring that its alumni continue to thrive in their careers long after they have left the college. Through consistent engagement, continuous support, and an

active alumni program, we aim to provide the resources necessary to ensure that all our students can achieve their long-term career aspirations.

Provider Access

In line with Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, Harrison College ensures that students have access to a broad range of education, training and employment providers throughout their time at the College.

These encounters are designed to support informed decision-making and provide students with information about the full range of progression opportunities, including apprenticeships, technical qualifications, T Levels, Higher Technical Qualifications (HTQs), Further Education, Higher Education, and employment pathways.

All students are guaranteed:

- At least two meaningful provider encounters during their time at Harrison College, scheduled during the college day.
- Access to a range of providers to explore technical education, apprenticeships, T Levels, HTQs, and other pathways.
- Encounters that include provider introduction, qualification info, progression routes, insights into learning experience, and Q&A.

Providers can request access through:

Mrs R Barber, Careers Lead

Tel: 01302 540495 | Email: r.barber@harrisoncollege.co.uk

Requests will be considered promptly, taking into account curriculum needs, appropriate timing, facilities, and safeguarding.

Access Protocol

- Visits held during regular hours.
- Facilities provided include classrooms, private rooms, AV and specialist equipment.
- For one off visits, DBS checks are not required, but supervision will be arranged by college staff.
- SEND needs will be accommodated to ensure all students benefit.

Information Resources

Providers may supply prospectuses and materials for the Careers Library, accessible to students during break, lunch, and independent study.

Publication, Review, and Governance

This policy is published on the College website alongside our careers programme.

It will be reviewed at least annually by the Careers Leader and approved by the Board of Directors

It includes grounds for granting/refusing access and outlines a process for providers to raise complaints.

Grounds for Refusal of Access Requests

Harrison College welcomes requests from education and training providers to engage with students. However, requests may be refused where there are safeguarding concerns, where the proposed activity duplicates an existing event, where information presented is not impartial, where the timing would have a detrimental impact on students' learning, or where suitable facilities are unavailable. Any provider wishing to appeal a decision should submit their request in writing to the Principal.

Please see the Provider Access Statement in Appendix 3 (Full Statement available on request)

Appendix 1 [Gatsby Benchmarks \(2025\)](#), [Skills Builder](#), [CDI Framework](#)

Benchmark		Schools	Colleges	SEND Provision	CDI Framework Link		Skills Builder Framework
1	A Stable Careers Programme	Structured, published, reviewed careers programme.	Embedded, visible, and evaluated programme.	Reflects EHCP goals, personalised support.	Grow throughout life	1	Planning (Self-Management)
					Manage career	3	
2	Learning from Career and Labour Market Information	LMI used by age 14 with parental involvement.	All students access up-to-date LMI.	Accessible LMI, simplified formats.	Explore possibilities	2	Listening (Communication)
					See the big picture	6	
3	Addressing the Needs of Each Student	Tracking, equality, and tailored support.	Tailored to all learners; destination data used.	Aligned to EHCPs; includes advocates.	Grow throughout life	1	Adapting (Self-Management)
					Manage career	3	
					Balance life and work	5	
4	Linking Curriculum Learning to Careers	Subjects linked to careers, especially STEM.	Curriculum connects to real-world jobs.	Differentiated content, SEND-relevant examples.	Create opportunities	4	Creativity (Creative Problem Solving)
					Explore possibilities	2	
5	Encounters with Employers and Employees	One per year from age 11.	Meaningful employer encounters each year.	Supported, prepared, accessible encounters.	Create opportunities	4	Speaking (Communication)
					Explore possibilities	2	
6	Experiences of Workplaces	Workplace visit by 16 and again by 18.	Real-life work experience.	Supported, adapted placements or alternatives.	Manage career	3	Problem Solving (Creative Problem Solving)
					Balance life and work	5	
7	Encounters with Further and Higher Education	Multiple encounters by 16.	Exposed to all progression routes.	Supported visits; familiarisation activities.	Explore possibilities	2	Teamwork (Collaboration)
					See the big picture	6	

8	Personal Guidance	1:1 guidance by 16 and 18 with Level 6 adviser.	Regular guidance at transition points.	Named adviser, consistent relationship.	Grow throughout life	1	Adapting (Self-Management)
					Manage career	3	

Appendix 2: Destination Data 2021-24

Report findings:

Year of Leaving	Overall sustained education or employment	Any sustained education	FE Provider	6 th Form	6 th Form College	Other education	Apprenticeship	Employment	Not sustained
2025 – Harrison College	86%		38%	N/A	N/A	N/A	5%	43%	14%
2024 – Harrison College	80%	44.1%	44.1%	N/A	N/A	N/A	8%	29.4%	20%
2023 – Harrison College	93%	45%	45%	N/A	N/A	N/A	7%	38%	7%
2022 – Harrison College	93%	23%	23%	N/A	N/A	N/A	23%	38%	
2021 – National	82.6%	51.2%	N/A	N/A	N/A	N/A	7.2%	24.2%	17.4%

Appendix 3: Provider Access

Introduction

This policy sets out Harrison College's arrangements for managing the access of education and training providers to students for the purpose of informing them about approved technical education qualifications, apprenticeships and other education and training pathways.

Harrison College is committed to ensuring all students receive independent, impartial and high-quality careers education, information, advice and guidance that enables them to make informed decisions about their next steps.

This policy is developed in accordance with:

- Sections 42A, 42B, 45 and 45A of the Education Act 1997.
- The Technical and Further Education Act 2017.
- The Skills and Post-16 Education Act 2022.
- The Department for Education (DfE) statutory guidance: Careers Guidance and Access for Education and Training Providers (updated June 2026).
- The Provider Access Legislation (PAL), commonly known as the Baker Clause.

Rationale

High-quality careers education and guidance is essential in preparing young people for successful transitions into further learning, employment and adult life.

At Harrison College, careers education helps students to:

- Understand the changing world of work.
- Explore a wide range of progression routes.
- Develop self-awareness and career management skills.
- Raise aspirations and confidence.
- Make informed decisions about their futures.
- Understand local, regional and national labour market opportunities.

The College recognises the importance of ensuring students understand the full range of progression pathways available to them, including:

- Apprenticeships
- Supported Internships
- T Levels
- Further Education
- Higher Education
- Higher Technical Qualifications (HTQs)
- Independent Training Providers
- Employment and volunteering opportunities

Careers education forms an integral part of the College's commitment to preparing students with SEND for adulthood and employment.

Student Entitlement

All students at Harrison College are entitled to:

- Receive independent and impartial careers guidance.

- Access information about the full range of educational and training opportunities available.
- Learn about technical education qualifications and apprenticeship opportunities.
- Understand progression routes into employment, training, further education and higher education.
- Hear from a range of local and national education and training providers.
- Participate in meaningful encounters with employers, employees, colleges, universities, apprenticeship providers and training organisations.
- Access careers information that is appropriate to their individual needs, aspirations and learning requirements.
- Receive reasonable adjustments and additional support to enable full participation in careers activities.

Students will be supported to develop the knowledge, confidence and skills required to make successful transitions into further learning and employment.

Provider Access Arrangements

Harrison College welcomes requests from approved education, training and apprenticeship providers.

Providers may contribute to the careers programme through:

- Careers fairs.
- Industry talks.
- Employer engagement events.
- Apprenticeship awareness sessions.
- Workshops.
- Small group activities.
- Classroom presentations.
- Progression events.
- Virtual encounters.
- One-to-one guidance opportunities where appropriate.

The College will work collaboratively with providers to ensure encounters are relevant, meaningful and accessible to all students. Providers will be expected to contribute to the College's wider careers programme and support informed decision-making.

Management of Provider Access Requests

Procedure:

Providers wishing to request access should contact:

Rebecca Barber

Assistant Principal - Careers

Telephone: 01302 540495

Email: r.barber@harrisoncollege.co.uk