

Everything you need to know about

Provider Access Legislation (PAL)

Advice for schools and academies

Directory of Berkshire training providers



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Provider Access Legislation (PAL)

Need to know

- Came into force: January 2023
- For pupils in Years 8 to 13
- A minimum of 6 provider encounters required

In January 2023 the Department for Education (DfE) introduced a new legal duty on schools / academies to ensure all registered students have access to providers of technical education and apprenticeships during their journey through education.

The introduction of Provider Access Legislation requires all schools and academies to provide opportunities for a range of education and training providers to access all Year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

Through the Skills and Post-16 Act 2022, the government has strengthened this legislation by introducing a minimum number of six provider encounters that every school must provide. For the first time, the legislation introduces parameters around the duration

and content of these encounters so that DfE can ensure they are of high quality.

The department has asked all maintained schools and academies to make sure they have put in place arrangements to comply fully with these changes. The new legislation came into force in January 2023.

Schools and colleges now have a responsibility to set pupils on the path that will secure the best outcome which will enable them to progress in education and work. That means schools must act impartially and not show bias towards any route, be that academic or technical.

Schools must open their doors to other education providers because it is vital to ensure that all pupils are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications, so that they can consider them, alongside academic options, when making choices about their future.

Every pupil, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools.

You may hear the
Provider Access
Legislation referred
to as the Baker Clause

Schools must act impartially and not show bias towards any route.



Changes to PAL

The department introduced a legal duty in 2018 to require all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

Hearing directly from a range of providers allows every pupil to build up a full picture of the options available. It helps them consider how the opportunity to study or train in different ways and environments might suit their skills, interests and aptitudes. This will lead to better-informed choices. It also helps reduce the risk of young people dropping out of courses.

In the [Skills for Jobs](#) white paper, the department announced plans to strengthen this statutory requirement and create a clear minimum standard for compliance.

Through the Skills and Post-16 Education Act 2022, DfE has made further provision as to the number of provider encounters that schools must offer and when. It has also set new parameters around the duration and content of each encounter.

Mandatory provision

All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for Year 8 to Year 13 pupils. These six meetings are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.



Delivery requirements

As a minimum, schools must offer:

Two encounters for pupils during the ‘first key phase’ (Year 8 or 9).

- ✓ These are mandatory for all pupils to attend.
- ✓ They must take place any time during Year 8 or between 1 September and 28 February during year 9.

Two encounters for pupils during the ‘second key phase’ (Year 10 or 11).

- ✓ These are mandatory for all pupils to attend.
- ✓ They must take place any time during Year 10 or between 1 September and 28 February during Year 11.

Two encounters for pupils during the ‘third key phase’ (Year 12 or 13)

- ✓ They are mandatory for the school to put on but optional for pupils to attend.
- ✓ They should take place any time during Year 12 or between 1 September and 28 February during Year 13.

Schools should encourage all pupils to attend the encounters. Optional attendance for older pupils recognises that, while many 16- to 18-year-olds will benefit from finding out more about post-18 technical options, some will be in the sixth form having made a firm decision to pursue their chosen pathway.

Delivery requirements

All six encounters must happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example during parents evenings, do not count towards fulfilment of the legal requirement for six provider encounters. Despite this, schools are still encouraged to provide these complementary experiences for pupils and their parents.

Schools and providers should work together and schools must ask each provider to provide information to pupils that, as a minimum, includes:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

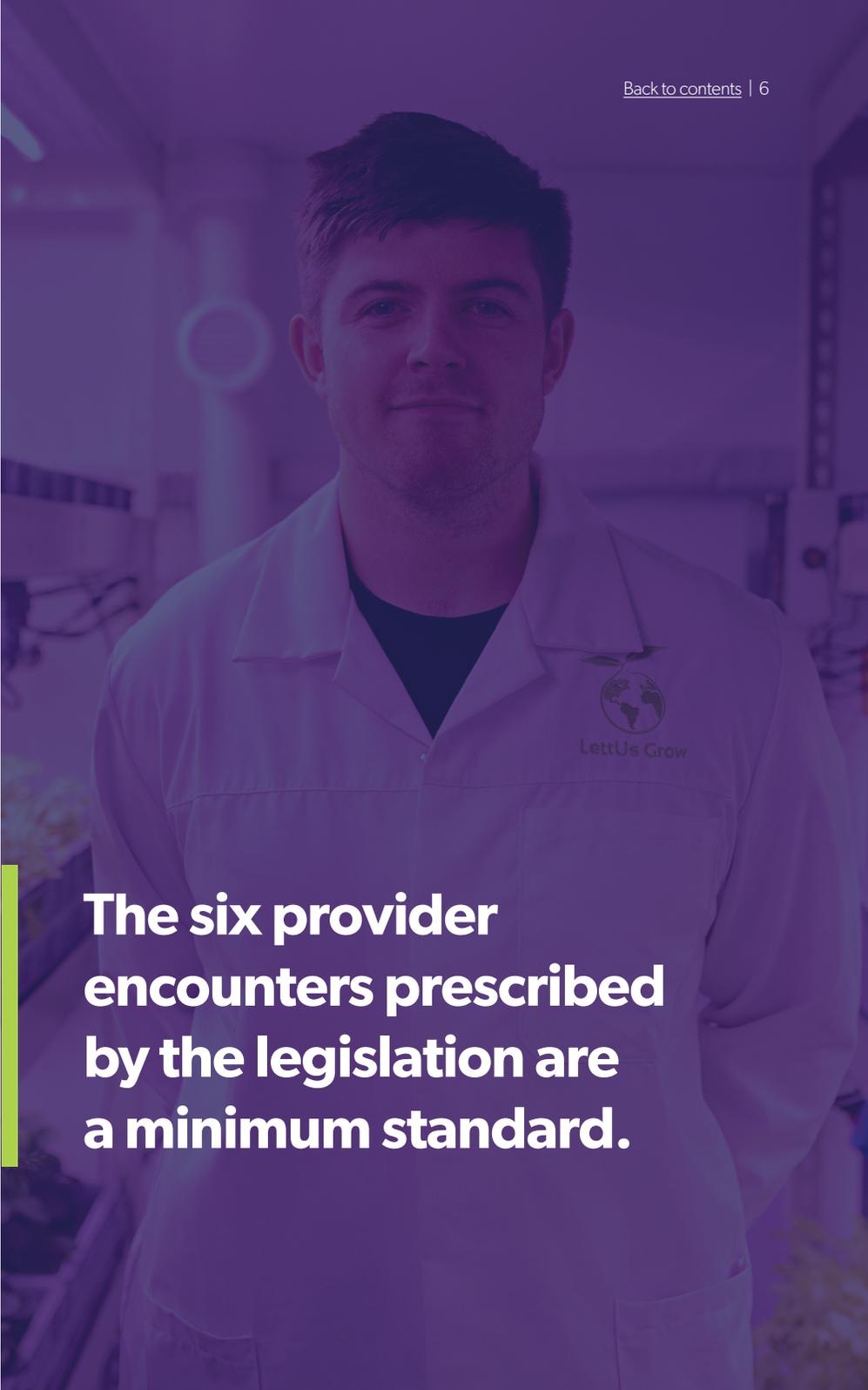
Schools are already required by law to prepare a policy statement that sets out the circumstances in which education and training providers will be given access to pupils.

The new legislation requires schools to set out the times at which access is to be given and explain how they will meet the new legal requirement to put on six provider encounters.

The six provider encounters prescribed by the legislation are a minimum standard. Many schools will choose to offer more opportunities for providers to talk directly to pupils and their parents, as part of a high-quality careers programme, designed and delivered in line with the Gatsby Benchmarks of Good Career Guidance.

DfE expects schools to provide opportunities for visits from a range of providers. This will ensure that pupils better understand all the options available to them to make informed decisions on their future training and education needs.

There are a number of high-quality options available to pupils and the range of providers should include those offering apprenticeships, T Levels, HTQs and other approved technical education qualifications.



The six provider encounters prescribed by the legislation are a minimum standard.

Provider Access Policy Statement



Download a sample policy statement

Here's an example of a policy statement on provider access that was included in the DfE's statutory guidance for schools and colleges on providing careers guidance in January 2023.

- [Download a PDF](#)
- [Download a Word doc](#)

Every school should review their arrangements for provider access in line with the changes to the legislation and prepare a new policy statement setting out the circumstances in which education and training providers will be given access to pupils. This statement, and wider careers programme, will need to be updated with information about how the school will meet the new legal requirement to put on six provider encounters. DfE strongly encourages schools to take the necessary steps to transition to the new arrangements as soon as possible.

The policy statement must be published, either as part of or alongside the wider careers programme and should be made available on the school website. DfE expects a policy statement to be published for each academy within a multi-academy trust. The school should revise the policy statement from time to time as required. We recommend that this is done annually, by the Careers Leader, and agreed with the governing body. The purpose of the statement is to set out how the school intends to comply with the minimum requirement to provide six encounters and the opportunities for providers to visit and to explain how requests from providers will be handled.

The policy statement must include:

- an explanation of how the school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including the times at which access is to be given
- any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed
- grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy
- details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources to be made available in support of a provider visit

The policy statement should also include:

- how the school will work with each visiting provider
- a list of providers that have previously been invited into the school
- if the school accepts live online encounters
- destinations of previous pupils
- information about how a provider can raise a complaint and the procedure that will be followed

Find out more about the [statutory guidance](#).

Your questions answered

What's the role of Ofsted in PAL?

Ofsted's school inspection handbook sets out strengthened expectations with respect to careers education, information, advice and guidance (CEIAG), and specifically the provider access legislation.

Ofsted's grade criteria set out the expectation that a school with 'good' personal development will meet the requirements of the provider access legislation. Where this is not the case, inspectors will state this in the published inspection report. They will consider what impact this has on the quality of CEIAG and the subsequent judgement for personal development.

How can I ensure I am being inclusive?

All pupils should have the same opportunities for meaningful provider encounters. Some pupils with special educational needs and disabilities, looked after children and pupils from Gypsy, Roma and Traveller backgrounds may need additional support to access provider encounters. Schools can prepare by talking to providers about the range of provision available for young people with specific needs or disabilities.

Schools should involve parents/ carers, the Special Educational Needs Coordinator (SENCO) and other relevant staff to identify any barriers and support needed, and tailor each provider encounter appropriately.

Prior to an encounter, the DfE encourages schools to prepare their pupils so they are fully aware of what the encounter will be like and what they can expect.

Pupils with an education, health and care plan (EHCP) should have formal opportunities to discuss education, training and career opportunities as part of their annual review, from Year 9 onwards.

The DfE encourages schools to ensure pupils with SEND and their parents are aware of the [National Careers Service website](#) for education advice for special educational needs or a disability. The DfE would also encourage schools, colleges, and providers to make use of the resources available via the [CEC's resource directory for SEND](#).



All pupils should have the same opportunities for meaningful provider encounters.

Do you have any tips for preparing for provider encounters?

Schools should prepare for each provider visit by advising pupils and their parents to consult provider websites for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade. Inspection reports are available on Ofsted's website.

Schools can also allow providers to make available copies of their prospectus, as part of their visit. This additional information can help pupils to consider the merits of different providers and make fully informed decisions about next steps. Schools may want to help their pupils to set objectives prior to the provider encounter.

Do online encounters count?

The DfE expects most provider encounters to be face-to-face but encourage a blended approach with the use of virtual engagement where access may be an issue. Online engagement can offer a variety of benefits which include greater flexibility, efficiency and the ability to draw on a wider pool of providers.

If a school opts to provide an online provider encounter, they must ensure that the encounter is meaningful and high quality while following the same standards as a face-to-face encounter.

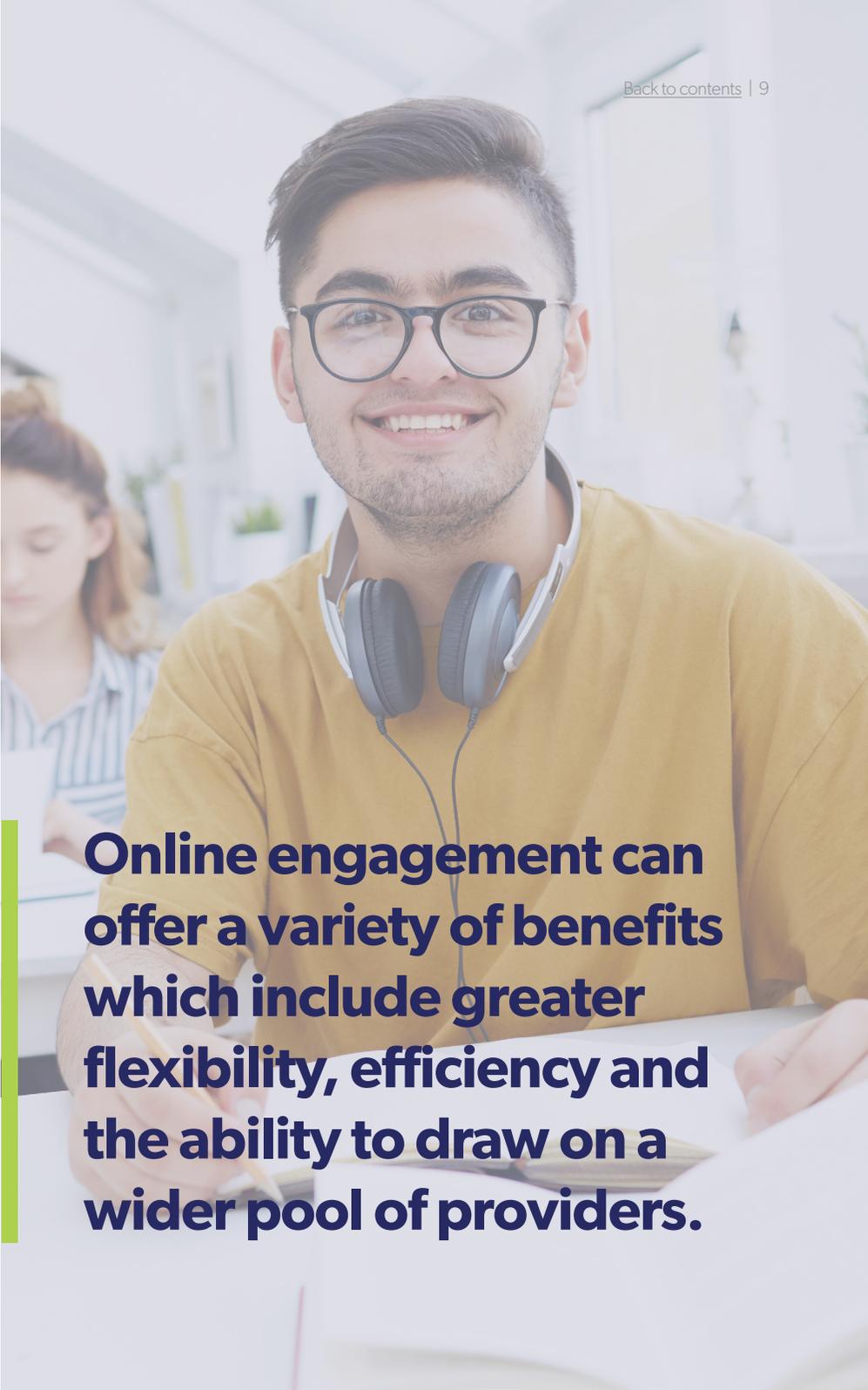
The encounter should be live and not a pre-recorded video to ensure it is tailored to the school and that pupils are able to ask questions. Some pupils may benefit from online encounters if they feel less comfortable with face-to-face encounters.

Should I involve parents and carers?

The DfE encourages schools to involve parents in the process by informing them of the providers that are being invited to speak to pupils and advise parents to consult the providers website to find out more information about the courses and qualifications on offer and the provider's Ofsted grade. Providers and schools should also consider how the information their child receives can be reinforced outside of the encounter itself and, for example, how the encounter can be supplemented with follow up resources that are specifically tailored to parents and carers.

Schools should make parents aware of the [Talking Futures toolkit](#) which supports parents to have informed and constructive conversations with their child about their future options.

The DfE encourages schools to invite providers to parents' evenings to help parents become familiar with all the options available to their child.



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Support for Careers Leaders

Careers Hub

Berkshire Careers Hub provides support to schools in the Hub and will prioritise and facilitate support where required. The Hub will share best practice and case studies relating to PAL to all schools, via our portal, website and at Careers Leader meetings.

Enterprise Co-ordinator

During their 1:1 meeting, each school assigned an Enterprise Co-ordinator (EC) will review PAL-related activity to look at ways in which any gaps in delivery could be filled and supported. The ECs will challenge and support schools on how the activities they are facilitating are meeting the needs of every pupil, as per the guidance. There will be a particular focus on activities linked to students with special educational needs and disabilities, looked after children and those at risk of becoming NEET.

The EC will gather feedback from schools on ways in which their activity could be further improved in the future. This will be reported to the Hub team and the Careers and Enterprise Company.

Berkshire Opportunities

Berkshire Opportunities is a one-stop-shop digital service supporting the Berkshire workforce. Led by the Berkshire Local Enterprise Partnership, students, employers, schools, colleges and residents, wanting to upskill or find a career, are able to explore all the resources they require to understand the career opportunities and pathways available in the area. The platform highlights useful resources, careers and employability advice and important information about Berkshire's economy.

The Careers & Enterprise Company

Every school in England has access to support through **The Careers & Enterprise Company** (CEC) resource directory including templates, guidance on how to maximise encounters, and examples of effective practice.

The CEC is embedding the new provider access statutory guidance into existing support, resources and training such as Careers Leader training and will work with sector partners to ensure that tailored and specific support is available for different audiences, for example on SEND.



Getting the most from your encounters

Click on the different resources below to help you plan and implement activities which will support compliance with the revised Provider Access Legislation (PAL). They'll also boost the experience for pupils.

5 provider types you might use

Consider using these types of providers to further support you. Some of the provision on offer is free; other services may incur a charge – check with the provider prior to booking.

Further Education Colleges

Consult [a list of the 226 colleges](#) in England (at time of going to press) as well as links to lists for Scotland, Wales and Northern Ireland.

University Technical Colleges (UTCs)

[Search UTCs](#) by specialism and region.

Apprenticeship Training Providers

[Download a CSV file](#) from the Education and Skills Funding Agency (EFSA) of approx. 1,600 organisations. No location information supplied.

Employers who provide apprenticeships

There are approximately 130 Employer providers in the list of [Apprenticeship Training Providers](#). There may be other employers in your area that provides apprenticeship pathways. Encounters with these employers, where they can talk specifically about what the apprenticeship pathway is and how to access it, would support compliance with the PAL legislation.

Institutes of Technology (IoT)

A list of IoTs, searchable by location and specialism.

How to make your encounters meaningful

All encounters must fulfil these four requirements in order to be meaningful.

The encounter must provide...

- ✓ details about the provider and the approved technical education qualifications or apprenticeships offered.
- ✓ information about the careers that those technical education qualifications or apprenticeships might lead to.
- ✓ a description of what learning or training with the provider is like.
- ✓ responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

20 questions your pupils should ask

Can I change apprenticeship specialisms when I'm on the course?

What skills are you looking for in pupils who want to become an apprentice/ trainee/ T level student?

Can you provide examples of destinations your alumni have gone on to? What advice do you wish you had received at my age?

Can you name a couple of universities that recognise T levels in their admissions process?

Do I need to have any work experience to get an apprenticeship?

What's the minimum qualification I would need to do an apprenticeship?

After a level 3 apprenticeship, can I go on to study a degree?

Will I have a job with the employer after my apprenticeship?

I want to do xxx but I don't want to move to xxx so is it still possible?

This apprenticeship is called xxx; can you explain what this means?

Question for an ITP: Which employers do you work with?

Are you based locally?

Would I have to relocate?

Why should I do an apprenticeship when this employer also takes graduates?

How can I prepare for an apprenticeship?

What do you think an employer will ask an interviewee/apprentice?

How is a traineeship different to an apprenticeship?

Question for a college: What is a HTQ?

When might I do one?

What's the ratio of places on your programme to number of applicants?

Will I have any debt if I do a degree apprenticeship?

Get the most out of your visits

Use our tips to make every visit as worthwhile as possible.

- Could you collaborate with other local schools and colleges, to bring in providers? This could widen your students' access to providers and shares the burden of arranging visits.
- Ensure that all students meet technical education providers during the school day.
- Could you invite learning providers to deliver part of the curriculum (this addresses Benchmark 7 + Benchmark 4)? It can help to put pathways into context.
- If a training provider is unable to visit in person, can they offer a virtual tour of a) their office and b) an apprenticeship employer they work with? You'll need to ensure that the session is interactive – see our suggestions for meaningful encounters on page 11.
- Make sure the encounter is accessible and differentiated so it engages all participants; liaise with the SENCO and other colleagues for advice.
- Notify parents/carers of the visit so they can help students prepare, e.g. research a website, plan questions.
- Students must have questions to ask. Would it help if the questions were collated and sent to the provider ahead of the visit?
- Ask the provider about the content of their visit. Could the provider set a task or other interactive session such as a quiz?
- Can the provider bring an apprentice (for example) along who is prepared to interact with the students?
- Would it help to produce a factsheet or small booklet about the visiting providers with space for pupils to make notes?

Timing your encounters

Two key things to remember when planning your encounters.

- You need to provide two encounters in KS3. You could schedule these both to occur in Y8, both in Y9 or one per year. Same for KS4, both in Y10 or Y11 or one per year. For KS5 you need to offer two encounters but attendance is not mandatory.
- Encounters must be with different providers if they occur within the same phase, e.g. Years 8 and 9 is one phase therefore the two encounters in this phase must be with two different providers.

| | | |
|---------|-------------------------|---|
| Year 8 | At any time of the year | Attended by all |
| Year 9 | Sept – end of Feb | Attended by all |
| Year 10 | At any time of the year | Attended by all |
| Year 11 | Sept – end of Feb | Attended by all |
| Year 12 | At any time of the year | Offered to all but attendance not mandatory |
| Year 13 | Sept – end of Feb | Offered to all but attendance not mandatory |

3 ways to follow up after a visit

1. Get feedback from students, employers, providers and teachers. This will help with the criteria for BM 1, which suggests you get feedback from specific stakeholders. In particular, ask parents how much they know about apprenticeships, T levels, UTCs etc during parent meetings and via questionnaires. Applications such as Google Forms can be used to distribute evaluation sheets and manage responses.
2. Set a homework or classroom task to ascertain the level of information learned.
3. Record whether students have discussed the information at home and use this to drive parental involvement initiatives as appropriate.

Useful resources

Get more inspiration, advice and support.

[PAL Resources](#)

Key resources to ensure that all students, staff and parents/carers are informed about all pathways.

[Benchmark 7](#)

Plan meaningful delivery and impact evaluation of activity.

[Technical Education Pathways Resource](#)

Promote the wide range of technical education pathways which are available for young people.

[Request ASK support](#)

Berkshire schools need to put in a request for support from ASK (the Apprenticeship Support and Knowledge for Schools and Colleges programme).

Email [communications.esfa@](mailto:communications.esfa@education.gov.uk)

[education.gov.uk](mailto:communications.esfa@education.gov.uk) to receive regular information about live apprenticeships in your local authority area and beyond.

[Careers guidance and access for education and training providers](#)

Detailed paper (60 pages) of the DfE document detailing the PAL requirements.



Training provider activity

The next few pages will provide you with details of the types of activity that our local training providers are willing to support to help education establishments meet the requirements of both the Provider Access and Benchmark 7 legislation.

Information for Careers Leaders

Many of the providers listed may be willing to tailor their offers of support to meet the needs of schools on a case-by-case basis. These offers of support must relate to the provider's sector specialism and/or based on the technical / vocational qualifications and courses they offer.

Tips for success

- Discussions between the provider representative and the school Careers Leader should take place prior to delivery
- Providers and schools should discuss, design and agree the activity delivery content especially in relation to the delivery of a 'Provider Access' encounter
- The target audience should be agreed
- Ensure ample time is given to the provider to enable both the school and the provider to meet the specific provider access delivery requirements

Types of activity

Generic Training Provider Talks / Workshops

Purpose:

To provide students with impartial information, advice and guidance to give a clear understanding of what a local training provider offers young people. This could include details on apprenticeships, traineeships, study programmes etc.

Delivery:

Provider talks / workshops could be delivered during assemblies or directly to groups of students, parents or teaching staff or year groups. Presentation followed by a Q&A session would require a minimum of 20-30 minutes dependant on group size.

Apprenticeship Talks / Workshops

Purpose:

To provide students with impartial information, advice and guidance to give a clear understanding of what is involved in an apprenticeship programme; provide support with searching and applying for vacancies, setting up their apprenticeship account, applying for vacancies and managing alerts.

Delivery:

Apprenticeship workshops over one lesson period to groups of students (maximum group size 25). Presentation and Q&A with online registration (may require internet access) ideally using the IT suite.

Further Education Talks

Purpose:

To provide students with information on vocational and technical pathways including T Levels (Entry Level to L3) and the range of full and part time courses on offer from local colleges.

Delivery:

Talk at assembly to an entire year group or to smaller groups of students covering vocational and technical pathways.

Higher Education / University Talks

Purpose:

To provide students with information on vocational and technical pathways (L4+) and university offers.

Delivery:

Talk at assembly to an entire year group or to smaller groups of students covering HE options and pathways.

Careers events

Purpose:

To showcase provider offers to students within a careers event setting.

Delivery:

This could include careers fairs and option sessions.

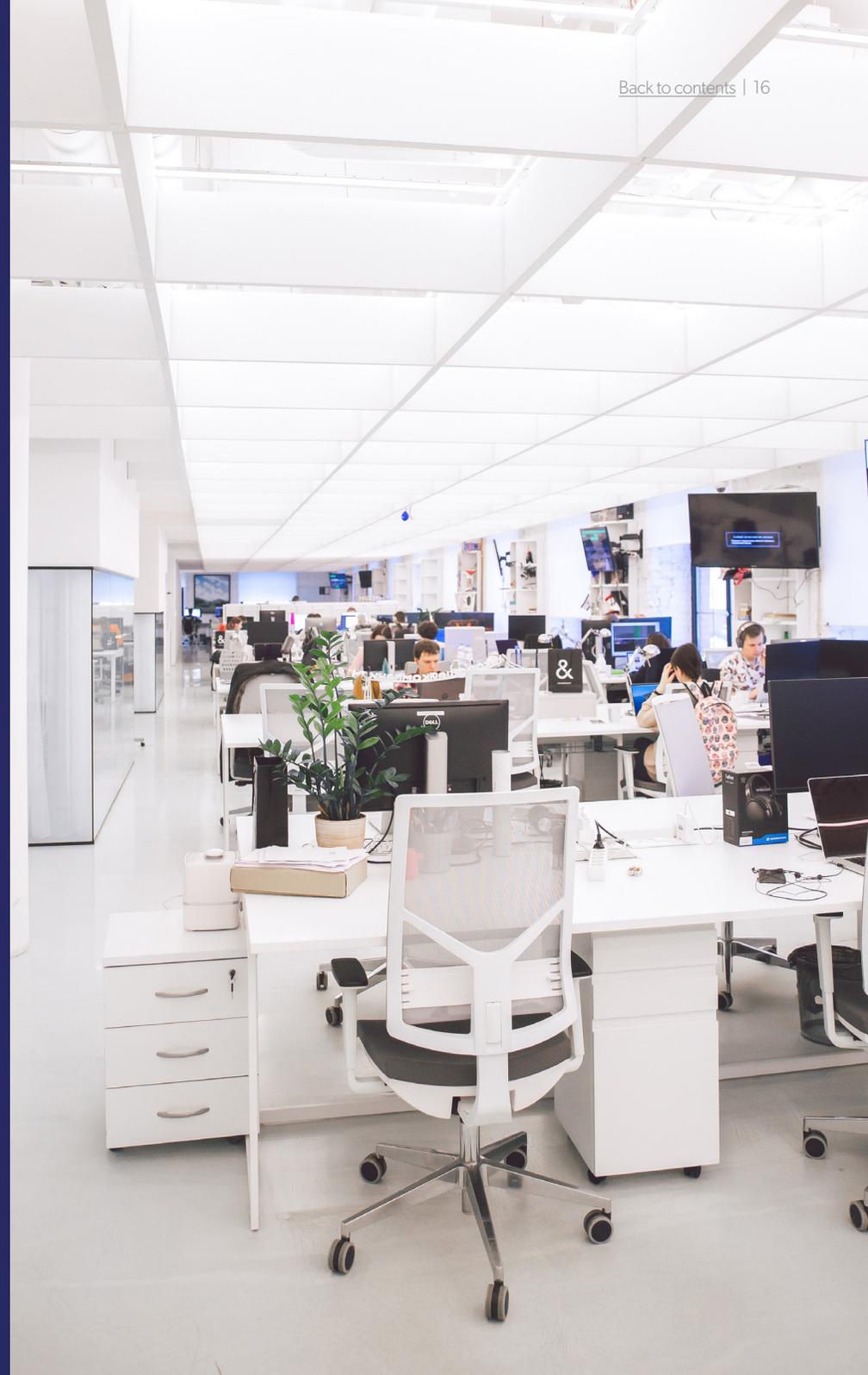
Sector Specific Pathway Talks

Purpose:

To provide students with information on sector specific, post-16 pathways. These are usually delivered by providers with a sector specialism.

Delivery:

Talk at assembly or to a year group / smaller groups of students on sector specific pathways, e.g. engineering / digital.



Training provider overview

The following pages provide details of just some of the training providers willing to support both the delivery of Provider Access and Benchmark 7 activities within school.

Apprenticeship Support and Knowledge (ASK) programme

Information service for apprenticeships. Supports schools and colleges in England to increase awareness of apprenticeships and T Levels amongst students, parents, carers, teachers and careers advisers

Key stages 4 | 5

- Apprenticeship Talks / Workshops
- Careers Events
- Sector Specific Pathway talks
- Sector Specific Workshops



[Enquire here](#)



[Visit website](#)

Apprenticeships at Royal Berkshire NHS Foundation Trust

Acute hospital and outpatient services. Employs young apprentices in NON-clinical areas; has dedicated early careers advisor

Key stages 4 | 5

- Generic Training / Provider Talks
- Further Education Talks
- Higher Education / University Talks
- Sector Specific Pathway talks



[Enquire here](#)



[Visit website](#)

Berkshire College of Agriculture (BCA)

Specialist college. Areas such as Agriculture, Animal Management, Horticulture etc. Supported internships offered following a full-time course.

Key stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



[Visit website](#)

Berkshire Health NHS Foundation Trust

Community & Mental Health Trust. Employs young apprentices in non-clinical areas; has dedicated early careers advisor

Key stages 4 | 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks
- Sector Specific Workshops



[Enquire here](#)
[Careers talks](#)



[Visit website](#)

Bracknell And Wokingham College (Activate Learning)

General FE and tertiary college. A Levels, T Levels, BTECs, vocational courses, foundation and supported studies, degrees and higher education.

Key stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



[Visit website](#)

Farnborough College of Technology

General FE and tertiary College; higher education provider. A Levels, T Levels, apprenticeships, BTECs, degrees and higher education, part-time and professional courses, technical and vocational courses.

Key stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



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HIT Training Limited

National provider of apprenticeships and vocational training. Expert tutors deliver professional training (levels 2 to 7). Three specialist divisions include: hospitality, catering and retail; Connect2Care – experts in adult care, healthcare, early years.

Key stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks
- Sector Specific Workshops



[Enquire here](#)



[Visit website](#)

Key Training

Apprenticeship provider and independent training provider offering a broad range of training solutions to help businesses and individuals grow.

Key stage 5

- Generic Training / Provider Talks
- Careers Events



[Enquire here](#)



[Visit website](#)

Newbury College

General FE and tertiary college. Vocational, apprenticeships, supported learning, professional courses, higher education and online courses.

Key stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



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QA Limited

Independent training provider; private sector public funded. tech and digital apprenticeships/funded workplace learning programmes to deliver digital and tech apprenticeship programmes.

Key stages 3 | 4 | 5

- Generic Training / Provider Talks
- Careers Events



[Enquire here](#)



[Visit website](#)

Reading College (Activate Learning)

General FE and tertiary college. A Levels, T Levels, BTECs, vocational courses, foundation and supported studies, degrees and higher education.

Key stages 4 | 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



[Visit website](#)

The Henley College

General FE and tertiary college. A Levels, vocational, T Levels, foundation learning, online/part-time courses.

Key stage 5

- Generic Training / Provider Talks
- Further Education Talks
- Careers Events
- Sector Specific Pathway Talks
- Sector Specific Workshops



[Enquire here](#)



[Visit website](#)

The Sixth Form College Farnborough

General FE and tertiary college.
A Levels and vocational.

Key Stage 5

- Generic Training / Provider Talks
- Further Education Talks
- Careers Events



[Enquire here](#)



[Visit website](#)

The Windsor Forest Colleges Group – Langley/Windsor

General FE and tertiary college.
A Levels, Vocational, Apprenticeships,
higher education, part-time courses.

Key Stage 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Higher Education / University Talks
- Careers Events
- Sector Specific Pathway talks



[Enquire here](#)



[Visit website](#)

West Berkshire Training Consortium

Private sector, public funded consortium providing high quality apprenticeships and training to organisations and young people across West Berkshire.

Key Stages 3 | 4 | 5

- Generic Training / Provider Talks
- Apprenticeship Talks / Workshops
- Further Education Talks
- Careers Events
- Sector Specific Pathway talks
- Sector Specific Workshops



[Enquire here](#)



[Visit website](#)

Local resources

Berkshire Opportunities

A one-stop-shop digital service supporting the Berkshire workforce.

Find out about:

- career options
- apprenticeships
- local courses
- live vacancies
- sector info

[Visit Berkshire Opportunities](#)

Berkshire Intelligence Hub

Read the Skills Priority Statement for a comprehensive analysis of the supply of, and demand for, skills in Berkshire.

[Visit Berkshire Intelligence Hub](#)

HealthReach

Mobile outreach supporting access to health and life science careers and courses. Inspiring, engaging and raising awareness of the variety of careers in health for various key stages.

[Find out more](#)

Training provider summary grid

| Provider Name | Key Stage Coverage | | | Generic Training/ Provider Talks | Apprenticeship Talks/ Workshops | Further Education Talks | Higher Education / University Talks | Careers Events | Sector Specific Pathway Talks | Sector Specific Workshops |
|---|--------------------|-----|-----|-------------------------------------|------------------------------------|-------------------------|--|----------------|-------------------------------|---------------------------|
| | KS3 | KS4 | KS5 | | | | | | | |
| Apprenticeship Support and Knowledge (ASK) programme | NO | YES | YES | ✗ | ✓ | ✗ | ✗ | ✓ | ✓ | ✓ |
| Apprenticeships at Royal Berkshire NHS Foundation Trust | NO | YES | YES | ✓ | ✗ | ✓ | ✓ | ✗ | ✓ | ✗ |
| Berkshire College of Agriculture (BCA) | NO | NO | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ |
| Berkshire Health NHS Foundation trust | YES | YES | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bracknell And Wokingham College (Activate Learning) | NO | NO | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ |
| Farnborough College of Technology | NO | NO | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ |
| HIT Training Limited | NO | NO | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Key Training | NO | NO | YES | ✓ | ✗ | ✗ | ✗ | ✓ | ✗ | ✗ |
| Newbury College | NO | NO | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ |
| QA Limited | YES | YES | YES | ✓ | ✗ | ✗ | ✗ | ✓ | ✗ | ✗ |
| Reading College (Activate Learning) | NO | YES | YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ |
| The Henley College | NO | NO | YES | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | ✓ |
| The Sixth Form College Farnborough | NO | NO | YES | ✓ | ✗ | ✓ | ✗ | ✓ | ✗ | ✗ |
| The Windsor Forest Colleges Group - Langley/Windsor | YES | NO | YES | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✗ |
| West Berkshire Training Consortium | YES | YES | YES | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ |

✓ = Willing to Deliver ✗ = Not Available to Deliver

Contact us

Berkshire LEP

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Connect with us

 Berkshire Local
Enterprise Partnership

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