

The Careers Education Programme at NIA



This document sets out our Careers Education Programme. It includes the careers education guidance we provide at each stage as our learners move through the school, including how our CEIAG links to our PSHE curriculum and how we ensure meet the Gatsby Benchmarks (see below).

Contents:

1. Introduction
2. Important CIAEG activities at NIA
3. Map of CEIAG themes EYFS-Year 13, with Gatsby Benchmarks
4. Qualifications pupils at NIA can work towards
5. CEIAG in our PSHE curriculum
6. How we monitor and evaluate our careers programme, including the use of the Gatsby benchmarks
7. Additional notes: apprenticeships

1. The vision behind NIA's careers education programme

At NIA, we believe our young people are capable of achieving anything they set their minds to. Our school's core values are the *DNA of NIA*: we support our pupils to be collaborative, responsible, respectful and aspirational members of society who demonstrate care, excellence and aspiration throughout their school experience and beyond. These values inform our CEIAG programme. We provide all pupils with a planned programme of learning and activities to help them choose the pathways that are right for them and enable them to enter successful careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

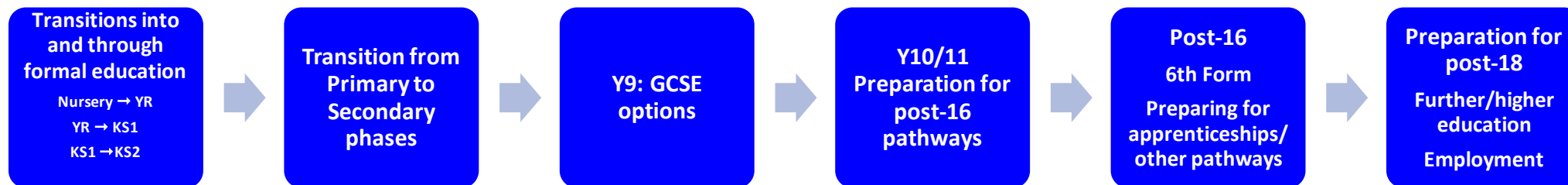
We strive to foster a passion for learning and nurture and raise pupils' aspirations. We aim to enrich pupils' learning experiences and ensure that all, from Reception to Year 13, benefit from the best possible information, guidance and experiences so they can progress successfully to further or higher education, vocational training, apprenticeships or employment.

Our motivational and robust careers programme alongside our curriculum subjects aim to inspire our pupils. As pupils move through the school, we ensure they understand how their school-based learning is part of a bigger picture that is linked to their aspirations. We strive to ensure our pupils take pride in themselves and their futures, increase their resilience and become part of an aspirational generation of young adults in our local and wider communities.

Our careers education programme begins when pupils join our school in Reception and continues to the quality Careers Education, Information, Advice and Guidance (CEIAG) we provide to all pupils from Years 7-13, educating them about future opportunities and potential career paths based on their individual needs. For some, this may be a more academic pathway and for others it may be more vocational. We encourage our pupils to recognise and embrace their own distinct set of talents, skills and knowledge to make informed career choices.

CEIAG is provided to all pupils through their tutoring and Personal, Social, Health Education (PSHE) lessons. However, our careers curriculum is far wider ranging than this: CIAEG is part of *all* our curriculum subjects. Teachers guide and develop pupils' self-awareness, their understanding of employability skills and their knowledge of different career sectors and roles.

As pupils progress through their education at NIA, we help pupils to become aware of, and prepared for, the different pathway options that best suit their aspirations:



2. Important CIAEG activities at NIA

CEIAG at NIA is incorporated into the curriculums of all year groups to stimulate students' interests in life and the world of work. We also hold a variety of career events which include engagement with different employers, national event visits, one-to-one career sessions, group work and assemblies. NIA is committed to ensuring that our community has up to date information on the current labour market so that our students can make informed decisions about the types of careers they want to aim for.

- through PSHE, pupils from Reception to Year 6 explore a range of future careers skills and options during Careers Week to help pupils to be aspirational, which includes interactions with visiting Public Services and local employers.
- through PSHE, assemblies and visiting speakers, students in years 9 and 11 receive guidance on options and pathways for KS4 and KS5.
- during tutor time, students in years 7 to 13 discuss current issues through our *Votes for Schools* programme, often making links to different careers.
- through our CAEIG and PSHE programmes, students in Years 9 and 11 receive guidance on options and pathways for KS4 and KS5. At KS3 this focuses on GCSE options. At KS4 this focuses on apprenticeships, various college routes, employment-based training as well as 6th form study. At KS5 this focuses on preparation for apprenticeships, employment-based training and university study.
- as part of the PSHE education and tutoring programme, students in years 7 to 13 have access to our online careers platform, *Unifrog*. This gives students access to information about different pathways and opportunities as they prepare for their post-16 and post-18 choices. This includes information on application processes for all pathways. Students log their journey as they move through the school to develop their *personal vocational profile*. In Years 12 and 13, the tutoring programme includes careers-specific mentoring and guidance from tutors to review, reflect on, and further develop, their personal vocational pathways and plan their post-18 journey.
- NIA believes in the importance of fostering strong links with external organisations. We work closely with SEMLEP (South East Midlands Local Enterprise Partnership), institutes for further education, business and industry in order that all students have a broad information base from which to make informed decisions about career pathways.
- students in Years 7 to 13 benefit from NIA's well-developed partnership with *Aspire Higher*. This organisation is linked to the University of Northampton and provides a range of presentations, workshops and on-site visits for students in Years 9 to 13. Students also benefit from our partnerships with other higher education partners and

local employers who offer a range of assemblies, interactive workshops and visits relating to specific career options. This supports our post-16 and post-18 pathways by developing invaluable work-related knowledge such as managing personal finance, completing job applications and interview skills.

- students in years 10 to 12 gain experience of the workplace through dedicated work experience weeks in the Summer term. In preparation for these, students work with tutors to find and select work placements based upon their individual interests and aspirations.
- students in years 12 and 13 receive guidance on applying to university and university life, as well as guidance on putting together presentations regarding apprenticeships and employability skills.
- NIA's website gives quarterly labour market information as well as monthly updates on apprenticeships for students as well as parents.
- students in Years 10 to 13 receive independent and impartial careers guidance through one-to-one meetings with our Independent Careers Consultant.
- students applying for university places receive sessions on interview technique as well as mock interviews, and all 6th Form students receive sessions on understanding personal and student finance.

3. Map of CEAIG themes EYFS to Year 13 with Gatsby Benchmarks

	Careers Education	Careers Guidance	Employer Links
EYFS (YR)	<ul style="list-style-type: none"> • Real-world play (roleplay builder/ doctor etc) GB3,4 • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • Real world visits (fire stations, farms etc.) GB5,6 • (PSHE Curriculum. See below)
Key Stage 1	<ul style="list-style-type: none"> • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • Meeting role models GB1,3,4 • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • Meeting role models GB5 • (PSHE Curriculum. See below)
Key Stage 2	<ul style="list-style-type: none"> • Start to build a personal profile of interests and ambitions GB2,3,4 • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • Careers week in March GB1,2,4,5 • (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> • Access to career related role models GB5 • (PSHE Curriculum. See below)
Key Stage 3 Y7 & 8	<ul style="list-style-type: none"> • What is your dream job? GB 3,4 • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful? GB 1,2 • Identifying and demonstrating key skills and interests to explore future careers. GB 3,4 • Understanding transferable skills. GB 4 • Explore role models and what they would like to do when they grow up GB 1,2,3 • Express choices and interests for the future GB3 • Lessons related to job roles through related activities GB 1,2,3,4 • Explore enterprise skills and create products GB 1,3,6 • Experience budgeting and the value of money. G B4 	<ul style="list-style-type: none"> • Practise using the <i>Unifrog</i> careers library. GB 1,3 • Using <i>Unifrog</i> to record activities as a record for the future. GB 1,3,4,8 • Initial look at universities and apprenticeships as post 16 pathways. GB 7 • Students are encouraged to investigate and explore different jobs GB 1,2,3,8 • Guidance through careers assemblies GB 1,3,8 	<p>School sessions from visitors on careers. GB 5</p> <p>Experiencing and adapting to new environments leading on to real world visits GB 4,6</p> <p>Accessing employer experiences e.g. speakers in assembly GB 5,7</p> <ul style="list-style-type: none"> • Enterprise Day including Careers Fair GB 1,2,5,7

<p>Key Stage 3 Year 9</p>	<ul style="list-style-type: none"> • Subject option choices - thinking about university and college, picking the right subjects for future career goals with tutor/CAIEG guidance GB 1,3,4,7,8 • Making GCSE options with career pathways in mind. GB 4 • The ability to lead in all of us. GB 1,4 • Developing CVs. GB 1,4 • Exploring and experiencing different careers GB 1,2,5,6 • Planning for what qualifications might be needed GB 2,3 • Making decisions e.g. managing time GB 1,3 • Actively involved in enterprise skills and creating products GB 1,3,4,5 	<ul style="list-style-type: none"> • KS4 & KS5 options guidance through tutoring, assemblies and visiting speakers GB 1,2,5,7 • <i>Unifrog</i> session on CV writing GB 1,3 • Personal Guidance with Careers Advisor (on request) GB 3,8 	<ul style="list-style-type: none"> • School sessions from visitors on careers GB 5 • Accessing employer experiences e.g. speakers in assembly GB 1,3,5,7 • Interactive industry workshops (FUZE, Crime Scene to Courtroom) GB 1,2,3,4,5 • Enterprise Day including Careers Fair GB 1,2,5,7
<p>Key Stage 4 Y10</p>	<ul style="list-style-type: none"> • Understanding and developing employability skills GB1,2,3,4 • CV writing GB 1,3,4 • Understanding and developing interview skills including mock interviews GB 1,3,4,5,8 • Completing work experience applications GB 3,5 • Enterprise challenges GB 1,4,5 • The importance of teamwork and communication GB1,4 	<ul style="list-style-type: none"> • Employability guidance GB 3,8 • Post 16 options and pathways guidance GB 1,3,4,8 • Visiting speakers on Post-16 and Post-18 options GB 7,8 • Personal guidance with careers advisor GB 3,8 • National Apprenticeship and University Fair GB 2,3,5,7 	<ul style="list-style-type: none"> • Work experience week GB 1,5,6 • Visiting speakers GB 5 • Interactive industry workshops (Medical Mavericks, FUZE, Crime Scene to Courtroom) GB 2,4,5
<p>Key Stage 4 Y11</p>	<ul style="list-style-type: none"> • Preparation for 6th Form study: transition and induction tasks GB 1,4,7 • Preparation for 6th form study: taster sessions GB 1,4,7 • Skills in applying for jobs or further education interviews GB 1,4,7 • Exploring job roles through careers related activities GB 1, 2, 3, 4 • Accessing employer experiences e.g. speakers in assembly GB5, 7 • Continue exploring enterprise skills GB 1,3,5 • Mock job applications and interviews GB 1,2,5,8 • Role play job roles GB 2, 6 • After school clubs to develop skills and interests e.g. art, fitness, communication, music GB 1, 3, 5, 6 • Continue to build career profile using <i>Unifrog</i> sessions GB 1, 2, 3, 4, 5,8 	<ul style="list-style-type: none"> • In depth look at post 16 options. GB 1,4,7 • Personal guidance with careers advisor GB 3,8 • Use careers information, videos and quizzes on <i>Unifrog</i> to explore job role and interests GB 2, 3 • Visit to higher education institutions for pathway presentations and taster lectures GB 4,7 • 6th form pathway interviews to discuss and confirm personal Post-16 pathway GB 1,3,4,7,8 	<ul style="list-style-type: none"> • Accessing employer experiences e.g. speakers in assembly GB 5,7 • Careers Fair GB 5,7
<p>Post 16 Y12</p>	<ul style="list-style-type: none"> • Build on strengths and interests highlighted in personal / vocational profile GB 1,3,4,8 • Learning about and comparing post 18 pathways. GB 1,5 • Exploring and attending/completing a MOOC related to aspirations. GB 7 • Applying for work experience GB 5,6,8 • Mock calls to and interviews with employers GB 3,5 • University visits GB 1,7 • Accessing <i>Unifrog</i> GB 1,3,8 • Applying for apprenticeships GB 1,2,3 	<ul style="list-style-type: none"> • Visiting speakers and workshops on higher education institutions, degree apprenticeships, UCAS applications and writing Personal Statements, university life GB 1,7 • Tutor guidance applying to university GB 3,8 • How to find and arrange work experience placements GB 1,5,6 • Reflecting on <i>Unifrog</i> career profiles with tutors GB 3,8 • Personal guidance with careers advisor GB3,8 • University visits GB 1,4,7 • External industry-specific webinars GB 1,2,3,5,8 	<ul style="list-style-type: none"> • Virtual work experience GB 2,3,5,6 • Work experience placements GB 2,3,5,6 • Accessing employer experiences e.g. speakers in assembly GB 2,5,7 • Visiting employer workshops: including Medical Mavericks, FUZE Technologies, Crime Scene to Courtroom GB 3,5 • Careers Fair GB 5,7 • National Apprenticeship and University Fair GB 5,7 • Working with Primary phase GB 5,6

			<ul style="list-style-type: none"> National Apprenticeship and University Fair GB 5,6 External work experience opportunities National Apprenticeship and University Fair GB 2,3,5,7
Post 16 Y13	<ul style="list-style-type: none"> Continuing building on strengths and interests highlighted in personal / vocational profile GB 1,3,4,8 Completing personal statements and UCAS applications GB 1,4,7 How to shortlist Post-18 options/universities GB 1,4,7 Mock interviews with universities/apprenticeships GB 1,4,7 Accessing <i>Unifrog</i> GB 1,2,3,7,8 Develop a CV GB 1,2,3,4,5 	<ul style="list-style-type: none"> University visits GB 1,4,7 Personal guidance with careers advisor GB 1,3,8 External industry-specific webinars GB 1,2,3,5,8 	<ul style="list-style-type: none"> Accessing employer experiences e.g. speakers in assembly GB 2,5,7 Visiting employer workshops: including Medical Mavericks, FUZE Technologies, Crime Scene to Courtroom GB 3,5 Careers Fair GB 5,7 Working with Primary phase GB 5,6 External work experience opportunities GB 2,5,6

4. Qualifications pupils at NIA can work towards

We support our pupils to work towards a range of different qualifications and pathways that are appropriate for them. For some, this may be a more academic pathway (A-levels, degree and postgraduate study) and for others it will be vocational (BTEC, Apprenticeships and higher-level training), dependent on individual student's interests and needs. Alongside specific key stage qualifications, where relevant, we also offer support for students pursuing personal, extra-curricular qualifications, e.g. graded music exams.

Key Stage 4	Key Stage 5	Post 16 and 6 th Form
<ul style="list-style-type: none"> GCSE (L2): OCR, Eduqas, AQA BTEC (L1/L2): Pearson, Edexcel, OCR Preparation for intermediate apprenticeship (L2) 	<ul style="list-style-type: none"> A-level: OCR, AQA, Eduqas BTEC (L3): Pearson, Edexcel, OCR Diploma (L3): Eduqas Preparation for Advanced Apprenticeship (L3) 	Preparation for: <ul style="list-style-type: none"> HNC (L4) HND (L5) Bachelor's Degree (L6) Higher Apprenticeship (L4/5) Degree Apprenticeship (L6/L7)

5. CEIAG in our PSHE curriculum (for more detail on the specific subject content and progression, please see our PSHE curriculum YR-KS5)

In addition to the specific content and guidance indicated above, CIAEG is a strong part of our PSHE curriculum, primarily through the strands of *Dreams and Goals*, *Changing Me*, *Being Me* and *Being Me In My World*, though there are many elements in other strands. Key relevant themes covered in each year group:

	Dreams and Goals	Changing Me/Being Me in My World
EYFS	<ul style="list-style-type: none"> Challenges Perseverance Goal setting Overcoming obstacles 	<ul style="list-style-type: none"> Growing up Growth and change Fun and fears Celebrations

	<ul style="list-style-type: none"> • Seeking help • Jobs • Achieving goals 	
Y1	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Changes in me • Changes since being a baby • Linking growing and learning • Coping with change • Transition
Y2	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Growing from young to old • Increasing independence Assertiveness • Preparing for transition
Y3	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
Y4	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Being unique • Confidence in change • Accepting change • Preparing for transition • Environmental change
Y5	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Self- and body image • Growing responsibility Coping with change • Preparing for transition
Y6	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements 	<ul style="list-style-type: none"> • Self-image • Body image • Reflections about change

	<ul style="list-style-type: none"> • Compliments 	
Y7	<ul style="list-style-type: none"> • Celebrating success • Identifying goals • Employment • Learning from mistakes • Overcoming challenges • Planning skills 	<ul style="list-style-type: none"> • Media and self-esteem • Self-image • Factors affecting moods • Sources of help and support
Y8	<ul style="list-style-type: none"> • Long-term goals • Skills, qualifications, careers • Money and happiness • ethics and mental wellbeing • Budgeting, variation in income • Positive and negative impact of money 	<ul style="list-style-type: none"> • Personal beliefs and judgements • Managing expectations, first impressions • Respect for the beliefs of others • Protected characteristics • Active listening
Y9	<ul style="list-style-type: none"> • Personal strengths • SMART planning • The world of work, • Non-financial dreams and goals 	<ul style="list-style-type: none"> • Mental health stigma, triggers, support strategies • Managing emotional changes • Resilience and how to improve it • Reflection on changes
Y10	<ul style="list-style-type: none"> • Impact of physical health in reaching goals • Relationships and reaching goals • Resilience • Work/life balance • Benefits of helping others • Online profile and impact on future goals and employability 	<ul style="list-style-type: none"> • Impact of societal change on young people • Role of media on societal change • Reflection on change so far and how to manage it successfully • Decision making
Y11	<ul style="list-style-type: none"> • Anxiety • Solution focused thinking, • Aspiration, career, finances, budgeting, borrowing, relationships • Skills identification, realistic goals • Financial pressure, debt, • Dream jobs, skill set, employment, education and training options • Long-term relationship dreams and goals • Resilience, what to do when things go wrong 	<p>Dreams and Goals cont.</p> <ul style="list-style-type: none"> • Anxiety and Stress Management • Financial Skills and Goals • Dream jobs and Career Aspirations • Family Life and adult relationships (parenting) • Identifying barriers to achieving dreams and goals and contingency planning

6. How we monitor and evaluate our careers programme, including the use of the Gatsby benchmarks

Our successful careers education programme is reflected in the high numbers of our students who progress to positive destinations such as apprenticeships, technical routes, 6th form colleges, further education colleges, universities or employment. Destination measures provide us with clear and comparable information on the success of our school in helping our pupils take qualifications that offer them the best opportunity to continue in education or training. To monitor and evaluate our careers programme we:

- analyse intended destinations data for Years 11 and 13 so we can ensure that all our students go on to further/higher education, training or employment when they leave NIA.
- analyse student destination figures at Post-18 to check that our CEAIG has successfully enabled students to move onto their next steps.

- seek and take account of employer feedback to check that our CEIAG has supported students effectively.
- analyse student feedback from CEIAG events and activities to consider what is effective and what we can improve.

The Gatsby benchmarks

We also self-evaluate our careers education programme against the **Gatsby benchmarks** using the Compass online evaluation tool. The Gatsby career benchmarks are the recommended elements of good practice in career guidance and provide us with a framework review and where necessary, develop our careers programme. We ensure NIA provides:

1. A stable careers programme

Our programme is delivered through assemblies, enrichment, tutor time, PSHE, other experiences. It involves the roles of other colleagues who support the programme. The careers programme is published on our website to enable pupils, parents, teachers and employers to access and understand it. The programme is evaluated regularly.

2. Learning from career and labour market information

By the age of 14, our pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options. This includes guidance on relevant skills, career pathways, progression routes, job demands, financial planning. We encourage parents to access and use information about labour markets and future study options to inform their support to their pupils.

3. Addressing the needs of each student

Our careers programme actively seeks to challenge stereotypical thinking and raise our pupils' aspirations. We keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils have access to these records to support their career development. We collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

4. Linking the curriculum to careers

All secondary, and where relevant, primary teachers link curriculum learning in PSHE and all areas of the curriculum with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

5. Encounters with employers and employees

Every year, from the age of 11, we aim that pupils will participate in at least one meaningful encounter with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6. Experiences of workplaces

Every pupil will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. We ensure that, by the age of 16, every pupil has had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil will have had one further such experience, additional to any part-time jobs they may have.

7. Encounters with further and Higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

8. Personal guidance

Every pupil has opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

7. Additional notes: apprenticeships

There are three levels of apprenticeship:

- Intermediate (Level 2): Level 2 is normally agreed to be the equivalent of 5 GCSE passes. This is the lowest level of apprenticeship available. There are generally no eligibility criteria for application. However, applicants will need to demonstrate their ability to complete the course. Learners need to be over 16 years old to be able to apply. Companies look for demonstration of a positive attitude towards the course to make an offer.
- Advanced (Level 3): Level 3 is considered the same as two A-Level passes. The level 3 is a common next step for those who have completed a level 2 apprenticeship. This is because to be considered for a level 3 apprenticeship, companies will normally be looking for someone who has completed a level 2 apprenticeship or has 5 passes at GCSE. There will be instances where no formal qualification will be needed to apply for a level 3 apprenticeship. However, in this instance applicants will generally need experience of working in the industry to be considered.
- Higher/degree apprenticeship (Levels 4-7).
- A level 4 apprenticeship is equivalent to a foundation degree, a Higher National Certificate (HNC), or the first year of an undergraduate degree. Higher apprenticeships start at level 4. The requirements to be considered for a level 4 apprenticeship are normally higher than those at level 3. Requirements are generally:
 - Completed an advanced apprenticeship.
 - Hold a level 3 NVQ/SVQ qualification.
 - Have a BTEC National qualification.
 - 2 passes at A-Level.
 - Employers may also require 5 passes at GCSE at grade A – C (9-4 on the new scale). As with the other levels, requirements will be different depending on the company.
- Level 5 apprenticeships are also classified as higher apprenticeships but are the equivalent of the full degree. The requirements for a level 5 apprenticeship are similar to those for level 4. However, as this is a more advanced course it is not unusual to see specific requirements from employers. For example, for an IT Apprenticeship a company may ask for a minimum of grade C at A-Level in ICT alongside other requirements.

- Degree apprenticeships are new types of course offered by universities. The level 6 apprenticeship gives candidates the opportunity to obtain a full bachelor's degree. The level 7 is an opportunity to gain a master's degree in a student's chosen subject. These are demanding courses and it is common to see strict requirements from employers for these apprenticeships. These will likely include prior qualifications which are transferable to the apprenticeship in some way.
- The level of apprenticeship a student starts at will depend on the kind of job they are applying for. Starting with a job is different to gaining a GCSE or A-Level and so students may start at level 2 or 3 and work their way up. The duration of an apprenticeship depends on a number of factors including the delivery model that an employer selects and which level of apprenticeship is being studied. As a minimum, all apprenticeships must last for a minimum of 12 months.