

## **Nottingham University Samworth Academy – Provider Access Policy – 2023/24**

### Careers Leader:

Ms G Malhi, Assistant Headteacher      Tel: 0115 929 1492      Email: [gmalhi@nusa.org.uk](mailto:gmalhi@nusa.org.uk)

## Nottingham University Samworth Academy (NUSA)

### Careers Education, Information, Advice and Guidance (CEIAG) Plan and Provider Access Policy – 2023/24

#### Introduction

This policy statement sets out the school'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.

#### Pupil entitlement

At NUSA, all pupils in years 7 to 13 will:

- find out about technical education qualifications and apprenticeships opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

#### Management of provider access requests

A provider wishing to request access should contact:

Ms G Malhi, Assistant Headteacher; Telephone: 0115 929 1492; Email: [gmalhi@nusa.org.uk](mailto:gmalhi@nusa.org.uk)

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you. The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 school for access by, or distribution to pupils.

NUSA is committed to providing all students in Years 7-13 with a programme of Careers Education, Information, Advice and Guidance. This is guided by the Gatsby Benchmarks to ensure consistent best practice and a service that works for all our pupils. This careers programme is delivered through a combination of approaches and methods, including PSHE in Years 7 to 13 and through assemblies, presentations, employer visits, seminars, work-related projects, university workshops and one to one careers guidance meetings. The one to one guidance appointments are delivered by an impartial qualified careers adviser. Students can request a guidance appointment at any time throughout their academic life and students will be offered support at key transition points such as Year 9 options, Year 11 progression planning and UCAS application for those post 16 pupils who want to progress on to University. Careers guidance specialists will also be present at parent evenings to provide any further careers support.

We aim to provide all pupils with the information, understanding, skills and experience necessary to prepare them for their next steps in education, employment or training. We feel they should be able to confidently make decisions based on impartial advice, information and guidance. There is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships (as set out above).

The following contains further information on components of the careers programme and modules that make it up.

Overview:

	Year 7-9	Year 10-11	Year 12-13
Key theme	GCSE Choices	Post 16 Options	Post 18 Options
Student Outcomes: students will prepare for and make more informed decisions at key moments of choice	<ul style="list-style-type: none"> <li>✓ Students explore and establish their suitability to careers and understand the KS4 subjects that are important to them</li> <li>✓ Students understand the factors important to making informed decisions including learning style and career aspirations</li> <li>✓ Students build a picture of their career aspirations and subject choices as well as start to evidence understanding of key skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students explore their post-16 options and their intended choices relate to preferred learning style and future career aspirations</li> <li>✓ Students and parents understand the application process and entry requirements for their intended choices</li> <li>✓ Students capture the experiences and achievements that will help them to stand out on paper and in person</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students explore their post 18 options and develop a deeper understanding of their progression and career preferences</li> <li>✓ Students research and compare options, and make decisions based on personal suitability and the availability of options</li> <li>✓ Students prepare for future employment, refine their personal profile and start to demonstrate the application of their skills</li> </ul>

## How we measure and assess the impact of the careers programme on pupils

We measure and assess the impact of the careers programme by:

- Tracking pupil:
  - o guidance sessions with careers advisors,
  - o encounters with employers,
  - o encounters with employees,
  - o encounters with further education institutions,
  - o encounters with higher education institutions,
  - o experiences of workplaces,
  
- Evaluating the careers programme through staff responses
  
- Surveying pupils' and parents' views
  
- Half termly Compass+ review against Gatsby Benchmarks

The eight benchmarks are:

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.

The next review of this information will take place in July 2024