



## Making encounters meaningful: support for providers

### Planning a provider encounter

Providers may find the following prompts useful when planning a provider encounter. This is an editable template, which could be worked on together with the school contact to ensure the session is built around shared objectives.

Name of event	
Date of event	
Time of event	
Location of event & venue/virtual platform	
Event coordinators – key contact(s)	
<p><b>Learner Outcomes</b></p> <p>These may include outcomes that support learners to understand:</p> <ul style="list-style-type: none"> <li>• All available routes post 16 and post 18, including technical and vocational</li> <li>• Learner experience</li> <li>• Pathways to work</li> <li>• Recruitment &amp; selection</li> <li>• Labour Market Information (LMI)</li> </ul>	

<p>Outcomes may also support learner to develop specific knowledge and skills or have experiences of the provider/workplace</p>	
<p><b>Description of event</b></p> <p>Where does this fit within a progressive programme for learners and how will it cover the 4 requirements for an encounter as detailed in the provider access legislation:</p> <ul style="list-style-type: none"> <li>• Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers</li> <li>• Information about the careers to which those technical education qualifications or apprenticeships might lead</li> <li>• A description of what learning or training with the provider is like</li> <li>• Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships</li> </ul>	
<p><b>Audience</b></p> <p>The size of the group and year group Any key contextual information about the school/college Guidance on how to pitch the encounter/experience at the right level for students Key contextual information about students and any adaptations required to make it accessible to all If the students are imminently moving on to their next step, consider how this encounter fits within a wider package of transition support</p>	
<p><b>Order of Event</b></p> <p>Any pre work or briefings needed e.g. for learners, staff or parents Event timings Tasks and who is performing them, who will be speaking and when etc.</p>	

Time for student reflection/questions built in Any follow up activities or resources provided Any evaluation or feedback opportunity planned	
<b>Audio visual</b> Outline available technology	