



Education and Employers Taskforce Research Conference 2011

**‘Exploring social mobility and delivery
mechanisms in international perspective’**

October 12, Warwick University

**Please view the second and third pages to see a list of confirmed speakers.
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09:45am	Registration and coffee			
10:30am	Panorama 2 Welcome from the Conference Chair, Dr Anthony Mann Keynote lecture: Prof. Robert Schwartz (Harvard Graduate School of Education)			
11:20am Session one	Panorama 2	Chancellors 1	Chancellors 2	Chancellors 3
	Craig Holmes, Prof. Ken Mayhew, SKOPE, University of Oxford Room at the Top – and the Bottom, Too: The Winners and Losers in the "Hourglass" Economy Prof. Yaojun Li, Prof. Fiona Devine, School of Social Sciences, Manchester University Origin, Education and Destination: An Analysis of Social Mobility in Britain (1991-2005)	Dr Keith Kintrea, Prof. Ralf St.Clair, Dr Muir Houston, College of Social Sciences, University of Glasgow Knowing Their Place: How Location Makes A Difference in Young People's Aspirations: A Report on a Longitudinal Study of Three British Communities Prof. Prue Huddleston, Centre for Education and Industry, University of Warwick, Dr Anthony Mann, Education and Employers Taskforce Perhaps You are a Barrister and Can Help a Current Wykehamist Discover Something About Chamber Life? - Employer Engagement in High Performing English Independent Schools	Dave Bevan, Education and Employers Taskforce The Importance of Experience of the World of Work in Admissions to Russell Group Universities: A Desktop Review of Admissions Criteria for Six Courses Kate Shoesmith, Joe Shamash, City & Guilds Centre for Skills Development Transforming Work Experience into Work Inspiration: The Business Benefits	Anne Marie Graham, University Council of Modern Languages Pamela Moores, Aston University Labour Market for Graduates with Language Skills: Measuring the Gap Between Supply and Demand – New Research to Obtain Quantitative Data on the Value of High Level Language and Intercultural Skills Gill Frigerio, Career Studies Unit, University of Warwick Social Mobility and Unpaid Work Experience in Higher Education: Lessons from a HEFCE Funded Undergraduate Internships Scheme
Chair	Professor Alan Brown	Professor Alison Taylor	Jill Collins	Julian Stanley
12:20pm	Lunch			
1:15pm Session two	James Dawkins, Education and Employers Taskforce Looking Back, Moving On: The Views of Young Britons (aged 19-24) on Their Teenage Experiences of School-Mediated Employer Engagement and Correlations with Labour Market Outcomes Dr Tricia Le Gallais, Birmingham City University What a Person Can Be They Must Be – An Exploration of the Efforts of One School in the West Midlands, England to Raise Aspirations and Widen Horizons for their Students Through Their Work Experience Programme	Meagan Sylvester, National Training Agency of Trinidad and Tobago Aligning the Theory of Practice: Unpacking the Role of the National Training Agency in Producing Education for Employment in Technical and Vocational Education and Training in Trinidad and Tobago Dr Richard Pettinger, University College London Employer Engagement: A Strategic Human Resource Management Perspective	Louis Coiffait, Pearson Centre for Policy and Learning Trained to Thrive: How Can Enterprise Education Equip Young People with the Skills to Succeed? Dr Sulieman Sulieman, UNESCO Regional Bureau for Education in the Arab States, Beirut Entrepreneurship Education and Youth Employability in the Arab Region: Partnership Between Public and Private Sectors – Development of Entrepreneurship Education Policies in the Arab Region	Dr Abigail Diamond, James Kewin, CFE (Research and Consulting Ltd) Higher Education Transforming Workforce Development? – Key Findings from the Evaluation of the 'Higher Education Transforming Workforce Development Programme' Richard Marsh, National Apprenticeship Service Apprenticeship Quality and Growth in England: An International Perspective: Why Aren't We As Good as the Germans?
Chair	Professor Prue Huddleston	Dr Deirdre Hughes	Professor Chris James	David Harbourne
2:15pm Session three	Julian Stanley, University of Warwick, Dr Anthony Mann, Education and Employers Taskforce What Difference Does it Make? – Building a Theoretical Understanding of What Employer Interventions Do Dr James Stone III, National Research Centre for Career & Technical Education, University of Louisville, USA College and Career Ready – A Conceptual Framework for the American Labour Market: Engagement, Achievement and Transition	Prof. Chris James, Dr David Eddy Spicer, University of Bath, Prof. Stephen Brammer, Warwick Business School The Chair of the School Governing Body: An Analysis of Aspects of the Person, the Responsibility and the Role in Relation to the School and its Governance Prof. Alan Brown, Dr Deidre Hughes Warwick Institute for Employment Research (IER) The Role of Learning in Developing Career Adaptability at Work: Evidence from the UK and Norway	Jill Collins, Glynis Dean, Mary Guy, The Royal Air Force and Sheffield Hallam University Insuring The Future Workforce – A Royal Air Force Perspective: The Exploration of a Strategic Response to the Under-Representation of Females in Technical Occupations, Including Flying, Within a Military Environment Through Working in Partnership Emma Charlotte Norris, Royal Society of Arts Not Enough Capital? Exploring Education and Employment Progression in Further Education	Prof. Prue Huddleston, Dr Andrea Laczik, Centre for Education and Industry, University of Warwick The New Diploma Qualification: A Question of Identity? Prof. Alison Taylor, Department of Educational Policy Studies, University of Alberta High School Apprenticeships in Alberta: Exploring Social Mobility
Chair	James Kewin	Catherine Skilton	Dave Bevan	Desiree Lopez

3:15pm	Coffee
3:40pm	Keynote lecture: Dr Jan-Eric Sundgren, (Senior Vice-President Public and Environmental Affairs), Volvo Group
4:45pm	Reception with refreshments to mark the launch of "Work Related Teaching and Learning: A Guide for Teachers and Practitioners", by Professor Prue Huddleston and Julian Stanley (eds)
5:30pm	Conference closes

Higher Education Transforming Workforce Development? - Key Findings from the Evaluation of the 'Higher Education Transforming Workforce Development Programme' (Dr Abigail Diamond and James Kewin)

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr Abigail Diamond, Director of Research and Evaluation James Kewin, Managing Director
Institution (s)	CFE (Research and Consulting Ltd)

Abstract

Title	Higher Education Transforming Workforce Development?
Subtitle	Key Findings from the Evaluation of the 'Higher Education Transforming Workforce Development Programme'
Abstract (350 to 400 words)	<p>This paper focuses on the key findings from the formative evaluation of the Higher Education (HE) Transforming Workforce Development Programme. The evaluation was conducted by CFE and the KSA Partnership and work began in October 2010.</p> <p>The programme has its origins in April 2006 when the three Higher Level Skills Pathfinders were invited to undertake projects that would extend Train to Gain to higher levels of education and training. In 2007, following the publication of the Leitch review of skills¹ and the Government's subsequent implementation plan, the Secretary of State asked for the development of, "radical approaches", and a "new model for funding higher education that is co-financed with employers."² HEFCE responded by establishing this programme, which broadly had two foci: the introduction of the co-funding employer engagement model and the instigation of transformational change in employer engagement across the higher education sector. A total of £148 million was allocated to the Programme between 2008 and 2011: £103 million in capacity and infrastructure developments to contribute to transformational change and £45m to support delivery of co-funded entrants to HE.</p> <p>The evaluation assessed how far the programme progressed against its targets for additional entrants into HE co-funded by employers and enrolments onto foundation degrees by 2010. It also sought to determine the nature of the progress made in stimulating higher education institutional change and in testing the potential scale of the market and levels of demand from employers and employees.</p> <p>This paper suggests that institutions are thinking more strategically about employer markets and workforce development. Many have more mature approaches and more embedded provision, and have developed internal</p>

¹ Leitch, S., *Prosperity for all in the global economy – world class skills*, (December 2006)

² Johnson, A., *HEFCE Grant Letter: Higher Education Funding 2007-08*, (11 January 2007)

	<p>structures and systems to be more responsive and flexible to employer demands. However, it also acknowledges that it is still quite a mixed picture with some institutions able and willing to respond much more than others and the need for more action to grow the market. There is an assessment of the impact of the programme on employers and employees and further information on the nature of employer demand that institutions have experienced. It concludes by exploring concerns about the shifting policy and economic landscape, especially its impact on the sustainability of some new and innovative employer-focused programmes.</p>
<p>Methodology (up to 50 words)</p>	<p>The evaluation synthesised both qualitative data reported from stakeholders and extensive site visits to higher education institutions and quantitative data from surveys and secondary sources such as: HESA student records, HESES and HEIFES and CFEE monitoring returns.</p>
<p>Keywords</p>	<p>Workforce development, employer engagement, co-funding, higher education, institutional change.</p>

The Role of Learning in Developing Career Adaptability at Work: Evidence from the UK and Norway

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Professor Alan Brown and Dr Deirdre Hughes
Institution (s)	Warwick Institute for Employment Research (IER)

Abstract

Title	The Role of Learning in Developing Career Adaptability at Work
Subtitle	Evidence from the UK and Norway
Abstract (350 to 400 words)	<p>Career adaptability is mediated partly by individual personality factors and socio-psychological processes, but learning and development can play an important role too. A recent qualitative investigation into the career adaptive behaviour evident in adults' career narratives in two countries was undertaken by a team of researchers from the Institute for Employment Research, University of Warwick for the UK Commission for Employment & Skills (UKCES). Interview data from 32 interviews with adults in the Norwegian labour market were analysed inductively and compared with data from 32 interviews with adults in transition in the UK labour market. This paper will present some of the results from this study and identify how adaptive individuals had used learning and development to support their navigation of their career pathways over time and across occupations and sectors.</p> <p>The career stories from the different country contexts indicate that adopting a competency approach towards developing career adaptive behaviour could provide a useful framework to promote the need for individuals to adopt certain behaviours to help them to realise their career aspirations. The research undertaken for the study indicated that the role of learning in developing career adaptability at work has four dimensions. The first involves learning through challenging work – mastering the practical, cognitive and communicative demands linked with particular work roles and work processes. The second has a primary cognitive focus and involves updating a substantive knowledge base (or mastering a new additional substantive knowledge base). Knowledge updating may play an important role in extending adaptability beyond a focus on the current work role. The third dimension has a primary communicative focus and comprises learning through (and beyond) interactions at work. Finally, the fourth dimension focuses upon how career adaptability is facilitated by individuals becoming more self-directed and self-reflexive in their learning and development.</p> <p>Drawing upon key findings, the potential relationship to UK policy developments are considered within the context of social mobility, an all-age careers service, employability and skills supply. It is argued that there is a new requirement to move beyond traditional and static concept of 'employability'</p>

	<p>so that individuals are better equipped to be more resilient and to manage risk and uncertainty in fast changing and unpredictable education and labour markets. One crucial element in understanding skills supply (the accumulation of skills) and successful labour market transitions is through a closer examination of the concept of 'career adaptability'.</p>
Methodology (up to 50 words)	<p>An explicitly qualitative evaluation of the career biographies of adults across two different country contexts to identify how they had navigated their career pathways over time and across occupations and sectors. This builds upon work previously undertaken for a European study which is part of an ongoing international twenty country research project.</p>
Keywords	<p>Career, adaptability, social mobility, skills supply, competences, employability</p>

Employer Engagement: A Strategic Human Resource Perspective (Dr Richard Pettinger)

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr Richard Pettinger
Institution (s)	University College London (UCL)

Abstract

Title	Schools as Places for and of Social Mobility
Subtitle	The Implications for Professional Work, Leadership and Governance
Abstract (350 to 400 words)	<p>The purpose of this paper is to provide a synthesis of one body of knowledge and experience to date in the fields of employer engagement with young people. Using a strategic HRM perspective, the paper looks at the strengths and shortcomings of practice at present and over the recent past, and proposes ways in which engagement can and ought to become institutionalised among all players and stakeholders: young people, schools, colleges, universities, companies and organisations, government bodies, and NGOs.</p> <p>The paper addresses the overall context and detail of employer engagement, and the conditions necessary for this to be effective, both in the interests of early results and successes, and also from the point of view of making an enduring contribution to company and organisation effectiveness and prosperity.</p> <p>The paper additionally addresses the drives and aspirations of those entering the work force for the first time.</p> <p>Putting the above together, the opportunities and drives for progress are identified. The pitfalls and barriers to progress and resistance are also identified and addressed, from the point of view of creating the context for immediate and enduring effective engagement, and also of recognising that certain activities and initiatives have to be fully institutionalised (into HR and staff management strategies) if they are to deliver value and performance – and make an enduring contribution to profitability.</p> <p>The paper addresses the themes of: social mobility, employer and employee aspiration, and opportunity. It sets this in the context of historic experience and the effects and influences of different approaches adopted by organisations from an HR perspective. It recognises the needs on the one hand for employees to come equipped the right skills, knowledge, attitudes and behaviour(s) when seeking employment. It addresses on the other hand the content of strategic HR if the questions of employability, employee engagement, employer engagement and organisation, collective and individual</p>

	<p>development are to be effective.</p> <p>The paper concludes that the crucial nature and content of the need for strategic HR from all points of view, is essential if employer engagement is to be fully effective. One major conclusion is the need for the centralisation (institutionalisation) of engagement activities and initiatives into HR policies and practices, executed by all company and organisation functions. Employer engagement has therefore to be recognised as an investment on which returns are defined, sought and demanded, if there is to be any prospect of enduring effectiveness.</p>
Methodology (up to 50 words)	<p>This paper is based on an evaluation of practice, policy and a synthesis of experience; and a history of employer engagement from the points of view of government, university and employer experiences, related to the demands (real and perceived and pre-conceived) of employers and young people.</p>
Keywords	<p>Employability, employer engagement, human resource management, employee development, organisation development</p>

Room at the Top – and the Bottom, too: The Winners and Losers in the "Hourglass" Economy (Craig Holmes and Professor Ken Mayhew)

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Craig Holmes and Professor Ken Mayhew
Institution (s)	SKOPE, University of Oxford

Abstract

Title	Room at the Top – and the Bottom, too: The Winners and Losers in the "Hourglass" Economy
Abstract (350 to 400 words)	<p>In recent years, there has been a growing acceptance of the idea of polarisation and the hourglass economy. Technological advances substitute for routine tasks, decreasing firms' needs for labour to perform them. Routine jobs tend to be found in the middle of distributions of wages or job quality, leading to the hypothesis that there has been a decline in the middle of the labour market, and a growth in "lovely" and "lousy" non-routine jobs (Goos and Manning, 2007; Autor, Katz and Kearney 2006).</p> <p>A growing number of good jobs provides employment for increasingly well-qualified labour market entrants, and upward mobility opportunities for those currently in middling jobs. On the other hand, there is also a growing number of low wage, low skill jobs. Recent UK government papers on inequality, skills and mobility have acknowledged the hourglass economy, yet tend to focus on the former of these two implications. There has been an emphasis on the role of education and training as a mechanism for creating "winners" in this labour market, but little has been said about the inevitable "losers" – those displaced from mid-range jobs but unable to move upwards, those who would have entered those jobs in the absence of these structural changes, and those in low-wage, "lousy" jobs who are less able to move upwards following the decline in the middle. All of these cases pose significant challenges for the doctrine of continual upskilling.</p> <p>This papers aims to define exactly who have been the winners and losers in this labour market over the past three decades, with a view to assessing who is likely to be in the future. We look at the labour market experiences of two cohorts and measure the effect of changes in the occupational structure on initial entry into the labour market, mobility and career progression. We consider whether these labour market outcomes are affected by differences in human capital, and whether there are non human capital barriers. Just as importantly, we consider whether those who appear to be winners, in the sense that they have moved to a growing, higher skill non-routine occupation, have really won much at all. Wage distributions do not exhibit a great deal of polarisation, implying the occupations of workers may have changed, but their</p>

	wages (and other measure of job quality) have not. We jointly analyse occupational mobility and wage mobility to assess this issue further.
Methodology (up to 50 words)	Mobility analysis, using logistical regression, for transitions between occupational groups, 1981-2008, using data from National Child Development Study and British Cohort Study.
Keywords	Hourglass economy, polarisation, occupational mobility, wage mobility, displaced workers, career progression, human capital, barriers to mobility

Social Mobility and Unpaid Work Experience in Higher Education: Lessons from a HEFCE Funded Undergraduate Internships Scheme

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Ms Gill Frigerio
Institution (s)	Career Studies Unit, University of Warwick

Abstract

Title	Social Mobility and Unpaid Work Experience in Higher Education
Subtitle	Lessons from a HEFCE Funded Undergraduate Internships Scheme
Abstract (350 to 400 words)	<p>In the context of widespread media and policy discussion about the role of unpaid internships, this paper will explore the role of work experience within social mobility, with particular reference to the current discourses of employability and widening participation (WP) in Higher Education.</p> <p>Concerns for social mobility are a significant dimension of the drive to widen participation in higher education for those from disadvantaged socio-economic backgrounds. However, the diversity of the higher education sector is also a significant factor, with a growing gap between the most selective universities (often targeted by graduate recruiters) and the sector overall. It is assumed that the WP students who do access selective institutions thus have access to the social and cultural capital associated with the qualification they obtain. As ever, the picture is murkier than that, in part due to the role of unpaid internships which was highlighted in the 2010 Millburn report (Final report on the Panel on the Fair Access to the Professions, Cabinet Office, 2010). The change of government that year has reconfigured the debate and changes to funding mechanisms throw these issues into even sharper relief. The legality of unpaid work experience is now also in question and the varying interventions of Conservative and Liberal Democrat commentators have fuelled the debate.</p> <p>Following the Millburn report, the Higher Education Funding Council for England (HEFCE) invited HE institutions in England to bid to operate paid internships for students from widening participation backgrounds over summer 2010. The University of Warwick (in partnership with the University of Birmingham) successfully bid for 25 funded internships and the author was involved in the establishment, operation and evaluation of the programme.</p> <p>The paper maps this contested territory, and comments on the relationships between such work related learning and career development. It then reports on the evaluation findings of the Warwick scheme, from views and prior experiences of participating students, and their responses to both the placement and the supporting infrastructure which sought to enhance their</p>

	<p>learning from the work experience.</p> <p>It highlights implications for practice in Higher Education Institutions and lessons for other education providers and employers, and suggests more sustainable and far reaching activities to address the underlying inequalities and promote social mobility for students from disadvantaged socio-economic backgrounds.</p>
Methodology (up to 50 words)	<p>A policy analysis of unpaid internships and social mobility will be conducted by desk research, and findings considered alongside literature on career development and work related learning. A qualitative and quantitative evaluation of the 2010 internships programme has been conducted and outcomes analysed with reference to secondary data.</p>
Keywords	<p>Unpaid work experience, employability, career development, work related learning</p>

Insuring the Future Workforce – A Royal Air Force Perspective: The Exploration of a Strategic Response to the Under-Representation of Females in Technical Occupations, Including Flying, Within a Military Environment Through Working in Partnership

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Jill Collins, Mary Guy and Glynis Dean
Institution (s)	The Royal Air Force and Sheffield Hallam University, UK

Abstract

Title	Insuring the Future Workforce- A Royal Air Force Perspective
Subtitle	The exploration of a strategic response to the under-representation of females in technical occupations, including flying, within a military environment through working in partnership
Abstract (350 to 400 words)	<p>The RAF is a public sector organisation, operating at the leading edge of technology and with a 38,000 strong work force deployed at locations pan UK and overseas. Around 50% of its personnel are technically employed and 40% of all annual vacancies are for the technically competent. Currently 14% of the workforce is female and 2% are from the ethnic minorities.</p> <p>The RAF has historically recruited mainly males between the ages of 16 and 24. Demographic change has seen this cadre decrease in numbers: at the same time technical skills are also on the decline. Currently around 8% of RAF engineer officer and 5% of technicians are female. The business case to improve technical recruitment from the largest of the under-represented cadres i.e. females, is clear.</p> <p>In late 2007 the RAF developed a 5 year Gender Recruitment Strategy designed to improve the number of females recruited into technical vacancies by raising Science, Technology, Engineering and Mathematics (STEM) awareness within the target audience and their influencers, and by challenging existing gender stereotyping. The programme focuses on the need for initial engagement with girls by no later than age 13 followed by regular but sustainable contact to deepen their interest in a STEM career within the RAF. Specifically, the RAF has developed innovative engineering and logistics, hands-on work experience courses for girls and has also developed a primary school educational Road Show and workshop in conjunction with its external partner; BAE Systems. The strategy makes also extensive use of successful role models. The programme has now been extended to include specific ethnic groups.</p>

	<p>This paper explores the rationale for development of the strategy and how senior management buy-in was achieved. It outlines how the culture of the organisation has been acknowledged when planning achievable interventions to create a critical mass of young people from diverse backgrounds into the technical trades and professions within the RAF. The success achieved through working with corporate and academic partners is acknowledged and plans to embed good practice into other areas of the organisation are discussed.</p>
Methodology (up to 50 words)	<p>The authors have led research and development of the strategy for the RAF. A literature review will provide the background and context of why the strategy was developed and charting its success (using evaluation reports). A case study of one organisation's inclusive approach will be produced, including evaluation of impact.</p>
Keywords	<p>Work experience, STEM, equality and diversity, stereotyping, partnerships, defence</p>

College and Career Ready: A Conceptual Framework for the American Labour Market: Engagement, Achievement and Transition (Dr James Stone III)

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr. James R. Stone III
Institution (s)	National Research Centre for Career & Technical Education, University of Louisville

Abstract

Title	College and Career Ready
Subtitle	A Conceptual Framework for the American Labour Market: Engagement, Achievement and Transition
Abstract (350 to 400 words)	<p>College and career readiness (CCR) is a phrase that has captured the imagination if not the vocabulary of state and federal policy makers. What it means, however, is subject to a great deal of variance in interpretation. And definitions matter when it comes to policy. What is the appropriate mix of academic skills, generalizable occupational skills, and specific technical skills are required for the emerging labor market.</p> <p>To respond to this question, we begin with a basic proposition:</p> <p>All occupations that require technical skills that must be acquired through training provide opportunities for incorporating instruction designed to increase the literacy, mathematical, and scientific skills and understanding of students.</p> <p>We concede that the typical CTE course does not capitalize on these opportunities. Nevertheless, the potential is there, and in our judgment, this potential is more promising than asking students to take more traditional academic courses. We will present the evidence upon which we base this judgment and suggest the kinds of initiatives that should be pursued if the potential is to be realized. Before making this argument, however, we question the prevailing claim that the skills needed to be college and career ready are the same. The primary source of this claim is an analysis by the test company ACT (2006) in which it linked the performance of students on its college readiness examination to the performance of workers on its WorkKeys examination. We extend this analysis to the academic standards and courses that are said to define college and career readiness. However, defining career readiness primarily in academic terms ignores the employability and technical skills that employers also seek. We discuss these additional skills and how CTE contributes to them. Finally, we extend our argument by describing how CTE can enhance engagement in education, improve academic and technical achievement through contextualized instruction, and ease the transition to further education and employment.</p>

	<p>Building on the conceptual skill framework (Academic, Occupational, Technical), we look at how within school structures such as career academies, programs of study and the like contribute to building the CCR skills. Within programs, we further explore how specific pedagogic interventions such as work-based learning, career-tech student organizations, career guidance support the goals of CCR.</p> <p>We conclude with an argument for substantial and substantive change in how the American system of workforce development, especially that part targeted at youth, needs to change to better meet the needs of the emerging labor market.</p>
Methodology (up to 50 words)	<p>To develop the conceptual model presented here, an extensive review of the extant literature on workforce needs has been conducted. While much of the discussion will focus on “middle-skill” occupations, attention will be paid to so-called “high skill” occupations as well. The review will be extended to the unique contributions of secondary, post-secondary institutions do developing the college and career ready worker as well as structural and programmatic elements within institutions that contribute to this goal.</p>
Keywords	<p>College and career ready workforce development</p>

Looking Back, Moving On: The Views of Young Britons (aged 19-24) on Their Teenage Experiences of School-Mediated Employer Engagement and Correlations with Subsequent Labour Market Outcomes

Personal Information

Title (s) and Full Name(s) of paper giver(s)	James Dawkins (Education Research Analyst)
Institution (s)	Education and Employers Taskforce

Abstract

Title	Looking Back, Moving On
Subtitle	The Views of Young Britons (aged 19-24) on Their Teenage Experiences of School-Mediated Employer Engagement and Correlations with Subsequent Labour Market Outcomes
Abstract (350 to 400 words)	<p>Over the last decade, a series of US longitudinal studies have uncovered evidence of a significant positive correlation between employer engagement in teenage educational experiences and subsequent early labour market outcomes, including higher employment levels and wage premiums (Neumark & Rothstein 2005; McDonald et al 2007; Kemple 2008). This paper draws on the context provided by such US data to explore whether such outcomes can be identified within the British labour market. Analysing data from a 2011 survey of 1000 young people aged 19 to 24 (fieldwork, February 2011), the paper tests for significant correlations in:</p> <ul style="list-style-type: none"> • Quantity and perceived impact of employer engagement activities by school type (independent, grammar and non-selective state schools). • Perceptions of utility of four interventions (work experience, careers advice, enterprise education, mentoring) on career aspirations, access to HE and securing employment. • Labour market status (notably NEET, earnings and confidence in career progression) and prior school-age employer engagement activities. <p>The paper further considers comparative impacts of employer engagement activities by age (14-16 or 16-19) and offers a qualitative analysis of written responses to how young people conceived the utility, if any, of activities undertaken. The latter analysis tests, in part, the conceptualisations of the impact of part-time employment on the attitudes of US teenagers (Stern & Briggs, 2001) which suggests primarily that exposure to the world of work serves to validate school demands/discipline and acts as a wake up call in understanding labour market consequences of educational attainment. The paper, consequently, provides new data on differential impacts on segmented social groups (addressing the key conference theme of social mobility) and efficacy of intervention by age of recipient (so informing debates</p>

	related to delivery mechanisms).
Methodology (up to 50 words)	Statistical analysis via the utilisation SPSS. More specifically Chi-Squared tests for significance and correlation; multi-layered cross-tabulations and descriptive statistics. Weighted Data and a sample size of 1000 people from YouGov's national database.
Keywords	Employer Engagement, Labour Market Outcomes, Young People (19-24), NEET

What Difference Does it Make? - Building a Theoretical Understanding of What Employer Interventions Do

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Mr Julian Stanley and Dr Anthony Mann
Institution (s)	University of Warwick

Abstract

Title	What difference does it make?
Subtitle	Building a theoretical understanding of what employer interventions do
Abstract (350 to 400 words)	<p>In December 2010, the Department for Education (England) commissioned the Education and Employers Taskforce to undertake a wide-ranging review of employer engagement in education. This paper focuses on a key review theme: how does employer engagement impact upon equity and social mobility. At the same time it reviews the theoretical understandings that shape research into employer engagement in education, drawing upon broader sociological theories about education. The paper aims to address the under-theorisation of both research and policy relating to employer engagement.</p> <p>Making use of recent UK and US research into the impact of employer engagement, the paper explores how concepts of human, social and cultural capital underpin thinking about employer engagement. The paper goes on to propose a conceptualisation that understands employer interventions as acting upon the accumulation of human (Becker 1993, Schuller 2001) social (Granovetter 1973, 1974) and cultural capital (Bourdieu 1973, Archer et al 2010) over the life-course of individuals and groups. The paper proposes that the best way to evaluate employer interventions is to try to judge the extent to which they have altered patterns of accumulation of human, social and cultural capital that are due to the normal operations of society and education. This conceptualisation helps to make clear how employer engagement can intercede in relation to existing economic and social inequalities and influence educational and social outcomes, in particular social mobility. It also suggests that employer interventions are likely to have multiple causal effects, for example, they may work through both social relationships and impact on individual attainment.</p> <p>US and UK data is reviewed, for example, which shows how mentoring and work experience serve to either complement pre-existing, family-derived social advantage or compensate for comparative disadvantage (Packard et al 2009; Neumark & Rothstein 2005; McDonald et al 2007; Erickson et al, 2009; Francis et al. 2005). The analysis has consequences for the design of research into employer engagement and for policy. In addition to review analysis, the paper draws on new research, undertaken by one of the authors, into the</p>

	processes by which leading British independent schools engage with employers to enhance pupil learning and progression.
Methodology (up to 50 words)	Review and analysis of selected theoretical approaches that underpin policy and research into employer interventions. Formulation of a theoretical framework for understanding employer interventions. Testing of this framework by applying it to a number of published research studies. Application of theory to new qualitative research into work experience in independent schools in Britain.
Keywords	Employer engagement, employer interventions, human capital, social capital, cultural capital

Knowing Their Place: How Location Makes a Difference in Young People's Aspirations: A Report on a Longitudinal Study of three British Communities

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr. Keith Kintrea, Prof. Ralf St. Clair, Dr. Muir Houston
Institution (s)	College of Social Sciences, University of Glasgow

Abstract

Title	Knowing their place: How location makes a difference in young people's aspirations
Subtitle	A report on a longitudinal study of three British communities
Abstract (350 to 400 words)	<p>While young people living in deprived places share some key aspects of their experience, the location and form of deprivation makes critical differences. In this presentation, based on research funded by the Joseph Rowntree Foundation, the presenters discuss the factors that shape the aspirations of young people in three diverse parts of the UK between the ages of 13 and 15. This reflects the development of significant interest in aspirations in the education and communities sectors of government.</p> <p>One clear finding emerging from the research is that the patterns of aspirational development between these ages were strongly affected by the nature of the areas young people lived in. In London, where the community contained high numbers of people newly arrived in the UK, aspirations started high and got higher over the two to three years of the research. In Nottingham, in this case in a solidly white working-class community, aspirations started reasonably high but then realistic expectations became lower. In Glasgow, with a mixture of working class and middle class young people, aspirations again started off quite high at 12 and 13 years of age. At this point, however, there were some differences between WC and MC aspirations. Over time the aspirations of the two groups converged to some extent.</p> <p>Three implications of this study are discussed in the presentation. The first is that the nature of the place has to be taken into account in policies and programmes aimed at supporting young people's aspirations. The second is that place, family and school factors tend to "push" in the same direction regarding aspirations. Third, there is an important difference between approaches aimed at strengthening aspirations and those aimed at increasing mobility, and this difference needs to be understood and taken into account in policy and practice.</p>
Methodology (up to 50 words)	This presentation is based on a large scale longitudinal study of three schools in England and Scotland. The schools were selected so as to be in different types of area (white working class, high immigration and mixed) though all

	shared high levels of deprivation. Two in-depth interviews were conducted with 490 young people, as well as parents and teachers.
Keywords	Aspirations, place, deprivation

Trained to Thrive: How can enterprise education equip young people with the skills to succeed?

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Louis Coiffait (Policy Manager)
Institution (s)	Pearson Centre for Policy and Learning

Abstract

Title	Trained to Thrive
Subtitle	How can enterprise education equip young people with the skills to succeed?
Abstract (350 to 400 words)	<p>There is a growing appreciation within public discourses that the skills that young people need to succeed in the future, both in their personal lives and in work, are not the skills that are currently being taught at school (Grit Young Foundation; Opening Minds RSA; 21st Century Skills, Pearson; The Employability Challenge, UKCES). Meta analysis highlights a consistent range of gaps in current educational provision focusing routinely on different activities taking place outside ‘traditional’ classroom-based subject lessons, including; employer engagement, practical learning, employability skills, creative learning, soft skills, thinking skills, competency development, careers guidance and enterprise education.</p> <p>While understanding of the problem is shared, t understanding of the impact such approaches have on attainment, wellbeing and progression is limited. The aim of this paper is add to common understanding by drilling down to consider the impact and delivery options for one intervention (enterprise education) on one outcome (progression) within an English education system which is undergoing radical reform.</p> <p>In doing so, it aims to:</p> <ul style="list-style-type: none"> • Review international understandings of enterprise education (and its close relative – entrepreneurial education) to offer a fresh conceptualisation of enterprise education models • Assess new and existing data on the impact of different forms of enterprise education on different types of pupil within English independent, grammar and non-selective state schools • Consider and assess attitudes of key stakeholders (delivery agents, schools and employer based practitioners) to understand and test potential delivery models <p>In so doing, the paper draws on and critiques existing UK and international public (Davis 2002; McCoshan et al 2010; OECD 2010) and academic literature (Huddleston 2010; Backström-Widjeskog 2010; Bennett & McCoshan 1993)</p>

	<p>literature related to enterprise education.</p> <p>Consequently, the paper will address the key conference theme of delivery models while exploring differential impact on pupils segmented in part through socially defined school types.</p>
Methodology (up to 50 words)	<p>A UK and international literature review considering definitions, delivery models and impact of varieties of enterprise education will be supplemented by analysis of a unique review of attitudes of leading English delivery organisations and other stakeholders informing delivery approaches to enterprise education in the post-Gove era. Impact analysis will be supplemented by consideration of findings from a new survey by YouGov for the Education and Employers Taskforce of 1,002 young people aged 19 to 24, exploring attitudes towards and (through SPSS analysis) potential progression impacts linked to experience of through-term enterprise projects and day events whilst in full time education.</p>
Keywords	<p>Enterprise, employers, education, engagement, employer engagement, employability, entrepreneurship</p>

The New Diploma Qualification: A Question of Identity?

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Prof Prue Huddleston and Dr Andrea Laczik
Institution (s)	University of Warwick, Centre for Education and Industry

Abstract

Title	The New Diploma Qualification: A Question of Identity?
Abstract (350 to 400 words)	<p>Ever since the idea of a suite of new Diploma qualifications was introduced as part of the 14-19 education reform policy, the nature of these qualifications has been contested. The underlying principles of the Diploma qualifications generated debate about their form and function. These issues related, inter alia, to industrial sector relevance, the role of employers within qualification development and delivery, and the potential for students to move freely between academic and Diploma pathways.</p> <p>This paper discusses the nature of the qualification, their 'identity', through re-visiting policy and guidance documents, and data collected through the Evaluation of the Diploma Development Partnership (Ertl et. al., 2009). In addition, the paper provides a case study perspective on how the Diploma has been operationalised at school level over the past two years.</p> <p>We argue that from the outset Diploma qualifications faced significant difficulties resulting in a lack of clarity in terms of 'identity'. These difficulties included conflicting messages from policy makers, both to the Diploma Development Partnerships, employers, teachers, prospective students and to the general public, exacerbated by frequent name changes (Specialist, Specialised, Applied etc.). However, moving on from these initial issues, the paper will present a case study example of commendable practice at school level, and will describe the system and processes that made this case of Diploma implementation a success.</p>
Methodology (up to 50 words)	<p>For the purpose of this paper data collected for the Evaluation of the Diploma Development Partnership (Ertl et. al., 2009) will be revisited and reanalysed. We will focus on data that has implications of the nature of this qualification. In addition, new data will be generated through interviewing school management and other school staff in a school where the Diploma is being delivered.</p>
Keywords	Diploma, vocational and general education, qualification development.

Apprenticeship Quality and Growth in England: An International Perspective: Why Aren't We as Good as the Germans?

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Richard Marsh
Institution (s)	National Apprenticeship Service

Abstract

Title	Apprenticeship Quality and Growth in England: An International Perspective
Subtitle	Why Aren't We As Good as the Germans?
Abstract (350 to 400 words)	A short analysis of recent developments in Apprenticeships in England in light of the recent growth in the apprenticeship programme size. In particular assessing whether the introduction of the new Specification for Apprenticeship Standards in England (SASE) has addressed the long standing concerns about the breadth and rigour of apprenticeships in England, as identified by education commentators when making comparisons to continental European models
Methodology (up to 50 words)	Survey of 300 employers, providers and stakeholders Analysis of English Apprenticeship policy and performance
Keywords	England, apprenticeships, standards, quality, international

The Chair of the School Governing Body: An Analysis of Aspects of the Person, the Responsibility and the Role in Relation to the School and its Governance

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Professor Steve Brammer, Dr David Eddy Spicer and Professor Chris James
Institution (s)	Warwick Business School & University of Bath

Abstract

Title	The chair of the school governing body
Subtitle	An analysis of aspects of the person, the responsibility and the role in relation to the school and its governance
Abstract (350 to 400 words)	<p>Each of the 23000 or so schools in England is required to have a governing body that is responsible for its conduct and every governing body is required to have a chair. The chair of the school governing body is thus a crucial role and considerable responsibility in the education system in England. It is a truism that a large proportion of these chairs of school governing bodies are, or have been, employed. Their involvement in the governance of schools is thus a significant contribution from employers to the education system.</p> <p>Somewhat surprisingly, the role of the chair is under-researched; very little is known about of the people who are chairs, and what they do and how they seek to do it. The research reported in this paper, which is funded by CfBT Education Trust, seeks to redress that deficiency.</p> <p>The paper will present the findings a research project, which has the aims of investigating: the characteristics of the role-holders; the nature and experience of the responsibilities of the chairs; the practices of chairs; the relationship between the chairs and their headteacher; and chairs' development needs.</p> <p>The paper will report the outcomes of the first stage of the project which involves a national web-based survey of chairs of school governing bodies and headteachers. The paper will focus on key aspects of aspects of the person (and in particular their employment circumstances and experience) and the enactment of the role in relation to the school and its governance.</p>
Methodology (up to 50 words)	<p>The data source for the paper is the outcomes of a national web-based survey of chairs of governing bodies and headteachers. The questionnaires draw upon data collection instruments used in other governance settings and were extensively trialled and developed before use. The questionnaires collected data on: the respondents and their various roles on its governing body; the respondents and their background/experience; how the governing body works works; how meetings work; respondents work as chair; the relationship between the chair and the headteacher; the skills required for being an effective chair in general; respondents' self-assessment of their skills and</p>

	capabilities; and chairs training and development needs.
Keywords	Chairs of school governing bodies, governance, governing bodies, Headteacher-chair of governing body relationships

Entrepreneurship Education and Youth Employability in the Arab Region: Partnership between Public and Private Sectors - Development of Entrepreneurship Education Policies in the Arab Region

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr. Sulieman Sulieman (Programme Specialist: STV)
Institution (s)	UNESCO Regional Bureau for Education in the Arab States-Beirut UNESCO-UNEVOC International Centre for TVET-Bonn

Abstract

Title	Entrepreneurship Education and Youth Employability in the Arab Region: Partnership between Public and Private Sectors
Subtitle	Development of Entrepreneurship Education Policies in the Arab Region
Abstract (350 to 400 words)	<p>Entrepreneurship Education (EPE) in the Arab States is a joint project between UNESCO Regional Bureau for Education in the Arab States-Beirut, UNESCO-UNEVOC International Centre for TVET-Bonn, and the StratREAL Foundation, United Kingdom, which includes two main components:</p> <p>Component One: The collection, systematization and dissemination of innovative and successful experiences of EPE from different countries of the region (2009–2010); and</p> <p>Component Two: Providing technical support for the development of strategic plans to facilitate the incorporation of the concept of EPE in the education systems of the Arab region (2010–2012).</p> <p>As part of the outcomes of Component One, four country case studies of Egypt, Jordan, Oman and Tunisia had been prepared and published on the current situation of entrepreneurship education in these countries. Based on the four case studies, as well as international and regional experiences in this field, a regional synthesis report was prepared by the team of experts to highlight the national and regional contexts and expectations of EPE in the Arab region.</p> <p>UNESCO and other concerned International Organizations (i.e. ILO, UNIDO, and ETF) will continue this joint effort and partnership in order to provide countries of the region with necessary technical support and mobilization of resources at the country, regional, and international levels to enhance the adaptation of EPE in the education and training systems. The focus will be on developing national and regional strategies and plans of action for EPE, which include the following priority areas: Policy and Coordination; Curriculum Development; Teacher Education and Training; Equipment, Laboratories and Infrastructure; and Networking and Connectivity.</p>

Methodology (up to 50 words)	<p>The methodology used to conduct the case studies included desk reviews of relevant documents and reports at the country level, analyses of the education systems, discussions with key officials/specialists, and two workshops held by the National Centre for HRD-Jordan (UNEVOC Centre) for the research team (August and December 2009) on the outcomes and results. The case studies focused on socio-economic development, with a particular emphasis on how EPE can enhance employment opportunities for youth and graduates in the private sector and provide the young generation with knowledge and skills on how to manage and open small and medium enterprises (SMEs).</p> <p>The methodology for implementing component two of the project (2010-2012) will include partnership between International Organizations (UNESCO, ILO, UNIDO, ETF), Government Institutions (MOEs, UNEVOC Centres), NGOs, and representatives of the Private Sector (i.e. Business and Industry Associations).</p>
Keywords	<p>Entrepreneurship Education, youth, partnership</p>

Origin, Education and Destination: An Analysis of Social Mobility in Britain (1991-2005)

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Professor Yaojun Li and Professor Fiona Devine
Institution (s)	School of Social Sciences, Manchester University

Abstract

Title	Origin, education and destination
Subtitle	an analysis of social mobility in Britain (1991-2005)
Abstract (350 to 400 words)	<p>This paper studies social mobility in Britain in terms of the association between origin, education and destination (O-E-D). The classical liberal theory foresees the ascriptive forces to give way to achievement: the association between O-E and in turn between O-D to weaken whilst the E-D association to strengthen. However, in spite of some earlier research in the US using the gradational approach, little recent work is available to test the thesis. In Britain there is a lot of debate on the mobility patterns and trends but no research has simultaneously compared the O-E-D associations.</p> <p>We use the British Household Panel Survey of 1991 and the General Household Survey of 2005 for the study. Both are large-scale national surveys of the highest quality where the O E D variables can be consistently constructed. We limit the analysis to working-age population.</p> <p>While the gender gaps in education have closed, class differences remained pronounced. Men from higher professional and managerial origins had a lead of 40 percentage points as compared with those from routine working class families in having tertiary education in 1991, which became 42 points in 2005. The corresponding lead for women from the two origins was 42 and 43 points respectively. The origin differences in access to the privileged salariat (professional and managerial) positions were also marked and were only of a slightly smaller scale than in the case of education.</p> <p>Analysis of the relative rates shows only a small change in the O-E for men, and no change in men's O-D or women's O-E or O-D associations. Furthermore, the weakening in men's O-E only occurred for Classes 2-4, not for Class 1. No change in the O-E for women. As for D holding constant O and E, we found no change in O-D for men or women, or E-D for women, and if anything, the E-D association weakened rather than strengthened as predicted by the classical theory.</p> <p>Overall, our evidence points to little social progress in spite of the educational</p>

	expansion and occupational upgrading. While there is a slight loosening in the association between the lower middle classes and their son's education, the overall weight tilts towards a rejection of the classical thesis of increasing meritocracy.
Methodology (up to 50 words)	Descriptive analysis, loglinear and UNIDFF modelling, ordinal logit analysis, Wald chi-square test.

Perhaps You Are a Barrister and Can Help a Current Wykehamist Discover Something About Chamber Life?" - Employer Engagement in High Performing English Independent Schools

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Professor Prue Huddleston and Dr Anthony Mann
Institution (s)	Warwick University & Education and Employers Taskforce

Abstract

Title	"Perhaps you are a barrister and can help a current Wykehamist discover something about chamber life?"
Subtitle	Employer engagement in high performing English independent schools
Abstract (350 to 400 words)	<p>The paper reports on a short research project undertaken to understand the ways in which high performing independent schools (in England) engage with employers to support pupil learning and progression, how they go about it, and why they bother. Emerging from an historical focus on VET, UK and international literature surrounding work-related learning has typically focused on activity in the state sector and often focused on impacts on pupils at risk of disengagement or underperformance (Miller 1998, Huddleston and Stanley 2011, US). This paper takes a different approach. It seeks to understand the motivations of high performing independent schools in engaging employers to provide pupils with access to work experience placements, careers advice and enterprise education. In so doing, it provides a new contribution to a relatively slender literature (Walford 2003, Devine 2004) which highlight the value of organisational and individual social capital (Granovetter 1973, 1974, Brinton 2010) in providing efficient access to resource of considerable value to the progression of young people. The paper offers an overview of activity undertaken by 20 high performing independent schools, new survey data on the comparative experiences and attitudes of independent school alumni and their grammar school and non-selective state school peers, and a series of in-depth interviews with staff at relevant schools. Key themes addressed in the research include: influence of external speakers to shape a learning culture; information provision, and work experience provision, as means to inform and validate pupil career aspirations, and enable progression to highly selective undergraduate courses of study. The paper offers comparisons to approaches and provision in the state sector, and consequently addresses the two conference themes (of social mobility and delivery mechanisms) closely.</p> <p>The paper draws upon:</p> <ul style="list-style-type: none"> • Desk research establishing base line engagement across six activity areas in 20 selected schools. • Interviews with informed staff from six schools (3 boys, 3 girls).

	<p>Fieldwork undertaken: November 2010 to June 2011.</p> <ul style="list-style-type: none"> • Survey of 1000 young people aged 19-24 segmented by school (independent, grammar, non-selective state) exploring place in labour market, experience of, and attitudes towards, employer engagement undertaken whilst in full-time education. Fieldwork: February 2011. • Literature review.
Methodology (up to 50 words)	<p>Desk research establishing base-line engagement across six activity areas in 20 selected schools.</p> <p>Interviews with informed staff from six schools (3 boys, 3 girls). Fieldwork undertaken: November 2010 to June 2011.</p> <p>Survey of 1000 young people aged 19-24 segmented by school (independent, grammar, non-selective state) Fieldwork: February 2011. Literature review.</p>
Keywords	<p>Independent/private schools, work-related learning, work experience, careers advice, enterprise, alumni, progression, social mobility, social capital</p>

Labour Market for Graduates with Language Skills – Measuring the Gap Between Supply and Demand: New Research to Obtain Quantitative Data on the Value of High Level Language and Intercultural Skills

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Anne Marie Graham, Director, Arqueros Consulting and Dr Pamela Moores, Aston University
Institution (s)	University Council of Modern Languages, University of Aston

Abstract

Title	Labour market for graduates with language skills – measuring the gap between supply and demand
Subtitle	New research to obtain quantitative data on the value of high level language and intercultural skills
Abstract (350 to 400 words)	<p>Following the review of modern language provision in Higher Education carried out by Prof. Michael Worton, Vice-Provost of UCL in 2009, the University Council of Modern Languages (UCML) undertook a piece of research, funded by HEFCE, to investigate the labour market for graduates with language skills. The research included specialist language graduates and other undergraduates learning a language while in higher education.</p> <p>Previous labour market intelligence carried out by Sector Skills Councils and Standard Setting Bodies as part of the BIS UK Vocational Qualifications Reform Programme had been unable to obtain robust quantitative data in regard to the labour market for languages and intercultural skills. Specialist linguist professions do not have a Standard Occupational Classification (SOC) code, and the pan-sector application of languages and intercultural skills mean that it is difficult to measure the size of the job market.</p> <p>Research into the supply of language skills, measuring the number of students studying a language in school and in higher education show a decrease in numbers taking a language in state education, compared to a maintained numbers in independent schools.</p> <p>However, research into demand shows that language and intercultural skills, and graduates with international experience, are at an advantage in the job market. Therefore, those who do not have access to languages education at an earlier age may be at a disadvantage in the job market. Those who study languages at university and undertake a period abroad may be at a distinct advantage.</p> <p>The paper will discuss the how reduced numbers of learners in state secondary education may affect languages in higher education. It will also reflect on the influence of employer engagement and interventions by higher education</p>

	<p>institutions, such as the Routes into Languages programme, on the numbers taking languages in state schools post-14. It will consider the potential impact of the higher tuition fees on foreign language programmes that include a study period abroad.</p> <p>The paper will look at how research shows increasing employer dissatisfaction with the supply of a skill that is no longer compulsory in the National Curriculum post-14.</p> <p>Most importantly, it will focus on how employers can better communicate the value they place on languages and intercultural skills, so that those planning to enter higher education will in turn value these skills and ensure that future graduates provide the requisite international dimension.</p>
Methodology (up to 50 words)	<p>The research carried out research into the job market by: reviewing major jobsites on a weekly basis; surveying recruitment agencies specialising in assessing candidates with language skills and; interviewing employers requiring language skills and involved in education programmes supporting language learning.</p>
Keywords	<p>Modern foreign languages, employability, mobility, recruitment trends, employer engagement, routes into Languages</p>

Transforming Work Experience into Work Inspiration: The Business Benefits

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Kate Shoesmith and Joe Shamash
Institution (s)	City & Guilds Centre for Skills Development

Abstract

Title	Transforming Work Experience into Work Inspiration: The Business Benefits
Abstract (350 to 400 words)	<p>In 2009, Business in the Community launched its Work Inspiration campaign. This aimed to ensure that businesses provide young people still at school with engaging, high quality work experience placements. Research investigating the benefits of work experience has often considered the benefits from the perspective of the young person, far less is known about the benefits accrued to businesses.</p> <p>A recent research project conducted by the City & Guilds Centre for Skills Development on behalf of Business in the Community has sought to address this gap. In the course of this research, four key impact areas for businesses have been identified:</p> <ol style="list-style-type: none"> 1. Employee engagement and development – employees often benefit in terms of the skills they develop from managing and supporting young people on work experience. Often, employees also develop greater levels of satisfaction and engagement with their employer as they can see how their company is actively supporting their local community. 2. Diversity and talent – for some, Work Inspiration and work experience has been identified as a way of opening up the doors and encouraging young people from a range of different backgrounds to consider careers in their industry. This is particularly important for organisations that require a workforce that reflects and understands their client groups. 3. Business development – particularly when it comes to winning public contracts, business and community collaborations have been looked upon as a favourable asset by customers. Some of the businesses consulted in this research identified how their work experience programmes have won them business.

	<p>4. Community engagement – participation in work experience has helped some companies to raise awareness of their organisation within their community – and not just with those it hopes to employ in the future. Young people and their families are often customers and their insights can be invaluable as a company tries to position itself with its key market audiences. The best way of doing this, however, has been to ensure the integrity of the work experience placement first, and allow the benefits to follow.</p> <p>This conference session would explore these research findings in more detail and seek to identify ways for other businesses to gain from employer-school partnerships.</p>
Methodology (up to 50 words)	<p>This research was carried out in three phases. First, a literature review of UK and international research was conducted. Those companies signed up to Work Inspiration were then surveyed and finally, CSD interviewed eight organisations participating in Work Inspiration as case studies.</p>
Keywords	<p>Work experience, employer engagement</p>

'What a Person Can Be They Must Be' - An Exploration of the Efforts of One School in the West Midlands, England to Raise Aspirations and Widen Horizons for their Students Through Their Work Experience Programme

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Dr. Tricia Le Gallais
Institution (s)	Birmingham City University

Abstract

Title	'What a person can be they must be'.
Subtitle	An exploration of the efforts of one school in the West Midlands, England to raise aspirations and widen horizons for their students through their work experience programme
Abstract (350 to 400 words)	<p>In 2008 the report, 'The work experience placements of secondary school students: widening horizons or reproducing social inequality?' was published by Hatcher & Le Gallais. The researchers investigated the distribution of students to placements with particular emphasis on differentiation by social class. The processes utilised by the various schools in the allocation of placements formed an important part of the research. The above research demonstrated that work placements tend powerfully to reflect and reproduce patterns of social class inequality, rather than to widen students' vocational horizons.</p> <p>Five schools were involved in the original research. One of these schools, anonymised as Avon School, has an intake selected by ability; the other four schools, namely Bedford, Cumbria, Devon and Essex School, are comprehensive schools. We used eligibility for free school meals (FSM) as a proxy indicator of the socio-economic status (SES) of the school populations, which, whilst limited as an indicator, allowed us to categorise the schools in to high SES (Avon), middle SES (Bedford and Cumbria) and low SES (Devon and Essex).</p> <p>Taking the data for all five schools into account the number of professional placements accessed by one of the schools, namely Essex School, was higher than one might reasonably have anticipated from its low socioeconomic status. This intriguing anomaly provided the stimulus for undertaking this piece of small scale research in 2010-2011.</p> <p>Two members of staff at Essex School with specific responsibilities for the school's work experience programme together with 36 Year Twelve students took part in interviews and/or questionnaires. Data showed that the number of professional placements had increased considerably since the previous research with many students stating that they were now intending to go on to</p>

	<p>university as a direct result of their placements. In addition, students' aspirations had been raised with regard to the types of future careers they were considering, which contrasted dramatically for some with their family background.</p> <p>The previous research highlighted the marked directive stance adopted by Essex School in terms of students' freedom to choose their own placements. This approach, whilst in conflict with the DfES' (2002) recommendation that students should be given choice, appears to be an important factor in the success of Essex School's work experience programme as a vehicle for raising aspirations and widening their students' horizons. Their strong engagement with local employers and their proactive attitude towards addressing the dearth of cultural capital amongst their students' families make Essex School an exemplar in the drive for greater social mobility.</p>
Methodology (up to 50 words)	<p>This piece of qualitative research is interpretive in its approach. It takes the form of a case study, utilising interviews and questionnaires as primary data with previous, more extensive research into this topic setting the study in its geographical, social and cultural context.</p>
Keywords	<p>Secondary school work experience placements, raising aspirations, widening horizons.</p>

High School Apprenticeships in Alberta: Exploring Social Mobility

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Professor Alison Taylor
Institution (s)	University of Alberta, Canada

Abstract

Title	High School Apprenticeships in Alberta: Exploring Social Mobility
Abstract (350 to 400 words)	<p>The proposed paper examines the pathways followed by former high school apprentices in Alberta, Canada a few years after leaving school with particular focus on social mobility (cf. Shavit and Blossfield, 1993). The aim of the province of Alberta's Registered Apprenticeship Program (RAP) is to provide an alternative pathway for youth who may not otherwise stay in high school to earn a diploma while gaining useful work skills which are in high demand. A key question is, to what extent does RAP fulfill its goal of targeting youth who are 'at risk' of not completing high school? A second and equally important question is: under what conditions can such programs support upward social mobility for youth?</p> <p>Based on their international research, Shavit and Blossfield (1997) propose that legitimate questions can be asked about whether increased policy interest in vocational education may enable the educational system "to absorb disadvantaged groups at the secondary level without disturbing the basic social interests of advantaged groups at higher levels in the school system" (p. 14). This comment is based on their finding that "educational selection persistently favours children of privileged social origins" (p. 21). Writers in Canada suggest also that although schools can partly compensate for societal inequalities, they do not come close to fully alleviating them (Davies and Guppy, 2010). At the same time, there is general agreement that youth are agents who construct their own lives, albeit within constraints (e.g., Rudd and Evans, 1998). Based on survey and interview data from former apprentices, the proposed paper considers the role of programs like RAP in promoting social mobility for youth.</p>
Methodology (up to 50 words)	This paper draws upon survey and interview data from former apprentices.
Keywords	Apprenticeships, social mobility.

Aligning the Theory to Practice: Unpacking the Role of the National Training Agency in Producing Education for Employment in Technical and Vocational Education and Training in Trinidad and Tobago.

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Meagan Sylvester, Manager, Research and Development
Institution (s)	The National Training Agency

Abstract

Title	Aligning the Theory to Practice: Unpacking the Role of The National Training Agency in Producing Education for Employment in Technical and Vocational Education and Training in Trinidad and Tobago.
Abstract (350 to 400 words)	<p>As the central coordinating body for all Technical Vocational Education and Training (TVET) in Trinidad and Tobago, the National Training Agency (NTA) is mandated to develop, implement and maintain a national TVET plan, as well as to establish and maintain a system that will harmonize, standardize, monitor and evaluate all formal and non-formal national training efforts in TVET. These efforts are geared towards to creation of a highly skilled, competent, innovative and entrepreneurial workforce.</p> <p>The NTA works to ensure that information relevant to TVET and workforce development is provided and assessed on a continuous basis, and to support and encourage development of training programmes designed with the aim of fostering national human resources. These functions are undertaken within a structured system of communication and partnership with state and other agencies and stakeholders to ensure continued relevance and value in the NTA's products and services.</p> <p>As such this paper will seek to align NTA's vision and mission to the success of its programmes in career mapping and development together with its commitment to training for development with the registration and certification of training providers and employers who are geared towards training graduates and employees with the Caribbean Vocational Qualification (CVQ). The paper will also seek to illustrate NTA's commitment to reducing the gap between education and the world of work through the CVQ in school programme which allows for flexible articulation of students within the general education system into a smooth transition to the workplace.</p> <p>This paper will also demonstrate how the NTA is also strategically aligning itself to the development of the economy by providing information from labour market surveys on the key skills and competencies required from industry. This information is utilized by both private and public organizations and act as a guide to training providers to determine what programmes to offer to the general public by way of aligning training to industry needs. It is also used by</p>

	the Government of Trinidad and Tobago for policy planning and other initiatives on a national level.
Methodology (up to 50 words)	A comprehensive synthesis of relevant literature.
Keywords	Caribbean Vocational Qualification (CVQ) , career mapping and development

Not Enough Capital: Exploring Education and Employment Progression in Further Education

Personal Information

Title (s) and Full Name(s) of paper giver(s)	Emma Charlotte Norris
Institution (s)	Royal Society of Arts

Abstract

Title	Not Enough Capital: Exploring Education and Employment Progression in Further Education
Abstract (350 to 400 words)	<p>The socio-economic gap in educational achievement remains wide and intractable despite numerous attempts to address it. Social class is the strongest predictor of educational attainment. Whether it is because your parents can pay your rent during an internship, use their contacts to secure work experience or simply provide a lifestyle that familiarises you with the predominantly middle-class worlds of higher education and elite progressions, who your parents are will have a bigger impact on your life chances than your ability. Young people from low-income backgrounds need better formal and informal support to help them traverse this gap, make decisions about progression and ultimately have fulfilling careers.</p> <p>This paper adds to a considerable body of research which shows that cultural, economic and institutional capital – or lack of it – has a detrimental effect on young people from low-income backgrounds in the FE sector, and in their progression into education or the workplace. Our main findings are:</p> <ul style="list-style-type: none"> • The disadvantage faced by young people from low-income backgrounds in secondary education continues into FE. Young people from low-income backgrounds face cultural, financial and institutional barriers compared to young people from higher-income groups. • Many of the young people we spoke to were unaware of how important networks and other forms of cultural capital are for progression. In particular we found that young people from low-income backgrounds often have a strong aversion to using cultural capital to further their own ends. They considered this ‘cheating’ and instead drew on ‘rags to riches’ stories of securing independent success. • Young people from low-income groups struggle to meet the everyday costs of college and feel priced out of higher education as a result of spiralling fees. • Whilst doing the best they can for their students, because of the

	sector's own lack of capital FE colleges are not always able to provide the advice, guidance and support that these young people need.
Methodology (up to 50 words)	<p>This paper draws upon:</p> <ul style="list-style-type: none"> • Literature review analysed existing academic and policy literature on social class and educational achievement. • Desk research. • Views gathered from a total of eight focus groups held with staff and students in Further Education colleges. A total of 30 staff and a total of 32 students took part in the research. These focus groups were held at four case study colleges in London (x2), Nottingham and Leicester. Each focus group lasted approximately 1.5 hours
Keywords	Social and cultural capital, economic capital, institutional capital and social class

The Importance of Experience of the World of Work in Admissions to Russell Group Universities: A Desktop Review of Admissions Criteria for Six Courses

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Abstract

Title	The Importance of Experience of the World of Work in Admissions to Russell Group Universities: A Desktop Review of Admissions Criteria for Six Courses
Abstract (350 to 400 words)	<p>This paper provides an overview of information gathered from desk-based research that was undertaken in spring 2011 which investigated the relevance of work experience with regards to the admissions policies of undergraduate courses at Russell Group universities. It investigates whether this cohort of Higher Education Institutions (HEIs) expect their undergraduate applicants to have undertaken work experience, and the extent to which work experience strengthens their application.</p> <p>A total of six courses – Business/Economics/Management, Dentistry, Engineering, Law, Medicine and Veterinary Medicine – were selected on the basis that they provide high wage returns typically within the professions.</p> <p>Research involved a review of web-based materials setting out HEI admissions criteria for each subject. Materials were reviewed to assess whether work experience (or more broadly experience of the world of work) was cited as an essential or desirable admissions requirement, or not mentioned.</p>
Methodology (up to 50 words)	This paper draws upon desk-based research which examines the admissions criteria for six competitive courses at the UK's Russell Group Universities.
Keywords	Work experience, admissions and Russell Group Universities