

UTC LEEDS ACCESS PROVIDER POLICY



Summary	Academy Arrangements for Managing Access of education and training providers to the Academy		
Responsible Person/Author:	Neil Copsey		
Applies to: (please circle/delete as appropriate)	Staff <input checked="" type="checkbox"/>	Student <input checked="" type="checkbox"/>	Community <input checked="" type="checkbox"/>
Ratifying Committee	Standards Committee		
Version:	1		
Available On:	SharePoint/Website/On Demand		
Effective from:	7 October 2024		
Date of Next Formal Review:	September 2025		
Review Period	Annual		
Status	Statutory		
Owner	RMAT		

Document Control

Date	Version	Action	Amendments
September 2024	1	New Policy Format created	

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Contacting the Academy to request access.

1. A provider wishing to request access should contact Neil Copsey, Assistant Principal for student experience. Telephone 0113 353 0140 or E-mail: neil.copsey@utcleeds.co.uk

Introduction

2. RMAT is a successful educational trust, and all our students play their part in making it so. We are committed to providing a quality education for all our students this includes giving them opportunities to speak with other educational institutions and employers about opportunities open to them.

3. High quality careers education and guidance in school or Academy 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.
4. 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.
5. UTC Leeds 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. UTC Leeds 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.
6. UTC Leeds endeavours to ensure that all students are aware of all routes to higher skills and can 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).

Scope and purpose of this policy and who it applies to

7. This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purposes of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under [Section 42B of the Education Act 1997](#).
8. This policy is aimed at ensuring all students in Years 8 to 11 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 evenings, assemblies and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.

Publication of this Policy

9. This policy will be available on the RMAT and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.

10. Following any review of the policy resulting in an updated version being adopted by the RMA Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document via SharePoint.
11. Guidance on any aspect of this policy can be obtained from the Assistant Principal for student experience whose email address is neil.copsey@utcleeds.co.uk .

Responsibility for this Policy

12. The RMA Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The RMA Board has delegated day to day responsibility for operating the policy to the RMA Executive, the Local Review Boards, and the Principal at each Academy.

Aims of this Policy

13. UTC Leeds policy for Access to other education and training providers has the following aims:
 - To develop the knowledge and awareness of our 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).

Management of provider access requests

Procedure

14. A provider wishing to request access should contact Neil Copsey, Assistant Principal for student experience. Telephone 0113 353 0140 or E-mail: neil.copsey@utcleeds.co.uk

Opportunities for access

15. Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents – please see Annual Calendar of Events.
16. Please speak to our named Careers Leader to identify the most suitable opportunity for you. The Academy's policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website www.rodillianacademytrust.co.uk

Premises and facilities

17. The Academy will make the Lecture theatre, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We will also make available Audio Visual and other specialist equipment to support provider presentations. This will

all be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Leader who will distribute the relevant information to students.

18. The Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Person Responsible: Neil Copsey (Assistant Principal)

Table 1- Annual Calendar of Events

	Autumn Term	Spring Term	Summer Term
Year 10	Careers integrated into subject time. Attendance to the Leeds Digital Careers Fair. Attendance to the Leeds Creative Skills Festival. Introduction to Unifrog. UTC Leeds Careers Fair which includes Post 16-providers & Universities Employer partner trips and visits Leeds Manufacturing Festival Events	Careers integrated into subject time. Attendance to the Leeds Apprenticeship Fair UTC Leeds Interview Day Employer partner trips and visits Leeds Manufacturing Festival Events	Careers integrated into subject time. CV writing workshops Employer partner trips and visits Leeds Manufacturing Festival Events
Year 11	Careers integrated into subject time. Attendance to the Leeds Digital Careers Fair. Attendance to the Leeds Creative Skills Festival. UTC Leeds Careers Fair which includes Post 16-providers & Universities Employer partner trips and visits Leeds Manufacturing Festival Events CV Writing sessions. Unifrog assemblies Introduction to C&K Careers assembly Careers guidance interviews. Assemblies with apprentice providers	Careers integrated into subject time. Attendance to the Leeds Apprenticeship Fair UTC Leeds Interview Day Employer partner trips and visits Leeds Manufacturing Festival Events CV and application intervention during form time for individuals who have not yet applied. Post 16 provider open days signposted through Teams. Careers guidance interviews.	Careers guidance interviews. Group sessions with C&K dependant on cohort

	Autumn Term	Spring Term	Summer Term
	Signposted guidance to further education open days and apprenticeship opportunities.		
Year 12	<p>Careers integrated into subject time.</p> <p>Attendance to the Leeds Digital Careers Fair.</p> <p>Attendance to the Leeds Creative Skills Festival.</p> <p>Introduction to Unifrog.</p> <p>UTC Leeds Careers Fair which includes Post 16-providers & Universities.</p> <p>Employer partner trips and visits.</p> <p>Leeds Manufacturing Festival Events.</p> <p>Unifrog University Fair.</p>	<p>Careers integrated into subject time.</p> <p>Attendance to the Leeds Apprenticeship Fair.</p> <p>UTC Leeds Interview Day.</p> <p>Employer partner trips and visits.</p> <p>Leeds Manufacturing Festival Events.</p>	<p>Careers integrated into subject time.</p> <p>CV writing workshops.</p> <p>Employer partner trips and visits.</p> <p>Leeds Manufacturing Festival Events.</p> <p>International work experience.</p> <p>Experience of the workplace.</p> <p>Introduction to UCAS.</p> <p>Personal statement writing masterclasses.</p> <p>CV writing masterclasses</p>
Year 13	<p>Careers integrated into subject time.</p> <p>Careers guidance interviews.</p> <p>Attendance to the Leeds Digital Careers Fair.</p> <p>Attendance to the Leeds Creative Skills Festival.</p> <p>Introduction to Unifrog.</p> <p>UTC Leeds Careers Fair which includes Post 16-providers & Universities.</p> <p>Employer partner trips and visits.</p> <p>Personal statement writing masterclasses.</p> <p>CV writing masterclasses.</p> <p>Personal statement writing masterclasses.</p> <p>Leeds Manufacturing Festival Events.</p> <p>Professional Skills sessions to support positive destinations.</p> <p>Unifrog University Fair.</p>	<p>Careers integrated into subject time.</p> <p>Careers guidance interviews.</p> <p>Attendance to the Leeds Apprenticeship Fair.</p> <p>UTC Leeds Interview Day.</p> <p>Employer partner trips and visits.</p> <p>Leeds Manufacturing Festival Events.</p> <p>Professional Skills sessions to support positive destinations.</p>	<p>Careers guidance interviews.</p> <p>Group sessions with C&K dependant on cohort.</p> <p>Professional Skills sessions to support positive destinations.</p>

Monitoring

19. The Assistant Principal for Student Experience will monitor the implementation and effectiveness of the policy. They will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory sources, for any recommendation or changes. There will be a full review of the Policy by the stated review date where recommendations will be made for consideration by the RMAT Board.

Appendix 1 – Providers and destinations of previous students.

Providers who have been invited into UTC Leeds to date include:

- University of Leeds
- University of Bradford
- Leeds Beckett University
- Huddersfield University
- Leeds City College
- Leeds Building College
- Elliot Hudson College
- Notre Dame Sixth Form College
- Appris

Destinations of previous students from UTC Leeds include:

- University of Leeds
- University College London
- University of Durham
- University of Southampton
- Sheffield University
- Nottingham University
- Huddersfield University
- Bradford University
- Leeds Beckett University
- Leeds City College
- Leeds Building College
- Elliot Hudson College
- Notre Dame Sixth Form College
- Appris
- OneSubSea
- Leeds Welding Company
- Sulzer Pumps
- Sellafield
- MoD
- Schneider
- RAF
- Navy
- Actionplas
- Audi
- Parallax
- Mercedes-AMG High Performance Powertrains
- Atkins Realis

Appendix 2 - Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority, we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: Rodillian Multi- Academy Trust	Department responsible for the Policy: Attendance
Lead Person: Ian Andow	iaindow@bbgAcademy.com

1. Title: <<Policy Title>>
Is this a:
<input checked="" type="checkbox"/> Policy
If other, please specify

2. Please provide a brief description of what you are screening
Policy

3. Relevance to equality, diversity, cohesion and integration		
<i>All the Trust's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.</i>		
<i>The following questions will help you to identify how relevant your proposals are.</i>		
<i>When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).</i>		
Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		/
Have there been or likely to be any public concerns about the Policy or proposal?		/
Could the proposal affect how services are organised, provided, located and by whom?		/

Could the proposal affect our workforce or employment practices?		/
Does the proposal involve, or will it have an impact on? <ul style="list-style-type: none"> Eliminating unlawful discrimination, victimisation and harassment Advancing equality of opportunity Fostering good relations 		/

<p>4. Considering the impact on equality, diversity, cohesion and integration</p> <p><i>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.</i></p> <p><i>Please provide specific details for all three areas below (use the prompts for guidance).</i></p> <ul style="list-style-type: none"> Scope of the proposal – all students. Who is likely to be affected – students. Equality related information – is held on individual Academy and RMAT records and gathered through Equal Opportunities Monitoring Forms. Gaps in information and plans to address - the RMAT intends to work to further improve processes relating to the gathering of equality related information across the organisation. Consultation and engagement activities with those likely to be affected – ongoing feedback from students, the Policy is made available to staff and is on our website. <p>• Key findings</p> <p>We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The HR Team is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas.</p> <p>The Policy has taken into account religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.</p> <p>We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.</p> <p>• Actions</p> <p>The RMAT will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.</p>
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5. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Adam Marham	COO	23 September 2024

6. Publishing	
This screening document will act as evidence that due regard to equality and diversity has been given.	
Date screening completed	23 September 2024
Date agreed at RMAT Board	7 October 2024